



**High School**  
**Course Description Guide**  
**2016 – 2017**

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## GENERAL INFORMATION

Bushland High School is a state accredited high school that provides broad academic experiences for all students. Students and parents should read thoroughly the information provided in this guide in order to select the best possible courses according to students' needs, abilities, and career plans.

### **A note about this book:**

It is the intent of the Course Description Guide to provide entering students and their parents with essential information for educational and career planning. This guide is designed to be used to aid the student in preparing for the future. The school and its professional staff are an important support to the student in providing guidance, information, and resources.

There are many factors to consider when selecting courses. Students should choose courses based on interest and ability, post-graduation educational plans, and future career goals.

**The ultimate responsibility for choices and decisions rests with the student and his/her parents.** It is the responsibility of the school to assist in providing and interpreting all the appropriate and most recent information available. This information and assistance will enable the student to make the best and wisest decision commensurate with his abilities and interests.

Students should read the Course Description Guide carefully before making any course selections. Guidance counseling staff are available to answer any questions concerning the information presented. Students are encouraged to seek assistance from the guidance counseling staff throughout their high school years for help in planning for graduation and beyond.

***Please feel free to call the Guidance & Counseling Office at Bushland High School at 359-6683 ext. 433. The guidance counseling staff will be glad to answer your questions.***

Bushland ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs.

## PRE-REGISTRATION

Pre-registration will take place in the spring semester of each school year. Although students will receive specific instructions during that time from high school personnel, the responsibility for appropriate graduation and career choices rests with students and parents. The counseling staff is available to assist in making decisions related to course selections.

**Pre-registration of students is one of the most critical functions performed by a school. Based upon pre-registration information, courses are scheduled and teachers are employed for the next year. Therefore, it is important that course selections be given serious consideration. Once pre-registration forms have been submitted, students will be permitted only one change request. After school begins, changes will be made only to correct scheduling errors or to equalize class enrollments.**

## CLASS SCHEDULES

Students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions are made for 11<sup>th</sup> and 12<sup>th</sup> grade students who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule. These students may have a schedule with either the first or last period off but not both.

Students will select electives of choice during the preceding semester and the district will fill in core courses. The student is placed into classes according to class size and placement requests. The schedules will be available to students no later than one week before the start of school. Changes are made only if classes are available.

## SCHEDULE CHANGES

A student may add or drop courses **WHICH ARE NOT** Advanced Academic courses **the week before school starts in the fall semester**. For changes to Advanced Academic courses, see section regarding Advanced Academic Courses. Spring schedules are delivered to the students before the end of the first semester, and a brief window of 2 days is given for any adjustments before the start of the second term. A student will be permitted one schedule change request. All schedule changes require administrative approval once school starts.

## COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade for each semester is 70 or above. The student must pass both semesters to receive a credit for that course. For a two-semester (1 credit) course, the student's grades for both semesters shall be a 70 or above. Should the student's grade be less than 70 for a semester, the student will be required to retake the semester in which he or she failed. If a student's semester test grade causes them to fail, the student will have the opportunity to retake the semester test.

## PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments.

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by the counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and

outline an intensive instruction program for the student. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

## GRADE LEVEL CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

## SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

## AMARILLO AREA CENTER FOR ADVANCED LEARNING (AACAL)

Bushland High School partners with the Amarillo Area Center for Advanced Learning (AACAL) to offer Bushland students a challenging and competitive college preparatory program to academically talented, technically-oriented students. All specialty programs at AACAL incorporate a strong math-science focus. Each of the specialty programs at AACAL has been established under the guidance of many college, university and business partners. Courses in each specialty program follow a coherent sequence of study for each grade level. First and second year courses are focused on exploration and investigation in the career fields related to each specialty program. To be eligible for these courses, students must have passed his or her core subject courses in the fall semester with skill levels demonstrating readiness for combined academic and technical instruction. It is usually not appropriate to place a student who is not ready for this type of instruction in AACAL classes when his or her significant need is to complete basic skills instruction at their home campus.

Students who decide to continue their four year coherent sequence of courses beyond the sophomore year will apply for admission in the spring semester to the Specialty Program of their choice. Admission to the junior and senior level Specialty Programs is on a competitive basis.

Opportunities will be available for all students to participate in real-world application of their science skills. Many local science and math industries have provided guest speakers, job shadowing experiences, mentorships and internships for AACAL students. Students who are accepted to AACAL may also enroll in other courses we offer at Bushland; however, the student will be charged tuition for courses taken at AACAL. Bushland ISD ONLY pays student tuition for courses taken in Specialty Programs at AACAL, i.e. Engineering. Transportation is not provided by Bushland ISD and students must arrange for their own transportation to and from AACAL.

For more information about enrolling at AACAL, contact the counseling staff at Bushland High School.

## DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the UIL “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

## CAREER AND TECHNICAL EDUCATION (CTE)

Bushland High School is proud to offer a wide variety of Career and Technical Education courses. Some of the CTE courses available have the opportunity to take a certification test at the conclusion of the course that would enable the student to become certified in a related field. Certification could be beneficial in future employment opportunities, prospective college degree plans or both. Such course descriptions state that **Certification tests are available at the conclusion of this course.**

## PHYSICAL EDUCATION CLASSES AND P.E. SUBSTITUTIONS

One credit of Physical Education is required for graduation by the State of Texas. Students may satisfy the one credit of P.E. by taking any combination of TEKS-based P.E. courses and/or P.E. substitutions. P.E. substitutions include Athletics, Marching Band, and Cheerleading. Credit may not be earned for any TEKS-based P.E. course more than once. Only one state credit may be earned through Marching Band and Cheerleading. No more than four credits may be earned through any combination of P.E. courses and allowable substitutions. Band 1, 2, 3, and 4 are Fine Arts Credits.

## UIL REQUIREMENTS

**Eligibility for all extracurricular participants after the first six weeks of the school year:** A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified Advanced Academic class), or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes other than those that are Advanced Academic classes, and (2) completed the three school weeks of ineligibility. For more information, consult [www.uil.utexas.edu](http://www.uil.utexas.edu).

## ADVANCED ACADEMIC COURSES

The open enrollment policy for Bushland High School allows any student, who has an interest in a more challenging approach designed to prepare students for college, to enroll in a Pre-Advanced Placement, Advanced Placement, or Honors level course. Students must have successfully completed the proper prerequisite course and meet the admission criteria unless a parent has requested the admission criteria be waived (see section below on Entering, Maintaining, and Exiting Advanced Academic Courses).

Advanced Academic courses are designed for self-disciplined, highly motivated students. Excellent class attendance and good organizational skills are preferable to predict success. The AP curriculum is outlined by the College Board and reflects the appropriate college-level material required for success on the College Board AP Exams. Opportunities for creative, productive thinking are provided with stress on cognitive concepts and processes.

Students must assume responsibility for considerable out-of-class reading/homework assignments and have well-developed reading, writing, and/or math skills. Many classes require summer reading on which students are tested when school begins.

Gifted and Talented students are served through Advanced Academic courses. These students need to enroll in at least one of the courses or be furloughed for a year.

### ***Entering, Maintaining, and Exiting Advanced Academic Courses:***

In an effort to place students in appropriate level classes, admission criteria have been established for Advanced Academic courses:

- A student must have achieved a final course grade of 75 or higher in the prerequisite Advanced Academic course OR a final course grade of 80 or higher in the prerequisite regular course.
- A student must also have earned a Level II performance on the state assessment (STAAR/EOC).

If a student does not meet these requirements, a parent may request that admission criteria be waived. This will involve a committee process that will include an administrator, a counselor, the teacher, the parent and the students.

Students in Advanced Academic courses must maintain certain academic standards while enrolled in the course. If a student fails to meet these standards, he/she may be exited from the course and placed in a regular level course based on a committee decision made up of an administrator, a counselor, the teacher, the parent and the student. These steps will be followed during the first semester:

- A student whose grade falls below a 75 after the 3<sup>rd</sup> week of the grading period will be put on an intervention plan.



- A student who has a grade of 75 or above after the 3<sup>rd</sup> week of the grading period but their grade falls below a 75 after the last week of the grading period will be put on an intervention plan.
- If a student's grade falls below a 75 after the last week of the grading period after being placed on an intervention plan, then a conference will be held including an administrator, a counselor, the teacher, the parent and the student to determine if he/she will be removed from the Advanced Academic course and placed into the corresponding regular course.

Students may change from an Advanced Academic class to the regular version AFTER staying in Advanced Academic class for a minimum of two weeks. The process to drop from an Advanced Academic course to a regular course will involve a committee process that will include an administrator, a counselor, the teacher of the course the student is wanting to leave, the parent and the student. Students may not go from a regular version to an advanced version after the first three weeks of the school year. Students who move from an Advanced Academic course to a regular course may be held responsible for making up all topics covered in the regular course prior to the move if it occurs before the end of the semester.

Advanced Academic courses are on a 5.0 weighted scale average and are included in the calculation of class rank.

## COLLEGE CREDIT OPPORTUNITIES

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Amarillo College, which may be offered on or off campus; and
- Certain CTE courses.

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

## DUAL CREDIT COURSES

### **Eligibility Requirements**

Dual Credit is regulated by both the Texas Higher Education Coordinating Board and Amarillo College policies. To be eligible for dual credit a student must:

- ✓ Comply with Texas Success Initiative testing requirements;
- ✓ Meet established entrance requirements at Amarillo College as well as appropriate prerequisites for any course;
- ✓ Complete the Amarillo College Application for Admission; and
- ✓ Pay the cost associated with taking a college dual credit course as established by contractual agreement. Amarillo College charges \$50 per college hour. A three hour class costs \$150.

### **Dual Credit Courses Offered at Bushland High School**

<b>Bushland High School Course</b>	<b>AC Course ID</b>	<b>AC Course Name</b>
Biology DC 1 <sup>st</sup> Semester	BIOL – 1408	Biology/Non-Science Majors I
Biology DC 2 <sup>nd</sup> Semester	BIOL – 1409	Biology/Non-Science Majors II
Economics DC	ECON – 2301	Principles of Macroeconomics
Practicum in Health Science	EMSP – 1501 EMSP – 1163	Emergency Medical Tech – Basic Clinical – Emergency Medical Tech
English IV DC 1 <sup>st</sup> Semester	ENGL – 1301	English Composition I
English IV DC 2 <sup>nd</sup> Semester	ENGL – 1302	English Composition II
US Government DC	GOVT – 2305	US Government
US History DC 1 <sup>st</sup> Semester	HIST – 1301	US History I
US History DC 2 <sup>nd</sup> Semester	HIST – 1302	US History II
Precalculus DC 1 <sup>st</sup> Semester	MATH – 1414	College Algebra STEM Majors
Precalculus DC 2 <sup>nd</sup> Semester	MATH – 1316	Trigonometry
Psychology DC	PSYC – 2301	General Psychology
ASL IV DC 1 <sup>st</sup> Semester	SGNL – 1301	Beginning ASL I
ASL IV DC 2 <sup>nd</sup> Semester	SGNL – 1302	Beginning ASL II
Sociology DC	SOCI – 1301	Introduction to Sociology
Spanish IV DC 1 <sup>st</sup> Semester	SPAN – 1411	Beginning Spanish I
Spanish IV DC 2 <sup>nd</sup> Semester	SPAN – 1412	Beginning Spanish II
Professional Communications DC	SPCH – 1315	Public Speaking

## CREDIT BY EXAM

### **If a Student Has Taken the Course:**

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

***If a Student Has Not Taken the Course:***

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. See the counselor for dates when exams are scheduled.

