

HIGH SCHOOL COURSE GUIDE

2025 - 2026



Children First. Always.

Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

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Dear Students and Parents,

The decisions you are about to make concerning your graduation plan and the courses you will take are very important. These decisions are a major determining factor in how well-prepared you will be when you graduate from Bryan High School or Rudder High School. Students and parents should spend time with school counselors, teachers, and administrators discussing options and plans that will provide the skills and competencies necessary to be successful in life.

There are several “general rules of thumb” that you should remember and follow as you chart your personal course of study:

- Personal Graduation Plan (PGP), including your four-year plans to meet your selected graduation program and how the student will achieve college, career, and/or military readiness by graduation, should be formulated during the 8th-grade year.
- Students and parents should be familiar with the plan and review it annually as well as with your school counselor. Changes should be carefully weighed and made only for sound reasons. We cannot guarantee that schedule change requests will be accommodated.
- Students should take the most challenging courses of study.

Students who are better prepared will have greater chances for success in all experiences beyond high school. In colleges, universities, training programs, and at work, the individuals who are best prepared tend to move ahead. We are pleased with the quality of education we offer at Bryan High School and Rudder High School and have the support in place to help you make good decisions about course options and scheduling for next year. We are confident that you will use good judgment in the decisions you are about to make.

Sincerely,

Lane Buban

Lane Buban, Principal
Travis B. Bryan High School

Rachel Layton

Rachel Layton, Principal
James Earl Rudder High School

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General Information

Introduction

Within the pages of this guide, you will find information on graduation plans and requirements, the registration process, the schedule change process, and a variety of information related to these topics. Most importantly, you will find detailed descriptions of the courses we offer. We hope this guide will assist you in choosing courses for next year. Please refer to the course guidebook online, at bryanisd.org for any updates since the time of print.

Program/Course Updates for the 2025-2026 School Year

Each year Bryan ISD strives to offer courses and build programs that best meet the needs of all students. Periodic evaluations of the courses and programs are conducted and minor adjustments are made as needed. Sometimes changes are made due to changes at the State level with which we must comply. This is a summary of the updates and details are available in specific sections of the guide related to the change.

- The CTE Biomedical Science Program will expand to year 4. The program focuses on the study of biology and medicine in order to introduce learners to the knowledge and skills necessary in the health field. The year 1 course: Principles of Biosciences, the year 2 course: Human Body Systems, the year 3 course: Medical Interventions and the year 4 course: Biomedical Innovation will be included in the ranked GPA at the Advanced level, beginning with Cohort 2026.
- AVID (Advancement Via Individual Determination) will expand and be available for 9th through 12th grade. This is a program designed to support and prepare students for advanced classes and ultimately support post-secondary success. Please see the Advanced Academics Programs and Other Opportunities section for additional information.
- Program of Study updates to specific pathways in CTE: The State has updated the names of the following programs of study: Applied Agricultural Engineering is now Agricultural Technology and Mechanical Systems, Healthcare Therapeutic is now Nursing Science, Engineering is now Engineering Foundations, Industrial Engineering and Robotics is now Robotics and Automation Technology, and all programs previously under the “STEM” cluster are listed under other related clusters. Please refer to the CTE section of the course guide for details on these changes.
- American Sign Language I has been added in the Languages other than English section. This is an introductory course for ASL. Course offering will depend on staffing and enrollment interest.

Registration / Schedule Changes

Scheduling students for the next academic year is one of the most important activities in the student’s academic life. We encourage parents and students to make thoughtful decisions that allow our graduates to be prepared to pursue additional educational opportunities.

Due to the wide variety of courses offered, students should read this course catalog carefully, review their 4-year plan/Personal Graduation Plan (PGP), and talk with their school counselor and teachers throughout the scheduling process. Many courses have prerequisites and some courses require an interview with the teacher/director/coach before enrollment is approved. Students and parents are urged to contact the department chair or school counselor if they have questions about specific courses. [See pages 8 and 9 for contacts.]

Courses offered during the next school year are always determined by the student selections made during the enrollment process. Courses lacking sufficient enrollment may not be offered or may only be offered online; therefore, students are encouraged to choose alternative electives. The number of students requesting the

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course will also determine the number of sections for each course. Once student registration requests for classes have established the next year's master schedule, students are expected to follow their original choices/4-year plan throughout the school year.

Registration typically takes place during the late fall and early spring semester and is coordinated by the school counselors. Students will have time to consider their course selections based on their graduation plan, individual 4-year plan, and input from parents, teachers, and school counselors.

Requesting Schedule Changes

Request to Drop An On-Level Course or Elective

Upon completion of registration the course verification contract will be made available for students and parents to review, and instructions for making corrections are provided. Students should notify their school counselor as soon as they are aware that a change in the course selection sheet is needed and ensure the change is made by the deadline. Requests can be made through the mail, email, phone, or in person.

At any time, school counselors will make necessary corrections to schedules. Necessary corrections include: changing a course for which a student already has credit, changing the level, making changes based on an ARD decision, making changes at an administrator's instruction, and changing a class for a student who is inappropriately placed and who lacks the prerequisite course.

Changes may occur after the semester has begun if extenuating circumstances warrant. To facilitate a change of classes due to extenuating circumstances, the following steps must occur:

1. Parents should request a conference with the Teacher.
2. The parent and student must follow up with the counselor and may request a conference with the student's assistant principal and teacher as warranted.
3. All must agree that extenuating circumstances warrant an immediate change.
4. The change can be made only if space is available in the course requested.

Request To Drop an Advanced Course

Enrollment in advanced courses in BISD is open to all students, though many advanced courses have course prerequisites and/or recommendations for enrollment. Advanced courses are designed to challenge students to achieve higher levels of learning. It is expected that a student's grade may initially be low as s/he learns new study skills and adapts to higher expectations. The fact that advanced courses are weighted compensates for this "learning curve." It is generally to a student's advantage to stay in an advanced course if s/he is capable of doing the work.

In order to drop an advanced course, a discussion must take place between the teacher, parent, and student. The discussion should include district assessment data, and input from all parties, and should take place at the end of the 6 weeks to determine whether the student is incorrectly placed. If the student remains in the class and fails to maintain a 70 average for the subsequent 6 weeks or semester, a discussion between the student, parent, and teacher must take place to determine the suitability for the student to remain in the class for the next grading period or the spring semester. For students requesting a change prior to the spring semester, a form titled "Request to Drop an Advanced Course" must be completed and submitted to the Counselor and must be approved by the student's Parent, Counselor, and Assistant Principal. A decision in favor of dropping the advanced course will be possible only if a seat is available in the lower-level course. If the AP course does not have an associated lower-level course, the student must remain in the AP course for the semester. At BHS, if the advanced course requested to drop is an IB course, the student would move to a lower level, an AP course would not be an appropriate placement.

Exceptions may be made for seniors in courses required for graduation.

High School Credits

Most of the credits a student earns toward graduation will come from courses enrolled in during the regular school day over four years in high school. However, credits can also be earned from nontraditional sources.

Nontraditional Sources of High School Credit

- **High School Courses in Middle School:** Middle school students can earn high school credit when they complete high school courses during their middle school years. Bryan ISD students are awarded high school credit for any approved high school courses even if the courses are taken in middle school. Courses taken for high school credit in 7th, or 8th grade will be calculated in a student's GPA and rank. (Refer to the GPA guidelines, on page 11 of this manual, for details on how the calculations will be done.)
- **Summer School:** Summer school may be available either through BISD or through another school district. Most course offerings are for remediation (to recover a credit lost); however, some courses are offered for students who want to get ahead or make room in their regular schedule for other classes. School counselor approval is needed to ensure that the correct courses are selected; registration for courses is required.
- **Credit-by-Exam (CBE):**
 - **CBE for Remediation** is available to students who fail a course. The student may order an exam from the University of Texas or Texas Tech University or if the student's failing grade is 60% or greater the student may qualify for an in-district exam. If the student scores 70 or above on the exam, the exam grade will be the grade for the course. CBEs will not be considered for the student's GPA or class rank, nor does it count toward UIL eligibility. A cost is all deadlines and requirements outlined by the district. Details are available with the school counselor or on the District website. Most assessments are developed and graded by an outside agency. Assessments developed locally will go through an annual audit to ensure validity.
 - **CBE for Acceleration** is available to students who wish to receive credit without formal instruction in a course. A student must score 80 or above on an exam selected and administered by the district. These exams are given on specific cycles four times annually. Dates are available throughout the school year, but a student is only eligible to sit for the exam if it is prior to the time the student would be scheduled to take the course, a specific exam can be taken a maximum of 2 times and can replace the EOC requirement when applicable. Students must register for each exam at least 30 days prior to the test date and meet all deadlines and requirements as defined by the district policy. Most assessments are developed and graded by an outside agency. Assessments developed locally will go through an annual audit to ensure validity. Grades received on these tests will not be used in the calculation of GPA or class rank. Credits earned by these exams must be completed with the final grade reported to the registrar's office in order to participate in the graduation exercises
- **Correspondence Courses:** May be taken from the University of Texas or Texas Tech University. Students may take only one correspondence course at a time (a maximum of three credits may be earned). All correspondence work must be completed with the final grade reported from the university to the registrar's office in order to participate in graduation exercises. Grades from correspondence courses will not be used in calculating GPA or class ranking.
- **Dual Credit:** High school and college credit can be earned through enrollment in Blinn class(es) in 9th - 12th grades. Refer to the Dual Credit section of this guide.
- **Virtual School:** Students have the option to enroll in electronic courses offered through the Texas Virtual School Network (TxVSN) in specific situations where required courses are otherwise unavailable

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or do not fit in the schedule. Courses offered through TxVSN are no longer free through the State of Texas and will require a fee to be paid by the student. A diagnostic assessment will be required prior to registration to measure a student's suitability for online courses. All courses offered through the TxVSN are aligned to TEKS and have rigorous standards. Further information may be obtained from the student's high school counselor.

Grading System

Students can earn a grade of A, B, C, or F in each class. In order to earn credit, a student must make at least a 70 (C). Refer to the Grading Guidelines for details of 6 weeks, semester, and end-of-year grade determinations. The Grading Guidelines are located on the District and Campus website under the Parent tab.

A = 90 - 100	B = 80 - 89
C = 70 - 79	F = 69 and below

Loss Of Credits

Credit for a course can be lost by failing a course (which means earning less than a 70 for the semester in any course regardless of the course level) or by having poor attendance.

Attendance requirements

Regular attendance in school is essential for satisfactory progress. Poor attendance causes a lack of interest in school, lower grades, and can result in the loss of credit(s). State law mandates that every student attend for 90% of the semester in order to receive credit. A student who has less than 90% attendance in any class period per semester may not receive credit for that class. For further information, refer to the BISD Student Code of Conduct Handbook or the BISD Student Handbook.

- **Full-Day Absences.** When a student is absent, a written note from a parent or legal guardian is required upon the student's return to school and is to be delivered to the Attendance Office within three (3) days of the absence. The note should include the student's name, ID#, grade level, the date(s) absent, the reason for the absence, the parent's daytime phone number, and a parent's signature. The note may be faxed to the Attendance Office. For absences exceeding five (5) consecutive days, a note from a health professional is required OR written approval from the student's assistant principal must be obtained.
- **Medical Appointments.** If a student is absent during part of the school day due to a medical appointment and then returns to school, he/she must return with a statement from the medical office documenting the date and hours of the appointment. The absence will be waived and will not penalize a student's attendance record.
- **Extenuating Circumstances.** If there is an extenuating circumstance, the student/family should contact the appropriate assistant principal to discuss the circumstance for consideration by the Attendance Committee. The Attendance Committee will determine if the student is eligible to receive credit and under what conditions credit will be awarded.

Final Exams

The determination for final exams will be made by the committee updating the District Grading Guidelines. Please refer to bryanisd.org; Grading Guidelines are located in the Parent Portal.

Semester Averaging

When a student fails the first semester or the second semester of a two-semester course, then semester averaging will be used. The two-semester final grades will be added together and divided by two to obtain the overall grade for the year. Credit will be awarded for the entire year if the average of the two grades is 70 or above.

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Classification

Every student is classified as either a 9th, 10th, 11th or 12th grader. Those classifications are determined by the number of credits a student has earned and the number of years he/she has been enrolled in high school.

Freshman (9 th grade)	Less than 6 credits
Sophomore (10 th grade)	Year 2 and 6 – 11.5 credits
Junior (11 th grade)	Year 3 and 12 – 17.5 credits
Senior (12 th grade)	Year 4 and 18 or more credits

Earning College Credit in High School

There are several options offered by Bryan ISD and the State of Texas that allow students to earn college credit while still in high school. Each of these options is listed below. For full descriptions of each option see the Advanced Academics Programs section of this guide.

- **Advanced Placement Courses:** The Advanced Placement Program (AP), sponsored by the College Board, enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years.
- **International Baccalaureate Courses:** The International Baccalaureate Diploma Programme (IB) enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years.
- **Dual Credit Courses:** Students at Bryan High School and Rudder High School may obtain college credit and high school credit simultaneously under an agreement between Blinn College and Bryan ISD. Blinn faculty teach courses on the high school campuses, while other classes are taught on the college campus.

Grade Point Average and Class Rank

Grade Point Average (GPA)

Grades from high school courses are averaged to create a grade point average for each student. Students will have both an unweighted and weighted GPA. The weighted GPA will also be used to determine students' Rank in Class. The following courses will be used when calculating GPA:

- Courses taken in grades 9 – 12, including summer school
- Courses repeated due to failure
- Courses with a grade of NG – “no grade” (calculated as zero grade points)
- Courses with a grade of WF – “withdraw failing” (calculated as zero grade points)
- Courses with an * – denied credit due to excessive absences (calculated as zero grade points)
- Courses taken for dual credit
- Approved high school courses taken in middle school

Unweighted GPA

All courses that receive State credits, under the guidelines above, will be used to calculate the unweighted GPA. All courses will have the same weight and will be calculated on a 100-point scale.

Weighted GPA

All high school core classes (English, Math, Science, and Social Studies) and Languages other than English (LOTE) and any other AP or IB course will be used to calculate the weighted GPA.

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Also included will be the following Career and Technical Education courses offered at CTEC: Practicum in STEM and Practicum in Manufacturing, along with other CTE Project Lead the Way courses and any other specified CTE Advanced courses noted in the CTE section of this guide as Advanced.

The weighted GPA will be calculated on a weighted 4.0 scale. Pre-AP/BHS Pre-IB/Advanced courses receive one extra weight point. AP, IB, and identified college-level courses receive two extra weight points. The extra points are used only for GPA calculation and are not reflected on the student's posted grade on the transcript.

Grade point calculations do not include:

- Credits earned through distance learning
- Credit-by-examination
- Courses for local credit

Re-taking courses. Any courses retaken to improve the grade will be awarded credit for the higher of the two grades. Credit will not be awarded twice. Both grades will be used in the GPA calculation.

Calculation of Grade Point Averages

The equation used to calculate a student's Unweighted GPA is:

$GPA = \text{Cumulative Grade Points} / \text{Cumulative Attempted Credits}$ (all state credits, as reflected in Board Policy)

For any grade, use the actual semester/yearly grade average. Weights for all courses are equal. (i.e. 93 = 93)
The maximum overall unweighted GPA is 100.

The equation used to calculate a student's Weighted GPA is:

$GPA = \text{Cumulative Grade Points} / \text{Cumulative Attempted Credits}$ (in Core and LOTE Classes)

- Regular courses: 100 = 4
- Pre-AP/BHS Pre-IB/Advanced: 100 = 5
- AP/IB/Dual: 100 = 6

Grade Points are determined by the following:

Convert each grade to scale, then multiply by attempted credits.

For any grade less than 100, subtract 0.1 for each grade less than 100 (i.e. 99 = 3.9 regular weight, or 97 = 4.7 Advanced/ PAP academic weight, or 95 = 5.5 AP/IB/Dual academic weight.)

Rank in Class

Students' rank in class is determined according to their weighted GPA. The initial ranking is done annually starting at the end of the student's 9th grade year. For the purpose of recognition at the spring graduation exercises, the official class ranking is calculated at the end of the Fall semester of the senior year, in late January once all Fall grades are verified. The ranking for graduation includes the identification of honor graduates and the Valedictorian and Salutatorian.

Students recognized at graduation. During the commencement exercises, the Valedictorian, Salutatorian, and honor graduates shall be recognized. All honor graduates shall be those students who have cumulative grade point averages of 3.5 and will be designated as follows:

- Summa cum laude graduates shall be those students whose cumulative ranked GPA is in the top 2%.
- Magna cum laude graduates shall be those students whose cumulative ranked GPA is in the next 3%.
- Cum laude graduates shall be those students whose cumulative ranked GPA is in the next 5%.
- Honors graduates, shall be those students whose cumulative ranked GPA is 3.5 or higher.

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The official Highest Ranking Graduate will be determined following the final calculation, which will take place when all grades are complete and will be formally announced in mid-June. The Highest Ranking Graduate will receive the Highest Ranking Graduate certificate for one year of tuition at a participating State university.

NOTE: To be eligible for Valedictorian, Salutatorian, or Highest Ranking Graduate recognition, a student must have been enrolled in the same District high school for the four semesters preceding graduation.

Scale For Weighting Courses For Class Rank

Letter Grade	Numerical Grade	Course Type			
		Dual	AP/IB	Advanced	On-level
A	100	6.0	6.0	5.0	4.0
	99	5.9	5.9	4.9	3.9
	98	5.8	5.8	4.8	3.8
	97	5.7	5.7	4.7	3.7
	96	5.6	5.6	4.6	3.6
	95	5.5	5.5	4.5	3.5
	94	5.4	5.4	4.4	3.4
	93	5.3	5.3	4.3	3.3
	92	5.2	5.2	4.2	3.2
	91	5.1	5.1	4.1	3.1
	90	5.0	5.0	4.0	3.0
B	89	4.9	4.9	3.9	2.9
	88	4.8	4.8	3.8	2.8
	87	4.7	4.7	3.7	2.7
	86	4.6	4.6	3.6	2.6
	85	4.5	4.5	3.5	2.5
	84	4.4	4.4	3.4	2.4
	83	4.3	4.3	3.3	2.3
	82	4.2	4.2	3.2	2.2
	81	4.1	4.1	3.1	2.1
	80	4.0	4.0	3.0	2.0
C	79	3.9	3.9	2.9	1.9
	78	3.8	3.8	2.8	1.8
	77	3.7	3.7	2.7	1.7
	76	3.6	3.6	2.6	1.6
	75	3.5	3.5	2.5	1.5
	74	3.4	3.4	2.4	1.4
	73	3.3	3.3	2.3	1.3
	72	3.2	3.2	2.2	1.2
	71	3.1	3.1	2.1	1.1
	70	3.0	3.0	2.0	1.0
D A Dual Credit grade of 60–69 is equivalent to a D and credit is honored in accordance with the District’s agreement with the awarding institution.	69	2.9			
	68	2.8			
	67	2.7			
	66	2.6			
	65	2.5	0.0	0.0	0.0
	64	2.4			
	63	2.3			
	62	2.2			
	61	2.1			
	60	2.0			
F	0-59	0.0	0.0	0.0	0.0

Graduation Requirements

Graduation Plans

Foundation Plan

All students must graduate under the Distinguished Level of Achievement (DLA), Foundation Plan with Endorsement, or the Foundation Plan. All BISD students will be scheduled for the Distinguished Level of Achievement Plan, which is the Foundation Plan with Endorsement and Algebra II. Students will need to be on DLA in order to qualify for top 10% automatic admission to a State University. Only the Campus Principal can authorize a change to the Foundation Plan under the direction of the State guidelines.



High School Course Guide

Bryan ISD High School Personal Graduation Plan

Student Name _____

ID # _____

High School Courses taken in Middle School	Credit Earned
<i>Adjustments to course sequence, including year taken, may be made based on MS credits earned and the Student's Individual Endorsement and 4-year plan</i>	

Graduation Requirements			
Discipline	Dist. Level of Achievement Credits	Foundation + Endorsement Credits	Foundation Plan Credits
Math	4*	4	3
Science	4	4	3
Social Studies	4	4	4
Language Other Than English	2	2	2
Fine Arts	1	1	1
Speech	.5	.5	.5
Physical Education/Health	1.5	1.5	1.5
Electives	5	5	3
Total Credits for Graduation	26	26	22

Pd.	9 th Grade 20__ - 20__	Credits Earned	10 th Grade 20__ - 20__	Credits Earned	11 th Grade 20__ - 20__	Credits Earned	12 th Grade 20__ - 20__	Credits Earned
1	English I __A __B		English II __A __B		English III __A __B		English IV __A __B	
2	Algebra I / Geometry __A __B		Geometry / Algebra II __A __B		Math: __A __B		Math: __A __B	
3	Biology __A __B		IPC / Chemistry __A __B		Science: __A __B		Science: __A __B	
4	World Geography __A __B		World History __A __B		US History __A __B		Government & Economics __(G) __(E)	
5	LOTE: __A __B		LOTE: __A __B		Elective: __A __B		Elective: __A __B	
6	PE: __A __B		Fine Arts: __A __B		Elective: __A __B		Elective: __A __B	
7	Speech & Health __(S) __(H)		Elective: __A __B		Elective: __A __B		Elective: __A __B	
8	Elective: __A __B		Elective: __A __B		Elective: __A __B		Elective: __A __B	
	Total Credits Earned: 9th Gr		Total Credits Earned: 10th Gr		Total Credits Earned: 11th Gr		Total Credits Earned: 12th Gr	

High School Course Guide

Step 1: Foundation + Endorsement			
Foundation	Requirements	Additional/Advanced Course Option	
		Column I	Column II
English	4 Credits: <ul style="list-style-type: none"> English I English II English III 1 Addl. English from Column I or II 	English IV Independent Study in English Oral Interpretation III Debate III Ind. Study in Journalism	Newspaper III Yearbook III AP English Literature IB English College Prep English ***
Math	4 Credits: <ul style="list-style-type: none"> Algebra I Geometry Addl. Math courses from Column I and/or II 	Math Models Financial Mathematics Algebra II	Advanced Quantitative Reasoning Pre-Calculus Statistics AP Calculus AP (AB or BC) Math AA IB or Math AI IB Computer Science AP A College Prep Math Independent Study in Math (Algebra III) Algebraic Reasoning ***
Science	4 Credits: <ul style="list-style-type: none"> Biology Addl. Science from Column I Addl. Sciences from Column II 	Integrated Physics and Chemistry Chemistry or AP or IB Physics or AP or IB	Chemistry or AP or IB Physics or AP I & II or IB AP or IB Biology Aquatic Science Environmental Science Adv. Animal Science Adv. Plant & Soil Science Anatomy and Physiology Forensic Science Pathophysiology Engineering Science (PLTW) Earth & Space ***
Social Studies	4 Credits: <ul style="list-style-type: none"> World Geography World History US History Govt./Econ 	Human Geography AP (may replace World Geography) ***	
LOTE	2 Credits: <ul style="list-style-type: none"> Any 2 levels in the same language 2 credits in Computer Programming Languages+ 	Chinese French Spanish American Sign Language+	Languages offered vary among campuses +Determination has not been made as to whether this will fulfill admittance requirements at universities - refer to University entrance requirements
Physical Education	1 Credit: <ul style="list-style-type: none"> Any course/combo 	Lifetime Fitness and Wellness Pursuits Skill-Based Lifetime Activity Athletics JROTC Private/Olympic	Participation in (1 credit) Drill Team Marching Band Cheerleading
Fine Arts	1 Credit: <ul style="list-style-type: none"> Any Course from Column I or II 	Art – I, II, III, IV Dance – I, II, III, IV Music – I, II, III, IV Theater – I, II, III, IV	Principles & Elements of Floral Design Digital Art & Animation 3-D Modeling & Animation Including IB Art, Music, and Theatre Community-Based FA
Electives	6 Credits: <ul style="list-style-type: none"> Speech (Column I) Health Elective Courses 	Professional Communications Communications Applications	Elective courses must be specified in the list of courses for HS Graduation in 74.11

*** Additional courses may be added in the future to fulfill the course requirement.

High School Course Guide
Step 2: Endorsement Framework

Students must specify Endorsement upon entering 9th grade
 Endorsement = Foundation +1 Math +1 Science + Specific Endorsement Requirement

STEM	Business & Industry	Public Service	Arts & Humanities	Multidisciplinary
Must complete: ____ Algebra II ____ Chemistry ____ Physics <i>And</i> At least 3 courses for 4 or more credits including a level 3 or 4 course within an approved program of study (Completer) Programs of Study <ul style="list-style-type: none"> • Biomedical Science • Civil Engineering • Cybersecurity • Networking • Nursing Science • Programming • Robotics • Web Development Or <ul style="list-style-type: none"> • Coherent sequence of 4 credits in Computer Science Or <ul style="list-style-type: none"> • 5 Math courses by completing Algebra I, Geometry, Algebra II and 2 additional math courses that Algebra II is a prerequisite Or <ul style="list-style-type: none"> • 5 Science courses by completing Biology, Chemistry, Physics and 2 additional science courses (IPC does not meet requirement for this area) Or <ul style="list-style-type: none"> • 3 credits from 2 of the areas above in a coherent sequence 	Must complete: ____ Math ____ Science <i>And</i> At least 3 courses for 4 or more credits including a level 3 or 4 course within an approved program of study (Completer) Programs of Study <ul style="list-style-type: none"> • Agriculture, Food, Natural Resources, • Plant Science • Animal science • Architecture Construct, • Carpentry • Cosmetology • Digital Communications • Entrepreneurship • Graphic Design • Hospitality & Tourism, • Information Technology, • Manufacturing/ Welding • Marketing, • Printing & Imaging • Transportation, Distribution, & Logistics Or <ul style="list-style-type: none"> • 4 English elective credits including 3 levels of • Broadcast Journalism, • Newspaper, • Yearbook, • Debate, or • Public Speaking 	Must complete: ____ Math ____ Science <i>And</i> At least 3 courses for 4 or more credits including a level 3 or 4 course within an approved program of study (Completer) Programs of Study <ul style="list-style-type: none"> • Biomedical Science, • Early Learning • Family & Consumer Services, • Human Services, • Law enforcement • Nursing Science • Teaching and Training Or <ul style="list-style-type: none"> • 4 courses in JROTC 	Must complete: ____ Math ____ Science <i>And</i> <ul style="list-style-type: none"> • 5 Social Studies Credits Or <ul style="list-style-type: none"> • 4 levels of LOTE (same language) or ASL Or <ul style="list-style-type: none"> • 2 levels of 2 different LOTE courses Or <ul style="list-style-type: none"> • Coherent sequence of 4 credits from 1 or 2 categories or disciplines in Fine Arts Or <ul style="list-style-type: none"> • 4 English elective credits. 	Must complete: ____ Math ____ Science <i>And</i> <ul style="list-style-type: none"> • 4 advanced courses that prepare the student to enter the workforce or post-secondary education w/out remediation from w/in 1 endorsement area that are not in a coherent sequence Or <ul style="list-style-type: none"> • 4 credits in each of the Core Areas to include English IV and chemistry and/or physics, Or <ul style="list-style-type: none"> • 4 credits AP, IB, or Dual Credit courses selected from English, Math, Science, Social Studies, Economics, LOTE or Fine Arts

Step 3 Distinguished Level of Achievement and Performance Acknowledgement

Distinguished Level of Achievement	<ul style="list-style-type: none"> Algebra II + at least one endorsement A student must earn a distinguished level of achievement to be eligible for top 10% automatic admission. All students in BISD will be working toward the Distinguished Level of Achievement
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Performance Acknowledgement	Dual Credit	<ul style="list-style-type: none"> At least 12 hours of college academic and advanced technical credit, with at least 3.0 average or Associate degree earned during HS
	Bilingualism & Bilitery	<ul style="list-style-type: none"> 80 on a scale of 100 in all English classes and 1 of the following: <ul style="list-style-type: none"> Complete 3 credits in the same LOTE with a minimum grade of 80 Complete Level IV or higher of LOTE with a minimum grade of 80 Complete 3 credits in foundation subject area courses in a Language other than English with a minimum grade of 80 Demonstrate proficiency in LOTE by <ul style="list-style-type: none"> Score of 3 or higher on an AP Exam for LOTE, Score of 4 or higher on an IB Score of at least Intermediate High on a National Language Assessment
	Demonstrate proficiency in 2 or more languages. (For a student who was ELL they must also have participated and met exit requirements for the ESL program and scored Adv. High on TELPAS)	
	AP and/or IB Exam Score	<ul style="list-style-type: none"> A score of 3 or above on an AP exam A score of 4 or above on an IB exam
	PSAT, PLAN, ACT, SAT	<ul style="list-style-type: none"> PSAT score that qualifies a student as a Commended student or higher or Earning at least a composite score of 442 the ACT Aspire or earning at least a composite score of 29 on the Pre-ACT or Earning at least a total score of 1350 on the SAT or Composite score on the ACT (no writing) of at least 29
Business or Industry Certification /License	<ul style="list-style-type: none"> Performance on an exam sufficient to obtain a national or international recognized certificate or Performance on an exam sufficient to obtain a government required credential to practice a profession. 	

Graduation Requirements - Credits & Testing

Graduation in the State of Texas has several components: earning the right credits, meeting state testing requirements, and fulfilling other State requirements.

