





2026/2027

Academic Planning Guide

for
Middle School and High School

Beaumont ISD
Preparing Our Next Generation

Welcome to Students and Parents

The purpose of this academic planning guide is to assist students and parents in planning a course of study tailored to individual student needs, interests, and aspirations. After an introductory section on general requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the courses offered by the Beaumont Independent School District. These descriptions should be consulted in selecting courses for next year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with school counselors. **Information in this guide is subject to change at any time due to updates in local, state, and federal policies.**

Parents and Students Should:

- Review the state and local course requirements included in the guide. Also, review the graduation requirements for the Foundation High School Plan.
- Consider your post-secondary education plans and career interests. Decide which college or other post-high school programs you might attend.
- Review the core course and elective offerings.
- Complete the course selection process as directed by your school counselor and/or advisor.

Availability of courses listed in the academic planning guide depends on student requests, staffing and other resources at each campus. Some courses may not be available on all campuses in a face-to-face traditional format. Other formats (online learning or distance learning) may be utilized to provide a course to meet student requests within district procedures. Beaumont Independent School District seeks to provide equal educational opportunity without regard for race, color, religion, national origin, sex, or disability.

Additional information can be found on the Beaumont ISD website, www.bmtisd.com

Beaumont ISD Motto:

Preparing our Next Generation

Beaumont ISD Mission Statement:

We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Beaumont ISD Vision Statement:

In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

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Beaumont ISD Secondary Campuses & Central Facilities

Middle Schools

Pietzsch- MacArthur School
4301 Highland • Beaumont 77705
409-617-6475 • Main Fax: 409- 617-6498

Marshall Middle School
6455 Gladys • Beaumont 77706
409-617-5900 • Main Fax: 409- 617-5924

Odom Academy
2550 W. Virginia Street • Beaumont 77705
409-617-5925 • Main Fax: 409-617-5949

Smith Middle School
4415 Concord • Beaumont 77703
409-617-5825 • Main Fax: 409- 617-5848

Vincent Middle School
350 Eldridge • Beaumont 77707 409-617-5950
• Main Fax: 409-617-5974

High Schools

Beaumont United High School
3443 Fannett Road • Beaumont 77705
409-617-5400 • Main Fax: 617-5492

Dr. Martin Luther King Jr. Collegiate Academy
1400 Avenue A • Beaumont 77701
409-617-6600 • Main Fax : 409-617-6624

West Brook High School
8750 Phelan Boulevard • Beaumont 77706
409-617-5500 • Main Fax: 409-617-5584

Pathways Learning Center
2300 Victoria St • Beaumont 77701
409-617-5700 • Main Fax: 409-617-5738

Paul A. Brown Learning Center
88 Jaguar Drive • Beaumont 77702
409-617-5720 • Main Fax: 409-617-5738

Career and Technology Center
2330 North Street • Beaumont 77702
409-617-5740 • Main Fax: 409-617-5759

Central Facilities

Administration Building
3395 Harrison Avenue • Beaumont 77706
409-617-5000

Administration Annex
4315 Concord Road • Beaumont 77703
409-617-5057

Agricultural Farm
6150 North Keith Road • Beaumont 77713
409-617-5740

Athletics Department
BISD Memorial Stadium
5250 Bayou Willow Parkway • Beaumont
77705 409-617-5014

BISD Police Department
9275 Manion Drive • Beaumont 77705
409-617-7001 • Main Fax: 409-617-7014

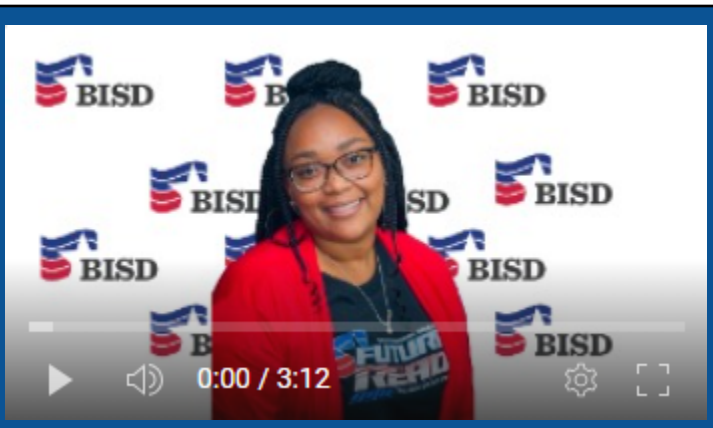
Frank Planetarium
3370 North Street • Beaumont 77706
409-617-5100

Maintenance Department
1650 Caldwell Street • Beaumont 77703
409-617-5651 • Main Fax: 409-617-5671

Transportation Center
3255 Milam Street • Beaumont 77701
409-617-5615 • Main Fax: 409-617-5648

Dr. Shannon Allen
Superintendent of Schools

How to Use the Academic Planning Guide



Planning Your Course of Study

Course Catalog Introduction Video (click here to watch video)

Planning your course of study during middle school and high school is a crucial step in planning your future. The decisions you make, along with the course of study you pursue, will affect your post-secondary plans, including college and career readiness.

College students change their majors an average of three times. This is typical, and you, too, will probably reconsider your career goals several times. The decisions you make now, regarding both your program of study and the activities in which you engage, will affect your options beyond high school. It is best to pursue a broad, well-rounded program of study that will prepare you for a variety of opportunities. Beaumont ISD offers a wide range of programs designed to give our students a firm foundation for entering college, business or technical school, military services, or the workforce. As a student, you are strongly encouraged to pursue a rigorous, challenging program that is best suited for your needs.

The following pages contain information on graduation programs, graduation requirements, and information on career planning. The Catalog contains course descriptions, information on prerequisites, and grade level placements.

We are confident that you will find the educational opportunities offered at Beaumont ISD campuses to be among the best in the state. Please use this catalog as a guide to plan your coursework and your future. You have many important decisions to make-take them seriously and make them count!

High School Students and Parents:

- ❑ Review the graduation requirements. Review the 4-year plan that you have completed and/or review records of the high school courses you have already taken.
- ❑ Think about your post-secondary education plans and career goals. Decide which college and/or articulated credit opportunities you might want to pursue in high school.

  For information about:
  - o Ways to earn college credit
  - o Ways to earn credits outside the normal school day
- ❑ Career preparation courses and license options
- ❑ Update your Graduation Plan and/or 4-year plan.
- ❑ Choose courses for next year's schedule that support your 4-year plan and career goals. Be sure you have completed the prerequisite requirements for the courses you select.
- ❑ Complete the Course Selection process that was issued by your campus and submit it by the required deadline.

Middle School Students and Parents:

- ❑ Review the Middle School Course of Study
- ❑ Familiarize yourself with the requirements of the Foundation High School Plan (FHSP) + Endorsements.
- ❑ Study the content and requirements of the catalog of courses available for your grade level
- ❑ Think about your future goals for high school and college. Consider the examples of ways to earn high school credit while in middle school.
- ❑ Make a final decision about the courses you plan to take for next year. Complete the Course Selection process provided by your campus to indicate your requests for next year and submit it by the required deadline.

General Information

Attendance

Students must attend a minimum of 90 percent of the days after enrollment in the course. See the Student Handbook for more information.

Semester System

The Beaumont Independent School District's schools operate on a semester system. Each school year is divided into two semesters, and each semester is divided into two grading periods. Most courses vary from one to two semesters in length. Credit for courses is awarded based on Board Policy EIE.

Grading System

The State Board of Education has set 70 as a minimum passing grade. Written communication of the student's achievement is reported to the parents on a nine-week basis. When letter grades are recorded, the following conversions are used.

90-100 = A
80-89 = B
75-79 = C
70-74 = D
69-below = F

Actual student numerical grades are recorded in the grade book and averaged as actual grades.

Academic Options

Students have several academic options when selecting classes. These include on-level courses, Pre-Advanced, AP, Honors, and Dual Credit courses. Students are advised to take courses at a level where they will be challenged and still perform successfully. The options available for each course are listed with course descriptions.

State Credit Courses

All courses which are to be counted toward grade level and graduation requirements must be state-approved courses. Students must complete the correct graduation plan for their cohort upon entering high school to receive a diploma. The requirement may be waived under certain circumstances.

Academic Eligibility Rules

A student shall be suspended from participation in all extracurricular activities sponsored or sanctioned by the school district during the three-week period following a grade reporting period in which the student received a grade lower than 70 in any class other than certain identified classes. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than certain identified classes, is 70 or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. A suspended student may regain eligibility seven days after the three-week progress report period. For a student to be eligible to participate in UIL activities, the student must be classified as a full-time student. Classes such as study hall, office aide, and off-campus do not meet these criteria.

Make-Up Work

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school after an absence. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally, one day for each day of excused absence will be provided for the make-up work. Failure to meet the deadline may result in a lower grade.

Course Credit

High school students are required to complete courses mandated under their graduation plan. Credit for a course may be earned only if the student receives a grade equivalent to a 70 or higher on a 100-point scale. State-approved courses are aligned to the Texas Essential Knowledge and Skills (TEKS). Credits are awarded in semester increments. Yet some exceptions apply, typically, a one-semester course is worth a 0.5 credit. A full-year course is worth 1.0 credit. A full-year course may have more than 1.0 credits and these are identified in the academic planning guide. If a student fails a semester course, the student must retake the entire course to earn graduation credit. If a student fails one semester of a multi-semester course, the student only retakes the semester that was failed. (In a two-semester course, a student can gain credit if both semesters average to a 70 or higher for the year.)

High school courses taken in middle school will be included on a student's transcript and count in the grade point average (GPA).

Local Credit Courses

Local Credit and Non-Credit courses DO NOT count towards state graduation requirements. Such classes may include but are not limited to:

- Office Aide
- Study Hall

Local credit courses in which the student receives a grade are included in the student's GPA calculation and class rank.

Physical Education Substitutions

Marching band (fall semester only), cheerleading (fall semester only), NJROTC and approved Off Campus PE may substitute for the physical education requirement. Students enrolled in physical education and band (fall semester only) or NJROTC the same semester may use both to meet the physical education requirement.

Fitness Assessment

The Texas Education Code (TEC) §38.101 states that a school district must annually assess the physical fitness of students enrolled in grades 3-12 in a course that satisfies the curriculum requirements for physical education under TEC §28.002 (a)(2)(C). Students at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for physical education, or any student in a substitution for physical education must be assessed. Students that are enrolled in athletics, off-campus private or commercially sponsored physical activity programs, or NJROTC must also be assessed. The assessment instrument is the Fitnessgram which evaluates body composition (Body Mass Index), aerobic capacity (one-mile run or pacer test), muscular strength and endurance (curl-ups, pull-ups, flexed arm hang), and flexibility (shoulder stretch).

Schedule Changes

Students receive information about course offerings and advisement about appropriate course selection from the counseling staff. Upon receiving this information students have the opportunity to discuss their course options with parents, teachers, and campus counselors.

Changes in a schedule or a course may only be made within the published timeframe. After the course change deadline, requests for schedule changes will be honored for a limited number of reasons such as:

1. Error in scheduling on the part of the school such as a data entry error;
2. Student failure in a prerequisite course;
3. Change in program (athletics, band, choir, orchestra, etc.);
4. Level changes as recommended by teachers and counselor with parental knowledge;
5. Students did not meet standards on the STAAR/EOC.

For unusual circumstances, which require a schedule change after the semester begins, students should be aware that:

1. Grades earned in PreAdvanced or AP courses will be transferred to the academic course without any adjustment after the tenth day of class.
2. Grades earned in the first three weeks of a dropped class can affect UIL eligibility.
3. Dual-credit students must also officially withdraw from the post-secondary institution after consulting with a BISD campus counselor (withdrawing from a dual-credit course may affect the terms of the college financial aid package).
4. A change to a new course title requires the student to make up work done prior to his/her entry in the course.

High School Courses in Middle School

Students who have successfully completed a high school credit course in middle school receive the appropriate units of high school credit and grade points. High school courses taken in middle school will be included on a student's transcript and count in the grade point average (GPA).

UIL/Eligibility

Enrollment Qualification

A student must be enrolled for at least four instructional hours per day (five class periods) to be considered full-time in membership for one full day. The classes in which the student is enrolled for the four hours may be for either state approved or local credit. Students are eligible to participate if they meet the TEA requirements above and are subject to the UIL No Pass-No Play rule.

Out-of-District Courses via Correspondence or Online

All courses taken through a District approved out-of-district course providers (correspondence or online) which count towards high school graduation requirements, and are not eligible for exemption as an advanced class, are subject to the No Pass-No Play rule.

College Level Participation Eligibility

Students interested in pursuing athletics in college must consult the NCAA website for current information as they create/revise their high school four-year plans. To learn more, visit NCAA Eligibility Center

Specialized Programs

Entrance from Non-Accredited Schools

Students entering the Beaumont Independent School District after having attended non-accredited schools will be enrolled on probation. After completing credit by exams in the core courses, students will then be placed at the proper grade level. Contact your counselor for details.

Alternative Schools

Pathways Learning Center

Pathways Learning Center is a facility established by the Beaumont Independent School District to provide an alternative to student expulsion. Entry to Pathways is based upon placement from each campus. Through this program, an opportunity is provided for students to continue their education in a strict environment.

Paul A. Brown Learning Center

Paul Brown Learning Center is an alternative high school campus of choice and opportunity for students in the Beaumont Independent School District. The campus offers accelerated courses aligned with BISD curriculum and fulfills all state graduation requirements. Students who are interested in attending the Paul Brown Learning Center are recommended from their home school (West Brook & Beaumont United).

Additionally, we provide an opportunity for students to leave with a certification or classes towards a certification to immediately enter the workforce with our partnership with Lamar Institute of Technology. For those students who have attendance issues beyond their control, we offer an Optional Flexible School Day program so students can come to school when their schedule allows.

Pregnancy Related Services Program (PRS)

Beaumont Independent School District provides support services, Compensatory Education Home Instruction (CEHI) and collaborative intervention strategies that promote wellbeing for the whole student. These services are designed to help students adjust academically, mentally, and physically during their prenatal and postpartum periods, while remaining in school. Students receiving Pregnancy Related Services remain enrolled and attend classes at their current school campus. Contact the campus counselor for more information.

Homebound Services

Homebound services are part of the overall continuum of programs and services available in Beaumont ISD to meet the needs of students with physical illnesses who cannot attend school for a period of 4 weeks or more. Homebound services are only considered for those students with physical medical conditions that require home or hospital bedside confinement. A Physician's recommendation identifying the medical reason(s) for home confinement must be provided in writing for homebound services to be considered. The instructional service delivery model for Homebound services is generally provided for four (4) hours per week in core content areas. For students receiving special education services, it is the responsibility of the ARD/IEP committee to determine the type and amount of services that will be required to meet each student's individual educational needs.

Career and Technical Education Center

The Career and Technical Center offers 14 Programs of Study, each designed to provide students with strong academic foundations, advanced technical skills, critical thinking abilities, and a solid work ethic.

Of these programs, 9 are dual enrollment opportunities in partnership with Lamar Institute of Technology, and 2 are dual enrollment programs with Lamar State College Orange. Through these partnerships, students can earn college credit hours toward an Associate Degree while still in high school.

Students who successfully complete two academic years in a dual enrollment program earn a Level 1 Certificate and are eligible to apply for graduation with Lamar Institute of Technology or Lamar State College Orange

Enrichment Opportunities

A predictor for academic success in high school is students' participation in enrichment opportunities. Although they may vary from campus to campus, many Beaumont ISD students may become involved in the following enrichment activities:

- Academic Octathlon (9th and 10th grade)
- Academic Decathlon (9th through 12th grade)
- UIL competitions – academics, art, music, dance, speech/debate, theater, and athletics
- SAT and PSAT preparation seminars
- Literary Contests
- Numerous campus clubs, organizations, and activities
- Career and Technical Student Organizations (CTSOs)
- Youth Leadership
- Athletic activities, Cheerleading

Career and Technical Student Organizations (CTSOs)

CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a Career and Technical Education (CTE) program. CTSOs help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

Industry Based Certification (IBC) & Licensures

An industry-based certification is a credential recognized by business and industry at the local, state or national level. IBCs can be an assessment, examination, training or license that is administered and recognized by an industry. Students that earn an IBC have demonstrated the knowledge base and skills that show mastery in a specific industry. We offer IBCs at the high school level in many courses to ensure that our students are trainable and prepared to enter industries in the 21st Century.

Special Education

Beaumont ISD provides students with disabilities valuable educational experiences that prepare them for the future. Each student has the opportunity to participate in an appropriate educational setting designed to meet his/her individual needs. Services are provided in the least restrictive environment to allow access to the general education curriculum and instruction with non-disabled peers to the extent that is appropriate for the student. At the secondary level, the district provides a full continuum of services to meet individual student needs. The continuum includes general education, resource, self-contained, itinerant services, and vocational education. The educational setting and services for secondary students with disabilities are provided upon the recommendation of the Admission Review Dismissal (ARD) Committee. Special Education Services.

Section 504 of the Rehabilitation Act of 1973

It is Beaumont ISD's responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504 need accommodations or related aides and services to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such impairment.

Parents who believe that they have a child who may qualify for accommodations or services should contact your child's school counselor or the campus 504 coordinator.

Vocational Adjustment Class

The Vocational Adjustment Class at the high school is a work-study program. Emphasis is placed upon acquiring educational skills necessary for becoming a successful employee. Students who work in part-time training/employment less than four hours per day receive a minimum of two hours of classroom instruction per day. Students who are in full-time employment receive a minimum of one hour a week of job-related instruction. Students are eligible for VAC as juniors and/or seniors. All jobs must meet the standards of the Beaumont Independent School District.

Dyslexia and Related Disorders

The BISD Dyslexia Program assists students who have been identified with characteristics of dyslexia and require regular, targeted intervention in an appropriate program. Teachers are trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components are available for each campus.

Bilingual and English as a Second Language

Upon enrolling in Beaumont ISD, students who are identified by the Language Proficiency Assessment Committee (LPAC) as Emergent Bilinguals (EBs) are placed in either a bilingual or English as a Second Language (ESL) program. At the secondary level, students are served through the ESL program. The LPAC makes placement decisions and assessment recommendations for all Emergent Bilingual (EB) students. If a student is in special education, the ARD committee in conjunction with the LPAC will make the best placement decision for the student.

The ESL program is an intensive program of instruction for students in Pre-K-12th grade who qualify, designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction is commensurate with the student's level of English proficiency and his or her level of academic achievement. Learning will be scaffolded in all language domains and content areas to increase self-confidence, student success, and cultural responsiveness in the classroom and throughout the school. Learning will be assessed in a summative and formative manner to ensure mastery of TEKS.

Courses designated for Emergent Bilingual (EB) students are offered at the level of a student's language proficiency. Designated content area courses for Emergent Bilinguals (EBs) prioritize those at the lowest proficiency levels in small group classrooms.

For district use only: Please click on the links below for detailed information regarding the scheduling of secondary Emergent Bilingual (EB) students into specific course designations according to their level of English language proficiency.

BISD High School Emergent Bilingual Scheduling Information
BISD Middle School Emergent Bilingual Scheduling Information

Summer School, Correspondence and Edgenuity

Summer School

Summer school offers opportunities for students to take courses for original credit. Up to two credits may be earned each summer for high school students. Information will be available in the counselors' office after spring break. For additional information, please visit the Beaumont ISD website.

Correspondence Courses

A maximum of two credits may be earned from state-approved universities.

Edgenuity

Edgenuity is a computer instructed, individualized, self-paced curriculum. The complete, detailed course program is correlated with the Texas Essential Knowledge & Skills with all objectives stated clearly. It is also a system of continual evaluation and restructuring as necessary to meet the needs of the students. Students have an opportunity to earn course credit and graduate from high school, upon completion of course requirements. The Edgenuity program is to be used primarily as a credit recapture program for high school students. Limited elective courses will be offered with emphasis placed on the core areas.

Honors, Pre-Advanced, Advanced Placement (AP), Dual Credit, Gifted/Talented Programs and Additional Weighted Courses

Honors, Pre-Advanced, Advanced Placement (AP) Contracts

- Middle School Pre-AP Contract
- High School Pre-AP Contract
- High School AP Contract

Pre-Advanced, Advanced Placement Classes

For students who require additional academic challenges beyond the regular curriculum, enriched courses are available to provide greater flexibility, accelerated pacing, and opportunities for independent study. These classes emphasize high-quality work, creativity, and critical thinking. Through their depth and rigor, they engage students' curiosity and foster a genuine love of learning. All courses designated as Honors, Pre-Advanced, or Advanced Placement receive the same grade points.

Credit for Transfers to BISD

Grades for a transfer student will be evaluated on the same basis as for students within our district. Honors credit for transfers will be given for the honors courses available to students in our district, provided they are identified as honors on the transcript. (Honors include all Advanced Placement courses.) The Superintendent/designee shall approve exceptions.

Gifted and Talented Program

The Gifted and Talented program addresses the educational needs and abilities of gifted learners through the differentiation of content, process, product, and learning environment. Students enter the Gifted and Talented program through a rigorous identification process which includes both quantitative and qualitative instruments. All students are screened for entrance into the program at the elementary level, but parents or teachers may refer students for screening at any grade level. Screening generally occurs in the spring of each school year with services to begin in August.

Students identified as Gifted and Talented (G/T) have the opportunity to participate in the Pegasus Program at Odom or the STEM Program at Marshall, as well as enroll in Humanities I–IV and Pre-Advanced courses, provided they meet the necessary prerequisites. These courses offer a challenging curriculum designed to promote deeper, more complex, and interdisciplinary exploration of major ideas, issues, and themes across the Social Sciences, English, and the Arts. The Humanities sequence also emphasizes the development of leadership and communication skills. In twelfth grade, students collaborate with mentors from the professional community to conduct in-depth studies in areas of personal interest. At all grade levels, G/T students may also engage in advanced academic and problem-solving competitions.

Exit Criteria for High School GT Classes

1. A student may furlough or exit the program at a parent's request.
2. Exit decisions may come from the Campus G/T Admissions, Review and Exit Committee. The criteria outlined in the secondary GT exit procedure allows a student the opportunity to be put on review status, (furlough), while working through a contract to achieve success in the program. If success is not met, furlough can be evaluated, or, at the end of one year of furlough a student may exit the program.
3. The Campus Selection Committee will consider multiple criteria when determining the need for a furlough or exit.

Students identified as GT who self-select out of GT course options will be furloughed for one year. If the student decides to remain in non-GT classes, they will be exited from the program for the next school year.

Pre-Advanced and AP Courses

Beaumont ISD offers a variety of courses aligned to the College Board Advanced Placement (AP) program. The District encourages students to complete one or more AP courses before graduation to prepare for success in post-high school programs. The Pre-Advanced/AP program is designed to develop college readiness. Beginning in 6th grade, highly motivated students may take Pre-Advanced courses. These courses are academically challenging, fast-paced and require more independent learning than on-level classes. In high school, students may take AP courses. Students who choose to take the AP courses are required to take the AP Exam. Costs are associated with these exams and some costs may be offset by the district (dependent upon funding). Scores of three or higher can provide college credits.

Middle school PreAdvanced courses are offered in:

English Language Arts & Reading
Math
Science
Social Studies

High school Pre-Advanced and AP courses are offered in:

English Language Arts
Math
Science
Social Studies
World Languages
Fine Arts
Computer Science

Other factors to consider include

- Pre-Advanced courses are designed to prepare students for AP coursework, but they are not a prerequisite for enrolling in most AP courses. Some AP courses do have specific prerequisites. Check each course description for any prerequisites.
- Pre-Advanced/AP is not “all or nothing.” Students may enroll in as many or as few Pre-Advanced/AP courses as they choose.
- For most courses, it is possible to move from one level to Pre-Advanced/AP sections from one year to the next. In math, it is more challenging due to the acceleration of the curriculum in 6th and 7th grades. Additional support may be needed to support the transition to Pre-Advanced math in middle school.
- Due to the challenging nature of Pre-Advanced/AP coursework, students may initially experience a drop in grades. Successful completion of course- work is generally defined as earning a C or higher as a semester average.
- Additional support and encouragement is important to help sustain student participation in rigorous classes.
- Due to curricular differences between on level and Pre-Advanced/AP classes, students should start each semester in Pre-Advanced/AP and not seek entry into the more advanced classes after the beginning of the course. Exceptions require principal approval.
- Students who opt to take AP courses are required to take the corresponding AP Exam.

Pre-Advanced and AP Entry Guidelines

The purpose of the Pre-Advanced and AP entry guidelines is to provide information to facilitate placement of students in academically challenging courses.

1. Beaumont ISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced course credit such as Advanced Placement or dual credit. To this end, Beaumont ISD has an inclusive enrollment model for AP and Pre-Advanced courses that provides support systems for student success. Students are encouraged to access the most challenging curriculum in which they can be successful, generally defined as earning a C or better semester average.
2. Pre-Advanced and AP courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced level coursework. Student performance in related courses and teacher input are crucial elements for parents and students to consider in selecting advanced coursework. Students may require additional encouragement and support to be successful in these courses.
3. Placement in these classes is determined by the following criteria:
    - A score of Meets or higher on the most recent corresponding STAAR or EOC assessment
    - A yearly course average of 80% or higher in the related subject area
4. Students scoring Did Not Meet or Approaches for the required performance standard associated with an Pre-Advanced or Advanced Placement course are not eligible to enroll in that course.
5. All students enrolling in an AP course must sign an AP contract and are required to take the corresponding College Board AP Exam. For additional information or questions regarding Pre-Advanced or AP courses, students and parents should contact the school counselor or the appropriate subject-area teacher
6. Students must sign a contract upon enrollment in an AP course, and are expected to take the AP College Board exam that corresponds to the course. Questions about Pre-Advanced/AP courses should be directed to the school counselor and/or the subject area teacher.

Due to the curricular differences between regular courses and Pre-Advanced/AP and for the benefit of students, entry into a Pre-Advanced/AP course from a regular course is discouraged after the beginning of each semester. It is recommended that students enter advanced placement courses at the beginning of the course, typically within the first week of instruction. Exceptions must have principal approval.

Exit Guidelines for High School or Middle School Pre-Advanced/AP Courses

Exit processes are necessary to assist students in making sound course selection decisions. Students and parents must be aware that, depending on the timeline, grades earned in Pre-Advanced or AP courses follow the student to the corresponding on-level course. These grades will be included in calculating the on-level course grade and may impact UIL eligibility.

1. Students are expected to seek support when needed to be successful in a Pre-Advanced/AP course. Actions taken should include tutorials and conferencing with the teacher.
2. Students petitioning to exit a Pre-Advanced or AP course must meet the following criteria: conference with the teacher and completion of course assignments and/or attendance at recommended tutorials. The petition for exit may or may not be granted by the campus. Granting the petition is based on input from the teacher, student performance in the course, availability of space in other courses and the timing of the request. Students experiencing success (maintaining a C or better SEMESTER average) in the course should remain in the course for the semester. Contact the counselor for more information about documenting these requirements on the district petition form.
3. Students who earn an F in a Pre-Advanced/AP course at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator. Students assigned to DAEP (Disciplinary Alternative Education Program) may lose their Pre-Advanced/AP class
4. Students who elect to take an AP class for which there is no academic equivalent will be required to remain in the course until the end of the semester. (Credit and grade points will be assessed each semester.) Options for credit for AP courses with no academic equivalent, which fulfill a graduation requirement, may be limited and may negatively impact the student.

Advanced Placement (AP) Courses

Beaumont ISD offers Advanced Placement (AP) courses to high school students who are ready to engage in college level course content and challenging academics. Courses are available in English, Social Studies, Computer Science, Mathematics, Science, Languages other than English, Music Theory, and Art. All Advanced Placement course offerings are contingent upon each campus receiving College Board authorization for each course through the AP Course Audit.

AP courses are open to all students with the prerequisite coursework who wish to take on the additional challenge of advanced academics. Students who choose to enroll, however, should be prepared for the increased academic challenge of these courses. AP courses concentrate on providing students with challenging college level academic instruction while preparing students for the AP exam associated with the course. Students who opt to take the AP courses are required to take the corresponding AP exam.

All Beaumont high schools participate in the AP program. Courses may be added as needed at all high schools. AP testing may be available for courses not offered on specific campuses. See grade level counselor for details.

Placement in these classes is determined by several criteria:

- A score of Meets or higher on the most recent corresponding STAAR or EOC assessment
- A yearly course average of 80% or higher in the related subject area
- Students must sign a contract upon enrollment in an AP course, and are required to take the AP College Board Exam.

Students are responsible for ensuring that the college that they are planning to attend will award credit for AP examination scores.

Dr. Martin Luther King, Jr. Collegiate Academy

KCA is an innovative high school that provides students the opportunity to earn a high school diploma and either an associate degree, 60 college credit hours toward a baccalaureate degree, or 42 core credit hours toward an associate or baccalaureate degree. This model, P-TECH, provides dual credit at no cost to students, offers rigorous instruction and accelerated courses, provides academic and social support services to help students succeed, increases college readiness, and reduces barriers to college access. https://kca.bmtisd.com

Other Services

Campus Student Services

School counselors, administrators, advocates, and nurses provide specialized services to students at each campus. Services include consultation to teachers, administrators, and parents, individual and group counseling, guidance services, and evaluation of a student's social/emotional, behavioral, physical, and academic functioning.

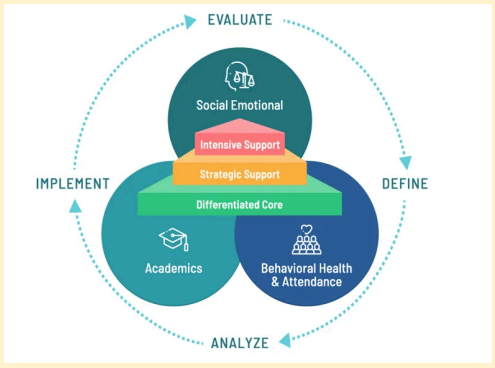
The Multi-Tiered Systems of Support (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. MTSS grew from integrating two other intervention-based frameworks: Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS).

MTSS is a transparent collaborative, evidence-based approach to differentiating and personalizing instruction and intervention, across academics, social-emotional learning, and behavior for all students—so that every student can achieve academic and life success.

Our MTSS Framework aims to provide an equitable educational experience by leveraging collective knowledge and expertise to help teachers understand their learners' needs and make informed, strategic decisions that best support students.

MTSS begins with teachers assessing the skills of everyone in the class to proactively identify who may need additional support in an area (academics, behavior, or both). Students receive support through research-based, targeted instruction or intervention that is matched to the student's skills and level of need - either **Tier 2** or **Tier 3** support based on their skill gap. Student progress is monitored closely to ensure that the additional support is helping.

If the skill gap has been resolved, additional support in that area is no longer required - and the student returns to **Tier 1**. If the skill gap doesn't improve, then **Campus MTSS Teams** assess the student's data and collaborative problem-solving takes place to understand why each student struggles and to design a customized plan to support their needs in a defined and systematic way.



Assessment Programs

Students in BISD participate in a variety of assessment programs. These include national, state, and locally developed tests used to assess student achievement. At the state level, the State of Texas Assessment of Academic Readiness (STAAR) program includes students in grades 3-8 and five high school courses.

High School STAAR End of Course Requirements

- Applies to students who first entered grade 9 beginning in the fall of 2011 or later
- Students are required to take STAAR End of Course (EOC) tests in each of the following subjects and meet the satisfactory achievement standards.
  - English Language Arts – English I, English II
  - Math – Algebra I
  - Science – Biology
  - Social Studies – U.S. History
- EOC's are offered in April, June, and December.
- Students served by special education and who meet specific participation requirements may be given STAAR-Alternate. The ARD committee determines which test is appropriate for the student.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS fulfills state and federal requirements for assessing English language proficiency. The Texas Education Agency (TEA) designed the TELPAS to assess the progress that Emergent Bilingual (EB) students make in learning the English language. Active EB students in K-12 and EB students in K-12 who have denied bilingual/ESL services are assessed in the domains of listening, speaking, reading, and writing. EB students served through special education will also participate in TELPAS or TELPAS Alternate unless their admission, review, and dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurements in one or more domains. EB students will participate in TELPAS or TELPAS Alternate until they meet English proficiency reclassification/exit criteria.

Credit by Exam without Prior Instruction

Students may use credit by examination to demonstrate mastery in core curriculum and foreign language courses at the secondary level with the prior approval of the appropriate administrator. Students who earned credit(s) prior to grades 9-12 in a public-school district, credit(s) shall be transcribed on the AAR (Academic Achievement Record). All other students shall be allowed credit upon successful completion of proficiency exam. Students without prior instruction must score 80% or above. Such examinations shall assess the student's mastery of the TEKS and shall be approved by the Superintendent or designee. A student is only permitted two attempts at earning credit through examination in each subject and may not make any attempt after the time he would normally be enrolled in the course. Students with prior instruction must score 70% or above. At this time, students cannot take a Credit by Exam for acceleration for a course that has an End of Course (EOC) assessment tied to it. ***The grade received on the proficiency exam will be the grade transcribed for the course.***

Credit by Exam with Prior Instruction

Students who have previous formal instruction and do not have credit in a course may earn credit by taking an approved examination. This option is available only one time for each course. Only two credits may be earned toward graduation through this method, except for World Language courses. Students must score a 70 or above to receive credit, but it may not be used to gain UIL eligibility. There is a fee for these examinations absorbed by the district upon approval. Students from non-accredited high schools and home-schooling environments will be administered credit by exam for the award of credit. These students may exceed the two-unit limit. The grade on the Credit by Exam will be recorded on the transcript. Grade points will be awarded as determined by District guidelines. Students who are interested in earning credit by examination should see their counselor for approval and confirmation.

College, Career & Military Readiness

Beaumont ISD is committed to ensuring that our students are able to pursue a fulfilling career ignited by their interests and abilities. The district is dedicated to preparing students to be college and career ready. College, Career, and Military Readiness (CCMR) is having the knowledge and skills to successfully complete the first year of college, workforce training, certificate programs, or requirements of military enlistment. Beaumont United and West Brook High Schools have a College, Career and Military Readiness Centers and Coordinators available during the school day for students and parents.

Resources, Information, and Services

- **Career & Technical Education Information**
- **Career Exploration**
- **College Admission Information**
- **College Entrance Exams and Preparation**
- **Dual Credit Information**
- **Financial Aid Information - FAFSA/TASFA**
- **Industry Based Certification (IBC) Opportunities**
- **Information on Colleges & Universities**
- **Military Enlistment Information**
- **Pre AP/AP Information**
- **Scholarship Opportunities**
- **School & Community Presentations**
- **Student/Parent Informational Presentations**
- **Student/Parent Workshops**
- **Summer Program Information**

Disclaimer

Beaumont ISD's College, Career & Military Readiness Centers are a resource for students, parents, and the community regarding post- secondary educational opportunities. The information available from the College, Career & Military Readiness Centers is provided as a free resource. While we strive to keep information accurate and up to date, Beaumont ISD has no control over changes, updates, or the practices of any post-secondary institutions, scholarship providers, or college and career entities.

The Beaumont ISD Scholarship List is based on the most current information available. Amounts, Deadlines, and Requirements are subject to change. It is the student's responsibility to meet deadline dates and provide the necessary documentation for the scholarship.

Beaumont ISD has no control over scholarships and/or awards. This includes but is not limited to scholarship providers, legality of scholarship/award, accuracy of scholarship, or the ability of the scholarship provider to furnish the award. Scholarship providers decide who the award recipient(s) will be. Therefore, applying for scholarships is at your own risk.

Suggestions for Students Planning to Attend College

Typical Minimum Entrance Requirements

As there is such a wide variation in the entrance requirements of various colleges, it is very difficult to list a typical or minimum entrance pattern. Counselors and CCMR Coordinators provide support to students to access college entrance requirements on the colleges' websites. It is recommended that students secure current information from the colleges they may consider attending and select high school courses that will meet the entrance requirements for these colleges. Students should note that the entrance requirements vary within departments or divisions of a college. For example, engineering schools require that students present additional units in mathematics and science.

Foreign Languages

Some colleges require two years of foreign language; others require three years, you are encouraged to do your research.

Required Credits and Limitations on Electives

The number of electives allowed for admission varies considerably among colleges and sometimes only a limited number of certain types of electives are accepted. Students should check carefully to determine the limitations placed by the college of their choice on the number of electives allowed in a certain subject area or in a combination of certain subject areas.

Rank in Class

All Texas state public colleges and universities accept students who rank in the top 10 percent of their class (pending acceptance availability with the incoming freshman class).

College Entrance and Advanced Placement Tests

The ACT or SAT Test is required by most colleges and universities. Usually it is recommended that students take the ACT and/or SAT Test during the spring of their junior year or fall of their senior year. Students should consult college websites to determine required or recommended tests and test deadlines. College Board & ACT

The College Board PSAT, a practice version of the SAT Test, is offered during the 11th grade year and is administered in combination with the National Merit Scholarship Qualifying Test (NMSQT). It is designed to assist talented students in obtaining scholarships. The results are also valuable for guidance of the individual student.

Advanced Placement curriculum in many subjects is available at all high schools. This curriculum will prepare students for Advanced Placement tests in various AP courses. Students who enroll in AP courses are expected to take the corresponding AP exam.

Placement in these courses is determined by several criteria:

1. A score of Meets or higher on the most recent corresponding STAAR or EOC assessment
2. A yearly course average of 80% or higher in the related subject area
3. Students must sign a contract upon enrollment in an AP course, and are highly encouraged to take AP College Board tests in their Junior and Senior years.

The College Board Advanced Placement (AP) tests are offered in the spring semester. The College Level Examination Program (CLEP) tests are given monthly at various testing centers. Both tests are voluntary. Participating colleges may award Advanced Placement credit, or both, for satisfactory performance on these examinations. Students should consult college bulletins and counselors for additional information. College credit may also be given for the SAT Subject Tests or departmental examination. College Board

Texas Success Initiative (TSI)

The TSI assessment is required for freshmen entering any Texas public community college or university. This program consists of identified tests (which measure competency in English/language arts and mathematics). The Texas Success Initiative (TSI) is designed to ensure that all students attending public colleges and universities in Texas have the reading, mathematics, and writing skills necessary to perform effectively in college-level course work. Students must take the test prior to accumulating nine (9) or more college-level semester credit hours or the equivalent. Remedial activities will be required for those students who do not pass the TSI test. Students are exempt from this program if they meet college readiness benchmarks on the SAT, ACT, STAAR English III or Algebra II EOCs, or successfully complete the high school College Preparatory Course, among other ways. Refer to the TSI website for more information. https://www.highered.texas.gov/texas-success-initiative/

Students should follow the directions of the schools to which they have been accepted. Students should check with the counselor for additional information.

Scholastic Aptitude Test (SAT) and American College Test (ACT)

Beaumont ISD administers the SAT to all seniors on National Testing Day and the ACT to interested juniors in the spring (early April). The SAT and ACT are national tests used by many colleges as entrance requirements. They consist of components in reading, writing, and math. (The ACT also includes sections on scientific reasoning.) Beaumont ISD offers students access to these programs and various methods to prepare for them.

Preliminary Scholastic Aptitude Test (PSAT)

Beaumont ISD administers the PSAT 8/9 to honors and Pegasus students in 8th grade, the PSAT 10 to all 10th graders who have passed Algebra 1 and English 1, the PSAT-11/NMSQT to all 11th graders who have passed Algebra 1 and English 1 and 2 on National Testing Day (mid-October each year). Any parent may request for their student to participate even if the child does not fulfill the screening requirements. Beaumont ISD administers the PSAT 8/9 to all 8th grade students and the PSAT/NMSQT to all 11th graders on National Testing Day (mid- October each year). Both assessments are aligned with the SAT and provide students with critical preparation and practice for the SAT, which is used to determine college readiness and is considered in many scholarship and college admission decisions. The PSAT/NMSQT provides high-scoring juniors National Merit and other scholarship opportunities. College Board has partnered with Khan Academy (www.sat practice.org) to provide free online test prep opportunities for all students. Students can access a personalized practice plan at Khan Academy based on their unique PSAT results. Please see your school counselor or college and career advisor for more information.

Dual Enrollment

Dual Credit students must apply for admission, document eligibility for courses selected, enroll, and pay associated fees by the BISD designated deadline. Students who do not complete all steps by the BISD deadlines will be enrolled in a BISD core course equivalent. Once enrolled in a dual credit course students must adhere to the details noted in Beaumont ISD's Dual Credit Agreement.

For information about being admitted to and enrolling in courses at institutes of higher education other than LIT consult with your counselor and CCMR Coordinator.

Dual credit selections are dependent on the available course offerings of each partner institution of higher education and can change with each semester.

Online Dual Credit Courses

Online courses are taught by Lamar Institute of Technology faculty. High school students enrolled in online dual credit courses should be provided with access to computers during the school day/week in a computer lab or setting that is supervised by a high school teacher or staff member.

Lamar Early Access Program (LEAP)

The program allows high school students to take university courses taught by their high school teachers in their own school.

