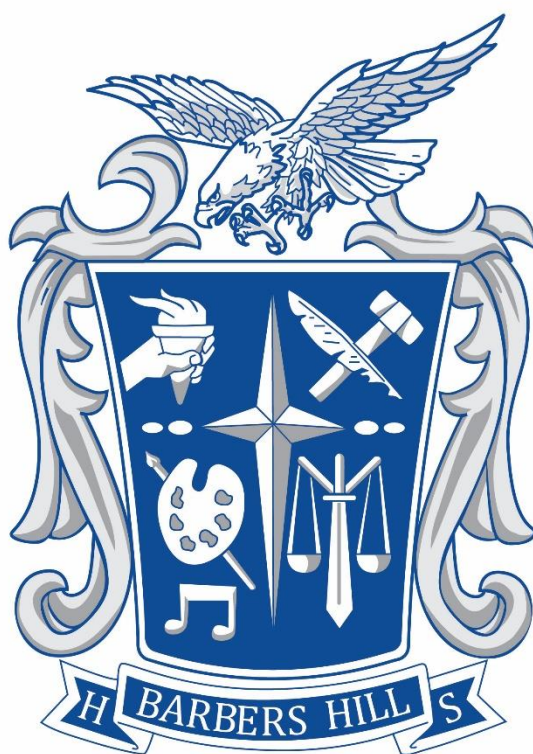


# Barbers Hill High School

## 2021-2022

### Academic Planning and Course Information



# **Barbers Hill Independent School District**

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

## ***Our Mission***

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

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

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

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

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

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

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

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

# **Barbers Hill Independent School District**

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

## **BOARD OF TRUSTEES**

**George Barrera, President**

**Fred Skinner, Vice President**

**Cynthia Erwin, Secretary**

**Eric Davis, Member**

**Benny May, Member**

**Clint Pipes, Member**

**Benny Tice, Member**

## **DISTRICT ADMINISTRATION**

**Greg Poole, Ed. D**  
Superintendent

**Sandra Duree**  
Deputy Superintendent, Curriculum & Instruction

**Kristen Davis**  
Assistant Superintendent, Technology

**Stanley Frazier**  
Assistant Superintendent, Planning & Operations

**Sue Garcia**  
Assistant Superintendent, Special Services

**Becky McManus**  
Assistant Superintendent, Finance

**Barbara Ponder**  
Assistant Superintendent, Personnel

**Tom Westerberg**, Athletic Director

**Becky Johnson**, Director of Operations

**Jami Navarre**, Director of Community Relations

**Susan LeBlanc**, Director of School Nutrition

**Mandy Malone**, Director of Student Services

**Michelle James**, Associate Director of Language Arts and Accelerated Instruction

**Natasha Holden**, Associate Director of Curriculum and Advanced Academics

**Dr. Christine Bruton**, Coordinator of Assessment and Accountability

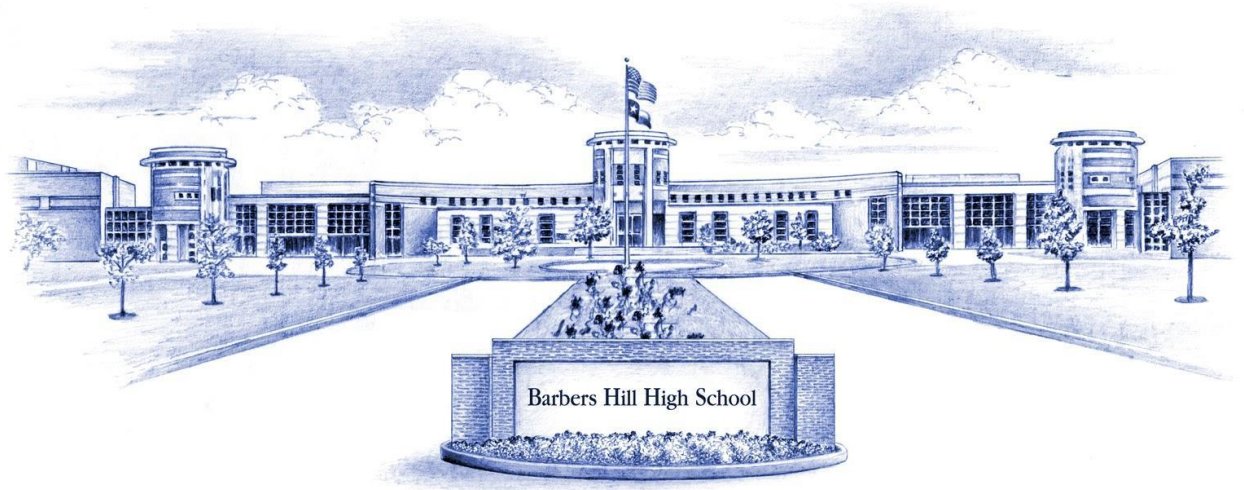
**Dr. Linda Gerhart**, Coordinator of State and Federal Programs

**Stormy Thibodeaux**, Coordinator of Mathematics

**Kirven Tillis**, Coordinator of CTE

# BARBERS HILL HIGH SCHOOL

*A Tradition of Excellence*



## **Barbers Hill High School**

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

**Rick Kana**, Principal

**Amy Cox**, Academic Dean of Instruction  
**Charlotte Mitchell**, Academic Dean of Testing

**Doug Anderson**, Assistant Principal  
**Shelley Deakle**, Assistant Principal  
**Ryan Rodriguez**, Assistant Principal

**Janci Alfaro**, Counselor  
**Tiffany Guy**, Counselor  
**Miki White**, Counselor  
**Gena Kellam**, College and Career Counselor

**Jennifer Jones**, Librarian  
**Kelly Barrera**, Registrar  
**Rosanna Reuter**, Attendance  
**Colleen Goundry**, Lead Nurse  
**Sandy Rogers**, Nurse

### **Mission Statement**

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

### **School Song**

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

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# ACADEMIC PLANNING AND COURSE INFORMATION

## GRADUATION REQUIREMENTS FOR ALL

### ***COURSES***

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

### ***CREDITS***

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

### ***STATE ASSESSMENTS—STAAR EOC***

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

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

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

## TYPES OF CREDIT

### ***STATE CREDIT***

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

### ***LOCAL CREDIT***

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

### ***DUAL CREDIT***

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

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



### ***Texas Success Initiative***

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

### ***Texas Success Initiative (TSI) Requirements for Dual Credit***

<b>Exam Type</b>	<b>Minimum Scores for Reading &amp; Writing Classes</b>	<b>Minimum Scores for Reading, Writing and Math- Based Classes</b>
<b>ACT</b>	English 19 Composite 23	English 19 Math 19 Composite 23
<b>PLAN</b>	English 19 Composite 23	English 19 Math 19 Composite 23
<b>SAT</b>	EBRW 480 Total Not Required	EBRW 480 Math 530 Total Not Required
<b>STAAR EOC Exams</b>	English II 4000	English II 4000 Algebra I 4000 And C or better in Algebra II
<b>TSI Assessment</b>	Reading 351 Writing 340 + 4 on Essay	Reading 351 Writing 340+ 4 Essay Math 350
<b>TSIA2 Assessment</b>	ELAR (Reading and Writing) – College Ready Classification 945 + 5 on Essay	Math- College Ready Classification (CRC) 950

### ***ADVANCED PLACEMENT TESTING***

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

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

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

### ***TRANSFER OF CREDITS***

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

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

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

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

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

***Note: Credit by Examination for acceleration is not available for the five end-of-course subjects (English I, English II, Algebra I, Biology and US History).***

#### **District-Wide testing:**

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

**Dates to be announced: Spring 2021, Summer 2021, Fall 2021**

#### **Individual testing:**

Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Exam requests must be reviewed by the Counselor and approved by the Principal. If approval is granted, the student must score at least 80 on the exam to receive credit for the course or subject. Note: If the student passes a Credit by Examination for acceleration, the course (s) will appear on the transcript but will not be included in the GPA calculations.