Earning High School Credit

The school year is divided into two semesters: Fall (August – December) and Spring (January – May). Each semester has three six-week grading periods. The semester grade is a combination of the grades awarded for each six-week grading period and for the final exam. Since Bryan ISD follows a multi-period day, a student should be able to earn a minimum of 8 credits during each school year. Students are expected to register for a full course load as they work to satisfy requirements (26 credits) for the Foundation Distinguished Level of Achievement Graduation Plan.

State Testing Requirements

The State of Texas requires students to take and meet expectations on the State of Texas Assessment of Academic Readiness (STAAR) end-of-course (EOC) exams in five subjects in order to meet graduation requirements. EOC tests will be given in the spring semester and retested in June and December for each of the following courses:

- English I and English II
- Algebra I
- Biology
- U.S. History

Students will take exams based on the courses they are enrolled in each school year. There were exemptions granted for students in meeting the testing requirements who completed and passed an EOC course during the 2019-2020 school. See your School Counselor for individual information.

Additionally, to satisfy federal testing requirements, students who took and met standards on Algebra I and/or Biology before high school will need to take either the SAT (Algebra I) or ACT (Algebra I and/or Biology) at least one time in high school.

Additional Graduation Requirements - Other State Laws

Training in Cardiopulmonary Resuscitation (CPR)

The state of Texas requires students in grades 7–12 to receive cardiopulmonary resuscitation (CPR) training at least once before graduating from high school. The training must also include the use of an automated external defibrillator (AED).

Free Application for Federal Student Aid (FAFSA) Submission

House Bill 3 passed by the Texas Legislature requires students in the beginning with the class of 2022 to complete one of the following as a requirement for graduation:

- Complete and submit a FAFSA
- Complete and submit a TAFSA
- Complete a signed opt-out form

The Free Application for Federal Student Aid (FAFSA) is available at www.FAFSA.ed.gov during the Fall of each year. It is an online application that should be completed during a student's senior year in high school. Completing a FAFSA may qualify a student for federal student loans, grants, the work-study program, scholarships and student/parent loans (subsidized & unsubsidized). Additionally, many universities require the FAFSA be filled out to be eligible for scholarship opportunities at the college or university. Families may submit the FAFSA as early as October 1 of the student's senior year. Most universities have a FAFSA priority deadline. Texas General Academic Teaching Institutions have a priority deadline of January 15th for FAFSA submission. Students should check the FAFSA deadline for each school to which they apply.

The FAFSA should be completed if you are a:

- U.S. Citizen
- Permanent U.S. resident with an Alien Registration Card (I-551)
- Conditional permanent U.S. resident with visa type I-551C
- Eligible noncitizen with an Arrival/Departure Record (I-94) showing you as a: (a) Refugee (b) Asylum granted (c) Parolee (d) Cuban-Haitian entrant. Additional information can be found at <https://fafsa.ed.gov/>.

The TASFA is the Texas Application for State Financial Aid and is an alternative to the FAFSA for undocumented students in Texas. Texas allows undocumented students to apply for state financial aid and state tuition under certain conditions. The TASFA needs to be completed during the senior year in high school. It is currently only available in paper form at the College for All Texans website (<http://www.collegeforalltexans.com>).

See your school counselor for additional information on FAFSA and TASFA.

Training on Positive Interaction with the Police

Senate Bill 30, also known as the Community Safety Education Act, requires students in grades 9–12 to complete a class and watch a video on how to interact with police. This curriculum covers topics such as:

- The role of law enforcement
- The rights of citizens during interactions with police
- Proper behavior for both citizens and police
- How to file a complaint or compliment about a police officer
- How to respond to a traffic stop

Meeting College, Career Or Military Readiness (CCMR)

Students are able to meet CCMR in a number of ways and this method is included in the student's Personal Graduation Plan (PGP). As a District, we are determined that all Bryan ISD graduates will graduate meeting at least one of these areas and prepared to succeed following graduation. Students who achieve CCMR status will be given a white cord to wear at their graduation ceremony. To meet college readiness:

- Reach a minimum score on the SAT (EBRW 480; M 530, C 1010) or
- Reach the minimum score on the ACT (R 19; M 19; C 23) or
- Reach the minimum score on the TSIA 2.0 (EBRW 945 and 5 on essay; M 950) or
- Completion of College Prep Course or
- Reach a minimum score on AP (3) or IB Exam (4) or
- Reach a minimum of 3 hours in Dual credit English or Math course(s) or 9 hours in any college courses.

To meet career readiness:

- Receive a state-approved industry-based certification(IBC) and complete the Program of Study related to the IBC

To meet military readiness:

- Enlist in the military.

Early Graduation

We encourage all students to complete four years of high school and to explore a variety of elective courses as part of discovering a possible career pathway. We support the efforts of students who want to graduate in three (or three-and-a-half) years, but the student must be on the Foundation Distinguished Level of Achievement, must have scored at least "Approaches Grade Level" on all STAAR EOC assessments, must complete the additional graduation requirements including FAFSA, Positive Interaction with Police and CPR training, and must meet CCMR. Graduation requires four years of English, Math, Science, and Social Studies, which will make it very difficult for a student to graduate in less than four years. The student will need to be highly motivated, will most likely need to complete some courses in summer school and/or bring high school credits from middle school, and will need to double up on a few core courses for a year.

- **Written permission.** Parents or legal guardians must declare in writing the student's intent to graduate early, by the start of the school year, and give their permission for the student to do so (school counselors have a copy of this form). A copy of this statement, signed by the appropriate school counselor and principal, must be on file in the Registrar's Office. A conversation with the student's school counselor is strongly encouraged.
- **Graduation ceremony.** Early graduates are entitled to participate in graduation ceremonies if they have completed all courses and testing requirements for graduation. Also, to be recognized as an honor graduate at the ceremony the graduate must meet and be classified as a 12th grader at the beginning of the student's 3rd year of high school.
- **Any exceptions** to these guidelines must be approved by the District Administration.

Texas First Program

The Texas Higher Education Board has introduced the Texas First Diploma. A student who graduates 1 or 2 semesters early, could qualify for up to 2 semesters of scholarships to participating Texas public universities. The student must graduate under the Distinguished Level of Achievement, must have scored at least "Approaches Grade Level" on all STAAR EOC assessments, must complete the FAFSA, and demonstrate college readiness. This scholarship does not guarantee admission. More information is available at <https://www.highered.texas.gov/our-work/empowering-our-students/the-texas-first-diploma/>.

High School Course Guide

College Career and Military Readiness (CCMR) is about preparing students for life after graduation. It is made up of curriculum, resources, programs and activities that help students have the tools they need to enter college or the workforce and begin a career. CCMR is integrated into the everyday culture of our district and is supported by state guidelines, partnerships with higher education organizations and businesses.

Texas Success Initiative (TSI)

Texas Success Initiative (TSI) - Texas law requires all entering students who wish to enroll in Texas public higher education institutions to meet college readiness standards in reading, writing and math. Students who do not meet one or more of the established benchmarks of the TSI assessment are required to receive developmental education academic support as determined by the institution. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level credit course, and makes necessary adjustments as needed to advance students' success in the entry-level course. The same TSI standards are also required for students who participate in the Dual Credit program. TSI standards for available assessments are listed below:

- TSI for **SAT** is a minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) and 530 on Math.
- TSI for **ACT** administered prior to February 15, 2023 is a composite score of 23 with a minimum of 19 on both English and Math. TSI for **ACT** administered on or after February 15, 2023 is a combined score of 40 on the English and Reading and 22 on Math.
- TSI for **TSI Assessment (TSIA)** is a minimum Essay Score of 5 and College Readiness Classification (CRC includes reading and writing) multiple choice score of 945 or a CRC multiple choice score of 910 with a Diagnostic Level of 5-6, and a minimum score of 950 on Math or 910 with Diagnostic Level 6.
- TSI for **STAAR (EOC)** is 4000+ English II scale score (combined Reading and Writing test); 4000+ Algebra I scale score AND grade of 70+ on high school Algebra II course. STAAR (EOC) can only be used for Dual Credit admission.
- TSI for **PSAT/NMSQT** is a minimum score of 460 on the Evidence-based Reading and Writing (EBRW) and 510 on Math.

College Credit Exams

Advanced Placement (AP) Exams

AP tests are college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school. Exams are scored 0 to 5. A "3" is a score that will earn college credit at most colleges.

International Baccalaureate Exams

International Baccalaureate (IB) exams are a way to evaluate students' knowledge and skills in the IB Diploma Programme (DP). IB exams are taken at the end of the two-year program and are used to assess students' mastery of advanced academic skills.

College Readiness Exams

PSAT

The PSAT, or the Preliminary SAT, is a practice version of the SAT. The PSAT assesses a student's understanding of and college readiness in math, reading and writing. Taking the PSAT can give you an idea of what to expect from the SAT, including the test format, its structure and the types of material it covers. It can

also help you qualify for scholarship opportunities and give you an idea of your improvement areas so you can adjust your SAT prep plan accordingly.

SAT

The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The SAT is a multiple-choice, computer-based test created and administered by the College Board. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.

ACT

The ACT, a three-hour, multiple-choice college entrance exam, covers four skill areas: English, math, reading, and science. It also includes an optional essay. The test aims to provide an accurate measure of what students learn in secondary education — and what they're prepared to take on in college.

TSIA 2.0

The Texas Success Initiative Assessment 2.0 (TSIA 2.0) is designed to help Texas institutions determine if students are ready for college level coursework in reading, writing, and math. All students who take the TSIA are required to complete a Pre-Assessment Activity and provide documentation of completion before testing. Bryan ISD offers the TSIA throughout the school year at no cost to students.

Career Certifications

Industry Based Certifications

An industry-based certification (IBC) is a specific type of credential that validates that an individual possesses certain industry-specific skills related to a career cluster or occupation and is measured against a set of accepted industry standards. Six evaluation criteria are defined in 19 TAC §74.1003. The six criteria are certification, industry-recognized and valued, attainable by a high school student, portable, certifying entity, and capstone or end-of-program. (must complete the related program of study)

Level I & Level II Certifications

According to the Texas Higher Education Coordinating Board (THECB), Level I and Level II certificates are awarded by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program. Upon completion, a certificate is valid without further action on the individual's part. They are usually awarded in workforce education areas by public and private two-year institutions. Level I certificates are awarded for completing a program consisting of at least 15 and no more than 42 semester credit hours. Level II certificates are awarded for completing a program of at least 30 but not more than 51 semester credit hours.

Military Readiness Exams

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program facilitates career planning and exploration, combining a multiple-aptitude test with an interest self-assessment and wide range of career exploration tools. The test is a multiple aptitude battery that measures developed abilities and helps predict future academic and occupational success. The test is FREE and is offered to all interested 10th-12th grade students each school year. A student does not need to join the military to take the ASVAB. Results from the test are shared with the individual student and campus only.

Advanced Academics

Earning College Credit in High School

There are several options offered by Bryan ISD and the State of Texas that allow students to earn college credit while still in high school. Each of these options is described here.

Advanced Placement (AP)

The Advanced Placement Program (AP), sponsored by the College Board, enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years. Students entering the AP program in BISD must be prepared for the accelerated and rigorous study of college-level content. They must have demonstrated above average skills in the chosen content area because the depth and scope of the material does not allow class time for remediation. Each AP class requires a personal commitment of time and effort outside the classroom. AP students must be independent learners, ready to take responsibility for the quantity and frequency of rigorous assignments. A commitment to excellence is essential to a student's success.

- The AP program makes examinations for introductory college-level courses available to high school students. The results of these examinations are then sent to colleges and universities of the student's choice. Participating colleges and universities grant college credit and/or placement in advanced courses to students who perform at a qualifying level on the AP examinations.
- The emphasis of teaching and learning experiences in AP classes is directed toward the optional AP test. The tests cost approximately \$91 each and students are responsible for paying a portion of this fee. Fee reductions are available for qualified students. Tests are administered in May and scored by the College Board. Results are returned to the school in late July. A score of 1, 2, 3, 4, or 5 is possible. Students making a grade of 3, 4, or 5 may meet the qualifying level established by their college or university. However, each individual college or university makes college credit or advanced placement decisions.

International Baccalaureate (IB)

The International Baccalaureate Diploma Programme (IB) enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years. Students entering the IB program at Bryan High School must be prepared for the rigorous study of college-level content across all core areas of curriculum. The IB diploma programme requires a personal commitment of time and effort outside the classroom. IB students must be independent learners, ready to take responsibility for the quantity and frequency of rigorous assignments. A commitment to excellence is essential to a student's success. See extensive coverage of this program starting on page 20.

- Students enrolled in IB courses, whether pursuing the full diploma or individual courses, are required to complete all IB assessments. The results of these examinations are then sent to colleges and universities of the student's choice. Participating colleges and universities grant college credit and/or placement in advanced courses to students who perform at a qualifying level on the IB examinations.
- Diploma and Course students who take individual IB courses pay the same amount as students taking an AP exam. Fee reductions are available for qualified students. Exams are scored by the International Baccalaureate Organization and results are published in early July. A score ranging from 1 to 7 is possible. Students scoring 4, 5, 6, or 7 may meet the qualifying level established by their college or university. However, each individual college/university sets its own credit decisions. Texas legislation provides a minimum of 24 hours of college credit to IB Diploma holders who score 4 or more on all 6 IB assessments and who attend state supported schools of higher education.
- Refer to the IB section of this guide for more information.

Dual Credit Enrollment

Students at Bryan High School and Rudder High School may obtain college credit and high school credit simultaneously under an agreement between Blinn College and Bryan ISD. Blinn faculty teach courses on the high school campuses, while other classes are taught on the college campus. In order to be enrolled in a dual credit course, students must have a 3.0 GPA, pass the TSIA test or other qualifying test when required for the course in which the student will be enrolled, and pay the required tuition to Blinn College before the course begins. The agreement between Blinn College and BISD includes the following points:

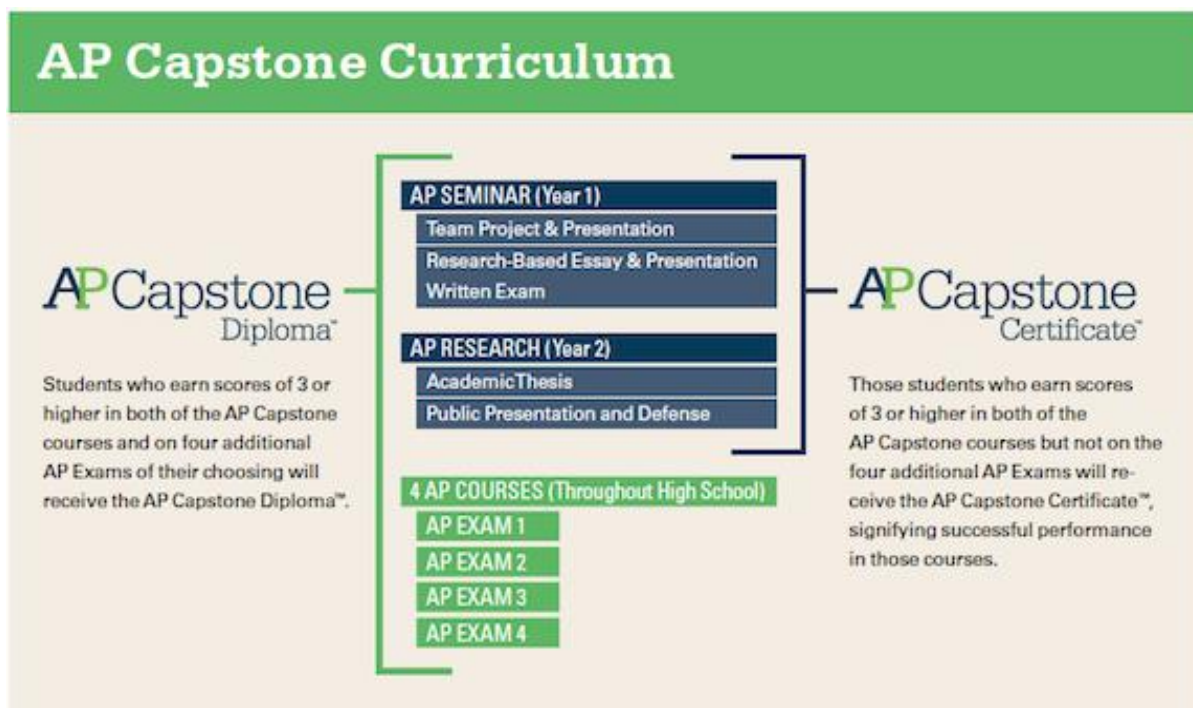
- Bryan ISD students must meet all of BISD’s attendance and academic requirements.
- Bryan ISD students must have passed the TSIA test (or be exempt) before enrollment at Blinn is possible.
- Students must have an official transcript on file with the Blinn College Admissions Office.
- Students must meet all co-enrollment requirements of Bryan ISD and have filed a co-enrollment approval form with the college prior to enrolling in a dual credit course.
- The course credit and grade will be held in escrow until the student graduates from high school and presents Blinn College with an official transcript verifying graduation.
- The grade earned by the student will be defined by the grading policies of Bryan ISD and Blinn College.
- If a student does not earn dual credit, Blinn maintains the right to deny admission to the following semester.

The following courses are approved for dual credit enrollment and will receive advanced weight at this time, but additional courses may be added:

Course	High School Credit	College Credit
English IV (Blinn English 1301, 1302)	1	6 hours
Economics (Blinn Macroeconomics 2301)	½	3 hours
Government (Blinn Government 2305)	½	3 hours
US History (Blinn History of the US 1301, 1302)	1	6 hours

AP Capstone Diploma - Rudder High Only

[AP Capstone](#) is an innovative, new diploma program offered by the College Board. The diploma program gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a two-year high school course sequence – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses.



The AP Capstone Diploma is a distinguishing honor that will set you apart from all other students in the nation. The AP Seminar and Research courses are very similar to an AP English and/or History class, as they will strengthen your reading, writing, analytical, and critical thinking skills (to name a few). The AP Research class also helps with communication and presentation skills, which are vital for employment interviews and future academic and workforce requirements.

There is no application required to participate in the AP Capstone Program. Students will register for the AP Capstone courses during regular course registration.

Advancement Via Individual Determination

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

- Rigorous Academic Preparedness - Students develop academic skills and can successfully complete rigorous college and career preparatory curricula and experiences.
- Opportunity Knowledge - Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
- Student Agency - Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

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For one period a day, students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. The power of AVID Secondary is the ability to impact students in the AVID Elective class and all students throughout the campus. AVID Secondary can have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Teachers can take what they've learned at AVID training back to any classroom to help all students, not just those in AVID, to become more college- and career-ready.

Bryan Collegiate High School

Bryan Collegiate is an Early College High School is an opportunity for enrolled students to complete rigorous coursework to simultaneously earn a high school diploma with the possibility to earn an associate degree from Blinn College. Students will have the opportunity to earn up to 60 college credits which will transfer to public institutions in Texas. All fees related to the college course work are paid by Bryan ISD. A key benefit for students and their families is increased persistence rates in completion of a college degree program, equitable access to an associate degree, and an overall collegiate cost savings for families of students in attendance.

International Baccalaureate Diploma - Bryan High Only

Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program that will provide the basis for life-long education. IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international perspective of students. Students who satisfy the demands of the program demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills. The purpose of the IB curriculum is to:

- Educate young people to act intelligently and responsibly in a complex society;
- Ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas; and
- Equip students with a genuine understanding of themselves and others, heightening their capacity for tolerance and engendering respect for different points of view.

Any student wishing to enroll in the IB program:

- Complete an [IB Application](#). The application timeline will vary from year to year but will be posted on the BISD Advanced Academics website and the [BHS IB website](#).
- If zoned for Rudder, students who are accepted to and subsequently commit to the program are granted a transfer. Decision letters will be mailed home, and students and parents must complete the decision letter and contract and return it to the IB Coordinator, Sarah Patterson.

The IB Course Pathway

Many IB courses are open to any student. Students will pursue the same course of study and complete the same assessments in that subject as are required for the Diploma. The last three requirements listed above for the IB Diploma (TOK, Extended Essay and CAS) are not part of the Course option. Students who transfer to Bryan High School from another BISD school must enroll in and complete at least two IB courses each year in order to have a valid reason to request a transfer for IB.

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The courses available to students pursuing individual IB Certificate are as follows:

English A Literature HL	Economics HL
Spanish HL	Biology HL
French HL	Computer Science HL
Chinese HL	Chemistry HL
History of the Americas HL	Mathematic Analysis & Approaches SL or HL
Math Application & Interpretation SL	Theater - SL or HL
Film - SL or HL	Visual Arts - SL or HL
Music - SL or HL	

All students enrolled in an IB course are required to complete the internal assessments and take the May exams in order to receive a weighted grade for the course.

International Baccalaureate Diploma Programme

Sample Course Of Study

Many IB students' complete coursework in the 8th grade for high school credit and this plan reflects that fact. This is not a requirement however. Students at Bryan High School are required to take speech. When the IB English students complete their 11th grade year, they receive credit for IB English and Speech. We have included a time management, study skills, research, CAS course in the fall semester of the junior year to prepare students for the IB program. TOK is then taught in the spring semester of the junior year and the fall semester of the senior year. This time frame in the spring semester of the senior year is reserved for revision and completion of any assessments still unfinished. For students wishing to pursue Art or Theatre, there is a prerequisite course that is taken in the 8th, 9th, or 10th grade years. Currently, students taking IB Music are required to be in Band, Choir, or Orchestra and an additional zero/ninth hour class (3 days a week) for the Music Appreciation/ Theory/Composition components of the course.

The following table is provided as a sample plan. Please schedule a meeting with the IB coordinator, Sarah Patterson (sarah.patterson@bryanisd.org) to develop a 4-year plan tailored to your specific needs.

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	BHS Pre IB English 1	BHS Pre IB English 2	IB English HL	IB English HL
Algebra 1 Pre-AP	Geometry Pre-AP	Algebra 2 Pre-AP or BHS Pre IB	Math AA SL or HL	AP Calculus or IB Math HL
Biology Pre-AP	Chemistry Pre-AP	AP Physics	IB Biology SL or HL or IB Chemistry SL or HL or IB Physics SL	AP Government/ Economics
	World Geography Pre-AP or AP Human Geography	World History Advanced or World History AP	IB History HL	IB History HL
Spanish 1	Spanish 1, Spanish 2 Advanced or French 1 or Chinese 3 Adv.	Spanish 2 Advanced or Spanish 3 Adv. or French 2 Adv. or Chinese 4 AP	IB Spanish SL or HL IB French SL or HL IB Chinese SL or HL	IB Spanish SL or HL IB French SL or HL IB Chinese SL or HL

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	Fine Arts or PE credit	Elective, Prerequisite, Art, Theatre, Computer Science (if pursuing one of these subjects for an IB diploma)	IB Art SL or HL or IB Music SL or HL or IB Theatre SL or HL or IB Film HL or SL or IB Economics HL or IB Computer Science HL	IB Art SL or HL or IB Music SL or HL or IB Theatre SL or HL or IB Film HL or SL or IB Economics HL or IB Computer Science HL
Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports
			IB Ind Study in ELA Research	IB Theory of Knowledge (SRS - 1 sem of each Ind Study & TOK)

Athletics & Fine Arts Programs
Physicals for Athletics

Participation in school athletics requires a physical exam each year for students in grades nine through twelve. In order to be valid for the current school year, the physical exam must be dated on or after April 1st. Personal physician exams are preferred but, as a service to Bryan families, inexpensive physicals are also offered through the Bryan ISD Athletic Department each spring. Information about dates and times of the school sponsored physicals is available from the coaches at each secondary campus and the BISD Athletic Office. The medical history and physical exam portions must be completed on the most current UIL form and turned in to the campus athletic trainer directly, do not leave this form with other personnel. The most current form can be obtained from the coaches or on the UIL website (www.uil-texas.org). All other required paperwork must be digitally signed and submitted online, a link to submit paperwork is provided on the school's athletics webpage. Students who do not have their physical form turned in and online paperwork completed each year prior to the last day of school, may have athletics removed from their schedules for the upcoming school year.

Physicals for Fine Arts Performance Programs

Participation in marching band components, band, drill team, and color guard, requires a physical exam each year for students in grades nine through twelve. In order to be valid for the current school year, the physical exam must be dated on or after April 1st. Personal physician exams are preferred but, as a service to Bryan families, inexpensive physicals are also offered through the Bryan ISD Athletic Department each spring. Information about dates and times of the school sponsored physicals is available from the directors at each secondary campus and the BISD Athletic Office. The medical history and physical exam portions must be completed on the most current UIL form and turned in to the campus athletic trainer directly, do not leave this form with other personnel. The most current form can be obtained from the directors or on the UIL website (www.uil-texas.org). Other required paperwork must be digitally signed and submitted online, a link to submit paperwork is provided on the school's athletics website webpage. Students who do not have their physical form turned in and online paperwork completed each year prior to the first day of practice will have band, drill team, or color guard removed from their schedules for the upcoming school year.

NCAA Graduation Requirements

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions: Division I, II, and III. Institutions are members of these divisions based on the size and scope of their athletic programs and whether they provide athletic scholarships.

- Students who plan to enroll in college as a freshman and wish to participate in Division I or II athletics programs must be certified by the Eligibility Center. It is the student's responsibility to make sure the NCAA Eligibility Center has the documents it needs to certify the student. These documents include: student release form and fee, official high school transcript mailed directly from every high school attended, and ACT/SAT scores.
- Students can find out more detailed information and register online at www.eligibilitycenter.org. Fee waivers are available for qualified students. For additional information and forms, a student athlete should contact his/her coach and academic advisor.
- To be certified by the Eligibility Center, a student must:
 - graduate from high school,
 - earn a minimum grade point average in a core curriculum of a specified number of NCAA-defined academic courses (Division I and II require 16) which were successfully completed during grades 9 through 12, with 10 of the 16 core classes completed prior to the 7th semester of high school (beginning of the senior year) for Division I, and
 - Division I and II require a corresponding sum score on the ACT or SAT that matches the core course GPA from the NCAA sliding scale.
- Students need to check with their school counselor regarding credits earned in Edgenuity and how that affects NCAA eligibility.

UIL Extracurricular Eligibility Guidelines

The basic principle governing eligibility for extracurricular activities is “no pass, no play.” Guidelines also exist for exceptions to this rule for courses that are academically rigorous, for the number of days a student may miss school for an extracurricular activity, and for a timeline of earning eligibility.

Absences

Excused absences for extracurricular activities are limited to 15 in a school year. Students should not use all 15 absences for extracurricular activities during a single semester.

Schedule

To be eligible for extracurricular activities, students must be enrolled for a minimum of four hours per day per semester. These credits can be a combination of both state and local credit courses. To participate in extracurricular activities such as band or debate, a student does not have to be enrolled in the course, but would participate in all out-of-school practices rather than attending class.

Starting The Year

For the first six weeks of the school year, in grades 9 – 12, students must have earned a required number of credits in state-approved courses if they want to participate in extracurricular activities.

- Students beginning their first year of high school must have been promoted to the 9th grade.
- Students beginning their second year of high school (grades 9-12) must have earned five credits.
- Students beginning their third year of high school must have earned ten credits or during the preceding 12 months, must have earned five credits.
- Students beginning their fourth year of high school must have earned 15 credits or during the preceding 12 months must have earned five credits.

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Grades

In order to participate in activities after the first six weeks of school is completed, a student must pass all courses taken with a grade of 70 or above with the exception of the following:

- Students in Pre-AP, Pre-IB or Advanced classes, in the areas of Core and LOTE, will be eligible with a grade between 65 and 69.
- Students in AP/IB classes, dual credit classes, or Pre-Calculus are not penalized for a grade below 70 for UIL eligibility, however, a student must earn a grade of 70 or higher to gain credit for the course.

Bryan ISD Approved Exemptions

Exempt per TEA-UIL	Exempt within 65-69 failure range per BISD Board Policy	Exempt within 65-69 failure range per BISD Board Policy
English IV – Blinn ENGL 1301,1302	English I Pre-AP and BHS Pre-IB	Spanish II, III Advanced and BHS Pre-IB
English III – Blinn ENGL 2327, 2328	English II Pre-AP and BHS Pre-IB	Spanish for Native Speakers I, II, III Advanced
Pre-Calculus Advanced	Algebra I Pre-AP	French II, III Advanced and BHS Pre-IB
Macroeconomics - Blinn 2301	Geometry Pre-AP	German II, III Advanced and BHS Pre-IB
History of the U.S. I, II - Blinn 1301, 1302	Algebra II Pre-AP and BHS Pre-IB	Mandarin Chinese II, III Advanced
Government Blinn 2305	Biology I Pre-AP and BHS Pre-IB	
AP Advanced Placement (All disciplines)	Physics I Advanced and BHS Pre-IB	
IB International Baccalaureate (All disciplines)	Chemistry I Pre-AP and BHS Pre-IB	
	Engineering Science Advanced	
	Anatomy and Physiology Advanced	
	Pathophysiology Advanced	
	Advanced Animal Science Advanced	
	World Geography Pre-AP	
	World History Advanced	
	US History Advanced	

Academic Advising & Counseling

The primary goal of the guidance and counseling department is to help students graduate from high school as well-rounded people who are college, career, or military-ready. Throughout high school, school counselors will provide students and their parents with information concerning a variety of opportunities following high school ranging from academic pursuits to the workplace. Students may use the resources in the GO/College and Career Center to access information on careers, colleges, universities, technical schools, the military, and scholarships. The counseling program provides a means of helping individual students understand and use wisely the educational, vocational, and personal opportunities they have and can develop. Academic Advisors/School Counselors want to assist students in developing interests and aptitudes, setting goals and plans, and meeting personal, social-emotional, and educational objectives. Guidance curriculum information is located at <https://www.bryanisd.org/page/counseling-services>.