A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score (80 on the exam or a score designated by the state for an exam that has alternate scoring standards) on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

If a student plans to take an exam, the student (or parent) must register with the counselor no later than 30 days prior to the scheduled testing date. The student is responsible for the cost of the exam.

**CREDIT RECOVERY**

Credit recovery is a computer based program that allows a student to regain credit for a course in the four core subjects that was failed. This may be done during summer school or during the school year if the student's schedule permits. There is a fee to take this class when taken during summer school. Not all classes are available through this program and enrollment is limited.

**CLASS RANK/TOP TEN PERCENT/HIGHEST RANKING STUDENT**

The Valedictorian and Salutatorian shall be the eligible students with highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in the district for the two school years preceding graduation. ***Students who request to graduate early shall not be eligible for valedictorian or salutatorian honors.***

All students whose weighted scale averages are 90 or higher shall be recognized as Honor Graduates.

Semester grades earned in grades 9 – 12 in core classes and foreign language classes and Algebra I taken in grade 8 for graduation credit are used for class rank. Grades through the fifth six-weeks grading period shall be used in calculating the weighted scale average to be used for class ranking at the graduation ceremony. Final class ranking for purposes of the final official transcripts shall be calculated after the graduation ceremony. This final calculation shall include the grades from the sixth six-weeks grading period.

For two school years following their graduation, district graduates who rank in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas. Students and parents should contact the counselor for further information about the application process and deadlines.

## WEIGHTED GRADE AVERAGE SYSTEM

A weighted grade average system is used for all students. The objectives of this system are to provide a method of rewarding academic success; to select valedictorian, salutatorian and honor graduates; to determine class rank; and to reward students for achieving in core subject Advanced Academic classes and foreign language classes. Students who move from an Advanced Academic course to a regular course after the first six weeks of a semester will be awarded level 2 grade points.

This system is divided into three levels:

- LEVEL 3 would be all designated core subject Advanced Academic courses and foreign language courses.
- LEVEL 2 would be all regular courses.
- LEVEL 1 would be all modified courses.

The following chart will show how many grade points are earned for any grade for any course. The tens digit of the semester numerical grade will determine the whole number grade points earned and the ones digit will determine the decimal value of grade points earned. A grade 69 or below in any level will be figured with a grade point of 0.

- A grade of 77 in a level 3 course would be 2.7 points.
- A grade of 77 in a level 2 course would be 1.7 points.
- A grade of 77 in a level 1 course would be 0.7 points.

	<b>0.0</b>	<b>1.0</b>	<b>2.0</b>	<b>3.0</b>	<b>4.0</b>	<b>5.0</b>
<b>Level 3</b>			70 – 79	80 – 89	90 – 99	100
<b>Level 2</b>		70 – 79	80 – 89	90 – 99	100	
<b>Level 1</b>	70 – 79	80 – 89	90 – 99	100		

## SUPERINTENDENT SCHOLARS

Recognition will be given each semester at a special awards ceremony. This program is unique to Bushland High School and is designed to recognize academic achievement by semester while the student is enrolled at Bushland High School. To be recognized as a Superintendent Scholar upon graduation, a student shall have enrolled in at least four of the qualifying courses per semester for eight semesters while earning credits for graduation and earned at least a “95” average in each qualifying course or a “90” average in Pre-AP, AP, honors, or dual credit courses. If a student is enrolled in more than four qualifying courses, he/she must be eligible in only four of the courses. The qualifying courses include the core subject and foreign language courses.

## COLLEGE AND UNIVERSITY ADMISSIONS

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

- Completes the Recommended or Advanced/Distinguished Achievement Program\*; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

\*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the Foundation Graduation Program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

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

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

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

### **SCHOLASTIC APTITUDE TEST AND AMERICAN COLLEGE TEST (SAT AND ACT)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the Foundation Graduation Program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

### **TEXAS SUCCESS INITIATIVE (TSI) ASSESSMENT**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

## COLLEGE PREPARATION TIMELINE

### ***8<sup>th</sup> Grade Year***

1. Attend the parent high school orientation session with your parent(s).
2. Meet with your counselor or high school advisor to plan course selections for the high school years.
3. Thoroughly read the course selection book and carefully choose courses for high school. Complete a four-year high school academic plan.

### ***Freshman Year***

1. Re-evaluate goals and objectives that were chosen in the eighth grade.
2. Take challenging classes.
3. Review your four-year graduation plan.
4. Choose courses that will best prepare you for your future.
5. Pursue your interests in extracurricular activities. Promote community service – it can make a difference in scholarship consideration later.
6. Use your computer to explore careers and job opportunities in those careers.
7. Start to attend events on college campuses, such as camps, sporting events, etc.
8. Consider summer opportunities which can help broaden your horizons: camps, summer study, travel, work, community service.
9. Begin keeping a portfolio that includes report cards, test scores, honors, school activities, community activities, and work experience. You may also want to keep samples of your major school projects, papers, etc.
10. Study to make your grades reflective of your ability. Remember that all four years of high school are evaluated for college admission.

### ***Sophomore Year***

1. Review and update the four-year graduation plan.
2. Review college catalogs and publications which give college profiles.
3. Take the PSAT as practice for the PSAT/NMSQT that juniors take for scholarship consideration. Analyze the PSAT results and establish personal goals in January. Take the ACT Aspire.
4. Use your computer and the internet to start looking at colleges through their websites.
5. Continue to review college publications.
6. Ask older friends and family members about their college experiences to help you determine which schools you might explore.
7. Begin to visit colleges in the summer, especially if you are interested in a highly selective college.
8. Begin to review financial resources and possible sources for financial aid.
9. Begin saving money for college.
10. Continue adding to your portfolio.
11. Study to make your grades representative of your abilities. Remember that all four years of high school are evaluated for college admission.

### ***Junior Year***

1. Review your graduation plan and narrow college choices.
2. Study college admission requirements.
3. Attend college fairs.
4. Confer with parent(s) and the counselor to decide on courses for the senior year and to discuss post-graduation plans.
5. Take the PSAT to qualify for the National Merit Scholarship Program and to practice for the SAT. Apply for any scholarships that your parents' employers may provide and any scholarships that are available to junior competition. Take the ACT Aspire.
6. Attend the ACT Boot Camp at BHS.
7. Be aware of daily announcements for important scholarship, service, financial aid and test preparation information available to juniors.

8. Take the SAT and/or ACT in the spring.
9. Continue to research personal career choices.
10. Contact admission offices to schedule campus visits in the spring or summer.
11. Send for college information and applications.
12. Continue adding to your portfolio.
13. Make grades representative of your ability. Keep in mind that college applications are based on your record through your junior year.

### **Senior Year**

1. Confer with your counselor in early fall about post-graduation plans.
2. Attend college fairs.
3. Check the Guidance Office for information about the college(s) you may be interested in.
4. Contact admission offices to schedule campus visits in the fall. Finalize college choices and send letters/applications to the colleges of your choice.
5. Send regular decision applications in the fall semester.
6. Become familiar with the State of Texas Common Application for Admission to Texas Public Universities available online or in the Guidance Office.
7. Send in housing applications in early fall, especially to colleges that are highly competitive for dorm space.
8. Apply for any scholarships for which you may qualify.
9. Apply for university scholarships in the fall.
10. Fill out a Transcript Request Form available in the Guidance Office requesting that your official transcript be sent with college and/or scholarship applications.
11. Take the SAT and/or ACT in September, October or November.
12. Take the assessment instrument (TSI) required by the college of your choice no later than spring. Check with your counselor to see if you are exempt.
13. Analyze SAT and ACT test results in December.
14. Send the Financial Aid (FAFSA) applications in late January.
15. Apply for local scholarships in March or April.
16. Be aware of daily announcements for important scholarship, service, financial aid, and college investigation opportunities available to seniors.
17. Use your computer to search for the latest college information and scholarships.
18. Continue adding to your portfolio.
19. Make grades representative of your ability. The senior year is often considered in scholarship applications and college admission reviews.

## STATE TESTING REQUIREMENTS FOR GRADUATION

As a prerequisite to a high school diploma, students in Texas public high schools must demonstrate satisfactory performance on statewide assessments.

Students must meet state requirements on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) exams to be eligible to receive a diploma from a Texas public high school. Performance standards determined for these exams must be met in each of the four core academic areas—English, mathematics, science, and social studies. These standards are set to measure in-depth instruction, broad and deep ideas, as well as student success in the current grade, preparedness for the next grade or course, and college and career readiness.

Current legislation requires that end-of-course exams be taken in the following courses:

- English I, II
- Algebra I
- Biology
- US History

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

A student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

More information for STAAR and end-of-course (EOC) exams may be obtained from the Texas Education Agency web site ([www.tea.state.tx.us](http://www.tea.state.tx.us)).

## TRANSFERS FROM OUT-OF-STATE OR NONPUBLIC SCHOOLS

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive a Texas diploma but shall complete all high school graduation requirements according to Bushland ISD Board Policy in addition to requirements under 19 TAC 74.11 or 74.41, as applicable, to satisfy state graduation requirements. Any course credits required for graduation that are not completed prior to enrolling in the District may be satisfied by credit by examination, correspondence courses, or completing the course.



# GRADUATION REQUIREMENTS

## GRADUATION PLAN FOR SENIOR CLASS OF 2017

Per state requirements, students are required to complete the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP). Students opting for the Minimum High School Program (MHSP) will need permission from their parent and the school principal.

### ***Minimum High School Program***

To be on the MHSP, students must have the following:

- The student must be at least 16 years old.
- The student must have completed at least two credits required for graduation in each subject of the foundation curriculum under the Texas Education Code (TEC), 28.002(a)(1).
- The student must have failed to be promoted to grade 10 one or more times as determined by the school district.

