High School

Course Guide

2022-2023

James Earl Rudder High School

Travis B. Bryan High School

Dear Students and Parents,

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

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

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

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

Sincerely,

Lane Buban

Lane Buban, Principal
Travis B. Bryan High School

Rachel Layton

Rachel Layton, Principal
James Earl Rudder High School

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

CHILDREN FIRST. ALWAYS.

Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.

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INTRODUCTION TO THE COURSE GUIDE

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

PROGRAM/COURSE UPDATES FOR 2022-2023

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

- CTE Biomedical Science Program will begin. The program focuses on the study of biology and medicine in order to introduce learners to the knowledge and skills necessary in the health field. The year 1 course: Principles of Biosciences will be included in the ranked GPA at the Pre-Advanced(Honors) level. *Beginning with Cohort 2026.*
- African-American and Mexican-American Cultural Studies will be offered for grades 10^{th} – 12^{th} as a Social Studies elective. These are offered are calculated in the ranked GPA as an on-level course.
- Health will be required for graduation for all students who are Cohort 2025 and thereafter.

REGISTRATION FOR CLASSES

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

Due to the wide variety of courses offered, students should read this course catalog carefully, review their 4-year plan/Personal Graduation Plan (PGP), and talk with their school counselor and teachers throughout the scheduling process. Many courses have prerequisites and some courses require an interview with the teacher/director/coach before enrollment is approved. Students and parents are urged to contact the department chair or school counselor if they have questions about specific courses. [See pages 17 and 18 for contacts.]

Courses offered during the next school year are always determined by the student selections made during the enrollment process. Courses lacking sufficient enrollment may not be offered or may only be offered online; therefore, students are encouraged to choose alternative electives. The number of students requesting the course will also determine the number of sections for each course. Once student registration requests for classes have established the next year's master schedule, students are expected to follow their original choices/4-year plan throughout the school year.

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

REQUESTING SCHEDULE CHANGES

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

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

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

1. Parent and student must request a conference with the student's assistant principal and teacher.
2. All must agree that extenuating circumstances warrant an immediate change.
3. The change can be made only if space is available in the course requested.

REQUEST TO DROP AN ADVANCED COURSE

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

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

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

FOUNDATION GRADUATION PLAN

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

Bryan ISD High School Personal Graduation Plan

Student Name _____

ID #_____

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

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

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

Step 1 Foundation + Endorsement			
Foundation	**Requirements**	**Additional/Advanced Course Option**	
		Column I	**Column II**
English	4 Credits: ● English I ● English II ● English III ● 1 Addl. English from Column I or II	English IV Business English Independent Study in English Creative Writing (.5) Oral Interpretation III Debate III Ind. Study in Journalism	Newspaper III Yearbook III AP English Literature IB English College Prep English ***
Math	4 Credits: ● Algebra I ● Geometry ● Addl. Math from Column I and/or II	Math Models Financial Mathematics Algebra II	Advanced Quantitative Reasoning Pre-Calculus Statistics AP Calculus AP (AB or BC) Math AA IB or Math AI IB Computer Science AP A College Prep Math Independent Study in Math (Algebra III) Algebraic Reasoning ***
Science	4 Credits: ● Biology ● Addl. Science from Column I ● Addl. Sciences from Column II	Integrated Physics and Chemistry Chemistry or AP or IB Physics or AP or IB	Chemistry or AP or IB Physics or AP I & II or IB AP or IB Biology Aquatic Science Environmental Science Adv. Animal Science Adv. Plant & Soil Science Anatomy and Physiology Forensic Science Medical Microbiology (*Hammond Oliver only*) Engineering Science (PLTW) ***
Social Studies	4 Credits: ● World Geography ● World History ● US History ● Govt./Econ	Human Geography AP (may replace World Geography) ***	
LOTE	2 Credits: ● Any 2 levels in the same Language ● 2 credits in Computer Programing Languages+	Chinese French German Spanish	Languages offered vary among campuses *+Determination has not been made as to whether this will fulfill admittance requirements at universities*
Physical Education	1 Credit: ● Any course/combo	Foundations Aerobics Team/Ind. Sports Athletics JROTC Private/Olympic	Participation in (1 credit) Drill Team Marching Band Cheerleading
Fine Arts	1 Credit: ● Any Course from Column I or II	Art – I, II, III, IV Dance – I, II, III, IV Music – I, II, III, IV Theatre – I, II, III, IV	Principles & Elements of Floral Design Digital Art & Animation 3-D Modeling & Animation Including IB Art, Music, and Theatre Community Based FA
Electives	6 Credits: ● Speech (Column I) ● Health ● Elective Courses	Professional Communications Communications Applications	Elective courses must be specified in list of courses for HS Graduation in 74.11