**\*Credit by Exam will not be approved and will not be accepted the student's final graduating semester.**

***Note: The Guide for the College-Bound Student Athlete published by the NCAA states that credit by exam courses are NOT a core course. Please refer to the NCAA website for further information at: <http://www.ncaapublications.com>***

## ***DISTANCE LEARNING***

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

**Note: Other sources of distance learning may not meet academic standards and consequently may not be recognized by BHISD. Therefore, all distant learning must be approved by the process above. Contact a high school counselor for more information.**

**Distance Learning will not be approved and will not be accepted the student's final graduating semester. This includes CBE, Dual Credit Courses Off- Campus, Texas Tech and UT Correspondence Courses.**

## **GRADE CLASSIFICATION**

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

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

## GRADUATION REQUIREMENTS

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

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

\*BHISD Board Approved

Students who fall under the new graduation requirements must declare an Endorsement.

### ENDORSEMENTS

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

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

Each endorsement requires an additional advanced math credit, an additional advanced science or Career and Technical Education (CTE) science credit, and two sequenced electives specific to the option chosen.

### **ENDORSEMENT CHANGES**

Students will be given an opportunity to change their choice of endorsement each school year during a designated time frame. The process for changing from one endorsement to another requires a completed request form submitted to the counseling office and signed by the student and parent. Any change must be approved by a counselor once an audit of the student's transcript has been made. **Please note that any change of endorsement that puts a student at risk of not fulfilling graduation requirements will be denied.**

### **PERFORMANCE ACKNOWLEDGEMENTS**

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

#### **AP Exams**

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

#### **PSAT®, SAT®, and ACT® Exams**

- Earn a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies for recognition as a commended scholar or higher, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation.
- Earn a combined critical reading and math score of at least 1250 on the SAT®; **or**
- Earn a composite score on the ACT® examination of 28 (excluding the writing subscore)

#### **Dual Credit Courses**

- At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0, **or**
- An associate degree while in high school

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

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

In addition, an English Language Learner must also have:

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

**Business or Industry Certification or License**

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

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

Certifications or licensures for performance acknowledgements shall be age appropriate for high school students; represent a student's substantial course of study and/or end-of-program knowledge and skills; include an industry recognized examination, or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

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

## FOREIGN EXCHANGE POLICY

### **FOREIGN EXCHANGE POLICY**

A student attending the District schools as a foreign exchange student shall abide by all rules, policies, and regulations that govern all District students. The following guidelines shall apply to the enrollment of foreign exchange students:

- The foreign exchange student shall enroll for a full academic year. Each student shall be enrolled for a full class load.
- The foreign exchange student shall maintain good attendance, passing grades, and appropriate behavior.
- The foreign exchange student shall be afforded all rights, privileges, and responsibilities granted to all other students on the campus.
- The foreign exchange student must reside within the school's attendance zone to be enrolled.

The District, through TEC 25.001(e), has been granted a waiver to limit enrollment to 5 exchange students. Enrollment shall be limited to only those foreign exchange students who are proficient in reading, writing, and comprehending the English language. The District shall accept students from those travel and exchange programs currently approved by the National Association of Secondary School Principals and the Council on Standards for International Educational Travel.

## NCAA ELIGIBILITY

### **NCAA INFORMATION FOR THE COLLEGE-BOUND ATHLETE:**

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

#### **Notes:**

- **GradPoint courses are not accepted by NCAA**
- **Computer Science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA approved core courses.

## CLASS RANK, GRADE POINT AVERAGE, AND GRADING SCALES

### **CLASS RANK**

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

### **GRADE POINT AVERAGE**

- Is determined by dividing the total grade points by the number of semester courses.
- Only courses taken during the school day on campus will be counted for GPA purposes. This mean such courses as summer school courses, correspondence courses, and on-line courses will count for credit but not for GPA.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

The grade point average (GPA) is calculated using the semester averages from 9, 10, 11, and fall semester and the end of the fifth six weeks for grade 12 for the purposes of senior class ranking and awarding of graduation honors. Please note that grades for the sixth six weeks and final exam will continue to be calculated for ALL students' final transcripts including graduating seniors.

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

### **EXCLUSIONS**

Excluded from the calculation of GPA are summer school classes, evening/night classes, high school courses taken prior to grade 9, correspondence classes, credit by examination, home school courses, courses with pass/fail status, and any class taken outside of the regular school day.

### **TRANSFER CREDIT**

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

### **VALEDICTORIAN AND SALUTATORIAN**

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

### **BREAKING A TIE**

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



## **HONOR GRADUATES**

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

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

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

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

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

## **EARLY GRADUATION**

Any student seeking early graduation must apply with his/her counselor no later than June 7 of the sophomore year. An audit of coursework completed along with courses still required for the recommended or distinguished plan will determine eligibility. Those eligible to graduate early must satisfy all graduation requirements of the state including course credits and state assessments. Early graduates will be classified as twelfth graders at the end the fifth six weeks of their graduation year.

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

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

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

**Note: Distance Learning will not be approved and will not be accepted the student's final (graduating semester). This includes CBE, Dual Credit Courses Off- Campus, Texas Tech and UT Correspondence Courses.**

### ***GRADUATION FOR STUDENTS WITH DISABILITIES***

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

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

If an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program or Foundation Program in accordance with state rules.

### ***GRADUATION PARTICIPATION***

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will not be allowed to participate in graduation activities. The final awarding of a diploma is contingent upon the student's completion of all applicable requirements for graduation.