It is also important to note that students on the MHSP are not eligible to attend a four-year university. Also, the campus principal must approve a student's change to the MHSP. The principal does not have to approve this move.

### ***Recommended High School Program***

Benefits of graduating under the RHSP include:

- College Readiness
  - Many colleges and universities minimally require the RHSP for admission. In addition, students ranked in the top 10% of their graduating class are eligible for automatic admission to most Texas public universities if they are at least on the RHSP.
- Recognition
  - The RHSP seal will be affixed to the Academic Achievement Record (AAR), or transcript, of students graduating on the RHSP.
- Test Results
  - Research suggests that students who take additional English, math, social studies, and science course make higher scores on the SAT or ACT college entrance exams. The RHSP requires four credits in each of these core courses.

### ***Distinguished Achievement Program***

The DAP requires high performance beyond that usually expected of students in high school and recognizes students who demonstrate levels of performance at the college and/or professional level. Specific requirements include the following:

1. Complete the requirements of the RHSP.
2. Include three credits in foreign language consisting of Level I, Level II, and Level III of the same language.
3. Complete any combination of the following four advanced measures:
  - **Original research project** that is judged by a panel of professionals in the field that is the focus of the project; or is conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum based on TEKS.
  - **Test data** where a student receives a score of 3 or above on a College Board Advanced Placement exam and/or a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation (PSAT score may count as only one advanced measure).
  - **College courses** (dual credit and/or articulated courses) in which a student receives a grade of 3.0 (B) or higher.

These requirements are set forth by the Texas Legislature, State Board of Education, and Bushland ISD.

RECOMMENDED		DISTINGUISHED ACHIEVEMENT	
Credit	Courses	Credit	Courses
1	English I	1	English I
1	English II	1	English II
1	English III	1	English III
1	English IV	1	English IV
1	Algebra I	1	Algebra I
1	Geometry	1	Geometry
1	Algebra II	1	Algebra II
1	4 <sup>th</sup> Math course from the following: Math Models (must be taken prior to Algebra II), Pre-AP Precalculus, Precalculus Dual Credit, AP Calculus	1	4 <sup>th</sup> Math course from the following: Math Models (must be taken prior to Algebra II), Pre-AP Precalculus, Precalculus Dual Credit, AP Calculus
1	Biology	1	Biology
1	Chemistry	1	Chemistry
1	Physics	1	Physics
1	4 <sup>th</sup> Science course from the following: IPC (must be taken prior to Chemistry & Physics), Anatomy & Physiology, AP Biology, Biology Dual Credit, AP Physics	1	4 <sup>th</sup> Science course from the following: IPC (must be taken prior to Chemistry & Physics), Anatomy & Physiology, AP Biology, Biology Dual Credit, AP Physics
1	World Geography	1	World Geography
1	World History	1	World History
1	US History	1	US History
0.5	Government	0.5	Government
0.5	Economics	0.5	Economics
1	2 required in same language I – Spanish, ASL	1	3 required in same language I – Spanish, ASL
1	II – Spanish, ASL	1	II – Spanish, ASL
		1	III – Spanish, ASL
1	PE or PE substitution	1	PE or PE substitution
0.5	Professional Communications (Speech)	0.5	Professional Communications (Speech)
1	Technology Applications	1	Technology Applications
1	Fine Art	1	Fine Art
5.5	Elective Courses (state-approved)	4.5	Elective Courses (state approved)
			Student must complete 4 of any combination of Advanced Measures: AP exam with a score of 3 or higher, a grade of 3.0 or higher on college courses or in CTE articulated college courses, PSAT scholar award, an Original Research Project.
<b>Total</b>	<b>27</b>	<b>Total</b>	<b>27</b>

Students shall enroll in the courses necessary to complete the curriculum requirements for the RHSP or the DAP unless the student, the student’s parent or guardian, and the counselor or principal agree that the student should be permitted to take courses under the Minimum High School Program.

## GRADUATION PLANS FOR SENIOR CLASSES OF 2018 AND BEYOND

House Bill 5 was signed into law in the summer of 2013 and one of its provisions was to change high school graduation plans for all students who enter high school during the 2014-15 school year and thereafter. The bill provides more flexibility for high school students to pursue either higher education or a career. Generally speaking, House Bill 5 established a single graduation plan, the Foundation High School Program (FHSP). Students will also have the opportunity to build on the FHSP by earning Endorsements, Performance Acknowledgements, and a Distinguished Level of Achievement. Students will need to declare their preferred endorsement area, in writing, by the beginning of their 9th grade year. Students will be able to change their endorsement at any time. An endorsement is basically an opportunity for students to select a “major” during their high school career. An endorsement can be earned by taking additional courses in Career and Technical Education (CTE) or by taking additional non-CTE courses specified within the endorsement requirements. The endorsement areas are:

- Arts & Humanities
- Business & Industry
- Multidisciplinary
- Public Service
- Science, Technology, Engineering & Math (STEM) NOTE: To earn the STEM endorsement students MUST take Algebra II, Chemistry & Physics in concert with other Foundation + Endorsement Program requirements

BISD offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the Endorsement selected.

A student may elect to graduate without an endorsement under the high school foundation plan with school administrator approval after the student’s sophomore year. The student and the student’s parent or guardian must be advised by the school counselor of the benefits of graduating with one or more endorsements and the student’s parent or guardian must file written permission with the high school allowing the student to graduate without an endorsement.

### ***Foundation High School Plan***

This option is the minimum graduation plan available and replaces the current Minimum High School Program. However, it is not available until after the completion of the sophomore year. Changing to this graduation plan will require parent and administrative approval in writing. Parents and students need to understand graduating on this plan may not meet college or university entrance requirements.

### ***Foundation + Endorsement Plan***

This graduation plan replaces the previous Recommended High School Program.

### ***Distinguished Level of Achievement Plan***

The Distinguished Level of Achievement (DLA) replaces the current Distinguished Achievement Plan as the highest graduation plan in the state of Texas for students entering high school in 2014-2015. **In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates MUST earn a Distinguished Level of Achievement diploma.**

The curriculum requirements for the Foundation Plan + Endorsement and the Distinguished Level of Achievement Plan require a student to meet and exceed the Foundation Plan and successfully complete the following:

- The curriculum requirements for one or more Endorsement(s) to include a coherent sequence of courses that are content specific to the chosen endorsement
- Additional coursework to include:
  - Four credits in mathematics
  - Four credits in approved science courses

**The primary difference between the Foundation + Endorsement Program and the DLA is the requirement that Algebra II must be one of the four credits in mathematics.**

These requirements are set forth by the Texas Legislature, State Board of Education, and Bushland ISD.

Foundation + Endorsement		DISTINGUISHED LEVEL OF ACHIEVEMENT	
Credit	Courses	Credit	Courses
1	English I	1	English I
1	English II	1	English II
1	English III	1	English III
1	Advanced English Course	1	Advanced English Course
1	Algebra I	1	Algebra I
1	Geometry	1	Geometry
1	Advanced Math Course	1	Algebra II
1	Advanced Math Course	1	Advanced Math Course
1	Biology	1	Biology
1	IPC or Advanced Science Course	1	IPC or Advanced Science Course
1	Advanced Science Course	1	Advanced Science Course
1	Advanced Science Course	1	Advanced Science Course
1	World History or Geography	1	World History or Geography
1	US History	1	US History
0.5	Government	0.5	Government
0.5	Economics	0.5	Economics
1	2 required in same language I – Spanish, ASL	1	2 required in same language I – Spanish, ASL
1	II – Spanish, ASL	1	II – Spanish, ASL
1	PE or PE substitution	1	PE or PE substitution
0.5	Professional Communications (Speech)	0.5	Professional Communications (Speech)
1	Fine Art	1	Fine Art
6.5	Elective Courses (state-approved)	6.5	Elective Courses (state approved)
<b>Total</b>	<b>26</b> (4 credits must be in a coherent sequence and content specific to an Endorsement area.)	<b>Total</b>	<b>26</b> (4 credits must be in a coherent sequence and content specific to an Endorsement area.)

Students shall enroll in the courses necessary to complete the curriculum requirements for the Foundation Plan + Endorsement or the Distinguished Level of Achievement Plan unless the student, the student’s parent or guardian, and the counselor or principal agree that the student should be permitted to take courses under the Foundation Program without an Endorsement.

## ENDORSEMENTS

The pathways below are a proposed coherent sequence of courses to earn an endorsement for the Foundation Graduation Plan. There may be other avenues to earn an endorsement. Contact the counseling staff for more information.

### STEM ENDORSEMENT PATHWAYS

Students may earn a STEM Endorsement by selecting and completing the requirements from among the 4 concentrations below.

**Note:** Algebra II, Chemistry, & Physics are required for the STEM Endorsement regardless of the concentration the student selects from below.

STEM CTE Concentration – Classes offered at AACAL – Must Choose 4 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Introduction to Engineering Design (1)	<input type="checkbox"/> Principles of Engineering (1)	<input type="checkbox"/> Civil Engineering* (1) <input type="checkbox"/> Aerospace Engineering* (1)	<input type="checkbox"/> Engineering Design & Development* (1)
STEM Mathematics Concentration – Must Choose 5 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Algebra I (1) <input type="checkbox"/> Geometry (1)	<input type="checkbox"/> Geometry (1) <input type="checkbox"/> Algebra II* (1)	<input type="checkbox"/> Algebra II* (1) <input type="checkbox"/> Pre-Calculus* (1) OR Pre-Calculus Dual Credit* (1)	<input type="checkbox"/> Pre-Calculus* (1) OR Pre-Calculus Dual Credit* (1) <input type="checkbox"/> AP Calculus AB* (1)
STEM Science Concentration – Must Choose 5 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Biology (1)	<input type="checkbox"/> Chemistry* (1) <input type="checkbox"/> Physics* (1) <input type="checkbox"/> AP Physics I* (1)	<input type="checkbox"/> Chemistry* (1) <input type="checkbox"/> Physics* (1) <input type="checkbox"/> AP Physics I* (1) <input type="checkbox"/> AP Biology* (1) OR Biology Dual Credit* (1) <input type="checkbox"/> Anatomy & Physiology	<input type="checkbox"/> Physics* (1) <input type="checkbox"/> AP Physics I* (1) <input type="checkbox"/> AP Physics II* (1) <input type="checkbox"/> AP Biology* (1) OR Biology Dual Credit* (1) <input type="checkbox"/> Anatomy & Physiology
STEM Combination Concentration			
Students earn a STEM Endorsement by completing the following requirements:			
<input type="checkbox"/> Algebra II <input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Additional mathematics course _____ <input type="checkbox"/> Additional science course _____ <input type="checkbox"/> Three (3) additional credits from STEM CTE Concentration _____			

## BUSINESS & INDUSTRY ENDORSEMENT PATHWAYS

Students may earn a Business & Industry Endorsement by selecting and completing the requirements from among the 9 concentrations below.