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

Step 2 Endorsement Framework					
Endorsements	**STEM**	**Business & Industry**	**Public Service**	**Arts & Humanities**	**Multidisciplinary**
Student must specify Endorsement upon entering 9th grade Endorsement = Foundation +1 Math +1 Science + Specific Endorsement Requirement	**Must complete:** **Algebra II ___** **Chemistry ___** **Physics ___** **And** Coherent sequence of at least 4 CTE credits, w/ at least 2 in the same career cluster, at least 1 advanced CTE course. The final course in the sequence must be from Science, Technology, Engineering and Math Cluster **Or** Coherent sequence of 4 credits in Computer Science **Or** 5 Math courses by completing Algebra I, Geometry, Algebra II and 2 additional math courses that Algebra II is a prerequisite **Or** 5 Science courses by completing Biology, Chemistry, Physics and 2 additional science courses *(IPC does not meet requirement for this area)* **Or** 3 credits from 2 of the areas above in a coherent sequence	**Must complete:** **Math ___** **Science ___** **And** Coherent sequence of at least 4 CTE credits, w/ at least 2 in the same career cluster, at least 1 advanced CTE course. The final course in the sequence must be from -Agriculture, Food, & Natural Resources, -Architecture & Construct, -Arts, AV Technology, & Communications, -Business Manage & Admin, -Finance, -Hospitality & Tourism, -Information Technology, -Manufacturing, -Marketing, or -Transportation, Distribution, & Logistics **Or** 4 English elective credits including 3 levels of -Broadcast Journalism, -Newspaper, -Yearbook, -Debate, or -Public Speaking **Or** 4 Technology Applications credits	**Must complete:** **Math ___** **Science ___** **And** Coherent sequence of at least 4 CTE credits, w/ at least 2 in the same career cluster, at least 1 advanced CTE course. The final course in the sequence must be from -Education & Training, -Govt. & Public Admin., -Health Science, -Human Services, -Law, Public Safety, or Corrections & Securities **Or** 4 courses in JROTC	**Must complete:** **Math ___** **Science ___** **And** 5 Social Studies Credits **Or** 4 levels of LOTE (same language) or ASL **Or** 2 levels of 2 different LOTE courses **Or** Coherent sequence of 4 credits from 1 or 2 categories or disciplines in Fine Arts **Or** 4 English elective credits.	**Must complete:** **Math ___** **Science ___** **And** 4 advanced courses that prepare the student to enter the workforce or post-secondary education w/out remediation from w/in 1 endorsement area that are not in a coherent sequence **Or** 4 credits in each of the Core Areas to include English IV and chemistry and/or physics, **Or** 4 credits AP, IB or Dual Credit courses selected from English, Math, Science, Social Studies, Economics, LOTE or Fine Arts

Step 3 Distinguished Level of Achievement and Performance Acknowledgement	
Distinguished Level of Achievement	Algebra II + at least one endorsement A student must earn distinguished level of achievement to be eligible for top 10% automatic admission. All students in BISD will be working toward the Distinguished Level of Achievement

Performance Acknowledgement	**Dual Credit**	• At least 12 hours of college credit, with at least 3.0 average or • Associate degree earned during HS
	Bilingualism & biliteracy- Demonstrate proficiency in 2 or more languages. *(For a student who was ELL they must also have participated and met exit requirements for ESL program and scored Adv. High on TELPAS)*	• 80 on a scale of 100 in all English classes and 1 of the following: ➢ Complete 3 credits in the same LOTE with minimum grade of 80 ➢ Complete Level IV or higher of LOTE with minimum grade of 80 ➢ Complete 3 credits in foundation subject area courses in a Language other than English with minimum grade of 80 ➢ Demonstrate proficiency in LOTE by 1. Score of 3 or higher on an AP Exam for LOTE, 2. Score of 4 or higher on an IB 3. Score of at least Intermediate High on a National Language Assessment
	AP and/or IB Exam Score	• A score of 3 or above on an AP exam • A score of 4 or above on an IB exam
	PSAT, PLAN, ACT, SAT	• PSAT score that qualifies a student as a Commended student or higher or • Achieving the college readiness score on at least 3 of the 5 subject tests on the ASPIRE or • Earning at least a total score of 1310 on the SAT** or • Composite score on the ACT (no writing) of at least 28

	Business or Industry Certification /License	• Performance on an exam sufficient to obtain a national or international recognized certificate or • Performance on an exam sufficient to obtain a government required credential to practice a profession.