All dual-enrolled courses through LIT will receive honors high school credit. Students must receive approval from the grade level counselor or principal to enroll in Dual Credit Courses. Please see campus counselors for more information.

Beaumont ISD Dual Credit Program

The Dual Credit Program is a fee-based cooperative effort between Beaumont ISD and Lamar Institute of Technology (LIT).

Beaumont ISD students can earn high school credit toward graduation and college credit at the same time. Students may elect to take BISD-approved college-level courses prior to graduating from high school. Public institutions of higher learning in the State of Texas, by law, accept this transfer credit for college-level coursework that has been successfully completed at a public institute of higher education. Dual credit courses receive honors credit. Due to state high school course requirements, students may be required to complete a supplemental component to receive their high school credit for a dual credit course.

All dual credit course offerings at each high school are contingent upon the availability of qualified instructors. Not all courses are available as face-to-face courses on all campuses.

Enrollment in Dual Credit courses is subject to the student meeting all admission requirements for the course or courses the student wishes to take by established deadlines communicated in the spring. These Requirements include:

- Students must meet their high school requirements for taking dual credit classes.
- Students must meet the Texas Success Initiative requirement.
- Students must pay all fees due to the institute of higher education for the semester courses by established deadlines.
- Students must purchase instructional resources for the course.
- Eligibility must be confirmed by the end of the current school year for courses beginning in the next school year.

For example: A student who requests Dual Credit English 1301/1302 will be placed in the Beaumont ISD English IV course until eligibility is documented with the home campus. Students are responsible for ensuring that the college they are planning to attend will accept transfer credit from the IHE.

Applying for Admission to Lamar Institute of Technology

1. Check your eligibility. See information in Dual Enrollment Credit Opportunities for qualifying scores. If you do not qualify with the scores listed, you must take and meet the score requirements of the TSI Test.
2. To register for TSI Testing, contact Lamar Institute of Technology Testing Center at 409-241-9701 or 409-247-4978 or email tsi@lit.edu. More information can be found on testing at LIT on their website at https://www.lit.edu/testing-center/tsi-assessment
3. Apply for Admissions at www.applytexas.org.
4. See more details in the BISD Go Apply TX Instructions.
    a. For more information regarding TSI Admission Standards see more details in TSI Admission Standards - LIT Core Dual Credit.pdf
5. For more information regarding Lamar Institute of Technology Dual Credit, please go to the website https://www.lit.edu/dual-credit

NCAA Requirements: Thinking Ahead to College

Students who are interested in pursuing opportunities in college athletic programs are required by the NCAA to have specific core courses for Division I and II schools. The core course requirements for the Foundation High School Plan (FHSP) are aligned with the NCAA required core courses; however, interested students must consult the NCAA website for current information as they create/revise their high school four-year plans. For detailed information, consult the NCAA Student Page at http://www.ncaa.org/student-athletes/future and/or read http://www.ncaapublications.com/productdownloads/CBSA17.pdf

Students should also visit http://www.ncaa.org, click on "Student-Athletes" and "Want to Play College Sports?" for more information.

NOTE: Virtual courses are not approved by the NCAA at this time. Credits earned through credit by exam are not recognized by the NCAA.

Special Education Graduation Requirements

Special Education Graduation Requirements

The secondary program of a student receiving special education services shall terminate either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), §29.001 and §29.003. A student receiving special education services, who is younger than 22 years of age on September 1 of a scholastic year, shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

Graduation with a regular high school diploma terminates a student's eligibility for special education services under the Individuals with Disabilities Education Act of 2004.

A student receiving special education services may graduate and be awarded a regular high school diploma if:

1. A student who has satisfactorily completed credit and curriculum requirements applicable to students in general education as specified in 19 TAC Chapter 74 and passed the required exit-level assessment may graduate under the Foundation High School Program: TAC Chapter 74.1021, revised December 16, 2013, TAC 74.12 including TAC §89.1070(b(1) for students receiving special education services, revised August 1,2002, for students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program.
2. A student who has satisfactorily completed credit and curriculum requirements for students in general education and participates in required assessments may graduate under the appropriate graduate program. The student's ARD committee must determine whether satisfactory performance on a required state assessment shall also be required for graduation (19 TAC §89.1070(b)(2)).
3. A student may graduate under the appropriate graduation program by satisfactorily completing credit and curriculum requirements for students in general education or the curriculum requirements to the extent possible as determined by the student's ARD committee, participating in required assessments as determined appropriate by the ARD committee, and fulfilling other requirements outlined in the IEP including one of the following: (a) full-time employment and sufficient self-help skills to maintain employment without direct and ongoing support from the school district; (b) demonstration of specific employability and self-help skills that do not require direct ongoing support from the school district; or (c) access to services that are not within the legal responsibility of public education or to employment or educational options for which the student has been prepared by the academic program (19 TAC §89.1070(c)).
4. A student may graduate under the MHSP if the student's ARD committee determines that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP (19 TAC §89.1070(d)).

All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.

Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated according to subsection (e) of this section.

Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

The following special education services are offered at the Middle and High School level. Specific course descriptions can be found under Special Education.

A. Academics for Life (AFL)
The Academics for Life class serves students with a significant cognitive disability and requires assistance with self-help skills. Students served in the Academics for Life class are typically dependent on adult supervision to meet their everyday living skills and health needs.

B. Early Childhood Special Education (ECSE)
The ECSE program serves students with disabilities ages 3-5 who have been determined to be at risk of not achieving academic and life skills without intervention. The ARD committee determines the services to be provided based on the student's needs.

C. Behavior Transition Class (BTC)
The Behavior Transition Class serves students with significant behavioral and emotional needs. Students served in the Behavior Transition class require a more restrictive and structured environment that addresses their social, emotional, behavioral, and instructional needs.

D. Mainstream
Students served in a Mainstream setting receive all instruction in a general education classroom with special education support and accommodations that allows them to access the general curriculum with non-disabled peers.

E. The Resource program
Resource serves students typically with a specific learning disability. Students served in this setting are given direct specialized instruction in an individualized or small group environment. Lessons are specially designed to enable the student to make progress on their IEP goals and specific content area of the TEKS curriculum.

F. Inclusion

The inclusion program provides students with disabilities Special Education Teacher support in the general education setting. The inclusion special education support allows students to access the general education curriculum with their non-disabled peers.

G. Structured Learning Class (SLC)

The Structured Learning Class serves students with a primary disability of autism. Students served in the Structured Learning Class require a highly structured learning environment that addresses the social, behavioral, and instructional needs.

H. Regional Day School for the Deaf (RDSPD)

The Regional Day School for the Deaf serves eligible students who have a significant and/or profound hearing loss requiring direct or itinerant instruction from a certified teacher of the deaf.

I. **18+ Program (Journey)**

The 18+ Program is an instructional program for students with disabilities who are 18 years of age or older and have met their state credit requirements. Students enrolled in the program receive intensive training for possible job placement or volunteer opportunities. The 18+ program is designed to help students reach their post-secondary goals as determined by the Admission, Review, and Dismissal committee. Students enrolled in the program who obtain a job placement or reach 22 years of age are dismissed from the program.

J. **Vocational Adjustment Class (VAC**)

The Vocational Adjustment Class is an instructional arrangement/setting that provides special education instruction through work-based learning activities and experiences. VAC instruction is designed to allow the students to develop competencies and skills necessary to function successfully in a job setting and in the community. Students are eligible for VAC in their Junior and Senior years and must be on track with the required state credits for graduation.

Graduation Requirements

A student must earn passing scores on five STAAR End-of-Course (EOC) exams, in addition to earning all required course credits for their graduation plan, to earn a diploma. Students are required to retest on any STAAR EOC in which satisfactory achievement is not met. Students must meet all graduation course credit requirements and EOC requirements to be eligible for participation in the graduation ceremony.

STAAR End of Course Exams

Students who first entered 9th grade in the fall of 2014 and thereafter

English Language Arts	Math	Science	Social Studies
English I **English II**	**Algebra I**	**Biology**	**US History**

Class Standing

The Distinguished Achievement Program, and Foundation High School Program+Endorsement each require 26 credits. Grade level classification is the same for all students, regardless of graduation plan.

Students are classified based on the number of academic credits they have earned at the beginning of the school year. All students who have completed 8th grade enter high school as freshmen regardless of the number of high school credits they may have already earned through middle school, summer school, credit by exam and/or online learning.



Grade Level Classification		
Grade	**Classification**	**Credits**
9th	Freshman	O - 5.5
10th	Sophomore	6.0 - 11.5
11th	Junior	12.0 - 17.5
12th	Senior	18+

Graduation Requirements (Click here to play video)

The Foundation High School Program + Endorsement

FOUNDATION HIGH SCHOOL PROGRAM (FHSP)
The 22-Credit Foundation Is Required for All Endorsements
*Students entering 9th grade in 2026)

ENGLISH.....**4**
Must consist of English I, II, III (ESOL I and ESOL II may be substituted for English I or English II for Emergent Bilingual (EB) students at lower levels of English proficiency), and additional/advanced English course

MATHEMATICS.....**3**
Must include Algebra I, Geometry, and an additional/advanced math course beyond Algebra I

SCIENCE **3**
Must include one Biology credit, one credit selected from IPC, or Chemistry, or Physics; and one additional/advanced, lab-based science course

SOCIAL STUDIES.....**3**
Must include U.S. History, one-half credit Government, *one-half credit Personal Financial Literacy, and World Geography/World History

OTHER LANGUAGES **2**
Must consist of 2 levels in the same language

FINE ARTS **1**
Choir, Band, Orchestra, Dance, Art, Theater Arts, Art History, or Music Theory I and II; Principles & Elements of Floral Design or Digital Art & Animation may substitute

PHYSICAL EDUCATION.....**1**
May include Athletics or PE (up to 4 credits), Foundations of Personal Fitness (0.5 credit); Dance, fall semesters of Marching Band or the first year of Cheerleading may substitute.

ELECTIVES **5**
Must include a communication skills component, earned through Professional Communications, Debate, Oral Interpretation, Professional Standards in Agribusiness, Teen Leadership, Theater, or Dual Credit Speech.
TOTAL FHSP CREDITS.....**22**

ADDITIONAL REQUIREMENTS FOR ENDORSEMENT

MATHEMATICS **1**

SCIENCE **1**

ADDITIONAL ELECTIVES.....**2**
A coherent sequence of courses must be chosen from the five endorsement categories of STEM, Business & Industry, Arts & Humanities, Public Services, and/or Multidisciplinary Studies

TOTAL CREDITS FHSPE: FHSP + ENDORSEMENT.....**26**
College Board Advanced Placement and Dual Credit courses may be substituted in appropriate areas for both Foundation and Endorsement credits.

STATE ASSESSMENT PERFORMANCE

In addition to the credit requirements as listed above, students must meet passing standards on the following

End-of-Course Exams:

- English I
- English II
- Algebra I
- Biology
- United States History

ENDORSEMENTS

All students are required to declare an endorsement in writing.Students will be permitted to change their endorsement with written notification until the 10th Grade.

There are five endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education, the workforce, or the military upon graduation from high school.

The endorsement and the career areas to which they correspond are as listed below:

- **STEM** – Science, including computer science; Technology; Engineering and Mathematics (Algebra II, Chemistry, and Physics are required for the STEM endorsement);
- **PUBLIC SERVICES** – Education and Training; Government and Public Administration; Health Science; Human Services; and Law, Public Safety, Corrections, and Security;
- **BUSINESS & INDUSTRY** – Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation; and Journalism, including broadcast journalism, newspaper, and public speaking;
- **ARTS & HUMANITIES** –Social Studies; Languages other than English; Fine Arts; and English Language Arts;
- **MULTIDISCIPLINARY STUDIES** – Four credits in each of the four foundation subject areas to include chemistry and/or physics and English IV or a comparable AP English course; or four credits in Advanced Placement, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

RECOGNITIONS

Students have the opportunity to earn additional recognition in the following areas.

DISTINGUISHED LEVEL OF ACHIEVEMENT
A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus each of the following:

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement

A student must graduate with a Distinguished Level of Achievement to be considered for the Top 10% and eligible for automatic admission to a Texas public college or university.

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or above;
- IB test score of 4 or above (applies to transfer students only as the International Baccalaureate program is not offered in Beaumont ISD)
- Outstanding performance on the PSAT, the SAT or the ACT;
- Completion of at least 12 hours of college coursework with final grades of A or B (3.0 GPA or above);
- Bilingualism and biliteracy; and
- Earning a state, nationally or internationally recognized business or industry certification or license

Additional Requirements

In addition to the credit requirements as listed above students must also satisfy the following requirements:

- **Speech Requirement:** Students must satisfy the speech requirement by demonstrating proficiency in communication skills identified by the State Board of Education in the graduation requirements.
- **Instruction on Proper Interaction with Peace Officers:** Students must receive instruction in proper interaction with police officers at least once before graduation from high school.
- **Instruction in Cardiopulmonary Resuscitation (CPR):** Students must receive instruction in CPR at least once in grades 7-12 before graduation.
- **FAFSA/TASFA Application:** Students must complete and submit a free application for federal student aid (FAFSA) or TASFA or Opt form prior to graduation.

Texas First Early High School Completion Program

Qualifying students now have the opportunity to participate in The Texas First Early High School Completion Program which allows public high school students who demonstrate early readiness for college to graduate early from high school.

Beaumont ISD Endorsement Options

STEM - Science . Technology. Engineering. Math



A STEM (Science, Technology, Engineering & Math) endorsement requires completion of the FHSP, including Algebra II, Chemistry, Physics, and one of the following:

- A coherent sequence of 4 CTE credits, including:
  - at least 2 courses in the same career cluster, and
  - at least 1 advanced CTE course that is the 3rd course or higher in a sequence related to Science, Technology, Engineering, or Math

OR

- A coherent sequence of four (4) credits in Computer Science or Computer Programming

OR

- Successful completion of 2 additional math courses for which Algebra II is a prerequisite

OR

- Successful completion of 2 additional science credits beyond Biology, Chemistry, and Physics

OR

- A cross-disciplinary study of science and math, including 3 credits from a combination of courses chosen from up to TWO of the following categories:
  - STEM CTE career cluster courses
  - Computer Science
  - Math courses for which Algebra II is a prerequisite
  - Science courses beyond Chemistry and Physics

Business & Industry



A Business & Industry endorsement requires completion of the FHSP and one of the following:

- A coherent sequence of 4 CTE credits, including at least 2 courses in the same career cluster,
- and at least 1 advanced CTE course that is the 3rd course or higher in a sequence in one of the following career clusters:
  - Agriculture, Food & Natural Resources
  - Architecture & Construction
  - Arts, A/V Technology & Communications
  - Business Management & Administration
  - Finance
  - Hospitality & Tourism
  - Information Technology
  - Manufacturing
  - Marketing
  - Transportation, Distribution, & Logistics

OR

- Four (4) English Language Arts elective credits, including 3 levels in ONE of the following areas
  - Journalism – Newspaper or Yearbook or
  - Speech – Debate or Oral Interpretation

OR

- Four (4) Technology Applications credits selected from:
  - Digital Design & Digital Communications
  - Digital Art & Animation
  - Digital Communication in the 21st Century
  - Digital Video & Audio Design

OR

- A combination of courses selected from various categories within the Business & Industry endorsement to form a coherent sequence.



Multidisciplinary Studies

A Multidisciplinary Studies endorsement requires completion of the FHSP and at least one of the following:

- Four (4) additional/advanced courses, from within one endorsement area or from various endorsement areas, that prepare the student to either successfully enter postsecondary education without the need for remediation or successfully enter the workforce

OR

- Four (4) credits in each of the four foundation subject areas of English Language Arts, Math, Science, and Social Studies, including a traditional English IV option (academic or Dual Credit) course, and Chemistry and/or Physics

OR

- Four (4) AP, Dual Credit, or IB course credits (IB for transfer students only as the International Baccalaureate program is not offered in Beaumont ISD), selected from English Language Arts, Math, Science, Social Studies, Languages other than English, and/or Fine Arts

Public Service



A Public Service endorsement requires completion of the FHSP and ONE of the following:

- A coherent sequence of 4 CTE credits, including:
  - at least 2 courses in the same career cluster, and
  - at least 1 advanced CTE course that is the 3rd course or higher in a sequence in ONE of the following career clusters:
    - Health Science
    - Education & Training
    - Government & Public Administration
    - Human Services
    - Law, Public Safety, Corrections & Security
    - NJROTC (National Junior Reserve Officer Training Corps)

This endorsement cannot be earned through combining courses from separate Public Services pathways.

Art & Humanities



An Arts & Humanities endorsement requires completion of the FHSP and ONE of the following:

- Five (5) Social Studies credits

OR

- Four (4) levels/credits of the same language in a Language other than English (LOTE)

OR

- Two (2) levels/credits of one language other than English, and 2 levels/credits of a separate language other than English

OR

- Four credits in Fine Arts from ONE or TWO Fine Arts disciplines of Art, Dance, Music, and/or Theater

OR

- Four (4) English elective credits, selected from English IV, Independent

OR

- Study in English, Literary Genres, Creative Writing, Research & Technical Writing, Communication Applications, Humanities, and AP English Literature & Composition.

This endorsement cannot be earned by combining courses from separate Arts & Humanities pathways.

Earning Credits that Meet Graduation Requirements

General Information about Credits

High school graduation course credit may be earned only if the student receives a grade equivalent to or higher than 70 on a 100-point scale, based upon the essential knowledge and skills of each course. A student who successfully completes only one semester of a two-semester course is awarded partial credit. However, for full year courses required for graduation, students must earn the remaining credit through a credit restoration method. The State has specified five (5) courses for which an End of Course (EOC) assessment is required: English I, English II, Algebra I, Biology, and US History.

Denial of Credit

Students must be in attendance at least 90 percent of the time a class is in session to receive credit. (Texas Education Code 25.092). When attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing. The principal and/or campus Attendance Review Committee shall hear all cases where a student's attendance has fallen below 90 percent and an appeal has been filed in writing. To receive credit, the principal and/or Attendance Review Committee may assign one or more alternative learning activities to make up work missed or credit lost.

NOTE: The principal reviews all attendance cases between 75 - 90%; the Attendance Review Committee considers cases below 75%.

Local Credit Warning

Local credit courses DO NOT count towards required state graduation credits. Local credit courses in which the student receives a grade are included in the student's GPA calculation.

Ways to Earn Credits

Original credit is earned when a student takes a course for the first time and successfully meets the course requirements to earn a passing semester or year average. Recovery credit is earned when a student retakes a course for which credit was not awarded the first time because of a failing semester/year average. The recovery may occur by retaking the entire course in its standard format or by retaking it in an alternate format. Several of the ways to earn credit described below can be used for either original or recovery credit. The school counselor must be consulted before a final decision is made about how to earn the credit.

High School Credit Courses in Middle School (Original Credit)

⭐The star symbol shown alongside course descriptions in the middle school section denotes high school credit courses available to middle school students. High school credit courses taken in middle school will become a permanent part of the student's transcript and will count toward students' high school grade point averages (GPA).

Fall and Spring Semesters, Grades 9 – 12 (Original Credit and Credit Recovery)

Students can earn all 26 required graduation credits for the Foundation High School Program + Endorsement by successfully completing required courses during a 7 or 8-period school day at each high school.

Summer School

Beaumont ISD offers a summer term for elementary, middle school and high school students. There is an enrollment fee for secondary Beaumont Summer Academic Term courses. Course selection and enrollment in summer courses is limited and contingent upon teacher availability. Course selection and enrollment forms are available in the campus counselors' offices in the spring. Enrollment in any of the summer courses requires the approval of the student's home campus counselor, diagnostician, and/or principal.

- Dates, times, fees, and locations of the summer school program are announced each spring.
- Registration for these courses is separate from regular school enrollment and is announced in the spring.

There will be a charge for attending summer school. The courses listed below are typically offered for recovery credit during Summer Academic Term. Other courses may be added as needed.

0121 English I
0221 English II
0321 English III
0421 English IV
0163 Algebra I
0263 Geometry
0363 Algebra II
0171 Integrated Physics and Chemistry - IPC
0271 Biology
0373 Chemistry
0674 Physics
0181 US History
0381 World History
0481 US Government
0482 Economics
0382 World Geography
0142 Spanish
0242 Spanish II
*0101 Health
*0128 Communication Applications
Indicates courses that students can take for advancement

Credit from Home School or Non-Accredited Private Schools

Transfer students from non-accredited public, private, or parochial schools, including home schools, must validate high school credit for English Language Arts, Math, Science, and Social Studies courses by testing to verify that courses meet State Board of Education requirements and standards. Credit is awarded based on academic achievement or demonstrated proficiency of the subject matter as stated by Section 28.021 of the Texas Education Code (TEC). This process is completed on an individual basis and is reviewed carefully.

A secondary student assessed using the credit validation method is given adequate time to prepare for the test. The student must score a minimum 70% to receive credit for courses they have already taken. If a transfer student makes a grade of 70 or higher, the grade earned at the previous school is the grade recorded on the transcript. If there is no grade from the previous school, the grade earned on the Beaumont ISD test is recorded as the grade.

Credit by Examination (CBE) Without Prior Instruction

Secondary students (grades 6-12) may place out of courses or gain credit if they have had no prior instruction in the courses for which credit is sought by taking a Credit by Examination. Students are required to have written permission and gain approval. Students may only gain credit for a foreign language course (LOTE) if they are enrolled in grades 8-12 (except for Odom Academy students).

A minimum score of 80 on the exam is required for credit to be earned. A student must earn at least an 80 on each semester assessment to average both semester exams and receive credit for the entire course. If credit is awarded, then both exam scores are recorded on the student's transcript. End of the Course subjects are not eligible for Credit by Examination with no prior instruction.

For the most up-to-date information regarding CBE, please refer to https://www.bmtisd.com/Page/8260. The Credit-By-Exam Schedule can be found at https://www.bmtisd.com/Page/8260. Contact your School Counselor for more information or to receive an application.

Credit by Examination with Prior Instruction

Credit by Examination with Prior Instruction for credit recovery is only for Beaumont ISD students who were enrolled in a core course during the previous school year or those students who the Campus Attendance Committee requires to take the exam due to excessive absences. [See EEJA (Regulation).] A student may regain a maximum of two credits through Credit by Examination with Prior Instruction during high school. Students must score 70 percent or above. Contact the school counselor for more information or to receive an application. Students who qualify may take one or both semester exams, as needed, from the following courses: examination. The exams allow qualified students the opportunity to replace the failing grade with a 70. This is the grade recorded on the student's transcript and will count in the calculation of GPA. The cost of taking credit by examination with prior instruction for credit restoration will be the student's or the parent's responsibility.

Contact the school counselor for more information or to receive an application. Students who qualify may take one or both semester exams, as needed, from the following courses:

Algebra I, II	English I-IV	Spanish I, II, III
PreCalculus	Health (1 sem)	French I, II
Geometry	World Geography	Vietnamese I,II
Biology	World History	Mandarin Chinese I, II
Chemistry	US History	Korean, I, II
Integrated Physics & Chemistry (IPC)	Us Govt. (1 sem)	Japanese I, II
	Economics (1 sem)	BIM I (Semester 1)
Physics	Art I	BIM I (Semester 2)
Environmental Systems	PE Foundations (1 semester)	Communication Applications (1 semester)

Other Graduation Information

Students must also meet the following criteria:

1. All credits for graduation shall be earned in grades 9-12, except for any approved courses taken in Middle School for High School credit.
2. An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a Texas diploma, but must complete all requirements to satisfy state and BISD graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through taking an approved correspondence course, distance learning, or credit by examination.
3. A student may not combine a half-credit of a course for which there is no end-of-course assessment with another half-credit to satisfy graduation requirements.
4. The Academic Achievement Record (AAR) is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed in middle school or junior high school (TEC §28.025(c)). Entries on this state document of actual courses taken, grades earned, credit awarded, and codes
5. All numerical grades on the AAR (transcript) will be counted in computing the grade point average. GPA will be calculated at the end of each semester and at the end of summer school for 9th, 10th, and 11th grades. Seniors' (only) GPA will be calculated at the end of the third nine-week grading period for final ranking.
6. Except as provided in board policy, a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student attends 90 percent of the days the class is offered.

Exploring Post-Secondary Options

In addition to online resources and those available from the counseling and / or CCMR centers at the high school campus, Beaumont ISD offers several venues to assist in planning for post-secondary pursuits:

- Financial Aid Night covers information related to financial need and explores such topics as completing the FAFSA/TASFA application, types of financial aid available, and other concerns of parents trying to pay for post-secondary education and training. Speakers at Financial Information Academy present information to parents in all phases of saving for college.

Financial Aid Application Workshops

Free Application for Federal Student Aid (FAFSA/TASFA) workshops are offered at the three high schools in the Fall semester to enable parents and students to receive individualized assistance filling out the FAFSA/TASFA and ApplyTexas applications.

Financial Aid

Financial aid is available to help qualified students pay for education beyond high school. It is very important to begin planning early. Information can be obtained from CCMR Coordinators and from the college financial aid officer. Financial Aid may include scholarships, loans, grants, and work-study programs (fafsa.gov) and www.collegeforalltexans.com

College Entrance Requirements of Note

Texas Success Initiative (TSI)

All students must demonstrate eligibility for college-level courses or be exempted from further testing BEFORE enrolling in any college course, such as dual-credit courses through LIT.

Because of the flexibility in course selections allowed on the Foundation High School Program + Endorsements, students on the FHSPE should check with the colleges to which they are interested in applying to determine any specific course requirements for admission. Many majors, Tier One universities, recommend pursuing the rigor of the "4 x 4" requirements, which include:

- Four English credits, including a traditional English IV (English IV, AP English Literature and Composition, or Dual Credit English)
- Four math credits, including Algebra II,
- Four science credits, including Chemistry and Physics,
- Four social studies credits, and
- Two Languages Other Than English credits in the same language. This includes Computer Science.

Automatic Admission

To be eligible for consideration for Top 10% recognition and automatic admission to a Texas public college or university, students on the Foundation High School Program + Endorsement must graduate with a Distinguished Level of Achievement (DLA). The Distinguished Level of Achievement requires completion of the requirements for at least one endorsement, including completion of Algebra II among the four math credits.

Graduating from High School in 3 Years

Some students may have clearly developed personal and career goals such that they want to consider graduating from high school in three years instead of the traditional four years. This is atypical, but it is possible with careful planning and by using a variety of ways to earn high school credit.

A student who wishes to graduate in fewer than four years shall be required to declare his or her intent, by the end of his or her ninth-grade year, by completing an early graduate form, which must be signed by the student, parent/guardian, school counselor, and Principal.

A student shall be allowed to graduate at the end of the fall term of their 12th-grade year if he or she has completed all graduation requirements. A student who graduates at the end of the fall term shall be ranked among the students who will graduate during the spring. Mid-year graduate rankings shall be based on the GPA at the end of the fall term. A mid-year graduate shall be eligible to participate only in the next scheduled commencement ceremony. As a graduate, he or she shall no longer be eligible for any student privileges.

A student who graduates during the summer shall be ranked with the class that graduated during the previous spring. As a graduate, he or she shall no longer be eligible for any student privileges.

Grading and Class Rank System

Grading System

A combination of numbers and letters is used in grading. The number or letter represents the quality of work done by the student.

90-100 A: Outstanding progress and mastery of subject matter
80-89 B: Above average progress and mastery of subject matter
75-79 C: Average progress and understanding of material
70-74 D: Below average progress and minimum passing grade
69-Below F: Student has not met the class requirements

Academic Achievement and Class Ranking- EIC (LOCAO)

Class Rankings

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit. The following criteria apply to all students in calculating GPAs used in determining class rankings:

- Students shall receive weighted grade points corresponding to the level of difficulty of the courses taken.
- The GPA is based on all high school courses taken in middle school and high school. GPA will be calculated at the end of each semester and at the end of summer school for 9th, 10th, and 11th grades. Seniors' (only) GPA will be calculated at the end of the third nine-week grading period for final ranking.
- When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if similar or equivalent courses are offered to the same class of students in the District.

In the calculation of class rank, the district shall include semester grades earned in high school credit courses taken at any grade level. The calculation shall include failing grades. Rank is determined by all grades made in each high school credit course through the third nine weeks of the senior year. All subjects in which a numerical grade is given shall be used in evaluating rank.

Courses taken for high school credit in middle school will count toward graduation requirements and rank in class. For determining rank in class, as well as for determining honor graduates, the following grade point scale will be used:

Grade Point Scale

The current BISD weighted grade point scale is as follows:

Grade Earned	Regular Quality Points		PreAdvanced AP/Honors Quality Points	
	Semester	Year	Semester	Year
100	2.0	4.0	2.5	5.0
99	1.95	3.9	2.45	4.9
98	1.9	3.8	2.4	4.8
97	1.85	3.7	2.35	4.7
96	1.8	3.6	2.3	4.6
95	1.75	3.5	2.25	4.5
94	1.7	3.4	2.2	4.4
93	1.65	3.3	2.15	4.3
92	1.6	3.2	2.1	4.2
91	1.55	3.1	2.05	4.1
90	1.5	3.0	2.0	4.0
89	1.45	2.9	1.95	3.9
88	1.4	2.8	1.9	3.8
87	1.35	2.7	1.85	3.7
86	1.3	2.6	1.8	3.6
85	1.25	2.5	1.75	3.5
84	1.2	2.4	1.7	3.4
83	1.15	2.3	1.65	3.3
82	1.1	2.2	1.6	3.2
81	1.05	2.1	1.55	3.1
80	1.0	2.0	1.5	3.0
79	.95	1.9	1.45	2.9
78	.9	1.8	1.4	2.8
77	.85	1.7	1.35	2.7
76	.8	1.6	1.3	2.6
75	.75	1.5	1.25	2.5
74	.7	1.4	1.2	2.4
73	.65	1.3	1.15	2.3
72	.6	1.2	1.1	2.2
71	.55	1.1	1.05	2.1
70	.5	1.00	1.0	2.0
<70	0	0	0	0

*__The current BISD weighted grade point scale is as follows:__

*Designated courses and the associated weighted grade points defined above began with students entering 9th grade in the fall of 2020. *For purposes of determining class rank for honor positions, courses that have been modified by the student's admission, review, and dismissal (ARD) committee as to the required content of the Texas Essential Knowledge and Skills (TEKS) and reflected in the student's individualized education program (IEP) shall not earn the same number of grade points as regular courses.*
However, courses in which content has not been modified, but for which the student received accommodations as determined by the ARD committee, shall earn the same number of grade points assigned to regular courses.

Valedictorian, Salutatorian, and Honor Graduates

Students desiring to reach any of the levels named should take Advanced Placement/Honors courses in the earliest year possible. Course planning should begin as the student enters the eighth grade. Students and parents are encouraged to consult with school counselors and to attend any orientation meetings.

To be eligible for valedictorian or salutatorian, students must have been continuously enrolled in the same district high school for the four semesters immediately preceding graduation and graduate after exactly eight semesters of enrollment in high school. Students must have completed the Foundation High School Program + Endorsement, and the Distinguished Level of Achievement Program. The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Recognition for academic honors shall be given to the following graduating seniors:

- Valedictorian—highest ranking eligible student
- Salutatorian—second-highest ranking eligible student
- Summa Cum Laude graduates—Students who earn a GPA of 4.1–5.0 shall earn recognition as summa cum laude graduates.
- Magna Cum Laude graduates—Students who earn a GPA of 3.66–4.0 shall receive recognition as magna cum laude graduates.
- Cum Laude graduates—Students who earn a GPA of 3.5–3.65 shall earn recognition as cum laude graduates.
- Honor graduates—seniors with an academic GPA of 3.0 or better based on a weighted grade point scale are designated as honor graduates and are distinguished during graduation exercises.

Note: Averages shall **not** be rounded up. For determining honors to be conferred during graduation activities, the district shall calculate class rank in accordance with policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. All courses in which a numerical grade is given, including courses taken in middle school for high school credit, shall be used in calculating the grade point average. If the same course is taken a second time, both grades shall show on the AAR (transcript) and shall be counted toward the grade point average (GPA). The provisions governing the selection of the valedictorian and salutatorian shall be the same as those used in the ranking of senior students.

Breaking Ties for Top Honors

In the case of a tie after calculating weighted GPAs to the thousandths place, the District shall apply the following methods, in this order, to determine recognition as valedictorian:

1. Count the number of Honors courses taken by each student involved in the tie.
2. Calculate a weighted GPA using only eligible grades in Honors courses taken by each student involved in the tie.
3. Calculate an unweighted numerical grade average using grades earned in all eligible Honors courses taken by each student involved in the tie.

If the tie is not broken after applying these methods, the district shall recognize all students involved in the tie as sharing the honor and title.

Selecting Courses for the Next School Year

General Information

The next section of this planning guide includes descriptions of courses that may be offered at Beaumont ISD secondary campuses. Not every course is offered on every campus; not every course is offered each year. Courses must have a sustainable enrollment of a minimum of 15 students to be offered. Additionally, a teacher who meets the federal government's Highly Qualified standard must be on staff to teach a course. Occasionally, the demand for a course exceeds the class capacity. In this case, campuses may limit the course to certain grade levels and/or close it to late enrollees. These requirements and restrictions affect elective and specialty courses more frequently than core courses and other required courses.
Listing of a course description in this publication does not guarantee that the course will be taught during the upcoming school year.

In reviewing the broad range of courses, students must keep in mind career and personal goals. Students and parents should consider information provided in this planning guide about high school requirements. Students can make course selections that satisfy graduation requirements while meeting student interests. It is necessary to identify some alternate courses that satisfy the 4-Year Plan since not every course will be available every year. A student must be enrolled in five periods of instruction to meet requirements of a full-time student.

Each campus provides a course selection worksheet for students to indicate courses they plan to take during the next school year. The course selection worksheet will include a 4-digit number plus the course title. These numbers and titles appear in the course descriptions that follow. Before proceeding, please read carefully the special notes and schedule change information on this page.

Course Designations

Courses are designed in various ways to meet the skills and interests of students. Courses are offered as Regular, PreAdvanced, and GT courses. Upper-level courses may be offered as Regular, AP, GT, or dual credit courses. A student's course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner.

Course Selection

- Parent and student informational meetings will be held in the fall semester.
- Students will be guided through course selection during classroom presentations by counselors.
- Students who do not submit course requests will have a schedule arranged for them by their counselor according to their academic needs and/or graduation plan. (This may also apply to students who select a course that is not available for the following year on their campus.)

Core Course Selection Guide

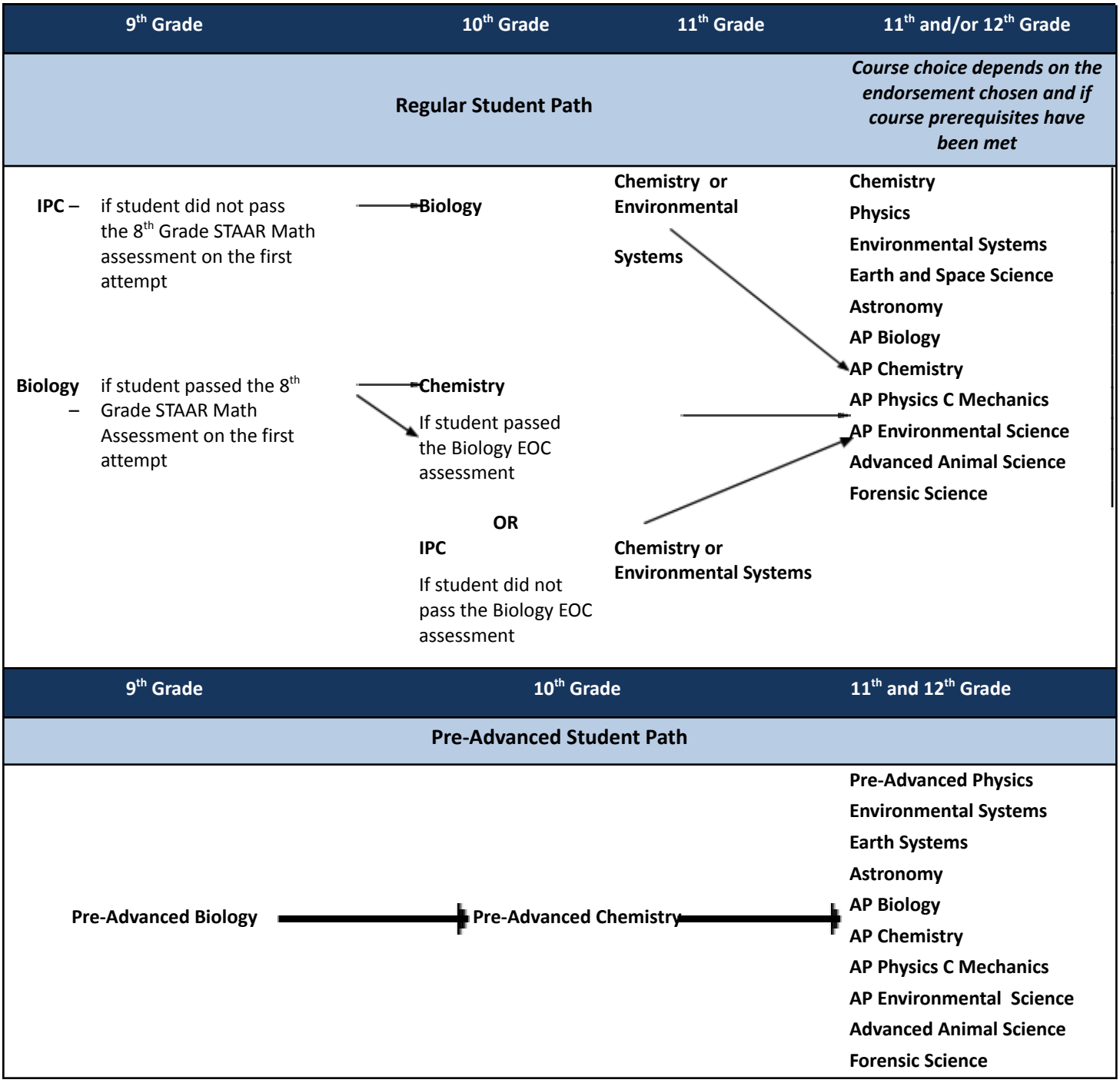
English, Reading, and Language Arts Sequences

9th Grade	10th Grade	11th Grade	12th Grade
Regular Student			
English I	English II	English III	English IV Business English
Advanced Students			
Advanced English I	Advanced. English II	AP English III	AP English IV
Advanced Student Track for Students taking Advanced English I at Odom			
Advanced English II	AP English III	AP English IV	
ESL Students			
ESOL I English I EL Adv. English I EL	ESOL II English II EL Adv. English II EL	English III EL AP English III EL	English IV EL AP English IV EL

Mathematics Course Sequences

9th Grade	10th Grade	11th Grade	12th Grade
Regular Student that passed Algebra I EOC as a freshman			
Algebra I	Geometry	Algebra II	Precalculus Algebraic Reasoning
Regular Student that did not pass Algebra I EOC as a freshman			
Algebra I	Geometry	Math Models	Algebra II Algebraic Reasoning
Advanced Student that received an Algebra I credit in 8th Grade			
Advanced Geometry	Advanced Algebra II	Advanced Precalculus	AP Calculus AP Statistics
Geometry	Algebra II Precalculus Algebraic Reasoning Applications in AFNR		
Advanced Students that received an Algebra I Credit in the 7th Grade and a Geometry Credit in the 8th Grade			
Advanced. Algebra II	Advanced. Precalculus	AP Calculus AB AP Statistics	AP Calculus AB AP Calculus BC AP Statistics

Science Course Sequences



*Students do not have to take Chemistry as one of their four sciences for Graduation on the Foundation High School Plan with an endorsement, unless they are graduating with a STEM endorsement. The Multidisciplinary endorsement offers a choice of either Chemistry or Physics. So depending upon the endorsement, a student could take IPC, Biology, Environmental Systems, and a fourth science

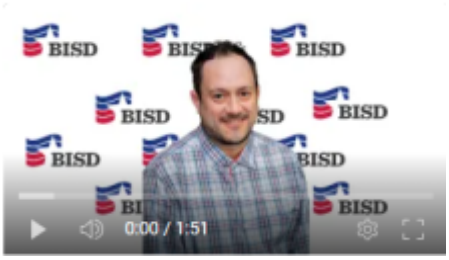
Social Studies Course Sequences

9th Grade	10th Grade	11th Grade	12th Grade
Regular Students			
World Geography	World History	U. S .History	Government Economics Personal Financial Literacy (Students entering 9th grade in 2026)
Advanced Student			
Advanced World Geography	World History AP	U.S. History AP	U.S. Government AP Economics AP
Advanced Student Track for Students taking Advanced World Geography at Odom			
World History AP	U.S. History AP	U.S, Government AP Economics AP	
Electives available to the student from Social Studies			
Personal Finance Hebrew Scripture New Testament African American Studies Mexican American Studies	AP Human Geography Personal Finance Hebrew Scripture New Testament African American Studies Mexican American Studies	AP Human Geography AP European History AP Psychology Psychology Sociology Personal Finance Hebrew Scripture New Testament African American Studies Mexican American Studies	AP Human Geography AP European History AP Psychology Psychology Sociology Personal Finance Hebrew Scripture New Testament African American Studies Mexican American Studies

Reading/Language Arts



Four English credits are required for graduation. For FHSP and Distinguished Level of Achievement students, the fourth English must be selected from English IV, AP English Literature and Composition, or Dual Credit English.