# **WEIGHTED GRADE POINT SCALE**

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

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

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

### **GRADING GUIDELINES**

These guidelines have been reviewed and approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

- Grades will be the result of an honest and careful evaluation of all phases of the student's work.
- Individual grades will be given by each teacher approximately every six weeks. Report cards will be given out one week following the end of the grading period except for the last six weeks of the school year, in which report cards will be mailed home.
- A student must have a minimum of 6 daily grades and 2 test/project grades per grading period in each class.
- Semester exams must be given at the end of each semester. No student is to be exempted from his semester exams apart from district policy.
- Semester grades will be determined by assigning a weight of 86% for report card grades and 14% for the semester exam grade.
- Grade equivalents:

100-90	A
89-80	B
79-70	C
Below 70	Failing
- To receive semester credit toward graduation in any subject, a semester average of 70 or above must be earned. During any one school year, one semester grade in a full year course can be averaged with the other semester. If the year's average equals 70 or higher, full course credit will be granted. If the year's average falls below 70, the failed semester must be repeated to earn credit for that semester.
- All reporting period grades, semester exam grades, and semester grades reflect actual student averages on the report card and permanent record.
- Arrangements to complete an incomplete grade at the end of a grading period must be made within a minimum time period as prescribed by the teacher, not to exceed three (3) days. After this time period, a failing grade will be recorded for the work not completed.
- Special arrangements may be made for work missed when absences are due to an extended illness or unusual circumstances. Parents may call the school and request homework assignments if their child has been or is expected to be absent three or more days.
- Students who drop a course after the second week of a semester will receive a "NC" (no credit) on their academic achievement record or transcript for the semester average. Dropping a course after this time will be allowed only in extreme circumstances and will require administrative approval. Students picking up new courses after the limit has passed for minimum attendance will have to apply for credit in the new course at the semester's end under the extenuating circumstance provision, which requires Principal approval.

- Students will be given a “reasonable opportunity” to redo or revise a major test grade if the student’s grade was below a 70 on that major test/assignment. The revised work cannot be given a grade higher than 70, unless equal opportunity is given to all students regardless of the grade. The student must complete the revision within three school days. Due to strict grading timelines, these revision opportunities do not extend to semester exams.
- If a student receives a grade lower than a 50 for any grading period, the teacher should be prepared to provide documentation that reasonable opportunity was provided for the student to make-up or redo failing assignments. Some examples of documentation may include: retesting schedule, tutorial schedule, communication with student, and communication with parent.
- Students and/or parents are encouraged to schedule a conference with a teacher to discuss grades and/or grading policy.

### **MAKEUP WORK**

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding attendance for credit.

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

Students in grades 9-12 will be provided a minimum of one day to submit assignments after the due date. Points may be deducted for assignments submitted after the due date. A teacher **may** impose a **maximum** penalty of 30 points deducted from the grade upon submission of an assignment that is one day late. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the Principal and previously communicated to students.

### **DAEP MAKEUP WORK**

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

### ***IN SCHOOL SUSPENSION (ISS)***

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

### ***ACADEMIC DISHONESTY / CHEATING / PLAGIARISM***

Academic dishonesty, cheating, or plagiarism is not acceptable. Cheating includes the copying of another student's work – homework, class work, test answers, etc. – and presenting it as one's own. Cheating is also anyone who knowingly provides his/her own work to another. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. The determination that a student has engaged in academic dishonesty will be based on the judgment of the teacher, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties. The teacher will determine the academic penalty.

### ***PROGRESS REPORTS***

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

### ***REPORT CARDS***

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

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy.

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

### ***SEMESTER EXAMS***

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

### ***EXAM SCHEDULE***

Students must follow the exam schedule for both fall and spring. No early exams will be given for which students have not received instruction or had the benefit of a review.

## **EXAM EXEMPTIONS**

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

Freshmen and sophomores may exempt two (2) course exams each semester. Juniors may exempt three (3) course exams each semester, while seniors may exempt four (4) course exams each semester. Students **may not** exempt the final exam in a STAAR tested course during the fall semester. Students **may not** exempt the final exam both semesters for the same course. For seniors, fall semester exam exemptions in core academic classes are contingent upon student's passing of the appropriate state assessments. Students may choose from all periods each semester, provided they meet the criteria for exemption.

The student must meet the following criteria to be exempt:

- The student has an 85 average or higher in the course. **Note:** In the spring semester, students can waive the 85 average of a class by taking its AP test.
- The student has no unexcused absences. Failure to bring a written note from the student's parent or guardian will cause the absence to be marked unexcused until the attendance clerk receives a note. A student will be allowed four (4) school days to clear his unexcused absence. If a student fails to clear his absence, it will be recorded as unexcused.
- The student has no more than three excused (3) absences in the course. Absences are counted **up to the day the exam is given**. School Business does not count as an absence.
- The student has no assignments to ISS, no DAEP assignments, has not been suspended, and has not been assigned more than one (1) Saturday class assignments for the semester.
- Mid-Term Exemptions in core academic classes are contingent upon student passing the appropriate STAAR test the previous year.
- The student has no unpaid fines (textbook, technology, library, cafeteria, parking, extracurricular, Ag, etc.)
- The student was not absent the Friday preceding or Monday following the prom. Only a note from a doctor will excuse this absence.
- Students who take an unauthorized day (i.e., Senior Skip day) are subject to losing all exemption privileges.

## **EXCUSED ABSENCES DURING FINAL EXAMS**

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

- The absence was reported to a campus administrator **BEFORE** the designated time of the exam, **AND**
- The student brings a note to the attendance office that gives the reason for the absence and is signed and dated by the parent. The attendance office must receive the note within 3 days of the absence.

Please note that a zero (0) will be entered for any final exam that was missed until that exam has been made up.

## **MAKEUP EXAMS**

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

## **NO SHOWS FOR FINAL EXAMS**

Any student who does not attend a final exam during the scheduled time of the exam will be considered a "no show" and will receive a zero (0) as the grade for that exam. The student will also forfeit his or her eligibility for all future exam exemptions, option, or summer school. The district will not charge the student for any method of completion provided by the district.

## **TUTORIALS, SUMMER SCHOOL, PROMOTION AND RETENTION**

### ***TUTORIALS***

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

### ***SUMMER SCHOOL***

Students who need to regain credit have the opportunity to do so during the district's summer school program. Students in danger of failing a class for the year will be notified by his/her counselor, and letters will be sent home to parents.

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

### ***COURSE CREDIT***

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

### ***PROMOTION AND RETENTION***

In grades 9-12, promotion is based on the number of credits earned.

## **ACADEMIC COUNSELING AND COLLEGE PLANNING**

### ***ACADEMIC COUNSELING***

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

### ***CLASS SCHEDULING***

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

Seniors must be enrolled a minimum of six consecutive periods. UIL participants have the responsibility of meeting UIL requirements.

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



## **SCHEDULE CHANGES**

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

Students enrolled in an Advanced Academics (Pre-Advanced Placement, Dual Credit, and Advanced Placement) class who wish to drop to the on level equivalent of that same class must remain in the advanced class for the first six weeks of the school year. Students must submit a request to change his or her schedule the counselor for approval.

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

## **NEW STUDENT ENROLLMENT**

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

## **COLLEGE AND UNIVERSITY ADMISSIONS**

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

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

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

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

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

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

## COLLEGE VISITATION

Students are allowed a total of two college visitation days. This begins in the spring semester of the student's junior year. These days are to be used to view prospective schools, to view the campus, to meet with financial aid officers and to see if the college or university is compatible to the student's needs. To qualify for a visitation day(s), a student must complete the following requirements:

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

## SAT / ACT

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

College Prep Testing		
Test	Test Date	Students
PSAT	Fall 2021	Grade 10 Students
SAT	Spring 2022	Grade 11 Students

## STATE SCHOLARSHIPS AND GRANTS

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

## TRANSCRIPTS

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

# Pre-Advanced Placement and Advanced Placement Programs



## Benefits of PreAP Coursework

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

## Considerations for PreAP Coursework

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

## Equity and Access to PreAP and AP Courses

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

## Advanced Placement Courses

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

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

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

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

## Barbers Hill High School Advanced Placement Course Offerings

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

## Dual Enrollment: University of Texas OnRamps



The University of Texas at Austin  
OnRamps

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

How is OnRamps different from Lee College Dual Credit?