GRADUATION REQUIREMENTS

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

EARNING CREDITS

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

MEETING STATE TESTING REQUIREMENTS

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

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

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

ADDITIONAL STATE REQUIREMENTS

Along with credit and State testing requirements the students must also complete the following requirements in order to reach graduation and all requirements are offered through the school district.

- Training in CPR
- Training on Positive Interaction with the Police
- Completion of FAFSA

MEETING COLLEGE, CAREER OR MILITARY READINESS (CCMR)

Students are able to meet CCMR a number of ways and this method is included in the student's Personal Graduation Plan (PGP). As a District, we are determined that all Bryan ISD graduates will graduate meeting at least one of these areas and prepared to succeed following graduation.

To meet college readiness:

Reach a minimum score on the SAT, ACT, TSIA or completion of College Prep Course or
Reach a minimum score on AP (3) or IB Exam (4) or
Reach a minimum of 3 hours in Dual credit English or Math course(s) or 9 hours in any college courses.

To meet career readiness:

Receive a state approved industry-based certification.

To meet military readiness:

Enlist in the military. *(this qualifier is currently under evaluation by the Texas Education Agency and not included- any updates will be added to the online version as becomes available at www.bryanisd.org)*

HIGH SCHOOL CREDITS

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

NONTRADITIONAL SOURCES OF HIGH SCHOOL CREDIT

- **Middle school** students can earn high school credit when they complete high school courses during their middle school years. Bryan ISD students are awarded high school credit for any approved high school courses even if the courses are taken in middle school. Courses taken for high school credit in 7th, or 8th grade will be calculated in a student's GPA and rank. (Refer to the GPA guidelines, on page 11 of this manual, for details on how the calculations will be done.)
- **Summer school** may be available either through BISD or through another school district. There is a cost for enrollment in summer classes. Most course offerings are for remediation (to recover a credit lost); however, some courses are offered for students who want to get ahead or make room in their regular schedule for other classes. School counselor approval is needed to ensure that the correct courses are selected; registration for courses is required.
- **Credit-by-Exam (for remediation)** is available to students who fail a course. The student may order an exam from the University of Texas or Texas Tech University or if the student's failing grade is 60% or greater s/he may qualify for an in- district exam. If the student scores 70 or above on the exam, the exam grade will be the grade for the course. CBEs will not be considered for the student's GPA or class rank, nor does it count toward UIL eligibility. A cost is all deadlines and requirements outlined by the district. Details are available with the school counselor or on the District website. Most assessments are developed and graded by an outside agency. Assessments developed locally will go through an annual audit to ensure validity.
- **Credit-by Exam (for acceleration)** is available to students who wish to receive credit without formal instruction in a course. A student must score 80 or above on an exam selected and administered by the district. These exams are given on specific cycle four times annually. Dates are available throughout the school year, but a student is only eligible to sit for the exam if it is prior to the time the student would be scheduled to take the course, a specific exam can be taken a maximum of 2 times and can replace the EOC requirement when applicable. Students must register for each exam at least 30 days prior to the test date and meet all deadline and requirements as defined by the district policy. Most assessments are developed and graded by an outside agency. Assessments developed locally will go through an annual audit to ensure validity. Grades received on these tests will not be used in the calculating of GPA or class rank. Credits earned by these exams must be completed with the final grade reported to the registrar's office in order to participate in the graduation exercises
- **Correspondence Courses** may be taken from the University of Texas or Texas Tech University. Students may take only one correspondence course at a time (a maximum of three credits may be earned). All correspondence work must be completed with the final grade reported from the university to the registrar's office in order to participate in graduation exercises. Grades from correspondence courses will not be used in calculating GPA or class ranking.
- **Dual Credit** for high school and for college credit can be earned through enrollment in Blinn class(es) in 9th - 12th grades. Refer to the Dual Credit section of this guide.
- **Virtual School** is available**.** Students have the option to enroll in electronic courses offered through the Texas Virtual School Network (TxVSN) in specific situations where required course are otherwise unavailable or do not fit in the schedule. Courses offered through TxVSN are no longer free through the State of Texas and will require a fee to be paid by the student. A diagnostic assessment will be required prior to registration to measure a student's suitability for online courses. All courses offered through the TxVSN are aligned to TEKS and have rigorous standards. Further information may be obtained from the student's high school counselor.