[Reading/Language Arts (click here to play video)]

0121 English I
Offered in: 9 Credits: 1 Level: On Level
Prerequisite: Grade 9 Placement
Students enrolled in English I continue to increase and refine their communication skills. This survey course emphasizes a variety of genres whose authors represent many nations and cultures. Instruction focuses on the integration of composition, language, and literature and includes development of the Texas Essential Knowledge and Skills.

End-of -Course exam required

0129 English I Pre- Advanced
Offered in: 9 Credits: 1 Level: Pre-Advanced
Prerequisite: Grade 9 Placement and meets AP Entry Guidelines

Designed for the highly-motivated, college-bound student, Advanced English I is a course which requires higher levels of understanding—such as the relationships and interpretations of ideas, literary analysis, and synthesis and evaluation of written materials. Refinement of grammatical usage and enrichment of vocabulary are stressed in oral and written compositions. This in-depth, fast-paced study of world literature requires reading and writing outside of the classroom. This course is designed to prepare students to succeed in College Board Advanced Placement courses.

End-of -Course exam required

8000E College Prep English
Offered in: 12 Credits: 1 Level: On Level
Prerequisite: English I, II, and III
This course is designed to support students who do not meet the college readiness indicators for English Language Arts. College Prep ELA will prepare students for English core courses in college. It is available to high school seniors who have successfully completed English I, II, and III.

0122 ESOL I English for Speakers of Other Languages
Offered in: 9-12 Credits: 1 Level: ESOL
Prerequisite: LPAC Placement
This course is for recently arrived immigrant students who are identified as Emergent Bilingual (EB) and are recommended for placement in the course by the Language Proficiency Assessment Committee (LPAC). Students study thematic units which build skills in active listening, oral and written communication, reading comprehension, and vocabulary development while providing a foundation in multiple genres, composition and research. This course is offered in small groups, ideally of no more than 15 to 20 students, at the student's level of English language proficiency. ESOL I may count for English I credit which is required for graduation from a Texas High School. In exceptional cases, ESOL I may be taken for elective credit by students who enroll with credit for English I granted from an English as a Foreign Language (EFL) course in another country yet still demonstrate low English proficiency.

0221 English II
Offered in: 10 Credits: 1 Level: On Level
Prerequisite: 0121 English I or 0129 PreAdvanced English I
This course extends and elaborates the foundation skills provided by English I. Instruction focuses on the integration of literature, language, and composition and includes the development of the Texas Essential Knowledge and Skills.

End-of -Course exam required

0229 English II Pre-Advanced
Offered in: 10 Credits: 1 Level: Pre-Advanced
Prerequisite: 0121 English I or 0129 Advanced English I and meets AP Entry Guidelines

Designed to prepare students for college, this survey course extends and elaborates the foundation skills provided by English I. Advanced courses are designed to include problem solving and productive, creative, critical, and higher level reasoning skills, as well as various approaches to complement learning styles. This course is recommended for grade 10. By the end of this course, the student should have the skills and study habits to succeed in College Board Advanced Placement courses.

End-of -Course exam required

0222 ESOL II English for Speakers of Other Languages

Offered in: 10-12 Credits: 1 Level: ESOL

Prerequisite: LPAC Placement, Competition of 0121 English I or 0122 ESOL I

This course is for students who are identified as Emergent Bilingual (EB) and are recommended for placement in the course by the Language Proficiency Assessment Committee (LPAC). Students study thematic units which build skills in active listening, oral and written communication, reading comprehension, and vocabulary development while providing a foundation in multiple genres, composition and research. This course is offered in small groups, ideally of no more than 15 to 20 students, at the student's level of English language proficiency. ESOL II may count for English II credit which is required for graduation from a Texas High School. In exceptional cases, ESOL II may be taken for elective credit by students who enroll with credit for English II granted from an English as a Foreign Language (EFL) course in another country yet still demonstrate low English proficiency.

0321 English III

Offered in: 11 Credits: 1 Level: On Level

Prerequisite: 0221 English II or 0229 PreAdvanced English II

English III is a survey course of American Literature and includes the development of the Texas Essential Knowledge and Skills. Students will learn literary forms and terms associated with selections being read. In English III, students practice many forms of writing, including reports, business memos, abstracts, resumes, and the research paper. Independent readings are required.

0329 English III — AP Language and Composition

Offered in: 11 Credits: 1 Level: AP

Prerequisite: 0221 English II or 0229 PreAdvanced English II and meets AP Entry Guidelines

Designed as a college-level course, English III-AP is primarily a study of language and composition using a collection of classic of American literature with an emphasis on non-fiction. Serious-minded students move rapidly through studies in novels, essays, poetry, and short stories. Critical, analytical reading and writing skills are the core components of the course. Since time constraints demand extensive independent reading, students should be aware of the challenging commitment outside of school that will be required. At the conclusion of this course, students will take the College Board Advanced Placement Exam.

0421 English IV

Offered in: 12 Credits: 1 Level: On Level

Prerequisite: 0321 English III or 0329 AP English III

English IV is a survey course of British Literature based on the Texas Essential Knowledge and Skills. Students focus on reading classic and contemporary literary works revealing culture and tradition and on planning, drafting, and completing written compositions in a variety of forms on a regular basis. The course develops the students' higher level thinking skills through challenging oral and written activities often involving critical listening and creation, analysis, and evaluation of media and technology presentations and productions. Research skills are culminated through a required research project. Independent readings are also required.

0429 English IV — AP Literature and Composition

Offered in: 12 Credits: 1 Level: AP

Prerequisite: 0321 English III or 0329 AP English III and meets AP Entry Guidelines

This college-level course for highly motivated students is a survey of British and world literature, stressing critical thinking and writing skills and requiring extensive out-of-class reading and writing. At the conclusion of the course, students will take the College Board Advanced Placement Exam.

Humanities I

Offered in: 9 Credits: 2 Level: Advanced

Prerequisite: None

2129 Advanced English I

2382 Advanced World Geography

Students enrolled in the Humanities I course take English I and World Geography in a block of time. In addition to the core curriculum for the two subjects, students are involved in the Future Problem-Solving Program and/or the Odyssey of the Mind Program, both recommended by TEA for gifted/talented students. Students are also involved in additional group problem solving projects relating to the core subjects but differentiated in depth and acceleration of content, process, and product.

End-of-Course exam required – English I

Humanities II

Offered in: 10 Credits: 2 Level: Advanced

Prerequisite: None

2229 Advanced English II

2389 AP World History Studies

The design of the 10th grade Humanities Program enables students who are capable of high performance to have differentiated learning experiences to gain greater insight into creative and productive thinking, and to develop leadership skills. Group and individual projects make up a major part of the Humanities grade. Assessment of projects is based on criteria that each student must meet. Students receive details of criteria prior to preparing and presenting their projects.

End-of-Course exam required – English

Humanities III

Offered in: 11 Credits: 2 Level: Advanced

Prerequisite: None

2329 AP English III

2189 AP US History

As in 9th and 10th grade, students are enrolled in two courses at the 11th grade level, AP English III and U.S. History. Course content is also presented in a double block of time for which students receive two credits. The content is more in-depth, and students are involved in long-term group projects.

End-of-Course exam required – US History

Humanities IV
Offered in: 12 **Credits: 2** **Level: Advanced**
Prerequisite: None
2429 AP English IV
0483 Social Studies Advanced Studies - 1st Semester
0484 Research Methods - 2nd Semester
In English IV, students study English and World Literature. Students work with critical thinking skills in all literature and writing. In Social Studies Advanced Studies, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students work in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

In Social Studies Research Methods, students conduct advanced research on a selected topic in social studies using qualitative and quantitative methods of inquiry. The course is designed to be conducted in the classroom or independent settings.

The following numbers are to be used if a student is taking English at the Career Center:

0121C English I
0221C English II
0321C English III
0421C English IV
0329C English III AP
0429C English IV AP

English Language Arts Electives

0523 Literary Analysis
Offered in: 12 **Credits: 1⁄2** **Level: On Level**
Prerequisite: 0321 English III
This elective course will develop student writing talents and interests. Techniques in writing poetry, short stories, drama, essays, biographies, etc., will be included. Students will evaluate his/her own writing as well as the writing of others, be able to analyze and discuss writing and apply criteria for writing. Reading and writing outside of class are required.
This course is not offered on every campus.

0623 Literary Genres
Offered in: 11 – 12 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None
This elective course explores world literature classifications, such as novels, dramas, short stories, etc. Students will read and analyze examples of the various genres and write original pieces in the various forms. Students should expect reading and writing work that will be completed outside of school.
This course is not offered on every campus.

Reading
Offered in: 9 – 12 **Credits: 1⁄2 – 3** **Level: On Level**
Prerequisite: None
0124 Reading I
0224 Reading II
0324 Reading III

This course is primarily for the student with deficiencies in reading fluency and comprehension. Students will be expected to read, analyze, discuss, and write about books, short stories, non-fiction articles and historical documents all in an effort to become a stronger reader. The course develops vocabulary and comprehension through reading, writing, speaking, and listening.

0424 Reading Applications
Offered in: 11 – 12 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None
This course is for the average student to strengthen reading and vocabulary for taking standardized tests and rigorous high school courses. Intensive vocabulary study will be included. This course will help the student meet the demands of English, mathematics, science, social studies, elective courses, and post- secondary reading. Test taking strategies for the SAT and ACT will be included.
Local Credit Only **This course is not offered on every campus**.

Reading Improvement I — IV
Offered in: 9 – 12 **Credits: 1⁄2 –1** **Level: On Level**
Prerequisite: None
This additional reading course is offered for students struggling to master reading skills. Students will have multiple opportunities to improve those skills through reading practice, vocabulary acquisition, and skills mastery. This course will mirror the Reading Improvement elective currently offered at the middle school in all three grade levels. It will be made available to students whose Universal Screening scores in reading demonstrate the need for additional reading practice and skills mastery.

1025 Reading Improvement I
1026 Reading Improvement II
1027 Reading Improvement III
1030 Reading Improvement IV, *Local Credit Only*

Dyslexia Reading I — IV
Offered in: 9 – 12 **Credits: 1⁄2 –1** **Level: On Level**
Prerequisite: None
Students in the BISD Dyslexia Program become readers through instruction in reading, spelling, and writing skills through individualized instruction, intensive and multisensory methods as appropriate. Components of instruction include phonemic awareness instruction, phonics instruction, language structure instruction, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instruction is organized and presented in a logical sequential plan.

2025 Dyslexia Reading I
2026 Dyslexia Reading II
2027 Dyslexia Reading III
2028 Dyslexia Reading IV, *Local Credit Only*

ESL Reading I - III

Offered in: 9-12 Credits: 1⁄2 –1 Level: On Level

Prerequisite: LPAC Placement

This course is designed for Emergent Bilingual (EB) students still developing reading skills based on various reading instruments and are recommended by the Language Proficiency Assessment Committee (LPAC) for participation in the course. Students will develop reading skills in multiple genres, with a focus on building vocabulary and reading comprehension through reading, writing, speaking and listening. This course is offered at the student's level of English reading proficiency based on TELPAS Reading or state approved reading assessment. ESL Reading is not a tutorial for other subjects, and does not take the place of intervention for other special programs such as Dyslexia.

0726 ESL Reading I (First time taken in high school)
0727 ESL Reading II (Second time taken in high school)
0729 ESL Reading III (Third time taken in high school)

English Language Development and Acquisition (ELDA)

Offered in: 9-12 Credits: 1⁄2 –1 Level: On Level

Prerequisite: LPAC Placement, Enrollment in ESOL I or ESOL II, or other qualifying Language Arts course; Beginner English Proficiency Level

This course is designed to provide instructional opportunities for recent immigrant students identified as Emergent Bilinguals (EBs) with little or no English proficiency. These students have scored at the negligible/very limited academic language level on the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements. The course will validate a student's native language and develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Second year beginners who began their studies in 8th grade, as well as new students approaching intermediate status, may be enrolled in ELDA I L2 (Level 2) during their 9th grade year.

3330 English Language Development and Acquisition (ELDA) I (First time taken in high school)

3331 English Language Development and Acquisition (ELDA) II (Second time taken in high school)

0524ESL Practical Writing for ESL

Offered in: 11 – 12 Credits: 1⁄2 –1 Level: On Level

Prerequisite: LPAC Placement

This Emergent Bilingual (EB) designated course is designed for students to develop the skills necessary for practical writing. This course emphasizes skills in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course will be able to analyze and evaluate their writing. This course may be provided to Emergent Bilingual students in the 11th and 12th grade based on Language Proficiency Assessment Committee (LPAC) placement.

0125 Journalism I

Offered in: 9 – 12 Credits: 1⁄2 –1 Level: On Level

Prerequisite: Must have passed EOC exams AND submit a recommendation letter from a former ELAR teacher.

This introductory course on the principles and practices of journalism includes fact-gathering, developing interviewing skills, writing news stories, determining newsworthiness, studying and applying editing skills, studying journalistic style, using techniques of writing headlines and captions, studying the freedom and responsibility of the press, and the principles and ethics of journalism.

Advanced Journalism: Newspaper I, II, III

Offered in: 10 – 12 Credits: 1⁄2–1 Level: On Level

Prerequisite: 0125 Journalism I, apply with Newspaper Advisor, recommendation from a teacher of EACH course.

In this course, students study and apply the journalistic skills and processes necessary to produce a newspaper. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, Photoshop, proofing, editing, advertising, and creative writing. This course requires considera**ble time outside school** hours. Each subsequent course comes with more responsibility (various staff positions and leadership/management) Each course is the prerequisite to the succeeding course.

Digital Design and Digital Communications (0914), 1 credit may substitute for one credit of Advanced Journalism: Newspaper.

0225 Advanced Journalism: Newspaper I
0325 Advanced Journalism: Newspaper II
3325 Advanced Journalism: Newspaper III

Advanced Journalism: Yearbook I, II, III

Offered in: 10 – 12 Credits: 1⁄2 –1 Level: On Level

Prerequisite: 0125 Journalism I, apply with Yearbook Advisor/Editor-in-Chief, recommendation of an English teacher for EACH course.

0425 Advanced Journalism: Yearbook I
0525 Advanced Journalism: Yearbook II
5525 Advanced Journalism: Yearbook III

In this course, students study and apply the journalistic skills and processes necessary to produce a yearbook. Included are graphics, design, layout, photography, magazine journalism techniques, advertising, budgets, and production. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, photoshop, proofing, editing, advertising, and creative writing. This course requires considerable time outside school hours. Each subsequent course comes with more responsibility (various staff positions and leadership/management) Each course is the prerequisite to the succeeding course.

Digital Design and Digital Communications (0914), 1 credit may substitute for one credit of Advanced Journalism: Yearbook.

0625 Photojournalism
Offered in: 10 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: 0125 Journalism I and teacher recommendation.
This course includes photography for journalistic purposes including camera operation, film processing, picture composition, and photo editing. Digital photography, page layout, and desktop computer page creation will be included. Much practical experience is included. Students will plan, prepare, and produce photographs for journalistic publication.

0520 Visual Media Analysis and Production
Offered in: 9 – 12 Credits: 1⁄2 Level: On Level
Prerequisite: English I
In this course, students will critique, analyze, and evaluate visual representations and learn to produce media messages that communicate with others. Students will interpret various media forms.

0521 Contemporary Media – Speech
Offered in: 11 – 12 Credits: 1 Level: On Level
Prerequisite: English II
In this course, students will develop skills in understanding, analyzing, using, and producing media intelligently. Students will learn how the media influences our tastes, behavior, purchasing and voting decisions. Students who are media literate will interpret television, radio, film, and other visual images and auditory messages.

Oral Interpretation
Offered in: 9 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: 0128 Communications Applications

0228 Oral Interpretation I
0328 Oral Interpretation II
0428 Oral Interpretation III

This course focuses on oral reading or performance of a literary text. Students will select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature will be presented and evaluated.

Public Speaking
Offered in: 9 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: 0128 Professional Communications teacher recommendation

0528 Public Speaking I
0628 Public Speaking II
0728 Public Speaking III

The focus of these courses is speaking in public. Students will learn the concepts and skills needed to prepare and present public speeches and to analyze and evaluate the messages of others.

Debate
Offered in: 9 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: 0128 Professional Communications teacher recommendation

0828 Debate I
0928 Debate II
1028 Debate III

In Debate, students will develop skills in argumentation, logic and debate while becoming involved in current issues, develop sound critical thinking, and will sharpen communication skills. Students will develop life- long skills for intelligently approaching controversial issues and classes of opinion. Students will be expected to participate in U.I.L. Debate events.

Independent Study in Speech (Academic Decathlon)
Offered in: 10 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: None

- **0126 Independent Study in Speech I**
  Offered in: 10 – 12 Credits: 1⁄2 –1 Level: On Level
- **0226 Independent Study in Speech II**
  Offered in: 11 – 12 Credits: 1⁄2 –1 Level: On Level
- **0326 Independent Study in Speech III**
  Offered in: 11 – 12 Credits: 1⁄2 –1 Level: On Level

Advanced English Language Arts Courses

0428 Business English
Offered in: 12 Credits: 1 Level: On Level
Prerequisite: English III
This course provides instruction and practice in the principles of effective written and oral communications in the workplace. Instruction helps students to improve writing skills to gain mastery of grammar, mechanics, and style. They learn the techniques for writing informational, persuasive, sales, employment, claim, and adjustment communications. Additionally, instruction is given for using the appropriate strategies for internal and external communication situations, audience analysis, and oral presentations.
Endorsements: Business and Industry

0522 Technical Writing
(Formerly Research and Technical Writing)
Offered in: 12 Credits: 1 Level: On Level
Prerequisite: English III
This course is an introduction to technical and professional writing for students seeking a career in business, technical or scientific fields. Students will be involved in instruction and practice in writing informational and analytical documents in the writing genres including informal and formal reports, letters, proposals, abstracts, journal articles, technical descriptions, manuals, instructions, process description, and the development of graphics, such as tables, photographs, drawings, diagrams, graphs, charts, and schematics. Students will be required to do reading and writing outside of class.

0523 Literary Analysis

Offered in: 12 Credits: 1 Level: On Level

Prerequisite: English III

This course concentrates on the study, evaluation, and interpretation of literature. Instruction will help students to understand the techniques that make a literary work effective by looking at small parts to see how they affect the whole. Students will be required to do reading and writing outside of class.

4673 Gifted and Talented Interdisciplinary Studies Mentor Seminar

Offered in: 9-12 Credits: 1 Level: Advanced

Prerequisite: Teacher Approval

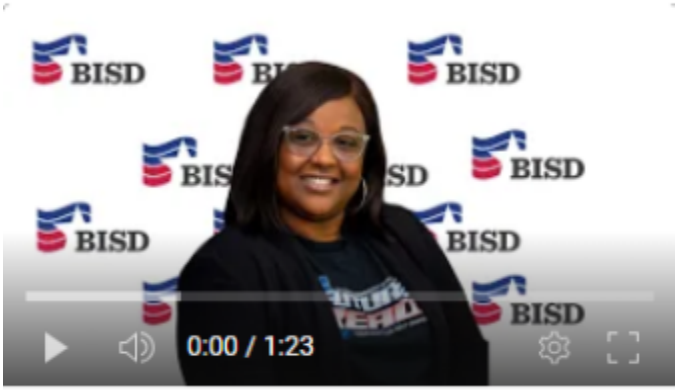
This course is based on the required, exit level Texas Performance Standards Project (TPSP) for gifted and talented (G/T) learners; it offers a non-traditional learning experience to students who have the ability to create innovative products or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, be matched with a mentor from the business or professional community, and prepare for a public presentation of their product or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product or performance. Students work with their mentor to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

- **4674 Gifted and Talented Interdisciplinary Studies Mentor Seminar II**
- **4675 Gifted and Talented Interdisciplinary Studies Mentor Seminar III**
- **4676 Gifted and Talented Interdisciplinary Studies Mentor Seminar IV**

Mathematics

Calculators are available to students for in-class use in appropriate math courses. Students are encouraged to use the free online graphing calculator Desmos, for personal use on homework, projects, and college entrance exams. All students have free access to the onlin Desmos calculator, which offers powerful graphing capabilities similar to the TI 84 Plus and can be a valuable tool for assignments and study outside the classroom. Beaumont ISD schools currently use TI 84 Plus calculators and/or the online desmos calculator; however, other brands are available.

The Foundation Program requires 3 mathematics credits for graduation and the Foundation Program with Endorsements (FHSPE) requires 4 mathematics credits for graduation. Students planning to attend a college, university, or technical school should check carefully the entrance requirements of the school they may select.



[Mathematics (Click here to play video)]

0163 Algebra I
Offered in: 9 – 10 **Credits: 1** **Level: On Level**
Prerequisite: None
This course provides a foundation for higher-level mathematics courses. Students will deal with algebraic concepts and applications dealing with real numbers. Problem-solving strategies will emphasize the use of these concepts when dealing with real-life situations.
End–of –Course exam required

0165 Mathematics Models with Applications
Offered in: 9 – 12 **Credits:1** **Level: On Level**
Prerequisite: ***Algebra I, Geometry***
Students use mathematical methods to model and solve real life-applied problems involving models from algebra, geometry, probability, and statistics

8000M College Prep Math
Offered in: 12 **Credits: 1** **Level: On Level**
Prerequisite: Algebra I, Algebra EOC, Geometry and 3rd Credit Math
This course is designed to support students who do not meet college readiness indicators for mathematics. Course content will focus on strengthening numeracy, algebraic reasoning, and developing understanding of functional relationships.

0166 End – of – Course Algebra I
Offered in: 9 – 12 **Credits: 1⁄2 –1** **Level: On Level**
Prerequisite: Algebra I
This course is for local credit, not state credit. This is a course for students who have not mastered the Algebra 1 EOC.
Local Elective Credit

0183 Strategic Learning for High School Mathematics
Offered in: 9 – 10 **Credits: 1** **Level: On Level**
Prerequisite: Recommendation from current teacher, counselor, and/or administrator
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning.
Academic Elective Credit Only

0263 Geometry
Offered in: 10 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Algebra I
This course is designed for students preparing for technical schools, colleges, or universities. Required for entrance at many major universities.

0269 Pre-Advanced Geometry
Offered in: 9 – 10 **Credits: 1** **Level: Advanced**
Prerequisite: Meets Standard on Algebra I EOC and and meets AP Entry Guidelines
Pre-Advanced Geometry is a demanding course for students with a strong mathematical background. It will fortify students who will be taking Algebra II, Precalculus, and AP Calculus, as well as the Advanced Placement Calculus test.

0466 Foundations for End-of-Course Mathematics
Offered in: 9 **Credits: 1⁄2 –1** **Level: On Level**
Prerequisite: Algebra I
This course is for local credit, not state credit. It is designed for students who have not mastered foundational skills in Mathematics.
Local Elective Credit

0463EC Independent Study in Mathematics

Offered in: 9 – 12 **Credits: ½ - 1** **Level: On Level**

Prerequisite: Geometry and Math 1314

This course will extend a student's mathematical understanding beyond Algebra II to include contemporary and historic developments in the field of mathematics. Successful completion of this course will focus on project-based learning and require students to research/produce original work centered on a topic in mathematics that has been approved by the instructor and will be presented before a panel of professionals or approved by the student's mentor.

Course is offered at KCA only

Advanced Mathematics Courses

0363 Algebra II

Offered in: 11 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Algebra I and Geometry

Recommended as a preparatory course for students planning to attend any university, college, or technical institute.

0367 Algebraic Reasoning

Offered in: 10 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Algebra I

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

0369 Pre-Advanced Algebra II

Offered in: 9 – 11 **Credits: 1** **Level: Advanced**

Prerequisite: Meets Standard on Algebra I EOC, Geometry, and meets AP Entry Guidelines

This course is designed for students showing an advanced aptitude in mathematics. This course covers the content of Algebra II and goes beyond the regular course in both content and depth. Content of this course, which is not found in the regular course, includes topics related to (a) 3-space metrics and determinants (b) permutations, combinations and probability (c) trigonometric functions and graphs.

0467 Mathematical Applications in Agriculture, Food, and Natural Resources

Offered in: 11 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Algebra I and Geometry

Students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources.

0468 Engineering Mathematics

Offered in: 11 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Algebra II

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

3368 PreCalculus

Offered in: 11 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Algebra 1, Geometry and Algebra II

The study of Precalculus depends on students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations and provide support in solving problems.

3369 PreCalculus Pre-Advanced

Offered in: 10 – 11 **Credits: 1** **Level: Advanced**

Prerequisite: Algebra 1, Geometry, Algebra II, and meets AP Entry Guidelines

Precalculus is the preparation for calculus. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

4468 AP Precalculus

Offered in: 10 – 12 Credits: 1 Level: Advanced

Prerequisite: Algebra 2 Pre-Advanced and and meets AP Entry Guidelines

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

0469 AP Calculus AB

Offered in: 10 – 12 Credits: 1⁄2 –1 Level: AP

Prerequisite: Pre-Advanced PreCalculus and meets AP Entry Guidelines

For college-bound students who have completed appropriate prerequisites and who plan to enter a college program requiring a strong mathematics background. Calculus AB includes topics in differential and integral calculus and is comparable to a one-semester Calculus I college course. It is expected that students who take an Advanced Placement course in calculus will seek college credit and/or placement from institutions of higher learning.

4469 AP Calculus BC

Offered in: 11 – 12 Credits: 1⁄2 –1 Level: AP

Prerequisite: Pre-Advanced PreCalculus and meets AP Entry Guidelines

For college-bound students who have completed appropriate prerequisites and who plan to enter a college program requiring a strong mathematics background. Calculus BC covers the Calculus AB topics (see above) as well as advanced topics in integral calculus, parametrically defined functions, vector functions, polar curves, and sequences and series. The Calculus BC course is comparable to a two-semester sequence (Calculus I and II) at the college level.

It is expected that students who take an Advanced Placement course in calculus will seek college credit and/or placement from institutions of higher learning.

0470 AP Statistics

Offered in: 11 – 12 Credits: 1⁄2 –1 Level: AP

Prerequisite: Algebra II Pre-Advanced, Meets English I EOC, and meets AP Entry Guidelines

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to exploring data, observing patterns, deciding what and how to measure, anticipating patterns in advance, and understanding statistical inferences. Students are encouraged to take the Advanced Placement Examination to receive college credit.

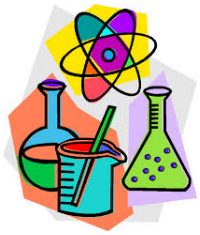
0912 AP Computer Science A

Offered in: 11 – 12 Credits: 2 Level: AP

Prerequisite: Algebra I, AP Computer Science Principles and meets AP Entry Guidelines

This is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra II level as well as some previous programming experience, a basic understanding of networks, and knowledge of the responsible use of computer systems (including system reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). The course is ideal for students who plan to attend a 4-year university majoring in Computer Science, math, science, or engineering. Students enrolled in an Advanced Placement course are encouraged to take the corresponding AP exam.

Science



The Foundation High School Program requires four science credits: IPC and Biology plus two advanced sciences or Biology and three advanced sciences.

The Foundation High School Program with Endorsements requires four (4) science credits as described by the specific endorsement choses. IPC and Biology plus two advanced sciences courses.



[Science (Click here to play video)]

0171 Integrated Physics and Chemistry

Offered in: 9– 10 Credits: 1 Level: On Level

Prerequisite: Algebra I or concurrent enrollment

Integrated Physics and Chemistry is an entry-level course. Students may not enroll in IPC if they have had Chemistry and/or Physics I. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and Chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry.

0271 Biology

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

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; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

End–of – Course exam required

⭐**0279 Pre- Advanced Biology**

Offered in: 8 – 10 Credits: 1 Level: Advanced

Prerequisite: Geometry or concurrent enrollment and meets AP Entry Guidelines

Pre-Advanced Biology is designed for students showing a high degree of self- motivation and an advanced aptitude for science. It covers the content of the regular course but is a more in-depth study of Biology. Higher-level thinking skills, critical thinking skills, and creativity are stressed in laboratory and research activities.

End–of –Course exam required

Advanced Science Courses

****ADVANCED SCIENCE COURSES MAY BE TAKEN ONLY AFTER SCIENCE FOUNDATION COURSES ARE COMPLETED AND STUDENTS MEET BOTH SCIENCE AND MATH PREREQUISITES.**

0172 Astronomy

Offered in: 10 - 12 Credits: 1 Level: On Level

Prerequisite: One Unit of High School Science

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

0174 Environmental Systems

Offered in: 10 – 12 Credits: 1 Level: On Level

Prerequisite: Biology, 1 unit of Physical Science either IPC, Chemistry, or Physics

In Environment Systems, students conduct field and laboratory 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.

0675 Earth Systems Science

Offered in: 12 Credits: 1 Level: On Level

Prerequisite: Three units of science—one must be Biology plus two additional units in which one may be taken concurrently; and three units of mathematics—one of which may be taken concurrently.

The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

0373 Chemistry

Offered in: 10 – 12 Credits: 1 Level: On Level

Prerequisite: Biology, Algebra I, Geometry, or concurrent enrollment

In Chemistry, students conduct field and laboratory 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: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; 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 our daily lives. This course is designed for students proficient in Algebra and Geometry skills since it involves the use of Algebra principles to calculate chemical quantities and the Geometry skills of relationships and proportions.

0674 Physics

Offered in: 11 – 12 Credits: 1 Level: On Level

Prerequisite: Biology, 1 year of physical science (IPC or Chemistry), Algebra II or concurrent enrollment

In Physics, students conduct field and laboratory 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 laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

Advanced courses are designed for students showing a high degree of self-motivation and an advanced aptitude for science. Advanced courses cover the content of the course but is a more in-depth study. Problem solving skills, critical thinking skills, and creativity are stressed in laboratory and research activities.

0379 Pre- Advanced Chemistry

Offered in: 10 – 12 Credits: 1 Level: Advanced

Prerequisite: Biology, Algebra II, or concurrent enrollment, meets AP Entry Guidelines

This course is offered to advance students and is a more in-depth study of Chemistry with intensive laboratory experiences. Strong emphasis is placed on mathematical formulation of principles and solution of problems. The student must be proficient in using both Algebra I and Algebra II skills. Students should have a high degree of self-motivation and an aptitude toward science and mathematics. Higher-level thinking skills, critical thinking skills, and creativity are stressed in laboratory and research activities.

0679 Pre-Advanced Physics

Offered in: 11 – 12 Credits: 1 Level: Advanced

Prerequisite: Biology, Chemistry, PreCalculus, or concurrent enrollment, meets AP Entry Guidelines

This course is a more in- depth study of Physics. Students should have a high degree of self-motivation and an aptitude toward science and mathematics. Higher-level thinking skills, critical thinking skills, and creativity are stressed in laboratory and research activities.

AP Science, Science Career Technology and Science Elective Courses

0471 AP Environmental Science

Offered in: 11 – 12 Credits: 1 Level: AP

Prerequisite: Biology, 1 Physical Science either Chemistry or Physics and Algebra I, meets AP Entry Guidelines

Content Requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description: Environment Science, published by the College Board. The goal of the AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The topics covered in AP Environmental Science include scientific analysis, interdependence of the earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and consequences, environment and society, and choices for the future. The AP Environmental Science course includes a strong laboratory and field investigation component. The goals of this component complement the classroom portion of the course by allowing students to learn about the environment through first-hand observation.

0579 AP Chemistry

Offered in: 11 – 12 Credits: 1 Level: AP

Prerequisite: Biology, Chemistry, PreCalculus, or concurrent enrollment, meets AP Entry Guidelines

Content Requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication Advanced Placement Course Description: Chemistry, published by the College Board. AP Chemistry covers five general areas; structure of matter, states of matter, reactions, descriptive chemistry, and laboratory experiences. The goals of AP Chemistry are for students to attain an understanding of the fundamentals, a reasonable competence in dealing with chemical problems and to contribute to the development of the student's ability to think clearly, and express ideas both orally and in writing, with clarity and logic.

0685 AP Physics 1

Offered in: 11 – 12 Credits: 1 Level: Advanced

Prerequisite: Physics, Geometry, Algebra 2, meets AP Entry Guidelines

AP Physics 1 is an algebra-based, introductory college-level physics course. The purpose of AP Physics 1 is to enable students to cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry based laboratory work as they explore concepts like systems, fields, force interactions, change and conservation. This course is ideal for students who plan to attend a 4-year university and study fields in science and/or engineering. Students are expected to take the Advanced Placement exam at the end of this course.

0695 AP Physics 2: Algebra Based

Offered in: 11 – 12 Credits: 1 Level: Advanced

Prerequisite: AP Physics 1, PreCalculus, or an equivalent, meets AP Entry Guidelines

AP Physics 2 is an algebra-based, introductory college-level physics course. The purpose of AP Physics 2 is to enable students to cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry based laboratory work as they explore concepts like thermodynamics, electricity and magnetics, along with quantum, atomic and nuclear physics. This course is ideal for students who plan to attend a 4-year university and study fields in science and/or engineering. Students are expected to take the Advanced Placement exam at the end of this course.

0879 AP Physics C - Mechanics

Offered in: 11 – 12 Credits: 1 Level: AP

Prerequisite: Biology, Chemistry, Physics I, enrolled in Calculus, meets AP Entry Guidelines

Content requirements for Advanced Placement (AP) Physics C are prescribed in the College Board Publication Advanced Placement Course Description: Physics, published by the College Board. AP Physics C forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. AP Physics C covers mechanics, electricity, and magnetism. Fewer topics are covered in AP Physics C than AP Physics B; however, they are covered in greater depth and with greater analytical and mathematical sophistication, including calculus applications.

1079 AP Biology

Offered in: 11 – 12 Credits: 1 Level: AP

Prerequisite: Biology, Chemistry, meets AP Entry Guidelines

Content Requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication Advanced Placement Course Description: Biology published by the College Board. AP Biology covers three general areas; molecules and cells, heredity and organisms, and populations. The three main goals of AP Biology are to help students develop a conceptual framework for modern biology, help students gain an appreciation of science as a process, and provide students with factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of Biology.

3242 Anatomy and Physiology *

Offered in: 11 Credits: 1 Level: On Level

Prerequisite: Biology & a second science credit PEIMS# 13020600

The Anatomy and Physiology course is designed for students to 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 will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

LIT Dual Enrolled

Weighted Course ***Course is offered at Career Center***

**** Advanced Course - to count as an advanced course, the student must have taken two courses in the Health Science Cluster.***

This course satisfies a science credit requirement for students on the Foundation High School Program

3244 Scientific Research and Design

Offered in: 11 – 12 Credits: 1 Level: Advanced

Prerequisite: Biology, Chemistry and IPC or Physics

This course includes the components of any rigorous scientific or engineering program of study from problem identification, investigation design, data collections, data analysis, formulation, and presentation of conclusions.

Endorsements: STEM

4352 Advanced Animal Science *

Offered in: 12 **Credits: 1** **Level: On Level**

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

In Advanced Animal Science, students will be prepared for careers in the field of animal science. Students will attain knowledge and skills related to animal systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students will be given opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Weighted Course Course is offered at the Agriculture Farm

**** Advanced Course – to count as an advanced course, the student must have taken two courses in Agriculture, Food, and Natural Resources Cluster.***

This course satisfies a science credit requirement for students on the Foundation High School Program.

7055 Forensic Science

Offered in: 11 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Biology, Chemistry, and a 3rd science

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

0375 Laboratory Management

Offered in: 12 **Credits: 1⁄2 –1** **Level: On Level**

Prerequisite: teacher and counselor recommendation.

Laboratory management is designed to increase student skills in laboratory techniques and procedures. Reliable students who have an aptitude for science, math, or technology will be accepted as a laboratory assistant. The student will assist in setting up equipment, dismantling equipment, and organizing lab supplies. Journal documentation is required during the course.

Local Credit Only

Social Studies



Three credits are required for the Foundation High School Program: World Geography or World History, US History, Government (0.5 credit), and Economics (0.5 credit).

0181 U. S. History

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None

A study is made of people, events, and issues from Reconstruction to the present. Understanding civic ideals, basis of the U. S. constitutional republic, benefits of the U.S. free enterprise system; geographic relationships; purposes,
structures, and functions of political systems; ways individuals and societies have interacted over time; and the relationships among science, technology, and society is the basis of the course. Social studies skills enable students to acquire, organize, and use information for problem solving and decision- making.

End-of -Course exam required

0189 U. S. History AP

Offered in: 11 **Credits: 1** **Level: AP**

Prerequisite: Meets for most recent English EOC and meets AP Entry Guidelines

The Advanced Placement Program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems occurring throughout our history. Students will learn to assess historical materials, their reliability and importance and to weigh the evidence and interpretations presented in historical scholarship. Students should develop the skills necessary to arrive at conclusions based on an informed judgment and present reasons and evidence clearly and persuasively in essay form. The basis for study is the College Board Program. Students are prepared for the Advanced Placement U. S. History exam.

End-of -Course exam required

0381 World History

Offered in: 9 - 12 **Credits: 1** **Level: On Level**

Students will compare how people, events, and issues from the past have influenced the present and the future. Students study civilizations to understand civic ideals, geographic relationships, the purposes, structures, and functions of political systems, ways individuals and societies have interacted over time, the similarities
and differences among people and the relationships among science, technology, and society. Social Studies skills will enable students to acquire, organize, and use information for problem solving and decision-making.

0382 World Geography

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: None

Students will study the relationships among people, places, and environments that result in geographic patterns on Earth's surface. Students study the geography of the world to understand geographic relationships, structures, and functions of political systems, ways individuals and societies have interacted over time, similarities and differences among people and relationships among science, technology, and society. Social studies skills enable students to acquire, organize, and use information for problem solving and decision- making.

0388 Pre-Advanced World Geography

Offered in: 8 – 9 **Credits: 1** **Level: Advanced**

Prerequisite: Meets AP Entry Guidelines for 8th Grade Reading

The Pre-Advanced World Geography course is designed to prepare students for future Advanced Placement courses later in their high school career in which they will seek college credit. This course will introduce the student to the scope of geography and serves as a foundation for all social studies courses at the high school level. Elements include the study and analysis of the earth's physical and human characteristics with topics that range from basic map skills to types of governments and economic systems. Extensive analysis and special emphasis is placed on the study of the world's countries including their landforms and topography, resources, cultures, ethnic groupings, demographic patterns, and historical backgrounds. It introduces the students to the world of geographers, their unique vocabulary, tools, and methodologies. The Pre-Advanced student will do more individual and group analysis to construct their knowledge of the world in which they live. Strong writing skills, advanced cognitive aptitude, and intrinsic motivation are required to succeed on the college level, and it is for this reason that these skills will be emphasized in this course.

0389 World History AP

Offered in: 10 **Credits: 1** **Level: AP**

Prerequisite: Meets AP Entry Guidelines for English I EOC and meets AP Entry Guidelines

This course will also trace the development of civilizations throughout the world. Political changes, economic development, the influence of geography on cultures and creativity in the arts are patterns of civilization that will be explored in depth. Creative thinking skills and problem solving are an integral part of this course structure, as is more in-depth research and use of literature. The basis for study is the College Board Program. Students are prepared for the Advanced Placement World History exam.

4482 Personal Financial Literacy and Economics

Offered in: 12 Credits: 1⁄2 Level: Core

Prerequisite: None

Personal Financial Literacy is a semester course that emphasizes the economic way of thinking, as a framework for the personal financial decision-making opportunities students will make. This course allows students the ability to anticipate and address financial challenges as these challenges occur over their lifetime, like how to invest in themselves with education and skill development, earn income, and budget for spending, saving, and investing. Students will be introduced to common economic and personal financial planning terms and concepts. Upon completion of this course, students will gain the ability to lead productive and financially self-sufficient lives and realize how it impacts the great economy.

0482 Economics and the Free Enterprise System

Offered in: 11 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: U.S. History

This course provides opportunities for students to study basic principles concerning production, consumption, and distribution of goods and services through a free enterprise system. Students examine the role of government in the American economic system and explore selected aspects of international economic systems.

0489 Economics AP

Offered in: 11 – 12 Credits: 1⁄2 Level: AP

Prerequisite: Meets for most recent English EOC and meets AP Entry Guidelines

This course requires students to develop a sophisticated understanding of the basic economic problem of scarcity of supply in relation to demand, specific factors such as productive resources that influence this problem, and major economic systems – their development, their primary characteristics, and their descriptive and functional components. Students are prepared to take the Microeconomics or Macroeconomics Advanced Placement exam.

0481 U.S. Government

Offered in: 11 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: U.S. History

Students will study systems of government as well as structures of power and authority to provide order and stability. Students study the U. S. Government to understand civic ideals, the basis of the U. S. constitutional republic; the purposes, structures, and functions of political systems; and the relationships among science, technology, and society. Students will use information for problem solving and decision-making.