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

### Barbers Hill High School OnRamps Course Offerings

Discovery Precalculus

## Dual Credit



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

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

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

### Barbers Hill High School Dual Credit Course Offerings

English Composition I and II	Technical Drafting and Basic Computer-Aided Drafting
College Algebra and Elementary Statistics	Architectural Drafting-Residential and Intermediate Computer-Aided Drafting
History of the United States	Cosmetology I
Federal Government	Cosmetology II
Anatomy and Physiology	Process Technology I
Automotive Technology	Process Technology II
Advanced Automotive Technology	

# COURSE GUIDE—CORE CLASSES

## LANGUAGE ARTS

### **ENGLISH I**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisite:** None

**Notes:** Students will be required to take the English I STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

### **PRE-AP ENGLISH I**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisites:** None

**Notes:** Summer reading of the assigned novel is required. Students will be required to take the English I STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

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

## **ENGLISH II**

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**GRADE LEVEL:** 10

**1.0 Credit**

**Prerequisite:** English I

**Notes:** Students will be required to take the English II STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

## **PRE-AP ENGLISH II**

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**GRADE LEVEL:** 10

**1.0 Credit**

**Prerequisite:** English I

**Notes:** Summer reading of the assigned novel is required. Students will be required to take the English II STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

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

## **ENGLISH III**

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**GRADE LEVEL:** 11

**1.0 Credit**

**Prerequisite:** English II, English I

**NCAA Approved Core Course:** Yes

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

**AP ENGLISH III**

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

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

**ENGLISH IV**

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

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

**AP ENGLISH IV**

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

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

**DUAL CREDIT ENGLISH IV (Lee College - English Composition I and Lee College English Composition II)**

**GRADE LEVEL:** 12

**1.0 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent

**Notes:** Students will be responsible for registration with Lee College and any additional book fees. Students must make a "C" or better in 1301 to enroll in 1302.

**NCAA Approved Core Course:** Yes

English 1301- English Composition I

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

English 1302 - English Composition II

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



# MATHEMATICS

## **ALGEBRA I**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisite:** Mathematics, Grade 8

**Notes:** Students will be required to take the Algebra I STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

## **PRE-AP ALGEBRA I**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisite:** Mathematics, Grade 8

**Notes:** Students will be required to take the Algebra I STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

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

## **GEOMETRY**

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**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** Algebra I

**NCAA Approved Core Course:** Yes

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

## **PRE-AP GEOMETRY**

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**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** Algebra I

**NCAA Approved Core Course:** Yes

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

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

## **ALGEBRA II**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Algebra I, Geometry

**NCAA Approved Core Course:** Yes

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

## **PRE-AP ALGEBRA II**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Algebra I, Geometry

**NCAA Approved Core Course:** Yes

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

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

## **ALGEBRAIC REASONING**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Algebra I

**NCAA Approved Core Course:** Yes

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

## **PRECALCULUS**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Algebra I, Geometry, Algebra II

**NCAA Approved Core Course:** Yes

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

## **PRE-AP PRECALCULUS**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisites:** Algebra I, Geometry, Algebra II

**NCAA Approved Core Course:** Yes

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

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

## **PRECALCULUS ONRAMPS (UNIVERSITY OF TEXAS DUAL ENROLLMENT)**

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**Credit:** 1

**Prerequisite:** Algebra I, Geometry, Algebra II

**Notes:** Students will be responsible for course registration and payment with BHISD.

**NCAA Approved Core Course:** Yes

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

## **AP CALCULUS AB**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Algebra I, Geometry, Algebra II, Precalculus

**Notes:** Students enrolled in AP Calculus AB are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **AP CALCULUS BC**

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**GRADE LEVEL:** 12

**Credit 1.0**

**Prerequisites:** Algebra I, Geometry, Algebra II, Precalculus

**Notes:** Students enrolled in AP Calculus BC are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **STATISTICS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Algebra I, Algebra II

**NCAA Approved Core Course:** Yes

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

## **AP STATISTICS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Algebra I, Geometry, Algebra II

**Notes:** Students enrolled in AP Statistics are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **DUAL CREDIT COLLEGE MATHEMATICS (Lee College-College Algebra and Elementary Statistics)**

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**GRADE LEVEL:** 12

**1.0 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent

**Notes:** Students will be responsible for registration with Lee College and any additional book fees. Students must make a "C" or better in 1314 to enroll in 1342.

**NCAA Approved Core Course:** Yes

Math 1314 - College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

**Math 1342 - Elementary Statistics**

Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals, and hypothesis testing. Use of appropriate technology is recommended.

## SCIENCE

### **BIOLOGY**

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**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** None

**Notes:** Students will be required to take the Biology STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

### **PRE-AP BIOLOGY**

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**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** None

**Notes:** Students will be required to take the Biology STAAR End-of-Course (EOC) exam.

**NCAA Approved Core Course:** Yes

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

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

### **AP BIOLOGY**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Biology, Chemistry

**Notes:** Students enrolled in AP Biology are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **INTEGRATED PHYSICS AND CHEMISTRY**

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**GRADE LEVEL:** 9-11

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

## **CHEMISTRY**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Biology and Algebra I

**NCAA Approved Core Course:** Yes

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

## **PRE-AP CHEMISTRY**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Biology and Algebra I

**NCAA Approved Core Course:** Yes

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

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

## **AP CHEMISTRY**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Biology, Chemistry, Algebra I, Geometry, Algebra II

**Notes:** Students enrolled in AP Chemistry are encouraged to take the Advanced Placement (AP) examination which may earn them college credit.

**NCAA Approved Core Course:** Yes

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



## **PHYSICS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Biology, Chemistry, Algebra I, Geometry, Algebra II or concurrent enrollment

**NCAA Approved Core Course:** Yes

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

## **PRE-AP PHYSICS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Biology, Chemistry, Algebra I, Geometry, Algebra II

**NCAA Approved Core Course:** Yes

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

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

## **AP PHYSICS C- MECHANICS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Biology, Chemistry, Physics, Algebra I, Geometry, Algebra II, and Pre-calculus or concurrent enrollment

**Notes:** Students enrolled in AP Physics are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **ENVIRONMENTAL SYSTEMS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Biology, Chemistry, and Physics or IPC

**NCAA Approved Core Course:** Yes

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

## **AP ENVIRONMENTAL SCIENCE**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Biology, Chemistry, Physics, Algebra I

**Notes:** Students enrolled in AP Environmental Science are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **ASTRONOMY**

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**GRADE LEVEL:** 12

**1.0 Credit**

**Prerequisite:** Biology, Chemistry, IPC or Physics

**NCAA Approved Core Course:** Yes

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

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

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent, Biology, and second science

**Notes:** Students will be responsible for registration with Lee College and any additional book fees.

Students must make a “C” or better in 2401 to enroll in 2402. A student will earn **4 hours** of college credit per semester for this course, provided they earn a “C” or better.