Agriculture, Food, & Natural Resources – Animal Science Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Ag, Food & Natural Resources (1)	<input type="checkbox"/> Livestock Production (1)	<input type="checkbox"/> Veterinary Medical Applications* (1)	<input type="checkbox"/> Practicum in Agriculture, Food & Natural Resources* (1)
Agriculture, Food, & Natural Resources – Agricultural Mechanics Concentration – Must Choose 4 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Ag, Food & Natural Resources (1)	<input type="checkbox"/> Agricultural Mechanics & Metal Technologies (1)	<input type="checkbox"/> Agricultural Power Systems* (1) <input type="checkbox"/> Agricultural Facilities Design & Fabrication* (1)	<input type="checkbox"/> Practicum in Agriculture, Food & Natural Resources* (1)
Agriculture, Food, & Natural Resources – Agribusiness Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Ag, Food & Natural Resources (1)	<input type="checkbox"/> Professional Standards in Agribusiness (1)	<input type="checkbox"/> Agribusiness Management & Marketing* (1)	<input type="checkbox"/> Practicum in Agriculture, Food & Natural Resources* (1)
Arts, Audio/Video Technology & Communication – Graphic Design Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Arts, Audio/Video Technology & Communications (1)	<input type="checkbox"/> Audio/Video Production (1)	<input type="checkbox"/> Graphic Design & Illustration (1)	<input type="checkbox"/> Advanced Graphic Design & Illustration* (1)
Arts, Audio/Video Technology & Communication – Animation Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Arts, Audio/Video Technology & Communications (1)	<input type="checkbox"/> Audio/Video Production (1)	<input type="checkbox"/> Graphic Design & Illustration (1)	<input type="checkbox"/> Animation* (1)
Information Technology Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Arts, Audio/Video Technology & Communications (1)	<input type="checkbox"/> Principles of Information Technology (1)	<input type="checkbox"/> Digital & Interactive Media (1)	<input type="checkbox"/> Animation* (1)
Communications Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Journalism I (1)	<input type="checkbox"/> Advanced Journalism I (1)	<input type="checkbox"/> Advanced Journalism II (1)	<input type="checkbox"/> Advanced Journalism III* (1)
Communications – Debate/Oral Interpretation Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Debate I (1) <input type="checkbox"/> Oral Interpretation I (1)	<input type="checkbox"/> Debate II (1) <input type="checkbox"/> Oral Interpretation II (1)	<input type="checkbox"/> Oral Interpretation I (1) <input type="checkbox"/> Debate I (1)	<input type="checkbox"/> Debate III* (1) <input type="checkbox"/> Oral Interpretation III* (1)

**\*Advanced Course**

Bushland Independent School District

Last updated 3/25/2016

## ARTS & HUMANITIES ENDORSEMENT PATHWAYS

Students may earn an Arts & Humanities Endorsement by selecting and completing the requirements from among the 5 concentrations below.

Social Studies Concentration – Must Choose 5 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> World Geography (1) OR AP Human Geography* (1) <input type="checkbox"/> World History (1)	<input type="checkbox"/> World History (1) <input type="checkbox"/> World Geography (1) OR AP Human Geography* (1)	<input type="checkbox"/> US History (1) OR US History Dual Credit* (1) <input type="checkbox"/> Psychology Dual Credit* (.5) <input type="checkbox"/> Sociology Dual Credit* (.5)	<input type="checkbox"/> US Government* OR US Government Dual Credit* (.5) <input type="checkbox"/> Economics* (.5) <input type="checkbox"/> Psychology Dual Credit* (.5) <input type="checkbox"/> Sociology Dual Credit* (.5)
Languages Other Than English Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Spanish I (1) <input type="checkbox"/> ASL I (1)	<input type="checkbox"/> Spanish II (1) <input type="checkbox"/> ASL II (1)	<input type="checkbox"/> Spanish III (1) <input type="checkbox"/> ASL III (1)	<input type="checkbox"/> Spanish IV Dual Credit* (1) <input type="checkbox"/> ASL IV Dual Credit* (1)
Fine Arts – Visual Arts Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Art I (1)	<input type="checkbox"/> Art II (1)	<input type="checkbox"/> Art III (1)	<input type="checkbox"/> Art IV (1)
Fine Arts – Music Concentration – Must Choose 4 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Band I (1) <input type="checkbox"/> Choir I (1) OR Show Choir I (1)	<input type="checkbox"/> Band II (1) <input type="checkbox"/> Choir II (1) OR Show Choir II (1)	<input type="checkbox"/> Band III (1) <input type="checkbox"/> Choir III (1) OR Show Choir III (1)	<input type="checkbox"/> Band IV (1) <input type="checkbox"/> Choir IV (1) OR Show Choir IV (1)
Fine Arts – Theatre – Must Choose 4 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Theatre Arts I (1)	<input type="checkbox"/> Theatre Arts II (1) <input type="checkbox"/> Theatre Production I (1) <input type="checkbox"/> Technical Theatre I (1)	<input type="checkbox"/> Theatre Arts III (1) <input type="checkbox"/> Theatre Production II (1) <input type="checkbox"/> Technical Theatre II (1)	<input type="checkbox"/> Theatre Arts IV (1) <input type="checkbox"/> Theatre Production III (1) <input type="checkbox"/> Technical Theatre III (1)

\*Advanced Course

## PUBLIC SERVICE ENDORSEMENT PATHWAYS

Students may earn a Public Services Endorsement by selecting and completing the requirements from among the 2 concentrations below.

Health Science Concentration – Must Choose 4 Credits			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Health Science (.5) <input type="checkbox"/> Medical Terminology (.5)	<input type="checkbox"/> Health Science (1)	<input type="checkbox"/> Practicum in Health Science I* (1)	<input type="checkbox"/> Practicum in Health Science II* (1)
Human Services Concentration			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<input type="checkbox"/> Principles of Human Services (1)	<input type="checkbox"/> Interpersonal Studies (1)	<input type="checkbox"/> Lifetime Nutrition & Wellness (1)	<input type="checkbox"/> Counseling & Mental Health* (1)

\*Advanced Course

## MULTIDISCIPLINARY ENDORSEMENT PATHWAYS

Students may earn a Multidisciplinary Studies Endorsement by selecting and completing the requirements from among the 2 options below.

Multidisciplinary Concentration
<p><b>Option 1: Four by Four (4 x 4)</b></p> <p>Students take four (4) courses in each of the four core content areas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Four (4) English credits including English IV</li> <li><input type="checkbox"/> Four (4) Mathematics credits</li> <li><input type="checkbox"/> Four (4) Science credits including Biology and Chemistry and/or Physics</li> <li><input type="checkbox"/> Four (4) Social Studies credits</li> </ul>
<p><b>Option 2: AP or Dual Credit</b></p> <p>Student takes four (4) Advanced Placement (AP) courses for four (4) credits in English, Math, Science, Social Studies, or Languages Other than English.</p> <p><b>OR</b></p> <p>Student takes four (4) Dual Credit courses for (4) credits in English, Math, Science, Social Studies, or Languages Other than English.</p> <p><b>*See Course Descriptions for courses offered that meet these requirements.</b></p>



## HIGH SCHOOL ENDORSEMENT PERSONAL GRADUATION PLAN

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date Initiated: \_\_\_\_\_ Date(s) Amended: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

This four-year plan is intended to give you and your parent(s) a guide to use as you progress through high school. ***This plan must be on file in the counselor's office.*** You will want to review the plan each year to make sure you are taking the required courses for graduation. Your course selection should support your aptitude and interests and align with the career you wish to pursue.

Graduation Plans		
	Foundation + Endorsement(s)	Distinguished
Discipline	Credits	Credits
English	4	
Math	4	Include Algebra II
Science	4	
Social Studies	3	
Languages Other Than English	2	
Fine Arts	1	
PE	1	
Professional Communications (Speech)	0.5	
Electives	6.5	
<b>Total Credits for Graduation</b>	<b>26</b>	<b>26</b>

**My Graduation Plan Type is:**

- Foundation + Endorsement  
 Distinguished

**Endorsement:**

- STEM  
 Business & Industry  
 Arts & Humanities  
 Public Services  
 Multidisciplinary Studies

Pathway for Endorsement: \_\_\_\_\_

**Directions:** Courses required at a specific grade level are noted in the chart below. Students have flexibility in determining the year of study for the following graduation requirements: World History or World Geography, Language Other than English, Fine Arts, PE, Professional Communications, and Health.

Pds	High School credits earned in Middle School	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1		English I	English II	English III	English:
2		Math:	Math:	Math:	Math:
3		Biology	Science:	Science:	Science:
4				US History	Government (.5)/Economics (.5)
5					
6					
7					
8					

## COURSE OFFERINGS

English Language Arts				
Course	Grade Level	Credits	Prerequisites	Page #
English I	9	1		31
Pre-AP English I	9	1		31
English II	10	1	English I	31
Pre-AP English II	10	1	Pre-AP English I	31
English III	11	1	English II	31
AP English Language & Composition	11	1	Pre-AP English II	31
English IV	12	1	English III	31
English IV Dual Credit	12	1	English III, meet Dual Credit criteria	31
College Readiness for English Language Arts & Reading	12	1	Approved placement	32
Reading I	9 – 12	1	Approved placement	32
Reading II	9 – 12	1	Approved placement	32
Reading III	9 – 12	1	Approved placement	32
Reading IV	9 – 12	1	Approved placement	32
Professional Communications (Speech)	9 – 12	0.5		32
Public Speaking (Speech) Dual Credit	11 – 12	0.5	Meet Dual Credit criteria	32
Debate I	9 – 12	1	Approved placement	32
Debate II	10 – 12	1	Approved placement	32
Debate III	11 – 12	1	Approved placement	32
Oral Interpretation I	9 – 12	1	Approved placement	32
Oral Interpretation II	10 – 12	1	Approved placement	32
Oral Interpretation III	11 – 12	1	Approved placement	32
Practical Writing Skills	12	1	Approved placement	32
Journalism I	9 – 12	1		33
Advanced Journalism – Yearbook I	10 – 12	1	Journalism I, approved placement	33
Advanced Journalism – Yearbook II	11 – 12	1	Journalism I, approved placement	33
Advanced Journalism – Yearbook III	12	1	Journalism I, approved placement	33
Mathematics				
Course	Grade Level	Credits	Prerequisites	Page #
Algebra I	9	1		33
Pre-AP Algebra I	9	1		33
Algebra II	10 – 11	1	Algebra I	33
Pre-AP Algebra II	10 – 11	1	Algebra I	33
Geometry	9 – 10	1	Algebra I	33
Pre-AP Geometry	9 – 10	1	Algebra I	33
Principles of Math Models with Applications	9 – 12	1	Approved placement, must be taken prior to Algebra II	34
Pre-Calculus	11 – 12	1	Geometry, Algebra II	34
Pre-AP Pre-Calculus	11 – 12	1	Geometry, Algebra II	34