0488 U.S. Government AP

Offered in: 11 – 12 Credits: 1⁄2 Level: AP

Prerequisite:Meets for most recent English EOC and meets AP Entry Guidelines

This course will include and exceed the regular course by including more in- depth study of the principles, structure, and processes of the American system of government through readings and research. Understanding of the structure and operation of the U.S. Government by analysis, critical evaluation, and solutions of contemporary problems at all levels—local, state, and national will be expected. Students are prepared to take the U.S. Government and Politics Advanced Placement Exam.

Advanced Social Studies Courses

0485 AP European History

Offered in: 11 – 12 Credits: 1→Level: AP

Prerequisite: Meets for most recent English EOC and meets AP Entry Guidelines

This course focuses on the development of today's European culture. Studies include research into political-diplomatic, intellectual-cultural, and social-economic areas using primary source documents, lectures, outside reading, class discussion, etc. Students enrolled in an Advanced Placement course are expected to take the corresponding AP exam.

AP Human Geography

Offered in: 10 – 12 Credits: 1⁄2 – 1 Level: AP

Prerequisite: Advanced World Geography and meets AP Entry Guidelines

AP Human Geography presents high school students with the curricular equivalent of an introductory-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

9196 AP Human Geography

Offered in: 10 – 12 Credits: 1⁄2 Level: AP

Prerequisite: Advanced World Geography

9197 AP Human Geography

Offered in: 10 – 12 Credits: 1 Level: AP

Prerequisite:Advanced World Geography

0283 AP Psychology

Offered in: 11-12 Credits: 1⁄2 Level: AP

Prerequisite: Meets Standard on most recent English EOC

Students will explore the ideas, theories , and methods of the scientific study of behavior and mental processes. Students will become familiar with the College Board Advanced Placement testing format.

Social Studies Electives

0281 Psychology

Offered in: 11 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

Students consider the development of the individual and the personality. The course is based on a historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

0568 School to College

Offered in: 9-12 Credits: 1⁄2 Level: On Level

Prerequisite: Personal Financial Literacy, Algebra I or Math Models with Applications.

In School to College, students identify interests and strengths, mapping them to potential careers, and research in-demand occupations and industries. Students then evaluate the best institution type which meets their career goals. As part of financial planning, students calculate returns on postsecondary investment. Students quantitatively evaluate postsecondary options by analyzing their return on investment (ROI)

0572 Advanced Special Topics in Psychology

Offered in: 11-12 Credits: 1⁄2 Level: Advanced

Prerequisite: AP Psychology

Students will continue to explore the ideas, theories, and methods of the scientific study of behavior and mental processes studied in AP Psychology.

0282 Sociology

Offered in: 11 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

In Sociology, students study dynamics and models of individual and group relationships. Topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication are emphasized.

0387 Personal Financial Literacy

Offered in: 9 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

This course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training. This one-half elective credit course includes instruction in methods of paying for college and other post-secondary education and training and completing the application for federal student aid provided by the U.S. Department of Education.

0383 Special Topics in Social Studies Hebrew Scriptures

Offered in: 9 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

This course is an academic study of selected narratives, characters, discourses, proverbs, and poetry. This course demonstrates the literary qualities of the Bible. It shows how a basic knowledge of the character, themes, and motifs of the Bible are important for understanding of western civilization. These 1⁄2 credit courses will not endorse, favor, promote, disfavor, or show hostility toward any religion or nonreligious perspectives. History of the Bible cannot be substituted for a state required history course.

0384 Special Topics in Social Studies New Testament

Offered in: 9 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

The purpose of the course is to teach students knowledge of Biblical content, of its influence on character, poetry and narratives that are prerequisites to understanding contemporary society and culture. The classes will include literature, art, music, and public policy as influenced by Biblical writings. Students will familiarize themselves with the history, law, and literary style of the Hebrew Scriptures and New Testament.

0486 Special Topics in Social Studies Multicultural

Offered in: 9 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

The special topic for this course is American Cultural Studies. Students are provided the opportunity to apply the knowledge and skills of the social sciences to a variety of American cultural topics and issues. Students use critical-thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Problem-solving and decision-making are crucial elements of the course as is the communication of information in written, oral, and visual forms.

0584 African American Studies

Offered in: 9 - 12 Credits: 1 Level: On Level

Prerequisite: None

African American Studies introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content.

0583 Mexican American Studies

Offered in: 9 - 12 Credits: 1 Level: On Level

Prerequisite: None

Mexican American Studies introduces students to learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century

2388 Economics Advanced Studies

Offered in: 12 Credits: 1⁄2 Level: On Level

Prerequisite: Economics and the Free Enterprise System

In Economics Advanced Studies, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students working independently or in collaboration with a mentor investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

Languages Other than English (LOTE)



LOTE includes: Foreign Languages,ASL, and Computer Science. Two Languages other than English credits are required for FHSPE students and Distinguished Level of Achievement Students.

Four LOTE courses are required for the LOTE Pathway of Arts & Humanities endorsement. This includes the minimum 2 credits for graduation, plus two additional credits for the endorsement. These may consist of a single language sequence of four classes or 2 Languages taking 2 levels each, in addition to other endorsement requirements. Credits must include levels 1 and 2 of the same language for English first-language-speaking students newly acquiring the languages listed below. The following language courses must be taken in sequence for students studying the following languages as foreign languages.

0142 Spanish I

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

As stated in TEKS 114.39, Level 1 is designed for students to reach the novice high proficiency. Students have the opportunity to saturate in conversational thematic content, such as greetings, school, food, sports, shopping, physical descriptions and personality traits, they can interpret through written, read, and spoken materials. Students listen and present as part of the novice language development by using the many different aspects of the simple present and regular preterit indicative tenses. Also given is an introduction to cultural background, daily life, customs, and traditions of Spanish speaking people, particularly Spanish America.

0143 French I

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

As stated in TEKS 114.39, Level 1 is designed for students to reach the novice mid to novice high proficiency. Students have the opportunity to saturate in conversational thematic content, such as greetings, school, food, sports, shopping, physical descriptions and personality traits, they can interpret through written, read, and spoken materials. Students listen and present as part of the novice language development by using the many different aspects of the present and preterit indicative tenses. Also given is an introduction to cultural background, daily life, customs, and traditions of French speaking people, particularly French America.

0242 Spanish II

Offered in: 10 – 12 Credits: 1 Level: On Level

Prerequisite: Spanish I passing completion

As stated in TEKS 114.40, Level 1 is designed for students to reach the novice high to intermediate proficiency. Students have the opportunity to saturate in conversational thematic content, such as body parts, travel, restaurants, technology, and hotel stay, which they can interpret through written, read, and spoken materials. Students have access to age-appropriate culturally authentic resources. Students listen and present as part of the intermediate language development by using the many different aspects of the indicative tenses both regular and irregular. Reading for comprehension and writing short compositions further their familiarity with Spanish life.

0243 French II

Offered in: 10 – 12 Credits: 1 Level: On Level

Prerequisite: French I passing completion

As stated in TEKS 114.40, students will reach the novice high to intermediate proficiency. Students have the opportunity to saturate in conversational thematic content, such as body parts, travel, restaurants, technology, and hotel stay, which they can interpret through written, read, and spoken materials. Students have access to age-appropriate culturally authentic resources. Students listen and present as part of the intermediate language development by using the many different aspects of the indicative tenses both regular and irregular. Students extend knowledge of spoken French, grammar, and civilization, learning to respond in both oral and written form.

Advanced Foreign Language

0342 Spanish III

Offered in: 10 – 12 Credits: 1 Level: Advanced

Prerequisite: Spanish II passing completion

As stated in TEKS 114.41, students "are expected to reach a proficiency level of intermediate low to intermediate mid, as defined in the ACTFL Proficiency guidelines of 2012 and the ACTFL Performance Descriptors for language learners." Students will use interpretive skills in one-way communication both read and written at the intermediate level. Students will apply skills in narrating past, present, and future events with emphasis on the ability to use simple and compound tenses and the subjunctive mood. Students use interpersonal skills to express feelings, opinions, and hypotheses using subjunctive and conditional constructions. Students will show presentation skills at the intermediate level by presenting orally or in written form to an intermediate audience of listeners or readers not interacting directly, in the areas of persuasion, narratives, and informatives

0442 Spanish IV

Offered in: 10 – 12 Credits: 1 Level: Advanced

Prerequisite: Spanish III passing completion

The goal for oral proficiency is intermediate mid to intermediate high. Students will be expected to continue to create with the language and to progress beyond basic survival situations so that they use language appropriate to the social or business situations. Linguistic skills will enable students to communicate accurately in the past, present, and future tenses and to express feelings, opinions and hypotheses, using present and past subjunctive and conditional constructions. The goal for writing skills is to progress from short paragraphs to multi-paragraph essays and literary analyses and original poetry.

0442P Spanish IV AP

Offered in: 8 – 12 Credits: 1 Level: AP

Prerequisite: Spanish III passing completion (minimum for non-Spanish speakers). Required: AP Testing at end-of-course (ESSA Guideline),meets AP Entry Guidelines

College Board AP Manual Course Description: "The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture);and perspectives (values, attitudes, and assumptions)." The College Board compares this course to an upper intermediate college Spanish course and points out under prerequisites that heritage speakers may have a varying path leading to the study and testing of this course. Spanish IV AP is set up for students to cover eight skills using the three modes of communication (interpersonal, interpretive, and presentational).

0542P Spanish V AP

Offered in: 9 – 12 Credits: 1 Level: AP

Prerequisite: Spanish III passing completion ; meets AP Entry Guidelines

Required: AP Testing at end-of-course (ESSA Guideline)

College Board AP Manual Course Description: "The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative tests (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advance Mid of the American Council on the Teaching of Foreign Languages'(ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contests of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism)." The College Board compares this course to a "survey course of literature written in Spanish" as a 3rd year college course "counted towards a major in this subject area" and points out under prerequisites that heritage speakers may have a varying path leading to the study and testing of this course.

0343 French III

Offered in: 10 – 12 Credits: 1 Level: Advanced

Prerequisite: French II passing completion

As stated in TEKS 114.41, students "are expected to reach a proficiency level of intermediate low to intermediate mid, as defined in the ACTFL Proficiency guidelines of 2012 and ACTFL Performance Descriptors for language learners." Students will use interpretive skills in one-way communication both read and written at the intermediate level. Students will apply skills in narrating past, present, and future events with emphasis on the ability to use simple and compound tenses and the subjunctive mood. Students use interpersonal skills to express feelings, opinions, and hypotheses using subjunctive and conditional constructions. Students will show presentation skills at the intermediate level by presenting orally or in written form to an intermediate audience of listeners or readers not interacting directly, in the areas of persuasion, narratives, and informative.

0443 French IV

Offered in: 10 – 12 Credits: 1 Level: Advanced

Prerequisite: French III passing completion

The goal for oral proficiency is intermediate mid to intermediate high. Students will be expected to continue to create with the language and to progress beyond basic survival situations so that they use language appropriate to the social or business situations. Linguistic skills will enable students to communicate accurately in the past, present, and future tenses and to express feelings, opinions, and hypotheses, using present and past subjunctive and conditional constructions. The goal for writing skills is to progress from short paragraphs to multi-paragraph essays and literary analyses and original poetry.

0443P French IV AP

Offered in: 11 – 12 Credits: 1 Level: AP

Prerequisite: French III passing completion (minimum for non-French speakers)

Required: AP Testing at end-of-course (ESSA Guideline), meets AP Entry Guidelines

College Board AP Manual Course Description: "The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture);and perspectives (values, attitudes, and assumptions)." The College Board compares this course to an upper intermediate college French course and points out under prerequisites that heritage speakers may have a varying path leading to the study and testing of this course. French IV AP is set up for students to cover eight skills using the three modes of communication (interpersonal, interpretive, and presentational).

0543 French V AP

Offered in: 11 – 12 Credits: 1 Level: AP

Prerequisite: French IV AP, *meets AP Entry Guidelines*

Required: AP Testing at end-of-course (ESSA Guideline)

The goal for oral proficiency is intermediate high to advanced low. Students will be expected to continue to create with the language so that they use language appropriate to social or business situations. Students will be able to communicate in the present, past, and future tenses and be able to express feelings, doubts, and opinions using the present and past subjunctive. The goal for writing skills is to be able to write essays, literary analyses, and original poetry.

0148 ASL I (American Sign Language)

Offered in: 9 – 10 Credits: 1 Level: On Level

Prerequisite: *None*

This class introduces American Sign Language (ASL), the language of the Deaf. Students will receive instruction about Deaf culture and history throughout the course, and explore vocational opportunities related to deafness and sign language.

0248 ASL II (American Sign Language)

Offered in: 10 – 11 Credits: 1 Level: On Level

Prerequisite: *passing and completion of ASL 1*

ASL II is a continuation of American Sign Language I with a greater emphasis on the ASL grammar and a concentrated effort to develop the students' expressive and receptive skills; as well as, appropriate language, grammar, cultural behaviors, and social relations. The course explores vocational opportunities related to deafness and sign language.

0348 ASL III (American Sign Language)

Offered in: 11 – 12 Credits: 1 Level: On Level

Prerequisite: *passing and completion of ASL I &II*

ASL III is a continuation of American Sign Language II with a greater emphasis on conversational skills and learning how to take passages of English and interpreting it in ASL. Students will take on more projects of this nature, telling stories, performing songs, and signing articles in the target language. The course takes a deeper, more practical approach to exploring vocational opportunities related to deafness and sign language.

Computer Science



One way to meet the LOTE graduation requirements is by completing 2 Computer Science credits.

The following Computer Science courses offered by BISD meet the LOTE graduation Requirement.

- Computer Science I
- Computer Science II
- AP Computer Science A
- AP Computer Science Principles

Course descriptions can be found on page 76-77

Physical Education and Health



The following courses are offered to all students. Prerequisites are detailed in the written course descriptions. Required courses for graduation and elective courses are indicated accordingly



Physical Education and Health (Click here to watch video)

⭐**0101 Health Education**

Offered in: 8 – 12 Credits: 1⁄2 Level: On Level

Prerequisite: None

The course includes skills for physical and mental health, information for understanding, public health issues, nutrition, knowledge of the various body systems, training in CPR techniques for first aid, drug education, family living and healthy lifestyles, community health, disease, and safety.

Elective - Offered Fall and Spring Semester

0908 Team Sport Officiating

Offered in: 9-12 Credits: 1⁄2 - 1 Level: On Level

Prerequisite: None

Students enrolled in the Team Sport Officiating course will learn rules and regulations of selected team sports, developing skills in the area of communication, decision-making, and conflict management, which are needed to officiate team sport competitions. They will work with coaches, players, other officials, and parents. The expectation is that students will have the ability to officiate at various levels and manage responsibilities that come with the role. Students will develop a personal fitness and injury prevention plan that directly relates to the needs of an official. Students will understand and apply time management skills required and recognize legal rights and responsibilities of an official involved with youth sports in the 21st century. Cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and basic first aid skills will be taught in class. Students will be certified in CPR/AED first aid and receive an officiating certificate upon successful completion of course.

Physical Education

0102YR Physical Education, Skill-Based Lifetime Activities, Co-Ed

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

We will connect lifetime fitness skills and health-related concepts in a comprehensive 9-week course. This incorporates daily fitness-enhancing activities, is fun for students, and goes beyond simple recreation. The student learns the nuts and bolts for lifetime fitness as they assess their own fitness levels, develop personal fitness goals, monitor their progress, and celebrate their successes.

0301 Physical Education, Medical Physical Education

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Students must have some physical handicap and must have a physician's statement. Students must obtain a physician's statement directing teachers to acceptable activities suitable for this individual or student. Only students whose physical activities have been restricted for a set period should be placed in this class. ***Physically Handicapped Students Only***

Required — Offered Fall and Spring Semester

0602YR Physical Education, Co-Ed-Foundation of Personal Fitness

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

Foundation is a one-semester, one-half credit course that serves as a foundation for all physical education classes. This course will elaborate on the need for fitness, distinguishing between health-related fitness and skill-related fitness, and present the various components of fitness.

Offered in both Fall and Spring Semester

Athletics

Students may earn up to 4 credits through specialized Athletics classes for which they have the necessary skills and interest. Qualifications and instructor approval are required.

The following courses are offered only to those students who want to participate in the extracurricular part of the course. Each course emphasizes physical fitness while developing skills in a sport.

Athletics
Offered in: 9 – 12 Credits: 1 – 4 Level: On Level
Prerequisite: Coach Approval
This course includes competitive UIL individual and team sports. Fair play and sportsmanship are included. After 2 units are earned, credit is awarded as elective credit. Activities designated as athletics include:

BOYS - Football, Basketball, Baseball, Track, Soccer, Tennis, Golf, Swimming, Cross Country, Cheerleading
GIRLS - Volleyball, Tennis, Basketball, Golf, Track, Swimming, Cross Country, Soccer, Cheerleading, and Softball

Students participating in athletics are required to have a physical every year.

Boys Athletics

0104 Football
0104V Football - Upper Class
0106 Basketball
0106V Basketball - Upper Class
0302 Track
0404 Cross Country
0110 Soccer
0402 Golf
0406 Baseball
0208 Tennis

Girls Athletics

0203 Basketball
0203V Basketball - Upper Class
0207 Volleyball
0207V Volleyball - Upper Class
0303 Track
0403 Cross Country
0120 Soccer
0401 Golf
0407 Softball
0205 Tennis

CoEd Athletics

Gymnastics
Gymnastics is an athletic program, which offers training for both boys and girls. Team members will compete at their appropriate levels. Girls' events are balance beam, floor exercise, uneven parallel bars, and vault. Boys' events are parallel bars, floor exercise, vault, high bar, rings, and pommel horse. The gymnastic team requires students who are highly disciplined and motivated.
Offered Fall Semester or year long
Course is offered at Beaumont United only

1190 Gymnastics
Offered in: 9 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: None
1190V Gymnastics Upper Class
Offered in: 9 – 12 Credits: 1⁄2 –1 Level: On Level
Prerequisite: Gymnastics

0209 Swimming
Offered in: 9 – 12 Credits: 1⁄2 – 1 Level: On Level
Prerequisite: None
This course is offered to all active members of the high school swim team. To meet the minimal requirements of the swim team, participants must be able to swim 500 yards, which is 20 laps, in less than 12 minutes. The PE class' focus is on out of the water skills, known as dry land, which will enhance one's
swimming ability. Students will undergo vigorous activities such as weight lifting, speed and agility training, plyometric, core strength and flexibility training, and long distance running for endurance purposes.
Offered Fall and Spring Semesters

0212 Powerlifting
Offered in: 9 – 12 Credits: 1⁄2 – 1 Level: On Level
Prerequisite: None
Participants will gain knowledge and experience of training for both competitive lifters and for athletes using these movements for strength and power development. Powerlifting comprises three lifts: the Squat, Bench Press, and Deadlift. Powerlifting competitions are comprised of one, two, or all three of the lifting disciplines. Athletes are categorized by sex, age, and bodyweight. Each competitor is allowed three attempts at each lift, the best lift in each discipline being added to their total. The lifter with the highest total is the winner. In cases where two or more lifters achieve the same total, the person with the lightest bodyweight wins.
0607 Wrestling
Offered in: 9 – 12 Credits: 1⁄2 – 1 Level: On Level
Prerequisite: None
Wrestling is an athletic program, which offers training for both boys and girls. Members will compete at their respective weight classes. The training involved will give student-athletes a decisive advantage because of detailed instruction. A systematic approach to break down critical areas of wrestling along with physical conditioning will produce desired results to any disciplined and motivated students. No experience necessary; not for the faint of heart.
Offered Fall and Spring Semesters

3305 Aerobic Activities

Offered in: 10 – 12 Credits: 1⁄2 – 1 Level: On Level

Prerequisite: None

In this elective course, students are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation. Physical Education elective class is for low incidence population (AFL/SLC). The primary focus is exercise and recreational activities including: strength training, cardio, stretching, and recreational activities.

Physical Education

In accordance with local district policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

1. Drill team;
2. Marching band; and
3. Cheerleading.

Restrictions: All substitution activities permitted by local district policy must include at least 100 minutes of moderate to vigorous physical activity per five-day school week.

Credit may not be earned for any of the required state physical education courses more than once. No more than four substitution credits may be earned through any combination of substitutions listed above.

Cheerleading

Per state law, only the first year of cheerleading satisfies the PE graduation credit. If PE credit was previously earned, first-year Cheerleading is for local credit only. Subsequent years in the program are for local credit only. A student must be a member of the campus cheerleading squad to be enrolled in these courses.

1501 F/S Cheerleading – Freshman/Sophomore

Offered in: 9 – 10 Credits: 1 Level: On Level

Prerequisite: None

0501 JV Cheerleading – Junior Varsity

Offered in: 11 Credits: 1 Level: On Level

Prerequisite: None

5501 V Cheerleading – Varsity

Offered in: 11 – 12 Credits: 1 Level: On Level

Prerequisite: None

NJROTC

Naval Science will count as a P.E. credit or an elective credit.

0901 Naval Science I

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

The student must be 14 years old, U.S. Citizen and physically fit to take part in P.E. activities (normal class). Academic instruction includes study in the precepts of citizenship, the elements of leadership, the value of scholarship in attaining life goals (career planning), military customs, leadership, naval history, geography, and first aid. This course is also designed to engender a sound appreciation for the heritage and traditions of America and develop in each cadet a growing sense of pride in his/her organization, associates, and self. Military instruction includes emphasis on individual, squad, and platoon marching drill. The NJROTC uniform is worn one day per week. Extra-curricular activities available in drill team, color guard, rifle team, pistol team, academic team, orienteering, physical fitness, and community service. Cadets become part of the battalion organization and earn rank and position according to ability and performance.

0902 Naval Science II

Offered in: 10 – 12 Credits: 1 Level: On Level

Prerequisite: Naval Science I

Academic instruction includes study in naval history, naval leadership and discipline, meteorology, astronomy, electronics, physical science, and oceanography. Military instruction includes emphasis on military drill, marksmanship, sword drill, and orienteering. The NJROTC uniform is worn one day a week. Extra-curricular activities are available in drill team, color guard, rifle team, pistol team, orienteering, and physical fitness. Cadets assume increased responsibility within the battalion organization as squad leaders or platoon guides.

0903 Naval Science III

Offered in: 11 – 12 Credits: 1 Level: On Level

Prerequisite: *Naval Science II*

Academic instruction includes study in sea power strategies, naval history, naval operations and communications, intelligence and national security, marine navigation, seamanship, and shipboard evolutions. Military instruction includes emphasis on advanced leadership positions in military drill, marksmanship, drill with arms, and orienteering. The NJROTC uniform is worn one day per week. Extra-curricular activities are available in drill team, color guard, rifle team, pistol team, orienteering, physical fitness, and community service. Advanced leadership positions available are TEAM Commander Positions and Platoon Commander Positions within the battalion organization. Completion of 3 years makes students eligible for advanced enlistment and special college NJROTC scholarship.

0904 Naval Science IV

Offered in: 12 Credits: 1 Level: On Level

Prerequisite: *Naval Science III*

Cadets fill officer and staff positions within the battalion organization. Military duties include leadership and supervisory positions within the organization. Certain administrative duties are required. Academic instruction includes cultural studies and global awareness. The NJROTC uniform is worn one day per week. Cadets in this course plan, execute, and participate in all unit activities and assist the Naval Science staff in the administration of the unit.

Fine Arts



One Fine Arts credit is required for all students. After the graduation requirement is satisfied, additional courses count toward state elective credits.



Fine Arts (Click here to watch video)

Band

All bands are performing groups whose memberships are chosen based on musical ability, attitude, interest, ambition and conduct. Students will have opportunities for marching, solo, ensemble and concert activities throughout the school year. UIL, TMEA and local performances/competitions are required as designated by directors. Emphasis is placed on improving instrumental ability through technical studies and a wide variety of musical literature. Marching band is required for all band members. Students in Beginner Band may be exempt from marching band at the discretion of the band director.

Beginning Band
Offered in: 9 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Audition, Placement based on director's recommendation
This course is designed for those students who are new to instrumental music or are returning after a break in program enrollment. The basics of tone production, instrumental technique, and music literacy will be emphasized.

0137 Beginning Band - Woodwinds PEIMS# 03500100
1137 Beginning Band - Brass PEIMS# 03500100

***Sub Non-Varsity Band* I-IV**
Offered in: 9 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Audition, Placement based on director's recommendation
The Sub Non-Varsity band is the third performing band on campus. Students will be expected to attend all rehearsals, performances, and other band events. Through this course, students will develop playing techniques, literacy, and other music skills while performing and competing. Students will also develop self-discipline and leadership while working as a team.

0237-B1 Sub Non-Varsity Band I PEIMS# 03500100
0237-B2 Sub Non-Varsity Band II PEIMS# 03500200
0237-B3 Sub Non-Varsity Band III PEIMS# 03500300
0237-B4 Sub Non-Varsity Band IV PEIMS# 03500400

PE Substitute: First- and second-year students will also be enrolled in PE Substitute Marching Band. Students will receive 0.5 substitute credit for Marching Band upon successful completion.

0136 PE Substitution Marching Band PEIMS# PES00012

***Non-Varsity Band* I-IV**
Offered in: 9 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Audition, Placement based on director's recommendation
The Non-Varsity band is the second performing band on campus. Students will be expected to attend all rehearsals, performances, competitions, and other band events. Through this course, students will enhance their playing techniques, literacy, and other music skills while performing and competing. Students will also develop self-discipline and leadership while working as a team.

0237-B1 Non-Varsity Band I PEIMS# 03500100
0237-B2 Non-Varsity Band II PEIMS# 03500200
0237-B3 Non-Varsity Band III PEIMS# 03500300
0237-B4 Non-Varsity Band IV PEIMS# 03500400

PE Substitute: First- and second-year students will also be enrolled in PE Substitute Marching Band. Students will receive 0.5 substitute credit for Marching Band upon successful completion.

0136 PE Substitution Marching Band PEIMS# PES00012

***Varsity Band* I-IV**

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition, Placement based on director's recommendation

The Varsity band is the top performing band on campus. Students will be expected to attend all rehearsals, performances, competitions, and other band events. Students in this class will have demanding individual performance requirements. Through this course, students will further enhance their playing techniques, literacy, and other music skills while performing and competing. Students will also develop self-discipline and leadership while working as a team.

0237-B1	*Varsity Band I*	*PEIMS# 03500100*
0237-B2	*Varsity Band II*	*PEIMS# 03500200*
0237-B3	*Varsity Band III*	*PEIMS# 03500300*
0237-B4	*Varsity Band IV*	*PEIMS# 03500400*

PE Substitute: First- and second-year students will also be enrolled in PE Substitute Marching Band. Students will receive 0.5 substitute credit for Marching Band upon successful completion.

0136	*PE Substitution Marching Band*	*PEIMS# PES00012*

Honors Band III-IV

Offered in: 11-12 Credits: 1 Level: Honors

Prerequisite: Permission of instructor

This course is designed to allow students the opportunity to extend their musical education in an enriched, independent, and individualized curriculum. Students must demonstrate a higher than average level of musical understanding and be able to perform at the highest possible level both as an individual and as a member of ensembles of all sizes. Students will be expected to demonstrate a high level of critical listening, musical understanding, technical ability, knowledge of the theoretical and historical foundations of compositions, and present information in well-written academic manner. Students and parents should understand that there will be a rigorous amount of work required outside of the classroom. Multiple independent projects, research assignments, and performances will be required. To be eligible for the Honors Band course, students must: Be a junior or a senior, and be enrolled in a Level III or Level IV Band course simultaneously, while meeting the prerequisites for that course; be recommended for advanced coursework by the program director or the Director of Fine Arts; have earned a minimum grade of 90 in the course for which the student is applying their previous year (10-11); and, have a proven history of performance beyond the classroom (i.e. solo/ensemble, All-Region, UIL and other evaluative competitions, etc.)

2135	*Honors Band III*	*PEIMS# 03150300*
2136	*Honors Band IV*	*PEIMS# 03150400*

***Jazz Band* I-IV**

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition, Placement based on director's recommendation, concurrent course enrollment in a performing band class

The jazz ensemble will focus on studies and performance elements of the jazz art form. Students will be expected to attend all rehearsals, performances, competitions, and other ensemble events.

0637-J1	*Jazz Ensemble I*	*PEIMS# 03151300*
0637-J2	*Jazz Ensemble II*	*PEIMS# 03151400*
0637-J3	*Jazz Ensemble III*	*PEIMS# 03151500*
0637-J4	*Jazz Ensemble IV*	*PEIMS# 03151600*

***Instrumental Ensemble* I-IV**

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition, Placement based on director's recommendation, concurrent course enrollment in a performing band class

The instrumental ensemble will focus on studies and performance elements of individual instrumental technique. Students will be expected to attend all rehearsals, performances, competitions, and other ensemble events.

0537-E1	*Instrumental Ensemble I*	*PEIMS# 03151700*
0537-E2	*Instrumental Ensemble II*	*PEIMS# 03151800*
0537-E3	*Instrumental Ensemble III*	*PEIMS# 03151900*
0537-E4	*Instrumental Ensemble IV*	*PEIMS# 03152000*

Band Administration I-II

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Permission of the Instructor, concurrent course enrollment in a performing band class

This course is designed for those students that want to learn more about the field of Instrumental Music Education. Students will learn how to plan UIL Concert, Sight Reading and Marching events as well as how to program a concert and create a marching show. Planning pep rallies, parades, and special events will also be presented. Technical aspects of a band program such as inventory, library management/maintenance, marketing, recruiting/retention, private lessons, large and small group instruction, conducting, lesson planning, travel procedures, region auditions and State Solo and Ensemble Competition will also be introduced and explored.

6638-MB1	*Music Business I*	*PEIMS# 03155800*
6638-MB2	*Music Business II*	*PEIMS# 03155900*

Course is offered at West Brook only

Music Appreciation

Offered in: 9 – 12 Credits: 1 Level: Level: On Level

Prerequisite: None

This course addresses the musical characteristics, instruments and theory of each period of music history. It also covers the cultural and historical contexts including philosophy, religion, politics, art, architecture, and daily life. Connections are made to music from other cultures as well as contemporary musical styles.

0426	*Music Appreciation I*	*PEIMS# 03155600*

PE Substitution Marching Band

Offered in: 9 – 12 Credits: .5 Level: On Level

Prerequisite: Concurrent course enrollment in a performing band class for both fall and spring semesters.

The students enrolled in Marching Band will perform during halftime at varsity football games, contests, and competitions throughout the fall semester. Marching band occurs before or after school hours. Students enrolled in this activity should also be enrolled in a performing band class during the day. The performing band class counts as a Fine Arts full-year credit. This activity can only be taken during the fall semesters for .5 credits for PE Substitution. Participation may continue beyond the required 1 credit, however, no additional credit may be earned after the first two semesters.

0136 PE Substitution Marching Band PEIMS# PES00012

Choir

All choirs are performing groups whose memberships are chosen based on musical ability, attitude, interest, ambition and conduct. Students will have opportunities for solo, ensemble and concert activities throughout the school year. UIL, TMEA and local performances/competitions are required as designated by directors. Emphasis is placed on improving vocal ability through technical studies and a wide variety of musical literature.

Sub Non Varsity I-IV

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Placement based on director's recommendation

This course is designed for those students who are new to vocal music or are returning after a break in program enrollment. The basics of tone production, vocal technique, and music literacy will be emphasized.

0135T Beginning Choir - Treble PEIMS# 03500900

***Non-Varsity Choir* I-IV**

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition, Placement based on director's recommendation

The Non-Varsity choirs are the middle-level vocal performing ensembles on campus. Students will be expected to attend all rehearsals, performances, and other choir events. Through this course, students will develop vocal techniques, literacy, and other music skills while performing and competing. Students will also develop self-discipline and leadership while working as a team. Students may be required to participate in the Texas Music Educators' Association (TMEA) and University Interscholastic League (UIL) competitions.

1135-B1 Non-Varsity Tenor-Bass Choir I PEIMS# 03500900
1135-B2 Non-Varsity Tenor-Bass Choir II PEIMS# 03501000
1135-B3 Non-Varsity Tenor-Bass Choir III PEIMS# 03501100
1135-B4 Non-Varsity Tenor-Bass Choir IV PEIMS# 03501200

1135-T1 Non-Varsity Treble Choir I PEIMS# 03500900
1135-T2 Non-Varsity Treble Choir II PEIMS# 03501000
1135-T3 Non-Varsity Treble Choir III PEIMS# 03501100
1135-T4 Non-Varsity Treble Choir IV PEIMS# 03501200

1135-M1 Non-Varsity MIxed Choir I PEIMS# 03500900
1135-M2 Non-Varsity MIxed Choir II PEIMS# 03501000
1135-M3 Non-Varsity MIxed Choir III PEIMS# 03501100
1135-M4 Non-Varsity MIxed Choir IV PEIMS# 03501200

Varsity Choir I-IV

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition, Placement based on director's recommendation

The Non-Varsity choirs are the top-level vocal performing ensembles on campus. Students will be expected to attend all rehearsals, performances, and other choir events. Through this course, students will develop vocal techniques, literacy, and other music skills while performing and competing. Students will also develop self-discipline and leadership while working as a team. Students will be required to participate in the Texas Music Educators' Association (TMEA) and University Interscholastic League (UIL) competitions.

2235-B1 Varsity Tenor-Bass Choir I PEIMS# 03500900
2235-B2 Varsity Tenor-Bass Choir II PEIMS# 03501000
2235-B3 Varsity Tenor-Bass Choir III PEIMS# 03501100
2235-B4 Varsity Tenor-Bass Choir IV PEIMS# 03501200

2235-T1 Varsity Treble Choir I PEIMS# 03500900
2235-T2 Varsity Treble Choir II PEIMS# 03501000
2235-T3 Varsity Treble Choir III PEIMS# 03501100
2235-T4 Varsity Treble Choir IV PEIMS# 03501200

2235-M1 Varsity MIxed Choir I PEIMS# 03500900
2235-M2 Varsity MIxed Choir II PEIMS# 03501000
2235-M3 Varsity MIxed Choir III PEIMS# 03501100
2235-M4 Varsity MIxed Choir IV PEIMS# 03501200

Vocal Ensemble I-IV

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition, Placement based on director's recommendation

The instrumental ensemble will focus on studies and performance elements of individual vocal technique. Students will be expected to attend all rehearsals, performances, competitions, and other ensemble events. Students will work primarily within individual and small group settings to prepare for auditions, competitions, and other special events. Students will be expected to perform various genres of music in seasonal concerts, special event performances, and will be required to participate in the Texas Music Educators' Association (TMEA) and University Interscholastic League (UIL) competitions.

0435-V1	*Varsity MIxed Choir I*	*PEIMS# 03502100*
0435-V2	*Varsity MIxed Choir II*	*PEIMS# 03502200*
0435-V3	*Varsity MIxed Choir III*	*PEIMS# 03502300*
0435-V4	*Varsity MIxed Choir IV*	*PEIMS# 03502400*

Honors Choir III-IV

Offered in: 11-12 Credits: 1 Level: Honors

Prerequisite: Permission of instructor

This course is designed to allow students the opportunity to extend their musical education in an enriched, independent, and individualized curriculum. Students must demonstrate a higher than average level of musical understanding and be able to perform at the highest possible level both as an individual and as a member of ensembles of all sizes. Students will be expected to demonstrate a high level of critical listening, musical understanding, technical ability, knowledge of the theoretical and historical foundations of compositions, and present information in well-written academic manner. Students and parents should understand that there will be a rigorous amount of work required outside of the classroom. Multiple independent projects, research assignments, and performances will be required. To be eligible for the Honors Choir course, students must: Be a junior or a senior, and be enrolled in a Level III or Level IV Choir course simultaneously, while meeting the prerequisites for that course; be recommended for advanced coursework by the program director or the Director of Fine Arts; have earned a minimum grade of 90 in the course for which the student is applying their previous year (10-11); and, have a proven history of performance beyond the classroom (i.e. solo/ensemble, All-Region, UIL and other evaluative competitions, etc.)

2343	*Honors Choir III*	*PEIMS# 03151100*
2344	*Honors Choir IV*	*PEIMS# 03151200*

Dance

Principles of Dance I-IV

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Principles of Dance I - None; Principles of Dance II-IV must receive credit for the previous course in the sequence.

Principles of Dance I provides students with an exploration of the basic fundamentals of movement and dance, including aerobic fitness dance, recreational dance, ballet, folk, ethnic, jazz, tap, precision, hip hop, lyrical, and modern. Principles of Dance II-IV allows students to expand on these techniques and express their knowledge through designing choreography and performances.

1192	*Principles of Dance I*	*PEIMS# 03830100*
2192	*Principles of Dance II*	*PEIMS# 03830200*
3192	*Principles of Dance III*	*PEIMS# 03830300*
4192	*Principles of Dance IV*	*PEIMS# 03830400*

Lifetime Fitness and Wellness Pursuits: First-year students in Principles of Dance may also be enrolled in Lifetime Fitness and Wellness Pursuits. If the dance teacher is certified in both PE and Dance, students in Principles of Dance I may simultaneously earn state credit in both Fine Arts and PE by being enrolled concurrently in Lifetime Fitness and Wellness Pursuit (1.0 credit) ***in the same class period****, IF the TEKS for both the Dance and the PE courses are delivered and assessed. With this scenario, the student receives 1.0 Fine Arts credit* ***plus*** *1.0 PE credit for the one class.*

0601	*Lifetime Fitness and Wellness Pursuits*	*PEIMS# PES00051*

Dance Performance Ensemble / Drill Team I-IV

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Audition Required, Placement based on director's recommendation

These courses combine performance elements such as dance, music, costume, and theatrical design, with performance opportunities for a dance ensemble. Students will be expected to demonstrate both the technical and theoretical principles of dance ensemble performance. Emphasis is on a variety of rehearsal and performance techniques; such as ensemble methods, repertoire, and performance skills/qualities. The course is designed to refine proficiency and awareness of movement; in addition to the aesthetic principles needed for ensemble dance.Students are expected to participate in all performances, events, and dance competitions, as well as attending after school rehearsals.

Each level of instruction builds upon performance qualities, and the required technical and artistic vocabulary necessary of each dance form. Students are required to audition for each level of the course. Expectations in student performance skill increase with each level of Dance Performance Ensemble, Levels I-IV.

Beaumont United

5505-G1 Dance Performance Ensemble I (Golden Girls) PEIMS# 03833300
5505-G2 Dance Performance Ensemble II (Golden Girls) PEIMS# 03833400
5505-G3 Dance Performance Ensemble III (Golden Girls) PEIMS# 03833500
5505-G4 Dance Performance Ensemble IV (Golden Girls) PEIMS# 03833600

West Brook

5505-B1 Dance Performance Ensemble I (Belles) PEIMS# 03833300
5505-S1 Dance Performance Ensemble II (Stars) PEIMS# 03833400
5505-S2 Dance Performance Ensemble III (Stars) PEIMS# 03833500
5505-S3 Dance Performance Ensemble IV (Stars) PEIMS# 03833600

PE Substitution Drill Team: First-year students will also be enrolled in the PE Substitution Drill Team. Students will receive 1.0 substitute PE credit for Dance Performance Ensemble / Drill Team in addition to their 1.0 Fine Arts credit provided they perform with the drill team in their first year.

0505 PE Substitution Drill Team PEIMS# PES00014

Dance Composition/Improvisation I-II

Offered in: 11 – 12 Credits: 1 Level: On Level

Prerequisite: Audition Required, Placement based on director's recommendation, concurrent enrollment in Dance Performing Ensemble

These courses allow students to explore choreographic and improvisational design in solo. Duet, ensemble, and team movement studies. Students will further develop leadership and team building skills through their work as student leaders. After school rehearsals and performances will be required.

6601-O1 Dance Composition/Improvisation I PEIMS# 03832500
6601-O2 Dance Composition/Improvisation II PEIMS# 03832600

Lifetime Fitness and Wellness Pursuits

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Concurrent course enrollment in a Principles of Dance I class for both fall and spring semesters.

The students enrolled in Principles of Dance I may simultaneously earn state credit in both Fine Arts and PE by being enrolled concurrently in Lifetime Fitness and Wellness Pursuits, provided the dance teacher is PE-certified and the TEKS for both Dance and PE are delivered and assessed.

0601 Lifetime Fitness and Wellness Pursuits PEIMS# PES00051

PE Substitution Drill Team

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Concurrent course enrollment in a dance performance ensemble class for both fall and spring semesters.

First-year students in Dance Performance Ensemble / Drill Team will also be enrolled in PE Substitution Drill Team. Students enrolled in this activity should also be enrolled in a Dance Performance Ensemble / Drill Team class during the day. The performance ensemble class counts as a Fine Arts full-year credit. Students will additionally earn 1.0 PE Substitution credit for drill team, provided they perform with the drill team in their first year. Participation may continue beyond the required 1 credit, however, no additional credit may be earned after the first year.