**NCAA Approved Core Course:** Yes

BIOL 2401 – Human Anatomy and Physiology I

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

BIOL 2402 – Human Anatomy and Physiology II

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

## **FORENSICS SCIENCE**

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**GRADE LEVEL:** 12

**1.0 Credit**

**Prerequisite:** Biology and Chemistry

**NCAA Approved Core Course:** Yes

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

## SOCIAL STUDIES

### **WORLD GEOGRAPHY**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

### **PRE-AP WORLD GEOGRAPHY**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

The Pre-AP World Geography course covers the curriculum for regular World Geography while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Social Studies courses.

### **AP HUMAN GEOGRAPHY**

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**GRADE LEVEL:** 9

**1.0 Credit**

**Prerequisites:** None

**Notes:** Students enrolled in AP Human Geography are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **WORLD HISTORY**

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**GRADE LEVEL:** 10

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

## **PRE-AP WORLD HISTORY**

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**Grade Level:** 10

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

The Pre-AP World History course covers the curriculum for regular World History while integrating strategies and practices designed to prepare students for work in future Advanced Placement (AP) Social Studies courses.

## **AP WORLD HISTORY: MODERN**

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**GRADE LEVEL:** 10

**1.0 Credit**

**Prerequisites:** None

**Notes:** Students enrolled in AP World History are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **U.S. HISTORY**

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**GRADE LEVEL:** 11

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

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

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**GRADE LEVEL:** 11

**1.0 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent

**Notes:** Students will be responsible for registration with Lee College and any additional book fees.

Students must make a “C” or better in 1301 to enroll in 1302. A student will earn **3 hours** of college credit per semester for this course, provided they earn a “C” or better.

**NCAA Approved Core Course:** Yes

HIST 1301 – History of the United States to 1877

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

HIST 1302 – History of the United States Since 1877

The political, economic, social, and intellectual history of the United States from 1877 to the present day.

## **AP U.S. HISTORY**

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**GRADE LEVEL:** 11

**1.0 Credit**

**Prerequisites:** None

**Notes:** Students enrolled in AP U.S. History are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **UNITED STATES GOVERNMENT**

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**GRADE LEVEL:** 12

**.5 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

## **DUAL CREDIT GOVERNMENT (Lee College – Federal Government)**

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**GRADE LEVEL:** 12

**.5 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent

**Notes:** Students will be responsible for registration with Lee College and any additional book fees. A student will earn **3 hours** of college credit provided they earn a "C" or better.

**NCAA Approved Core Course:** Yes

GOVT 2305 – Federal Government

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

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

## **AP U.S. GOVERNMENT AND POLITICS**

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**GRADE LEVEL:** 12

**.5 Credit**

**Prerequisites:** None

**Notes:** Students enrolled in AP U.S. History are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **ECONOMICS**

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**GRADE LEVEL:** 12

**.5 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

## **AP MACROECONOMICS**

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**GRADE LEVEL:** 12

**.5 Credit**

**Prerequisites:** None

**Notes:** Students enrolled in AP Macroeconomics are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **SOCIOLOGY**

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**GRADE LEVEL:** 10-12

**.5 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

## **PSYCHOLOGY**

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**GRADE LEVEL:** 10-12

**.5 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

## **PAP (.5) / AP PSYCHOLOGY (.5)**

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**GRADE LEVEL:** 11-12

**1 Credit**

**Prerequisites:** None

**Notes:** Students enrolled in AP Psychology are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

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

## **PERSONAL FINANCIAL LITERACY**

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**GRADE LEVEL:** 10-12

**.5 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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



## **WORLD LANGUAGES**

### **(LANGUAGES OTHER THAN ENGLISH)**

#### **SPANISH I**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

The goal of Spanish I is to attain proficiency in the Spanish language using all four basic skills listening, speaking, reading, and writing and an awareness and understanding of the culture and traditions of the Spanish-speaking world. Basic grammar and vocabulary are used.

#### **SPANISH II**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Spanish I

**NCAA Approved Core Course:** Yes

The goal of Spanish II is to build and expand on that learned in Spanish I. The four basic skills listening, speaking, reading, and writing are refined and grammar and vocabulary are taught in more complexity. The culture and traditions of the Spanish-speaking world are continued.

#### **SPANISH III PAP**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Spanish II

**NCAA Approved Core Course:** Yes

The goal of Spanish III is to expand on that learned in Spanish I and II. The four basic skills of listening, speaking, reading, and writing are refined and grammar and vocabulary are taught in greater detail. Students continue to learn culture of the Spanish-speaking world. Literature will also be read and discussed at this level.

#### **SPANISH IV AP**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Spanish III PAP

**Notes:** Students enrolled in AP Spanish IV are encouraged to take the Advanced Placement (AP) examination that may earn them college credit.

**NCAA Approved Core Course:** Yes

Spanish IV AP students continue to refine advanced language production and develop higher level thinking. The focus is on oral and written language production through the study of literature, culture, and art of the Spanish speaking countries. The students strive for proficiency in comprehension, information gathering, and internalization. Students develop essays, reports, and oral presentations. Students prepare to take the Advanced Placement Spanish Language and Culture test for college placement.

### **AMERICAN SIGN LANGUAGE I**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** None

**NCAA Approved Core Course:** Yes

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

### **AMERICAN SIGN LANGUAGE II**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** American Sign Language I

**NCAA Approved Core Course:** Yes

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

### **AMERICAN SIGN LANGUAGE III PAP**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** American Sign Language I & II

**NCAA Approved Core Course:** Yes

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

## OTHER COURSES INCLUDING ELECTIVES

### ART

#### **ART I**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

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

#### **ART II**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Art I

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

#### **ART II SCULPTURE**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Art II or Art I

This course introduces the student to traditional and contemporary sculptural techniques and concepts, as well as materials. Art history and appreciation are used as background and comparison for projects. It is a real hands on course in which all work is three-dimensional.

#### **PRE-AP ART III**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Art II or Art II Sculpture

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

#### **AP ART**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Art I or Art II

**Notes:** Students enrolled in AP Art must submit a portfolio of work to the College Board for evaluation. Upon successful review, the student may receive college credit.

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

## AP ART HISTORY

### AP ART HISTORY

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** None

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history

## ACADEMIC DECATHLON

### ACADEMIC DECATHLON

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**Grade Level:** 9-12

**1.0 Credit**

**Prerequisite:** Teacher Approval

**Notes:** The Academic Decathlon course is a weighted course for which junior and senior students earn Advanced Placement weighted (6.0) credit, while freshman and sophomore students earn Pre-Advanced Placement weighted (5.0) credit. **Junior and senior students enrolled in Academic Decathlon are required to take an Advanced Placement (AP) examination (AP Microeconomics, AP Macroeconomics, or AP Art History) to receive Advanced Placement weighted credit.** Scoring a 3, 4, or 5 on the AP exams may earn students college credit.