Career & Technology Education

Bryan ISD offers a full range of Career and Technology (CTE) Education programs, descriptions for each program of study can be found in the Career and Technical Education guide. Individual course descriptions can be found in a later section of this guide. This body of courses helps students develop the academic, employability and technological skills necessary to be successful in post-secondary educational experiences after graduation, and CTE programs provide students with skills for lifelong learning. The CTE courses are offered at the exploratory level on all Bryan middle school campuses and at the introductory and occupationally specific level at the high schools. Beginning in the 2019-2020 school year several programs were started and continue to be offered at the Career Technology Education Center on Mumford Road for students at the junior and senior level. Many of the advanced courses are articulated with Blinn College for college credit. The GO/C&C Center offers a variety of career related services to all students.

Special Education

In compliance with 19 TAC Chapter 75 and the Individuals with Disabilities Education Act (IDEA), students with special education needs are provided a well-balanced curriculum. Students receive instruction in the essential knowledge and skills, defined by the state curriculum guidelines, in a manner appropriate to their individual needs. Placement is determined by an Admissions, Review, and Dismissal (ARD) Committee and based on the least restrictive environment in which the student can operate successfully. The continuum of services offered in grades 9-12 may include options such as: Mainstream, Inclusion Support, Resource, Self-Contained Specialty Classrooms, and Vocational Academic Cooperative Programs.

Course Descriptions

It is the intent of Bryan ISD to offer all the courses in this catalog. However, some courses may not be offered if sufficient student interest/enrollment is not evident. Instructor availability will also be a factor in course offerings.

Types of Courses

AP, IB, Dual Credit Courses	
<i>These are academically rigorous and are evaluated on a 6.0 grade point scale. Advanced Placement (AP), International Baccalaureate (IB), and dual credit courses are examples of advanced courses.</i>	
Advanced Placement (AP)	AP courses are equivalent to first-year college courses. Students enrolled in an AP course are encouraged to take the AP exam to potentially receive college credit.
Dual Credit (DC)	Dual credit is offered through a partnership with Blinn College and allows high school students the opportunity to earn college credit while in high school. Credit earned through dual credit counts for both college and high school credit in a core content area or an elective and fulfills high school graduation requirements.
International Baccalaureate (IB) Diploma Programme (DP)	The DP is a comprehensive and rigorous two-year curriculum. Although the program does not begin until the junior year, advanced courses in the 9th and 10th grades are the best preparation for the DP. Students enrolled in IB courses may receive college credit by taking the IB exam and earning a qualifying score. The DP student takes IB courses in six different subject areas. Students interested in pursuing the DP should contact the Campus IB Coordinator.

Advanced, PreAP, PreIB Credit Courses	
<i>These are slightly less rigorous than AP/IB/Dual Courses and are evaluated on a 5.0 grade point scale. Refer to the chart scale for weighting courses for class rank in determining a student's GPA and class rank. Advanced and Pre-AP or Pre-IB courses are examples of advanced courses.</i>	
Advanced	Advanced high school courses are more challenging than on-level courses and require more independent work. They typically cover more material and have higher expectations than on-level courses. Students in advanced classes are expected to read, write, and think at a higher level.
Pre-Advanced Placement (PAP)	PreAP courses are designed by the College Board to offer every student access to a high-quality education that prepares them for success in high school and beyond. Pre-AP courses focus on the following skills: <ul style="list-style-type: none"> ● Close Observation and Analysis ● Evidence-Based Writing ● Higher-Order Questioning ● Academic Conversation PreAP course content is mapped to align to a corresponding AP course.
Pre-International Baccalaureate (PIB)	These courses prepare students for college-level work while in high school. These courses provide challenging research opportunities for students with a high interest in academic exploration and include numerous out-of-class assignments. Student expectations: 1) the ability to go above and beyond what is asked; 2) good time management skills; and 3) high interest in the subject matter.



On-Level Courses

*These are challenging courses evaluated on a **4.0 grade point scale**. Refer to the chart scale for weighting courses for class rank in determining a student's GPA and class rank.*

<p>On-Level</p>	<p>This is the most prevalent type of course and can be found in all academic subjects, fine arts, technology applications, and in career tech electives.</p>
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English Language Arts

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
English for Newcomer I (BHS only)	4.0	2	1	X	X	X	
English for Newcomer II (BHS only)	4.0	2	1	X	X	X	
English Language Development and Acquisition I	N/A	2	1	X			
English Language Development and Acquisition II	N/A	2	1		X		
English I	4.0	2	1	X	X	X	
English I <i>Pre-AP</i>	5.0	2	1	X			
English I BHS <i>Pre-IB</i>	5.0	2	1	X			
English II	4.0	2	1		X	X	
English II <i>Pre-AP</i>	5.0	2	1		X		
English II BHS <i>Pre IB</i>	5.0	2	1		X		
English III	4.0	2	1			X	
<i>AP</i> Language & Composition - English III	6.0	2	1			X	
English IV	4.0	2	1				X
<i>AP</i> Literature & Composition - English IV	6.0	2	1				X
College Preparatory English Language Arts	4.0	1	1				X
English III <i>IB</i> HL (BHS only)	6.0	2	1			X	
English IV <i>IB</i> HL (BHS only)	6.0	2	1				X
Ind Study ELA <i>IB</i> : Research and Service (BHS only)	6.0	2	1			X	X
Theory of Knowledge <i>IB</i> I & II (BHS only)	6.0	2	1				X
<i>AP</i> Seminar (RHS only)	6.0	2	1		X	X	
<i>AP</i> Research (RHS only)	6.0	2	1			X	X
English 1301/1302 (Blinn Freshman English)	6.0	2	1			X	X
Communication Applications	N/A	1	.5	X	X	X	X
Debate I, II	N/A	2	1	X	X	X	X
Debate III	4.0	2	1			X	X
Oral Interpretation I, II	N/A	2	1	X	X	X	X
Oral Interpretation III	4.0	2	1			X	X
Advanced Journalism: Newspaper I, II	N/A	2	1		X	X	X
Advanced Journalism: Newspaper III	4.0	2	1			X	X
Advanced Journalism: Newspaper III <i>Advanced</i>	5.0	2	1			X	X
Advanced Journalism: Yearbook I, II	N/A	2	1		X	X	X
Advanced Journalism: Yearbook III	4.0	2	1			X	X
Advanced Journalism: Yearbook III <i>Advanced</i>	5.0	2	1			X	x
Reading I – III / Reading Ready 9	N/A	2	1	X	X	X	X
Practical Writing Skills	N/A	1-2	.5-1		X	X	X
Creative Writing	4.0	1-2	.5-1			X	X
College Readiness and Study Skills	N/A	1	.5				X

High School Course Guide**11701YR English I for Speakers of Other Languages (ESOL I)****Newcomer I - Beginner****Grade Placement: 9 – 11****Semesters: 2; Credit: 1****Corequisite: English Language Development and Acquisition I (ELDA I)****Prerequisite: None**

This course is designed to help beginner level Emergent Bilinguals acquire and develop English listening, speaking, reading, writing, and thinking skills through the seven integrated strands of developing and sustaining foundational language skills; comprehension; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy, authentic reading, and reflective writing with English language development scaffolding. The seven strands of this course mirror the essential knowledge and skills for English language arts and reading and may be substituted for English I

12701YR English II for Speakers of Other Languages (ESOL II)**Newcomer II – Intermediate****Grade Placement: 9 - 11****Semesters: 2; Credit: 1****Corequisite: English Language Development and Acquisition II (ELDA II)****Prerequisite: None**

This course is designed to help the intermediate level Emergent Bilinguals acquire and develop English listening, speaking, reading, writing and thinking skills through the seven integrated strands of developing and sustaining foundational language skills; comprehension; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy, authentic reading, and reflective writing with English language development scaffolding. The seven strands of this course mirror the essential knowledge and skills for English language arts and reading, and may be substituted for English II.

11211YR English Language Development and Acquisition (ELDA I)**12221YR English Language Development and Acquisition (ELDA II)****Grade Placement: 9-10****Semesters: 2; Credit: 1****Prerequisite: None**

This course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency and enables students to become proficient in English in the four domains of reading, writing, listening and speaking. Through comprehensible input, students have access to a curriculum that accelerates second language acquisition.

11101YR English I**Grade Placement: 9 - 11****Semesters: 2; Credit: 1****Prerequisite: None**

English I is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

11102YR English I Pre-AP**11102YRC English I Pre-AP Capstone (RHS)****Grade Placement: 9****Semesters: 2; Credit: 1****Recommended: Passed Reading 8 STAAR**

English I Pre-AP is designed to prepare students for Advanced Placement English courses offered at the junior and senior levels. This course delivers content as outlined in the College Board's Pre-AP English I Course Guide which focuses on reading, writing, and language skills. Students will be prepared for critical reading and analytical writing. In addition, summer reading, out-of-class reading, timed-writing, and vocabulary for accelerated, college-bound students are ongoing units of study.

11105YR English I BHS Pre-IB**Grade Placement: 9****Semesters: 2; Credit: 1****Recommended: Passed Reading 8 STAAR**

The purpose of English I BHS Pre IB is to prepare students for the International Baccalaureate Diploma Programme. As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of IB. In this course, students will explore a variety of literature by authors of different perspectives and times. Improvement and refinement of writing skills will be an important part of the course. Students will also work to improve their skills of close reading and will continue to make connections between what they read, their own lives, and the wider world. Our ultimate goal is that students become inspired thinkers in possession of all the tools necessary to produce high quality written and oral work.

12101YR English II**Grade Placement: 10 - 11**

High School Course Guide**Semesters: 2; Credit: 1****Prerequisite: None**

English II is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

12102YR English II Pre-AP**12102YRC English II Pre-AP Capstone (RHS)****Grade Placement: 10****Semesters: 2; Credit: 1****Prerequisite: Passed English I EOC**

English II Pre-AP is designed to prepare students for Advanced Placement English courses offered at the junior and senior levels. This course delivers content as outlined in the College Board's Pre-AP English II Course Guide which builds on the foundations of English I Pre-AP by requiring students to apply practices to more complex texts. In addition, summer reading, out-of-class reading, timed writing, and vocabulary for accelerated, college-bound students are ongoing units of study

12105YR English II BHS Pre-IB**Grade Placement: 10****Semesters: 2; Credit: 1****Prerequisite: Passed English I EOC**

The purpose of the English II BHS Pre IB is to prepare students for the International Baccalaureate Programme. As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of IB. The course curriculum emphasizes the analysis and criticism of literature in all of its major genres. In the examination of various types of literature and other media forms, students will become better readers and interpreters of language. Students will learn how to approach a variety of works through reflection, thoughtful critical analysis, and discussion. Our ultimate goal is that students become inspired thinkers in possession of all the tools necessary to produce high-quality written and oral work.

13101YR English III**Grade Placement: 11****Semesters: 2; Credit: 1****Prerequisite: None**

English III is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

13103YR English III AP Language & Composition**Grade Placement: 11****Semesters: 2; Credit: 1****Prerequisite: Passed English I/II EOCs****Recommended: English I/II Pre-AP**

The Advanced Placement English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Upon completion of the course, students should take the AP Exam in May to earn college credit.

13106YR English III IB**13206YR English III IB Certificate****Grade Placement: 11****Semesters: 2; Credit: 1****Prerequisite: Pre-AP/IB English I & II**

During year one, IB English 3 HL focuses exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. Through close analysis of a range of literary texts in a number of literary forms, students will consider their own interpretations as well as the critical perspectives of others. All selected works fulfill the course aims and appear on the IB Prescribed Reading List (PRL). In the first year, students will complete one IB assessment, which is externally assessed. The Higher Level Essay is a 1200-1500 word essay based on the exploration students have carried out in the Learner Portfolio. During this exploration process, students will have investigated a number of works from a variety of perspectives. In choosing a topic, students will focus on

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the course's seven central concepts (identity, culture, creativity, communication, perspective, transformation, and representation). Any work previously studied in the course may be selected for this assessment with the exception of the works used for assessments during year two.

Because this course emphasizes effective communication, students who complete and pass IB English 3 HL will receive a half credit for Communication Applications (113010), which will satisfy the required BISD speech credit. This half-credit can be earned at the end of the second semester of the junior year.

14101YR English IV**Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: Successful completion of English I-III**

English IV is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

14103YR English IV AP Literature & Composition**Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: Passed English I/II EOCs****Recommended: English I/II Pre-AP, III AP**

The Advanced Placement English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Upon completion of the course, students should take the AP Exam in May to earn college credit.

143010 College Preparatory English Language Arts**Grade Placement: 12****Semesters: 1, Credit 1.0****Prerequisites: Passed English I and II EOCs**

This course develops foundational skills in Reading, Writing, and Grammar that are essential for success in entry-level English college courses as well as for successful completion of the TSIA2 English assessment. The Texas College Bridge online platform will be utilized for the majority of classroom work. Students who complete Stage 1, Stage 2, and achieve a passing score on the required essay will be eligible for an exemption from developmental reading/writing courses at partnering colleges and universities.

14106YR English IV IB HL**14206YR English IV IB HL Certificate****Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: Successful completion of English III IB. IB Diploma Students only**

During year two, IB English 4 HL aims at exploring the various manifestations of literature as a powerful mode of writing across cultures and throughout history. Students develop an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms, students will consider their own interpretations, as well as the critical perspectives of others, as they negotiate meanings for texts. All selected works fulfill the course aims and appear on the IB Prescribed Reading List (PRL). In the second year, students will complete three IB assessments. The first assessment is the Individual Oral (IO), which is a recorded session of 15 minutes that requires students to examine the ways in which a global issue of their choice is presented through the content and form of two of the works they have studied. Students may select from any of the works studied in the course with the exception of the work used for the HL Essay from year one. The IO is internally assessed by the teacher and externally moderated by IB. Practice for the IO will be conducted to prepare for the December assessment. The second assessment is Paper 1, which consists of two timed, written commentaries on two literary passages from different text types. The final assessment is Paper 2, which includes four general questions. Students respond to one of the questions by writing a comparative essay based on two works studied. Students may use any of the works studied in the course with the exception of the works used for the HL Essay and the Individual Oral. The Paper 1 and 2 assessments are given over two days during the first two weeks of May.

13006YR Ind Study ELA IB Research and Service**Grade Placement: 11-12****Semesters: 2 Credit: 1**

High School Course Guide**Prerequisite: Enrollment in the International****Baccalaureate Diploma Programme**

IB Special Topics course in research and service is a college-level course that is student-centered and taught over the junior and senior years. This course will provide IB full diploma students with direct instruction and support for the research and writing process, service learning and reflection, and college readiness skills. Course assessments for diploma credit include a 4000-word extended essay as well as a journal documenting the creativity, action, and service component of the diploma program.

1406YR Theory of Knowledge IB I & II**Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: Enrollment in the International****Baccalaureate Diploma Programme**

The Theory of Knowledge (TOK) course is a student-centered college level course taught over the junior and senior year. Students will explore knowledge questions through multiple perspectives including socioeconomic status, gender culture, age, as well as many other indicators. Students will explore topics in Areas of Knowledge (mathematics, natural science, human science, history, the arts, ethics, indigenous knowledge systems, and religious systems of knowledge) through the Ways of Knowing (emotion, reason, sense perception, language, imagination, memory, intuition, and faith) while making connections and exploring knowledge claims.

The focus of the course is to develop thinking, inquiry, communication, interpersonal skills, and the global perspective of the students. Students will examine and challenge their own ideas and preconceptions through reflection, linking questions, and discussion that will foster independent thinking.

Course assessment for diploma credit: The internal assessment is a 10-minute presentation focused on a knowledge question derived from a real-life situation. The external assessment is a 1200-1600 word essay on a prescribed ToK title that the student chooses from a list of six once IB releases the topic each year.

11103YR AP Seminar**Grade Placement: 10 -11****Semesters: 2, Credit: 1****Prerequisites: English I and II or concurrent enrollment in English II**

The AP Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students in this course will be working

collaboratively toward the completion of a team research project and presentation, an individual research project and presentation, and an end-of-course examination administered by the AP College Board. It is essential that students come to this class self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard as they will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class.

13005YR AP Research**Grade Placement: 11-12****Semesters: 2; Credit: 2****Prerequisite: AP Seminar and English III/IV or concurrent enrollment**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

141041 English 1301: Rhetoric and Composition (Blinn Freshman English)**Grade Placement: 11 - 12****Semesters: 1; Credit: .5 (3 hours college credit)****Prerequisite: Acceptable TSIA score or the ability to exempt; students must pay Blinn tuition and purchase texts**

English 1301, an introduction to academic writing, focuses on expository and persuasive research essays, analytical reading, and critical thinking. With an emphasis on writing from various sources, English 1301 will focus on all stages of the writing process and will require students to use documentation.

141042 English 1302: Composition and Literature (Blinn Freshman English)**Grade Placement: 11 - 12****Semesters: 1; Credit: .5 (3 hours college credit)****Prerequisite: English 1301 or a satisfactory score on an AP Language and Composition exam; students must pay Blinn tuition and purchase texts**

English 1302 is designed to advance writing skills and analytical skills in the reading and appreciation of literature. For the teaching of English 1302, unity, or the sense of purpose tying together an essay or literary

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work, is the starting point; while plot or organization, character, theme, and style provide the topics for subsequent units. The course grants both high school (English IV) and college credit.

113010 Communication Applications**Grade Placement: 9 - 12****Semesters: 1; Credit: .5****Prerequisite: None**

For successful participation in professional and social life, students must develop effective communication skills. Rapidly changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical thinking and problem-solving processes. Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Students will be expected to present at least ten oral presentations to the class during the semester, including a group demonstration speech.

12551YR Debate I**13551YR Debate II****14551YR Debate III****Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Courses must be taken in sequence and teacher approval**

Students in debate will explore the theory of argumentation. Students must learn to develop argumentation for a policy or course of action, and they must prepare a debate concerning a proposition of value. Students must participate in practice rounds in the classroom as well as attend two competitions per six-week grading period. Students will also be expected to perfect an individual event that will strengthen their presentation skills.

14551YR Oral Interpretation I**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisites: Courses must be taken in sequence and teacher approval**

Students will select, research, analyze, adapt, interpret, and perform literary texts. Students will focus on the intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual and group performances of literature/drama will be presented and evaluated. Students will be expected to travel and compete in two tournaments in a six-week period.

Advanced Journalism**11501YR Newspaper I****12501YR Newspaper II****13501YR Newspaper III****13502YR Newspaper III (Adv)****Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: Journalism I recommended**

This course requires students to produce the school newspaper, applying all journalistic skills necessary to complete a publication. Fundamental skills of writing, editing, layout, and design are refined.

Advanced Journalism**11601YR Yearbook I****12601YR Yearbook II****13601YR Yearbook III****13602YR Yearbook III (Adv)****Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: Journalism I or Desktop Publishing recommended; application required**

This is a study of the elements and processes of book production with emphasis on the high school yearbook. Students will learn format, organization, layout techniques, copywriting, and selection of material such as pictures and artwork, and eventually produce the yearbook. Students will also learn advertising principles and financial management by raising funds to produce the book through advertising and mixed media sales campaigns. Second and third-year students hold key staff positions and make thematic decisions.

Reading**11951YR Reading I****R1951YR Reading Ready****12951YR Reading II****13951YR Reading III****Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Must qualify for the course**

This course is designed to provide skills-based, small-group instruction to address the needs of students who are reading two or more years below grade level. Instruction is differentiated according to student ability and includes word recognition, vocabulary, comprehension strategies, and fluency, spelling, modeled and independent reading, reading comprehension skill development, and writing.

14221YR Practical Writing Skills**Grade Placement: 9-12****14201YR Creative Writing****Grade Placement: 11-12****Semester: 1-2; Credit: .5-1****Prerequisite: Must qualify for the course and be assigned by the Counselor**

This class is designed to develop the skills necessary for practical and creative writing. This course emphasizes

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instruction and practice in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of a variety of texts, and the effective use of vocabulary. Emphasis will be placed on the writing process, its connection of reading, and the evaluation and analysis of the student's own writing, as well as the analysis of others' writing.

129010 College Readiness and Study Skills**Semester: 1; Credit: .5****Prerequisite: Must qualify for the course and be assigned by the Counselor**

This course emphasizes instruction and practice in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of a variety of texts, and the effective use of vocabulary. Emphasis will be placed on the writing process, its connection to reading, and the evaluation and analysis of the student's own writing, as well as the analysis of others' writing.



Mathematics

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Algebra I	4.0	2	1	X	X	X	X
Algebra I <i>Pre-AP</i>	5.0	2	1	X			
Geometry	4.0	2	1	X	X	X	X
Geometry <i>Pre-AP</i>	5.0	2	1	X	X	X	
Algebraic Reasoning	4.0	2	1		X	X	X
Algebra II	4.0	2	1		X	X	X
Algebra II <i>Pre-AP</i>	5.0	2	1		X	X	
Algebra II <i>Pre IB</i>	5.0	2	1		X	X	
Math Models with Applications	4.0	2	1		X	X	X
Financial Mathematics	4.0	2	1			X	
Advanced Quantitative Reasoning	4.0	2	1			X	X
<i>AP</i> Pre-Calculus	6.0	2	1			X	X
<i>AP</i> Calculus AB	6.0	2	1			X	X
<i>AP</i> Calculus BC	6.0	2	1			X	X
<i>AP</i> Statistics	6.0	2	1			X	X
Math <i>IB</i> Analysis and Approaches SL (BHS only)	6.0	2	1			X	X
Math Studies <i>IB</i> Applications & Interpretations SL (BHS only)	6.0	2	1			X	X
College Preparatory Math	4.0	1	1				X
Strategic Learning for High School Math	N/A	1-2	.5-1	X	X		
Algebra Math Lab (Local Credit)	N/A	1-2	.5-1		X	X	X

High School Course Guide**21071YR Algebra I****Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

Algebra I is the prerequisite for all other high school math courses. Algebra I is an introduction to the language and processes of algebra. Algebra I emphasizes linear, quadratic, and exponential functional relationships and problem-solving in real situations and contains extensive use of the graphing calculator in the study of algebraic concepts, including table building, coordinate graphing and algebraic analysis. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

21102YR Algebra I Pre-AP**Grade Placement: 9****Semesters: 2; Credit: 1****Prerequisite: Math 8 or equivalent, passed Math 8 STAAR****Recommended: Advanced Math 8**

Algebra I Pre-AP is designed for mathematics students who wish to challenge themselves in an advanced placement mathematics program. This course delivers content as outlined in the College Board's Pre-AP Algebra I Course Guide which is taught at a much greater depth and at a more rigorous pace than the traditional Algebra I classroom. Students are expected to develop a deep understanding of linear relationships emphasizing patterns of change; multiple representations of linear, quadratic, and exponential functions and equations; modeling real-world scenarios with functions; and methods for finding and representing solutions of equations and inequalities. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

21151YR Geometry**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Algebra I**

Geometry is presented as a unified course of plane, solid, and coordinate systems of points. The major fields of study are axiomatic systems, lines, segments, angles, triangles, other polygons, circles, solid geometry, measurement, and probability. The course is designed to help the student develop habits of clear thinking applicable to all fields of thought and to extend their ability to visualize plane and spatial figures while using them in problem-solving situations. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

21112YR Geometry Pre-AP**Grade Placement: 9 - 11****Semesters: 2; Credit: 1****Prerequisite: Algebra I, passed Algebra I EOC STAAR****Recommended: Algebra I Pre-AP**

Pre-AP Geometry with Statistics is designed for the advanced academic student who plans to complete AP Calculus, AP Statistics, and/or a collegiate equivalent. This course delivers content as outlined in the College Board's Pre-AP Geometry with Statistics Course Guide which is taught at a more rigorous pace and encompasses a more challenging study of the material presented in a traditional geometry course and includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. The big ideas addressed across all units include: measurement, transformation, comparison, and composition. The use of higher-level thinking, analysis and synthesis, and abstract reasoning skills are emphasized. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

24201YR Algebraic Reasoning**Grade Placement: 10-12****Semesters: 2; Credit: 1****Prerequisite: Algebra I and/or failed Algebra I EOC**

Algebraic Reasoning builds on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II. Students will continue to develop mathematical reasoning skills 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 the workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets and graphing calculators.

22121YR Algebra II**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: Algebra I, Geometry**

Algebra II builds upon basic Algebra I concepts. It is recommended that students needing to strengthen these basic concepts take Algebraic Reasoning before Algebra II. In Algebra II, students will extend concepts to include linear, quadratic, square root, exponential, and logarithmic functions, their inverses, and absolute values. Students will be required to formulate, solve, and

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analyze equations, inequalities, and systems of equations and inequalities. A strong emphasis is placed on the use of a graphing calculator as a tool for algebraic analysis. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

22122YR Algebra II Pre-AP**Grade Placement: 10 - 11****Semesters: 2; Credit: 1****Prerequisite: Algebra I, Passed Algebra I EOC****Recommended: Algebra I Pre-AP, Geometry Pre-AP, but can be taken concurrently with Geometry Pre-AP**

Algebra II Pre-AP is a College Board course for the advanced academic student who plans to complete AP Calculus, AP Statistics, and/or a collegiate equivalent course by providing an opportunity to solidify and extend understanding of functions and data analysis developed in prior Pre-AP mathematics courses. This course delivers content as outlined in the College Board's Pre-AP Algebra II Course Guide. Students are expected to build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

22125YR Algebra II Pre-IB**Grade Placement: 10 - 11****Semesters: 2; Credit: 1****Prerequisite: Algebra I, Passed Algebra I EOC****Recommended: Algebra I Pre-AP, Geometry Pre-AP**

Algebra II Pre-IB is a course supported by the College Board curriculum for the Pre-IB student who plans to complete IB Math, AP Math, and/or collegiate equivalent math courses by providing an opportunity to solidify and extend understanding of functions and data analysis developed in prior Pre-AP and advanced mathematics courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

21501YR Math Models with Applications**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Recommended: Algebra I and/or failed Algebra I EOC**

Mathematical Models with Applications is designed to build on knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology; including graphing calculators, data collection devices, and computers; and paper and pencil and methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems. Though available, participation for this class is limited based on specialized needs and may be taught in an online setting.

23611YR Financial Math**Grade Placement: 11****Semesters: 2; Credit: 1****Recommended: Algebra I, Geometry**

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision-making. Though available, participation for this class is limited based on specialized needs and may be taught in an online setting.

24101YR Advanced Quantitative Reasoning**Grade Placement: 11-12****Semesters: 2; Credit 2****Prerequisite: Algebra I, Geometry, Algebra II**

AQR students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st-century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

High School Course Guide**23433YR Precalculus AP****Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Algebra II, Passed Algebra 1 EOC****Recommended: Algebra II Pre-AP**

Advanced Placement (AP) Pre-calculus is a College Board course that centers on functions modeling dynamic phenomena. This course delivers content as outlined in the College Board's AP Precalculus Curriculum Framework. AP Pre-calculus is a research-based exploration of functions designed to better prepare students for collegiate-level calculus and provide grounding for other advanced mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Each unit of instruction includes: exploration, analysis, and application of new function types; deep development of a key function concept applicable across function types such as transformations, compositions, and inverses; examination of how variables change relative to each other for each function type; use of each function type to model contexts and data sets; rigorous application of the algebraic skills needed to engage with each function type. The AP exam includes sections where calculators are not permitted. Therefore, there will be occasions in this course where calculators are not permitted. This course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn up to 4 semester hours of credit at the college level. There is a testing fee associated with this course.

24193YR Calculus AB AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Precalculus or IB Math, Passed Algebra I EOC**

AP Calculus AB is designed to be the College Board equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. This course delivers content as outlined in the College Board's AP Calculus Curriculum Framework. AB students will engage with real-world problems represented graphically, numerically, analytically, and verbally using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and analysis of functions. The AP exam includes sections where calculators are not permitted. Therefore, there will be occasions in this course where calculators are not permitted. This course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn up to 4 semester hours of credit at the college level. There is a testing fee associated with this course.

24203YR Calculus BC AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Precalculus Pre-AP or IB Math, Passed Algebra I EOC**

AP Calculus BC is designed to be the College Board equivalent to a first and second-semester college calculus course devoted to topics in differential and integral calculus (AB Calculus) with extensions to parametric equations, polar coordinates, vector-valued functions, and infinite sequences and series. This course delivers content as outlined in the College Board's AP Calculus Curriculum Framework. BC calculus students are expected to engage with real-world problems represented graphically, numerically, analytically, and verbally using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and analysis of functions. The AP exam includes sections where calculators are not permitted. Therefore, there will be occasions in this course where calculators are not permitted. This course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn up to 8 semester hours of credit at the college level. There is a testing fee associated with this course.