0505 PE Substitution Drill Team PEIMS# PES00014

Honors Dance III-IV

Offered in: 11 – 12 Credits: 1 Level: Honors

Prerequisite: Permission of instructor

This course is designed to allow students the opportunity to extend their dance education in an enriched, independent, and individualized curriculum. Students must demonstrate a higher than average level of dance fundamentals and be able to perform at the highest possible level both as an individual and as a member of ensembles of all sizes. Students will be expected to demonstrate a high level of critical thinking, performance understanding, technical ability, knowledge of the theoretical and historical foundations of dance genres, and present information in well-written academic manner. To be eligible for the Honors Dance course, students must: Be a junior or a senior, and be enrolled in a Level III or Level IV Dance course simultaneously, while meeting the prerequisites for that course; be recommended for advanced coursework by the program director or the Director of Fine Arts; have earned a minimum grade of 90 in the course for which the student is applying their previous year (10-11); and, have a proven history of performance beyond the classroom (i.e. solo/ensemble and other evaluative competitions, etc.)

4193 Honors Dance 3 PEIMS# 03833500
4194 Honors Dance 4 PEIMS# 03833600

Orchestra

All orchestras are performing groups whose memberships are chosen based on musical ability, attitude, interest, ambition and conduct. Students will have opportunities for solo, ensemble and concert activities throughout the school year. UIL, TMEA and local performances/competitions are required as designated by directors. Emphasis is placed on improving instrumental ability through technical studies and a wide variety of musical literature.

Orchestra I-IV

Offered in: 9 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Audition

Orchestra participation will provide students with the opportunity to develop performance skills, become acquainted with orchestra literature and to develop orchestral technique. UIL and TMEA activities are strongly encouraged.

0134	*Orchestra I*	*PEIMS# 03150500*
0234	*Orchestra II*	*PEIMS# 03150600*
0334	*Orchestra III*	*PEIMS# 03150700*
0434	*Orchestra IV*	*PEIMS# 03150800*

Course is offered at West Brook only

Theater Arts

Theater Arts classes allow students to develop internal and external personal resources, create through artistic collaboration, accept constructive criticism, relate theater to its social context, and form aesthetic judgments. Through multisensory experiences, students develop skills that lead both to creative expression, problem-solving skills, and an appreciation for the theater as an art form.

Theater I-IV

Offered in: 9 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Theater I - None; Theater II-IV must receive credit for the previous course in the sequence.

Students will explore basic acting techniques, an overview of technical Theater, and discover how to interpret dramatic literature, stage movement, voice, diction, and will develop audience appreciation skills. Performances and after school activities/rehearsals may be required of students.

0132	*Theater I*	*PEIMS# 03250100*
0232	*Theater II*	*PEIMS# 03250200*
0332	*Theater III*	*PEIMS# 03250300*
0432	*Theater IV*	*PEIMS# 03250400*

Theater Production I-IV

Offered in: 9 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Audition with Theater Arts Teacher; Theater Production II-IV must receive credit for the previous course in the sequence.

Students will develop and present various theatrical productions that emphasize artistry, collaboration, the analysis and evaluation of performances, and provide for an exploration of theater careers. Participation in departmental productions, performances, and competitions will be required. Students in this course must meet participation requirements that are outlined in the UIL Constitution and Contest Rules.

0330	*Theater Production I*	*PEIMS# 03250700*
1330	*Theater Production II*	*PEIMS# 03250800*
3330	*Theater Production III*	*PEIMS# 03250900*
4330	*Theater Production IV*	*PEIMS# 03251000*

Technical Theater I-IV

Offered in: 9 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Technical Theater I - None; Technical Theater II-IV must receive credit for the previous course in the sequence.

Students will learn the elements of stagecraft, scene construction and painting, props, lighting, costuming, make up, and stage management. Students will demonstrate an understanding of theatrical terms used in the production process and apply them in creating performances. Participation in departmental productions, performances, and competitions may be required.

0632	*Technical Theater I*	*PEIMS# 03250500*
0633	*Technical Theater II*	*PEIMS# 03250600*
0634	*Technical Theater III*	*PEIMS# 03251100*
0635	*Technical Theater IV*	*PEIMS# 03251200*

Honors Theater III-IV

Offered in: 11-12 **Credits: 1** **Level: Honors**

Prerequisite: Permission of instructor

This course is designed to allow students the opportunity to extend their theater education in an enriched, independent, and individualized curriculum. Students must demonstrate a higher than average level of theater fundamentals and be able to perform at the highest possible level both as an individual and as a member of ensembles of all sizes. Students will be expected to demonstrate a high level of critical thinking, performance understanding, technical ability, knowledge of the theoretical and historical foundations of theater genres, and present information in well-written academic manner. To be eligible for the Honors Theatre course, students must: Be a junior or a senior, and be enrolled in a Level III or Level IV Theatre course simultaneously, while meeting the prerequisites for that course; be recommended for advanced coursework by the program director or the Director of Fine Arts; have earned a minimum grade of 90 in the course for which the student is applying their previous year (10-11); and, have a proven history of performance beyond the classroom (i.e. UIL One-Act Play, campus theater productions, and other evaluative competitions, etc.)

3334	*Honors Theater III*	*PEIMS# 03250900*
4430	*Honors Theater IV*	*PEIMS# 03251000*

Visual Art

Visual art classes are designed to allow students to develop an understanding of art works and artistic skills using a hands-on approach to learning. Students develop creative abilities, problem solving skills, and critical thinking skills that allow them to appreciate all forms of the visual arts regardless of their artistic ability. The students furnish some materials, and, in some cases, an art fee is required.

Art I
Offered in: 9 – 12 **Credits: 1** **Level: On Level**
Prerequisite: None
Students will explore the elements of visual art along with the principles of design. Emphasis will be placed on visual literacy skills, critical thinking, imagination, and creative visual problem solving. Students will create original works of art using various mediums, study art history, and participate in the critique process.

0131 Art I PEIMS# 3500100

Art II –Specialty Course
Offered in: 9 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Art I
Art II is devoted primarily to a specific media study that allows students to create original works of art and expand upon the techniques introduced in Art I. Visual literacy, originality, and creativity are emphasized. Students may choose from the media options below:

0231 Painting I PEIMS# 03500600
0233 Sculpture I PEIMS# 03501000
0238 Ceramics I PEIMS# 03500900
0240 Drawing I PEIMS# 03500500

Art III – Advanced Specialty Course
Offered in: 10 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Art II in the same area of study
Art III is devoted to the in-depth study of a specific art medium in which students continue to refine their technical skills, produce original works for their visual art portfolios, and continue to experience the visual art critique process. Students may choose from the media options below:

0331 Painting II PEIMS# 03501400
0333 Sculpture II PEIMS# 03501900
0338 Ceramics II PEIMS# 03501800
0340 Drawing II PEIMS# 03501300

Art IV – Continued Advanced Specialty Course
Offered in: 11 – 12 **Credits: 1** **Level: On Level**
Prerequisite: Art III in the same area of study
Art IV is for students who have chosen the area or areas of personal interest in which they desire to work in-depth. Students explore increasingly complicated and challenging visual art processes, solve complex visual problems, and increase their cultural and aesthetic awareness. Students may choose from the media options below:

0431 Painting III PEIMS# 03502400
0433 Sculpture III PEIMS# 03502800
0438 Ceramics III PEIMS# 03502700
0440 Drawing III PEIMS# 03502300

AP Art III, Drawing II
Offered in: 11 – 12 **Credits: 1** **Level: AP**
Prerequisite: Art 1, Art 2, Drawing 1, permission of instructor
AP Art III - Drawing II will allow students to develop their skills in drawing as they experiment with different materials and processes. They will create artwork that reflects their own personal experience with drawing through skills they have learned in previous art courses. Students will additionally investigate the materials, processes, and ideas that artists and designers use, practice, experiment and revise their own artwork, and communicate their ideas about works of art and designs. Students will be expected to prepare an art portfolio as a part of the AP Program. This course is designed for students who wish to deepen their knowledge of drawing techniques and explore the rigor of Advanced Placement art offerings.
1340 AP Drawing II PEIMS# 03501300

Art IV, Drawing III
Offered in: 12 **Credits: 1** **Level: AP**
Prerequisite: Art 1, Art 2, Drawing 1, AP Art 3 - Drawing 2, permission of instructor
AP Art IV - Drawing III will allow students to develop their skills in drawing as they experiment with different materials and processes. They will create artwork that reflects their own personal experience with drawing through skills they have learned in previous art courses. Students will additionally investigate the materials, processes, and ideas that artists and designers use, practice, experiment and revise their own artwork, and communicate their ideas about works of art and designs. Students will be expected to prepare an art portfolio as a part of the AP Program. This course is designed for students who wish to deepen their knowledge of drawing techniques and explore the rigor of Advanced Placement art offerings.

1440 AP Drawing III PEIMS# 03502300

Special Education

0025TR Community Reading

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

Course is designed for special education students who have completed all the credit requirements for graduation and who are remaining on their home campus. The course will focus on Reading skills needed for independent living and job placement in the community. Course will be focused around reading menus, operating simple appliances in the home, following simple menus, and reading street and warning signs and other independent living skills.

Course is offered at West Brook and Beaumont United

0065TR Community Math

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

Course is designed for special education seniors who have completed all credit requirements and who are remaining on their home campus. Focus will be on math skills needed in the community setting and for independent living. Skills such as money management, time management, and measurement will be the focus of this course.

Course is offered at West Brook and Beaumont United

0075TR Community Science

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

This course is designed for special education students who have completed all credit requirements for graduation and who are remaining on their home campus. The course will focus on science skills needed for independent living and job placement in the community. Course will be focused around understanding local weather and determining appropriate dress and precautions needed. Determining appropriate substances for cleaning in the home setting and learning to recognize hazardous materials found in the home and job setting.

Course is offered at West Brook and Beaumont United

0128TR Community Communication

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

This course is designed for special education students who have completed all the credit requirements for graduation and who are remaining on their home campus. The course will focus on communication in the workplace, volunteer placement, and recreational setting. Appropriate use of communication in these settings and with a supervisor, job coach, and/or peers will be emphasized.

Course is offered at West Brook and Beaumont United

0523BTU Social Skills

Offered in: 6 – 12 **Credits: 1** **Level: On Level**

Prerequisite: None

This class is for students who are in a Behavior Transition Class (self-contained) through ARD placement. The class will provide a dedicated time for students to learn replacement behaviors, how to make better choices and appropriate communications skills.

0085TR Community Social Studies

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

This course is designed for special education students who have completed all the credit requirements for graduation and who are remaining on their home campus. The course will focus on recognizing and learning how to contact appropriate agencies for assistance, how to apply for community services and applying for jobs.

Course is offered at West Brook and Beaumont United

0091TR Independent Living Skills

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

This course is designed for special education students who have completed all the credit requirements for graduation and who are remaining on their home campus. The course will address independent living skills determined by the ARD committee and needed by the student for independent living. Skills addressed include making a simple budget, managing finances, paying bills, and other skills required for money management.

Course is offered at West Brook and Beaumont United

0111TR Adult Transition

Offered in: 12 Credits: 7 Level: On Level

Prerequisite: Special Education senior who has completed all state credit placement into an 18+ program at Austin Innovation Center.

This course is designed for special education students who have completed all the credit requirements for graduation and have been placed by ARD into the Transition program at Austin Innovation Center. Students placed into the community-based program will have developed needed job skills in the school-based program. The block schedule of the community-based program will focus on volunteering in the community and acquisition of jobs.

Course is offered at Austin Innovation only

3301TR Recreational Leisure Skills

Offered in: 12 Credits: 1 Level: On Level

Prerequisite: Special Education senior who has completed all state credit requirements needed for graduation. Students are remaining on home campus.

This course is designed for special education students who have completed all the credit requirements for graduation and who are remaining on their home campus. Course will assist adult students in locating and discovering recreational and leisure activities that can support independence.

Course is offered at West Brook and Beaumont United

7319 CTED Business Information Management I

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: ARD Required

This course is designed for the development of computer typing skills, internet use, and computer program operation. Course curriculum includes an understanding of the basic use of word processing, spreadsheet, database, and computer presentation programs.

Specialized High School Programs

STAAR EOC Courses

Offered in: 9 – 12 **Credits: 1⁄2 –1** **Level: On Level**

Prerequisite: None

The STAAR EOC courses are for the student needing daily intervention in whichever subject area(s) of STAAR EOC Testing the student did not meet the expected passing rate set by the Texas Education Agency. Students will receive individualized intensive instruction, in Algebra, U.S. History, English I/II, and Biology as appropriate ***Local Credit Only***

0166	EOC Algebra I
0386	EOC U. S. History
0423	EOC English I
0427	EOC English II
0474	EOC Biology I

Reading Improvement I — IV

Offered in: 9 – 12 **Credits: 1⁄2 –1** **Level: On Level**

Prerequisite: None

This additional reading course is offered for students struggling to master reading skills. Students will have multiple opportunities to improve those skills through reading practice, vocabulary acquisition, and mastering the Texas Essential Knowledge and Skills in Reading. This course will mirror the Reading Improvement elective currently offered at the middle school in all three grade levels. It will be made available to students whose Universal Screening scores in reading demonstrate the need for additional reading practice and skills mastery.

1025	**Reading Improvement I**
1026	**Reading Improvement II**
1027	**Reading Improvement III**
1030	**Reading Improvement IV - *Local Credit***

Path College Career I-IV

Offered in: 9 – 12 **Credits: 1** **Level: On Level**

Prerequisite: See Below

The Path-College/Career Prep courses prepare students for successful futures; path builds life skills such as communication, collaboration, critical thinking and problem-solving. It advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Focusing on graduation plan development, portfolio creation, support filling out college applications, applying for financial aid, completing scholarship applications, college entrance essays assistance, preparation for college entrance and readiness exams such as the PSAT, SAT and ACT, resume creation, and securing reference and letter recommendation.

1377	**Path College Career I - *Prerequisite: None***
2377	**Path College Career II - *Prerequisite: PCC I***
3377	**Path College Career III - *Prerequisite: PCC II***
4377	**Path College Career IV - *Prerequisite: PCC III***

Dyslexia Reading I — IV

Offered in: 9 – 12 **Credits: 1⁄2 –1** **Level: On Level**

Prerequisite: None

Students in the BISD Dyslexia Program become readers through instruction in reading, spelling, and writing skills through individualized instruction, intensive and multisensory methods as appropriate. Components of instruction include phonemic awareness instruction, phonics instruction, language structure instruction, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instruction is organized and presented in a logical sequential plan.

2025	**Dyslexia Reading I**
2026	**Dyslexia Reading II**
2027	**Dyslexia Reading III**
2028	**Dyslexia Reading IV - *Local Credit***

4677 Student Leadership

Offered in: 9 – 12 Credits: 1⁄2 – 1 Level: On Level

Prerequisite: None

This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include but are not limited to the following topics or areas: leadership roles, interpersonal relations, civic responsibility, decision-making, problem solving, and communication. Students enrolled in this course apply these skills in dealing with peers, school administration, and the community. This course takes a hands-on, lab-oriented approach to leadership by involving students in participatory leadership through project planning and implementation. In many schools, the course is customized to meet the needs of a student council, but it is also adaptable to a broader student population.

4677L Student Leadership

Offered in: 10 – 12 Credits: 1⁄2 – 1 Level: On Level

Prerequisite: None

This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include but are not limited to the following topics or areas: leadership roles, interpersonal relations, civic responsibility, decision-making, problem solving, and communication.

Students enrolled in this course apply these skills in dealing with peers, school administration, and the community. This course takes a hands-on, lab-oriented approach to leadership by involving students in participatory leadership through project planning and implementation. In many schools, the course is customized to meet the needs of a student council, but it is also adaptable to a broader student population. ***Local Credit Only***

4678 Peer Assistance & Leadership (PAL)

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: Application and interview with approval by campus

Students learn leadership skills in goal-setting, communication, peer listening, group dynamics, project planning and implementation. Techniques and skills needed to provide programs to their peers that increase motivation, self- esteem, and student involvement are investigated. An application to join the class must be submitted in the spring. Students learn mentoring skills and assist with mentoring of elementary age students. Students earn 1 state elective credit.

Career and Technical Education Courses

Career and Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become productive lifelong learners.

Agriculture, Food & Natural Resources

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian togeologist, land conservationist, and florist. Courses in the AFNR Career Cluster are designed to prepare learners for careers in the planning, production, processing, marketing, distribution, financing, and development of agricultural commodities, services, and natural resources, including food, fiber, wood products, water, minerals, and petroleum.

0151 Principles of Agriculture, Food & Natural Resources
Offered in: 9 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13000200***
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

0351 Wildlife, Fisheries, and Ecology Management
Offered in: 9 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13001500***
Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. ***9th Grade FFA Students with Principles in Agriculture credit only.***

0451 Equine Science
Offered in: 10 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None ***PEIMS# 13000500***
In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

3351 Small Animal Management
Offered in: 10 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None ***PEIMS# 13000400***
In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

7502 Turf Grass Management
Offered in: 10 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None ***PEIMS# 13001950***
Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices. Students will learn about careers in various areas in the turf grass management industry, the personal skills needed to obtain one of these jobs and how skills needed for success have changed over time

7501 Landscape Design and Management
Offered in: 10 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None ***PEIMS# 13001900***
Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

3350 Horticultural Science + Agricultural Laboratory and Field Experience
Offered in: 11 **Credits: 2** **Level: On Level**
Prerequisite: At least one credit in a course from the Agriculture, Food, and Natural Resources career cluster.
PEIMS# 13002010
In Horticultural Science, students develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural industry systems, students must attain academic knowledge and skills, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

4342 Advanced Plant and Soil Science

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: Biology; either chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design

PEIMS# 13002100

Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic knowledge and skills, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students must meet the 40% laboratory and fieldwork requirement.

This course satisfies a science credit requirement for students on the Foundation High School Program.

Course is offered at the Agriculture Farm

0352 Livestock and Poultry Production + Agricultural Laboratory and Field Experience

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster ***PEIMS# 13000310***

In Livestock and Poultry Production, students acquire knowledge and skills related to the livestock and poultry production industry. Livestock and Poultry Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to livestock and poultry systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Course is offered at the Agriculture Farm

4352 Advanced Animal Science

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: None **PEIMS# 13000700**

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

This course satisfies a science credit requirement for students on the Foundation High School Program.

Course is offered at the Agriculture Farm

4346 Floral Design + Agricultural Laboratory and Field Experience

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13001810***

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

Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program

Course is offered at the Agriculture Farm

3353 Practicum in Agriculture, Food, and Natural Resources

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13002500***

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Course is offered at the Agriculture Farm



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

0494 Principles of Construction

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13004220***

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

4755 Construction Management I

Offered in: 10 – 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13004900***

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Course is offered at West Brook

4756 Construction Management II

Offered in: 11 – 12 **Credits: 2** **Level: On Level**

Prerequisite: Construction Technology I ***PEIMS# 13005000***

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Course is offered at West Brook

4757 Practicum in Construction Management

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Construction Technology II ***PEIMS# 13006200***

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

Course is offered at West Brook

5621 Sheet Metal Technology

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1300430***

Sheet Metal Technology will prepare students for entry into the HVAC/Mechanical sheet metal installation industry. Students will learn the types of work performed, safety requirements, math skills needed, and career path options within the sheet metal trades.

LIT Dual Enrolled/Weighted

Course is offered at LIT

5620LAB Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: HVAC I **PEIMS# 13005900**

In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

LIT Dual Enrolled/Weighted

Course is offered at LIT

0491 Architectural Design I

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: Algebra I and English I ***PEIMS#13004600***

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

4491 Computer Aided Drafting for Architecture

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: Algebra I and English I ***PEIMS# N1300429***

Computer-Aided Drafting for Architecture introduces students to the specific architectural computer-aided design and drafting (CADD) software and equipment required to produce architectural working drawings and construction documents.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

0591 Architectural Design II

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Architectural Design I ***PEIMS# 13004700***

In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

Arts, Audio Visual Technology and Communications

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

0128PC Professional Communications
Offered in: 9 – 12 **Credits: 1⁄2** **Level: On Level**
Prerequisite: None ***PEIMS# 13009900***
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

0954 Principles of Arts, A/V Technology, and Communications
Offered in: 9 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13008200***
The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

0950 Audio/Video Production I
Offered in: 10 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13008500***
In this course, students will develop technical knowledge and skills needed for success in the Art, Audio/Video Technology, and Communication Career Cluster. Students will be expected to develop an understanding of the industry with a focus on pr-production, production, and post-production of audio and video products.

0951 Audio/Video Production II/ Lab
Offered in: 11 **Credits: 2** **Level: On Level**
Prerequisite: Audio/Video Production I ***PEIMS# 13008610***
Students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production of audio and video products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking and collaborative skills. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process.

Course is offered at Career Center

0953 Practicum in Audio/Video Production
Offered in: 12 **Credits: 2** **Level: On Level**
Prerequisite: None ***PEIMS# 13008710***
Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production of audio and video products in a professional environment.

Course is offered at Career Center

2562 Digital Media
Offered in: 9 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13027800***
Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

5359 Graphic Design and Illustration I
Offered in: 10 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13008800***
In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

4359 Graphic Design and Illustration II/Lab
Offered in: 11 **Credits: 2** **Level: On Level**
Prerequisite: Graphic Design and Illustration I ***PEIMS# 13008910***
In this advanced course, students receive additional training in graphic design and production and job shadowing opportunities. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
LIT Dual Enrolled/Weighted

Course is offered at Career Center

4359HC Graphic Design and Illustration II/Lab

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: Graphic Design and Illustration I ***PEIMS# 13008910***

In this advanced course, students receive additional training in graphic design and production and job shadowing opportunities. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Course is offered on Home Campuses

3156HC Practicum in Graphic Design and Illustration

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Graphic Design and Illustration II/Lab

PEIMS# 13009000

Students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Course is offered on Home Campuses

3156 Practicum in Graphic Design and Illustration

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Graphic Design and Illustration II/Lab

PEIMS# 13009000

Students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

LIT Dual Enrolled/Weighted

Course is offered at Career Center



Business, Marketing & Finance

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

0253 Principles of Business, Marketing, and Finance

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13011200***

In Principles of Business, Marketing, and Finance, 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.

0349 Entrepreneurship I

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13011101***

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

0449 Entrepreneurship II

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: **Entrepreneurship I** ***PEIMS# 13011102***

Students will work in close cooperation with local industry leaders, community members, and educators to develop
ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, and develop brand identity. The goal and outcome of the course is to have a business launched by the end of the course or have the tools necessary to launch and operate a business.

0115 Business Management

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13012100***

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills

0316 Foundations of Business Communication and Technologies

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13011400***

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

3132 Practicum in Business Management

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13012200***

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

3667 Career Preparation for Programs of Study + Extended Career Preparation

Offered in: 12 **Credits: 3** **Level: On Level**

Prerequisite: See below ***PEIMS# 12701141***

Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed. Corequisites: Career Preparation I.

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

4331 Fundamental of Real Estate

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# N1301120***

In Fundamentals of Real Estate, students gain knowledge and skills in general principles of real estate, the law of agency, the law of contracts, use of promulgated forms and real estate finance. Students analyze the elements of a real estate transaction, including representation, financing, title, closing and deeds. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant principles of real estate. This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

0569 Statistics and Business Decision Making

Offered in: 11 – 12 **Credits: 1** **Level: On Level**

Prerequisite: Algebra II ***PEIMS# 13016900***

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. This course satisfies a high school mathematics graduation requirements.

Education & Training

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

3152 Principles of Education and Training

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: *BISD Required ***PEIMS# 13014200***

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to the students' interest area.

3258 Human Growth and Development

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: *BISD Required ***PEIMS# 13014300***

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, and one-semester introductory course in developmental psychology or human development.

3153 Instructional Practices

Offered in: 11 -12 **Credits: 2** **Level: On Level**

Prerequisite: 1 credit from Education & Training Career Cluster ***PEIMS# 13014400***

Instructional Practices is a field-based (practicum) 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, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

3154 Practicum in Education and Training

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Instructional Practices ***PEIMS# 13014500***

Practicum in Education and Training 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 course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

1319 Child Development

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: ***PEIMS# 13024700***

Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Course is offered at Paul Brown

1417 Child Guidance

Offered in: 11-1 2 **Credits: 2** **Level: On Level**

Prerequisite: Child Development ***PEIMS# 13014500***

Child Guidance is a course that addresses the knowledge and skills related to child growth and guidance, equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

LIT Dual Enrolled/Weighted

Course is offered at Paul Brown

****** Practicum in Early Learning**

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Child Guidance ***PEIMS# 13014520***

Practicum in Early Learning is a field-based course that provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. 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 early learning teachers, trainers, paraprofessionals, or other educational personnel.

LIT Dual Enrolled/Weighted

Course is offered at Paul Brown

Health Science

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

3239 Principles of Health Science

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: *BISD Required ***PEIMS# 13020200***

This course gives an overview of the therapeutic, diagnostic, environmental, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

3241 Medical Terminology

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: *BISD Required ***PEIMS# 13020300***

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

3242 Anatomy and Physiology

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: Biology & a second science credit

PEIMS# 13020600

The Anatomy and Physiology course is designed for students to 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 will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

This course satisfies a science credit requirement for students on the Foundation High School Program

3237 Health Informatics

Offered in: 11 - 12 **Credits: 1** **Level: On Level**

Prerequisite: Business Management I & Medical Terminology

PEIMS# 13020960

The Health Informatics course is designed to provide knowledge of one of the fastest growing areas in both academic and professional fields. The large gap between state-of-the-art computer technologies and the state of affairs in health care information technology has generated demand for information and health professionals who can effectively design, develop, and use technologies such as electronic medical records, patient monitoring systems, and digital libraries, while managing the vast amount of data generated by these systems.

4448 Career and Technical Education Project-Based Capstone

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 12701101***

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. Students may repeat this course with different course content for up to three credits.

3252 Health Science Theory

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: Biology ***PEIMS# 13020400***

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

Course is offered at Career Center

3260 Practicum in Health Science (Pharmacy Technician-PHRA)

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Health Science Theory, & Biology

PEIMS# 13020510

These individual courses provide a more in-depth approach to specific health care occupations. Students develop and apply skills in the classroom and the clinical setting. After successful completion of practicum, students qualify to take an examination for licensure/certification for Certified Nursing Assistant. These certification courses include both hands-on experience at healthcare facilities and basic biology and health coursework with an emphasis on areas such as safety regulations, CPR, infection control, and patient care. The classes include communication, recording vital signs, personal hygiene, and basic nutrition.

Course is offered at Career Center

3254 Practicum in Health Science (Emergency Medical Technician (EMT))

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Health Science Theory, & Biology

PEIMS# 13020500

These individual courses provide a more in-depth approach to specific health care occupations. Students develop and apply skills in the classroom and the clinical setting. After successful completion of practicum, students qualify to take an examination for licensure/certification for Certified Nursing Assistant. These certification courses include both hands-on experience at healthcare facilities and basic biology and health coursework with an emphasis on areas such as safety regulations, CPR, infection control, and patient care. The classes include communication, recording vital signs, personal hygiene, and basic nutrition.

LIT Dual Enrolled/Weighted

Course is offered at Career Center



The Hospitality and Tourism Career Cluster introduces students to management, marketing, and operation of restaurants and other food services, lodging, attractions, recreation, and travel services. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

3150 Introduction to Culinary Arts

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13022550***

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

5553 Foundations of Restaurant Management

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1302268***

Foundations of Restaurant Management provides students with a foundation to understand basic culinary skills and food service management, along with current food service industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer or client awareness, and leadership in the food service industry. Students will gain an understanding of restaurant operations and the importance of communicating effectively to diverse audiences for different purposes and situations in food service operations and management. Students will learn how the front of the house and the back of the house of restaurant management operate and collaborate and will obtain value-added certifications in the industry to help launch themselves into food service careers.

3159 Culinary Arts

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13022600***

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

4449 Event and Meeting Planning

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: At least one credit in a course from the Hospitality and Tourism career cluster ***PEIMS# 13022730***

Event and Meeting Planning introduces students to the concepts and topics necessary to understand the meetings, events, expositions, and conventions (MEEC) industry. The course will review the roles of the organizations and people involved in the businesses that comprise the MEEC industry.

Course is offered at Home Campuses

3355 Food Science

Offered in: 12 **Credits: 1** **Level: On Level**

Prerequisite: One credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the Hospitality and Tourism or Agriculture, Food, and Natural Resources career clusters. ***PEIMS# 13023000***

In Food Science, students examine the nature and properties of foods, food microbiology, and the principles of science in food production, processing, preparation, and preservation; use scientific methods to conduct laboratory and field investigations; and make informed decisions using critical thinking and scientific problem solving. This course provides students a foundation for further study that leads to occupations in food and beverage services; the health sciences; agriculture, food, and natural resources; and human services.

Course is offered at Home Campuses

Note: This course satisfies a high school science graduation requirement.

3160HC Practicum in Culinary Arts

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13022700***

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art-based workplace.

Course is offered at Home Campuses

3160 Practicum in Culinary Arts

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13022700***

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art-based workplace.

LIT Dual Enrolled/Weighted

Course is offered at Career Center



The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This career cluster includes occupations ranging from community health workers to cosmetologists and nutritionists.

3569 Microbiology and Safety for Cosmetology Careers

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None **PEIMS# N1302540**

Students who enroll in Microbiology and Safety for Cosmetology Careers will receive instruction in the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, identification of microorganisms, drug resistant organisms, and emerging diseases.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

3557 Cosmetology I

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: Principles of Education & Training and Human Growth & Development ***PEIMS# 13025200***

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

4657 Cosmetology II

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Cosmetology I ***PEIMS# 13025300***

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

LIT Dual Enrolled/Weighted

Course is offered at Career Center



Law and Public Service

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

3050 Principles of Law, Public Safety, Corrections, and Security

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13029200***

This course introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

4050 Law Enforcement I

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13029300***

This course provides an overview of the history, organization, and functions of local, state, and federal law enforcement. Course content also includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

5050 Law Enforcement II

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: Law Enforcement I ***PEIMS# 13029400***

This course provides the knowledge and skills necessary to prepare for a career in law enforcement. Course content includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

3051 Criminal Investigations

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None **PEIMS# 13029550**

This course introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

6650 Practicum in Law, Public Safety, Corrections, and Security

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13030100***

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organization.



Manufacturing

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

3759 Welding I

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13032300***

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

LIT Dual Enrolled/Weighted

Course is offered at Career Center

4759 Welding II

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Welding I ***PEIMS#13032400***

Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

LIT Dual Enrolled/Weighted

Course is offered at Career Center



Engineering

The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.

0193 Principles of Applied Engineering

Offered in: 9 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13036200***

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. Students will have worked on a design team to develop a product or system and use multiple software applications to prepare and present course assignments.

0391 Robotics I

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13037000***

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

0490 Robotics II

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: Robotics I ***PEIMS# 13037050***

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through the implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

Note: This course satisfies a high school mathematics graduation requirement.

3291 Engineering Design Process

Offered in: 9-10 **Credits: 1** **Level: On Level**

Prerequisite: Algebra I ***PEIMS# 12756001***

Engineering Design Process is an engineering course applicable to all engineering fields. Students use an iterative engineering design process to solve problems, make decisions, and manage a project. Professional practices are addressed, including development of a problem statement, maintenance of documentation, use of an engineering notebook, research, project management, internal and external communication, and creation of technical drawings and prototypes. The student delivers a professional presentation detailing the experience of working through each step of the engineering design process.

0692BU/ 0692WB Practicum in Engineering (Robotics)

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: Algebra I and Geometry a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster. ***PEIMS# 12756080***

Practicum in Engineering is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in engineering, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

0393 Game Programming and Design

Offered in: 9 - 12 **Credits: 1** **Level: On Level**

Prerequisite: ***PEIMS# 03580380***

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming 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 learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel.

0910 Computer Science I

Offered in: 10 **Credits: 1** **Level: On Level**

Prerequisite: Algebra 1 ***PEIMS# 03580200***

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. 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.

0922 Computer Science II

Offered in: 11-12 **Credits: 1** **Level: On Level**

Prerequisite:Algebra I & Computer Science I ***PEIMS# 03580300***

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. 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 learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.

0923 AP Computer Science Principles

Offered in: 10 **Credits: 1** **Level: AP**

Prerequisite: Algebra 1,meets AP Entry Guidelines

PEIMS# A3580300

AP computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computations. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions.

0912 AP Computer Science A (LOTE)

Offered in: 10 – 12 **Credits: 1** **Level: AP**

Prerequisite: Algebra I, meets AP Entry Guidelines

***PEIMS#* A3580120**

This is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra II level as well as some previous programming experience, a basic understanding of networks, and knowledge of the responsible use of computer systems (including system reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). The course is ideal for students who plan to attend a 4-year university majoring in Computer Science, math, science, or engineering. Students enrolled in an Advanced Placement course are encouraged to take the corresponding AP exam.



The Transportation, Distribution, and Logistics (TDL) Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility Maintenance.

5257 Basic Collision Repair and Refinishing

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# 13039750***

Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

3357 Collision Repair

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13039800***

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

4457 Paint and Refinishing

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13039900***

Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

5650 Occupational Safety and Environmental Technology I

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1303680***

Occupational Safety & Environmental Technology (OSET) I students will investigate the field of Occupational Safety and Health Administration and Environmental Technology, which is charged with the tasks of ensuring that business and industry provide a safe workplace, free from hazards and bringing about a reduction in the occurrence of job-related injuries and fatalities.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

2157 Diesel Equipment Technology I

Offered in: 11 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13040150***

Diesel Equipment Technology I includes knowledge of the function and maintenance of diesel systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides the knowledge, skills, and technologies required for employment in transportation systems.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

2158 Diesel Equipment Technology II

Offered in: 12 ***Credits: 2*** ***Level: On Level***

Prerequisite: Diesel Equipment Technology I ***PEIMS# 13040160***

Diesel Equipment Technology I includes knowledge of the function and maintenance of diesel systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides the knowledge, skills, and technologies required for employment in transportation systems.

LIT Dual Enrolled/Weighted

Course is offered at Career Center

2259 Principles of Maritime Science

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1304661***

The Principles of Maritime Science course is designed to instruct students in the principles of maritime science as outlined by the Code of Federal Regulations (CFR) directly related to the National Maritime Center and the Merchant Mariner Credentialing Program.

LSCO Dual Enrolled /Weighted

Course is offered at Career Center

2257 Maritime Science I

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1304662***

Maritime Science I provides training for entry-level employment and a basis for continuing education in deck and piloting careers and merchant mariner credentialing. This course instructs students in progressing aspects of vessel piloting and navigation, safety of life at sea, voyage planning, shipboard damage control, and marine pollution.

LSCO Dual Enrolled /Weighted

Course is offered at Career Center

0299 Introduction to Shipboard Engineering

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1304666***

Introduction to Shipboard Engineering is designed to provide training for entry-level employment and/or a basis for continuing education in shipboard engineering and merchant mariner credentialing.

LSCO Dual Enrolled /Weighted

Course is offered at Career Center

4447 Advanced Shipboard Engineering

Offered in: 11 **Credits: 1** **Level: On Level**

Prerequisite: None ***PEIMS# N1304667***

The Advanced Shipboard Engineering course includes advanced knowledge of the function, design, and relationships of the systems and components of propulsion and habitability systems. This course will build on knowledge and skills established in the Principles of Maritime Science and Introduction to Shipboard Engineering courses. This course is designed to provide advanced training for employment, licensures, or post-secondary degree programs in the shipboard engineering industry. Instruction includes functions and components of cooling, fuel, lubricating, electrical, air conditioning and refrigeration, propulsion, and mechanical systems of maritime diesel engines. In addition, the students will receive instruction in safety, engine instruments, and environmental compliance.

LSCO Dual Enrolled /Weighted

Course is offered at Career Center

0958 Practicum in Distribution and Logistics

Offered in: 12 **Credits: 2** **Level: On Level**

Prerequisite: None ***PEIMS# 13040470***

Practicum in Distribution and Logistics is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based.

LSCO Dual Enrolled /Weighted

Course is offered at Career Center

High School Career and Technical Education Certification Options

Agriculture, Food and Natural Resources		
4346	Floral Design/Lab	• ~~Texas State Floral Association Floral Skills Knowledge-Based Certification~~
0352	Livestock Production/Lab	• **Elanco Fundamental of Animal Science- iCEV**
3353	Practicum in Agriculture, Food, and Natural Resources (Animal Science)	
Architecture and Construction		
4756 4757	Construction Management II Practicum in Construction Management	• ~~NCCER Core Curriculum~~
Arts, A/V Technology & Communications		
0951	Audio/Video Production II/Lab	• **Adobe Certified Associate Premiere Pro**
0952	Practicum in Audio/Video Production	• **Adobe Certified Associate Premiere Pro**
5359	Graphic Design and Illustration I	• **Adobe Certified Associate InDesign**
4359	Graphic Design and Illustration II/Lab	• **Adobe Certified Associate Photoshop**
3156	Practicum in Graphic Design and Illustration	• **Adobe Certified Associate Illustrator**
Business Management & Administration		
0115	Business Management	• **Entrepreneurship & Small Business (NOTIC)**
0449	Entrepreneurship II	• **Entrepreneurship & Small Business**
3132	Practicum in Business Management	• **Entrepreneurship & Small Business**
3132RE	Practicum in Business Management Real Estate	• **Real Estate Sales Agent License**
3667	Career Preparation for Programs of Study + Extended Career Preparation (Co-op Work Program)	• **Entrepreneurship & Small Business**
Education and Training		
3154	Practicum in Education & Training	• **Educational Aide I**
	Practicum in Early Learning- Paaul Brown	• **Child Development Associate (CDA)**

Health Science		
3254	Practicum in Health Science (**Emergency Medical Technician**)	• **Emergency Medical Technician Basic**
3260	Practicum in Health Science (**Pharmacy Technician**)	• **Pharmacy Technician**

Hospitality and Tourism		
3160	Practicum in Culinary Arts	• **ServSafe Manager**
Human Services		
3557 3568	Cosmetology I Cosmetology II/Lab	• **Cosmetology Operator License (TDLR)**
Law and Public Service		
6650	Practicum in Law, Public Safety Corrections, and Security	• ~~**Non-Commissioned Security Officer Level II**~~

Manufacturing		
2759 3759	Introduction to Welding Welding I	• ~~**NCCER Core Curriculum**~~
4759	Welding II	• **AWS D9.1 Sheet Metal**
Science, Technology, Engineering & Mathematics (STEM)		
0191 0297	Engineering Design and Presentation I Digital Electronics	• **Autodesk Certified User in AutoCAD Autodesk Certified**
0692	Practicum in Science, Technology, Engineering & Mathematics (AutoCAD)	• **Autodesk Certified User in AutoCAD Autodesk Certified**
0692WB 0692BU	Practicum in Science, Technology, Engineering & Mathematics (Robotics)	• **Engineering Technology Foundations**
Transportation, Distribution & Logistics		
5650	Occupational Safety and Environmental Technology I	• **ASE Entry-Level Medium/Heavy Truck, Diesel Engines (DE)** • **ASE Refrigerant Recovery and Recycling**
2157	Diesel Equipment Technology I	
2158	Diesel Equipment Technology II	• **ASE Entry-Level Medium/Heavy Truck, Brakes (TB)** • **ASE Entry-Level Medium/Heavy Truck, Electrical/Electronic Systems (TE)** • **ASE Entry-Level Medium/Heavy Truck, Suspension and Steering (TS)** • **ASE Entry Level Automobile Maintenance and Light Repair (MR)**
5257	Basic Collision, Repair & Refinishing	• **ASE Entry-Level Non-Structural Analysis and Damage Repair (SR)** • **ASE Entry-Level Collision Painting and Refinishing (PR)**
3357	Collision Repair	
4457	Paint and Refinishing	• **ASE Entry-Level Structural Analysis and Damage Repair (SR)**
****Certification options are subject to change without notice.***		

Work-Based Learning

"Work-Based Learning is where it gets REAL"

Today's students face the difficult task of preparing for careers in an ever-changing global economy. To be career ready, students need to develop three major skill areas: core academic, employability, and technical skills.

- Core academic skills are the skills that require students to apply foundational knowledge to concrete situations in order to function in the workplace and in routine daily activities.
- Employability skills are the necessary skills and behaviors in any career area, including communication, responsibility, and organization.
- Technical skills are job-specific skills, such as working with a tool, or computer programming. Skills acquired through Career and Technical Education (CTE) Programs of Study.

Work-based learning helps students learn and model workforce expectations and enhance their academic, employability, and technical skills. The ultimate goal of a quality work-based learning program is to ensure that graduates are ready for careers and college. Therefore, work-based learning is a critical component when developing a student's program of study for their high school personal graduation plan (Texas OnCourse, 2020)

The R.E.A.L. Program

(Real Experience and Learning)

Career Preparation and Practicum

Career Preparation & Practicum (Internship) opportunities are designed to introduce SENIOR students to real world work environments, and provide training for entry-level positions in the workforce.

Career Preparation provides options for students to participate in a Work-Based Learning experience that combines classroom instruction with business and industry employment.

The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Internship is an opportunity within the Practicum course. A variety of CTE Programs of Study culminate with a practicum.