Academic Decathlon involves research of ten academic areas including economics, history, language and literature, science, fine arts, and others. A team of 3 A, 3 B and 3 C average learners will be selected to compete in the Academic Decathlon competition during the spring semester. Region and state contests are held for schools categorized as large, medium and small. Based on a point system, the highest scoring team represents Texas at the national USAD competition. All members of the winning team receive scholarships. Texas provides \$150,000 in scholarship money each year. Overall, individual winners also win scholarships.

What You Will Do On Competition Day:

Academic Decathlon® is not about mastering a single event, but ten different skills and disciplines. Every Academic Decathlon competition, whether it is a local round or the national finals, will follow the same multidisciplinary format.

- You will deliver speeches, one on a topic of your choice and one on a topic you have never seen before.
- You will write an essay demonstrating not just what you have learned but how powerfully you can argue an idea.
- You will be interviewed by judges asking you thoughtful questions about your past experiences and your goals for the future.
- You will take challenging exams in Art, Economics, Literature, Math, Music, Science, and Social Science.
- In addition, at the exciting Super Quiz™, you and your teammates will take turns solving the most stimulating challenges of all from across every subject you have studied—while a live audience cheers you on.

# AP MUSIC THEORY

## AP MUSIC THEORY

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** None

**Notes:** Prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument.

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony are an important part of the course. Through the course, students develop the ability to recognize, understand and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

# AP CAPSTONE DIPLOMA PROGRAM

## AP SEMINAR

**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** English I

**Notes:** Students enrolled in AP Seminar are encouraged to take the Advanced Placement (AP) examination, which may earn them college credit.

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

## AP RESEARCH

**GRADE LEVEL:** 11-12

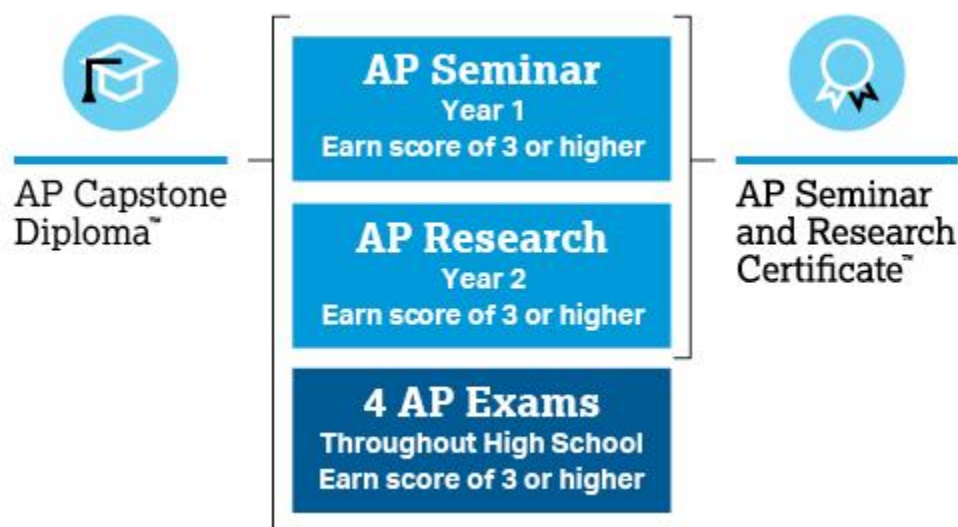
**1.0 Credit**

**Prerequisite:** English II, AP Seminar

**Notes:** Students enrolled in AP Research are encouraged present and orally defend their academic research paper.

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

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



## **BAND**

### **BAND**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Active membership in band during prior school year and director approval.

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

## **CHOIR**

### **CHORAL MUSIC I-IV**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

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

# DANCE

## **DANCE I**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

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

## **DANCE II-IV**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Must have teacher approval

**Notes:** Performances will be held outside of the regularly scheduled class time.

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

## **Drill Team Reserves**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Audition Required

**Notes:** Dance Team members will be placed by audition within the appropriate skill level; requirements will include after-school rehearsals and performances; the instructor will address information regarding the required dance attire; additional fees will be required.

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

## **EAGLETTE DRILL TEAM**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Audition Required

**Notes:** Dance Team members will be placed by audition within the appropriate skill level; requirements will include after-school rehearsals and performances; the instructor will address information regarding the required dance attire; additional fees will be required.

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



# DEBATE

## **DEBATE I – CX DEBATE**

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**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisites:** None

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

## **DEBATE II**

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**GRADE LEVEL:** 10

**1.0 Credit**

**Prerequisites:** Debate I

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

## **DEBATE III**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisites:** Debate II

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

## **DEBATE IV**

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**GRADE LEVEL:** 12

**1.0 Credit**

**Prerequisite:** Debate III

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

## HEALTH/PHYSICAL EDUCATION/ATHLETICS

### **HEALTH**

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**GRADE LEVEL:** 9-12

**.5 Credit**

**Prerequisite:** None

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

### **INDIVIDUAL OR TEAM SPORTS**

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**GRADE LEVEL:** 9-12

**.5 Credit**

**Prerequisite:** None

In Individual or Team Sports, students acquire movement knowledge and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

### **SPORTS MEDICINE I - III ATHLETIC TRAINER**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Application to course required; Student may not enter at mid-term.

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

### **ATHLETICS-BOYS**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisites:** None

Athletics involves strength and conditioning exercises. Some of these involve weightlifting, running, agility drills, quickness drills, mat drills, and individual sport drills. These are all designed to make each individual the best athlete he can be.

#### BOYS ATHLETIC SPORTS OFFERED:

BASEBALL, BASKETBALL, CHEER, CROSS COUNTRY, FOOTBALL, GOLF, SOCCER, SWIMMING, TENNIS, AND TRACK

### **ATHLETICS-GIRLS**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

Athletics involves strength and conditioning exercises. Some of these involve weightlifting, running, agility drills, quickness drills, mat drills, and individual sport drills. These are all designed to make each individual the best athlete she can be.

#### GIRLS ATHLETIC SPORTS OFFERED:

BASKETBALL, CHEER, CROSS COUNTRY, GOLF, SOCCER, SOFTBALL, SWIMMING, TENNIS, TRACK, AND VOLLEYBALL

## **PALS**

### **PEERS ASSISTANCE AND LEADERSHIP I-II**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Faculty nomination, application, essay, and interview process.