24106YR IB Math Analysis & Approaches SL**Grade Placement: 11 or 12****Semesters: 2; Credit: 1****Prerequisite: Algebra I Pre-AP, Geometry Pre-AP, and Algebra II Pre-AP/IB**

IB Mathematics SL focuses on introducing important mathematical concepts through the development of mathematical techniques. The intent is to introduce students to these concepts in a comprehensible and coherent way. Topics taught include algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. Assessment of student knowledge will be based on both tests and a mathematical exploration which is a written work involving the investigation of an area of mathematics. Students take the IB Math SL external assessment at the end of the course. This IB exam includes sections where calculators are not permitted so there will be occasions in this course where calculators are not permitted. There is a testing fee associated with this test.

23106YR Math IB Applications & Interpretations SL**Grade Placement: 11 – 12****Semesters: 2; Credit: 1****Prerequisite: Passed Algebra I EOC****Recommended: Algebra I Pre-AP, Geometry Pre-AP, Algebra II Pre-AP/IB**

The IB Math Studies course emphasizes student understanding of fundamental concepts, developing students' mathematical reasoning skills and solving mathematical problems in a wide range of contexts. There is an emphasis on the application of mathematics

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and statistical techniques. This course will cover topics such as numbers, algebra, statistics, sets/probability, geometry and trigonometry, and calculus. The IB internal assessment is a project involving the collection of data, analysis, and evaluation. There is also an external assessment in May. The IB exam includes sections where calculators are not permitted so there will be occasions in this course where calculators are not permitted. There is also an external assessment in May. There is a testing fee associated with this course.

24513YR Statistics AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Algebra II, Passed Algebra I EOC****Recommended: Algebra II PreAP or BHS PreIB**

May be taken concurrently with Pre-Calculus or Calculus AP Statistics is designed as the College Board equivalent to a one-semester, introductory, non-calculus-based college course in statistics. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course delivers content as outlined in the College Board's AP Statistics Curriculum Framework. AP Stats students are expected to cultivate their understanding of statistics through technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. The AP exam includes sections where calculators are not permitted. Therefore, there will be occasions in this course where calculators are not permitted. This course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn up to 4 semester hours of credit at the college level. There is a testing fee associated with this course.

233010 College Preparatory Math**Grade Placement: 12****Semesters: 1, Credit: 1.0****Prerequisites: Passed Algebra I EOC, Algebra II, or concurrent enrollment**

This course examines topics in Basic and Intermediate Algebra and builds knowledge toward the successful completion of the TSIA2 mathematics assessment, which will be administered at the end of the course. Course topics include: rational number operations including percent; expressions, equations, and formulas; inequalities; congruence and similarity; measurement; area, surface area, and volume; right triangle applications; functions and graphing; linear equations in two variables; systems of equations; exponents and

polynomials; factoring polynomials; polynomial equations; rational expressions and equations; radical expressions and equations; exponents; statistics, probability, and data representation. Calculator use is not recommended for this course as calculators are not allowed in classes when taught on college campuses or on the TSIA2 assessment. Students in this course will utilize the Texas College Bridge online platform for the majority of their classroom work and will take the TSIA2 mathematics assessment at the beginning and end of the course. Students also have the opportunity to obtain a certificate that can be used at partnering colleges and universities.

21031YR Strategic Learning for High School Math**Grade Placement: 9 - 10****Semesters: 1-2, Credit: .5 - 1****Recommended: Unsuccessful in Math 8 STAAR and concurrent enrollment with Algebra I**

This accelerated learning opportunity is embedded within the school day to support current Algebra I students. This course is designed to create strategic mathematical learners from underprepared students. In this course, students will explore their approach to mathematical learning and receive direct instruction on mathematical skills needed to be successful in Algebra I. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. The use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans. This course does not count toward HS Math credit requirements but does count toward credits for graduation.

000300 Algebra Math Lab**Grade Placement: 10-12****Semesters: 1-2, Credit: .5 - 1****Prerequisites: Unsuccessful Algebra 1 EOC with concurrent enrollment in Math course for graduation**

This accelerated learning opportunity is embedded within the school day to support students in need of math acceleration as required by HB4545. Students will receive supplemental instruction on topics previously addressed in the Algebra I classroom as well as support for their scheduled Math course. Math Lab students will reattempt the Algebra I EOC in December and again in May if the December attempt is unsuccessful. This intervention course does not count toward HS Math credit requirements and is considered a local credit.



Science

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Biology I	4.0	2	1	X	X		
Biology I <i>Pre-AP</i>	5.0	2	1	X	X		
<i>AP</i> Biology II	6.0	2	1			X	X
Integrated Physics and Chemistry	4.0	2	1	X	X		
Chemistry I	4.0	2	1		X	X	X
Chemistry I <i>Pre-AP</i>	5.0	2	1	X	X	X	X
<i>AP</i> Chemistry II	6.0	2	1			X	X
Physics	4.0	2	1			X	X
<i>AP</i> Physics I	6.0	2	1		X	X	X
<i>AP</i> Physics II	6.0	2	1			X	X
Anatomy and Physiology	4.0	2	1			X	X
Anatomy and Physiology <i>Advanced</i>	5.0	2	1			X	X
Aquatic Science	4.0	2	1			X	X
Environmental Systems	4.0	2	1			X	X
<i>AP</i> Environmental Systems	6.0	2	1			X	X
Forensic Science	4.0	2	1			X	X
Pathophysiology	4.0	2	1				X
Pathophysiology <i>Advanced</i>	5.0	2	1				X
Scientific Research and Design I/II	4.0	2	1			X	X
Scientific Research and Design I/II <i>Advanced</i>	5.0	2	1			X	x
Earth System Science	4.0	2	1			X	X
Laboratory Management	N/A	2	1				X
Biology <i>IB</i> SL (BHS only)	6.0	2	1			X	X
Biology <i>IB</i> HL (BHS only)	6.0	4	2			X	X
Chemistry <i>IB</i> SL (BHS only)	6.0	2	1			X	X
Chemistry <i>IB</i> HL (BHS only)	6.0	4	2			X	X
Physics <i>IB</i> SL (BHS only)	6.0	2	1			X	X
CTE courses that meet a Science requirement for the specific program involved. Please refer to the CTE Coherent Sequence for these programs for the course description.							
Advanced Animal Science	4.0	2	1				X
Advanced Animal Science <i>Advanced</i>	5.0	2	1				X
Advanced Plant and Soil Science	4.0	2	1				X

High School Course Guide**31101YR Biology I****Grade Placement: 9 - 10****Semesters: 2; Credit: 1****Prerequisite: None**

Biology I is the study of living things and how they grow, function, and interact with one another within the environment. Science process skills will be emphasized in the laboratory component to successfully develop life-long learning skills. Biology I will prepare students to deal with important issues in a world that is increasingly science and technology-oriented.

31102YR Biology I Pre-AP**Grade Placement: 9 - 10****Semesters: 2; Credit: 1****Prerequisite: None**

Biology is the study of living things and their relationships to each other and the environment. The four domains of the College Board Pre-AP Biology curriculum framework are the cornerstones for this course. This course focuses on life-long learning skills such as critical thinking skills and problem solving by using hands-on activities. This advanced course prepares students for higher-level science courses.

33103YR Biology II AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed Biology EOC****Recommended: Biology I Pre-AP, Chemistry I Pre-AP**

Biology II AP is a college-level course taught in a high school setting. This course delivers content as outlined in the College Board's Advanced Placement Biology Curriculum Framework. In addition, the course will include advanced level laboratory exercises and a thorough development of the science process skills in preparation to take the College Board's AP Biology exam for potential college credit.

31201YR Integrated Physics & Chemistry**Grade Placement: 9-10****Semesters: 2; Credit: 1****Prerequisite: Recommendation by academic advisor**

This is a fundamental, lab-oriented course that deals with basic chemistry and physics and how they relate to everyday life. This course will provide content background and techniques needed for future science courses. Chemistry is the study of the composition and interactions of substances; physics is the study of the interrelationships of matter and energy. Science process skills will be integrated throughout the course. Integrated Physics and Chemistry will prepare students to deal with important issues in a world that is increasingly science and technology-oriented.

32401YR Chemistry I**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: Completion of 1 credit of HS Science and Algebra I**

Chemistry I includes the study of matter and the changes it undergoes. A variety of formats are used to study matter and energy, structure of matter, periodicity, chemical bonding, chemical reactions, equilibrium, phases of matter, and solutions. A large portion of the course is devoted to laboratory work in order that the student can apply the concepts being taught.

32402YR Chemistry I Pre-AP**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed Algebra I & Biology EOC & courses****Recommended: Algebra I Pre-AP, Biology I Pre-AP**

Chemistry I Pre-AP/Pre IB is a college preparatory general chemistry course designed to give students a thorough study of the field. The comprehensive coverage of chemical principles places emphasis on developing process and thinking skills as well as basic laboratory skills. Successful completion of the course should prepare students to take college freshman chemistry or Chemistry II AP/IB.

34403YR Chemistry II AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed Algebra I EOC****Recommended: Chemistry Pre-AP**

Chemistry II AP is a college-level general chemistry course taught at the high school. This course delivers content as outlined in the College Board's Advanced Placement Chemistry Curriculum Framework. In this course, students use higher-level thinking skills to solve simple and complex quantitative problems involving chemical and physical systems and may take the College Board's AP Chemistry exam for potential college credit.

33501YR Physics**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Recommended: Algebra II or concurrent enrollment**

This is a survey course of major topics in physics, including measurement, mechanics, motion, sound, light, electricity and magnetism. Emphasis is placed on a thorough algebraic analysis of mathematical solutions to physics problems.

High School Course Guide**34503YR AP Physics I****Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed Biology EOC, Algebra II, Chemistry courses****Recommended: Concurrent enrollment in Pre-Calculus**

This course is equivalent to a first-semester college course which includes major topics in physics, measurement, Newtonian mechanics, rotational dynamics, angular momentum, work, energy, and power. Emphasis is placed on a thorough algebraic analysis of mathematical solutions to physics problems. It is a critical thinking course and is designed for students who plan to major in science or technology in college. This course will target skill and content preparation needed to be prepared to take the College Board's AP Physics I exam for potential college credit.

35503YR AP Physics II**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed Biology EOC****Recommended: Chemistry Pre-AP, Pre-Calculus, Physics Pre-AP/AP**

An algebra and trigonometry-based second-semester college-level survey course in physics covers the following topics in depth: fluid mechanics, optics, atomic and nuclear physics, thermodynamics, electricity, and magnetism. During the course, a laboratory manual will be produced that is appropriate to present for college credit. The major emphasis will be to prepare the student to be successful on the Advanced Placement exam in May.

31301YR Anatomy and Physiology**31302YR Anatomy and Physiology Advanced****Grade Placement: 11-12****Semesters: 2; Credit: 1****Prerequisite: Biology I and at least one other science credit (IPC, Chemistry, Physics)**

This is a preparatory course for students with an interest in pursuing a career in a health-related field. The course will provide a detailed exploration of the structures and functions of the various organ systems of the human body. In addition, this laboratory-oriented course will include research on current topics in the health science fields and investigations of related employment. A year-long project will be incorporated for any student enrolled in the Honors level course.

33301YR Aquatic Science**Grade Placement: 10-12****Semesters: 2; Credit: 1****Prerequisite: Biology I**

Why is the ocean salty? What does the ocean floor look like? What is the difference between a typhoon and a hurricane? Students study a variety of topics that include: components of an aquatic ecosystem,

relationships among aquatic habitats and ecosystems, roles of cycles within an aquatic environment, adaptations of aquatic organisms, changes within aquatic environments, geological phenomena and fluid dynamics effects, and origin and use of water in a watershed.

33351YR Environmental Systems**Grade Placement: 11-12****Semesters: 2; Credit: 1****Prerequisite: Biology I and two other science credits (possibly Chemistry and Physics)**

Students will study the relationships between the environment and human behavior. Is there such a thing as noise pollution? What about our freshwater supply? Is it really in danger? What can we do to be good stewards of our natural resources? Students study a variety of topics that include: ecosystems and biomes, sources and flow of energy through an environmental system, and changes in environments.

33353YR AP Environmental Science**Grade Placement: 11-12****Semesters: 2; Credit: 1****Prerequisite Passed Biology EOC****Recommended: PAP Biology and PAP Chemistry**

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within 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. This course delivers content as outlined in the College Board's Advanced Placement Environmental Systems Curriculum Framework.

85351YR Forensic Science**Grade Placement: 11-12****Semesters: 2; Credit: 1****Prerequisite: None**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crime of assault, abuse, and neglect, domestic violence, accidental death, homicide and psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. Note: This course is a fourth year science.

High School Course Guide**33601YR Earth Systems Science****Semesters: 2; Credit: 1****Prerequisite: Biology I & one other science credit (IPC, Chemistry, Physics)**

This course addresses all of the Earth System, Science TEKS SEs. In Earth System Science, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Earth System Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time. This course focuses on three themes: Earth in Space and Time, Solid Earth, and Fluid Earth.

32601YR Scientific Research and Design 1**32604YR Scientific Research and Design 1 Adv****32602YR Scientific Research and Design 2****32605YR Scientific Research and Design 2 Adv****Grade Placement: 11-12****Semesters: 2; Credit: 1****Prerequisite: At least two credits of high school science and teacher approval**

Scientific Research and Design involves the student as a researcher investigating a problem. This course will include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. The student actively formulates a problem, designs the research and procedures to be used, and plans a final product that will involve a formal presentation to representatives of the scientific community. The students develop ideas for research in a scientific field and proceed with consultation from a professional advisor and a science teacher. The course may be conducted in a classroom setting or as an independent seminar. Students desiring to develop a science fair project should consider this course.

30821YR Pathophysiology**30831YR Pathophysiology Advanced****Credit: 1****Prerequisite(s): Biology and Chemistry Level 4 Course**

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. A year-long project will be incorporated for any student enrolled in the Honors level course.

- *Note: This course is an approved science course and can count towards a graduation requirement.*
- *Note: This course is available for a weighted GPA.*

39551YR Laboratory Management**Grade Placement: 12****Semesters: 2; Credit: 1 local****Prerequisite: 3 years of science (including Chemistry), teacher approval**

Laboratory Management is a unique experience in the preparation, production, and organization of a variety of laboratory procedures. Applicants selected for this course will conduct an independent experimentation project in addition to performing the various laboratory activities required for the daily functioning of the campus science laboratories

33106YR Biology IB SL (IB Diploma Students Only)**33261YR Biology IB HL (first year)****Grade Placement: Biology IB SL 11-12 Biology IB HL 11****Semesters: 2; Credit: 1****Prerequisite: PAP Biology, PAP Chemistry**

The Biology IB SL course is designed to be the equivalent of an introductory college-level course. Ample time will be spent in laboratory-oriented investigations. Biology IB SL is the study of general biological principles as well as of the more specialized biological sciences. Cytology, biochemistry, developmental biology, genetics, ecology, taxonomy, and various aspects of adaptation are integrated within the course. Relationships and applications of concepts within and among the various sciences are explored. The student acquires data by using senses and instrumentation. Student investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials in the laboratory and field. IB Biology SL students must keep a lab portfolio and submit it for external moderation. IB Biology students must also participate in the IB Group 4 Project. This course prepares the student to take the IB Biology SL exam and is a prerequisite for the Biology HL course.

34106YR Biology IB HL (second year)**Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: IB Biology HL (first year)**

Biology IB HL is a two-year course of study that emphasizes basic biochemistry, cell structure, genetics, evolution, ecology, botany, and animal physiology. In addition to developing a strong foundation in life science concepts, students will develop analytical and science process skills through standard, inquiry, and independent lab activities. Specific biological topics will be developed in detail. Concept development will rely heavily on student-directed study, cooperative learning, independent research, and concept application to ensure a thorough understanding of course concepts. Students will be prepared to sit for the HL IB Biology external assessment at the end of the second year of the course and the AP Biology exam.

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33361YR Chemistry IB SL (IB Diploma Students Only)

Grade Placement: 11 - 12

Semesters: 2; **Credit:** 1

Prerequisite: PAP Biology, PAP Chemistry

Chemistry IB SL is a college-level, lab-based, survey course in inorganic chemistry. Students will use higher-level thinking skills as they design and carry out laboratory experiments, solve quantitative problems, and evaluate chemical and physical systems with an emphasis on the role of chemistry in shaping or influencing global issues. IB Chemistry SL students must keep a lab portfolio and submit it for external moderation. They must also participate in the IB Group 4 Project. Students will be prepared to sit for the SL Chemistry external assessment at the end of the course.

34406YR, 34661YR Chemistry IB HL

Grade Placement: 11 - 12

Semesters: 4; **Credit:** 2

Prerequisite: PAP Biology, PAP Chemistry, and approval of instructor

Chemistry IB HL is a two-year college-level, lab-based Chemistry course. The emphasis is mostly on inorganic chemistry, although some organic chemistry is covered. Students will use higher-level thinking skills as they

design and carry out laboratory experiments, solve quantitative problems, and evaluate chemical and physical systems with an emphasis on the role of chemistry in shaping or influencing global issues. Chemistry IB HL students must submit pieces of their lab portfolio for external moderation and participate in the Group 4 Project. At the end of the course, students will be prepared to sit for the Chemistry IB HL exam and the AP Chemistry exam.

34506YR Physics IB SL (IB Diploma Students Only)

Grade Placement: 11 - 12

Semesters: 2; **Credit:** 1

Prerequisite: PAP Biology, PAP Chemistry, and PAP Algebra II

Physics IB SL is an algebra and trigonometry-based college-level, lab-based survey course in physics. Students will use higher-level thinking skills as they design and carry out laboratory experiments, solve quantitative problems, and evaluate physical systems with an emphasis on studying the impact of physics on society. IB Physics SL students must keep a lab portfolio and submit it for external moderation. They must also participate in the IB Group 4 Project as well as be prepared to sit for the SL Physics external assessment at the end of the course.



Social Studies

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
World Geography	4.0	2	1	X	X	X	X
World Geography <i>Pre-AP</i>	5.0	2	1	X			
<i>AP</i> Human Geography	6.0	2	1	X	X	X	X
World History	4.0	2	1	X	X	X	X
World History <i>Advanced</i>	5.0	2	1		X		
<i>AP</i> World History	6.0	2	1		X	X	X
United States History	4.0	2	1		X	X	X
United States History <i>Advanced</i>	5.0	2	1			X	X
<i>AP</i> United States History	6.0	2	1			X	X
History of the United States I, II – 1301, 1302 (<i>Blinn</i>)	6.0	2	1			X	X
Government	4.0	1	.5				X
<i>AP</i> Government	6.0	1	.5				X
American Government 2305 (<i>Blinn</i>)	6.0	1	.5				X
Personal Financial Literacy and Economics	4.0	1	.5				X
Economics	4.0	1	.5				X
<i>AP</i> Microeconomics	6.0	1	.5				X
<i>AP</i> Macroeconomics	6.0	1	.5				X
Macroeconomics 2301 (<i>Blinn</i>)	6.0	1	.5				X
<i>AP</i> European History	6.0	2	1		X	X	X
History <i>IB</i> HL History of the Americas/20 th Century Topics (BHS only)	6.0	4	2			X	X
Economics <i>IB</i> HL (BHS only)	6.0	4	2			X	X
Psychology	N/A	1	.5		X	X	X
Sociology	N/A	1	.5		X	X	X
Personal Financial Literacy	N/A	1	.5		X	X	X
African American Ethnic Studies	N/A	1	1		X	X	X
Mexican American Ethnic Studies	N/A	1	1		X	X	X

High School Course Guide**41051YR World Geography****Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

World Geography provides students the opportunity to study the interaction of people and cultures with their physical environments in the major areas of the world. Some of the major topics include landforms, climate patterns, population growth, resources, economic and political systems, and urban analysis. In addition, the course should develop and reinforce geographic skills and processes that have been included in previous instruction.

41052YR World Geography Pre-AP**Grade Placement: 9****Semesters: 2; Credit: 1****Prerequisite: None**

World Geography Pre-AP area of focus prioritizes the skills fundamental to the study of history and geography in high school, Advanced Placement®, and beyond. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences. The learning model is that of an apprenticeship. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian and geographer to examine questions and build arguments. Successful completion of this course grants World Geography credit and prepares students to advance into a World History AP class. (Credit may be earned for either World Geography or AP Human Geography, but not both.)

42103YR AP Human Geography**Grade Placement: 9 – 12****Semesters: 2; Credit 1****Prerequisite: None**

The purpose of Human Geography is to introduce students to the impact of humans on our planet and the motivation behind it, to identify the differences between groups and the reasons for their actions. It is a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. This course is equivalent to an introductory college course in Human Geography. (Credit may be earned for either World Geography or AP Human Geography but not both.)

41101YR World History**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

This course includes studies of the history and development of a variety of world cultures, past and present. Content selected is to be of sufficient depth to provide a basis for students to compare and analyze various ways of life and cultural patterns, emphasizing the diversity and commonality of human experiences and the understanding of how these patterns occurred over time. A study of contemporary world affairs is an essential part of the course.

41102YR World History Advanced**Grade Placement: 10****Semesters: 2; Credit: 1****Prerequisite: None**

World History Advanced exceeds the traditional World History Studies course by including a more in-depth study of the history and development of a variety of world cultures, past and present. Content selected is to be of sufficient depth to provide a basis for students to compare and analyze various ways of life and cultural patterns. In addition to the textbook, outside readings will be required on a daily basis. A study of contemporary world affairs in an ever-changing global society is an essential part of the course. While not at the collegiate level of AP, World History Advanced will be a challenging, intensive study of history equivalent to a Pre-AP level course.

41103YR World History AP**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed English I EOC****Recommended: W Geography Pre-AP or Human Geography AP**

AP World History is a university-level course, covering approximately 10,000 years of international human history. Building upon the skills and knowledge from Pre-AP Geography, this course develops a further understanding of cross-cultural patterns and themes, analytical and comparative skills, the evolution of societies, and issues based on factual and interpretive historical evidence. Students should expect that the reading and writing load will be substantially heavier than most high school history classes. This course demands that students develop and sharpen their analytical thinking, reading and writing skills, and that they learn a good deal about the critical nature of the discipline of history. The capstone of the year is the Advanced Placement exam in May; but along the way, there are several important requirements that each student must successfully complete. Among these are major tests over several chapters of reading, in-class essays, abstracts, formal papers, and a comprehensive

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end-of-year examination. This course prepares students for the AP World History College Board exam held at the end of the year.

43101YR United States History**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: World Geography & World History**

United States History Studies at the high school level covers significant people, issues, and events after the period of the Civil War emphasizing present-day issues that have their roots in the past. The student shall be provided opportunities to learn about the emergence of the United States as a world power; study the geographic, cultural, political, social, and economic developments in the United States; acquire respect for self and others; refine democratic beliefs; and apply social studies skills. The students will participate in a variety of activities including note-taking, group discussions, oral presentations, daily assignments, current events discussions, role-playing, and utilization of primary sources.

43102YR United States History Advanced**Grade Placement: 11 - 12****Semesters: 2 Credit: 1****Prerequisite: None**

U.S. History Advanced will be an enriched course covering the breadth of American history, with a comprehensive review of early American history and an in-depth study of the major events of the post-Reconstruction era to the modern day. Students will be able to delve into the "how's" and "why's" of American history and history's influence on the future while also developing the reading, writing, and research skills that will enable them to succeed in college or in an Advanced Placement class. While not at the collegiate level of AP, U.S. History Advanced will be a challenging, intensive study of history equivalent to a Pre-AP level course.

43103YR United States History AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Passed English I/II****Recommended: World Geography Pre-AP or Human Geography AP, World History Advanced or AP**

United States History AP is an accelerated and demanding introduction to American history and culture. The course requirements assume a high level of interest and competence. Students should expect that the reading and writing load will be substantially heavier than most high school history classes. This course demands that students develop and sharpen their analytical thinking, reading and writing skills and that they learn a good deal about the critical nature of the discipline of history. The capstone of the year is the Advanced Placement exam in May; but along the way, there are several important requirements that each student must successfully complete. Among these are

major tests over several chapters of reading, in-class essays, abstracts, formal papers, and a comprehensive end-of-year examination. It is recommended that students should have been in Pre-AP or other AP classes before attempting an Advanced Placement United States History course.

431041 History 1301, History of the United States I**Grade Placement: 11 - 12****Semesters: 1 (1 - 3 class hours per week); Credit: .5 (3 semester hours)****Prerequisite: TSIA score meeting entry requirement; students must pay Blinn tuition**

A survey of American history that begins with the migration of people to the Western Hemisphere and continues through the Civil War and Reconstruction Period, the course focuses on the periods of discovery, colonization, revolution, and nation-building. The material presented covers a wide variety of topics encompassing social, cultural, intellectual, military, and political history.

431042 History 1302, History of the United States II**Grade Placement: 11 - 12****Semesters: 1 (1 - 3 class hours per week); Credit: .5 (3 semester hours)****Prerequisite: TSIA score meeting entry requirement; students must pay Blinn tuition**

A survey of American history from 1877 to the present, the course covers industrial, social, and political problems from 1877 to the emergence of the United States as a world power in the twentieth century. Material presented covers a wide variety of topics including the Gilded Age, the Progressive Period, World War I, the Depression and the New Deal, World War II, the Cold War and contemporary events.

441010 Government**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: None**

Government provides an opportunity to extend the political and governing processes, elements of political theories, and governmental structures and functions included in social studies at previous levels. The course includes such topics as the political processes at national, state, and local government, comparative government, and international relations. Emphasis is placed on concepts of political participation, leadership, decision-making, political institutions, the nature of laws, and the rights and responsibilities of American citizenship.

441030 Government AP**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: None**

Government AP is a college-level course offering a critical perspective of government in general and the

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American system in particular. The study will involve general concepts, principles, and foundations, as well as specific case studies. The course assumes the student has a general familiarity with the various institutions within the American political system. Students will be prepared to take the Advanced Placement examination in Government.

441040 Government 2305, American Government (Federal)**Grade Placement: 12****Semesters: 1 (1 - 3 class hours per week); Credit: .5 (3 semester hours)****Prerequisite: TSIA score meeting entry requirement; students must pay BLINN tuition**

Government 2305 is a study of the organization, functions, and administration of the several branches and agencies of the national government, including a study of the federal constitution. The primary factors considered relate to the three branches of government – judicial, executive, legislative, historical documents, Constitution and Declaration of Independence, and events that shaped our nation and current events. Emphasis will be placed on the interaction of these subsystems.

442110 Personal Financial Literacy and Economics**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: None**

The Personal Financial Literacy and Economics Course introduces students to common economic and personal financial planning concepts. It provides a foundation in the economic way of thinking and personal financial skills so that students can anticipate and address financial decision-making opportunities, develop individual responsibility for managing their personal finances, and lead productive and financially self-sufficient lives.

442010 Economics**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: None**

Economics is designed to provide opportunities for students to study basic principles and theories concerning the production, consumption, and distribution of goods and services. Included in the study are such concepts as scarcity, interdependence, markets, economic systems, price costs, economic stability and growth, and comparative economic systems. The course will provide students with an overall understanding of the Free Enterprise System.

44406YR Economics IB HL Year 1**45406YR Economics IB HL Year 2****Grade Placement: 11-12****Semesters: 4; Credits 2****Prerequisite: None**

IB Economics is a two-year course that aims to provide students with a core knowledge of micro, macro, international, and developmental economics. IB assessments include a portfolio of 3 commentaries linking economic theory to current economic news articles and May exams in the second year. The curriculum will prepare students for the AP Micro and AP Macroeconomic exams as well as the IB assessments completed in year two. This course is highly recommended for students planning to pursue a business-related career or those who want to discover more about the world in which they live.

444030 Microeconomics AP**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: None**

Microeconomics gives the student a thorough understanding of the principles of economics that apply to the functions of individual decision-making, both as consumers and producers. It places primary emphasis on the structure and functions of product markets and includes the study of supply and demand, firm production, costs and revenues, product pricing, and outputs in both the individual firm and the market. The study also includes the role of the government in promoting greater efficiency and equity in the market. Students will be prepared to take the Advanced Placement Microeconomics examination.

443030 Macroeconomics AP**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: None**

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

High School Course Guide**444040 Macroeconomics 2301 - Blinn****Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: TSIA score meeting entry requirement; students must pay Blinn tuition**

This course is designed to give Bryan High School students an opportunity to earn credit at Blinn College. It will be similar in structure to Macroeconomics 3201 when offered at the Blinn campus. After successful completion of the course, the student will receive 3 hours of college credit.

42123YR AP European History**Grade Placement: 10-12****Semesters: 1; Credit: 1.0****Prerequisite: None**

AP European History is a full-year college entry-level course that comprises European history from 1450 to the present. Topics include the French Revolution and Napoleonic era and look not only at the chronological happenings but focuses on cultural and intellectual, political, social, and economic themes. The course is an advanced elective course that continues to build analyzing, studying, and writing skills and builds capacity and prepares the student for post-secondary success.

43106YR History IB HL - History of the Americas**Grade Placement: 11 - 12****Semesters; 2; Credit: 1****Prerequisite: PAP World Geography or AP Human Geography and Honors/AP World History**

The Individuals and Societies Course is a two-year course that is designed to teach students to interpret historical documents, analyze historical events, and to prepare students to not only be effective in their college studies but to also encourage students to become positive citizens in a global society. Students will study the History of the Americas with a strong focus on the United States. This curriculum will prepare the students for the AP United States History exam in their junior year as well as the IB exam that will be taken during their senior year.