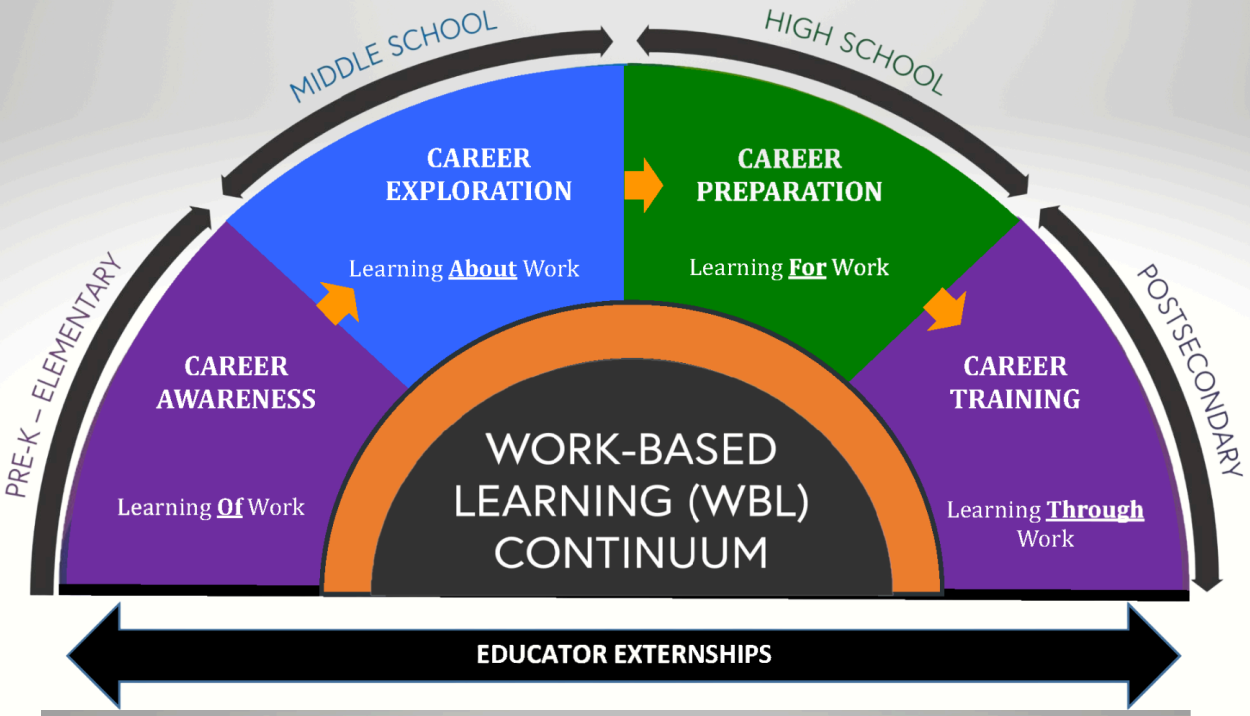
Business & Industry Partnerships

Relationships built with local business and industry are vital to establishing a quality work-based learning program; including relationships with workforce and higher education to ensure students are prepared for high-demand, high-skill and high-wage careers. Our Business & Industry Partners are composed of leaders who champion, advise, and collaborate with CTE initiatives and programming. Partnerships are vital to expose the CTE program and students business trends and current industry standards.

Eva LeBlanc, CTE Coordinator of Business & Industry
O: 409-617-5754
E: eleblan@bmtisd.com

The Work-Based Learning Continuum

"Preparing Students Beyond the Classroom"



Work-Based Learning Continuum

Activities & Experiences

As a part of a high-quality CTE program, Work-Based Learning (WBL) prepares students for future careers.
High Demand - High Skill - High Wage

Career Awareness (PreK - Elementary)	Career Exploration (Middle School)	Career Preparation (High School)	Career Training (Post-Secondary)
Career Play Centers	Interest Inventory	Industry Recognized Certification Attainment	Credential / License Attainment
Career Role Play	Career Presentations with Q&A	CTE Student Organizations (CTSO)	Apprenticeship
Career Day Events	Job Shadowing	Mock Interview	Level 1 Certification
Guest Speakers	Project-Based Learning	Dual Credit	Level 2 Certification
Strength Finders	Mentorship	Student Run Enterprises	Associate's Degree
Lunch & Learn	Visit Parents at Work	Practicum (Internship)	Skill Training
Field Trips	Workplace Tours	Career Preparation	Internships
Career Cluster / Pathway Introductions		College / University Tours	Clinical Experience
		Volunteer / Paid Employment	

BISD WBL Initiatives

CTE K-8 Career Readiness **CTE-The R.E.A.L. Program** **Teacher Externships**

Career and Technical Education Center

"Where Minds and Hands Work Together"

MISSION STATEMENT

The mission of the Career and Technical Education Center is to ensure that students become productive employees who will: advance toward career goals by earning credentials, utilize principles of leadership, and recognize education as a lifetime endeavor.

AGE AND CREDIT REQUIREMENTS

Courses are open to BISD students classified as juniors or seniors during the current school year. Admission to CTEC occurs as the continuation of a student's CTE Programs of Study or the completion of an admission form and the criteria for acceptance has been met. Most CTE career courses at CTEC are two credits per year. Availability of the courses is subject to scheduling.

TRANSPORTATION

CTEC students are required to ride the bus from and back to their home campus. Morning attendees may be dropped off at CTEC by a parent/guardian to start the school day; however, no student will be permitted to drive.

COMMITMENT

All the career courses at CTEC represent a commitment to attend for TWO FULL SCHOOL YEARS, courses include a coherent sequence of curriculum for two semesters.

AVAILABILITY OF COURSES

Courses available at CTEC are found in the Career and Technical Education section. Listing of a course in this publication does not guarantee the course will be taught during the current school year. Decisions as to whether a course will be taught are based upon the number of students requesting the course and the availability of personnel.

Career And Technical Education Academies:

- **AGRICULTURE, FOOD, AND NATURAL RESOURCES ACADEMY**
  - Animal Science
  - Plant Science (Floral Design)
- **ARCHITECTURE AND CONSTRUCTION ACADEMY**
  - Heating, Ventilation, Air Conditioning & Refrigeration (HVAC)
- **ARTS, AUDIO VISUAL TECHNOLOGY AND COMMUNICATIONS ACADEMY**
  - Graphic Design & Interactive Media
  - Digital Communications "Video Production"
- **HEALTH SCIENCE ACADEMY**
  - Emergency Medical Technician (EMT)
  - Pharmacy Technician (PHRA)
- **HOSPITALITY AND TOURISM ACADEMY**
  - Culinary Art
- **HUMAN SERVICES ACADEMY**
  - Cosmetology
- **MANUFACTURING ACADEMY**
  - Welding
- **ENGINEERING ACADEMY**
  - Engineering Foundations (Drafting)
- **TRANSPORTATION, DISTRIBUTION, AND LOGISTICS ACADEMY**
  - Automotive & Collision Repair
  - Diesel & Heavy Equipment Maintenance & Commercial Drivers
  - Maritime



In education, dual enrollment (DE) involves students being enrolled in two separate, academically related institutions. Generally, it refers to high school students taking college courses. Less commonly, it may refer to any individual who is participating in two related programs.

***For ALL Dual Enrollment Programs, other courses may be offered as they become available to students and as other universities enter a partnership with BISD.**

The document containing approved dual credit courses provides additional details as it relates to high school credits and college hours available for students to obtain.

Academic Courses

English Courses — ENGL

1301 Composition I (Semester 1)
Offered in: 10 – 12 Credits: 1/2 →Level: On Level
Prerequisite: ***English II***
Basic forms of expository writing. Frequent themes. Collateral reading in articles and essays of a factual and informative type. This course is a prerequisite to ENGL 1302 and 1374.
Note: ENGL 1301 and one other course from ENGL 1302 or 1374 will satisfy the general degree requirement in composition. A student may receive credit for only one such course in a semester.

1302 Composition II (Semester 2)
Offered in: 10 – 12 → Credits: 1/2 Level: On Level
Prerequisite: ENGL 1301
Forms of expository and analytical writing. Topics for composition suggested from wide reading in at least two of the three genres: prose fiction, poetry, and drama. Research paper required.
Note: ENGL 1301 and one other course from ENGL 1302 or 1374 will satisfy the general degree requirement in composition. A student may receive credit for only one such course in a semester.

2321 British Literature
Offered in: 11 – 12 Credits: ½→ Level: On Level
Prerequisite: ENGL 1301 & 1302
A survey of the development of British literature from the Angelo-Saxon period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Independent reading and multiple papers will be required.

2326 American Literature (Semester 2)
Offered in: 11 – 12 →Credits: ½ Level: On Level
Prerequisite: ENGL 1301 and either ENGL 1302
The student in this course will study six to ten major works of American literature, including both the 19th and 20th centuries. Independent reading and writing required.

1315 Public Speaking
Offered in: 9 – 12 Credits: ½ Level: College
Prerequisite: ***Admitted to KCA & LIT***
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations

Mathematics Courses — MATH

1314 College Algebra (Non-Calculus)
Offered in: 11 – 12 → Credits: ½ Level: On Level
Prerequisite: Pre-Calculus
Study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations. Prepares for MATH 1316, 1342, 1350, 3312.

1342 Statistics
Offered in: 11 – 12 → Credits: ½ Level: On Level
Prerequisite: Must pass Math TSI, or MATH 1314 with a C or better, or MATH 1414 with a C or better.
Non-calculus-based introduction to statistics, statistical measures of data, statistical description of data, elementary probability, random variables, binomial and normal distributions, estimation, testing hypotheses. Prepares for: MATH 3370.

1325 Calculus for Business
Offered in: 11 - 12 Credits: 1 Level:Dual Enrolled
Prerequisite: Math 1314; TSI Math
This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on application in business, economics and social sciences.

2312 or 2312L Precalculus II (Semester 1)
Offered in: 11 – 12 →Credits: ½ Level: On Level
Prerequisite: Math 1314 – Dual Credit/College Algebra or the equivalent preparation
In-depth combined study of algebra, trigonometry, analytic geometry and other topics for calculus readiness. Prepares for MATH 2376, 2413, 2460.

Science Courses — BIOL

3242 Anatomy and Physiology
Offered in: 12 Credits: 1 Level: On Level
Prerequisite: Biology & a second science credit
The Anatomy and Physiology course is designed for students to 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 will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
Weighted Course Course is offered at Career Center
This course satisfies a science credit requirement for students on the Foundation High School Program.

BIOL 2301 Anatomy and Physiology I
Offered in: 11 – 12 →Credits: ½ Level: On Level
Prerequisite: Biology Pre-Advanced and TSI Reading & Writing
Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.
BIOL 2301 is taken concurrently with BIOL 2101

BIOL 2101 Anatomy and Physiology I Lab
Offered in: 11 – 12 Credits: 0 Level: On Level
The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.
BIOL 2101 is taken concurrently with BIOL 2301

BIOL 2302 Anatomy and Physiology II
Offered in: 11 – 12 → Credits: 1/2 Level: On Level
Prerequisite: BIOL 2301/2101
Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.
BIOL 2302 is taken concurrently with BIOL 2102

BIOL 2102 Anatomy and Physiology II Lab
Offered in: 11 – 12 Credits: 0→Level: On Level
The lab provides a hands-on learning experience for the exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).
BIOL 2102 is taken concurrently with BIOL 2302

History Courses — HIST

1301 U.S. History, 1763-1877 (Semester 1)
Offered in: 11 – 12 Credits: ½ Level: On Level
Prerequisite: Must pass the Reading TSI
United States history from the revolution period through reconstruction.

1302 U.S. History, 1877-To Present (Semester 2)
Offered in: 11 – 12 Credits: ½ Level: On Level
Prerequisite: Must pass the Reading TSI
United States history from the post-reconstruction period to present.
Political Science Courses — POLS

2301 Introduction to American Government I
Offered in: 11 – 12 Credits: ½ Level: On Level
Prerequisite: Sophomore standing
The national and Texas constitutions; federalism; political socialization and participation; public opinion and interest groups; parties; voting and elections.

2302 Introduction to American Government II
Offered in: 10 – 12 Credits: ½ Level: On Level
Prerequisite: POLS 2301
The legislative, executive, and judicial branches and the bureaucracy; policy formulation and implementation including civil rights and civil liberties, domestic and foreign policies.

2305GOVT Federal Government – U.S. Government
Offered in: 12 Credits: 1⁄2 Level: On Level
Prerequisite: None

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.

2306GOVT Texas Government
Offered in: 12 Credits: 1⁄2 Level: On Level
Prerequisite: 2305 GOVT

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

Economics Courses — ECON

1301 Principles and Policies
Offered in: 11 – 12 →Credits: ½ Level: On Level
Prerequisite: None
Comprehensive introduction to economic principles and problems for non-business students. Resource utilization; price determination; distribution of income; fiscal and monetary problems; economic growth.

2301ECON Principles of Macroeconomics

Offered in: 11 – 12 →Credits: ½ Level: On Level

Prerequisite: None

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Emphasizes monetary theory; national income analysis; fluctuation and growth; public finance; international trade; and current economic problems.

2302ECON Principles of Macroeconomics

Offered in: 11 – 12 → Credits: ½ Level: On Level

Prerequisite: 2301 ECON

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output, decisions by firms under various market structures, factor markets, market failures, and international trade.

Humanities Courses — HUMA

1315 Fine Art Appreciation

Offered in: 9 – 12 Credits: 1 Level: On Level

Prerequisite: None

Humanities is an exploration of the purposes and processes in the visual and performing arts (such as music, painting, architecture, drama, and dance) and the ways in which they express the values of cultures and human experience.

Course is offered at King Collegiate Academy only

Philosophy Courses — PHIL

1301 Introduction to Philosophy

Offered in: 9 – 12 Credits: 1/2 Level: On Level

Prerequisite: None

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include heories of reality, theories of knowledge, theories of value, and their practical applications.

Psychology Courses — PSYC

2301 General Psychology

Offered in: 11 – 12 → Credits: ½ Level: On Level

Prerequisite: None

An introduction survey of the major areas of psychology such as learning, personality, social, testing, developmental, and physiological. Emphasis is on psychology as the scientific study of behavior and includes both human and animal behavior.

Sociology Courses — SOCI

1301 Introduction to Sociology

Offered in: 10 – 11 →Credits: 1/2 Level: On Level

Prerequisite: None

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratifications, gender, race/ethnicity, and deviance.

Art Courses — ARTS

1301 Art

Offered in: 11 – 12 Credits: ½ Level: On Level

Prerequisite: None

An introductory course emphasizing the understanding and appreciation of visual arts, namely painting, sculpture, and architecture.

Beaumont United High School Magnet Programs

General Information

Students from the entire school district are eligible to apply for admission to the Beaumont United High School Magnet Program. Students may gain entry into the Magnet Program by application. To remain in the Magnet Program, students must maintain the academic and disciplinary expectations specified for each program. If magnet students fail to maintain expectations, they will be placed on probation or removed from the Magnet Program resulting in returning to his/her home campus.

The Beaumont United High School Magnet Program includes the following specialized areas of study:

- Dance
- Gymnastics

Criteria for entrance to all Magnet Programs

- Complete Magnet Program application (required for zoned and non-zoned students)
- Academic Requirements: Passing all classes
- Discipline Requirements: no more than Three (3) ISS assignments, no suspensions, no Pathways assignments during the current school year.

Additional criteria for entrance to Programs:

Dance Magnet Program	Gymnastics Magnet Program
Principles of Dance I – IV • None **Dance Performance Ensemble I – IV (United Dance Company)** • Audition Required	**Boys & Girls Gymnastics P.E. I – IV** • None **Boys & Girls Competition Team** • Must be enrolled in Gymnastics PE – IV • In Class tryout Required

Once accepted to a magnet program, the following requirements must be maintained for continued enrollment:

Academic Requirements:

- Pass magnet class with 75 or better in non-magnet classes, 80 average or better in magnet classes.

Discipline Requirements:

- no more than Three (3) ISS assignments, no suspensions, no Pathways assignments during the current school year.

Failure to maintain academic and discipline requirements:

- one grading period - probation the following grading period
- two grading periods - dismissal from the program

Program Course Requirements:

Dance Magnet Program Course Requirements

Principles of Dance I – IV

- Ballet, Tap, Jazz, Modern/Contemporary, Dance Theory

Dance Performance Ensemble I – IV (United Dance Company)

- Ballet, Tap, Jazz, Modern/Contemporary , Dance Theory

Gymnastics Magnet Program Course Requirements

Boys & Girls Gymnastics P.E. I – IV

- Beginner – advanced gymnastics

Boys and Girls Competition Team Athletics JV & Varsity

- Advanced/Competitive Gymnastics

Interested students may apply at www.tinyurl.com/BUMagnet

Dr. Martin Luther King, Jr. Collegiate Academy

General Information

Dr. Martin Luther King, Jr. Collegiate Academy is a P-TECH (Pathways in Technology) campus that partners with Lamar Institute of Technology (LIT) to offer extensive dual credit opportunities to BISD students.

P-TKCA are innovative high schools that allow traditional and at-risk students an opportunity to earn a high school diploma and either an associate degree, 60 college credit hours toward a baccalaureate degree, or 42 core credit hours toward an associate or baccalaureate degree.

About our program: We are a high school that offers students the opportunity to complete a two-year associate degree while simultaneously completing a high school degree. Students admitted to King Collegiate Academy receive a quality education from BISD faculty in conjunction with our Institution of Higher Education (IHE) partner, LIT. There is no cost to participate and students are dual enrolled as BISD and LIT students. Students also have access to LIT facilities to aid with completion of coursework.

Academics: Students who attend Beaumont KCA will take advanced coursework and follow state and local standards for graduation requirements. Many of the courses are dual credit and students will receive both BISD/State and LIT credits simultaneously. LIT credits are transferable to any public college in the state of Texas.

Transportation: Buses are provided to all KCA students. Bus pick up and drop off is available at the BISD campus closest to a student's home.

Who can apply? Any 8th grade student that is a resident of the City of Beaumont can apply for admission. Applications open in October of each year and can be found at kca.bmtisd.com

King Collegiate Academy is looking for students who are:

- highly motivated to succeed.

Students selected must be:

- willing and committed to **work at the college level.**
- willing and committed to **invest 4 years** in high school for two degrees.
- willing and committed to **engage in non-traditional learning and assessment activities**.
- **mature enough** to handle rigorous coursework and the college setting.

King Collegiate Academy allots 150 seats to each new cohort. In the event there are more applications than available spots, the campus will conduct a performance-blind, random lottery to determine the admission status of each applicant.

Each year, 8th grade students entering 9th grade will have the opportunity to apply for admission. Interested students should review our website at KCA.bmtisd.com for further information. Applications can be submitted through the website by going to the "Application" tab. King Collegiate Academy and LIT representatives visit each middle school to speak to 8th grade students and host parent nights in an effort to answer questions and inform students and parents.

Website and Academic Pathways

1100EC Learning Framework (College Psychology)
Offered in: 9-12 Credits: .5 Level: College
Prerequisite: ***Admitted to KCA & LIT***
A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use learning inventories to help them identify their own strengths and weaknesses as strategic learners. Students will integrate and apply the learning skills discussed to become effective and efficient learners.

1315EC Public Speaking
Offered in: 9 – 12 Credits: 1 Level: College
Prerequisite: ***Admitted to KCA & LIT***
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations

1318EC Interpersonal Communications
Offered in: 9 – 12 Credits: 1 Level: College
Prerequisite: ***Admitted to KCA & LIT***
Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors of mathematics. Successful completion of this course will focus on project-based learning and require students to research/produce original works.

Mathematics Courses — MATH

0169 Algebra I Honors
Offered in: 9 Credits: 1 Level: Advanced
Prerequisite: ***Admitted to KCA & LIT***
Pre-Advanced Algebra I is a demanding course. It is the foundation for higher-level mathematics courses. Students will be introduced to the concepts and applications dealing with real numbers that are necessary to be successful in AP Mathematics courses. Problem-solving strategies will emphasize the use of these concepts when dealing with real-life situations. **End–of –Course exam required**

0463EC Independent Study in Mathematics
Offered in: 9-12 Credits: ½ -1 Level: On level
Prerequisite: Admitted to KCA & LIT

This course will extend a student's mathematical understanding beyond Algebra II to include contemporary and historic developments in the field work centered on a topic in mathematics that has been approved by the instructor and will be presented before a panel of professionals or approved by the student's mentor.

1314 College Algebra (Non-Calculus)
Offered in: 11 – 12 Credits: 1 Level: College
Prerequisite: ***Admitted to KCA & LIT; Must pass Math TSI or TSI Exempt/Complete***
Study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations. Prepares for MATH 1316, 1342, 1350, 3312.

0463IND Independent Study in Mathematics (Second-Time Taken)
Offered in: 9-12 Credits: ½ -1 Level: On level
Prerequisite: Admitted to KCA & LIT
This course will extend a student's mathematical understanding beyond Algebra II to include contemporary and historic developments in the field of mathematics. Successful completion of this course will focus on project-based learning and require students to research/produce original work centered on a topic in mathematics that has been approved by the instructor and will be presented before a panel of professionals or approved by the student's mentor.

1325 Calculus for Business
Offered in: 11 - 12 Credits: 1 Level: Dual Enrolled
Prerequisite: Math 1314; TSI Math
This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on application in business, economics and social sciences.

1343EC Statistics (STATS)
Offered in: 11-12 Credits: ½ -1 Level: On level
Prerequisite: ALG 2, Geometry
Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to exploring data, observing patterns, deciding what and how to measure, anticipating patterns in advance, and understanding statistical inferences.

Science Courses — BIOL

1306.1106 BIO General Biology I
Offered in: 11 – 12 Credits: ½ Level: Dual Enrolled: Honors
Prerequisite: ***Admitted to KCA & LIT; Math 1314: Co-requisite 1106***
Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning, are included.

1307.1107 BIO General Biology II
Offered in: 11 – 12 Credits: ½ Level: Dual Enrolled: Honors
Prerequisite: ***Admitted to KCA & LIT; TSI complete: Co-requisite 1107***
The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals.

LOTE

0148 ASL I (American Sign Language)
Offered in: 9 – 10 Credits: 1 Level: On Level
Prerequisite: ***Admitted to KCA & LIT***
This class introduces American Sign Language (ASL), the language of the Deaf. Students will receive instruction about Deaf culture and history throughout the course, and explore vocational opportunities related to deafness and sign language.

0248 ASL II (American Sign Language)
Offered in: 10 – 11 Credits: 1 Level: On Level
Prerequisite: *Admitted to KCA & LIT; ALS I*
ASL II is a continuation of American Sign Language I with a greater emphasis on the ASL grammar and a concentrated effort to develop the students' expressive and receptive skills; as well as, appropriate language, grammar, cultural behaviors, and social relations. The course explores vocational opportunities related to deafness and sign language.

0348 ASL III (American Sign Language)
Offered in: 11 – 12 Credits: 1 Level: On Level
Prerequisite: *Admitted to KCA & LIT; ASL I &II*
ASL III is a continuation of American Sign Language II with a greater emphasis on conversational skills and learning how to take passages of English and interpreting it in ASL. Students will take on more projects of this nature, telling stories, performing songs, and signing articles in the target language. The course takes a deeper, more practical approach to exploring vocational opportunities related to deafness and sign language.

LIT COURSES

BUSI 1301 (Principles of Business)

Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT
This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

BCIS 1305 (Business Computer Applications)
Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT
Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

ACCT 2301(Principles of Accounting—Financial)
Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT; TSI Math
This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. generally accepted accounting principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders equity to communicate the business entity's results of operations and financial position to users of financial information who are external to the company. Students will study the nature of assets, liabilities, and owners equity while learning to use reported financial information for purposes of making decisions about the company. Students will be exposed to International Financial Reporting Standards (IFRS).

ACCT 2302 (Principles of Accounting—Managerial)
Offered: 12 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT; Acct. 2301
This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation.

1302INTR (Intro to Process Technology)
Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT
An introduction overview of the processing industries.

1410MET (Process Technology 1-Equipment)
Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT
Instruction in the use of common process equipment.

1332PTAC (Process Instrumentation 1)
Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT
Study of the instruments and control systems used in the process industry including terminology, process variables, symbology, control loops, and basic troubleshooting.

1408SHAE (Safety, Health & Environment 1)
Offered: 11 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT
An overview of safety, health, and environmental issues in the performance of all job tasks.

2314POQ (Principles of Quality)
Offered: 12 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT; MATH 1314; PTAC 1302
Study of the background and application of quality concepts. Topics include team skills, quality tools, statistics, economics and continuous improvement.

2420PTAC (Process Technology 2—Systems)
Offered: 12 Credits: 1 Level: College
Prerequisite: Admitted to KCA & LIT; PTAC 1302; PTAC 1410
Corequisite: SCIT 1418
A study of the various process systems, including related scientific principles.

1301INTC (Principles of Industrial Measurements 1)
Offered: 11 Credits: 1 Level: College
Prerequisites: Admitted to KCA & LIT
Principles of measurement. Includes operation of devices used to measure process variables and basic control functions.

1403CETT (DC Circuits)
Offered: 11 Credits: 1 Level: College
Prerequisites: Admitted to KCA & LIT
Corequisite: MATH 1314
A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques.

1405DETT (AC Circuits)
Offered: 11 **Credits: 1** **Level: College**
Prerequisites: Admitted to KCA & LIT
Corequisite: CETT 1403
A study of the fundamentals of alternating current including series and parallel AC circuits, phasors, capacitive and inductive networks, transformers, and resonance.

1402OGP (Physics in Instrumentation)
Offered: 11-12 **Credits: 1** **Level: College**
Prerequisites: Admitted to KCA & LIT

An introduction to simple control loops. Introduction to pressure, temperature, level, and flow transmitters and the various transducers used in the detection of changes in process variables.

1441SSE (Solid State Circuits)
Offered: 12 **Credits: 1** **Level: College**
Prerequisite: Admitted to KCA & LIT; CETT 1405
A study of various semiconductor devices incorporated in circuits and their applications. Emphasis on circuit construction, measurements, and analysis. This is the capstone course for the Certificate of Completion in Electronic Instrumentation. Students must take the WorkKeys TM Test.

1301CRIJ (Introduction to Criminal Justice)
Offered: 11 **Credits: 1** **Level: College**
Prerequisite: Admitted to KCA & LIT
This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes.

1310CRIJ (Fundamentals of Criminal Law)
Offered: 11 **Credits: ½** **Level: College**
Prerequisite: Admitted to KCA & LIT
This course is the study of criminal law including application of definitions, statutory elements, defenses and penalties using Texas statutes, the Model Penal Code, and case law. The course also analyzes the philosophical and historical development of criminal law and criminal culpability.

2323CRIJ (Legal Aspects of Law Enforcement)
Offered: 11 **Credits: ½** **Level: College**
Prerequisite: Admitted to KCA & LIT
Police authority; responsibilities; constitutional constraints; laws of arrest, search, and seizure; police liability.

2328CRIJ (Police Systems & Practices)
Offered: 12 **Credits: 1** **Level: College**
Prerequisite: Admitted to KCA & LIT
This course examines the establishment, role and function of police in a democratic society. It will focus on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority.

2313CRIJ (Correctional Systems & Practices)
Offered: 12 **Credits: 1** **Level: College**
Prerequisite: Admitted to KCA & LIT
This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues.

2314CRIJ (Criminal Investigation)
Offered: 12 **Credits: 1** **Level: College**
Prerequisite: Admitted to KCA & LIT
This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues.

PAUL A BROWN LEARNING CENTER

Paul Brown Admission Process

Paul Brown Learning Center is alternative high school campus of choice and opportunity for students in the Beaumont Independent School District. The campus offers accelerated course aligned with BISD curriculum and fulfils all state graduation requirements. Students who are interested in attending the Paul Brown Learning Center are recommended from their home school (West Brook & Beaumont United).

Why the Paul Brown Learning Center. Everyone needs an additional opportunity; this includes students who have lost credit for various reasons. The Paul Brown environment facilitates that opportunity by providing a small environment for students to receive individualized support, mentoring and a caring staff. Additionally, we provide an opportunity for students to leave with a certification or classes towards a certification to immediately enter the work force with our partnership with Lamar Institute of Technology. For those students who have attendance issues beyond their control, we offer an Optional Flexible School Day program so students can come to school when their schedule allows.

The Paul Brown Learning Center Allows a student to earn credits quickly and much different than the prescribed plan at their home school. As a result, discipline and attendance are held to a higher standard.

Qualifications for Enrollment

- Students must want to come and be self-motivated to complete the work in an accelerated
- A student who could be at-risk
- Students who are 18 years old and not in the 12th grade
- Must have a Lexile reading level that will support their work in a self-paced computer program
- A student who is pregnant or who has a child and cannot attend regularly
- A student who is scheduled to graduate in the current year cohort and does not have enough credits to graduate with the cohort will not be admitted to the program.
- Student must be able to secure a Chromebook (no debts from home school)
- Students must be at least one full semester behind in credits
- Students who receive Special Education Services must be ARD to the program.
- In some cases, students with discipline issues will not be allowed attend (Campus Discretion)

- Students must agree and sign contract which outline success criteria

Campus Procedures

A student is admitted to the program through and application and referral process. The students home school campus grade level counselor will refer a student for the program if the student is at least 4.5 credits behind. (Discretionary for a student who is classified as ninth grader but is over age).

Enrollment applications for the Paul Brown Learning Center can be retrieved from the student's grade level counselor at the home school. Students will not be accepted to Paul Brown unless they attend a required orientation with their parents or legal guardian.

Timelines for Application and Admission

A student or parent can apply for enrollment at the Paul Brown Learning Center at any time. However, the campus reserves the right to process and orientate students and parents at specific times. Processing students in the middle of the 9-week period is not beneficial to the student, and we will avoid those circumstances. The orientations will take place at the home campuses at a scheduled time. Students and parents will be notified of dates and times well before the scheduled orientation times.

The Middle School Program

MS Course of Study Information

This academic planning guide has been developed to assist you in planning your middle school course of study. It provides a description of required courses, criteria for special programs and a brief description of electives offered. The middle school course of study allows students to reinforce and extend foundation skills as well as explore and develop interests through the elective courses. Technology skills and competencies are integrated into core course instruction in grades 6-8.

Listing a course description in this catalog does not guarantee that the course will be taught during the following school year. Not every middle school offers the same courses because of the differing demand for courses and the available teachers on each campus. Each campus provides a course selection worksheet for students to indicate the courses they plan to take during the next school year. Refer to your campus' Course Selection Worksheet for available courses. Contact your school counselor or campus administrator at your middle school if you have questions about course offerings.

State Assessment Program

The State of Texas Assessments of Academic Readiness (STAAR) is the state assessment program that began in the Spring of 2012. The Texas Education Agency has identified a set of readiness and supporting standards for designated courses, which are assessed in the following grade levels:

Grade 6: reading language arts and mathematics;

Grade 7: reading language arts and mathematics;

Grade 8: reading language arts, mathematics, science, and social studies.

Course Designations

Courses are designated in several ways to meet the skills and interests of students. Many courses are offered as Pre-Advanced and Pre-Advanced/GT courses. A student's course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner.

Regular Courses

These core courses and electives prepare students for college and post-secondary instruction using a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem-solving skills as well as master core content.

Pre-Advanced and Advanced Placement (AP) Courses

PreAdvanced and AP courses are designed to challenge motivated students and prepare them for success in college level coursework in high school and in college. These advanced or above grade level courses typically move at a faster pace, are more academically challenging, and require more independent learning and homework than academic courses.

A few crucial factors to keep in mind are:

- Beaumont ISD's on-level academic curriculum is a college-bound curriculum.
- While Pre-Advanced courses are designed to better prepare students for AP, a student does not have to have taken Pre-Advanced courses as a prerequisite for most AP courses.
- Some AP courses have course prerequisites that must be completed. Check the course description for prerequisites.
- Pre-Advanced and AP is not "all or nothing." Students may take from one to all core classes as Pre-Advanced and/or AP.
- For most courses, it is possible to move from academic to Pre-Advanced sections from one year to the next. In mathematics, it is more difficult due to the acceleration and compacting of the curriculum in 6th and 7th grades. A student who decides to move from Regular to Pre-Advanced mathematics will require approval from the principal.

Automatic Enrollment into Advanced Mathematics Course

In accordance with Senate Bill (SB) 2124 Beaumont ISD has developed an advanced mathematics program for middle school students that is designed to enable students to enroll in Algebra I in eighth grade.

Under the program, our schools must automatically enroll in an advanced mathematics course each sixth grade student who performed in the top 40 percent on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment, or a local measure that includes either the student's fifth grade class ranking or demonstrated proficiency in the student's fifth-grade mathematics coursework.

High School Courses at Grades 7 and 8

The Texas Administrative Code states that districts may offer courses designated for grades 9-12 in grades 7 and 8 and shall verify that students who take these courses have satisfactorily completed the prerequisite Texas Essential Knowledge and Skills (TEKS). The academic achievement record reflects that students have satisfactorily completed the courses in middle school and have been awarded state graduation credit.

The star symbol ⭐shown alongside the course descriptions denotes high school credit courses available to middle school students.

High school credit courses taken in middle school will become a permanent part of the student's transcript and will count toward the student's high school grade point averages (GPA). Please see the Grade Point Averages table.

Students who are interested in pursuing opportunities in college athletic programs are required by the NCAA to have specific core courses for Division I and II schools. The core course requirements for the Foundation High School Plan (FHSP) are aligned with the

NCAA required core courses; however, interested students must consult the NCAA website for current information as they create/revise their high school four-year plans. Visit http://www.ncaa.org, click on "Rules Compliance" and then "Eligibility". Please read "Becoming Eligible" for more information.

For more information regarding high school credit in middle school, see the Foundation High School Program + Endorsements Graduation Requirements.

Previewing High School Requirements

Students first entering 9th grade in the fall of 2014 and thereafter must meet the requirements of the Foundation High School Plan (FHSP).

Students must earn 26 credits and pass the five required End-of-Course (EOC) exams to meet graduation requirements. EOC-tested subjects are Algebra I, English I, English II, Biology, and US History.

All 26 credits can be earned during the fall and spring semesters of a student's four years in high school. However, students may begin earning required credits during middle school. Doing so provides the student more flexibility to pursue special interests and activities in high school. All students should consider a goal of earning at least one high school credit in middle school.

Credit by Examination without Prior Instruction

Secondary students (grades 6-12) may place out of courses or gain credit if they have had no prior instruction in the courses for which credit is sought by taking a Credit by Examination. Students are required to have written permission and gain approval. Students may only gain credit for a foreign language course (LOTE) if they are enrolled in grades 8-12.

A minimum score of 80 on the exam is required for credit to be earned. For two-semester courses, the average of both semester exams must be 80 or greater. If credit is awarded, then both exam scores are recorded on the student's transcript. CBE scores for high school credit courses will be calculated in the student's GPA.

No Pre-Advanced or AP credit can be earned through Credit by Exam. (Instead of pr)

Student athletes should also be aware that the NCAA does not recognize the credits earned through Credit by Exam.

For the most up-to-date information regarding CBE, contact your School Counselor for more information or to receive an application.

Beaumont Summer Program

(Credit Recovery and Original Credit)

Beaumont ISD offers a summer term for elementary, middle school and high school students. There is an enrollment fee for most summer courses. Enrollment is limited and contingent upon teacher availability.

Registration dates, times, fees, and locations are announced in the spring, along with information about both recovery and high school credit courses offered to middle school students. Course selections and enrollment forms are available in the Counselors' office in the spring. Enrollment in any of the summer opportunities requires approval of the student's home campus counselor, and/or principal. Registration for these courses is separate from regular school enrollment.

Beaumont Summer Academic Term

Credit Recovery

Middle School summer school offers credit recovery for students who failed a minimum of two courses during the regular school year. The school counselor informs the student of the need to attend. Students may be required to attend summer school because they did not earn a passing average for the year (70 or above) in Language Arts, Math, Science, or Social Studies. Credit recovery is necessary to advance to the next grade. Student/parent is responsible for the cost of summer school for both original credit and credit recovery.

There will be a charge to students attending summer school. The following middle school courses are available to middle school students for credit recovery:

8620	Language Arts 6
8720	Language Arts 7
8820	Language Arts 8
8661	Math 6
8761	Math 7
1160	Pre-Algebra
8671	Science 6
8771	Science 7
8871	Science 8
8681	Social Studies 6
8781	Social Studies 7
8881	Social Studies 8

Original Credit for Students Entering 9th Grade in the Fall

Students entering 9th grade in the fall may enroll in a limited number of high school courses for original credit. These courses are held at the High School Summer School site.

The following high school courses are available to incoming freshmen students for original credit:

0101	Health (one semester)
0128	Communication Applications (one semester)

Steps to Identifying Course Request for Next Year

The next section of this planning guide includes descriptions of courses that may be offered at Beaumont ISD middle school campuses. Not every course is offered on every campus; not every course is offered each year. Courses must have a sustainable enrollment of a minimum 15 students to be offered. Additionally, a teacher who meets the certification standards must be on staff to teach a course. Sometimes the demand for a course exceeds the capacity for the class. In this case, campuses may limit the course to certain grade levels and/or close it to late enrollees. These requirements and restrictions impact elective and specialty courses more frequently than core courses and other required courses.

In reviewing the broad range of possible courses, students must keep in mind career and personal goals. Students and parents should consider information in this planning guide about high school requirements. Students who might pursue college athletic opportunities should read NCAA requirements, and visit the NCAA website, www.ncaa.org. A successful Middle School course of study also allows time for involvement in extracurricular and community activities and interests.

Each campus provides a course selection form for students to indicate the courses they plan to take the next school year. Students and parents must complete this form and return it by the designated deadline to request courses for the next school year.

The Middle School Program

**** Course Offerings are based upon teacher certification, availability and/or principal approval****

Reading/Language Arts



Reading/Language Arts is the name given to the study and improvement of the arts of language. Traditionally, the primary divisions in language arts are literature and language, where language in this case refers to both linguistics, and specific languages. The five strands of the language arts are reading, writing, speaking, listening, and viewing (visual literacy).

8620 Reading/Language Arts 6
Offered in: 6 **Level: On Level**
Prerequisite: ***None***
Reading/Language Arts, in a double block of time, incorporates the integrated teaching of reading and English. In grade 6, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Independent reading and writing required.

8628 Reading/Language Arts 6 Pre-Advanced
Offered in: 6 **Level: Advanced**
Prerequisite: ***Meets AP Entry Guidelines***
In Reading/Language Arts, Grade 6 students are automatic readers with reading skills in place. Students refine and master previously learned skills in increasingly complex presentation, reading selections, and written compositions. Students recognize how style, tone, and mood contribute to the effect of the text. They can select and use different forms of writing for specific purposes. Students vary sentence structure and use verb tenses such as past, present, future, perfect, and progressive. They edit their writing and produce final, error-free pieces of written composition on a regular basis. Sixth graders research, produce projects, and present reports based on research.

8628P Pegasus Reading/Language Arts 6
Offered in: 6 **Level: Advanced**
Prerequisite: ***Acceptance under program criteria***
In this Pre-Advanced Reading/Language Arts course, Grade 6 students are expected to have outstanding reading and writing skills. Students read critically for analysis of selections both fiction and non-fiction. Students recognize how style, tone, and mood contribute to the effect of the text. Sixth grade students read widely in classic and contemporary selections and informational texts. Students distinguish denotative and connotative meanings of words and use word origins as aids to understand historical influences on word meanings. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students can select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students edit their writing based on the knowledge of grammar conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Outside reading is expected each nine weeks. Students study vocabulary extensively. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy only

8720 Reading/Language Arts 7
Offered in: 7 **Level: On Level**
Prerequisite: ***English 6***
Reading/Language Arts, in a double block of time, incorporates the integrated teaching of reading and English. Grade 7 students refine and master previously learned skills in increasingly complex presentations, literature selections, and writing. They can select and use different forms of writing for specific purposes producing multi-paragraph compositions with varied sentence structure. Seventh graders will read at least one book outside of class and study vocabulary extensively. Students read widely in classic, contemporary selections and informational texts identifying various literary forms. Students read daily both in school and at home. Seventh graders conduct research presenting oral reports.

8728 Reading/Language Arts 7 Pre-Advanced
Offered in: 7 **Level: PAdvanced**
Prerequisite: ***Meets AP Entry Guidelines***
In Pre-advanced Reading/Language Arts, Grade 7 students are expected to have outstanding reading and writing skills. In English, Grade 7 students refine and master previously learned skills in increasingly complex presentations, reading selections, and written compositions. They can select and use different forms of writing for specific purposes. Seventh graders research, produce projects, and present reports based on research. Vocabulary study and outside reading and writing each nine weeks are expected.