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

## **TEEN LEADERSHIP**

### **TEEN LEADERSHIP**

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**GRADE LEVEL:** 9-12

**.5 Credit**

**Prerequisite:** None

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

## THEATRE ARTS

### **THEATRE ARTS I-IV**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

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

### **TECHNICAL THEATRE ARTS I-IV**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

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

### **THEATRE PRODUCTION**

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**GRADE LEVEL:** 9-12

**0.5 Credit**

**Prerequisite:** None

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

## **CAREER AND TECHNICAL EDUCATION**

### **CTE PROGRAMS OF STUDY**

<b>AGRICULTURE, FOOD, AND NATURAL RESOURCES</b>	<b>EDUCATION AND TRAINING</b>
<b>ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS</b>	<b>BUSINESS MARKETING AND FINANCE</b>
<b>ARCHITECTURE AND CONSTRUCTION</b>	<b>HEALTH SCIENCE TECHNOLOGY</b>
<b>STEM SCIENCE, TECHNOLOGY, ENGINEERING AND MATH</b>	<b>TRANSPORTATION, DISTRIBUTION, AND LOGISTICS</b>
<b>HUMAN SERVICES</b>	<b>MANUFACTURING</b>



## **Agriculture, Food & Natural Resources**

### **PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES**

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**GRADE LEVEL:** 9-11

**1.0 Credit**

**Prerequisite:** None

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

### **FOOD TECHNOLOGY AND SAFETY**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Agriculture

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

### **FOOD PROCESSING**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Principles of Agriculture, Food Technology and Safety

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

### **AGRICULTURAL MECHANICS & METAL TECHNOLOGIES**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Agriculture

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques.

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**AGRICULTURAL STRUCTURES DESIGN AND FABRICATION WITH LAB**

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**GRADE LEVEL:** 11-12

**2.0 CREDIT**

**Prerequisite:** Minimum two agricultural classes and teacher approval for the two credit course

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

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**FLORAL DESIGN**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Agriculture

This course is designed to develop a student's 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. Horticulture systems, career opportunities, entry requirements, and industry expectations will also be covered.

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**SMALL ANIMAL MANAGEMENT**

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**GRADE LEVEL:** 10-12

**.5 Credit**

**Prerequisite:** Principles of Agriculture

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

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**EQUINE SCIENCE**

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**GRADE LEVEL:** 10-12

**.5 Credit**

**Prerequisite:** Principles of Agriculture

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

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**VETERINARY MEDICAL APPLICATIONS**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Principles of Agriculture and either Equine Science or Small Animal Management

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

## **PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES**

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**GRADE LEVEL:** 11-12

**3.0 Credits**

**Prerequisite:** Agriculture related job and one year of agriculture related class.

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course examines current management practices for forestry and woodlands. Special emphasis is given to management as it relates to ecological requirements and how these practices impact the environment. *This course will satisfy up to three elective credits.*





## Architecture & Construction

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### **PRINCIPLES OF CONSTRUCTION**

**GRADE LEVEL:** 9-11

**1.0 Credit**

**Prerequisite:** None

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

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### **CONSTRUCTION TECHNOLOGY I**

**GRADE LEVEL:** 10-12

**2.0 Credits**

**Prerequisite:** Principles of Construction

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

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### **CONSTRUCTION TECHNOLOGY II**

**GRADE LEVEL:** 11-12

**2.0 Credits**

**Prerequisite:** Principles of Construction, Construction Technology I

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.

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### **PRACTICUM IN CONSTRUCTION TECHNOLOGY**

**GRADE LEVEL:** 12

**2.0 Credits**

**Prerequisite:** Principles of Construction, Construction Technology I, Construction Technology II

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.

## **DUAL CREDIT ENGINEERING DESIGN AND PRESENTATION**

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**(Lee College – Technical Drafting and Basic Computer-Aided Drafting)**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent

**Notes:** Students will be responsible for registration with Lee College and any additional fees. Students must make a “C” or better in 1405 to enroll in 1409. A student will earn **3 hours** of college credit per semester for this course, provided they earn a “C” or better.

DFTG 1405 – Technical Drafting

Introduction to the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections, and auxiliary views.

DFTG 1409 – Basic Computer-Aided Drafting

An introduction to computer aided drafting. Emphasis is placed on setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects, adding text and dimensions, using layers, coordinate systems, and plot/print to scale.

## **DUAL CREDIT ARCHITECTURAL DESIGN**

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**(Lee College – Architectural Drafting-Residential and Intermediate Computer-Aided Drafting)**

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**GRADE LEVEL:** 11-12

**1.0 Credit**

**Prerequisite:** Dual Credit Engineering Design and Presentation

**Notes:** Students will be responsible for registration with Lee College and any additional fees. Students must make a “C” or better in 1417 to enroll in 2419. A student will earn **3 hours** of college credit per semester for this course, provided they earn a “C” or better. *Completion of the course can earn a student a Level 1 CADD Certificate from Lee College*

DFTG 1417 – Architectural Drafting-Residential

Architectural drafting procedures, practices, terms, and symbols. Preparation of detailed working drawings for residential structures. Emphasis on light frame construction methods.

DFTG 2419 – Intermediate Computer-Aided Drafting

A continuation of practices and techniques used in basic computer-aided drafting including the development and use of prototype drawings, construction of pictorial drawings, extracting data, and basics of 3-D.



## Arts, A/V Technology & Communications

### **PRINCIPLES OF ARTS, A/V TECHNOLOGY, & COMMUNICATIONS**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

Careers in Arts, Audio Video Technology and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. 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.

### **COMMERCIAL PHOTOGRAPHY**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Arts, Audio Video Technology, and Communications

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering the products in a competitive market.. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications careers cluster , students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photography.

### **AUDIO/VIDEO PRODUCTION I**

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**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Arts, Audio Video Technology, and Communications

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

### **AUDIO/VIDEO PRODUCTION II**

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**GRADE LEVEL:** 10-12

**2.0 Credit**

**Prerequisite:** Principles of Arts, Audio Video Technology, and Communications, Audio/Video Production

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

**PRACTICUM AUDIO/VIDEO PRODUCTION**

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**GRADE LEVEL:** 12**2.0 Credit****Prerequisite:** Principles of Arts, Audio Video Technology, Audio/Video Production I, Audio/Video Production II

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

**GRAPHIC DESIGN AND ILLUSTRATION I**

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**GRADE LEVEL:** 10-12**1.0 Credit****Prerequisite:** Principles of Arts, Audio Video Technology, and Communications and Teacher Selection

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

**GRAPHIC DESIGN AND ILLUSTRATION II**

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**GRADE LEVEL:** 10-12**1.0 Credit****Prerequisite:** Principles of Arts, Audio Video Technology, and Communications; Graphic Design and Illustration and Teacher Selection

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



## Business Marketing & Finance

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### **BUSINESS INFORMATION MANAGEMENT I**

**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

**Notes:** This course can count toward any endorsement

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.

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### **BUSINESS INFORMATION MANAGEMENT II**

**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Business Information Management I

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

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### **BUSINESS MANAGEMENT**

**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Business Information Management I, Business Information Management II

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.



## Education & Training

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### **PRINCIPLES OF EDUCATION AND TRAINING**

**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** None

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

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### **CHILD DEVELOPMENT**

**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Education and Training

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

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### **INSTRUCTIONAL PRACTICES**

**GRADE LEVEL:** 11-12

**2.0 Credits**

**Prerequisite:** Principles of Education and Training

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

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### **PRACTICUM IN EDUCATION AND TRAINING**

**GRADE LEVEL:** 12

**2.0 Credits**

**Prerequisite:** Principles of Education and Training and Instructional Practices in Education and Training

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. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.



## Health Science

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### **PRINCIPLES OF HEALTH SCIENCE**

**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** None

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

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### **MEDICAL TERMINOLGY**

**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Principles of Health Science

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.