44106YR History IB HL - 20th Century Topics**Grade Placement: 12****Semesters: 2; Credit:****Prerequisite: IB History HL History of the Americas**

During the student's second year of the course they will study the history of the world during the 20th Century. The historical themes studied in this course include the following: Wars and Warfare, the Rise of Single Party States, and Independence Movements. There is one internal assessment which is a research project on a historical topic. There is also a May exam that will assess knowledge and skills developed over the junior and senior years of the IB History course.

Additionally, students who have not otherwise completed government will earn on-level government credit during the spring semester.

423010 Psychology**Grade Placement: 10 - 12****Semesters: 1; Credit: .5****Prerequisite: None**

The focus of psychology is on factors that cause or influence individual human behavior. This class will examine such factors as learning, intelligence, development processes, personality development and theories, and creative thinking to mention only a few. Independent learning skills along with writing skills in keeping a personal journal will be utilized.

424010 Sociology**Grade Placement: 10 - 12****Semesters: 1; Credit: .5****Prerequisite: None**

Sociology will focus on the causes and influences of human group behavior. Such factors as cultures, the socialization process, group dynamics, the institution of the family, and ethnic and racial groups will be examined. This course also touches upon social problems and social changes in society. A personal journal is required.

412010 Personal Financial Literacy**Grade Placement: 10-12****Semesters: 1; Credit: .5****Prerequisite: None**

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. This elective course is designed to be an interactive and research-based course. It will teach students to apply critical thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. (Students with credit in this course are not eligible to take Personal Financial Literacy and Economics.)

428110 African American Studies**Grade Placement: 10-12****Semesters: 1; Credit: 1****Prerequisite: None**

In African American Studies, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States. To support the teaching

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of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials, such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged.

428210 Mexican American Studies

Grade Placement: 10-12

Semesters: 1; Credit: 1

Prerequisite: None

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

Health, Physical Education, and Athletics

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Health Education	NA	1	.5	X	X	X	X
Lifetime Fitness and Wellness Pursuits	NA	2	1	X	X	X	X
Skills-Based Lifetime Activities	NA	2	1	X	X	X	X
Cheerleading	NA	2	1	X	X	X	X
Athletic Training I – Physical Education	NA	1	.5		X	X	X
Athletic Training II – Physical Education	NA	1	.5			X	X
Sports Medicine I & II	NA	2	1			X	X
Individual UIL Sports – Competitive Athletics	NA	2	1	X	X	X	X
Team UIL Sports – Competitive Athletics	NA	2	1	X	X	X	X
Off-Campus Physical Fitness	NA	1-2	.5-1	X	X	X	X

The high school Physical Education department consists of a variety of activity classes that each focus on a single subject/sport. Each course gains .5 credits for a single-semester enrollment. All subjects are one semester in length and repeat the curriculum in both fall and spring with the exception of Dance which is the only subject that contains a different curriculum in fall and spring. Some subjects are only offered in one of the 2 semesters due to space and facilities. Students will be expected to dress out daily in all activity classes.

Participation in school athletics requires an annual physical exam BEFORE the athlete is allowed to participate in any activities. The required physical exam form must be obtained from the school's athletic trainer or front office. The physical exam must be dated on or after April 1st preceding the school year in which the student wishes to participate.

High School Course Guide**519110 Health Education****Grade Placement: 9 - 12****Semesters: 1; Credit: .5****Prerequisite: None**

The health instructional program is based on the concept that total health is achieved by a blending of physical, mental, emotional, and social aspects of health. This implies that students must be helped to develop healthful bodies, educated minds, and self-disciplined, socially adjusted, emotionally controlled personalities. Topics include mental and emotional health, nutrition, drug education, environmental health, human sexuality, diseases and disorders, sexually transmitted diseases, personal health and fitness, and safety and emergency care.

51012YR LIFETIME FITNESS AND WELLNESS PURSUITS**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

The goal of Physical Education is to help students identify the value of lifetime wellness, and the implementation of good wellness practices. "Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence." (SHAPE America, 2014 p.4) Students in Lifetime Fitness and Wellness Pursuits will acquire knowledge and skills through various methods of physical activity including aerobic and anaerobic exercise, interval, circuit, high-intensity, and functional training. Students will learn how to apply physiological and biomechanical principles to improve individual fitness. Students will learn to evaluate personal health-related and skill-related components of fitness. Students will also learn the relationship between physical activity, sleep, and nutrition, and how to develop a personal fitness plan as it relates to exercise training principles with the use of technology and other evaluation tools. Emphasis is placed on individual, life-time activities and not team sports. The state-mandated FitnessGram fitness testing will be administered in this class. Students will be expected to dress out each day and wear appropriate footwear.

51151YR SKILLS-BASED LIFETIME ACTIVITIES**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

The goal of Physical Education is to help students identify the value of lifetime wellness, and the implementation of good wellness practices. "Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence." (SHAPE America, 2014 p.4) Students in Skills-Based Lifetime Activities will acquire knowledge and skills for health, physical activity, and fitness through

5 categories of lifelong activities: 1) target games, 2) striking and fielding games, 3) fitness, 4) rhythmic, and 5) innovative and international games. Activities can include: archery, disc golf, backyard games, bowling, golf, kickball, softball, baseball, racquet sports, aerobic and anaerobic exercises, and strength training and cardiovascular conditioning. Emphasis is placed on life-time, skills-based activities. The state-mandated FitnessGram fitness testing will be administered in this class. Students will be expected to dress out each day and wear appropriate footwear.

51831YR Cheerleading/Spirit Team 1st year**59801YR Cheerleading/Spirit Team 2nd year****59801YR Cheerleading/Spirit Team 3rd year****59801YR Cheerleading/Spirit Team 4th year****Grade Placement: 9 - 12****Semesters: 1 - 2; Credit: .5 - 1****Prerequisite: Selection process and teacher approval**

This class is offered to male or female students who have been selected by judged tryouts in the spring of the previous year. Practices may be held every day after school during the fall for one and one-half to two hours. There may be additional practices held throughout the year. Performances average at least one to two per week. Cheerleaders support each sport at the high school level. A background in gymnastics is recommended, but not required. There are summer obligations. No more than 1 credits in cheerleading may be counted toward state graduation requirements.

51871YR Athletic Training I**Grade Placement: 10 - 12****Semesters: 2; Credit 1****Prerequisite: Approval by athletic trainer**

Athletic Training is designed to be an interdisciplinary course involving health, biological sciences and athletics. This course allows the student to experience the field of athletic training with a hands-on approach while working in conjunction with the interscholastic athletic program. This program requires physical and mental activities. Participation before and after school as well as weekends, holidays, and summer is required.

52871YR Athletic Training II**Grade Placement: 11-12****Semesters: 2; Credit: 1****Prerequisite: Approval by athletic trainer**

Athletic Training II is designed for the second/third year athletic training student aide. This course provides advanced studies in sports injuries and other health-related issues. This allows the student to prepare further for a career in athletic training or other medical/health career. This program requires physical and mental activities. Participation before and after school as well as weekends, holidays, and summer is required.

51861YR Sports Medicine I**52862 YR Sports Medicine II**

High School Course Guide
Individual Sports -- Competitive Athletics

51571YR CRCOUN 1 year
 52571YR CRCOUN 2 year
 53571YR CRCOUN 3 year
 54571YR CRCOUN 4 year
 51201YR GOLF 1 year
 52201YR GOLF 2 year
 53201YR GOLF 3 year
 54201YR GOLF 3 year
 51161YR SWIM 1 year (BHS only)
 52161YR SWIM 2 year (BHS only)
 53161YR SWIM 3 year (BHS only)
 54161YR SWIM 4 year (BHS only)
 51621YR TENNIS 1 year
 52621YR TENNIS JV 2 year
 53621YR TENNIS JV 3 year
 51601YR TENNIS V 1 year
 52601YR TENNIS V 2 year
 53601YR TENNIS V 3 year
 54601YR TENNIS V 4 year
 51411YR TRACK B 1 year
 52411YR TRACK B 2 year
 53411YR TRACK B 3 year
 54411YR TRACK B 4 year
 51401YR TRACK G 1 year
 52401YR TRACK G 2 year
 53401YR TRACK G 3 year
 54401YR TRACK G 4 year
 51591YR WRES 1 year
 52591YR WRES 2 year
 53591YR WRES 3 year
 54591YR WRES 4 year
 51461YR Gym Beg 1st year (RHS only)
 52461YR Gymn Beg 2nd year (RHS only)
 51471YR Gymn JV 1st year (RHS only)
 52471YR Gymn JV 2nd year (RHS only)
 51481YR Gymn Varsity 1st year (RHS only)
 52481YR Gym Varsity 2nd year (RHS only)

Grade Placement: 9 - 12

Semesters: 2; **Credit:** 1 state

Prerequisite: Coach approval

Athletics at the high school level is highly competitive. Students practice their sport every day during that sport's competitive season. There will be additional practice before or after school of one and one-half to two hours. Course options (competitive seasons) include swimming (F, S), golf (F, S), gymnastics (F, S), wrestling (F, S), tennis (F, S), track and field (F, S), and cross country (F). [F-Fall, S-Spring]

Team Sports -- Competitive Athletics

51531YR B BB 1 year
 51521YR BASKB B V 1 year
 52521YR BASKB B V 2 year
 53521YR BASKB B V 3 year
 54521YR BASKB B V 4 year

51541YR BASKBL G 1 year
 52501YR BASKBL G 2 year
 53501YR BASKBL G 3 year
 54501YR BASKBL G 4 year
 51331YR BSEBALL JV 1 year
 52331YR BSEBALL JV 2 year
 53331YR BSEBALL JV 3 year
 54331YR BSEBALL JV 4 year
 51301YR BSEBL VAR 1 year
 52301YR BSEBL VAR 2 year
 53301YR BSEBL VAR 3 year
 54301YR BSEBL VAR 4 year
 52531YR BSKB(SUB) 2 year
 53531YR BSKB(SUB) 3 year
 51701YR FOOT 1 year
 52701YR FOOT JV 2 year
 53701YR FOOT VAR 3 year
 54701YR FOOT VAR 4 year
 51361YR SFTBL JV 1 year
 52361YR SFTBL JV 2 year
 53350YR SFTBL JV 3 year
 51351YR SFTBL V 1 year
 52351YR SFTBL VAR 2 year
 53351YR SFTBL VAR 3 year
 54351YR SFTBL VAR 4 year
 51270YR SOCC B JV 1 year
 52270YR SOCC B JV 2 year
 53270YR SOCC B JV 3 year
 54270YR SOCC B JV 4 year
 51271YR SOCC B V 1 year
 52271YR SOCR B V 2 year
 53271YR SOCR B V 3 year
 54271YR SOCR B V 4 year
 51251YR SOCC G JV 1 year
 52251YR SOCC G JV 2 year
 53251YR SOCC G JV 3 year
 54251YR SOCC G JV 4 year
 51261YR SOCC G VAR 1 year
 52261YR SOCC G VAR 2 year
 53261YR SOCC G VAR 3 year
 54261YR SOCC G VAR 4 year
 51651YR VLBL 1 year
 52651YR VLBL 2 year
 53651YR VLBL 3 year
 54651YR VLBL 4 year

Grade Placement: 9 - 12

Semesters: 3; **Credit:** 1 state, .5 local

Prerequisite: Coach approval

Athletics at the high school level is highly competitive. Students practice their sport every day during that sport's competitive season. There will be additional practice before or after school of one and one-half to two hours. Course options (competitive seasons) include soccer (W, S), football (F), softball (W, S), volleyball (F), basketball (F, W), and baseball (W, S). [F-Fall, W-Winter, S-Spring]

High School Course Guide

* Participation in volleyball will begin the first Monday in August and football begins the first or second week in August. Check with your school's athletic department or athletic website for specific times and dates.

Off-Campus Physical Fitness

Grade Placement: 9 - 12

Semesters: 2; Credit: 1 state

Prerequisite: Application and Approval Required.

Application may be obtained from and must be submitted to the student's campus academic advisor no later than June 1st preceding the school year the student wishes to participate.

A student may earn state credits for physical education, throughout high school, for approved appropriate private or commercially sponsored physical activity programs conducted off campus. Approval may be granted under the following conditions:

- Category 1: Approved Olympic-level participation and/or competition include a minimum of 15 hours per week of highly intense, professional, supervised training. The training facility, instructors, and the activities involved in

the program must be certified by BISD to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day and can only miss the time designated for this activity.

- Category 2: Approved Private commercially sponsored physical activities include those certified by BISD to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week is required. Students certified to participate at this level will not be dismissed from any part of the regular school day.
- If an activity is a UIL offered sport on that campus the application may be denied.
- Numerical grades and attendance must be submitted to the campus registrar by the approved agency at the conclusion of each marking period. The approval and credit will appear on the semester report card as a Pass or Fail.
- Adherence to the requirements of the District Off-Campus Physical Education Program.

Languages Other Than English (LOTE)

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Spanish I	4.0	2	1	X	X	X	X
Spanish I for Native Speakers Advanced	5.0	1	1	X	X	X	X
Spanish II	4.0	2	1	X	X	X	X
Spanish II Advanced	5.0	2	1	X	X	X	X
Spanish II for Native Speakers Advanced	5.0	1	1	X	X	X	X
Spanish III Advanced	5.0	2	1	X	X	X	X
AP Spanish Language & Culture - Spanish IV	6.0	2	1		X	X	X
AP Spanish Literature & Culture - Spanish V	6.0	2	1			X	X
Spanish IB SL I (<i>BHS only</i>)	6.0	2	1			X	
Spanish IB SL II (<i>BHS only</i>)	6.0	2	1				X
Spanish IB ab initio (<i>BHS only</i>)	6.0	4	2			X	X
French I	4.0	2	1	X	X	X	X
French II	4.0	2	1	X	X	X	X
French II Advanced	5.0	2	1	X	X	X	X
French III Advanced	5.0	2	1		X	X	X
AP French Language & Culture - French IV	6.0	2	1			X	X
French IB SL I (<i>BHS only</i>)	6.0	2	1			X	
French IB SL II (<i>BHS only</i>)	6.0	2	1				X
French IB ab initio (<i>BHS only</i>)	6.0	4	2			X	X
Mandarin Chinese I	4.0	2	1	X	X	X	X
Mandarin Chinese II (<i>BHS only</i>)	4.0	2	1	X	X	X	X
Mandarin Chinese II Advanced (<i>BHS only</i>)	5.0	2	1	X	X	X	X
Mandarin Chinese III Advanced (<i>BHS only</i>)	5.0	2	1	X	X	X	X
AP Chinese Language & Culture - Mandarin Chinese IV	6.0	2	1	X	X	X	X
Mandarin Chinese IB SL I / HL	6.0					X	X
Cultural and Linguistic Topics: <i>Language-Specific</i>	4.0	2	1		X	X	X
American Sign Language I*	4.0	2	1	X	X	X	X

*Computer Science I and II, AP Computer Science Principles, and AP Computer Science A are options to meet the Languages other than English(LOTE) requirement. If a student declares that Computer Science I and II will be used for LOTE, then it will be calculated in the Student's ranked GPA as 4.0.

*A student taking ASL or Computer Science as their LOTE requirement should check the admission requirements for planned college of entrance to ensure these courses would meet the entrance requirements for LOTE.

Note: All levels of foreign language classes should be taken in consecutive semesters.

High School Course Guide
6101YR Spanish I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None

Spanish I introduces the student to basic vocabulary, grammatical structures, phonics, and reading in Spanish. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.

623020 Spanish I Advanced for Native Speakers
623520 Spanish II Advanced for Native Speakers
Grade Placement: 9 - 12
Semesters: 1; Credit: 1
63302YR Spanish III Advanced for Native Speakers
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Placement test/teacher recommendation

Spanish for Native Speakers I gives the opportunity to improve oral language, reading skills, and writing skills in standard Spanish. The course will cover Spanish literature, composition, speaking and culture. Spanish for Native Speakers Pre-AP I gives native speakers the opportunity to condense the traditional year course to one semester. Spanish for Native Speakers II gives native speakers the opportunity to advance skills in oral language, reading, and writing in standard Spanish. The course will cover advanced-level Spanish literature, composition, speaking, and culture. Spanish for Native Speakers Advanced II gives native speakers the opportunity to condense the traditional year course to one semester. Credit is granted upon completion of the standards of the course as determined by the teacher.

62401YR Spanish II
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Spanish I

Level II continues the approaches of Spanish I with more emphasis on structure, reading, and writing. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in level 2 Advanced.

62402YR Spanish II Advanced
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Spanish I

Spanish II Advanced sharpens the student's language acquisition skills through the utilization of higher-level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study

of Spanish in the third year are STRONGLY encouraged to enroll in level 2 Advanced.

63402YR Spanish III Advanced
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Spanish II

Spanish III Advanced places more emphasis on writing and oral proficiency. All major verb tenses and grammar topics are reviewed or introduced. Cultural understanding and higher-level thinking skills are improved through reading poems, songs, short stories, and articles. Students create original compositions and research in Spanish.

64403YR Spanish IV AP
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Recommended: Spanish III Pre-AP

Spanish IV AP provides continued development of oral language, grammar, comprehension, and writing. This course prepares students to take the Advanced Placement test in order to receive college credit for Spanish. Students will be encouraged to take the AP test at the end of their fourth or fifth year.

65403YR Spanish V AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Recommended: Spanish IV

Spanish V AP is a survey of Spanish Literature from the Medieval Period to the present. A prescribed list of authors and their works required by the College Board will be studied. These works include poetry, short story, novel, and drama. Students will participate in reading and discussions of literary works and analyze critically these literary works using appropriate terminology. Students will be encouraged to take the AP Spanish Literature exam at the end of the year.

64403YR Spanish 4 IB SL I (IB Diploma Students Only)
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: Spanish II PAP or III PAP, teacher recommendation and appropriate scores

This course stresses the development of fluency in oral and reading skills, comprehension of Hispanic culture and history, expository composition, and expanded use of grammar. This course utilizes higher-level/critical thinking and focuses on the development of accuracy and fluency. The focus of this course is an intermediate mid to high proficiency. This is the first year of a two-year course.

High School Course Guide**65406YR Spanish 5 IB SL or HL II (IB Diploma Students Only)****Grade Placement: 12****Semesters: 2; Credit:1****Prerequisite: Spanish V-IB teacher recommendation and appropriate scores**

This course meets the requirements of Spanish collegiate studies. It stresses the development of fluency in oral skills, comprehension of Hispanic culture and history, expository composition, and expanded use of grammar. It utilizes high-level/critical thinking and focuses on the development of accuracy and fluency. Students participate in oral examinations which are moderated by international educators. Students participate in reading comprehension, writing, and oral examinations which are moderated by international educators. This is the second year of a two-year course, which is required study for the IB Spanish B SL exam taken at the end of the senior year. HL students will also read two works of literature.

63405YR Spanish IB SL II ab initio (IB Diploma Students Only)**Grade Placement: 11-12****Semesters: 4; Credit: 2****Prerequisite: Instructor approval**

This course is designed for students with little previous experience in the Spanish language. It is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the Spanish language is spoken. IB assessments include individual oral and interactive skills, a written assignment, and May exams in the senior year.

61501YR French I**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

French I introduces the student to basic vocabulary, grammatical structures, phonics, and reading in French. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.

61601YR French II**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: French I**

Level II continues the approaches of French I with more emphasis on structure, reading, and writing. Students intending to continue the study of French in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

61602YR French II Advanced**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: French I**

French II Advanced sharpens the student's language acquisition skills through the utilization of higher-level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of French in the third year are STRONGLY encouraged to enroll in level 2 Advanced.

63602YR French III Advanced**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: French II**

French III Pre-AP places more emphasis on reading and writing. Basic grammar is used throughout the year. French skills and cultural understanding are furthered by studying selections of increasing literary value and writing simple, original, and directed compositions.

64603YR French IV AP**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Recommended: French III**

French IV AP provides the ability to understand spoken French in various contexts and to understand a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. It also provides the ability to express oneself coherently resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any subject matter. Extensive training in composition organization and writing will be emphasized.

64606YR French IB SL I (IB Diploma Students Only)**Grade Placement: 11****Semesters: 2; Credit:1****Prerequisite: French I, II teacher recommendation, and appropriate scores**

This course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of French culture through the study of language. Also, this course meets the requirements of an intermediate college course in French studies. It stresses the development of fluency in oral skills, comprehension of French culture, expository composition, and expanded use of grammar. This course utilizes higher-level/critical thinking skills and focuses on the development of accuracy and fluency. The focus of this course is intermediate proficiency. This is the first year of a two-year course.

High School Course Guide**65606YR French 5 IB SL or HL II (IB Diploma Students Only)****Grade Placement: 12****Semesters: 2; Credit:1****Prerequisite: French I, II, III teacher recommendation, and appropriate scores**

This course meets the requirements of an intermediate college course in French. It stresses the development of fluency in oral skills, comprehension of French history and culture, expository composition, and expanded use of grammar. It utilizes higher-level/critical thinking skills and focuses on the development of accuracy and fluency. The focus of this course is intermediate to advanced proficiency. Students participate in reading comprehension, writing, and oral examinations. This is the second year of a two-year course, which is required study for the IB French B SL exam taken at the end of the senior year. HL students will also read two works of literature

63605YR French IB SL II ab initio (IB Diploma Students Only)**Grade Placement: 11-12****Semesters: 4; Credit:2****Prerequisite: Instructor approval**

This course is designed for students with little previous experience in the French language. It is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the French language is spoken. IB assessments include individual oral and interactive skills, a written assignment, and May exams in the senior year.

61551YR Mandarin Chinese I**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: None**

Mandarin Chinese introduces the student to basic vocabulary, grammatical structures, phonics, and reading in Mandarin Chinese. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.

62551YR Mandarin Chinese II**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Mandarin Chinese I**

Level II continues the approaches of Mandarin Chinese I with more emphasis on structure, reading, and writing. Students intending to continue the study of Mandarin Chinese in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

62552YR Mandarin Chinese II Advanced**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Mandarin Chinese I**

Mandarin Chinese II Pre-AP sharpens the student's language acquisition skills through the utilization of higher-level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Mandarin Chinese in the third year are STRONGLY encouraged to enroll in level 2 Advanced.

63502YR Mandarin Chinese III Advanced**Grade Placement: 9-12****Semesters: 2; Credit: 1****Prerequisite: Mandarin Chinese I & II**

Mandarin Chinese III Pre-AP places more emphasis on reading and writing. Basic grammar is used throughout the year. Chinese skills and cultural understanding are furthered by studying selections of increasing literary value and writing simple, original, and directed compositions.

64511YR Mandarin Chinese IV AP**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: Mandarin Chinese I, II and III**

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

64523YR Mandarin Chinese 4 IB SL I**65523YR Mandarin Chinese 5 IB HL****Grade Placement: 11 / 12****Semesters: 2; Credit: 1****Prerequisite: Mandarin Chinese I, II, III, and IV**

This course stresses the development of fluency in oral and reading skills, comprehension of Chinese culture and history, expository composition, and expanded use of grammar. This course utilizes higher-level/critical thinking and focuses on the development of accuracy and fluency. The focus of this course is an intermediate

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mid to high proficiency. This is the first year of a two-year course and continues to year two.

60131YR Cultural and Linguistic Special Topics: Language-Specific**Grade Placement: 10-12****Semesters: 2; Credit: 1****Prerequisite: Completion of Level I of a LOTE and recommendation by the committee**

The study of world languages is an essential part of education in the 21st century and students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of cultures. In this class, students become aware of multiple perspectives and means of expression, which leads to an appreciation of difference and diversity. This course does not replace a level II World Languages

course and will only meet requirements for graduation only under special circumstances.

61901YR American Sign Language I**Grade Placement: 9 – 11****Semesters: 2; Credit: 1****Prerequisite: None**

ASL 1 is an introduction to American Sign Language and the Deaf community. The main emphasis is on expressive skills (signing) while developing receptive skills (understanding signing). Students will be guided in recognizing the interrelationships of language and will develop a cultural appreciation for the Deaf community. The expected outcome of this course is developing Novice Mid to Novice High proficiency. This course is conducted in ASL (without voice) for a significant amount of time.



Fine Arts

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Art I	NA	2	1	X	X	X	X
Art Drawing II, III, or IV	NA	2	1	X	X	X	X
Art Painting II, III, or IV	NA	2	1	X	X	X	X
Art Sculpture II, III, or IV	NA	2	1	X	X	X	X
Art II Accelerated	NA	2	1	X	X	X	X
Digital Art and Media II, III, or IV	NA	2	1	X	X	X	X
AP Two-Dimensional Design Portfolio	6.0	2	1			X	X
AP Drawing Portfolio	6.0	2	1			X	X
AP Three-Dimensional Design Portfolio	6.0	2	1			X	X
AP Art History (RHS Only)	6.0	2	1			X	X
Visual Arts IB SL (BHS Only)	6.0	2	1			X	X
Visual Arts IB HL (BHS Only)	6.0	2	1				X
Film IB SL (BHS Only)	6.0	2	1			X	X
Film IB HL (BHS Only)	6.0	2	1				X
Concert Band	NA	2	1	X	X	X	X
Symphonic Band	NA	2	1	X	X	X	X
Wind Symphony	NA	2	1	X	X	X	X
Jazz Ensemble	NA	2	1	X	X	X	X
Concert Orchestra	NA	2	1	X	X	X	X
Philharmonic Orchestra	NA	2	1	X	X	X	X
Chamber Orchestra	NA	2	1	X	X	X	X
Mariachi	NA	2	1	X	X	X	X
Concert Choir-Girls/Boys	NA	2	1	X	X	X	X
"Mascot" Singers-Girls/Boys	NA	2	1	X	X	X	X
Chorale	NA	2	1	X	X	X	X
BHS Vocal Legacy and RHS Vox Cor I, II, III, IV	NA	2	1	X	X	X	X
Junior Varsity Choir	NA	2	1	X	X	X	X
Music Theory I, II	NA	2	1		X	X	X
Music IB SL (BHS Only)	6.0	4	1			X	X
Music IB HL (BHS Only)	6.0	4	2			X	X
AP Music Theory (RHS Only)	6.0	2	1			X	X
Theatre I	NA	2	1	X	X	X	X
Theatre I (Blinn Dual Credit) (BHS only)	6.0	2	1		X	X	X
Theatre II, III, IV	NA	2	1		X	X	X
Theatre IB SL/HL (BHS Only)	6.0	2-4	1			X	X
Technical Theatre I	NA	2	1	X	X	X	X
Technical Theatre II-IV	NA	2	1			X	X

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Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Theatre Production I, II, III, or IV	NA	2	.5	X	X	X	X
Musical Theatre I, II, III, or IV	NA	2	1	X	X	X	X
Acting Methods	NA	2	1		X	X	X
Playwriting	NA	2	1		X	X	X
Tech Theatre Design	NA	2	1		X	X	X
Dance I Comprehensive	NA	2	1	X	X	X	X
Dance Performance – Drill Color Guard	NA	2	1	X	X	X	X
Dance II	NA	2	1	X	X	X	X
Dance III/IV	NA	2	1			X	X
Floral Design (See CTE Section)	NA						

GENERAL NOTE FOR ALL LEVELS OF ART

There are four basic strands – observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. Students will incorporate the study of visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. This discipline engages and motivates the student through active learning, critical thinking, and innovative problem-solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child. All students are required to maintain a personal sketchbook/journal to record visual and written expressions. There will be an art fee to cover the cost of materials students consume on personal projects. The fees will be as follows:
 Art I-\$15; Art II-\$20; Art III-\$30; Accelerated Art-\$30; Art IV-\$35; AP Art-\$40. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts. Students must be enrolled in an art class two consecutive semesters within one school year to receive Fine Arts credit for the course.

71101YR Art I
Grade Placement: 9 – 12
Semesters: 2 Consecutive; Credit: 1
Prerequisite: None

While enrolled in Art I, students are expected to develop and express ideas for artwork and compare and contrast the use of artistic elements and principles of design in personal artworks and those of others using vocabulary accurately. Art I students will experiment with design,

drawing, painting, printmaking, sculpture, electronic media, and fibers. Emphasis will be placed on the elements and principles of design. Students will be exposed to a high-quality of media and techniques as well as acquire an appreciation for various cultures and styles through studies of historical/cultural aspects of art appreciation. Students will be required to complete 2 hours of outside drawing time per week as well as maintain an art sketchbook/journal and portfolio as a way to evaluate, plan for studio experiences, and respond to critical analysis.

Art II – Accelerated: Select from Drawing, Painting, Digital Art and Media, or Sculpture
Grade Placement: 10 - 12(9th grade w/ approved Portfolio)
Semesters: 2 consecutive; Credit: 1
Prerequisite: Art I and a submitted portfolio for review by HS Art teacher

While enrolled in Level II, the student will select from a variety of art media and tools to communicate specific ideas. They will interpret visual parallels between the structure of natural/man-made environments, and compare the suitability of art materials and processes to express specific ideas relating to visual themes using precise art vocabulary. During the course, the student will study a historical period, analyze specific characteristics of artworks, and select and research career and vocational choices in art. This course requires time outside of class to practice skills.

72101YR Drawing II – Drawing II offers experience in line and tone building with a variety of graphic media. Emphasis is given to technique development, stressing originality and self-expression in subject matter. Students will be provided the opportunity to participate in:

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- Exploring design elements and principles through composition, abstraction, and expression
- Exploring contour, gesture, and other techniques with an emphasis on the representation of volume
- Exploring the use of papers, cardboard, and fabric in combination with charcoal, pastels, pen and ink, brushes, felt tip pen, mixed media, and electronic media.