8728P Pegasus Reading/Language Arts Pre-Advanced 7
Offered in: 7 **Level: Advanced**
Prerequisite: ***Pegasus Reading/Language Arts 6; meets standard on 7th Grade Reading and Writing STAAR***
In this Pre-Advanced Reading/Language Arts course, Grade 7 students prepare to enter the Pre-Advanced Placement English classes in high school. Students are expected to have outstanding reading and writing skills. Students read critically for analysis of selections both fiction and non-fiction. Students recognize how style, tone, and mood contribute to the effect of the text. They use citations competently and write research reports. Seventh graders make complex presentations and read and write at very high levels. They edit their writing based on knowledge of grammar and usage, spelling, punctuation, and other conventions of written language to produce final error free pieces of written compositions on a regular basis. Outside reading is expected. Seventh graders read several books each nine weeks. Regular on-going vocabulary study increases reading ability and prepares students for high-level assessments. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy only.

8820 Reading/Language Arts 8
Offered in: 8 **Level: On Level**
Prerequisite: ***Reading/Language Arts 7***
In Reading/Language Arts, the course incorporates the integration of reading and English. Grade 8 students refine and master previously learned skills in increasingly complex presentations, literature and reading selections, and writing. They can select and use different forms of writing for specific purposes producing multi-paragraph compositions with varied sentence structure. Eighth graders will read at least one book outside of class and study vocabulary extensively. In Grade 8, students refine complex reading skills and strategies. They read widely, critically, and analytically in grade level fiction and non-fiction material identifying various literary forms. Students read daily both in school and at home. Preparation for heavy high school reading is expected of students. Eighth graders conduct research and will be presenting oral reports.

8828 Reading/Language Arts 8 Pre-Advanced
Offered in: 8 **Level: Advanced**
Prerequisite: ***Meets Standard on 7th Grade Reading STAAR***
Reading/Language Arts 8 Pre-Advanced offers an integrated Reading/Language Arts course at a pre-advanced level. Students are expected to have above average reading and writing skills. Students will be expected to spend significant amounts of time reading outside of class every nine weeks. Students read critically for analysis of fiction and non-fiction selections. Eighth graders make complex presentations, read, and write at very high levels. Students produce final error free pieces of written compositions on a regular basis. Students use citations competently and write research reports. Regular, on-going vocabulary study increases reading ability and prepares students for high-level assessments.

⭐0129 Pre-Advanced English 1 - Pegasus/STEM Academy Language Arts 8
Offered in: 8 **Credits: 1** **Level: Advanced**
Prerequisite: ***Pegasus/Stem Academy Language Arts 7; Meets AP Entry Guidelines***

Pegasus English students receive credit for Pre-Advanced English I. This foundation course prepares students to become highly skilled readers and writers in a variety of periods of literature, disciplines, and rhetorical contexts. Students are expected to think, research, and write independently and critically. In addition to extensive writing, the curriculum includes a liberal selection of world literature, including in-depth study of novels. Vocabulary study and outside reading will be required of each student each nine weeks. Students must maintain an 8t average to remain in this course.
End-of-Course exam required.
Course is offered at Odom Academy and Marshall Stem Academy only

8856 Introduction to Journalism
Offered in: 7 — 8 **Level: On Level**
Prerequisite: ***None***
Students learn about careers in Journalism. They will learn to create a school newspaper. This course focuses on interviewing skills, writing, compiling, and editing articles for a newspaper. And culminating in the production of a campus yearbook.

Reading

8610 Reading Improvement Elective 6
Offered in: 6 **Level: On Level**
Prerequisite: ***None***
This additional reading course is offered for students with weak reading skills. The course may have varying titles at different campuses. Students will improve reading skills.

8615 Dyslexia Reading 6
Offered in: 6 **Level: On Level**
Prerequisite: ***Identification and placement in the Dyslexia Program***
Students in the BISD Dyslexia Program become readers through instruction in reading, spelling, and writing skills. This course offers students individualized instruction, and an intensive and multisensory methodology as appropriate. Components of instruction include phonemic awareness instruction, phonics instruction, language structure instruction, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instruction is organized and presented in a logical sequential plan.

8710 Reading Improvement Elective 7
Offered in: 7 **Level: On Level**
Prerequisite: ***None***
This additional reading course is offered for students with weak reading skills. The course may have varying titles at different campuses.

8715 Dyslexia Reading 7
Offered in: 7 **Level: On Level**
Prerequisite: ***Identification and placement in the Dyslexia Program***
Students in the BISD Dyslexia Program become readers through instruction in reading, spelling, and writing skills. This course offers students individualized instruction, and an intensive and multisensory methodology as appropriate. Components of instruction include phonemic awareness instruction, phonics instruction, language structure instruction, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instruction is organized and presented in a logical sequential plan.

8810 Reading Improvement Elective 8
Offered in: 8 **Level: On Level**
Prerequisite: ***None***
This additional reading course is offered for students with significant gaps in reading skills. The course may have varying titles at different campuses.

8815 Dyslexia Reading 8
Offered in: 8 **Level: On Level**
Prerequisite: ***Identification and placement in the Dyslexia Program***
Students in the BISD Dyslexia Program become readers through instruction in reading, spelling, and writing skills. This course offers students individualized instruction, and an intensive and multisensory methodology as appropriate. Components of instruction include phonemic awareness instruction, phonics instruction, language structure instruction, linguistic instruction, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instruction is organized and presented in a logical sequential plan.

English as a Second Language

8001 English as a Second Language (ESL), Grade 6
Offered in: 6 Level: On Level
Prerequisite: *LPAC Placement*
This course is for students who are identified as Emergent Bilingual (EB) as determined by various state standardized tests and are recommended by the Language Proficiency Assessment Committee (LPAC). Skills in listening, speaking, reading, and writing will be developed utilizing the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. This is an additional reading language arts course designed to facilitate language acquisition specifically for Emergent Bilinguals (EB). It does not take the place of the required 6th grade reading, English, or R/LA course(s).

8101 English Learners Language Arts (ELLA), Grade 7
Offered in: 7 Level: On Level
Prerequisite: *LPAC Placement*
This course is for students who are identified as Emergent Bilingual (EB) as determined by various state standardized tests and are recommended by the Language Proficiency Assessment Committee (LPAC). Skills in listening, speaking, reading, and writing will be developed utilizing the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The seven stands of this course mirror the essential knowledge and skills for reading language arts with additional expectations for Emergent Bilingual (EB) Learners.

8102 English Learners Language Arts (ELLA), Grade 8

Offered in: 8 Level: On Level
Prerequisite: *LPAC Placement*
This course is for students who are identified as Emergent Bilingual (EB) as determined by various state standardized tests and are recommended by the Language Proficiency Assessment Committee (LPAC). Skills in listening, speaking, reading, and writing will be developed utilizing the seven integrated strands of developing and sustaining foundational language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The seven stands of this course mirror the essential knowledge and skills for reading language arts with additional expectations for Emergent Bilingual (EB) Learners.

English Language Development and Acquisition (ELDA)
Offered in: 6 - 8 Level: On Level
Prerequisite: *LPAC Placement*
This course is designed to provide instructional opportunities for recent immigrant students identified as Emergent Bilinguals (EBs) with little or no English proficiency. These students have scored at the negligible/very limited academic language level on the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements. The course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. This is an additional language development course designed specifically for Emergent Bilingual (EB) learners.

8670 English Language Development and Acquisition (ELDA) I
Offered in: 6 Level: On Level
8672 English Language Development and Acquisition (ELDA) II
Offered in: 7 Level: On Level
8674 English Language Development and Acquisition (ELDA) III
Offered in: 8 Level: On Level

English Language Arts Elective

8810 Scenario Writing
Offered in: 6 — 8 Semesters: 1 Level: On Level
Prerequisite: *None*
An individual effort in which the student projects at least twenty years into the future and examines what effects solutions developed today would have on future society. Topics differ each year and students must be in Pre-Advanced English and Pre-Advanced Reading to take this course

8825 Creative Writing
Offered in: 6 — 8 Semesters: 1 Level: On Level
Prerequisite: *None*
Students write daily from creative prompts given by the teacher. Beginning the 4th nine weeks, students will write and illustrate an original short story, which will be put together as a book. They will design a dust cover for their book that includes information about the author and a brief synopsis of the story.

8647 Speech
Offered in: 6 Semesters: 1 Level: On Level

8744 Speech
Offered in: 7 Semesters: 1 Level: On Level

8844 Speech
Offered in: 8 Semesters: 1 Level: On Level
Prerequisite: *None*

Middle school students will be introduced to speech techniques such as pronunciation, enunciation, volume, pitch, and rate. These students will apply these techniques to informal oral communication situations.

Speech is not available on every campus every semester. Sections/Grade Levels may be combined due to class size.

Mathematics



Mathematics is the study of topics such as quantity (numbers), structure, space, and change.

8661 Math 6
Offered in: 6 **Level: On Level**
Prerequisite: None
Within a well-balanced mathematics curriculum, the primary focal points at Grade 6 are using ratios to describe proportional relationships involving number, geometry, measurement, and probability and adding and subtracting decimals and fractions.

8669 Pre-Advanced Math 6
Offered in: 6 **Level: Advanced**
Prerequisite: Preform in the 60th percentile on 5th Grade Math STAAR or in the top 40% on a local measure.
This course is designed for students who exhibit an advanced aptitude toward mathematics. High-level thinking skills and extensions are used in developing the essential concepts and skills of arithmetic. Emphasis is placed on problem solving strategies.

8669P Pegasus Math
Offered in: 6 **Level: Advanced**
Prerequisite: ***Eligibility determined by entrance exam***
This course is a very fast-paced math program that covers 6th, 7th, and 8th grade math. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy only

8761 Math 7
Offered in: 7 **Level: On Level**
Prerequisite: None
Within a well-balanced mathematics curriculum, the primary focal points at Grade 7 are using proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data.

8769 Pre-Advanced Math 7
Offered in: 7 **Level: Advanced**
Prerequisite:Meets AP Entry Guidelines
This course is designed for students who exhibit advanced aptitude toward mathematics and a desire to pursue the advanced program in high school. This course prepares students to take Honors Algebra I in the 8th grade. Emphasis is placed on the concepts and skills related to algebraic relations and functions, solving linear equations and inequalities with integers, fractions, and decimals and graphing linear equations.

1160 Pre-Algebra
Offered in: 8 **Level: On Level**
Prerequisite: None
Within a well-balanced mathematics curriculum, students relate and apply algebraic concepts to geometry, statistics, data analysis, probability, and discrete mathematics. This course is designed to prepare students for Algebra I.

⭐1169 Algebra I Pre-Advanced
Offered in: 7 — 8 **Credits: 1** **Level: Advanced**
Prerequisite: Meets AP Entry Guidelines
This course prepares students to pursue an advanced mathematics program in high school. High-level thinking skills, creative thinking, and cognitive concepts are emphasized. Arithmetic skills are expanded to algebraic skills, principles, and understanding.
End-of-Course exam required.

⭐1163 Pre-Advanced Geometry
Offered in: 8 **Credits: 1** **Level: *Advanced***
Prerequisite:Meets AP Entry Guidelines
Honors Geometry is a demanding course for students with a strong mathematical background. It will fortify students who will be taking Algebra II, Precalculus, and Calculus, as well as the Advanced Placement Calculus test. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy and Marshall STEM Academy

Math Electives

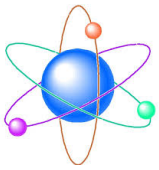
STAAR Math
Offered in: 6 — 8 **Level: On Level**
Prerequisite: None
For students who have failed the Math portion of STAAR. STAAR skills are learned through group activities and games.

8224 STAAR Math
Offered in: 6 **Level: On Level**

8225 STAAR Math
Offered in: 7 **Level: On Level**

8226 STAAR Math
Offered in: 8 **Level: On Level**

Science



Science is the field of study concerned with discovering and describing the world around us by observing and experimenting.

8671 Science 6
Offered in: 6 **Level: On Level**
Prerequisite: None
Grade 6 science is interdisciplinary in nature; however, much of the focus is on physical science. Recurring themes studied in sixth grade science are: change and constancy, patterns, cycles, systems, models, and scale. Strands include scientific investigations and reasoning, matter and energy, force, motion and energy, earth and space, and organisms and environments.

8679 PreAdvanced Science 6
Offered in: 6 **Level: Advanced**
Prerequisite: ***Meets AP Entry Guidelines***
Grade 6 Advanced Science is designed for students showing a high degree of self-motivation and an advanced aptitude for science. It covers the context of the Grade 6 science course but is a more in-depth study. Higher level thinking skills and creativity is stressed in laboratory and research activities

8679P Pegasus Science 6
Offered in: 6 **Level: Advanced**
Prerequisite: Meets Standard on 5th Grade Reading and Math STAAR. Eligibility determined by the entrance exam.
Grade 8 Pre-Advanced Science is designed for students showing a high degree of self motivation and an advanced aptitude for science. It covers the context of the Grade 8 science course but is a more in-depth study. Higher level thinking skills and creativity is stressed in laboratory and research activities. Students must maintain an 85 average to remain in this course. ***Course is offered at Odom Academy only***

8771 Science 7
Offered in: 7 **Level: On Level**
Prerequisite: None
Grade 7 science is interdisciplinary in nature; however much of the focus is on organisms and the environment. Recurring themes studied in seventh grade are: change and constancy, patterns, cycles, systems, models, and scale. Strands include scientific investigation and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms, and environments.

8779 PreAdvanced Science 7
Offered in: 7 **Level: Advanced**
Prerequisite: Meets AP Entry Guidelines
Grade 7 Pre-Advanced Science is designed for students showing a high degree of self-motivation and an advanced aptitude for science. It covers the context of the Grade 7 science course but is a more in-depth study. Higher-level thinking skills and creativity is stressed in laboratory and research activities.

8871 Science 8
Offered in: 8 **Level: On Level**
Prerequisite: None
Grade 8 is interdisciplinary in nature; however much of the focus is on earth and space science. Recurring themes studied in eighth grade are change and constancy, patterns, cycles, systems, models, and scale. Strands include scientific investigation and reasoning, matter and energy, force, motion, and energy, Earth and space, organisms and environments.

⭐1179P Integrated Physics and Chemistry
Offered in: 7 **Credits: 1** **Level: Advanced**
Prerequisite: Pegasus Science 6; Meets Standard on 8th Grade Science STAAR; Algebra I or concurrent enrollment, Meets AP Entry Guidelines
In Integrated Physics and Chemistry, students conduct field and laboratory investigations and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. This course is designed for students showing a high degree of self-motivation and an advanced aptitude for science. Higher-level thinking skills, critical thinking skills, and creativity are stressed in laboratory and research activities.

Course is offered at Odom Academy Only

⭐1179 Integrated Physics and Chemistry
Offered in: 8 **Credits: 1** **Level: Advanced**
Prerequisite: Algebra I or concurrent enrollment, Meets AP Entry Guidelines
In Integrated Physics and Chemistry, students conduct field and laboratory investigations and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. This course is designed for students showing a high degree of self-motivation and an advanced aptitude for science. Higher-level thinking skills, critical thinking skills, and creativity are stressed in laboratory and research activities.

⭐**0279 PreAdvanced Biology**

Offered in: 8 **Credits: 1** **Level: Advanced**

Prerequisite: Meets AP Entry Guidelines

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; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.Students must maintain an 85 average to remain in this course.

End-of-Course exam required.

Course is offered at Odom Academy and Marshall STEM Academy

Science Electives

7801 Makerspace

Offered in: 7 — 8 **Semesters: 2** **Level: On Level**

Prerequisite: ***None***

Makerspace is a hands-on, interdisciplinary STEAM (Science, Technology, Engineering, Arts and Mathematical) approach to learning in which students receive training with cutting edge 3-D technologies and 21st century workforce skills. Integrating the use of traditional hand tools and craft, students utilize the design engineering process to find innovative and easy ways of applying advanced skills to other disciplines such as art, music, drama and life sciences.

****Makerspace is not offered on every campus or every semester. Students may not take Makerspace more than one semester per school year.***

Social Studies



Social studies is the integrated study of the social sciences, humanities, and history. It discusses culture and how people behave in society. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

8681 Social Studies 6
Offered in: 6 **Level: On Level**
Prerequisite: ***None***
In Grade 6, students study people and places of the contemporary world such as Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub- Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary societies. Students identify ways of organizing economic and governmental systems as well as the concepts of limited and unlimited government. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how technology affects the development of the selected societies and identify different points of view about selected current events.

8689 Social Studies 6 PreAdvanced
Offered in: 6 **Level:** ***Advanced***
Prerequisite: ***Meets AP Entry Guidelines***
Pre-Advanced students study people and places of the contemporary world using more literature, problem solving, and analysis of events and data. Regions studied include Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify ways of organizing economic and governmental systems as well as the concepts of limited and unlimited government. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how technology affects the development of the selected societies and identify different points of view about selected current events.

8689P Pegasus Social Studies 6
Offered in: 6 **Level: Advanced**
Prerequisite: Meets Standard on 5th Grade Reading STAAR; Eligibility determined by entrance exam.
Students study the history of Texas from early times to the present. The purpose of this Pre-Advanced course is to prepare our highly motivated students for the rigorous and fast- paced Advanced Placement classes. The Pre-Advanced student is expected to show a high level of commitment to learning, do a significant amount of reading and preparation of the classroom, take criticism gracefully, and keep abreast of current events. This course is designed to broaden analytical thinking and communication skills. Students will investigate and demonstrate comprehension of Texas History and Geography. Students will be encouraged to develop the skills they will need to be successful in future AP courses and on the AP exams to follow. Students must be able to demonstrate preparation for college- oriented writing. Effective note taking will also be stressed, and students are required to keep a notebook that demonstrates effective organization. Students must maintain an 85 average to remain in this course.

This grade level at Odom Academy only

8781 Social Studies 7
Offered in: 7 **Level: On Level**
Prerequisite: ***None***
Students study the history of Texas from early times to the present by examining cultures of Native Americans living in Texas, the eras of mission-building, colonization, revolution, republic, and statehood. Students identify regions of Texas, the distribution of population within and among the regions, explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U. S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Primary and secondary sources are used to examine the rich and diverse cultural background of Texas. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas.

8789 Social Studies 7 PreAdvanced

Offered in: 7 **Level: *Advanced***

Prerequisite: *Meets AP Entry Guidelines*

The purpose of this Pre-Advanced course is to prepare our highly motivated students for the rigorous and fast- paced Advanced Placement classes. The Pre-Advanced student is expected to show a high level of commitment to learning, do a significant amount of reading and preparation outside of the classroom, take criticism gracefully, and keep abreast of current events. This course is designed to broaden analytical thinking and communication skills. Students will investigate and demonstrate comprehension of Texas History and Geography. Students will be encouraged to develop the skills they will need in the AP courses next year and on the exams to follow. Students must be able to demonstrate preparation for college- oriented writing. Effective note taking will also be stressed, and students are required to keep a notebook that demonstrates effective organization. An average of "75" has been established as a benchmark for student performance. Enrollees are to sign a contract with the Pre-Advanced teacher that centers on expected student performance.

8881 Social Studies 8

Offered in: 8 **Level: On Level**

Prerequisite: *None*

Students study the history of the U. S. from the early colonial period through Reconstruction. The content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U. S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the U. S. and their impact on population distribution and settlement patterns, past and present. The various economic factors that influenced the development of colonial America and the early years of the Republic will be analyzed. Students examine the American principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U. S. Constitution and other historical documents. Students evaluate Supreme Court cases and major reform movements of the 19th century and the rights and responsibilities of citizens of the U. S. as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States.

8889 Social Studies 8 PreAdvanced

Offered in: 8 **Level: *Advanced***

Prerequisite: *Meets AP Entry Guidelines*

Pre-Advanced students study the history of the U. S. from the early colonial period through Reconstruction using more literature, problem solving activities and in depth analysis of events. The content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U. S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the U. S. and their impact on population distribution and settlement patterns, past and present. The various economic factors that influenced the development of colonial America and the early years of the Republic will be analyzed. Students examine the American principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U. S. Constitution and other historical documents. Students evaluate Supreme Court cases and major reform movements of the 19th century and the rights and responsibilities of citizens of the U. S. as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States.

8889P Pegasus Social Studies 8

Offered in: 7 **Level: *Advanced***

Prerequisite: *Meets AP Entry Guidelines*

Pre-Advanced students study the history of the U. S. from the early colonial period through Reconstruction using more literature, problem solving activities and in depth analysis of events. The content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U. S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the U. S. and their impact on population distribution and settlement patterns, past and present. The various economic factors that influenced the development of colonial America and the early years of the Republic will be analyzed. Students examine the American principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U. S. Constitution and other historical documents. Students evaluate Supreme Court cases and major reform movements of the 19th century and the rights and responsibilities of citizens of the U. S. as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students must maintain an 85 average to remain in this course.

This grade level at Odom Academy only

⭐**0388 World Geography Pre-Advanced**

Offered in: 8 – 9 Credits: 1 Level: PreAdvanced

Prerequisite:*Meets AP Entry Guidelines for 8th Grade Social Studies STAAR*

Students will examine geographic concepts in depth. They will be expected to evaluate these concepts in relation to environmental and scientific phenomena and social, economic, and political problems. Students will be expected to routinely analyze data, use technology for research and to synthesize and create original products. Students must maintain an 85 average to remain in this course.

Course is offered at Odom Academy only

Languages Other than English (LOTE)



LOTE includes: Foreign Languages

8623 Conversation Spanish
Offered in: 6 Semesters: 1 Level: On Level
Prerequisite: *None*This course is designed to help students develop basic language skills in listening, speaking, reading, and writing, with emphasis on listening and speaking. Conversational patterns using correct pronunciation and intonation are stressed.

8723 Survey of Spanish A
Offered in: 7 — 8 Semesters: 1 Level: On Level
Prerequisite: *None*
This course is designed as an introduction to basic language skills in listening, speaking, reading, and writing. Also given is an introduction to cultural background, daily life, customs, and traditions of Spanish-speaking people, particularly Spanish Americans.

8823 Survey of Spanish B
Offered in: 7 — 8 Semesters: 1 Level: On Level
Prerequisite: *Survey of Spanish A*
This course is a continuation of the Survey of Spanish A. Students will continue to develop basic language skills in listening, speaking, reading, and writing. The introduction to cultural background, daily life, and customs will also be continued.

⭐0142 Spanish I
Offered in: 7 Credits: 1 Level: On Level
Prerequisite: *None*
As stated in TEKS 114.39, Level 1 is designed for students to reach the novice high proficiency. Students have the opportunity to saturate in conversational thematic content, such as greetings, school, food, sports, shopping, physical descriptions and personality traits, they can interpret through written, read, and spoken materials. Students listen and present as part of the novice language development by using the many different aspects of the simple present and regular preterit indicative tenses. Also given is an introduction to cultural background, daily life, customs, and traditions of Spanish speaking people, particularly Spanish America. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy and Marshall M.S.

⭐0242 Spanish II
Offered in: 8 Credits: 1 Level: On Level
Prerequisite: *Spanish I*
As stated in TEKS 114.40, Level 1 is designed for students to reach the novice high to intermediate proficiency. Students have the opportunity to saturate in conversational thematic content, such as body parts, travel, restaurants, technology, and hotel stay, which they can interpret through written, read, and spoken materials. Students have access to age-appropriate culturally authentic resources. Students listen and present as part of the intermediate language development by using the many different aspects of the indicative tenses both regular and irregular. Reading for comprehension and writing short compositions further their familiarity with Spanish life. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy only

⭐0142L Spanish I for Spanish Speakers
Offered in: 6 – 8 Credits: 1 Level: On Level
Prerequisite: *None*
Students already fluent in spoken Spanish begin studies in formal speech, reading, and composition. This course focuses on the development of different types of communication in reading, writing, listening, speaking and viewing. A strong emphasis on the many diverse Hispanic cultures guides students through the communicative competencies. Students must maintain an 85 average to remain in this course. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy only

⭐0242L Spanish II for Spanish Speakers
Offered in: 7 Credits: 1 Level: On Level
Prerequisite: *Spanish 1 for Spanish Speakers*
Students continue formal studies in Spanish much like their English classes. Reading for comprehension and writing short compositions furthers familiarity with Spanish language. This course elaborates on the development of different types of communication in reading, writing, listening, speaking and viewing. A strong emphasis on the many diverse Hispanic cultures guides students through the communicative competencies. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy only

⭐0342L Spanish III Honors for Spanish Speakers
Offered in: 8 Credits: 1 Level: Advanced
Prerequisite: *Spanish II for Spanish Speakers*
The goal for linguistic skills is to strengthen students' command of spoken and written language in the following areas: accuracy of expression in the basic structures learned in levels I and 2; skill in narrating past, present, and future events with emphasis on the ability to use the simple and compound verb tenses; ability to express feelings, opinions, and hypotheses using subjunctive and conditional constructions. Advanced studies lead to successfully passing the AP Spanish Language and Culture examination. Students must maintain an 85 average to remain in this course.
Course is offered at Odom Academy

Physical Education and Health



In the field of physical education and health, students learn about the human body, exercise, and nutrition. Graduates may become physical education teachers, personal trainers, health educators, or fitness professionals

Health Education

8609 Health Education 6th Grade
Offered in: 6 Semesters: 1 Level: On Level
Prerequisite: *None*
This Health Education course includes information on nutrition, drug education, and mental/physical health. This enables students to learn to live a healthy lifestyle.

8601 Health Education 7th Grade
Offered in: 7 Semesters: 1 Level: On Level
Prerequisite: *Health education 6th Grade*
This Health Education course includes information on nutrition,drug education and mental/physical health.This enables students to learn to live a healthy lifestyle.

8602 Health Education 8th Grade
Offered in: 8 Semesters: 1 Level: On Level
Prerequisite: *Health education 6th & 7th Grade*
Health Education course includes information on nutrition,drug education and mental/physical health.This enable students to learn to live a healthy lifestyle

⭐0101 Health Education
Offered in: 8 — 12 Credits: ½ Level: On Level
Prerequisite: *None*
This course is required of all Beaumont ISD students to provide information leading to a healthy and productive life. The course includes skills for physical and mental health, information for understanding public health issues, nutrition, knowledge of the various body systems, training in CPR techniques, first aid, drug education, family living and healthy lifestyles, community health, disease and safety. This is a required course for graduation and students will receive high school credit.

Physical Education
8607YR Physical Education
Offered in: 6 Semesters: 2 Level: On Level
Prerequisite: *None*
This course is required for fitness and wellness. The students will be exposed to activities that exhibit a physically active lifestyle. This will enable the student to understand the relationship between physical activity and health throughout his/her life span.

Required

8707 YR Physical Education
Offered in: 7 Semesters: 2 Level: On Level
Prerequisite: *None*
Fitness Wellness, Team and Individual Sports. Students will be exposed to ways of exhibiting a health enhancing, physically active lifestyle that provides opportunities for enjoyment and a challenge. Lifestyle activities involve fitness activities, team sports, individual sports, and health and wellness.

Required

8807YR Physical Education
Offered in: 8 Semesters: 2 Level: On Level
Prerequisite: *None*
Students will continue to be exposed to ways of enhancing their physical active lifestyle.

Required

Athletics
Offered in: 7 — 8 Semesters: 2 Level: On Level
Prerequisite: *None*

8704 Athletics Girls Team Sports
Offered in: 7 Semesters: 2 Level: On Level

8705 Athletics Boys Team Sports
Offered in: 7 Semesters: 2 Level: On Level

8907 Athletics Girls Team Sports
Offered in: 8 Semesters: 2 Level: On Level

8908 Athletics Boys Team Sports
Offered in: 8 Semesters: 2 Level: On Level

0702 Adaptive P.E.
Offered in: 6 — 8 Semesters: 2 Level: On Level
Prerequisite: *None*
This course is developed to help students participate in some form of physical activity when they cannot take regular PE. They must have a doctor's permission to take this course.

Fine Arts



The Fine Arts include both the visual and performing arts, offering students the ability to explore their creativity through these collaborative courses.

Band

Beginning Band MS 1
Offered in: 6 - 8 **Level: On Level**
Prerequisite: ***placement on instrument by teacher recommendation***
This full-year course allows students to develop basic music literacy, learn to play a band instrument, and prepares them for successful experiences in a full ensemble setting in subsequent years. Students must be placed on an instrument by a band director.

8631-1F	Beginning Band - Flute	PEIMS# 03154130
8631-1O	Beginning Band - Oboe	PEIMS# 03154130
8631-1B	Beginning Band - Bassoon	PEIMS# 03154130
8631-1C	Beginning Band - Clarinet	PEIMS# 03154130
8631-1S	Beginning Band - Saxophone	PEIMS# 03154130
8631-1TR	Beginning Band - Trumpet	PEIMS# 03154130
8631-1H	Beginning Band - Horn	PEIMS# 03154130
8631-1TB	Beginning Band - Trombone	PEIMS# 03154130
8631-1E	Beginning Band - Euphonium	PEIMS# 03154130
8631-1TU	Beginning Band - Tuba	PEIMS# 03154130
8631-1P	Beginning Band - Percussion	PEIMS# 03154130

Sub Non-Varsity Band MS 2 & 3
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Band MS 1 and placement by a band director***
The Sub Non-Varsity band is the third performing band on campus. Through this course, students will continue to refine the playing techniques, literacy, and other music skills learned in beginning band while also performing and competing. Students will be expected to attend all rehearsals, performances, and other band events. Students will also develop self-discipline and leadership while working as a team.

8833MS2	Sub Non-Varsity Band MS 2	PEIMS# 03154230
8833MS3	Sub Non-Varsity Band MS 3	PEIMS# 03154330

Non-Varsity Band MS 2 & 3
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Band MS 1 and placement by a band director***
The Non-Varsity band is the second performing band on campus. Through this course, students will continue to refine the playing techniques, literacy, and other music skills learned in beginning band while also performing and competing. A deeper understanding of ensemble skills will be explored. Students will be expected to attend all rehearsals, performances, and other band events. Students will also develop self-discipline and leadership while working as a team.

8833MS2	Non-Varsity Band MS 2	PEIMS# 03154230
8833MS3	Non-Varsity Band MS 3	PEIMS# 03154330

Varsity Band MS 2 & 3
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Band MS 1 and placement by a band director***
The Varsity band is the top performing band on campus. Through this course, students will continue to refine the playing techniques, literacy, and other music skills learned in beginning band while also performing and competing. A deeper understanding of ensemble skills will be explored and participants will extend their knowledge of individual instrumental techniques. Students will be expected to attend all rehearsals, performances, and other band events. Students will also develop self-discipline and leadership while working as a team.

8833MS2	Varsity Band MS 2	PEIMS# 03154230
8833MS3	Varsity Band MS 3	PEIMS# 03154330

Choir

Beginning Choir MS 1
Offered in: 6 **Level: On Level**
Prerequisite: ***none***
This full-year course allows students to learn basic choral techniques, music literacy, and prepares them for successful experiences in a full ensemble setting in subsequent years.

8632-T2	Beginning Choir - MS 1 - Treble	PEIMS# 03154131
8632-TB2	Beginning Choir - MS 1 - Tenor/Bass	PEIMS# 03154131

Non-Varsity Treble Choir MS 2 & 3
Offered in: 7-8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Choir MS 1 and placement by a choir director***
This full-year course allows students to expand basic choral techniques, music literacy, and begin performances in a full ensemble setting. Students will be expected to attend all rehearsals, performances, and other choir events. Students will also develop self-discipline and leadership while working as a team.

8834MS2	Non-Varsity Treble Choir MS 2	PEIMS# 03154231
8834MS3	Non-Varsity Treble Choir MS 3	PEIMS# 03154331

Non-Varsity Tenor/Bass Choir MS 1 & 2 & 3
Offered in: 7-8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Choir MS 1 or placement by a choir director if a first-year choir student***
This full-year course allows students to expand basic choral techniques, music literacy, and begin performances in a full ensemble setting. Students will be expected to attend all rehearsals, performances, and other choir events. Students will also develop self-discipline and leadership while working as a team.

8834MS1 Non-Varsity Tenor/Bass Choir MS 1 PEIMS# 03154131
8834MS2 Non-Varsity Tenor/Bass Choir MS 2 PEIMS# 03154231
8834MS3 Non-Varsity Tenor/Bass Choir MS 3 PEIMS# 0315433

Varsity Treble Choir MS 1 & 2 & 3
Offered in: 7-8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Choir MS 1 or placement by a choir director if a first-year choir student***
This full-year course allows students to expand basic choral techniques, music literacy, and begin performances in a full ensemble setting. Students will be expected to attend all rehearsals, performances, and other choir events. Students will also develop self-discipline and leadership while working as a team.

8834MS1 Non-Varsity Tenor/Bass Choir MS 1 PEIMS# 03154131
8834MS2 Non-Varsity Tenor/Bass Choir MS 2 PEIMS# 03154231
8834MS3 Non-Varsity Tenor/Bass Choir MS 3 PEIMS# 03154331

Varsity Tenor/Bass Choir MS 1 & 2 & 3
Offered in: 7-8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Choir MS 1 or placement by a choir director if a first-year choir student***
This full-year course allows students to expand basic choral techniques, music literacy, and begin performances in a full ensemble setting. Students will be expected to attend all rehearsals, performances, and other choir events. Students will also develop self-discipline and leadership while working as a team.

8834MS1 Non-Varsity Tenor/Bass Choir MS 1 PEIMS# 03154131
8834MS2 Non-Varsity Tenor/Bass Choir MS 2 PEIMS# 03154231
8834MS3 Non-Varsity Tenor/Bass Choir MS 3 PEIMS# 03154331

Dance

Dance MS 1
Offered in: 6 - 8 **Level: On Level**
Prerequisite: ***none***
This full-year course allows students to learn the basic elements and fundamentals of dance styles while gaining wellness information needed to become healthy adults.

8709MS1 Dance MS 1 PEIMS# 03154120

Dance MS 2
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***successful completion of Dance MS 1***
This full-year course allows students to extend their learning of the elements and fundamentals of dance styles while gaining wellness information needed to become healthy adults.

8709MS2 Dance MS 2 PEIMS# 03154220

Dance MS 3
Offered in: 8 **Level: On Level**
Prerequisite: ***successful completion of Dance MS 2 or Dance MS 2 Advanced***
This full-year course allows students to deepen and broaden their learning of the elements and fundamentals of dance styles while gaining wellness information needed to become healthy adults.

8709MS3 Dance MS 3 PEIMS# 03154320

Dance MS 2 Advanced
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***successful completion of Dance MS 1, placement by teacher recommendation***
This full-year course allows students to extend their learning of the elements and fundamentals of dance styles while gaining wellness information needed to become healthy adults. Expectations for student skills and performance will be higher for this course, and students must be recommended for placement by the dance director.

8809MS2 Dance MS 2 Advanced PEIMS# 03154220

Dance MS 3 Advanced
Offered in: 8 **Level: On Level**
Prerequisite: ***successful completion of Dance MS 1 and (Dance MS 2 or Dance MS 2 Advanced), placement by teacher recommendation***
This full-year course allows students to deepen and broaden their learning of the elements and fundamentals of dance styles while gaining wellness information needed to become healthy adults. Expectations for student skills and performance will be higher for this course, and students must be recommended for placement by the dance director.

8809MS3 Dance MS 3 Advanced PEIMS# 03154320

Orchestra

Beginning Orchestra MS 1
Offered in: 6 - 8 **Level: On Level**
Prerequisite: ***placement on instrument by teacher recommendation***
This full-year course allows students to develop basic music literacy, learn to play an orchestral instrument, and prepares them for successful experiences in a full ensemble setting in subsequent years. Students must be placed on an instrument by an orchestra director.

8636MS1 Beginning Orchestra MS 1 PEIMS# 03154132

Orchestra MS 2
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***successful completion of Beginning Orchestra MS 1 and placement by an orchestra director***
This full-year course allows students to continue to develop basic music literacy, orchestral instrumental techniques, and begin performances in a full ensemble setting. Students will be expected to attend all rehearsals, performances, and other orchestra events. Students will also develop self-discipline and leadership while working as a team.

8636MS2 Orchestra MS 2 PEIMS# 03154232

Orchestra MS 3
Offered in: 8 **Level: On Level**
Prerequisite: ***successful completion of Orchestra MS 2 and placement by an orchestra director***
This full-year course allows students to expand their music literacy, orchestral instrumental techniques, and continue performances in a full ensemble setting. Students will be expected to attend all rehearsals, performances, and other orchestra events. Students will also develop self-discipline and leadership while working as a team.

8636MS3 Orchestra MS 3 PEIMS# 03154332

Theater Arts

Theater MS 1
Offered in: 6 - 8 **Level: On Level**
Prerequisite: ***None***
This full-year course is an introduction to the basic elements of drama and theater. Students will explore character interpretation, voice expression, body language, and how Theater relates to history, culture, and society.

8858MS1 *Theater MS 1* *PEIMS# 03154140*

Theater MS 2
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***Successful completion of Theater MS 1***
This full-year course extends the learning of the elements of drama and theater. Students will further explore character interpretation, voice expression, body language, and how Theater relates to history, culture, and society.

8858MS2 *Theater MS 2* *PEIMS# 03154240*

Theater MS 3
Offered in: 8 **Level: On Level**
Prerequisite: ***Successful completion of Theater MS 2***
This full-year course further extends the learning of the elements of drama and theater. Students will deeply explore character interpretation, voice expression, body language, and how Theater relates to history, culture, and society.

8858MS3 *Theater MS 3* *PEIMS# 03154340*

Theater MS 2 Advanced
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***Successful completion of Theater MS 1, placement by teacher recommendation***
This full-year course extends the learning of the elements of drama and theater. Students will further explore character interpretation, voice expression, body language, and how theater relates to history, culture, and society. Expectations for student skills and performance will be higher for this course, and students must be recommended for placement by the theater director.

8858MS2 *Theater MS 2 Advanced* *PEIMS# 03154240*

Theater MS 3
Offered in: 8 **Level: On Level**
Prerequisite: ***Successful completion of Theater MS 2 or Theater MS 2 Advanced, placement by teacher recommendation***
This full-year course further extends the learning of the elements of drama and theater. Students will deeply explore character interpretation, voice expression, body language, and how theater relates to history, culture, and society. Expectations for student skills and performance will be higher for this course, and students must be recommended for placement by the theater director.

8858MS3 *Theater MS 3 Advanced* *PEIMS# 03154340*

Visual Art

Art MS 1
Offered in: 6 - 8 **Level: On Level**
Prerequisite: ***None***
This full-year course is an introduction to the basic elements of art. Students will explore visual communication using a variety of media and create original works of art.

8645MS1 *Art MS 1* *PEIMS# 03154110*

Art MS 2
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***Successful completion of Art MS 1***
This full-year course extends the learning of the elements of art and principles of design. Students will further explore art history, appreciation, and creativity in visual art design.

8645MS2 *Art MS 2* *PEIMS# 03154210*

Art MS 3
Offered in: 8 **Level: On Level**
Prerequisite: ***Successful completion of Art MS 2***
This full-year course further extends the learning of the elements of art and principles of design. Students will deeply explore art history, appreciation, and creativity in visual art design.

8645MS3 *Art MS 3* *PEIMS# 03154310*

Art MS 2 Advanced
Offered in: 7 - 8 **Level: On Level**
Prerequisite: ***Successful completion of Art MS 1, placement by teacher recommendation***
This full-year course extends the learning of the elements of art and principles of design. Students will further explore art history, appreciation, and creativity in visual art design. Expectations for student skills and performance will be higher for this course, and students must be recommended for placement by the art teacher.

8748MS2 *Art MS 2 Advanced* *PEIMS# 03154210*

Art MS 3 Advanced
Offered in: 8 **Level: On Level**
Prerequisite: ***Successful completion of Art MS 2 or Art MS 2 Advanced, placement by teacher recommendation***
This full-year course further extends the learning of the elements of art and principles of design. Students will deeply explore art history, appreciation, and creativity in visual art design.
Expectations for student skills and performance will be higher for this course, and students must be recommended for placement by the art teacher.

8748MS3 *Art MS 3 Advanced* *PEIMS# 03154310*

⭐**Art I (High School Credit)**
Offered in: 8 **Credits: 1** **Level: On Level**
Prerequisite: ***Successful completion of Art MS 1 and (Art MS 2 or Art MS 2 Advanced)***
Students will explore the elements of visual art along with the principles of design. Emphasis will be placed on visual literacy skills, critical thinking, imagination, and creative visual problem solving. Students will create original works of art using various mediums, study art history, and participate in the critique process.

1131 *Art I* *PEIMS# 3500100*

Course is offered at Odom Academy only

General Elective Courses

8650 Study Skills
Offered in: 6 — 8 Semesters: 1 Level: On Level
Prerequisite: None
Students learn proper study habits that will enhance their ability to learn and retain information.

8690 Library Aide
Offered in: 7 — 8 Level: On Level
Prerequisite: None
Students serve as assistants to the library staff. Students must have permission from a teacher, counselor, or principal to be assigned as an aide.

8790 Counselor's Aide
Offered in: 7 — 8 Level: On *Level*
Prerequisite: None
Students serve as assistants to the counseling staff. Students must have permission from a teacher, counselor, or principal to be assigned as an aide.

8890 Office Aide
Offered in: 7 — 8 Level: On Level
Prerequisite: None
Students serve as assistants to the office staff. Students must have permission from a teacher, counselor, or principal to be assigned as an aide.