Pre-Calculus Dual Credit	11 – 12	1	Geometry, Algebra II, meet Dual Credit criteria	34
AP Calculus AB	12	1	Pre-Calculus or Pre-Calculus Dual Credit	34
College Readiness for Mathematics	12	1	Approved placement	34
<b>Science</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Integrated Physics & Chemistry	9 – 10	1	Approved placement	34
Biology	9	1		34
Pre-AP Biology	9	1		35
AP Biology	11 – 12	1	Biology, Chemistry	35
Biology Dual Credit	11 – 12	1	Biology, Chemistry, meet Dual Credit criteria	35
Chemistry	10	1	Algebra I	35
Chemistry Honors	10	1	Algebra I	35
Physics I	10 – 12	1	Algebra I	35
AP Physics 1	10 – 12	1	Algebra I	35
AP Physics 2	11 – 12	1	Physics	35
Principles of Environmental Systems	11 – 12	1	Biology, IPC or Chemistry, Approved placement	36
Anatomy & Physiology	11 – 12	1	Biology	36
<b>Social Studies</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
World Geography	9 – 10	1		36
AP Human Geography	9 – 10	1		36
World History Studies	9 – 10	1		36
World History Studies Honors	9 – 10	1		36
United States History	10 – 11	1		36
United States History Dual Credit	10 – 11	1	Meet Dual Credit criteria	36
US Government	12	0.5		37
US Government Dual Credit	12	0.5	Meet Dual Credit criteria	37
Economics	12	0.5		37
Economics Dual Credit	12	0.5	Meet Dual Credit criteria	37
Psychology Dual Credit	11 – 12	0.5	Meet Dual Credit criteria	37
Sociology Dual Credit	11 – 12	0.5	Meet Dual Credit criteria	37
<b>Fine Arts – Art</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Art I	9 – 12	1		37
Art II	10 – 12	1	Art I	37
Art III	11 – 12	1	Art II	37
Art IV	12	1	Art II	37
<b>Fine Arts – Music</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Band I	9 – 12	1	Approved placement	37

Band II	10 – 12	1	Approved placement	37
Band III	11 – 12	1	Approved placement	37
Band IV	12	1	Approved placement	37
Choir I	9 – 12	1		37
Choir II	10 – 12	1		37
Choir III	11 – 12	1		37
Choir IV	12	1		37
Vocal Ensemble – Show Choir I	9 – 12	1	Approved placement	38
Vocal Ensemble – Show Choir II	10 – 12	1	Approved placement	38
Vocal Ensemble – Show Choir III	11 – 12	1	Approved placement	38
Vocal Ensemble – Show Choir IV	12	1	Approved placement	38
<b>Fine Arts – Theatre</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Theatre Arts I	9 – 12	1		38
Theatre Arts II	10 – 12	1	Theatre Arts I	38
Theatre Arts III	11 – 12	1	Theatre Arts II	38
Theatre Arts IV	12	1	Theatre Arts II	38
Technical Theatre I	10 – 12	1	Theatre Arts I, approved placement	38
Technical Theatre II	11 – 12	1	Technical Theatre I, approved placement	38
Technical Theatre III	12	1	Technical Theatre II, approved placement	38
Theatre Production I	10 – 12	1	Theatre Arts I, approved placement	38
Theatre Production II	11 – 12	1	Theatre Arts I, approved placement	38
Theatre Production III	12	1	Theatre Arts I, approved placement	38
<b>Languages Other than English</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Spanish I	9 – 11	1		38
Spanish II	10 – 12	1	Spanish I	38
Spanish III Honors	11 – 12	1	Spanish II	38
Spanish IV Dual Credit	12	1	Spanish III, meet Dual Credit criteria	39
American Sign Language I	9 – 11	1		39
American Sign Language II	10 – 12	1	American Sign Language I	39
American Sign Language III Honors	11 – 12	1	American Sign Language II	39
American Sign Language IV Dual Credit	12	1	American Sign Language III, meet Dual Credit criteria	39
<b>Physical Education/Athletics</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Foundations of Personal Fitness	9 – 12	0.5		39
Athletics I	9 – 12	1	Approved placement	39
Athletics II	10 – 12	1	Approved placement	39
Athletics III	11 – 12	1	Approved placement	39
Athletics IV	12	1	Approved placement	39
Cheerleading I	9 – 12	1	Approved placement	40

Cheerleading II	10 – 12	1	Approved placement	40
Cheerleading III	11 – 12	1	Approved placement	40
Cheerleading IV	12	1	Approved placement	40
Health Education	9 – 12	0.5		40
<b>CTE – Agriculture, Food &amp; Natural Resources</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Principles of Agriculture, Food & Natural Resources	9 – 12	1		40
Agricultural Mechanics & Metal Technologies	10 – 12	1	Principles of Agriculture, Food & Natural Resources	40
Agricultural Facilities Design & Fabrication	10 – 12	1	Principles of Agriculture, Food & Natural Resources	40
Livestock Production	10 – 12	1	Principles of Agriculture, Food & Natural Resources	40
Agribusiness Management & Marketing	10 – 12	1	Principles of Agriculture, Food & Natural Resources	40
Professional Standards in Agribusiness	10 – 12	1	Principles of Agriculture, Food & Natural Resources	41
Veterinary Medical Applications	10 – 12	1	Principles of Agriculture, Food & Natural Resources	41
Practicum in Agriculture, Food & Natural Resources	12	1	Principles of Agriculture, Food & Natural Resources	41
<b>CTE – Arts, A/V Technology and Communication</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Principles of Arts, A/V Technology & Communication	9	1		41
Animation	11 – 12	1	Graphic Design & Illustration	41
Graphic Design & Illustration	10 – 12	1	Principles of Arts, A/V Technology & Communication	41
Advanced Graphic Design & Illustration	11 – 12	1	Graphic Design & Illustration	41
Audio/Video Production	9 – 12	1	Principles of Arts, A/V Technology & Communication	41
<b>CTE – Business Management &amp; Administration</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Principles of Business, Marketing & Finance	9 – 12	0.5		42
<b>CTE – Finance</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Accounting I	10 – 12	1	Principles of Business, Marketing & Finance	42
Accounting II	11 – 12	1	Accounting I	42
<b>CTE – Human Services</b>				

<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Principles of Human Services	9 – 12	1		42
Dollars & Sense	9 – 12	0.5		42
Interpersonal Studies	10 – 12	1	Principles of Human Services	42
Lifetime Nutrition & Wellness	10 – 12	1	Principles of Human Services	42
Counseling and Mental Health	10 – 12	1	Principles of Human Services	43
<b>CTE – Information Technology</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Principles of Information Technology	9 -10	1		43
Digital & Interactive Media	10 – 12	1	Principles of Information Technology	43
<b>CTE – Health Science</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Principles of Health Science	9-11	0.5		43
Medical Terminology	9 – 11	0.5		43
Health Science	10 – 12	1	Principles of Health Science, Medical Terminology	43
Practicum in Health Science I	11 – 12	1	Health Science	43
Practicum in Health Science II	12	1	Health Science	43
<b>Career Development</b>				
<b>Course</b>	<b>Grade Level</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Page #</b>
Career Prep I	11 – 12	2 – 3		43
Career Prep II	12	2 – 3		43

## ENGLISH LANGUAGE ARTS & READING

### English I – 1 Credit Grade 9 Prerequisite: None

With literature as a focus, students develop language skills and practice writing in all forms. Language usage, spelling, and vocabulary development are studied. Oral language and technology enhance the increased emphasis on interpretation of multicultural literature, universal themes, and literary terminology. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011 – 2012 and beyond.**

### Pre-AP English I – 1 Credit Grade 9 Prerequisite: None

Summer reading **must be completed prior to the first day of school.**

A student must have done the summer reading and completed all summer projects prior to being enrolled in Pre-AP English I. The universal search for self and identity incorporates basic skills with emphasis on critical and creative thinking skills. Curriculum stresses research, oral language, text-centered writing, vocabulary study, and technology. Literature involves various genres with emphasis on analysis for deeper meaning and analysis of diction and universal themes. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011 – 2012 and beyond.**

### English II – 1 Credit Grade 10 Prerequisite: English I

This course stresses appreciation and analysis of various literature selections, intensive grammar, English usage practice with consideration to EOC, and composition of multi-paragraph essays on informative, persuasive, and literary topics. In addition, students practice spelling and vocabulary. Students also review and practice research skills. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011 – 2012 and beyond.**

### Pre-AP English II – 1 Credit Grade 10 Prerequisite: English I

Summer reading **must be completed prior to the first day of school.**

Summer reading and projects must be completed prior to the start of school before a student will not be allowed to enroll in this course. This course uses selections from English II enriched with supplemental works, including poetry, novels, essays, and plays. Students are provided opportunity for oral and written analysis, synthesis, and evaluation of literature, and are encouraged to use their creative imagination. Competency of English grammar and usage is required. In the composing process, students will refine sentences and

paragraphs into multi-paragraph compositions including analytical essays based on literature. Students will also utilize research. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011 – 2012 and beyond.**

### English III – 1 Credit Grade 11 Prerequisite: English II

Students in English III study and analyze American literature from the country's inception to the present. They will analyze literary elements, styles, and form. Readings include short stories, novels, letters, and poetry. The course contains an extensive amount of writing and preparation for standardized tests. Students will conduct a research project and complete a documented essay in MLA format.

### AP English Language and Grade 11 Composition (English III) – 1 Credit

Prerequisite: English II  
Summer reading **must be completed prior to the start of the school year.**

AP English is a College Board approved course. The core curriculum is American literature plus major selections needed to emphasize skills necessary to be successful taking the AP exam. AP Language and Composition will cover the essential knowledge and skills required for English III plus adding greater organizational skills for note taking and writing of literary essays using analysis and synthesis. This course is designed to encourage critical thinking skills.

### English IV – Survey of Grade 12 British Literature – 1 Credit

Prerequisite: English III  
English IV begins with a survey of standard and formal language and formal and informal language usage: this review emphasizes correcting usage and punctuation problems and refining students' communication skills, which are reflected in their writing and speaking throughout the year. Weekly vocabulary study includes word meaning, word usage, and words in context. A survey of English literature from *Beowulf* to contemporary authors, including poetry, drama, and prose, provides students with an understanding of the development of Western thinking and English language. Students utilize the writing process in various forms including responses to literature, personal narrative, quick writes, documented essays, and a research paper. Students will edit their papers for style, word choice, variety, and the use of standard formal English.