72111YR Painting II – Painting II offers studies in composition and brush techniques. Students will be provided the opportunity to participate in:

- Analyzing various styles of paintings, including contemporary painting
- Strengthening concepts of design through use of art elements and principles
- Experimenting with a variety of techniques determined by choice of materials
- Exploring with tempera, synthetic media, watercolor, latex, electronic media, and enamels on various surfaces such as cardboard, poster board, masonite, canvas, cloth, and paper.

72131YR Sculpture II – Sculpture II allows the student to explore three-dimensional media and the processes involved in their development. Students will be provided the opportunity to participate in:

- Continuing exploration of design elements and principles with particular emphasis on form
- Understanding positive-negative space, emphasizing additive and subtractive processes
- Exploring further techniques determined by choice of materials
- Experimenting with a variety of sculptural media.

72141YR Digital Art and Media II

Prerequisite: Art I, Basic Keyboarding, and School Internet Access

Digital Art and Media II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design in graphic design and digital illustration. This introductory course provides a foundation in the fundamentals of design and commercial production art within the graphics design profession. Students will be creating electronic works of art such as paintings, drawings, photography, and mixed media utilizing the scanner, digital camera, and selected software packages. Students will develop the basic knowledge, concepts, technical skills, and vocabulary necessary for computer digital illustration.

Art III – Select from Drawing III, Painting III, Sculpture III, and/or Digital Art and Media III

Grade Placement: 10 - 12

Semesters: 2 consecutive; Credit: 1

Prerequisite: Art II in the corresponding discipline and a submitted portfolio for review by HS Art teacher

While enrolled in Level III, the student is expected to analyze visual characteristics of nature and human-made subjects in a variety of ways and analyze visual qualities to express the meaning of images and symbols, using precise vocabulary. Students will solve visual problems and develop multiple solutions for designing ideas. They will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a goal. Art III is flexible in scope allowing students to make choices from a broad range of art areas. Some students want to continue studying the visual arts as a basis for a career while others are interested in art solely as a lifetime interest. This course requires time outside of class to practice skills.

73101YR Drawing III – Students will be given the opportunity to participate in:

- Continuing to explore objects and subjects through a variety of drawing media, including mixed media
- Developing and refining drawing skills in contour, gesture, mass, cross-hatching, stippling, and directional and implied line
- Realizing which drawing media and techniques best describe individual intentions
- Exploring commercial art
- Increasing compositional awareness
- Developing and perfecting individual approaches to drawing.

73111YR Painting III – Painting III offers the experienced student an opportunity to further explore a variety of techniques and types of painting. Students are given the opportunity to participate in:

- Expanding on a wide range of painting through art materials and tools
- Continuing experimental painting, both two and three dimensions, strengthening concepts of design
- Experimenting with a variety of techniques determined by choice of materials
- Exploring further media and surfaces previously introduced
- Realizing which painting media best describes individual intentions.

73131YR Sculpture III – Students continue the study of three-dimensional art forms and will be given the opportunity to participate in:

- Continuing to strengthen design skills with an emphasis on form and space
- Using techniques determined by student/teacher choices
- Using those materials appropriate and available to explore large massive forms. Students will explore a variety of sculptural materials.

High School Course Guide**73141YR Digital Art and Media III****74141YR - Digital Art and Media IV****Prerequisite: Same as Art III plus School Internet Access**

Digital Art and Media III extends the student's artistic understanding and experiences as introduced in Electronic Media II. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in graphic design and digital illustration. This course provides fundamentals of design and commercial production art within the graphics design profession. Students will be creating electronic works of art such as paintings, drawings, photography, and mixed media utilizing the scanner, digital camera, and selected software packages on an advanced level. Students will develop the basic knowledge, concepts, technical skills, and vocabulary necessary for computer digital illustration careers.

Art IV – Select from art area of interest**Grade Placement: 11 – 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: Art III in the corresponding discipline and a submitted portfolio for review by HS Art teacher**

74101YR Drawing IV - Drawing IV extends the student's artistic understanding and experiences as introduced in Drawing III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in advanced drawing. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced drawing tools and techniques to develop a series of artworks based on a personal style and theme. Art appreciation, self-evaluation, and higher-level problem-solving skills are emphasized. The history and the analysis of drawing will be emphasized.

74111YR Painting IV - Painting IV extends the student's artistic understanding and experiences as introduced in Painting III. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design in painting. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced painting tools, techniques, media, and subject matter to develop a series of artworks based on a personal style and theme. Artistic periods and styles will be analyzed. Students will apply advanced jewelry tools and techniques to develop a series of artworks based on a personal style and theme. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced media and subject matter. Students will explore various forms of human adornment from ancient to contemporary times.

74131YR- Sculpture IV - Sculpture IV extends the student's artistic understanding and experiences as introduced in Sculpture III. Emphasis will be placed on the development of advanced compositional skills and imaginative use of the elements and principles of design in sculpture. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced sculpture tools, techniques, media, and subject matter to develop a

series of artworks based on a personal style and theme. Artistic periods and styles from ancient to contemporary will be analyzed. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will implement advanced forms of clay, glazes, tools, and firing techniques to develop a series of artwork. The study and analysis of a variety of advanced ceramic arts and artists including the history of functional and nonfunctional ceramics will be emphasized.

Advanced Placement Art - Choose from Two-Dimensional Design, Drawing, Three-Dimensional Design, Painting, or Art History**Grade placement: 11 - 12****Semesters: 2 consecutive; Credit: 1-2****Prerequisite: See Individual Courses for required preparation**

Portfolio courses enable highly motivated students to do college-level work in studio art while still in high school. These courses involve significantly more time and commitment than most high school courses and is intended for students seriously committed to studying art. Each course promotes a sustained investigation of all three aspects of portfolio development – quality, concentration, and breadth. The evaluation for college credit of a student enrolled in the AP course is not based on a written exam but on a submitted portfolio of 25 to 30 pieces. The portfolio is submitted as digital work, five actual pieces that represent the student's best works, and a written statement defining the student's focus of concentration. Students are responsible for the development and cost of slides. All students will submit a portfolio during the semester for review. If the student does not meet semester timeline requirements, that student may be transferred to the proceeding art level.

73103YR Two-Dimensional Design Portfolio AP**Prerequisite: Level II Drawing, Painting or Pre-AP Art and submitted portfolio for review by HS Art teacher**

The two-Dimensional Design Portfolio AP course is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves decision-making of how to use the elements and principles of art in an integrative way. Students should demonstrate proficiency in two-dimensional design using a variety of art forms that may include but are not limited

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to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking. Candidates send a portfolio of work for evaluation by a group of artists and teachers selected by the College Board. Work submitted in any AP portfolio may not be included in other AP portfolios. Summer work prior to the course is required to fulfill portfolio requirements.

75103YR Drawing Portfolio AP**Prerequisite: Same for AP 2D Design**

Drawing Portfolio AP is designed to address a very broad interpretation of drawing issues; for example, painting, printmaking, abstract, and observational works could be included in a Drawing portfolio. Candidates send a portfolio of work for evaluation by a group of artists and teachers selected by the College Board. Work submitted in any AP portfolio may not be included in other AP portfolios. Summer work prior to the course is required to fulfill portfolio requirements.

74103YR Three-Dimensional Portfolio AP**Prerequisite: Same for AP Studio plus Sculpture II**

The Three-Dimensional Portfolio AP course is intended to address a broad interpretation of sculptural issues in depth and space. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches might include jewelry, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalworks. Candidates send a portfolio of work for evaluation by a group of artists and teachers selected by the College Board. Work submitted in any AP portfolio may not be included in other AP portfolios. Summer work prior to the course is required to fulfill portfolio requirements.

76103YR AP Art History**Grade Placement: 11-12****Semesters: 2; Credit: 1****Recommended: World Geography & World History with an average of 85 or above**

Art History AP is designed to provide the same benefits to secondary students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In this course, students will examine major forms of artistic expression from the past, present, and a variety of cultures. Students will learn how to look at work critically with intelligence and sensitivity and to articulate what they see or experience. No prior exposure to art history is required. However, students who have done well in other courses in the humanities such as history and literature or in any serious study of studio art are especially encouraged to enroll.

The curriculum for Art History AP is designed to prepare students to take the College Board AP Art History exam which will require an enormous commitment of time and energy, move quickly, and cover a lot of content.

Students must read the text and take notes and be expected to maintain a journal of notes that will often incorporate thumbnail sketches of art. Students must become comfortable with college-level reading and with studying on their own as well as have a responsibility to actively attend and participate in daily classes to ensure a successful passing grade on the College Board AP Art History exam. There may be a request for students to attend study groups and after-school remedial sessions to maintain an above-average passing grade.

73106YR Visual Arts IB SL**Grade Placement: 11 – 12****Semesters: 2; Credit: 1****Prerequisite: Art I**

This course encourages students to develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. IB assessments include a comparative study of 3 artworks and artists, a process portfolio showing sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities, and an exhibition of original artworks. A \$35.00 art fee covers most materials and supplies. (For certification students)

74106YR Visual Arts IB HL**Grade Placement: 12****Semesters: 2; Credit:1****Prerequisite: Visual Arts IB SL B**

This course encourages students to develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. IB assessments include a comparative study of 3 artworks and artists, a process portfolio showing sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities, and an exhibition of original artworks. A \$35.00 art fee covers most materials and supplies. (For certification students)

73606YR Film IB SL**Grade Placement: 11 – 12****Semesters: 2; Credit: 1 (2-year program)****Prerequisite: Audio Video Production**

Through the study and analysis of film texts and exercises in filmmaking, the Diploma Program Film Course will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts, and analyzing how film elements combine to convey meaning. The Diploma Program Film course will also

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explore the evolution of film across time, space, and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts. Students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop, and apply skills through filmmaking exercises, experiments, and completed films. IB assessments include an independent study of a minimum of 2 films, an oral presentation of a detailed critical analysis of an extract from a prescribed film, and a completed film with documentation.

74606YR Film IB HL

Grade Placement: 12

Semesters: 2; Credit: 1

Prerequisite: First-year HL in 11th grade

Through the study and analysis of film texts and exercises in filmmaking, the Diploma Program Film Course will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts, and analyzing how film elements combine to convey meaning. The Diploma Program Film course will also explore the evolution of film across time, space, and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts. Students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop, and apply skills through filmmaking exercises, experiments, and completed films. HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films. IB assessments include an independent study of a minimum of 2 films, an oral presentation of a detailed critical analysis of an extract from a prescribed film, and a completed film with documentation and a trailer.

GENERAL NOTES CONCERNING THE BAND PROGRAM

High School Band curriculum encompasses marching band, large concert ensembles, small ensembles and individual areas of instruction and meets both semesters during the academic year. Placement in all Band Ensembles is through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.)

The fall is predominantly marching band participation, TMEA All-Region auditions, Concerts and Parades. The spring is predominantly UIL Concert & Sight Reading Evaluation, UIL Solo & Ensemble Contest, and other concerts and performance opportunities. All students are required to participate in ensemble as well as individual events throughout the course of the year. Attendance at all scheduled out of the school day rehearsals, performances, and competitions is required for this course. Students are responsible for providing certain band instruments and a fee may be required for the use of district-owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs will be outlined in the band handbook. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts. Marching Band members are required to have a pre-participation physical and receive PE credit for the first two fall semesters. UIL academic eligibility applies to extra-curricular performances.

71241YR Concert Band 1st year

72241YR Concert Band 2nd year

73241YR Concert Band 3rd year

74241YR Concert Band 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1 state

Prerequisite: Prior band experience, audition, and director approval. Marching band participation is required

The Concert Band is part of the overall high school band program and is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. The band is combined with the Wind Symphony and Symphonic Band during the fall to make up the Marching Band. Each band is scheduled to meet during the school day and the level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines.

71231YR Symphonic I Band 1st year

72231YR Symphonic I Band 2nd year

73231YR Symphonic I Band 3rd year

74231YR Symphonic I Band 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1 state

Prerequisite: Prior band experience, audition, and director approval. Marching band participation is required

The Symphonic Band is part of the overall high school band program and is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. The band is combined with the Wind Symphony and Concert Band during the fall to make up the Marching Band. Each band is scheduled to meet during the school day and the level of music chosen for each ensemble to play is

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based on the ability level of the group in conjunction with UIL and/or TMEA guidelines.

71221YR Wind Symphony 1st year

72221YR Wind Symphony 2nd year

73221YR Wind Symphony 3rd year

74221YR Wind Symphony 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Prior band experience, audition, and director approval. Marching band participation is required

The Wind Symphony is part of the overall high school band program and is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. The band is combined with the Symphonic Band and Concert Band during the fall to make up the Marching Band. Placement in this class is determined at the end of the previous school year through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.) Each band's instrumentation needs are taken into consideration. Each band is scheduled to meet during the school day and the level of music chosen for each ensemble to play is decided based on the ability level of each individual group in conjunction with UIL and/or TMEA guidelines. The band and its individual members will compete in UIL and TMEA-sponsored events throughout the year as well as school-related and public performances. Before and after school rehearsals and performances are required.

71257YR Jazz Ensemble 1st year

72257YR Jazz Ensemble 2nd year

73257YR Jazz Ensemble 3rd year

74257YR Jazz Ensemble 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Audition and director approval.

Enrollment in the Concert Band, Symphonic Band, or Wind Symphony is a requirement for enrollment in the Jazz Ensemble.

The Jazz Ensemble is the musical ambassador of the band program. The ensemble performs for school events, local activities, and community organizations and competes at the state and national levels.

Instrumentation includes saxophone, trumpet, trombone, piano, guitar, bass, drum set, and percussion. In addition to performing on a regular basis, emphasis is placed on improvisation skills and the stylistic and historical development of jazz.

GENERAL NOTES CONCERNING THE ORCHESTRA PROGRAM

High School Orchestra curriculum encompasses large concert ensembles, small ensembles and individual areas of instruction and meets both semesters during the academic year. Placement in all Orchestra Ensembles is through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA-sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility rules apply. Attendance at all scheduled out of the school day rehearsals, performances, and competitions is required for this course. Students are responsible for providing certain instruments and a fee may be required for the use of district-owned instruments and materials. Students will need to provide rosin and other consumables related to their specific instrument. Additional costs will be outlined in the orchestra handbook. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

Concert Orchestra

71311YR 1st year

72311YR 2nd year

73311YR 3rd year

74311YR 4th year

Grade Placement: 9-12

Semesters: 2; Credit 1

Prerequisite: Prior orchestra experience, audition, and director approval.

The Concert Orchestra is part of the overall high school orchestra program and is a performance-based course where skills and styles of orchestral playing will be fully developed throughout the year.

Philharmonic Orchestra

71321YR 1st year

72321YR 2nd year

73321YR 3rd year

74321YR 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Prior orchestra experience, audition, and director approval.

The Philharmonic Orchestra is part of the overall high school orchestra program and is a performance-based course where skills and styles of orchestral playing will be fully developed throughout the year.

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Chamber Orchestra

71301YR Varsity 1st year

72301YR Varsity 2nd year

73301YR Varsity 3rd year

74301YR Varsity 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Prior orchestra experience, audition, and director approval.

The Chamber Orchestra is part of the overall high school orchestra program and is a performance-based course for students demonstrating advanced proficiency in their instrument. These skills will be fully developed throughout the year.

Mariachi Techniques

71251YR 1st Year

72251YR 2nd Year

73251YR 3rd Year

74251YR 4th Year

Grade Placement: 9-12

Semesters: 2; Credit 1

Prerequisite: Director approval. This course is a secondary ensemble. Students registering for this course must also be enrolled in the primary ensemble for their instrument. For example - a violinist must remain enrolled in an orchestra class (Chamber, Symphonic, or String Orchestra), and a wind or brass player must remain enrolled in a primary band course (Wind Symphony, Symphonic, or Concert Band). A student currently enrolled in Choir that chooses to play a secondary instrument in order to perform in the mariachi must remain enrolled in a primary Choir ensemble. Students performing only in the armonia (Guitar, Vihuela, or Guitarrón) will be considered on a case-by-case basis.

The Mariachi Ensemble is one of the most visible performing ensembles in Bryan ISD and in the local community. Through rehearsals and outside-of-class performances students will further their knowledge of Mariachi music, their ability to perform repertoire, and understand the cultural and historical significance of Mariachi music. Attendance at all out-of-school rehearsals and performances is required.

GENERAL NOTES CONCERNING THE CHOIR PROGRAM

High School Choral curriculum encompasses large concert ensembles, small ensembles, and individual areas of instruction and meets both semesters during the academic year. Placement in this class is determined at the end of the previous school year through a formal evaluation process including posture, breathing, vocal production, pronunciation, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir's voicing needs are also taken into consideration.

The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA-sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility rules apply. Attendance at all scheduled after-school rehearsals, performances, and competitions is required for this course. Students are responsible for providing certain necessary materials. Additional costs will be outlined in the choir handbook. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

Concert Choir

Girls

71411YR 1st year

72411YR 2nd year

73411YR 3rd year

74411YR 4th year

Boys

71461YR 1st year

72461YR 2nd year

73461YR 3rd year

74461YR 4th year

Grade Placement: 9 – 12

Semesters: 2; Credit: 1 state

Prerequisite: Audition and teacher approval

The Concert Choir is part of the overall high school choir program and is a performance-based course where skills and styles of choral singing will be fully developed throughout the year. A study of the performance music from Gregorian Chant to the present will be covered.

Viking Singers(BHS)/Cantemus(RHS Girls) & Priority Males (RHS Boys)

Girls

71431YR 1st year

72431YR 2nd year

73431YR 3rd year

74431YR 4th year

Boys

71451YR 1st year

72451YR 2nd year

73451YR 3rd year

74451YR 4th year

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Audition and teacher approval.

These auditioned groups are part of the overall high school choir program and are a performance-based course where skills and styles of choral singing will be fully developed throughout the year.

Chorale

71441YR 1st year

72441YR 2nd year

73441YR 3rd year

74441YR 4th year

Grade Placement: 9 – 12

Semesters: 2; Credit: 1 state

Prerequisite: Audition and teacher approval

The Chorale is part of the overall high school choir program and is a performance-based course where skills and styles of choral singing will be fully developed throughout the year. The Chorale requires demonstrated advanced proficiency in musicianship.

71421YR Vocal Legacy / Vox Cor I, II, III
72421YR
73421TR
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Audition, teacher approval, and concurrent membership in BHS Chorale or Rudder Choirs

This course is designed to give students singing experience in a small vocal group. The student will be provided the opportunity to perform in ensembles with sizes and compositions different from those of the standard choral music organization, to study music of a variety of styles and historical periods, and to develop vocal quality.

Junior Varsity Choir

Girls

Boys

 71471YR 1st year

 71481YR 1st year

 72471YR 2nd year

 72481YR 2nd year

 73471YR 3rd year

 73481YR 3rd year

 74471YR 4th year

 74481YR 4th year

Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Audition and teacher approval

The junior varsity choir is a non-performing group. This choir emphasizes basic vocal and sight-reading skills. The goal is to equip the singer with more advanced levels

72493HR Music Theory I
Grade Placement: 10 – 12
Semesters: 2; Credit: 1
Prerequisite: Concurrent membership in band, choir, or orchestra, or with teacher approval

Music Theory I & II are courses designed for students who intend to pursue the study of music beyond high school. Emphasis is placed on functional harmony and chord construction, leading to part writing. There is also a Music History component that focuses on the development of music, through specific composers, from the Baroque period through the present, with emphasis placed on listening skills.

73306YR Music IB SL
73306YR Music IB HL Year 1
Grade Placement: Music IB SL 11 – 12
Music IB HL (first year) 11
Semesters: 4; Credit: 4
Prerequisite: Choir I and II, Band I and II, or Orchestra I and II

The IB Music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations,

musical terminology, and context. Students completing the SL course will demonstrate perceptual skills in response to music, use appropriate musical language and terminology, and develop an understanding of music in relation to time and place. Students will also be expected to develop their performance skills through solo (SLS) or ensemble (SLG) or develop their compositional skills. In addition to a musical solo or ensemble performance, students will investigate the relationship between musical genres.

74306YR Music IB HL Year 2
Grade Placement: 12
Semesters: 4; Credit: 2
Prerequisite: Choir I, II, and III or Band I, II, III or Orchestra I, II, III

This is designed for higher-level music students who would aim to gain a deeper understanding of music. Students will develop their performance skills through solo music making, develop their compositional skills through exploration and investigation of musical elements and will develop perceptual skills in response to music. In addition, they will use appropriate musical language and terminology to describe and reflect their critical understanding of music and demonstrate an understanding of music in relation to time and place. In addition to a solo voice or instrumental performance, HL students will compose three contrasting compositions.

732493YR Music Theory AP
Grade Placement: 10-12
Semesters: 2; Credit: 1
Prerequisite: Choir I, II, and III or Band I, II, III or Orchestra I, II, III

AP® Music Theory provides students with a college-level written theory and aural skills experience designed to prepare them for the AP® Music Theory Examination. This yearlong online course focuses on basic music literacy, analytical training, and aural development through written and aural skills components. The written portion of the course will cover fluency with fundamentals, harmony, and harmonic counterpoint. The aural skills portion will cover sight-singing, performing rhythms, identifying melodic patterns, harmonic progressions, intervals, and chords; and practicing dictation.

THEATRE
GENERAL NOTES CONCERNING THE THEATRE PROGRAM

A base fee of \$40 is required for theatre courses. Additional fees for advanced courses will be outlined in the course syllabus. Out-of-school rehearsals and performances are required. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts

High School Course Guide**71601YR Theatre I****Grade Placement: 9 - 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: None**

This course is designed for first-year theatre students, regardless of grade level. These courses begin with basic acting techniques, the role of the actor, interpreting dramatic literature, the historical evolution of performance styles, introduction to stagecraft, mime, play production, improv performance, and higher education theatre opportunities. Also covered are scriptwriting techniques and creating original theatre pieces to perform in class. Out-of-school performance attendance is required.

Dual Credit Theatre**Grade Placement: 10 - 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: Overall B average and must complete the process of enrolling at Blinn**

This course is designed for first-year theatre students, regardless of grade level. This course begins with basic acting techniques, the role of the actor, interpreting dramatic literature, the historical evolution of performance styles, introduction to stagecraft, mime, play production, improv performance, and higher education theatre opportunities. Also covered are scriptwriting techniques and creating original theatre pieces to perform in class. Out-of-school performance attendance is required. This course may not be offered every year.

72601YR Theatre II**Grade Placement: 10 - 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: Theatre I and teacher approval required**

This course is designed for the student's second year in Theatre, regardless of grade level. This course emphasizes the expressive use of body and voice. It includes analyzing and interpreting scripts and characters. Students will study different acting techniques and styles such as Laban, Stanislavski, Lecoq, Misner, and Theatre of the Oppressed. Students will be required to complete extra work outside of class time. A minimum of 20 hours of out-of-school work is required. Students will also present a One-Act play to be performed outside of class. Students are required to audition for shows. Out-of-school rehearsals and performances are required.

73601YR Theatre III**74601YR Theatre Arts IV****Grade Placement: 11 - 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: Theatre I & II and teacher approval required**

This course is designed for the student's third and fourth year in Theatre. These students will have the opportunity

to study dance, theatre for children, musical theatre, television, film, career options, acting techniques, stagecraft, production style, and career education. They will create directing and acting portfolios for final semester productions. A minimum of 20 hours of out-of-school work per semester is required. Students are required to audition for shows. Students will participate in the UIL One Act Play Competition. Out-of-school rehearsals and performances are required.

73626YR IB Theatre SL**Grade Placement: 11 - 12;****Semesters: 2 consecutive; Credit: 1****Prerequisite: Teacher approval**

The IB Theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. IB assessments include a director's notebook, in which the student stages a play text for an audience; an individual presentation that outlines and physically demonstrates research into a convention of theatre tradition; and a collaborative project in which students present an original piece of theatre for and to a specified target audience.

74626YR IB Theatre HL**Grade Placement: 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: IB Theatre SL and teacher approval**

The IB Theatre HL course is the second year of the multifaceted course that gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. IB assessments include a director's notebook, in which the student stages a play text for an audience; an individual presentation that outlines and physically demonstrates research into a convention of theatre tradition; and a collaborative project in which students present an original piece of theatre for and to a specified target audience.

71701YR Technical Theatre I**Grade Placement: 9 - 12****Semesters: 2 consecutive; Credit: 1****Prerequisite: Theater Arts 1 and Teacher approval required**

This course is designed for the student's first year in Tech Theatre, regardless of grade level. This course is for first-year Technical Theatre students. The course introduces students to stage equipment, stage safety procedures, weights and balances for stage rigging, the operation of scenery, makeup, sound, public relations programs as well as lighting properties and instruments. The course also introduces basic set construction and engineering principles for stage design. Students will create technical theatre portfolios to be entered in the UIL Theatre Design contest. A minimum of 10 hours of

High School Course Guide

out-of-school work is required. Out-of-school rehearsals and tech assistance for performances are required. A safety exam must be passed to remain enrolled in the class.

72701YR Technical Theatre II

73701YR Technical Theatre III

74701YR Technical Theatre IV

Grade Placement: 10 - 12

Semesters: 2 consecutive; Credit: 1

Prerequisite: Technical Theatre I and teacher approval required

This course is designed for the student's second through fourth year in Tech Theatre. This course includes practice with hands-on experience working with equipment, rigging, constructing sets as well as utilizing computer applications for lighting and technical design. This course will also allow opportunities for design positions and head crew positions such as stage management, properties, lighting, set, construction and marketing. Students will design and construct technical portfolios for each Viking Theatre Production. A minimum of 20 hours of out-of-school work per semester is required. Out-of-school rehearsals and tech assistance for performances are required

71657YR Theatre Production I

72657YR Theatre Production II

73657YR Theatre Production III

74657YR Theatre Production IV

Grade Placement: 9 - 12

Semesters: 2; Credit: 1 (after school, 9th hour is .5)

Prerequisite: Audition and Teacher approval

This course is a varsity-level performing class providing practical, hands-on experience in acting and stagecraft. Students will also be required to work on an extra-curricular theatre production as staff. This course is scheduled either during the school day or designed to meet outside regular school hours for a minimum of 80 hours for each unit of credit. It. Students will have to meet the hour requirement to receive credit.

Musical Theatr

Grade Placement: 9- 12

Semesters: 2 consecutive; Credit: 1

Prerequisite: High school teacher approval required

This course is designed for first-year theatre students, regardless of grade level. This course covers acting, singing, dancing, and overall performance for students through the lens of musical theatre. Out-of-school production attendance is required.

73801YR Acting Methods

Grade Placement: 10-12

Semesters: 2 consecutive; Credit: 1

Prerequisite: Theatre 2 and teacher approval

This course is designed for 3rd or 4th-year theatre students. This course is designed to develop proficiency in acting by promoting an understanding of the methods,

principles, practices, and vocabulary common to all acting styles. In this course, the students begin to develop a process of character development by studying monologues and scenes from contemporary published scripts. They learn the processes used to research an in-depth character. They will incorporate appropriate stage diction and projection. They study mime and movement to prepare their bodies for the challenges of creating physical characters. The course will challenge the students to develop and use a process of character development and discover their creative processes. The course emphasizes the complexity and thoroughness required to become a successful performer

Playwriting 1

Grade Placement: 10-12

Semesters: 2 consecutive; Credit: 1

Prerequisite: Theatre 2 and teacher approval

This class introduces students to the discipline of playwriting. The course covers character development, dialogue, and dramatic structure. Many of the classes are writing labs and the students are expected to work with focus and concentration for long periods of time. There is an emphasis on discussion; the students learn how to listen to the work of their peers and to give appropriate feedback. The bulk of class work is writing exercises targeting specific skills, culminating in the writing and rewriting of a one-act play during the spring semester.

72801YR Tech Theatre Design

Grade Placement: 10-12

Semesters: 2 consecutive; Credit: 1

Prerequisite: Tech Theatre 1

This course is intended to teach the basics of costume and set design. It covers the vocabulary of design, the role of the designer, color theory, how-to-do visual research, making costume and set design choices, human figure drawing, basic watercolors, and drafting for the stage. Students will work on a theoretical design project for a design portfolio of work that they can display to colleges at future Senior Showcases.

GENERAL NOTES CONCERNING THE DANCE PROGRAM

High School Dance curriculum encompasses large ensembles, small ensembles, and individual areas of instruction and meets both semesters during the academic year. PE credit may be allowed for certain dance courses.

All students are required to participate in ensemble as well as individual events throughout the course of the year. After-school rehearsals and performances are required. Fees required for dance courses will be outlined in the course syllabus. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

71751YR Dance I – Comprehensive
Grade Placement: 9 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: None

While fulfilling the student's fine art credit, students will generally learn about a variety of dance styles to include but not limited to, ballet, tap, hip-hop, jazz, cultural/folk, and modern. In each unit, the student will learn about important people and events that have led the style to what it has become today. Rudder High – One public performance

Dance I – Dance/Drill Prep
Grade Placement: 9 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: None

Dance/Drill Prep is a survey course. While fulfilling the student's fine art credit, students will generally learn about a variety of dance styles including ballet, tap, hip-hop, jazz, cultural/folk, and modern, with an emphasis on skills used on a dance/drill team.