8893 Attendance Aide
Offered in: 7 — 8 Level: On Level
Prerequisite: None
Students serve as assistants to the attendance staff. Students must have permission from their science teacher, counselor, or principal to be assigned as an aide.

Science Lab Aide
Offered in: 7 — 8 Level: On Level
Prerequisite: None
Students serve as lab assistants to the teacher. Students must have permission from their teacher, counselor, or principal to be assigned as an aide in science.

8776 Science Lab Aide
Offered in: 7 Level: On Level

8876 Science Lab Aide
Offered in: 8 Level: On Level

Competitive Elective Courses

8207 Academic Pentathlon
Offered in: 7 Level: On Level
Prerequisite: None
This is an academic competition course.

Course not offered on every campus; course may be combined with 8208 at some campuses

8895 U.I.L. Contest Class
Offered in: 7 — 8 Level: On Level
Prerequisite: None
This is a course that prepares students for U.I.L. competition.

8665 Investigative Math
Offered in: 6 Level: On Level
Prerequisite: None
This is a math elective that will help a sixth grader prepare for U.I.L competition.

8208 Academic Pentathlon
Offered in: 8 Level: On Level
Prerequisite: None
This is an academic competition course.

Course not offered on every campus; course may be combined with 8207 at some campus.

Career and Technical Education Courses

Career and technical education provides a wide range of learning experiences spanning many different career fields from skilled trades such as automotive technology, construction, plumbing, or electrical contracting to fields as diverse as agriculture, architecture, culinary arts, fashion design, filmmaking, forestry, engineering, healthcare, personal training, robotics, or veterinary medicine.

Agricultural, Food, and Natural Resources

8803 Career & College Exploration (CCE)- Agriculture
Offered in: 7- 8 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 12700120***
This laboratory-based course provides student activities utilizing woodworking and metalworking materials, tools, and equipment. Course instruction includes shop safety, tool identification, and equipment operation.
Course is offered at Odom Academy and Vincent Middle Schools only

0151 Principles of Agriculture, Food & Natural Resources
Offered in: 8 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13000200***
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.
This course counts as a high school credit.
Course is offered at Odom Academy, Vincent Middle School, and Marshall STEM Academy

Architecture and Construction

***0494* Principles of Construction**
Offered in: 8 ***Credits: 1*** ***Level: On Level***
Prerequisite: None ***PEIMS# 13004220***
Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.
This course counts as a high school credit.
Course is offered at Marshall STEM Academy only

Arts, Audio Visual Technology and Communications

0954 Principles of Arts, A/V Technology, and Communications
Offered in: 8 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13008200***
The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
This course counts as a high school credit.
Course is offered at Marshall STEM Academy & Pietzsch-MacArthur Middle Schools only

0128PC-8 Professional Communications
Offered in: 8 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13009900***
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Note: This course satisfies a speech credit or skills graduation requirement.

0917MS Web Communications
Offered in: 8 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 03580810***
In Web Design, students will acquire knowledge of web design and technological operations and concepts that support creativity, innovation, collaboration, information fluency, critical thinking and decision making. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.
This course counts as a high school credit.

Business Management and Administration

0253 Principles of Business, Marketing, and Finance
Offered in: 8 **Credits: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13011200***
In Principles of Business, Marketing, and Finance, 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.
This course counts as a high school credit.
Course is offered at Odom Academy only

8801 Touch System Data Entry
Offered in: 8 **Credits: ½** **Level: On Level**
Prerequisite: None ***PEIMS# 13011300***
Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.
This course counts as a high school credit.
Course is offered at Odom Academy only

Career Development

9801 Career & College Exploration
Offered in: 7- 8 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 12700110***
This course is designed to develop a knowledge base for students to make informed career choices. Students investigate occupational clusters and educational opportunities to determine the career options that match their interest, aptitude, and personality characteristics. Course instruction includes personal assessment, role-playing activities, application and interview skills, and employment trends.

Human Services

9802 Career & College Exploration (CCE)- Human Services
Offered in: 7- 8 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 12700120***
This course provides students with an opportunity to explore family relationships and personal development, personal management, and planning for the future. Students also receive basic instruction in nutrition, food preparation, and sewing.
Course is offered at Odom Academy , Pietzch-MacArthur, and Vincent Middle School only

9803 Career & College Exploration (CCE)- Lifetime Nutrition & Wellness
Offered in: 7- 8 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 12700120***
This course introduces students to the basic aspects of nutrition and food preparation. Course content focuses on the applied math and science principles related to meal planning and food preparation. Students will also research diet and food unique to different cultures.
Course is offered at Odom Academy and Vincent Middle Schools only

0354MS Interpersonal Studies
Offered in: 7 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13024400***
Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.
This course counts as a high school credit.

0355MS Lifetime Nutrition & Wellness
Offered in: 7 **Semesters: 1** **Level: On Level**
Prerequisite: None ***PEIMS# 13024500***
Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.
This course counts as a high school credit.
Course is offered at Odom Academy, Marshall STEM Academy, Pietzch-MacArthur, and Vincent Middle School only

Engineering

8193 Principles of Applied Engineering
Offered in: 8 ***Credits: 1*** ***Level: On Level***
Prerequisite: None ***PEIMS# 13036200***
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. Students will have worked on a design team to develop a product or system and use multiple software applications to prepare and present course assignments.
This course counts as a high school credit.
Course is offered at Marshall Middle School and Pietzsch-MacArthur

9804 *Career & College Exploration (CCE)- Engineering & Robotics*
Offered in: 7- 8 ***Semesters: 1*** ***Level: On Level***
Prerequisite: None ***PEIMS# 12700120***
This course is designed to allow students to explore the manufacturing industry. Course instruction includes shop safety, tool identification, and equipment operation. Lab activities include product marketing and design, prototype construction, and mass production techniques. Students also investigate career opportunities in the manufacturing industry.
Course is offered at Pietzsch-MacArthur only

Technology Applications

8855 Technology Applications
Offered in: 7 — 8 **Semester: 1** **Level: On Level**
Prerequisite: None
Through the study of technology applications foundations, students learn to make informed decisions about technologies and their applications. Students improve their keyboarding skills and learn to apply word processing, spreadsheet, database, Internet, and presentation tools to acquire information, solve problems, and evaluate results. Students learn to communicate information in different formats and to diverse audiences. ***Course is offered at Odom Academy and Marshall STEM Academy***

7th Grade - PEIMS 03580100
8th Grade - PEIMS 03580120

Marshall Middle School

S.T.E.M. ACADEMY

George C. Marshall Middle School offers the advanced academics STEM Pathway, designed to provide a foundation in computational thinking and engineering to advanced students through a cohort learning experience. Students will participate in a hands-on STEM approach to learning in which students receive training in 3D technologies/printing and 21st Century workforce skills, explore the manufacturing industry through robotics and drones, and develop engineering communication skills while working on a design team to develop a product or system with 3D software.

MARSHALL MIDDLE SCHOOL

HIGH SCHOOL CREDIT COURSES

- ALGEBRA 1
- GEOMETRY
- INTEGRATED PHYSICS & CHEMISTRY
- BIOLOGY 1
- ENGLISH 1
- PRINCIPLES OF ENGINEERING
- PRINCIPLES OF CONSTRUCTION
- PRINCIPLES OF AGRICULTURE
- SPANISH 1
- PRINCIPLES OF ARTS A/V TECHNOLOGY COMMUNICATIONS
- PROFESSIONAL & WEB COMMUNICATIONS
- INTERPERSONAL STUDIES & LIFETIME NUTRITION & WELLNESS

STEM PATHWAY

6

- MATH 8 PRE-ADVANCED
- SCIENCE 8 PRE-ADVANCED
- RLA 7 PREADVANCED
- SOCIAL STUDIES 6 PRE-ADVANCED
- PHYSICAL EDUCATION
- ADVANCED MAKERSPACE**
- ELECTIVE
- ELECTIVE

7

- ALGEBRA I PRE-ADVANCED
- INTEGRATED PHYSICS & CHEMISTRY PRE-ADVANCED
- RLA 8 PRE-ADVANCED
- SOCIAL STUDIES 7 PRE-ADVANCED
- PHYSICAL EDUCATION
- ROBOTICS (PLTW)**
- ELECTIVE
- ELECTIVE

8

- GEOMETRY PRE-ADVANCED
- BIOLOGY 1 PRE-ADVANCED
- ENGLISH I PRE-ADVANCED
- SOCIAL STUDIES 8 PRE-ADVANCED
- PRINCIPLES OF ENGINEERING**
- ELECTIVE
- ELECTIVE
- ELECTIVE

HONORS PATHWAY

6

- MATH 7 PRE-ADVANCED
- SCIENCE 6 PRE-ADVANCED
- RLA 6 PREADVANCED
- SOCIAL STUDIES 6 PRE-ADVANCED
- PHYSICAL EDUCATION
- BEGINNER SPANISH
- ELECTIVE
- ELECTIVE

7

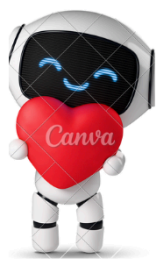
- MATH 7 PRE-ADVANCED
- SCIENCE 7 PRE-ADVANCED
- RLA 7 PREADVANCED
- SOCIAL STUDIES 7 PRE-ADVANCED
- PHYSICAL EDUCATION
- INTERPERSONAL STUDIES & LIFETIME NUTRITION & WELLNESS
- ELECTIVE
- ELECTIVE

8

- ALGEBRA I PRE-ADVANCED
- INTEGRATED PHYSICS & CHEMISTRY PRE-ADVANCED
- RLA 8 PREADVANCED
- SOCIAL STUDIES 8 PRE-ADVANCED
- PROFESSIONAL & WEB COMMUNICATIONS
- ELECTIVE
- ELECTIVE
- ELECTIVE

STEM Program Entry Requirements:

- Application Submission
- Meet or Master STAAR Testing
- Pass STEM Entrance Exam with 80 or higher



Program Continuation

To continue through the pathway each year, students must maintain an 80 or above cumulative grade average and meet or master STAAR tests.

** = Required STEM Elective Course

Odom Academy Magnet Program

John P. Odom Academy Middle School has two unique programs, the Fine Arts and the Pegasus/Honors Programs. The campus offers a total of 15 high school credits.

Fine Arts Magnet Programs

Criteria for all Fine Arts programs

- Year-long 6th grade introduction course
- Must audition for Advanced Dance, Theater Arts, Choir, Band and Art at the 6th grade year
- For zone and Pegasus students
- Meet prerequisite requirements for program desire, if needed

Once accepted:

- Must remain eligible and available to perform in UIL competitions, campus and community activities

Pegasus and Honor Programs

Criteria for Pegasus and Honors program

- Entrance Requirements
  - Submit Application
  - Entrance Exam
  - Meets or Masters on STAAR
  - STAR 360 scores
- Once accepted students must maintain an 85 or above average to remain in the program
- High school credits can be earned in both programs
  - Pegasus- 6 core high school credits are possible to obtain
    - English I ** (1 credit)
    - Algebra I** (1 credit)
    - Integrated Physics and Chemistry (IPC)** (1 credit)
    - Geometry** (1credit)
    - Biology** (1credit)
    - World Geography** (1 credit)
  - Honors- 2 core high school credit is possible to obtain
    - Algebra 1** (1 credit)
    - Integrated Physics and Chemistry (IPC)** (1 credit)
  - Pegasus and Honors- 7 high school elective credits are possible to obtain
    - Spanish 1** (1 credit)
    - Spanish II** (1 credit)
    - Native Speaking Spanish I-IV**w/ AP Credit possible (1-4 credits)
    - Art I** (1 credit)
    - Principles of Business, Marketing and Finance** (1 credit)
    - Touch System Data Entry ** (.5 credit)
    - Health** (.5 credit)



Pegasus Program

Honors Program

6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
ELAR7 PreAdv	ELAR8 PreAdv	English I**	ELAR6 PreAdv	ELAR7 PreAdv	ELAR8 PreAdv
Math8 PreAdv	Algebra I**	Geometry**	Math6 PreAdv	Math8 PreAdv	Algebra I**
Science8 PreAdv	IPC**	Biology**	Science7 PreAdv	Science8 PreAdv	IPC**
Social Studies 7 PreAdv	Social Studies 8 PreAdv	World Geography**	Social Studies 6 PreAdv	Social Studies 7 PreAdv	Social Studies 8 PreAdv
Intro Span/Elective	Spanish I** /Elective	Spanish II** /Elective	Intro Span/Elective	Spanish I** /Elective	Spanish II** / Elective
Elective	Elective	Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective

** High School Credit Course

Pietzsch-MacArthur PK-8 Center

Middle School Course Offerings

The following courses are designed and offered at Pietzsch-MacArthur PK-8 Center. Please review this information to ensure you Cougar is scheduled in their correct courses.

MATH COURSES

- 6th Grade Math (Regular & Pre-Advanced)
- 7th Grade Math (Regular & Pre-Advanced)
- 8th Grade Math (Regular)
- Algebra 1 (Pre-Advanced--8th Gr. Only)

RLA COURSES

- 6th Grade RLA (Regular & Honors)
- 7th Grade RLA (Regular & Honors)
- 8th Grade RLA (Regular & Honors)
- Read 180 (Specialized)
- English as a Second Language (ESL)

HISTORY COURSES

- 6th Grade SS (Regular & Pre-Advanced)
- 7th Grade SS (Regular & Pre-Advanced)
- 8th Grade SS (Regular & Pre-Advanced)

SCIENCE COURSES

- 6th Grade Science (Regular & Pre-Advanced)
- 7th Grade Science (Regular & Pre-Advanced)
- 8th Grade Science (Regular & Pre-Advanced)
- IPC (Pre-Advanced)

FINE ARTS COURSES

- Art (Levels 1, 2, & 3) (6th-8th Grade)
- Theatre Arts (Beginners and Advanced) (6th-8th Grade)
- Choir (Beginners and Advanced) (6th-8th Grade)
- Band (Beginners & Advanced) (6th-8th Grade)

CTE/STEM COURSES

- Speech/Creative Writing (6th-8th Grade)
- Principles of Audio/Visual Productions (8th Grade)
- College & Career Readiness (7th & 8th Grade)
- Robotics (7th & 8th 8th Grade)
- Makerspace (7th & 8th Grade)
- Introduction to Journalism (8th grade)

PHYSICAL EDUCATION OFFERED FOR ALL GRADE LEVELS

ATHLETICS FOR GIRLS AND BOYS OFFERED IN 7TH & 8TH GRADE

FOR MORE INFORMATION CONTACT SECONDARY COUNSELOR, STEPHANY POWERS, SPOWERS@BMTISD.COM

HOME OF THE MIGHTY COUGARS!

Ariane Moore, Principal

Vincent Middle School

Vincent Middle School includes the following components:

- Pre-AP Courses for academically talented students beginning in the sixth grade.
- Enrichment Courses in STEM
- Variety of Fine Arts courses include Art, Band, Theater, Dance, and Choir.

Pre-AP classes are provided in the areas of ELAR and Math. Enrichment courses are in the areas of Science, Math, and Technology. Vincent Middle School focuses on Allowing students to explore their interests while also meeting their academic goals.

COURSE OFFERINGS

6th Grade

- 8620/8628 ELAR 6/Pre-Advanced ELAR 6
- 8661/8669P Math 6/Pre-AP Math 6
- 8671 Science 6
- 8681 Social Studies 6
- 8607YR Physical Education
- 8645MS1 Art
- 8709MS1 Dance P.E.

7th Grade

- 8720/8728 ELAR 7/Pre-Advanced ELAR 7
- 8761/8769/1169 Math 7/Pre-AP Math 7
- 8771 Science 7
- 8781 Social Studies 7
- 8707YR/8704/8705 Physical Education/Athletic Team Sports
- 9801 College & Career Readiness
- 8207 Pentathlon
- 8709MS1 Dance P.E.
- 9802 Investigating Careers - Human Services
- 9803 Investigating Careers - Life and Wellness
- 9804 Investigating Careers - Robotics
- 8803 Investigating Careers - Agriculture

8th Grade

- 8820/8828 ELAR 8/ Pre Advanced ELAR 8
- 1160/1169 Pre-Algebra/Pre-AP Algebra I
- 8871/8879 Science 8
- 8881/8889 Social Studies 8
- 8807YR/8907/8908 Physical Education/Athletic Team Sports
- 8845MS1 Art
- 0193 Principles of Applied Engineering
- 8208 Pentathlon
- 8709MS1 Dance P.E.
- 9802 Investigating Careers - Human Services
- 9803 Investigating Careers - Life and Wellness
- 9804 Investigating Career - Robotics
- 8803 Investigating Careers - Agriculture

ACADEMIC OFFERING FOR HIGH SCHOOL CREDIT (½ --1 CREDIT EACH)

- 1169 Algebra I Pre-AP
- 0101 Health
- 1179 IPC
- 1131 Art 1

CURRICULUM

- Using technology as a vehicle to enhance projects and extend learning intrigues and motivates all students.
- Regular courses are offered as described in this comprehensive course-offering book for all middle schools in BISD.

Willie Ray Smith Middle School

The following courses are designed and offered at Willie Ray Smith Middle School. Please review this information to ensure your Buffalo is scheduled in their correct courses.

MATH COURSES

6th Grade Math: Regular and Pre-Advanced

7th Grade Math: Regular and Pre-Advanced

8th Grade Math: Regular

Algebra I: Pre-Advanced

RLA COURSES

6th Grade RLA: Regular and Pre-Advanced

7th Grade RLA: Regular and Pre-Advanced

8th Grade RLA: Regular and Pre-Advanced

English as a Second Language

HISTORY COURSES

6th Grade Social Studies: Regular and Pre-Advanced

7th Grade Social Studies: Regular and Pre-Advanced

8th Grade Social Studies: Regular and Pre-Advanced

SCIENCE COURSES

6th Grade Science: Regular and Pre-Advanced

7th Grade Science: Regular and Pre-Advanced

8th Grade Science: Regular and Pre-Advanced

FINE ARTS/PHYSICAL EDUCATION

Art /Theatre Arts/ Dance /Choir/Band

PE/Athletics

CAREER TECHNOLOGY EDUCATION

Interpersonal Studies

Nutrition/Wellness

Web Communications

Professional Communications

For more information contact the school counselor at 409-617-5825

Mrs. Ronitha Pickens, Principal

BUFFALOES ON THE STAMPEDE!!

Appendix:
Student and Parent Planning Resources

Beaumont ISD Four- Year Plan Guide

The Four- Year Plan is intended to give you and your parent (s) a guide to use as you progress through high school. You will want to review the plan each year to make sure you are taking the required courses for graduation. Courses for each endorsement are listed in this academic planning guide. You may use this guide to help you select courses that support your career goals. Make sure that you are taking the academic courses that support your post-secondary plans.

	9th Grade	10th Grade	11th Grade	12th Grade
English	English I English I Advanced	English II English II Advanced	English III Dual Credit English III AP English III	English IV Dual Credit English IV AP English IV
Math	Algebra I Geometry Advanced	Geometry Algebra II Algebra II Advanced	Algebra II Dual Credit Math	Precalculus Algebraic Reasoning Dual Credit Math Advanced Math
Social Studies	World Geography World Geography Advanced	World History AP World History AP Human Geography	US History US History (AP or Dual)	Government/Economics Dual Credit Gov./Econ. AP Gov./Econ
Science	Biology IPC Biology Advanced	Chemistry or Physics Chemistry Advanced IPC Biology	Chemistry or Physics Chemistry Advanced or AP Physics AP Biology Science w/Endorsement	AP Chemistry, Physics or Biology Advanced Science Science w/Endorsement
LOTE **(Language other than English)**	LOTE I or II	LOTE II	Elective	Elective
Physical Education / Fine Arts/ Electives	Physical Education	Fine Arts	Elective	Elective
Endorsement	Elective Based on Endorsement Choice	Elective Based on Endorsement Choice	Elective Based on Endorsement Choice	Elective Based on Endorsement Choice

Considerations:
LOTE, PE, and Fine Arts can be moved to different grade levels
Freshman courses will be determined by previous coursework taken at the middle school level.

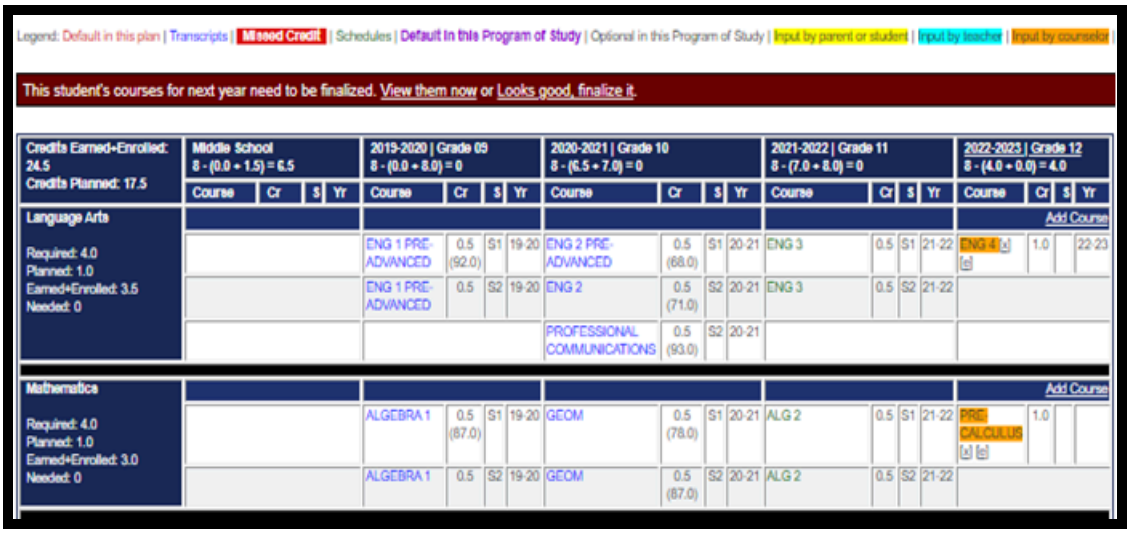
Beaumont ISD Four- Year Plan Guide
Planning Document

The Four- Year Plan is intended to give you and your parent (s) a guide to use as you progress through high school. You will want to review the plan each year to make sure you are taking the required courses for graduation. Courses for each endorsement are listed in this academic planning guide. You may use this guide to help you select courses that support your career goals. Make sure that you are taking the academic courses that support your post-secondary plans.

	9th Grade	10th Grade	11th Grade	12th Grade
English				
Math				
Social Studies				
Science				
LOTE (Language other than English)				
Physical Education / Fine Arts/ Electives				
Endorsement				

Considerations:
LOTE, PE, and Fine Arts can be moved to different grade levels
Freshman courses will be determined by previous coursework taken at the middle school level.

Eduthings



Beaumont ISD utilizes Eduthings, a program used to assist our students in grades 8 through 12 with course registration. It allows greater access and more reliable information related to class choices, viewing and tracking four-year plans, endorsements, and graduation requirements.

Signature Required



Parents, please sign your student's 4-year plan confirming high school course requests using Eduthings.

To access:

1. Scan the QR code below or visit https://bmt-students.ctecoding.com to access the Eduthings Student Portal. Students may also access Eduthings through Clever.

2. Use your student's school Google login to access this information.
3. Review and sign your student's four-year plan.

Detailed instructions are linked below:

- **8th Grade-** **Parent and Student Instructions for Eduthings**
- **9th -12th Grade-** **Parent and Student Instructions for Eduthings**

Checklist: Middle School to College and Career



EIGHTH GRADE

Testing Required: STAAR Assessments, PSAT 8/9 (Optional)

Eighth Grade Timeline (check off the items you have completed)

Grade 8

- ☐ Consult with your 8th-grade counselor and teachers for appropriate course selections
- ☐ Attend and participate in guidance sessions and parent meetings for high school 4-year planning
- ☐ Determine which graduation plan you would like to pursue during your high school career. (All students will enter on the plan of the distinguished level of achievement)
  - Are you planning on attending a four-year college or university?
  - Do you want to earn industry certifications during high school in an effort to obtain a job after graduation?
  - Do you want to graduate in the top 10% of your high school class?
- ☐ Determine which endorsement you would like to obtain during your high school career.
  - What types of jobs are you most interested in?
    - Take the Texas Career Check Interest Profiler https://texascareercheck.com/ExploreCareer/InterestProfiler
  - What are your favorite subjects in school?
  - What do you want to learn more about?
- ☐ Determine which endorsement program of study you would like to take during your high school career.
  - What do you want to be when you grow up?
  - What is your interest?
  - What do you want to learn more about?
- ☐ Determine what other opportunities you want to experience during your high school career.
  - Do you want to take dual credit courses for college credit in high school?
  - What student organizations do you want to be involved in?
  - What other courses would you like to take that interest you?
  - Do you plan on attending college?

Checklist: Middle School to College and Career

Grade 9

NINTH GRADE

Testing Required: STAAR End-of-Course exams;

Ninth Grade Timeline (check off the items you have completed)

- ☐ Sign up to take the most challenging classes that you can.
- ☐ Learn how your GPA will be computed.
- ☐ Get to know your counselor and other college resources available in your school.
- ☐ Talk to adults to see what they like/dislike about their jobs and what education is needed.
- ☐ Become involved in extracurricular activities.
- ☐ Register to take the PSAT.
- ☐ Do your best on the PSAT and review your results.
- ☐ Do your best on state assessments.
- ☐ Begin building your resume.
- ☐ Become involved in volunteer activities and keep track of these.
- ☐ Do your best on state testing.
- ☐ Start thinking about your dream career and check out career websites.
- ☐ Collect your personal information (log of volunteer activities, awards, resume, etc.) in a file.
- ☐ Go to career day at your school or elsewhere.
- ☐ Learn the difference between Dual Credit and AP courses.
- ☐ Check out your Endorsement elective courses.
- ☐ Check out and plan for courses you can receive college credit for during your junior year.
- ☐ Research summer programs that focus on particular subjects, such as science or math.
- ☐ Parents keep complete records to facilitate the filing of Federal Income Tax returns. Needed for FAFSA/TASFA filing. Required by TEA for graduation.

Checklist: Middle School to College and Career

Grade

10

TENTH GRADE

Testing: Required: STAAR End-of-Course exams; PSAT in October (Optional)

Tenth Grade Timeline (check off the items you have completed)

- ☐ Check out your Endorsement elective courses.
- ☐ Check out and plan for courses for which you can receive college credit in junior year.
- ☐ Keep up with your classes; grades are one of the top things universities consider.
- ☐ Start a savings account.
- ☐ Get to know your graduation plan; plan your classes with your counselor.
- ☐ Learn the difference between Dual Credit, Dual Enrollment, AP, and IB courses.
- ☐ Create a list of three colleges for you to explore.
- ☐ Become familiar with college entrance requirements.
- ☐ Do your best on state assessments.
- ☐ Decide what leadership roles you would like to consider.
- ☐ Update your four-year academic plan based on the courses you have completed and what courses you need/want to take.
- ☐ Do your best on the PSAT and review your results.
- ☐ Continue to work on your resume.
- ☐ If you are considering Dual Credit courses, do your best on the Texas Success Initiative Test (TSI); check with your counselor.
- ☐ Parents keep complete records to facilitate the filing of Federal Income Tax returns. Needed for FAFSA/TASFA filing. Required by TEA for the class of 2021 and beyond.

Checklist: Middle School to College and Career

ELEVENTH GRADE

Testing: Required: STAAR End-of-Course exams; PSAT/NMSQT in October (Optional)
Strongly Recommended: ACT/ACT in spring (necessary for the college application process for fall of senior year); SAT/ACT retest in summer

Eleventh Grade Timeline (check off the items you have completed)

Grade 11

August

- ☐ Check to see that you are scheduled for the correct courses.

September

- ☐ Begin attending college sessions at your high school.
- ☐ Obtain the catalogs/brochures of the colleges/universities.
- ☐ Research colleges/universities
- ☐ Add three colleges to your list to explore

October

- ☐ Take the PSAT/NMSQT and review your results using College QuickStart.
- ☐ Attend College/Career Night and learn about the different colleges and universities.

November

- ☐ Update your working resume.
- ☐ Begin your Brag Sheet.
- ☐ Visit your campus career/college center.

December

- ☐ Compute your GPA if you have not done so already.

January

- ☐ Begin writing your personal essays for applications, scholarships, etc.
- ☐ Decide on courses for your senior year and consider Dual Credit, Dual Enrollment, or AP coursework.
- ☐ Review your PSAT results and use the My Road site to review career options and areas that need extra practice before the SAT.
- ☐ Practice improving your SAT scores using Khan Academy.
- ☐ Parents file prior year Federal Income Tax returns.

February

- ☐ Ask for verification of community service and keep it in your portfolio/folder.

March

- ☐ Do your best on the SAT.
- ☐ Determine 1-2 colleges for your Dream school list, your Reach list, and your Sure Thing list.
- ☐ Check to see when AP Exam Registration will take place.

April

- ☐ Check that your graduation requirements are in order.
- ☐ Parents file prior year Federal Income Tax return by April 15. Required to file for FAFSA/TASFA completion.

May

- ☐ Do your best on state assessments.
- ☐ Register to take both the ACT and/or SAT during the summer. Remember to select the colleges to receive your scores during registration.
- ☐ Study and take as many AP Exams as you can.
- ☐ Check out websites for information about applications for financial aid, admissions requirements, and deadlines.
- ☐ Check for satellite offices for major universities and become acquainted with the local representatives.
- ☐ If possible, visit the colleges that most interest you.

June

- ☐ Take the ACT and/or the SAT.
- ☐ Visit the colleges you are interested in.
- ☐ Explore career opportunities using texascareercheck.com
- ☐ Work on college admission essays.
- ☐ Update your resume and log of volunteer activities
- ☐ Get a calendar and begin to write down your schedule of post-secondary planning activities.
- ☐ Check your portfolio and make sure you have your records in order with SAT and/or ACT scores, essays, resume, record of your volunteer work, and record of your employment (if applicable).
- ☐ Begin to research scholarship opportunities on websites and in your campus college center.

Checklist: Middle School to College and Career

TWELFTH GRADE

*It is **critical** that each student and his or her parent or guardian carefully review the requirements for graduation and the student's transcript to ensure the proper classes are selected to meet graduation requirements. The counselor will work diligently with you to select the proper classes, but remember, your graduation is ultimately your responsibility. Opportunities to retake classes failed during the senior year are usually offered outside the school day.*

Testing Required: STAAR End-of-Course exams. Remember—all graduation requirements, including passing all parts of STAAR must be met before you can take part in the graduation ceremony.

Testing Highly Recommended: SAT, ACT, Texas Success Initiative (TSI) assessment, AP

Grade 12

By senior year, you need to have plans for post-graduation and you need to make sure your selections adequately prepare you for your future plans.

- **College—APPLY EARLY.** Choose 3 to 5 schools: one dream school that may seem like a stretch, one sure thing, and several choices in between. Make sure you meet the admission requirements and are registered for the proper entrance exams. Do not wait until just before the deadline or you may be too late.
- **Technical school**—check with several to make sure they have the kind of training you are seeking. Compare their job placement rates and financial aid opportunities to determine which is your best choice.
- **Military**—talk to recruiters for several branches of the service. See which one offers you the best opportunities. Make an appointment to take the ASVAB and keep in touch with the recruiter of the branch you select.
- **Work**—make sure you have adequate job skills for a career with a future, not just a temporary job. See if the benefits plan offers incentives for further education.

Twelfth Grade Timeline (check off the items you have completed)

August

- ☐ Check out the college websites to research information about admissions, financial aid, majors available, etc. Be sure to check out deadlines.
- ☐ Work on the essays required for the college/university applications.
- ☐ Update your resume. Be sure to include all of your volunteer work and extracurricular activities.
- ☐ Make sure that you have the required classes for your graduation plan and the college or university that you are planning to attend.
- ☐ Finalize Colleges that you will be applying to.
- ☐ Take as many challenging (possibly AP or Dual Credit) courses as you can.
- ☐ Prepare your application carefully either at applytexas.org , or CommonApp.org. Follow the instructions, and PAY CLOSE ATTENTION TO DEADLINES!
- ☐ Complete either the Common Application and/or GoApplyTexas application and request transcripts for each application.

- ☐ Be sure to ask your registrar, counselor, and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (transcript, letters of recommendation, etc.)
- ☐ Difficulty paying college application fees? See your counselor about getting a fee waiver.
- ☐ Need to improve your SAT or ACT score? Register to take it again and study using Khan Academy.

September

- ☐ Keep a calendar with deadlines posted for easy visibility.
- ☐ Register for and take the SAT and ACT, or any other exams required for admission to the colleges to which you are applying, if you have not done so.
- ☐ Keep up with the scholarship bulletins throughout the year.
- ☐ Begin the TASFA or FAFSA (Free Application for Federal Student Aid) at www.fafsa.ed.gov.
- ☐ Check to see if you will need to fill out a CSS/Financial Aid Profile for the Common App.

October

- ☐ Complete your FAFSA or TASFA. Beginning with the class of 2022, all students will be required to complete either FAFSA or TASFA.
- ☐ Attend College Night and meet the college representatives who may be reviewing your application for admission.
- ☐ Check that you are scheduled to graduate at the end of the year.
- ☐ Meet with your counselor early to discuss your plans, transcript requests, fee waivers, and letters of recommendation (2-week notice).

November

- ☐ Check for scholarship opportunities in the CCMR office, websites, etc.; complete and submit application forms before deadlines.
- ☐ Request letters of recommendation (2-week notice) from teachers.
- ☐ Males need to complete their Selective Service registration. See your CCMR Coordinator for details.
- ☐ Verify that the college admissions office has all your paperwork.

February

- ☐ If possible, visit the colleges that most interest you.
- ☐ Check for scholarship opportunities in the CCMR office, websites, etc.; complete and submit application forms before deadlines.
- ☐ Check AP Exam Registration dates.

March

- ☐ Continue attending college sessions hosted at your school.
- ☐ Check for scholarship opportunities in the CCMR office, websites, etc.; complete and submit application forms before deadlines.
- ☐ Evaluate the colleges/universities to which you have been admitted and determine which college/university you will be attending.
- ☐ Complete your housing application.

April

- ☐ Review your FAFSA Student Aid Report (SAR).

- ☐ Review the financial aid packages offered by the different universities. Remember that you have a choice regarding what you will accept and what you will decline. Work with your parents through this process. Be ready to commit by May.
- ☐ Submit a copy of your award letters to your counselor/advisor.
- ☐ Accept/commit to your school by May 1.

May

- ☐ Take AP Exams (Advanced Placement Program)
- ☐ Do your best on the Texas Success Initiative Assessment (TSI), if applicable (check with campus testing coordinator and CCMR coordinator).
- ☐ Check on your housing arrangements at the college you have selected.

June

- ☐ Review your financial aid package; determine if you will need additional monies for college.
- ☐ Submit a request to the registrar to send your final transcript which reflects graduation to the branch of the military service you have enlisted in or to the technical school, college, or university that you will be attending.

Figure: 19 TAC §61.1201(a)(1)

EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL STUDENTS

Automatic Admission Requirements

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin*, and the applicant

(1) successfully completed the requirements for the Recommended High School Program (RHSP) or the DistinguishedAchievementProgram (DAP);

(2) earned the distinguished level of achievement under the Foundation High School Program; or

(3) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

(1) Class rank must be based on the student's rank at the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class cannot contain more than 10 percent of the total class size.

(3) The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must

(1) submit an application before the deadline established by the Texas college or university to which the student seeks admission; and

(2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student.

Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

* The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT must provide notice of the percentage of qualified applicants that are anticipated to be offered admission.

State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. **Please note that this is not a complete list of requirements and additional eligibility requirements apply.** A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

a. Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent b. Earned an associate's degree from an eligible institution no earlier than May 1, 2005

Top Ten Percent Scholarship

To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

TEXAS Grant

Basic Initial Year (IY) Student Eligibility Curriculum Requirements
A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements
In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

AREA	REQUIREMENT(S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one/third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

A full list of TEXAS Grant eligibility requirements is provided at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

Planning for Your Future: Helpful Websites

Check out these websites…

TEST REGISTRATION AND PREPARATION

- http://www.collegeboard.org/
  - Register for the SAT I and SAT II. Do college and financial aid searches.
- www.act.org
  - Online registration for ACT.
- www.khanacademy.org/sat
  - Free SAT preparation through a college readiness partnership with College Board and Khan Academy

INTEREST INVENTORIES AND CAREER INFORMATION

- www.texascareercheck.com
  - Students can search for careers, salaries, and expenses.
- www.texasrealitycheck.com
  - Texas Reality Check will show you how much money you will need to afford the lifestyle you want
- www.texasoncourse.org
  - Resources by grade level for students and families

COLLEGE SEARCHES AND APPLICATIONS

- www.commonapp.org
  - The common application for over 200 private colleges and universities with complete instructions for applying online.
- goapplytexas.org
  - The Application for Freshman Admission to Texas Public Colleges. Most colleges prefer this application and for it to be completed and submitted online.
- www.coalitionforcollegeaccess.org
  - The Coalition is a diverse group of more than 140 distinguished colleges and universities committed to making college a reality for all high school students through free online planning tools that help students prepare for and apply to college.
- www.zeemee.com
  - Allows you to create a list of schools that meet your preferences for size, geography, areas of study, and student body. Link to the home pages of many universities and email the colleges' admissions offices for more information.
- www.bigfuture.collegeboard.org
  - Search for colleges using your defined criteria.
- www.nces.ed.gov/ipeds
  - Search for a school by name, location, program, degree offerings, or a combination of criteria.
- www.collegeforalltexans.com
  - Here is everything a Texan needs to know about preparing for, applying for, and paying for college or technical school.
- https://collegescorecard.ed.gov
  - Find the college that's the best fit for you!
- www.niche.com No application, No waiting. Colleges can accept you based on the information in your Niche Profile.

FINANCIAL AID AND SCHOLARSHIPS

- www.fafsa.ed.gov
    - The Free Application for Federal Student Aid. Title IV codes. This is the one application for need- and non-need-based aid, such as grants and loans.
- www.raise.me
    - As early as freshman year students can begin earning "micro-scholarships" to pay for their higher education for high school accomplishments like taking certain classes, earning certain grades, and participating in certain activities.
- www.myredkite.com
    - Red Kite Matching Engine searches through $20 billion in scholarships to find opportunities that best fit a student's profile and allows students to compare costs between college and universities and track the scholarship and loan applications.
- www.Cssprofile.collegeboard.org
    - The College Board utilizes CSS/Financial Aid Profile to award aid using similar information as is required on FAFSA.
- https://studentaid.gov/fsa-id/create-account/launch
    - At this site, you can create your FAFSA ID number.
- https://studentaid.gov/
    - Federal student financial aid information from the U.S. Department of Education. Includes texts of Funding Your Education, and Student Guide, which is a comprehensive description of the federal student aid programs.
- www.collegeforalltexans.com
    - Texas Application for State Aid (TASFA) awards eligible non-citizens and DACA students state financial aid.
- www.bold.org
    - Create and win scholarships, earn exclusive student banking rewards, access educational resources, and more.
- GoingMerry.com
    - Tons of scholarships picked just for you. One simple application for all of them. All in one place. All for free.

SELECTIVE SERVICE

- www.sss.gov
    - All males 18-25 should register for the selective service. Register online at this site.

Parent and Student Self Serve, a password-protected site, provides both parents and students access to course grades, homework, attendance, and other data.

Beaumont ISD
Preparing Our Next Generation

COLLEGE, CAREER, AND MILITARY READINESS

WHY DO I NEED MY CCMR POINT?

TO BE FUTURE-READY!



- Ready for the Workforce!
- Ready for College/University
- Ready for Technical School
- Ready for Trade School
- Ready for the Military
- Ready for LIFE!

&



- Become eligible for the BISD + Program which allows early release or late arrival for your senior year
- Earn the privilege to wear copper cords during your graduation ceremony

BEAUMONT ISD CCMR COLLEGE, CAREER & MILITARY READINESS

Are you Future-Ready?

COLLEGE, CAREER, AND MILITARY READINESS

COLLEGE-READY



- Earn an Associate's Degree
- Score a 3, 4, or 5 on any AP Exam
- Complete a course for dual credit.
  - 9 hours or more in any subject, or
  - 3 hours or more in ELAR or Math

*Fee waivers are only provided to students who meet eligibility requiremnts

- Meet Texas Success Initiative (TSI) Criteria (on SAT, ACT, TSIA2, College Prep Course) in reading and math; not necessarily on the same assessment.
  - Minimum Benchmarks of:
    - SAT: Evidence-Based Reading & Writing 480; Math 530
    - ACT: Combined Score of 40 on English and Reading & Math 22
    - TSIA2: ELAR 945 + essay 5; Math 950

MILITARY-READY



- Enlist in any branch of the United States Armed Forces

CAREER-READY

- Earn a Level I or Level II certificate (CTEC Students)
- Complete a program of study and Earn an Industry-Based Certification (IBC)



- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.

BEAUMONT ISD CCMR COLLEGE, CAREER & MILITARY READINESS