### English IV Dual Credit – Freshman Grade 12 Composition I and II – 1 Credit

Prerequisite: English III, must meet Dual Credit criteria  
The first semester of Dual Credit English focuses on principles of effective writing and organization that produces unified

essays which support a convincing thesis statement. It includes writing effective argument, understanding and using appeals used in argument, perfecting critical thinking, recognizing logical fallacies, and using MLA style. Since this is a college composition course, students are expected to follow college policies and respond maturely to an online class. The second semester of Dual Credit English is an online class which extends and refines the writing skills developed in the first semester; however, the emphasis extending rhetorical and literary analysis based on reading fiction, poetry, and drama found in the traditional Composition II college class. Students are expected to write numerous college essays in formal style, support a convincing thesis statement with evidence, and adhere to MLA and formal writing standard.

**College Readiness for English Language Arts and Reading – 1 Credit**                      **Grade 12**

**Prerequisite: Approved placement**

The purpose of the College Readiness English Language Arts and Reading course is to provide high school students an opportunity to gain and demonstrate the necessary college readiness skills to be successful in college-level, credit-bearing courses without the need for remedial or developmental coursework. This course is designed for 12th grade students whose English coursework, End of Course examinations in English, and college readiness examination scores indicate that a student is not ready to perform entry-level college coursework in composition and literature. The performance-based course integrates basic academic reading skills and basic writing skills and is designed to develop students' critical reading and academic writing skills through extensive instruction emphasizing skills in vocabulary, grammar, comprehension, paragraph elements, essay structure, and critical analysis. Students will demonstrate comprehension of varied texts through written responses, progressing from advanced paragraphs to well-developed, academic essays. The course fulfills TSI requirements for reading and writing. Entry into this course requires counselor recommendation, and may count for the fourth English Language Arts credit if the student is enrolled in the Foundation Graduation Plan.

**Reading I, II, III, IV – 1 Credit**                      **Grades 9 – 12**

**Prerequisite: Approved placement**

Reading is a one or two semester course for those students who struggle with basic reading competencies. Emphasis is placed on using specific reading strategies to increase skills in comprehension, vocabulary development, fluency, and reference usage. Instruction is differentiated and tailored to the individual needs of each student. The model includes experiences in whole and small group instruction, independent reading, and technology-based learning. This course is intended for remediation in reading.

**Professional Communications (Speech) – 0.5 credit**                      **Grades 9 – 12**

**Prerequisite: None**

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

**Public Speaking (Speech) Dual Credit - 0.5 credit**                      **Grades 9 – 12**

**Prerequisite: Must meet Dual Credit criteria**

In order to have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

**Debate I, II, III – 1 credit**                      **Grades 9 – 12**

**Prerequisite: Approved placement**

The major objective of Debate class is to train and develop students in the art of argumentation to compete in Speech tournaments. The course develops skills in argumentation, persuasion, research, audience analysis, and other life skills. Tournament participation (5-8 tournaments a year) is required. Students may earn up to 3 credits for debate.

**Oral Interpretation I, II, III – 1 Credit**                      **Grades 9 – 12**

**Prerequisite: Approved placement**

Oral Interpretation is an intensive speech and performance course in which students study the oral reading of a literary text as a communication art. Students will choose and analyze literature from many genres and prepare dynamic performances of selections in preparation for competition in UIL Interpretive speaking events. Students may earn up to 3 credits for debate.

**Practical Writing Skills – 1 Credit**                      **Grade 12**

**Prerequisite: Approved placement**

This course emphasizes skill in the use of the conventions and mechanics of written English, the appropriate and effective application of English grammar, and the effective use of vocabulary. Students will compose business letters, requests information, write resume' letters, and learn to appropriately fill out a job application. Students will also analyze and discuss major literary work as writing models for persuasive and informative writing. Technology will be utilized for



creating, editing, revising, and publishing texts. Students will also learn to proofread and evaluate written works.

**Journalism I – 1 Credit**

**Grades 9 – 12**

**Prerequisite: None**

Journalism I is an elective and serves as a preliminary course for students interested in serving on the yearbook staff. The course covers all aspects of journalism including media law, ethics and responsibilities, interviewing, journalism writing styles, photojournalism, and layout and design of publications. Students requesting this course should have a strong interest in writing.

**Advanced Journalism I, II, III – 1 Credit**

**Grades 10 – 12**

**Prerequisite: Journalism I, approved placement**

Students will continue to learn media law, ethics and responsibilities, as well as apply developed skills of journalistic writing and opinion writing for a variety of audiences. Students will add to and continue to practice skills of reporting, writing and editing in a variety of journalistic styles. They will utilize knowledge and principles of publishing and design, learn the economics of publishing, and produce newsletters and the high school's yearbook. Students must apply with the sponsor. There is limited enrollment in the class.

## MATHEMATICS

**Algebra I – 1 Credit**

**Grade 9**

**Prerequisite: None**

Algebra I is the study of fundamental operations using letters for numbers and includes the following: a review of symbols and sets; the use of variables in open sentences; the use of axioms in solving open sentences and problems; how to use directed numbers; how to solve inequalities and use them in solving problems; how to work with and factor polynomials and how to use this factoring in solving equations and working with fractions; how to graph equations on the coordinate plane; how to solve sentences with two variables; and more about the real-number system. Students primarily work independently and participate in some hands-on activities to reinforce algebraic concepts. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.**

**Pre-AP Algebra I – 1 Credit**

**Grade 9**

**Prerequisite: None**

This course provides a more rigorous examination of Algebra I. Algebra I is the study of fundamental operations using letters for numbers and includes the following: a review of symbols and sets; the use of variables in open sentences; the use of axioms in solving open sentences and problems; how to use directed numbers; how to solve inequalities and use

them in solving problems; how to work with and factor polynomials and how to use this factoring in solving equations and working with fractions; how to graph equations on the coordinate plane; how to solve sentences with two variables; and more about the real-number system. Students primarily work independently and participate in some hands-on activities to reinforce algebraic concepts. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.**

**Algebra II – 1 Credit**

**Grades 10 – 11**

**Prerequisite: Algebra I**

Algebra II expands on the skills learned in Algebra I to prepare students for Pre-Calculus. This course is taught with a functional approach which gives students a sound foundation for either technical or non-technical degrees in college. Algebra II will include skills associated with linear, quadratic, polynomial, rational, exponential, logarithmic, cubic, and absolute value functions. Algebra II students will also study attributes of these functions and their inverses as well as complex numbers.

**Pre-AP Algebra II – 1 Credit**

**Grades 10 – 11**

**Prerequisite: Algebra I**

Pre-AP Algebra II expands on the concepts covered in regular Algebra II with an intense focus on high level application, problem solving, and higher order thinking processes. This course will prepare students for Pre-Calculus or Pre-AP Pre-Calculus. Pre-AP Algebra II is taught with a functional approach which gives students a sound foundation for either technical or non-technical degrees in college. Pre-AP Algebra II will include a deep study of the same topics found in regular Algebra II. Students will also develop strategies that prepare them for future Advanced Placement math courses.

**Geometry – 1 Credit**

**Grades 9 – 10**

**Prerequisite: Algebra I**

Geometry is a required course that provides for students the study of shapes and figures in our environment through the use of Algebra I. Geometry will include the following areas of study: deductive and inductive reasoning, lines and angles, triangles, parallel lines, quadrilaterals, area, polygons, circles, and geometric solids. Students will also become familiar with the historical development and usefulness of formal mathematical structure through geometric proof. Students will also problem solve using area and volume, trigonometry, probability, and similarity.

**Pre-AP Geometry – 1 Credit**

**Grades 9 – 10**

**Prerequisite: Algebra I**

Pre-AP Geometry covers the same topics of regular geometry with an intense focus on problem solving, formal proof, logic,

and application. Students must have a strong background in algebra and be very comfortable solving equations, working with variables, solving systems of equations, and factoring quadratics. Pre-AP Geometry will include deep study of the same topics found in regular Geometry. Students will also develop strategies that prepare them for future Advanced Placement math courses.

**Principles of Math Models with Applications – 1 Credit** **Grades 10 – 12**

**Prerequisite: Algebra I, approved placement**

The primary purpose of this course is to use mathematics as a tool to model real world phenomena in science, finance, music, and art. This course is based on the Mathematical Models with Applications TEKS with modifications implemented to meet the needs of the students. This course will count as a third mathematics credit if taken prior to Algebra II.

**Pre-Calculus – 1 Credit** **Grades 11 – 12**

**Prerequisite: Geometry and Algebra II**

Pre-Calculus is a detailed study of the following functions: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. This course also covers sequences, series, vectors, and introductory parametric functions. This course meets the minimum prerequisite requirement for AP Calculus AB.

**Pre-AP Pre-Calculus – 1 Credit** **Grades 11 – 12**

**Prerequisite: Geometry and Algebra II**

Pre-AP Pre-Calculus expands on the concepts covered in regular Pre-Calculus. This course is fast paced and students will require excellent algebraic and problem solving skills to be successful in this course. Students will also develop strategies that prepare them for AP Calculus AB. Students successful in Pre-AP Pre-Calculus must be organized, committed, and eager to persevere due to the fast paced, abstract nature of the course. This course is the recommended prerequisite requirement for AP Calculus AB.

**Pre-Calculus Dual Credit – College Algebra & Trigonometry – 1 Credit** **Grades 11 – 12**

**Prerequisite: Geometry, Algebra II, must meet Dual Credit criteria**

The first semester of Pre-Calculus Dual Credit is College Algebra, an in-depth study and application of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability and conics may be included. The second semester focuses on Trigonometry, an in-depth study and application of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing

and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

**AP Calculus AB – 1 Credit** **Grade 12**

**Prerequisite: Pre-Calculus**

AP Calculus AB covers advanced mathematical topics including elementary differential and integral calculus. AP Calculus AB is approximately equivalent to a one-semester calculus course at the college level. This course is designed to prepare students for the College Board Advanced Placement Exam.

**College Readiness for Mathematics – 1 Credit** **Grade 12**

**Prerequisite: Approved placement**

The purpose of the College Readiness Mathematics course is to provide high school students an opportunity to gain and demonstrate the necessary college readiness skills in mathematics to be successful in college-level, credit-bearing courses without the need for remedial or developmental coursework. This course is designed for 12th grade students whose coursework, End of Course examination in Algebra I, and college readiness examination scores indicate that a student is not ready to perform entry-level college coursework in mathematics. This course focuses on the study of relations and functions, inequalities, and algebraic expressions and equations including linear, polynomial, radical, and rational functions. Students will use these functions to model, interpret, and justify mathematical ideas and concepts using multiple representations. Entry into this course requires counselor recommendation and student enrollment into the Foundation Graduation Plan.