Dance Performance Ensemble I - IV - High School drill team
71851YR High School Drill Team Dance I
72851YR High School Drill Team Dance II
73851YR High School Drill Team Dance III
74851YR High School Drill Team Dance IV
Grade Placement: 9 – 12
Semesters: 2; Credit: 1
Prerequisite: Tryouts

This class is offered to students who have been selected by judged tryouts in the spring of the previous year. The High School drill team dance team is designed for the students to achieve as a team by learning the necessary dance skills, demonstrating sportsmanship, and attaining a certain level of fitness. High School drill team is a full-year commitment in which students are required to perform at all football games, home basketball games, spring competitions, and end-of-the-year Spring Show. Year 1 will meet the Fine Arts and Physical Education requirement.

72751YR Dance II
Grade Placement: 10 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: Dance I and teacher approval

Dance II allows the student to fulfill an elective credit by taking a more in-depth look at dance styles such as but not limited to, ballet, modern, and jazz. The student begins looking at how these three dance styles evolved

in history and the importance of each one to its time period. The student also begins working through choreographic processes to better understand how dance can be used as a medium to express ideas and emotions.

73751YR Dance III
Grade Placement: 11 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: Dance II and teacher approval

The student begins to recognize dance as a vehicle for understanding cultural and historical contexts and increasing awareness of their own and others' heritage and traditions, thus helping him/her to participate in a diverse society. One new concept introduced in Dance III and refined in Dance IV is creating original dance sequences using the choreographic processes learned in Dance II. The student also begins to demonstrate consistency in performing advanced dance skills

74751YR Dance IV
Grade Placement: 11 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: Dance III and teacher approval

Dance IV focuses on the choreographic process and discovers new ideas and themes to create dance techniques. Applicable themes are derived from multiple genres, cultures, and historical periods. Performance requirements include one dance production.

Dance Performance Ensemble I - IV - High School Color Guard
71271YR High School Color Guard Dance I
72271YR High School Color Guard Dance II
73271YR High School Color Guard Dance III
74271YR High School Color Guard Dance IV
Grade Placement: 9 – 12
Semesters: 2; Credit: 1
Prerequisite: Tryouts

This class is offered to students who have been selected by audition. The High School Color Guard is designed for students desiring to achieve as a team the necessary choreography skills, dance moves, and sportsmanship. This course requires obtaining and maintaining a certain level of fitness. High School Color Guard is a full-year commitment in which students are required to perform with the marching band at all football games and Winterguard competitive events during the winter and spring. Members are required to attend out-of-school rehearsals and performances. Additional fees may be required. Year 1 will meet the Fine Arts and Physical Education requirement.

Special Education

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Fundamental / Applied English I	4.0	2	1	X	X	X	
Fundamental / Applied English II	4.0	2	1		X	X	
Fundamental / Applied English III	4.0	2	1			X	
Fundamental / Applied English IV	4.0	2	1				X
Fundamental / Applied Algebra I	4.0	2	1	X			
Fundamental / Applied Geometry	4.0	2	1		X		
Applied Math Models with Applications	4.0	2	1			X	X
Applied Algebraic Reasoning	4.0						X
Applied Biology	4.0	2	1	X	X		
Applied Integrated to Physics and Chemistry	4.0	2	1	X	X		
Applied Chemistry	4.0					X	X
Applied Environmental Systems	4.0	2	1			X	X
Applied World Geography	4.0	2	1	X	X	X	X
Applied World History	4.0	2	1	X	X	X	X
Applied U.S. History	4.0	2	1			X	X
Applied Government	4.0	1	.5				X
Applied Economics	4.0	1	.5				X
Applied Psychology	N/A	.5				X	X
Applied Sociology	N/A	.5				X	X
Applied Rec I and II	N/A	1-2	.5-1	X	X	X	X
Basic Reading	N/A	2	1	X	X	X	X
Occupational Development Skills I – IV	N/A	2	1	X	X	X	X
Community-Based Vocational Instruction I – IV	N/A	2	1			X	X
Building Workplace Success	N/A	2	1		X	X	X
Vocational Experience	N/A	2	1	X	X	X	X+

Additional Courses may be offered to meet the needs of individual students

Bryan High School is the Regional School for the Deaf.

High School Course Guide**91311YR Fundamental / 91710YR Applied English I****Grade Placement: 9 -11****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course emphasizes punctuation, capitalization, simple sentence structure, handwriting, and the spelling of basic word lists. Skill training in functional composition and grammar will continue parallel with mechanics. This course also provides practice and training in the application of previously learned language arts skills. These skills include reading and writing skills. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be an Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

92311YR Fundamental / 92710YR Applied English II**Grade Placement: 10 - 11****Semesters: 2; Credits: 1****Prerequisite: ARD Committee/IEP**

This course emphasizes English grammar usage and spelling of basic word lists. Drill is provided in the use of nouns, verbs, modifiers, pronouns, and possessives within simple and compound sentences. Skill training in basic composition and mechanics will continue parallel with grammar. The student may progress from various functional English skills. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be an Individualized Educational Plan customized for each student. An Individual Educational Plan determines placement.

93311YR Fundamental / 93710YR Applied English III**Grade Placement: 11****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course emphasizes instruction in the correct use of parts of speech within simple, compound, and complex sentences, as well as writing paragraphs and brief reports. Skill training in basic composition, spelling, grammar, and mechanics will continue parallel with the emphasis on functional writing. This course also provides skill-building using applied language arts skills in employment vocabulary, employment abbreviations, reading package instructions and related functional reading and spelling functional words, following three-part instructions, expressing basic needs, functional telephone use, making introductions, and engaging in rational dialogue. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be an Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

94311YR Fundamental / 94710YR Applied English IV**Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course emphasizes instruction in combining elements of mechanics, spelling, usage, and composition. Practice and training are provided in building sentences from phrases through simple and complex sentences and using correct punctuation and spelling conventions to the functional adult literacy levels. This course also provides instruction in the application of fundamental language arts skills in the following areas: writing information, messages, friendly and business letters, notes, and shopping lists; completing envelopes and job-related forms; reading bill statements, labels, lists, messages, and job-related materials. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An individual Educational Plan Committee determines placement.

93320YR Fundamental / 91720YR Applied Algebra I**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides instruction in advanced basic arithmetic, algebra, and basic geometry. Skill training includes fractions through division using reciprocals, decimals, percentages, rates, ratios, integers, like and unlike signs, exponential notation, and finding logical solutions to word/situation problems. This course continues incrementally after the student has proven mastery of prerequisite skills to include algebra from finding for "x" to operations with polynomials. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

94320YR Applied Math Models**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides basic instructions in real-life math applications such as money, music, data, chance patterns, design and science. Basic math skills, along with algebra, geometry and probability, and statistics will be used to make connections to solve problems. Instruction is provided in a variety of modalities to meet individual learning styles/levels and to promote content mastery. Students will begin work in this course at their personal proficiency level as designated on their

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Individual Education Plan. An Individual Educational Plan Committee determines placement.

95320YR Fundamental / 92720YR Applied Geometry**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides basic instruction as an introduction to geometry as well as instruction related to a student's mathematical needs. The course teaches the basic concepts of geometry in a step-by-step approach. This approach allows those who need extra help the ability to grasp geometrical concepts. The instruction also provides real life examples to give students a better understanding of the relevance of geometry. Instruction is provided in a variety of modalities to promote concept mastery. For each student enrolled, this course is taught as designed by the Individualized Educational plan. An Individual Educational Plan Committee determines placement.

93201YR Fundamental/ 942200 Applied Algebraic Reasoning**Grade Placement: 12****Semesters 2; Credit 1****Prerequisite: ARD Committee / IEP**

This course provides basic instruction and reinforces and extends skills learned in Algebra I and Geometry. For each student enrolled, this course is taught as designed by the Individualized Educational plan. An Individual Educational Plan Committee determines placement.

92730YR Applied Biology**Grade Placement: 9 - 10****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides instruction in life forms, life cycle, plants, animals, and basic ecology. The student will acquire basic concepts taught in mainstream biology. Students will perform their work in this course using hands-on, simulated, and multi-media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

95730YR Applied Integrated Physics and Chemistry**Grade Placement: 9-10****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides instruction in the application of the principles of: properties of matter, physical forces (gravity, inertia), chemistry, magnetism, electricity, energy and measurement. Students will perform their work in this course using hands-on, simulated, and multi-

media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student.

94231YR Applied Environmental Systems**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

Students will study the relationships between the environment and human behavior. Is there such a thing as noise pollution? What about our fresh water supply? Is it really in danger? What can we do to be good stewards of our natural resources? Students study a variety of topics that include: ecosystems and biomes, sources and flow of energy through an environmental system, and changes in environments. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

93730YR Applied Chemistry I**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: Biology I, Algebra I**

Chemistry I includes the study of matter and the changes it undergoes. A variety of formats are used to study matter and energy, structure of matter, periodicity, chemical bonding, chemical reactions, equilibrium, phases of matter, and solutions. A large portion of the course is devoted to laboratory work in order that the student can apply the concepts being taught. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

91740YR Applied World Geography**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides instruction in ecosystems, biomes, types of pollution, preserving natural resources, weather, earth surface, energy resources, causes/effects of changing environments, cultures, and forms, movement, changes in population over time, and diffusion of ideas. Students will perform their work in these methods using hands-on, simulated and multi-media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

High School Course Guide**92740YR Applied World History****Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides instruction in the basic concepts of world history and includes the evolution of primitive man, ancient civilization, the middle ages, the renaissance, monarchies, famous revolutions, world wars, and current issues of conflict. Students will perform their work in this course using hands-on methods and/or multi-media technology at their personal proficiency level as measured by the results of competency tests. This course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

93740YR Applied U. S. History**Grade Placement: 11 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course provides instruction in basic American history concepts including exploration, early settlers, American Revolution, developments occurring from the 1700's to the Civil War, and developments from the Civil War to the present. Students will perform their work in this course using hands-on methods and/or multi-media technology at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individual Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

947401 Applied Government**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: ARD Committee/IEP**

This course provides instruction in the operation and principles of government and includes the Bill of Rights, branches of government, taxes, voting, and the application of everyday civics. Students will perform their work in this course using hands-on methods and/or multi-media technology at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

957401 Applied Economics**Grade Placement: 12****Semesters: 1; Credit: .5****Prerequisite: ARD Committee/IEP**

This course provides instruction in the basic operations of business, competition, production, profit incentive, worker hierarchy, buying cycles, credit, loans, taxes, and marketing. Students will perform their work in this

course using hands-on, simulated, and multi-media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational plan customized for each student. An Individual Educational Plan Committee determines placement.

943010 Applied Psychology**Grade Placement: 11 - 12****Semesters: 1; Credit: .5****Prerequisite: None**

The focus of psychology is on factors that cause or influence individual human behavior. This class will examine such factors as learning, intelligence, development processes, personality development and theories, and creative thinking to mention only a few. Independent learning skills along with writing skills in keeping a personal journal will be utilized. The course is designed to be the Individualized Educational plan customized for each student. An Individual Educational Plan Committee determines placement.

944010 Applied Sociology**Grade Placement: 11 - 12****Semesters: 1; Credit: .5****Prerequisite: None**

Sociology will focus on the causes and influences of human group behavior. Such factors as cultures, the socialization process, group dynamics, the institution of the family, and ethnic and racial groups will be examined. This course also touches upon social problems and social changes in society. A personal journal is required. The course is designed to be the Individualized Educational plan customized for each student. An Individual Educational Plan Committee determines placement.

917500, 927500 Applied Rec I-II**Grade Placement: 9-12****Semesters: 2 Credit: 1****Prerequisite: ARD Committee/IEP**

This course is for students who qualify, based on an evaluation, for adapted PE services. Students will participate in a variety of individual, dual, and team sport opportunities. The focus is on lifetime fitness experiences. This course is taught using individual goals and objectives that are based on enrolled grade-level TEKS.

Basic Reading**91310YR Reading I****92310YR Reading II****93310YR Reading III****Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course emphasizes functional adult literacy, vocabulary building, reading for meaning, scholastic

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listening, study skills, and reading fluency in the practical needs of young adults. A student may progress from various grade levels. The student will acquire skills in alphabetizing, identifying the main idea, sequencing events, noting cause and effect, evaluating information, locating information, using the dictionary, outlining, note-taking, memorizing, organizing, and test-taking. Using the newspaper, paperback books, audio/video tapes, grade-level district texts, and modified texts, the student will acquire the necessary reading skills. Job related reading skills such as instructions, messages, attention to detail and sequences, as well as reading for pleasure, are components of this course. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the individualized educational plan developed for each student. An Individual Educational Plan/ARD Committee determines placement. This course may be repeated for additional credit.

91820YR Occupational Development Skills I**Grade Placement: 9 – 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

Students build a foundation for employability skills such as understanding job responsibilities, basic work ethics, safety on the job, organizational skills, social skills, for employment, accepting supervision and building workplace stamina at unpaid campus jobs. Students also gain experience by participating in campus-based businesses. This class will be taught based on each individual student's goals and objectives.

Occupational Development Skills II**Grade Placement: 10 – 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course is focused on researching and exploring careers by defining job interests and recognizing student strengths. Students also gain skills necessary for employment such as interview skills, becoming familiar with the application process, employer expectations and increasing workplace stamina at unpaid campus jobs. This class will be taught based on each individual student's goals and objectives.

Occupational Development Skills III**Grade Placement: 11 – 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course will provide advanced vocational training within the campus setting. It will include honing in on specific vocational skills and developing greater independence for a student on an unpaid campus-based job. This class will be taught based on each individual student's goals and objectives.

Occupational Development Skills IV**Grade Placement: 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course is focused on researching and exploring careers by defining job interests and recognizing student interests and strengths. Students also gain skills necessary for employment such as interview skills, becoming familiar with the application process, employer expectations and increasing workplace stamina at unpaid on-campus jobs. This class will be taught based on each individual student's goals and objective.

959800 Community Based Vocational Instruction I**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

Students develop skills by rotating through various unpaid work experiences to gain knowledge such as job site expectations, handling breaks, developing time management, understanding business hierarchy, building safety skills on the job and in the community and to understand their personal preferences. This class will be taught based on each individual student's goals and objective.

969800 Community Based Vocational Instruction II**Grade Placement: 10 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

Students apply a variety of skills and responsibilities to the routines and activities in preparation for employment. This will include additional vocational training stressing greater independence in getting ready to work and time management, appropriate behaviors, developing interpersonal communication with co-workers, longer time on task, and experiencing jobs that are related to personal interest. This class will be taught based on each individual student's goals and objective.

Community Based Vocational Instruction III-IV**Grade Placement: 9 - 12****Semesters: 2; Credit: 1****Prerequisite: ARD Committee/IEP**

This course is designed to allow students to continue developing vocational skills. They will work toward better job opportunities, advanced training in preparation for supported employment or the ability to function/participate at a vocational site and honing specific vocational skills. This class will be taught based on each individual student's goals and objectives.

91810YR, 928100 Building Workplace Success I-II

Grade Placement: 10 - 12

Semesters: 2; Credit: 1

Prerequisite: ARD Committee/IEP

During the first semester of this course, students will develop job related vocabulary, exploring career options, completing applications, honing interviewing skills, writing resumes, and contacting disability specific support agencies. During the second semester, students will develop and use skills needed to acquire and maintain employment while making the transition from school to work. Instruction and skill development are provided in the areas of self-appraisal, career investigation, employment, and interpersonal skills. This class will be taught based on individual student's goals and objectives.

93780YR, 94780YR, 95780YR, 96780YR

Vocational Experience

Grade Placement: 11-12, 18+ program

Semesters: 2; Credit: 1

Prerequisite: ARD Committee/IEP

This course is designed to give students the opportunity to develop and use skills needed to acquire and maintain employment while making the transition from school to work. Students apply principles of effective human relation skills, prepare for professional advancement and/or post-secondary options. Students will continue to demonstrate productive work habits and attitudes in the context of the work environment under the supervision of the employer and Vocational Adjustment Coordinator. This class will be taught based on each individual student's goals and objectives.

ROTC & Other Opportunities

Course	Ranked GPA Scale	Semesters	Credit	Grades Offered			
				9	10	11	12
Academic Decathlon I - III	NA	2	1		X	X	X
AFJROTC I, II, III, IV – Aerospace Science & Leadership Education*	NA	2	1	X	X	X	X
AVID 9	NA	2	1	X			
AVID 10	NA	2	1		X		
AVID 11	NA	2	1			X	
AVID 12	NA	2	1				X
Peer Assistance and Leadership (PALS)	NA	2	1			X	X
Office Aide (local credit)	NA	1-2	.5-1			X	X

**Rudder students in the AFJROTC program are transported to BHS for the JROTC period*

06101YR Academic Decathlon I

06151YR Academic Decathlon II

06301YR Academic Decathlon III

Grade Placement: 10 - 12

Semesters: 2; Credit: 1

Prerequisite: Teacher approval

This individual study course prepares students for the Texas Academic Decathlon competition. Emphasis is placed on study skills, research techniques, development of fact files, and academic subjects like economics, social studies, science, mathematics, language and literature, essay writing, speech, and arts and music.

51071YR AFJROTC I – Aerospace Science(AS) I, Leadership Education(LE) I

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Approval Sr Aerospace Sci Instructor

AS-100: Milestones in Aviation History is a history course designed to acquaint the student with the historical development of flight and the role of the military in history. About three-quarters of the available classroom hours are spent reviewing the development of flight from ancient legends through the Persian Gulf War and beyond. Additionally, the role of the military throughout the history of the United States is identified. LE-100: Traditions, Wellness, and Foundations of Citizenship, introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, and other military traditions, health and wellness, fitness, individual self-control, and citizenship.

52071YR AFJROTC II – Aerospace Science(AS) II, Leadership Education(LE) II

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Approval Sr Aerospace Sci Instructor

AS-200: Science of Flight: A Gateway to New Horizons is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

LE200: Communication, Awareness and Leadership is a course that stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development.

53071YR AFJROTC III – Aerospace Science(AS) III, Leadership Education(LE) III

Grade Placement: 9 - 12

Semesters: 2; Credit: 1

Prerequisite: Approval Sr Aerospace Sci Instructor

AS-300: Exploring Space: The High Frontier is a science course that includes the latest information available in space science and space exploration. This course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and into modern astronomy. It provides an in-depth study of the

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earth, sun, moon, stars and solar system to include the terrestrial and outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights and focuses on concepts surrounding spaceflight, space vehicles, launch systems, and space missions, the Space Shuttle, space stations and beyond. This course is limited to the human aspect of spaceflight and experience in space. Also covered are the latest advances in space technology and commercial uses of space.

LE-300: Life Skills & Career Opportunities provides an essential component of leadership education for modern high school students and is designed to prepare students for the high-tech, globally oriented, and diverse workplace of the 21st century. Students learn how to become more confident financial planners, to save, invest, and spend money wisely and how to avoid the credit trap. Also, learn to understand contracts, leases, warranties, legal notices, personal bills and practical strategies. Students will be assessed on interest inventories in order to explore careers. Also includes information on college planning, applications and how to be prepared for the job world, which includes life skills to be responsible citizens.

54071YR AFJROTC IV – Aerospace Science(AS) IV, Leadership Education(LE) IV

Grade Placement: 9-12

Semesters: 2; Credit: 1

Prerequisite: Approval Sr Aerospace Sci Instructor

AS 220: Cultural Studies: An Introduction to Global Awareness. This is a customized course about the world's cultures that introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and figures that have shaped each region

LE400: Principles of Management, basic theories of planning, implementing, organizing, coordinating, directing, controlling, and decision-making through the use of applied theories.

NOTE: All courses will include Drill and Ceremonies and the Wellness Curriculum

\$10 Activity Fee is required.

The Wellness Curriculum: Regular physical activity in adolescents promotes health and fitness. Wellness is an official and integral part of the AFJROTC program. The objective is to motivate cadets to lead healthy lifestyles beyond the program and know its importance. 20% of contact time will be devoted to wellness. Wellness instruction is comprised of multiple exercises that

develop all muscle groups and provide anaerobic and aerobic intensity. The Presidential Fitness Challenge Program is the foundation of the JROTC wellness curriculum. This is a year-long program in which the cadets will be assessed periodically and provided feedback for improvement toward maintaining a healthy, active lifestyle.

AVID (Advancement Via Individual Determination)

00101YR AVID 9

00201YR AVID 10

00301YR AVID 11

00401YR AVID 12

Semester: 2; Credit: 1

Co-requisites: Co-enrollment in Advanced, PreAP, AP/IB or Dual Credit Courses

AVID is a nationally-recognized program designed to give students the support and the needed skills to succeed in college preparatory classes. Students will participate in lessons on note-taking, study skills, test-taking, time management, effective textbook reading, and library research skills. Tutors are provided during the class period and work with students on their Advanced coursework and college preparatory skills. 9th-grade students should enroll in at least 1 advanced course, 10th grade at least 2 advanced level courses, 11th grade at least 3 advanced level courses, and 12th grade at least 4 advanced level courses.

Peer Assistance and Leadership (PALS)

05101YR PALS I

05201YR PALS II

Grade Placement: 11 – 12

Semesters: 2; Credit: 1

Prerequisite: Recruited by teachers and academic advisors, by PALS teacher approval

Peer Assistance and Leadership (PAL) in an award-winning program providing effective training in “resiliency” strategies. PAL is a peer assistance program offering selected high school students the opportunity to work as trained peer facilitators with other students on their own campuses and/or from feeder middle and elementary schools. The PAL peer-helping program combats problems such as violence in schools, drug abuse, teen pregnancy, gang participation, and school dropouts by providing a critical line of defense both at school and at home.

04401YR Office Aide

Grade Placement: 11 - 12

Semesters: 1-2; Credit: .5-1 (local credit only)

Office Aides assist clerical staff in the principals' offices, Registrar's Office, Attendance Office, clinics, and the Student Advising Center. No state credit is awarded. Interested students must complete an application in May and selections are made during the summer.

Career & Technical Education

Course	Ranked GPA Scale	Course Level	Semesters	Credit	Grades Offered					
					7	8	9	10	11	12
Agriculture, Food and Natural Resources Career Cluster										
Animal Science Program of Study										
Principles of Agriculture, Food, and Natural Resources	NA	1	2	1			X	X		
Small Animal Management	NA	2	1	.5				X	X	X
Equine Science	NA	2	1	.5				X	X	X
Veterinary Medical Applications	NA	3	2	1					X	X
Advanced Animal Science	4.0	4	2	1						X
Advanced Animal Science <i>Advanced</i>	5.0	4	2	1						X
Practicum in Agriculture, Food, and Natural Resources	NA	4	2	2						X
Agricultural Technology and Mechanical Systems Program of Study										
Principles of Agriculture, Food, and Natural Resources	NA	1	2	1			X	X		
Agricultural Mechanics and Metal Technologies	NA	2	2	1				X	X	X
Agricultural Equipment Design and Fabrication/Lab	NA	3	2	2					X	X
Practicum in Agriculture, Food, and Natural Resources	NA	4	2	2						X
Plant Science - Floral Design Program of Study										
Principles of Agriculture, Food, and Natural Resources	NA	1	2	1			X	X		
Floral Design	NA	2	2	1				X	X	X
Advanced Floral Design	NA	3	2	1					X	X
Practicum in Agriculture, Food, and Natural Resources	NA	4	2	2						X
Plant Science Greenhouse Program of Study										
Principles of Agriculture, Food, and Natural Resources	NA	1	2	1			X	X		
Greenhouse Operation and Production	NA	2	2	1				X	X	X
Horticultural Science	NA	3	2	1					X	X
Advanced Plant and Soil Science	4.0	4	2	1						X
Architecture and Construction Career Cluster										
Carpentry Program of Study										
Principles of Construction	NA	1	2	1			X	X		
Construction Technology I	NA	2	2	2				X	X	
Construction Technology II	NA	3	2	2					X	X
Practicum in Construction Technology	NA	4	2	2						X
Arts, Audio/Video Technology, and Communications Career Cluster										
Design & Multimedia Arts - Graphic Design Program of Study										

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Course	Ranked GPA Scale	Course Level	Semesters	Credit	Grades Offered					
					7	8	9	10	11	12
Principles of Arts, A/V Technology, & Communications	NA	1	2	1			X	X		
Graphic Design and Illustration I	NA	2	2	1				X	X	
Graphic Design and Illustration II/Lab	NA	3	2	2					X	X
Practicum in Graphic Design and Illustration	NA	4	2	2						X
Career Preparation I/Extended Career Preparation	NA	4	2	3					X	X
Design & Multimedia Arts - Photography Program of Study										
Principles of Arts, A/V Technology, & Communications	NA	1	2	1	X	X	X	X		
Graphic Design and Illustration I	NA	2	2	1			X	X	X	
Commercial Photography I	NA	3	2	1				X	X	X
Commercial Photography II/Lab	NA	4	2	2					X	X
Practicum in Photography	NA	4	2	2						X
Career Preparation I/Extended Career Preparation	NA	4	2	3						X
Business, Marketing, and Finance Career Cluster										
Entrepreneurship Program of Study										
Principles of Business, Marketing, and Finance	NA	1	2	1	X	X	X	X		
Entrepreneurship I	NA	2	2	1			X	X	X	
Entrepreneurship II	NA	3	2	1				X	X	X
Practicum in Entrepreneurship	NA	4	2	2					X	X
Education and Training Career Cluster										
Teaching and Training Program of Study										
Principles of Education and Training	NA	1	2	1			X	X		
Child Development	NA	2	2	1				X	X	
Instructional Practices	NA	3	2	2					X	X
Practicum in Education and Training	NA	4	2	2						X
Engineering Career Cluster										
Engineering Foundations										
Introduction to Engineering Design (PLTW) Advanced	5.0	1	2	1			X	X		
Civil Engineering & Architecture (PLTW) Advanced	5.0	2	2	1				X	X	
Practicum in Science, Technology, Engineering, and Mathematics I Advanced	5.0	3	2	2					X	X
Practicum in Science, Technology, Engineering, and Mathematics II Advanced	5.0	4	2	2						X
Health Science Career Cluster										
Biomedical Science Program of Study										

High School Course Guide

Course	Ranked GPA Scale	Course Level	Semesters	Credit	Grades Offered					
					7	8	9	10	11	12
Principles of Biomedical Science (PLTW) Advanced	5.0	1	2	1			X	X		
Human Body Systems (PLTW) Advanced	5.0	2	2	1				X	X	
Medical Interventions (PLTW) Advanced	5.0	3	2	1					X	X
Biomedical Innovation (PLTW) Advanced	5.0	4	2	1						X
Diagnostic & Therapeutic Services Program of Study										
Principles of Health Science	NA	1	2	1			X	X		
Medical Terminology	NA	2	2	1				X	X	
Anatomy and Physiology	4.0	3	2	1					X	X
Anatomy and Physiology Advanced	5.0	3	2	1					X	X
Health Science Theory/Health Science Clinical	NA	3	2	2					X	X
Pathophysiology	4.0	4	2	1						X
Pathophysiology Advanced	5.0	4	2	1						X
Practicum in Health Science	NA	4	2	2						X
Hospitality and Tourism Career Cluster										
Culinary Arts Program of Study										
Introduction to Culinary Arts	NA	2	2	1				X		
Culinary Arts	NA	3	2	2					X	
Practicum in Culinary Arts	NA	4	2	2						X
Human Services Career Cluster										
Barbering Program of Study										
Introduction to Barbering	NA	2	2	1				X		
Barbering I	NA	3	2	3					X	
Barbering II	NA	4	2	3						X
Cosmetology and Personal Care Services Program of Study										
Introduction to Cosmetology	NA	2	2	1				X		
Cosmetology I/Lab	NA	3	2	3					X	
Cosmetology II/Lab	NA	4	2	3						X
Family and Community Services Program of Study										
Principles of Human Services	NA	1	2	1			X			
Lifetime Nutrition and Wellness	NA	2	1	.5				X	X	X
Dollars and Sense	NA	2	1	.5				X	X	X
Family and Community Services	NA	3	2	1					X	X
Practicum in Human Services	NA	4	2	2						X
Information Technology Career Cluster										
Programming and Software Development - Computer Science Program of Study										
Fundamentals of Computer Science	NA	1	2	1	X	X	X	X		
Computer Science I	NA	2	2	1				X	X	

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Course	Ranked GPA Scale	Course Level	Semesters	Credit	Grades Offered					
					7	8	9	10	11	12
Computer Science II	NA	3	2	1					X	X
Practicum in IT	NA	4	2	2						X
Independent Study in Technology Applications	NA	4	2	1						X
AP Computer Science Principles	6.0	2	2	1			X	X	X	X
AP Computer Science A	6.0	3	2	2				X	X	X
Cybersecurity Program of Study										
Foundations of Cybersecurity	NA	1	2	1				X		
Computer Science I	NA	2	2	1				X	X	
Networking	NA	3	2	1					X	X
Practicum in IT	NA	4	2	2						X
Independent Study in Technology Applications	NA	4	2	1						X
Law and Public Service Career Cluster										
Law Enforcement Program of Study										
Principles of Law, Public Safety, Corrections, and Security	NA	1	2	1			X	X		
Law Enforcement I	NA	2	2	1				X	X	
Law Enforcement II	NA	3	2	1					X	X
Criminal Investigation	NA	4	2	1						X
Forensic Science	4.0	4	2	1						X
Manufacturing Career Cluster										
Industrial Engineering and Robotics (Bryan High School) Program of Study										
Robotics I	NA	1	2	1		X	X	X		
Robotics II	NA	2	2	1			X	X	X	
Practicum in Manufacturing I Advanced	5.0	3	2	2				X	X	X
Practicum in Manufacturing II Advanced	5.0	4	2	2					X	X
Welding Program of Study										
Introduction to Welding	NA	2	2	1				X		
Welding I	NA	3	2	2					X	
Welding II	NA	4	2	2						X
Transportation, Distribution, and Logistics Career Cluster										
Automotive Program of Study										
Automotive Basics	NA	2	2	1				X		
Automotive Technology I: Maintenance and Light Repair	NA	3	2	2					X	
Automotive Technology II: Automotive Service	NA	4	2	2						X

Agriculture, Food and Natural Resources

81001YR Principles of Agriculture, Food & Natural Resources Credit: 1

Level 1 Course

Principles of Agriculture, Food and Natural Resources is designed to enhance understanding of the agriculture industry. Students will develop technical knowledge and skills related to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership, and environmental sciences. This course is strongly encouraged for students planning an Agriculture Science Program of Study or a career in Agriculture.