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### **HEALTH SCIENCE THEORY**

**GRADE LEVEL:** 10-12

**2.0 Credits**

**Prerequisite:** Principles of Health Science, Medical Terminology, Biology

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.

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### **PRACTICUM IN HEALTH SCIENCE**

**GRADE LEVEL:** 10-12

**2.0 Credits**

**Prerequisite:** Principles of Health Science, Medical Terminology, Biology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

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

**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisites:** Meet TSIA requirements or equivalent, Biology, and second science

**Notes:** Students will be responsible for registration with Lee College and any additional book fees.

Students must make a “C” or better in 2401 to enroll in 2402. A student will earn **4 hours** of college credit per semester for this course, provided they earn a “C” or better.

**BIOL 2401 – Human Anatomy and Physiology I**

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

**BIOL 2402 – Human Anatomy and Physiology II**

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





Human  
Services

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**DUAL CREDIT COSMETOLOGY I (Lee College- Cosmetology HS Dual Credit)**

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**GRADE LEVEL:** 10-12

**2.0 Credits**

**Prerequisite:** TSI Scores

**Notes:** Students will be responsible for registration with Lee College and any additional fees.

First Semester

CSME 1505 - Fundamentals of Cosmetology

CSME 1254 - Artistry of Hair Design I

Second Semester

CSME 1410 - Introduction to haircutting and Related Theory

CSME 1453 - Chemical Reformation and Related Theory

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**DUAL CREDIT COSMETOLOGY II (Lee College- Cosmetology HS Dual Credit)**

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**GRADE LEVEL:** 10-12

**2.0 Credits**

**Prerequisite:** Dual Credit Cosmetology I

**Notes:** Students will be responsible for registration with Lee College and any additional fees.

Third Semester

CSME 1255 - Artistry of Hair Design II Credits: 2

CSME 2401 - The Principles of Hair Coloring and Related Theory

Fourth Semester

CSME 2410 - Advanced Haircutting and Related Theory

CSME 2441 - Preparation for the State Licensing Examination



## Manufacturing

### **DUAL CREDIT MANUFACTURING ENGINEERING (Lee College- Process Technology)**

**GRADE LEVEL:** 11-12

**2.0 Credits**

**Prerequisite:** TSI scores, no serious disciplinary issues and must have own transportation to take courses on the Lee College campus.

**Notes:** Students will be responsible for registration with Lee College and any additional fees.

This course provides an introduction to processing industries. The course will provide the students with an overview of the process technology program, equipment, job opportunities, work expectations and required skills and credentials for successful job placement and employment in the chemical processing industry. Students must attend class 5 days a week. Guest speakers from local industry will speak with the class on Fridays and there will opportunities for field trips to Lee College and local industry training centers. PPE will be provided.

### **DUAL CREDIT PRACTICUM IN MANUFACTURING ENGINEERING (Lee College- Process Technology)**

**GRADE LEVEL:** 12

**3.0 Credits**

**Prerequisite:** Manufacturing Engineering, must have own transportation to take courses on the Lee College campus.

**Notes:** Students will be responsible for registration with Lee College and any additional fees. Students must make a "C" or better in Process Technology I to enroll in Process Technology II.

This course provides the development of knowledge and skills to reinforce the attitudes and behaviors required for safe and environmentally sound work habits. It is an overview of safety, health, and environmental issues in the performance of all job task and regulatory compliance issues. Students will also student the instruments and instrument systems used in the chemical processing industry, including terminology, primary variables, symbology, control loops and basic troubleshooting.

Students may apply for Dual Credit Scholarships offered by Chevron Phillips, Covestro and Enterprise. Seniors may apply for a scholarship offered by Enterprise and Covestro. For more information, please see Kirven Tillis-CTE Coordinator in the ninth grade AP/Counseling office.



## Science, Technology, Engineering & Mathematics

### **INTRODUCTION TO ENGINEERING DESIGN (IED) – STEM I**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** None

Introduction to Engineering Design (IED) is a high school level course that is for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course.

### **PRINCIPLES OF APPLIED ENGINEERING (POE) – STEM II**

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**GRADE LEVEL:** 9-10

**1.0 Credit**

**Prerequisite:** Introduction to Engineering Design

Principles of Applied Engineering is the foundation high-school STEM course. In this course, students are introduced to the engineering profession and the engineering design process. Through both individual and collaborative team activities, students will solve problems using common engineering design and development protocols such as project management and peer review. Skills in technical representation and documentation of design solutions, according to accepted technical standards, and use of current 3D design and modeling software to represent and communicate solutions will be developed.

Students will utilize computational methods commonly used in engineering problem solving, including statistical analysis and mathematical modeling. Ethical issues related to professional practice and product development are also presented. Students can earn certification in AutoCAD Inventor.

### **ENGINEERING DESIGN AND DEVELOPMENT (EDD) - STEM III**

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**GRADE LEVEL:** 9-12

**1.0 Credit**

**Prerequisite:** Principles of Applied Engineering

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

## **ENGINEERING DESIGN AND PROBLEM SOLVING - STEM IV**

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**Grade Level:** 11-12

**1.0 Credit**

**Prerequisite:** Engineering Design and Development (STEM III), Algebra I, and Geometry

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

## **COMPUTER SCIENCE**

### **PRE-AP COMPUTER SCIENCE I**

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**Grade Level:** 9-12

**1.0 Credit**

**Prerequisite:** Algebra I

**NCAA Approved Core Course:** No

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

### **PRE-AP COMPUTER SCIENCE II**

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**Grade Level:** 10-12

**1.0 Credit**

**Prerequisite:** Computer Science I

**NCAA Approved Core Course:** No

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

### **AP COMPUTER SCIENCE A**

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**Grade Level:** 10-12

**2.0 Credits**

**Prerequisite:** Computer Science I

**NCAA Approved Core Course:** Yes (Math Credit), No (LOTE Credit)

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

**PRE-AP COMPUTER SCIENCE III**

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**Grade Level:** 11-12**1.0 Credit****Prerequisite:** AP Computer Science A or Computer Science II**NCAA Approved Core Course:** No

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

**AP COMPUTER SCIENCE PRINCIPLES**

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**Grade Level:** 9-12**1.0 Credit****Prerequisite:** Algebra I**NCAA Approved Core Course:** No

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



## Transportation, Distribution & Logistics

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### **SMALL ENGINE TECHNOLOGY I**

**GRADE LEVEL:** 10-12

**1.0 Credit**

**Prerequisite:** Principles of Agriculture, Food and Natural Resources

This course deals with the improvement, maintenance, construction and design of agricultural-related products. Other topics include metalworking, carpentry, mechanical engineering technology, and small engines

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### **AUTOMOTIVE TECHNOLOGY**

**GRADE LEVEL:** 11-12

**2.0 credits**

**Perquisite:** Must have own transportation, course offered at Stuart Career Center/GCCISD

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

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### **ADVANCED AUTOMOTIVE TECHNOLOGY**

**GRADE LEVEL:** 11-12

**2.0 credits**

**Prerequisite:** Automotive Technology. Must have own transportation, course offered at Stuart Career Center/GCCISD

Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.