## SCIENCE

**Integrated Physics and Chemistry – 1 Credit** **Grade 9 – 10**

**Prerequisite: Approved placement**

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

**Biology – 1 Credit** **Grade 9**

**Prerequisite: None**

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues,

and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.**

**Pre-AP Biology – 1 Credit**

**Grade 9**

**Prerequisite: None**

This course extends the biology concepts and TEKS with an emphasis on preparing students to take AP Biology. Pre-AP Biology will be a lab-oriented course designed for students exhibiting advanced achievement levels in the biological sciences. This course shall exceed the content and depth of a standard Biology course both in the classroom and laboratory experiences. Pre-AP Biology will strive for higher levels of learning; creative thinking, and critical evaluation tenets such as analyzing, synthesizing, and formulating logical conclusions. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.**

**AP Biology – 1 Credit**

**Grades 11 – 12**

**Prerequisite: Biology, Chemistry**

AP Biology is a course designed to be the equivalent of a college-level biology course. This course will provide students with the framework, factual knowledge and analytical skills necessary to deal with the rapidly changing science of biology. This course emphasizes topics such as microbiology, biochemistry, genetics, evolution, organisms and their environment and includes extensive biological laboratory experiences. This course is intended to prepare students to take the AP Biology exam in order to earn college course credit depending on exam score.

**Biology Dual Credit – Biology for**

**Grade 11 – 12**

**Non-Science Majors I & II – 1 Credit**

**Prerequisite: Biology, Chemistry, meet Dual Credit criteria**

This course offers credit to students who will not major in the sciences or engineering when entering college. It is a hands-on, collaborative, and interactive survey of major topics in biology with an emphasis on plants and animals and their interactions with the world around them. Special focus is placed on the chemistry and biology of living systems, especially humans, and the process of science and research.

**Chemistry – 1 Credit**

**Grade 10**

**Prerequisite: Algebra I**

This course emphasizes a variety of topics that include: characteristics of matter, energy transformations during physical and chemical changes; atomic structure; the periodic table of elements; behavior of gases; bonding; nuclear fusion

and nuclear fission; oxidation-reduction; chemical equations; solutes; properties of solutions; acids and bases; and stoichiometric relationships. Chemistry is a course that is oriented toward college preparation and is grounded in a laboratory approach to the study of the matter. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, oral and written communication skills, along with career exploration will be stressed in this course.

**Chemistry Honors – 1 Credit**

**Grade 10**

**Prerequisite: Algebra I**

This course extends the chemistry concepts and TEKS. Chemistry Honors will be a lab-oriented course designed for students exhibiting advanced achievement levels in the chemical sciences. This course shall exceed the content and depth of a standard Chemistry course both in the classroom and laboratory experiences. Chemistry Honors will strive for higher levels of learning; creative thinking, and critical evaluation such as analyzing, synthesizing, and formulating logical conclusions.

**Physics – 1 Credit**

**Grades 10 – 12**

**Prerequisite: Algebra I**

Physics is designed to provide a laboratory-oriented approach to the study of matter and energy. The course provides for the development of understanding of the physical laws and devices that govern the world around us. Topics of study include motion, forces, energy, momentum, thermodynamics, waves, and modern physics. This course emphasizes the use of mathematics to solve problems.

**AP Physics 1 – 1 Credit**

**Grades 10 – 12**

**Prerequisite: Algebra I**

AP Physics 1 is equivalent to the first semester of a typical introductory, algebra-based college physics course. Topics of study include Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Emphasis is placed on student-centered, inquiry-based instructional practices to develop scientific critical thinking and reasoning skills. After taking AP Physics 1, students may choose to continue their study of physics in AP Physics 2. This course is intended to prepare students to take the AP Physics 1 exam in order to earn college course credit depending on exam score.

**AP Physics 2 – 1 Credit**

**Grade 11 – 12**

**Prerequisite: Physics**

AP Physics 2 is equivalent to the second semester of a typical introductory, algebra-based college physics course. Topics of study include fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. Emphasis is placed on

student-centered, inquiry-based instructional practices to develop scientific critical thinking and reasoning skills. This course continues to develop a foundation in physics for students interested in the life sciences, pre-medicine, and some applied sciences. This course is intended to prepare students to take the AP Physics 2 exam in order to earn college course credit depending on exam score.

**Principles of Environmental Systems – 1 Credit**                      **Grades 11 – 12**

**Prerequisite: Biology, IPC or Chemistry, approved placement**

Environmental Systems is a course in which students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments. Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course is based on the Environmental Systems TEKS but contains extensive modifications as documented in each student's Individualized Education Program (IEP).

**Anatomy and Physiology – 1 Credit**                      **Grades 10 – 12**

**Prerequisite: Biology**

Anatomy and Physiology is a college preparatory and a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, and sequencing data; experiences in oral and written communication; and career explorations are skills that will be addressed in this course. Students in this course may choose to take courses in Health Science. This course may count as the 4th science credit in the recommended and DAP graduation plans.

## SOCIAL STUDIES

**World Geography – 1 Credit**                      **Grade 9 – 10**

**Prerequisite: None**

World Geography is the study of the earth, its regions, and the people who live in these regions. Students will study topography, weather, and climate of each region as well as the languages, customs, and ways of living of the people who inhabit these regions. In addition, the interaction of people with the environment and with each other will be studied. Students will become familiar with the relative locations of the world's continents, oceans, and countries and will learn to use maps, charts, graphs, and other methods of research used by geographers.

**AP Human Geography – 1 Credit**                      **Grades 9 – 10**

**Prerequisite: None**

This course is designed to introduce students to the patterns and processes of the earth, its regions, and its people. In examining how people have interacted with the earth over time, students will examine concepts such as culture, population, political organization, cities, agriculture and land use, as well as industrialization and economic development. They also learn about the methods and tools geographers use in their science and practice. Students taking this course should have strong reading and writing skills. Upon completion of this course, students will be prepared to take the AP exam to earn college credit.

**World History Studies – 1 Credit**                      **Grades 9 – 10**

**Prerequisite: None**

World History aims both to discover general knowledge about the development and diffusion of civilization and to foster an appreciation that such knowledge is vitally important to understanding our modern era. This course aims to develop students' historical understanding, broaden their perspective on world affairs and sharpen their critical thinking skills.

**World History Studies Honors**                      **Grades 9 – 10 – 1 Credit**

**Prerequisite: None**

This course extends the World History Studies concepts and TEKS. It is designed to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This course shall exceed the content and depth of a standard World History Studies course. World History Studies Honors will teach students skills needed to critically read, take notes and write historical essays.

**United States History – 1 Credit**                      **Grade 11**

**Prerequisite: None**

United States History covers the period after Reconstruction to the present and will include the following: emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States. **This course will require an End of Course Exam for any student enrolled from the freshman class of 2011-2012 and beyond.**

**United States History Dual Credit –**                      **Grade 11**

**United States History I & II – 1 Credit**

**Prerequisite: None**

Students in this course study social, political, economic, cultural and intellectual history of the United States from 1492 until present day. The course requires consistent writing and outside reading with college level exams. **Beginning with**



credit of the required PE credits. A balanced focus on both individual and ensemble development occurs throughout both semesters.

**Choir I, II, III, IV – 1 Credit** **Grades 9 – 12**  
**Prerequisites: None**

Choir is a rigorous, full year course concentrating on the continued development of vocal performance skills. The rehearsal and performance schedules are demanding, including outside of school practices, contests, sectionals, and concerts. A balanced focus on both individual and ensemble development occurs throughout both semesters.

**Vocal Ensemble I, II, III, IV –** **Grades 9 – 12**  
**Show Choir – 1 Credit**

**Prerequisite: Approved placement**

This class is designed for students who are selected by audition. This group studies various types of popular styles and is used as a performing group for civic clubs, banquets, assemblies, and other functions. Auditions are held in the spring for the following year.

**Theatre Arts I – 1 credit** **Grade 9 – 12**  
**Prerequisite: None**

Theatre Arts I general areas of study include but are not exclusive to the following: performance skills of improvisation, pantomime, mime, voice and diction, stage movement and acting. Additional areas explored are history of the theatre and careers in theatre. Technical aspects discussed are design concepts of lighting, sound, scenery, props, makeup, costumes and publicity. Students will be involved in many performance projects each grading period and written and visual projects throughout the year.

**Theatre Arts II – 1 Credit** **Grades 10 – 12**  
**Prerequisite: Theatre Arts I**

Theatre Arts II is a continuation of Theatre Arts I with special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students will also continue their study of improvisation as it enhances character analysis, pantomime, mime, voice and diction, audition techniques and production techniques.

**Theatre Arts III, IV – 1 Credit** **Grades 11 – 12**  
**Prerequisite: Theatre Arts II**

Areas of study in Theatre Arts III and IV include contemporary and classical acting styles and techniques, exploration and analysis of representative plays from each period of history, history of film, puppetry, dance and masked theatre, playwriting and other specialized production techniques. All students will be involved in many performances, written and visual projects throughout the year.

**Technical Theatre I – 1 Credit** **Grades 10 – 12**  
**Prerequisite: Theatre Arts I, approved placement**

Technical Theatre I general areas of study include, but are not exclusive to the following: principles of costume, make-up, scenery, lighting and sound design and application, and general stagecraft skills. Additional areas explored are history of the theatre and careers in the theatre. Students will be involved in many design projects in each grading period and written projects and tests throughout the year.

**Technical Theatre II – 1 Credit** **Grades 11 – 12**  
**Prerequisite: Technical Theatre I, approved placement**

Technical Theatre II is a continuation of Technical Theatre I with special emphasis on advanced theatre design, moderate to advanced stage craft skills, and stage management. Students will also continue their study of script analysis and begin working on period styles and architecture of specific time periods.

**Technical Theatre III – 1 Credit** **Grades 12**  
**Prerequisite: Technical Theatre II, approved placement**

Areas of study in Technical Theatre III include advanced stagecraft and design implementation. Emphasis will be placed on lab work, creation of technical theatre portfolio, leadership skills and exploration and analysis of play styles and history of architecture and costuming. All students will be involved in many projects, both written and visual, throughout the year.

**Theatre Production I, II, III – 1 Credit** **Grades 10 – 12**  
**Prerequisite: Theatre Arts I, approved placement**

A full year course for advanced theatre students that explores various production aspects of the art of Theatre. This class is largely project based and may require production hours outside of class as a component of the student's grade.