Animal Science

840010 Equine Science Credit: 0.5

830010 Small Animal Management Credit: 0.5

Level 2 Course

Equine Science & Small Animal Management is a year-long course that is designed for students to learn knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses, donkeys and mules. It also includes an overview of the small animal industry, including the species, breeds, animal health, reproduction, genetics, facilities, equipment and marketing of common domesticated pets and exotic animals.

84041YR Veterinary Medical Applications

Credit: 1

Prerequisite(s): Small Animal Management/ Equine Science

Level 3 Course

Veterinary Medical Applications is designed to introduce students to the basic concepts and skills necessary for small animal veterinary medicine. Topics such as safety and sanitation, terminology, parasitology, pharmacology, and clinical and handling procedures are covered throughout the course. Live animals will be used in this class for skill development. This course is designed to prepare students for entry-level positions in veterinary medicine and serves as a prerequisite for the Practicum in Veterinary Medicine course.

- *Industry-Based Certification available*

84021YR Advanced Animal Science/Advanced

Credit: 1

Prerequisite(s): Biology, Chemistry or IPC; Algebra I, Geometry, Small Animal Management/Equine

Level 4 Course

Advanced Animal Science is a course in which students will utilize working knowledge and skills related to animal systems of production animal species. Topics will

include animal reproduction, anatomy, growth, development, and scientific practices of production animals. Instruction is designed to allow for hands-on practices through scientific and technological aspects of animal science through hands-on field and laboratory experiences. A year-long project will be incorporated for any student enrolled in the Honors level course.

- *Note: This course can substitute for a science graduation requirement.*

84061YR Practicum in Agriculture, Food, and Natural Resources: Animal Science

Credit: 2

Prerequisite(s): Veterinary Medical Applications

Level 4 Course

Practicum provides a unique experience that allows students the opportunity to participate in a learning environment that combines classroom instruction with real business and industry career experiences related to previous coursework. Students will gain academic and career preparation to pursue high-demand and high-skill careers in the agricultural industry.

Agricultural Technology and Mechanical Systems

82071YR Agriculture Mechanics & Metal Technologies

Credit: 1

Level 2 Course

Agricultural Mechanics & Metal Technology is designed to introduce career opportunities in agricultural power, structural and technical systems. Skills to be developed include an understanding of agricultural mechanics as it relates to safety and skills in tool operation, and metalworking techniques.

C3131YR Agricultural Structures Design & Fabrications/Lab

Credit: 2

Prerequisite(s): Agricultural Mechanics and Metal Technologies

Level 3 Course

Agricultural Structures Design & Fabrication is a second-year agricultural mechanics class that immerses the student in the welding industry. This double-blocked class will allow students to plan, budget, acquire materials and build metal projects. Students will start the industry certification process with the American Welding Society.

High School Course Guide**84071YR Practicum in Agriculture, Food, and Natural Resources: Agricultural Technology and Mechanical Systems****Credit:** 2**Prerequisite(s):** Agricultural Structures Design and Fabrications/Lab**Level 4 Course**

Practicum provides a unique experience that allows students the opportunity to participate in a learning environment that combines classroom instruction with real business and/or industry career experiences. Larger, more complex metal fabrication projects may be constructed. Students will gain academic and career preparation to pursue high-demand and high-skill careers. Students will continue the industry certification process with the American Welding Society.

- *Industry-Based Certification available*

Plant Science - Floral Design**82031YR Floral Design****Credit:** 1**Level 2 Course**

Floral Design prepares students to design and arrange flowers, foliage, and related plant materials for interior locations. They will learn to handle, care for, and identify flowers and foliage plants; create contemporary and specialty floral items; develop knowledge of sound business management practices; and explore careers in the floral industry.

- *Note: This course can substitute for a fine arts graduation requirement.*

C3111YR Advanced Floral Design**Credit:** 1**Prerequisite(s):** Floral Design**Level 3 Course**

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

- *Industry-Based Certification available*

84081YR Practicum in Agriculture, Food, and Natural Resources: Floral Design**Credit:** 2**Prerequisite(s):** Advanced Floral Design**Level 4 Course**

Practicum provides a unique experience that allows students the opportunity to participate in a learning environment that combines classroom instruction with real business and industry career experiences. Students will gain academic and career preparation to pursue high-demand and high-skill careers.

Plant Science - Greenhouse**C3121YR Greenhouse Operation and Production****Credit:** 1**Level 2 Course**

Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. Students will have hands-on opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of Horticultural settings.

83031YR Horticulture Science**Credit:** 1**Prerequisite(s):** Greenhouse Operation and Production
Level 3 Course

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

84051YR Advanced Plant and Soil Science/Advanced**Credit:** 1**Level 4 Course**

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. A year-long project will be incorporated for any student enrolled in the Honors level course.

- *Note: This course can substitute for a science graduation requirement.*

Architecture & Construction**Carpentry****C2211YR Principles of Construction****Credit:** 1**Level 1 Course**

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft-skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. The curriculum is a modular, competency-based program.

High School Course Guide**81121YR Construction Technology I****Credit:** 2**Prerequisite(s):** Principles of Construction**Level 2 Course**

In Construction Technology I, students will gain the knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. The curriculum is a modular, competency-based program that enables students to earn an industry-recognized certification.

- *Industry-Based Certification available*

C4211YR Construction Technology II**Credit:** 2**Prerequisite(s):** Construction Technology I**Level 3 Course**

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 be introduced to exterior and interior finish-out skills. The curriculum is a modular, competency-based program.

C5121YR Practicum in Construction Technology**Credit:** 2**Prerequisite(s):** Construction Technology II**Level 4 Course**

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. The Practicum can be either school lab-based or work-based.

Arts, Audio/Video Technology, & Communications**81221YR Principles of Arts, AV, and Communications****Credit:** 1**Level 1 Course**

Principles of Arts, Audio/Video Technology, and Communications allows students to explore and understand the various and multifaceted career opportunities in this cluster. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Design & Multimedia Arts - Graphic Design**81201YR Graphic Design and Illustration I****Credit:** 1**Level 2 Course**

Graphic Design and Illustration I is a hands-on, lab-based class where students will learn the fundamental principles and techniques of graphic design and illustration using professional software. Students will develop their skills in image editing, illustration techniques, and design principles. Students will develop an electronic portfolio to document their skills.

- *Industry-Based Certification available*

C3311YR Graphic Design and Illustration/Lab II**Credit:** 2**Prerequisite(s):** Graphic Design and Illustration I**Level 3 Course**

Graphic Design and Illustration II builds on the foundations of Graphic Design I to teach students advanced skills in design thinking, problem-solving, and creative execution. Students will learn to interpret, evaluate, and make ethical design decisions while producing innovative projects using professional software. Students will develop an electronic portfolio to document mastery of skills.

- *Industry-Based Certification available*

84231YR Practicum in Graphic Design and Illustration**Credit:** 2**Prerequisite(s):** Graphic Design and Illustration II**Level 4 Course**

Practicum in Graphic Design and Illustration spans all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Students will develop an electronic portfolio to document mastery of skills. There may be costs associated with taking this course. Note: Independent Study in Technology Applications can be used in cases where there are conflicts with scheduling.

- *Industry-Based Certification available*

Design & Multimedia Arts - Photography**82261YR Commercial Photography I****Credit:** 1**Prerequisites(s):** Graphic Design and Illustration I**Level 3 Course**

In addition to developing the knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

C3321YR Commercial Photography II/Lab**Credit:** 2**Prerequisites(s):** Commercial Photography I

Level 4 Course

In Commercial Photography II, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

C4311YR Practicum in Commercial Photography

Credit: 2

Prerequisite(s): Commercial Photography II

Level 4 Course

In Practicum in Commercial Photography, students will be challenged with the application of knowledge and skills gained in previous photography-related coursework. The Practicum can be either school lab-based or work-based.

Career Preparation/Extended Career Preparation

Credit: 3

Level 4 Course

Career Preparation is a year-long course that provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Students have the opportunity to dedicate 2 off periods to their work-based learning experience.

Business, Marketing, & Finance

Entrepreneurship

C211YR Principles of Business, Marketing and Finance

Credit: 1

Level 1 Course

Principles of Business, Marketing, and Finance will provide students with an introductory level of knowledge and skills within the following areas: domestic and global business, forms of business ownership, marketing of goods and services, the marketing mix and sales process, and personal financial management. Within each content area students will be given the opportunity to learn, apply, and transfer their academic knowledge and skills while participating in interesting and relevant activities within business, marketing, and financial settings.

82631YR Entrepreneurship

Credit: 1

Level 2 Course

In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining the feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

84631YR Entrepreneurship II

Credit: 1

Prerequisite(s): Entrepreneurship

Level 3 Course

In Entrepreneurship II, students will work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, and develop a brand identity. The goal and outcome of the course is to have a business launched by the end of the course or have the tools necessary to launch and operate a business.

83631YR Practicum in Entrepreneurship

Credit: 2

Prerequisite(s): Entrepreneurship II

Level 4 Course

Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster.

- *Industry-Based Certification available*

Education and Training

Teaching & Training

81441YR Principles of Education and Training

Credit: 1

Level 1 Course

The Principles of Education and Training course prepares students for careers related to teaching, coaching, or other fields in education such as counseling, speech pathology, special education, and instructional aides. By working with students, planning and teaching lessons, and assisting with other teacher responsibilities, students will gain real-world experience

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in the classroom. Students will be provided observation and internship opportunities within local schools.

82431YR Child Development**Credit:** 1**Level 2 Course**

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

83441YR Instructional Practices**Credit:** 2**Prerequisite(s):** Principles of Education and Training
Level 3 Course

Instructional Practice covers a variety of topics including learning processes, special education, classroom management, college and career exploration, workplace ethics, and lesson planning. Students will experience a field-based internship during this course with a certified cooperating teacher in local elementary or middle schools. A portfolio that will serve as a resource for teaching will be completed throughout the year.

84441YR Practicum in Education and Training I**Credit:** 2**Prerequisite(s):** Instructional Practices**Level 4 Course**

Practicum 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 will participate in an internship with a certified cooperating teacher in local elementary or middle schools. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

- *Industry-Based Certification available*

Engineering**Engineering Foundations****C1002YR Introduction to Engineering Design (PLTW) Advanced****Credit:** 1**Level 1 Course**

In IED, students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design

solutions using engineering notebooks and 3D modeling software.

- *Note: This course is calculated for weighted GPA.*

C3032YR Civil Engineering & Architecture (PLTW) Adv**Credit:** 1**Prerequisite(s):** Introduction to Engineering Design
Level 2 Course

In CEA, students explore how modern engineers are helping improve the world through diverse engineering fields such as product design, robotics, mechanical design, infrastructure, and sustainability. Learn the principles of engineering as well as the cutting-edge tools of robotics, 3-D modeling, programming, and prototyping that engineers are using to solve problems today and for the future.

- *Note: This course is calculated for weighted GPA.*

82962YR Practicum in Science, Technology, Engineering, and Mathematics I (CTEC) Adv**Credit:** 2**Prerequisite(s):** Introduction to Engineering Design
Level 3 Course

In Practicum in STEM I, students will be using a variety of machines to learn how to manufacture precision parts. These machines include but are not limited to; Manual Lathe, Manual Mill, CNC Lathe, CNC Mill, Laser Engraver, FANUC Robots, Universal Robots, plasma cutter, and 3D printers. Students focus on the scientific method, individual and group research, and design to create a product.

- *Note: This course is calculated for weighted GPA.*

C4442YR Practicum in Science, Technology, Engineering, and Mathematics II (CTEC) Adv**Credit:** 2**Prerequisite(s):** Practicum in Science, Technology, Engineering, and Mathematics I**Level 4 Course**

In Practicum in STEM II, students build on the skills learned in STEM I. Students will be using a variety of machines to learn how to manufacture precision parts. These machines include but are not limited to; Manual Lathe, Manual Mill, CNC Lathe, CNC Mill, Laser Engraver, FANUC Robots, Universal Robots, plasma cutter, and 3D printers. Students focus on the scientific method, individual and group research, and design to create a product.

- *Industry-Based Certification available*
- *Note: This course is calculated for weighted GPA.*

Health Science

Biomedical Science

80712YR Principles of Biomedical Science (PLTW) Advanced

Credit: 1

Prerequisite(s): Credit for or concurrent enrollment in Biology

Level 1 Course

Principles of Biomedical Sciences serve to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses.

- *Note: This course is calculated for weighted GPA.*

80722YR Human Body Systems (PLTW) Advanced

Credit: 1

Prerequisite(s): Principles of Biomedical Sciences

Level 2 Course

Human Body Systems provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real-world situations, cases, and problems. The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings—clinical, research, and public health. Through both individual and collaborative team activities, projects, and problems, students tackle real-world challenges that biomedical professionals face in the field.

- *Note: This course is calculated for weighted GPA.*

80732YR Medical Interventions (PLTW) Advanced

Credit: 1

Prerequisite(s): Human Body Systems

Level 3 Course

Medical Interventions is a molecular biology-based biotechnology course that allows students to follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

- *Note: This course is calculated for weighted GPA.*

Biomedical Innovation (PLTW) Advanced

Credit: 1

Prerequisite(s): Medical Interventions

Level 4 Course

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

- *Note: This course is calculated for weighted GPA.*

Diagnostic & Therapeutic Services

80425YR Principles of Health Science

Credit: 1

Level 1 Course

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

87121YR Medical Terminology

Credit: 1

Level 2 Course

Medical Terminology is a course that uses the human body as a guide to familiarize students with the medical language. Students will learn the human body systems, medical procedures, and pathological conditions, and practice using related vocabulary, word parts, and abbreviations.

31301YR Anatomy and Physiology

31302YR Anatomy and Physiology Advanced

Credit: 1

Prerequisite(s): One credit in Biology and one credit in Chemistry, Physics, or IPC

Level 3 Course

Anatomy and Physiology is designed for students interested in biological, medical, and health-oriented programs. Students will study the structures and functions of the human body. The body's systems will be investigated as to the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. The topics will be presented through an integration of biology, chemistry, and physics. In this laboratory course, the students conduct laboratory investigations, perform dissections, use scientific methods during investigations, and make informed decisions using critical thinking and problem-solving. Anatomy and Physiology will involve the in-depth study of topics, including high-level thinking

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skills in both laboratory exercises and assessments. The student will be expected to conduct research. A year-long project will be incorporated for any student enrolled in the Honors level course.

- *Note: This course is an approved science course and can count towards a graduation requirement.*
- *Note: This course is calculated for weighted GPA. (On level or Advanced)*

C3721YR Health Science Theory/Clinical**Credit: 2****Prerequisite(s):** Biology and at least one credit in the health science cluster**Level 3 Course**

The Health Science Theory/Clinical course will provide students the opportunity to develop advanced knowledge related to a wide variety of health careers, anatomy & physiology, and healthcare skills. Students will learn through lab-based settings and hands-on experiences. Skills will include taking vital signs, infection control techniques, demonstrating proper body mechanics, first aid, and CPR.

30821YR Pathophysiology**30831YR Pathophysiology Advanced****Credit: 1****Prerequisite(s):** Biology and Chemistry**Level 4 Course**

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. A year-long project will be incorporated for any student enrolled in the Honors level course.

- *Note: This course is an approved science course and can count towards a graduation requirement.*
- *Note: This course is calculated for weighted GPA. (Onlevel or Advanced)*

80445YR Practicum in Health Science**Credit: 2****Prerequisite(s):** Health Science Theory/Clinical**Level 4 Course**

This course is designed to develop health care specific knowledge and skills specific to the Patient Care Technician (PCT). It also seeks to prepare the student for the transition to clinical work as a PCT and college readiness. The student qualifies to take a National Certification Exam upon completion of this course if the

student passes each 6 weeks as well as learns and completes all of the required skills checkoffs.

- *Industry-Based Certification available*

Hospitality and Tourism**Culinary Arts****C2821YR Introduction to Culinary Arts****Credit: 1****Level 2 Course**

Introduction to Culinary Arts course is designed for students who are interested in careers in the culinary arts, hospitality, tourism, or restaurant management. The course focuses on food preparation and cooking skills, with a strong emphasis on safety and sanitation. Students will learn how to prepare recipes, use various kitchen equipment and utensils, work as a team, and manage their time effectively. Safety certification available

83421YR Culinary Arts**Credit: 2****Prerequisite(s):** Introduction to Culinary Arts**Level 3 Course**

Culinary Arts is a more advanced course that explores the principles and fundamentals of cooking and baking, as well as management and production skills. The course is taught in a commercial-grade kitchen, providing students with hands-on experience

84421YR Practicum in Culinary Arts**Credit: 2****Prerequisite(s):** Culinary Arts**Level 4 Course**

Practicum in Culinary Arts is a unique course that combines classroom instruction with real-world business and industry experiences. The course prepares students with a variety of skills for the rapidly changing workplace by fostering strong partnerships with community businesses. Students will build upon their employability skills to prepare for college and career success.

- *Industry-Based Certification available*

Human Services**Barbering****C2841YR Introduction to Barbering****Credit: 1****Level 1 Course**

Barbering is a planned 1000 clock hour, three-year sequence of classroom and laboratory instruction. Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, and skin care. Students research careers in the personal care services industry. This course is a prerequisite for the barbering-licensing program. Taking this course does not guarantee a place in Barbering I and II courses that are needed to apply for

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a Barbering license.

- There is a cost associated with taking this course.

C3841YR Barbering I

Credit: 3

Prerequisite(s): Introduction to Barbering

Level 2 Course

Barbering is a planned 1000 clock hour, three-year sequence of classroom and laboratory instruction. In Barbering I, students coordinate integration of academic, career, and technical knowledge and skills in a laboratory instructional sequence of courses designed to provide job-specific training for employment in barbering careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

- There is a cost associated with taking this course.

C4861YR Barbering II

Credit: 3

Prerequisite(s): Barbering I

Level 3 Course

Barbering is a planned 1000 clock hour, three-year sequence of classroom and laboratory instruction. In Barbering II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.

- *Industry-Based Certification available*

Cosmetology and Personal Care Services

C2831YR Introduction to Cosmetology

Credit: 1

Level 1 Course

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, and skin care. Students research careers in the personal care services industry. This course is a prerequisite for the cosmetology-licensing program. Taking this course does not guarantee a place in Cosmetology I and II, courses that are needed to apply for a cosmetology license.

- There is a cost associated with taking this course.

C3461YR Cosmetology I

Credit: 3

Prerequisite(s): Cosmetology II

Level 2 Course

Cosmetology is a planned 1000 clock hour, three-year sequence of classroom and laboratory instruction. Instruction is designed to provide job-specific training for entry-level employment in cosmetology careers. Instruction includes sterilization and sanitation processes, shampooing and rinsing hair, application of conditioning creams and color rinses, application of scalp and hair treatments, shaping and thinning hair, hairstyling, permanent waving, hair coloring, manicuring, and facial massage.

- There is a cost associated with taking this course.

C4871YR Cosmetology II

Credit: 3

Prerequisite(s): Cosmetology II

Level 3 Course

Cosmetology is a planned 1000 clock hour, three-year sequence of classroom and laboratory instruction. Instruction is designed to provide job-specific training for entry-level employment in cosmetology careers. Instruction includes sterilization and sanitation processes, shampooing and rinsing hair, application of conditioning creams and color rinses, application of scalp and hair treatments, shaping and thinning hair, hairstyling, permanent waving, hair coloring, manicuring, and facial massage.

- *Industry-Based Certification available*

Family & Community Services

80405YR Principles of Human Services

Credit: 1

Level 1 Course

Principles of Human Services uses knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote the wellness of family members, and manage multiple adult roles. This course introduces students to careers in counseling and mental health, child development, family and community, personal care services, social work, education, hospitality and food service, interior design, and fashion. Each student is expected to complete the knowledge and skills essential for success in high-skill, or high-demand careers.

824110 Lifetime Nutrition and Wellness

Credit: .5

Level 2 Course

Lifetime Nutrition and Wellness is a year-long course that allows students to gain knowledge and skills to make informed decisions that promote lifelong wellness. Nutrition-focused instruction will include the principles of nutrition, roles of nutrients, digestion, and metabolism,

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understanding the importance of a balanced diet, safety, and sanitation in the lab, and healthy food preparation skills. Throughout the course, students will also learn general human development, interpersonal, and family studies concepts that significantly affect an individual's quality of life and overall wellness.

824510 Dollars and Sense**Credit:** .5**Level 2 Course**

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

83481YR Family and Community Services**Credit:** 1**Level 3 Course**

Family and Community Services prepares students for employment in counseling and mental health, family and community, personal care, and consumer services. Students will plan, develop, implement, and evaluate community and service-learning activities both directly and indirectly that benefit individuals, families, or the community.

84431YR Practicum in Human Services**Credit:** 2**Level 4 Course**

Practicum provides a unique experience that allows students to have the opportunity to work with industry partners and community businesses to gain work-based learning opportunities within Human Services. Students will gain academic and career preparation to pursue high-demand and high-skill careers.

Information Technology**Programming & Software Development****Computer Science****81571YR Fundamentals of Computer Science****Credit:** 1**Level 1 Course**

Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.

83702YR AP Computer Science Principles**Credit:** 1**Level 2 Course**

Computer Science Principles AP delves into the five core principles of the AP Computer Science Principles (CSP) curriculum, emphasizing the application of

computational concepts through Swift, XCode, AppScript, and JavaScript. Designed to prepare students for the AP CSP exam, it encourages innovative problem-solving through programming. Students gain hands-on experience crafting mobile apps, web-based tools, and automating tasks with these programming languages. This course prepares students to take the AP Exam.

- Note: This course can substitute for a Language Other than English graduation requirement. Please see your school counselor for additional information concerning substitution options/requirements.

82571YR Computer Science I**Credit:** 1**Prerequisite(s):** Algebra I**Level 2 Course**

Computer Science I is a survey course that explores problem-solving from a logical perspective. Students will learn how to dissect complex problems into manageable parts and implement solutions using a variety of tools. Students will also gain a broad knowledge of Computer Science by being introduced to a variety of concepts.

- Note: This course can substitute for a Language Other than English graduation requirement. Please see your school counselor for additional information concerning substitution options/requirements.

83703YR AP Computer Science A**Credit:** 2**Level 3 Course**

AP Computer Science A offers advanced programming in JAVA to prepare for the Advanced Placement Computer Science A exam.

- Note: This course can substitute for a mathematics graduation requirement. Please see your school counselor for additional information concerning substitution options/requirements.
- Note: This course can substitute for a Language Other than English graduation requirement. Please see your school counselor for additional information concerning substitution options/requirements.
- *Industry-Based Certification available*

83571YR Computer Science II**Credit:** 1**Prerequisite(s):** Algebra I and either Computer Science I or Fundamentals of Computer Science**Level 3 Course**

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout

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the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.

- *Industry-Based Certification available*
- Note: This course can substitute for a Language Other than English graduation requirement. Please see your school counselor for additional information concerning substitution options/requirements.

84701YR Practicum in Information Technology**Credit: 2****Level 4 Course**

In Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society.

- Note: Independent Study in Technology Applications can be used in cases where there are conflicts with scheduling.

84741YR Independent Study in Technology**Applications****Credit: 2****Level 4 Course**

By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

Cybersecurity**81571YR Foundations of Cybersecurity****Credit: 1****Level 1 Course**

In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks.

82571YR Computer Science I**Credit: 1****Prerequisite(s):** Algebra I**Level 2 Course**

Computer Science I is a survey course that explores problem-solving from a logical perspective. Students will learn how to dissect complex problems into manageable parts and implement solutions using a variety of tools. Students will also gain a broad knowledge of Computer Science by being introduced to a variety of concepts.

- Note: This course can substitute for a Language Other than English graduation requirement. Please see your school counselor for additional information concerning substitution options/requirements.

83591YR Networking**Credit: 1****Level 3 Course**

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

- *Industry-Based Certification available*

84701YR Practicum in Information Technology**Credit: 2****Level 4 Course**

In Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society.

- Note: Independent Study in Technology Applications can be used in cases where there are conflicts with scheduling.

84741YR Independent Study in Technology**Applications****Credit: 2****Level 4 Course**

By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

Law and Public ServiceLaw Enforcement**81351YR Principles of Law, Public Safety, Corrections, and Security****Credit: 1****Level 1 Course**

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills

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necessary for careers in law enforcement, fire service, protective services, and corrections.

82351YR Law Enforcement I**Credit:** 1**Level 2 Course**

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

83351YR Law Enforcement II**Credit:** 1**Prerequisite(s):** Law Enforcement I**Level 3 Course**

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

C4911YR Criminal Investigations**Credit:** 1**Prerequisite(s):** Law Enforcement II**Level 4 Course**

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand the basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

85351YR Forensic Science**Credit:** 1**Prerequisite(s):** One credit in Biology and one credit in Chemistry, Physics, or IPC**Level 4 Course**

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.

- Note: This course can substitute for a science graduation requirement.

Manufacturing**Robotics & Automation Technology****83801YR Robotics I****Credit:** 1**Level 1 Course**

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

C3011YR Robotics II**Credit:** 1**Prerequisite(s):** Robotics I**Level 2 Course**

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through the implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

84932YR Practicum in Manufacturing I (CTEC) Adv**Credit:** 2**Level 3 Course**

In Practicum in Manufacturing I, students will be using a variety of machines to learn how to manufacture precision parts. These machines include but are not limited to; Manual Lathe, Manual Mill, CNC Lathe, CNC Mill, Laser Engraver, FANUC Robots, Universal Robots, plasma cutter, and 3D printers. Students focus on the scientific method, individual and group research, and design to create a product.

85932YR Practicum in Manufacturing (CTEC) Adv**Credit:** 2**Level 4 Course**

In Practicum in Manufacturing II, students build on the skills learned in Manufacturing I. Students will be using a variety of machines to learn how to manufacture precision parts. These machines include but are not limited to; Manual Lathe, Manual Mill, CNC Lathe, CNC Mill, Laser Engraver, FANUC Robots, Universal Robots, plasma cutter, and 3D printers. Students focus on the scientific method, individual and group research, and design to create a product.

- *Industry-Based Certification available*

Welding**C2021YR Introduction to Welding**

Credit: 1

Level 2 Course

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

82921YR Welding I

Credit: 2

Prerequisite(s): Introduction to Welding

Level 3 Course

Welding I will provide intermediate instruction to the welding industry with an emphasis on basic Shielded Metal Arc Welding (SMAW) laboratory principles and operating procedures. Students will be introduced to welding code, and how it relates to weld certifications and employment weld test. Welding 1 will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports the integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

83921YR Welding II

Credit: 2

Prerequisite(s): Welding I

Level 4 Course

Welding II will provide intermediate instruction to the welding industry with an emphasis on basic Shielded Metal Arc Welding (SMAW) and Gas Metal Arc Welding (GMAW) laboratory principles and operating procedures. Students will be introduced to welding code, and how it relates to weld certifications and employment weld test. Welding 2 will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports the integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and

problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

- *Industry-Based Certification available*

Transportation, Distribution, and Logistics

Automotive

C2011YR Automotive Basics

Credit: 1

PEIMS #13039550

Prerequisite(s): Student Interest Form

Grade: 10-12

Level 2 Course

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. The curriculum is a modular, competency-based program that enables students to earn an industry-recognized certification.

82901YR Automotive Technology I: Maintenance and Light Repair

Credit: 2

PEIMS #13039600

Prerequisite(s): Automotive Basics, Student Enrollment Form

Grade: 10-12

Level 3 Course

Automotive Technology I prepares students with knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The curriculum is a modular, competency-based program that enables students to earn an industry-recognized certification.

83901YR Automotive Technology II: Automotive Service

Credit: 2

PEIMS #13039700

Prerequisite(s): Automotive Technology I

Grade: 11-12

Level 4 Course

Automotive Technology II prepares students with knowledge of the major automotive systems, principles of diagnosing and servicing these systems, and applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The curriculum is a modular, competency-based program that enables students to earn an industry-recognized certification.

- *Industry-Based Certifications available*