## FOREIGN LANGUAGE

**Spanish I – 1 Credit** **Grades 9 – 11**  
**Prerequisite: None**

This course emphasizes learning through listening and oral expression. Culture will be studied through a variety of activities and multimedia resources. Students will learn vocabulary, grammar and punctuation to produce written work and oral presentations. Students will respond appropriately to simple commands, phrases, and sentences.

**Spanish II – 1 Credit** **Grades 10 – 12**  
**Prerequisite: Spanish I**

In Spanish II, students continue their learning of Spanish through communication, culture, connection, and comparisons to other languages, and the extension of

languages into the community. They will study grammar, vocabulary and punctuation more in depth. They will be able to respond appropriately to written and oral communications. They will be able to have simple face to face conversations.

**Spanish III Honors – 1 Credit**                      **Grades 11 – 12**  
**Prerequisite: Spanish II**

Students will have face to face communications. They will be able to create statements and questions independently when speaking and writing. They will be able to understand main ideas and some details of materials on familiar topics when listening and reading. They will be able to compare languages and cultures at an intermediate level of proficiency.

**Spanish IV Dual Credit – First**                      **Grade 12**  
**Year Spanish I, II – 1 Credit**  
**Prerequisite: Spanish III Honors, must meet Dual Credit criteria**

This course incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

**American Sign Language I – 1 Credit**                      **Grades 9 – 11**  
**Prerequisite: None**

Students will be able to understand and respond appropriately to short signed phrases. They will produce learned signs, phrases, and sentences. They will be able to transcribe ASL into English gloss. They will be able to compare language, culture, and community between the deaf community and the hearing community.

**American Sign Language II – 1 Credit**                      **Grades 10 – 12**  
**Prerequisite: American Sign Language I**

Students will have face to face communication. Students will learn about the deaf culture and engage in exchanges of learned material to socialize and to provide and obtain information. They will be able to understand and interpret simple stories, brief instructions and high frequency commands. Students will study grammar, vocabulary and punctuation more in depth. Students will be able to take

their acquired skills outside of the classroom and use them in the community at a more advanced level.

**American Sign Language III**                      **Grades 11 – 12**  
**Honors - 1 Credit**

**Prerequisite: American Sign Language II**  
ASL will be used exclusively in this course. They will create statements and questions to communicate independently when signing. They can transcribe simple signed statements to written gloss. They will use grammar to increase accuracy of expression. They will engage in a variety of exchanges to socialize, provide and obtain information and express preferences and feelings. They will be able to compare languages and cultures at an intermediate level of proficiency.

**American Sign Language IV Dual**                      **Grade 12**  
**Credit – Beginning ASL I, II – 1 Credit**  
**Prerequisite: American Sign Language III Honors, must meet Dual Credit criteria**

This course is an introduction to American Sign Language covering finger spelling, vocabulary and basic sentence structure in preparing individuals to interpret oral speech for the hearing impaired.

## HEALTH & PHYSICAL EDUCATION

**Foundations of Personal**                      **Grades 9 – 12**  
**Fitness – 0.5 Credit**  
**Prerequisite: None**

The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

**Athletics I, II, III, IV – 1 Credit**                      **Grades 9 – 12**  
**Prerequisite: Approved placement**

Athletics is a voluntary elective that is offered to those students who can excel in some physical activity and who have a desire to compete on an interschool basis. Physical examinations are required for participation. Athletics offers opportunities to learn practical lessons of life and test one's capacity to function as a citizen in society. BISD offers the following competitive sports:

Football	Basketball (boys & girls)
Volleyball	Wrestling

Golf  
Baseball  
Cross Country  
Softball  
Track  
Powerlifting

Students will have to engage in practice outside of regular class time, plus competitions may be in the evening, on weekends, or during vacation breaks. When a student enrolls in athletics, he/she agrees to adhere to the Bushland High School athletic policies.

**Cheerleading I, II, III, IV – 1 Credit**                      **Grades 9 – 12**  
**Prerequisite: Approved placement**  
Students who make cheerleader take this course. Students may use Cheerleading as their 1-credit PE requirement.

**Health Education – 0.5 Credit**                      **Grades 9 – 12**  
**Prerequisite: None**  
This course is a comprehensive study of the concepts and skills that foster individual personal health and safety. Current and relevant topics such as mental and emotional health, family and social health and current health issues will be studied.

## CTE – AGRICULTURE, FOOD & NATURAL RESOURCES

**Principles of Agriculture, Food & Natural Resources – 1 Credit**                      **Grades 9 – 12**  
**Prerequisite: None**  
To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings.

**Agriculture Mechanics & Metal Technologies – 1 Credit**                      **Grades 10 – 12**  
**Prerequisite: Principles of Agriculture, Food & Natural Resources**  
To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a

variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

**Agricultural Facilities Design & Fabrication – 1 Credit**                      **Grades 10 – 12**  
**Prerequisite: Principles of Agriculture, Food & Natural Resources**                      1 Credit  
To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**Livestock Production – 1 Credit**                      **Grades 10 – 12**  
**Prerequisite: Principles of Agriculture, Food, & Natural Resources**  
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**Agribusiness Management & Marketing – 1 Credit**                      **Grades 10 – 12**  
**Prerequisite: Principles of Agriculture, Food, & Natural Resources**  
Students need to attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing and careers in agribusiness.



**Professional Standards in Agribusiness – 1 Credit** **Grades 9 – 12**

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

Students need to attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

**Practicum in Agriculture, Food, & Natural Resources – 1 Credit** **Grade 12**

**Prerequisite: Veterinary Medical Applications or Agricultural Power Systems or Agricultural Facilities Design & Fabrication or Agribusiness Management & Marketing**

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

**Veterinary Medical Applications – 1 Credit** **Grades 10 – 12**

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

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

**CTE – ARTS, A/V TECHNOLOGY & COMMUNICATION**

**Principles of Arts, A/V Technology & Communication – 1 Credit** **Grades 9 – 12**

**Prerequisite: None**

Using several computer applications and Web 2.0 resources, students are introduced to technology careers including Digital Imaging and Photography, Animation, Graphic Design, Bushland Independent School District

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Audio Engineering, Video Production and Fashion Design. Through team and individual projects based on these careers, students improve their communication, interpersonal, and presentation skills. Students will also create and maintain a website as an online portfolio of their work.

**Animation – 1 Credit** **Grades 10 – 12**

**Prerequisite: Graphic Design & Illustration**

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical 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 history and techniques of the animation industry.

**Graphic Design & Illustration – 1 Credit** **Grades 9 – 12**

**Prerequisite: Principles of Art, A/V Technology and Communication**

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**Advanced Graphic Design & Illustration – 1 Credit** **Grades 10 – 12**

**Prerequisite: Graphic Design & Illustration**

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

**Audio/Video Production – 1 Credit** **Grades 9 – 12**

**Prerequisite: Principles of Art, A/V Technology and Communication**

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

## CTE – BUSINESS MANAGEMENT & ADMINISTRATION

### **Principles of Business, Marketing & Finance – 0.5 Credit**                      **Grades 9 – 12** **Prerequisite: None**

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

## CTE – FINANCE

### **Accounting I – 1 Credit**    **Grades 10 – 12** **Prerequisite: None**

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

### **Accounting II – 1 Credit**    **Grades 11 – 12** **Prerequisite: Accounting I**

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

## CTE – HUMAN SERVICES

### **Principles of Human Services – 1 Credit**                      **Grades 9 – 12** **Prerequisite: None**

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

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### **Dollars and Sense – 0.5 Credit**                                      **Grades 9 – 12** **Prerequisite: None**

This course focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers, managing bank accounts and investments, retirement accounts, insurance, housing/mortgages/rent, college financing, debit/credit, buying an automobile, interest rates, etc. I am planning on incorporating curriculum from Dave Ramsey’s Financial Peace University high school program “Foundations in Personal Finance”.

### **Lifetime Nutrition & Wellness – 1 Credit**                      **Grades 10 – 12** **Prerequisite: Principles of Human Services**

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

### **Interpersonal Studies – 1 Credit**                                      **Grades 10 – 12** **Prerequisite: Principles of Human Services**

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Counseling & Mental Health – 1 Credit**                                      **Grades 10 - 12** **Prerequisite: Principles of Human Services**

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

## CTE – INFORMATION TECHNOLOGY

### **Principles of Information Technology – 1 Credit** **Grades 9 – 12**

#### **Prerequisite: None**

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### **Digital & Interactive Multimedia – 1 Credit** **Grades 10 – 12**

#### **Prerequisite: Principles of Information Technology**

Students will analyze and assess current and emerging multimedia technologies while creating multimedia projects that address customer needs and resolve a problem. Students will implement personal/interpersonal skills to prepare for a rapidly evolving workplace environment. Working in individual and collaborative settings, they will practice and develop professionalism, multimedia technical skills, and a knowledge and appreciation of a variety of multimedia technologies.

## CTE – HEALTH SCIENCE

### **Principles of Health Science – 0.5 Credit** **Grades 9 – 12**

#### **Prerequisite: None**

This is the introductory course in the health science program. This course includes general anatomy and physiology, medical ethics, legal issues, and medical terminology. Medical Skills such as vital signs, asepsis, and community first aid and safety are also practiced.

### **Medical Terminology – 0.5 Credit** **Grades 9 – 12**

#### **Prerequisite: None**

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

### **Health Science – 1 Credit** **Grades 10 – 12**

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

Health Science is the second level of the health science program. This course is designed to provide for the Bushland Independent School District

development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge, skill development in a laboratory setting, and career preparation.

### **Practicum in Health Science I – 1 Credit** **Grades 11 – 12**

#### **Prerequisite: Health Science**

In the third level of the health science program, students will study advanced skills in the healthcare field. This course takes place in the classroom and at local medical facilities.

### **Practicum in Health Science II – 1 Credit** **Grade 12**

#### **Prerequisite: Practicum in Health Science I**

In the first semester of the fourth level of the health science program, students participate in clinical mentorships as well as examine career options. This course will take place in the classroom and at local hospitals and medical facilities. Students are offered a choice of two certification pathways that lead to additional local and/or national certifications – CNA or EMT.

## CAREER DEVELOPMENT

### **Career Preparation I, II – 2-3 Credits** **Grades 11 – 12**

#### **Prerequisite: None**

Career Preparation I 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. The student must have an approved training station, or work place, and show employability skills in order to earn 1 1/2 units of credit per semester. The student will be required to work a minimum of 15 hours per week, 10 of which must be Monday through Friday. General employability skills taught will include applying for employment, networking, resume writing, job interviewing, and monitoring the economy as it relates to employment opportunities.