GRADING SYSTEM

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

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

LOSS OF CREDITS

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

Attendance requirements

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

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

FINAL EXAMS

The semester grade for high school courses will be calculated from the six-week grades and a final exam. The average of the six-week grades shall count 80% of the semester grade and the final exam shall count as 20% of the semester grade. Final exams should be given in all areas, except for Spring EOC courses in which the student took the corresponding STAAR EOC. Final exam exemptions will be granted each semester to eligible students. Please refer the most up to day Grading Guidelines at www.bryanisd.org. Specific information about final exam exemptions is available from teachers and assistant principals.

SEMESTER AVERAGING

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

CLASSIFICATION

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

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

TYPES OF COURSES

Bryan ISD high schools offer several levels of courses: advanced, pre-advanced and on-level.

Advanced Courses	These are academically rigorous and are evaluated on a 6.0 grade point scale. Advanced Placement (AP), International Baccalaureate (IB), and dual credit courses are examples of advanced courses**.**

- **Advanced Placement Program (AP).** This program enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years. Students entering the AP program in BISD must be prepared for the accelerated and rigorous study of college-level content. They must have demonstrated above average skills in the chosen content area because the depth and scope of the material does not allow class time for remediation. Each AP class requires a personal commitment of time and effort outside the classroom. AP students must be independent learners, ready to take responsibility for the quantity and frequency of rigorous assignments. A commitment to excellence is essential to a student's success. Currently, BISD offers the following AP courses: English III and IV, Calculus AB and BC, Statistics, Biology II, Chemistry II, Environmental Systems, Physics I and II, Human Geography, World History, U.S. History, U.S. Government, Microeconomics, Macroeconomics, European History, Spanish IV and V, French IV, German IV, Computer Science A, Computer Science Principles, Art History, Art Drawing and Art IID Design. Course offerings may vary among schools. The expectation is that students sign up and attempt the AP Exam.
- **Dual Credit.** Students at Bryan ISD may obtain college credit and high school credit simultaneously under an agreement with Blinn College and Bryan ISD. In most cases Blinn faculty teach the courses on the High School campuses (pending sufficient enrollment). In order to be enrolled in a dual credit course, students must pass the TSIA test (or be exempt) and pay the required tuition to Blinn College before the course begins. The following courses are approved for dual credit enrollment and will receive advanced weighting, but with new eligibility under State legislation more offerings will become available:

  US History (Blinn History of the US 1301, 1302) – 1 high school credit; 6 hours college credit

  English IV (Blinn English 1301, 1302) – 1 high school credit; 6 hours college credit

  Economics (Blinn Macroeconomics 2301) – ½ high school credit; 3 hours college credit

  Government (Blinn Government 2305) – ½ high school credit; 3 hours college credit

- **International Baccalaureate (IB)** – IB is a two-year program at Bryan High School, during the junior and senior years, that can result in an additional diploma upon graduation. IB Diploma students are recognized at universities around the world as well-rounded learners who are highly prepared for studies at the university level. Students are expected to enroll in advanced courses in 9th and 10th grade in order to be better prepared for a rigorous curriculum across six areas of study. Students enrolled in an IB course are required to complete all assessments including the May exam. College credit may be awarded for acceptable scores on these exams (this varies by college). Refer to the IB section of this guide for more information about the IB program.

Pre-Advanced Courses	These are slightly less rigorous than Advanced Courses and are evaluated on a 5.0 grade point scale. Refer to the chart scale for weighting courses for class rank in determining a student's GPA and class rank. Honors and Pre-AP or Pre-IB courses are examples of pre-advanced courses.

- **Honors courses** are designed to extend and enrich the content of the regular high school curriculum.
- **Pre-AP/Pre IB courses** are designed to extend and enrich the content of the regular high school curriculum while preparing students for success in Advanced Placement/International Baccalaureate

classes offered at the junior and senior level. These courses provide challenging research opportunities for students with high interest in academic exploration and include numerous out-of-class assignments.

On-level Courses	These are challenging courses evaluated on a 4.0 grade point scale. Refer to the chart scale for weighting courses for class rank in determining a student's GPA and class rank. This is the most prevalent type of course and can be found in all the academic subjects, fine arts, technology applications, and in career tech electives.

GRADE POINT AVERAGE and RANK IN CLASS

GRADE POINT AVERAGE (GPA)

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

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

UNWEIGHTED GPA

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

WEIGHTED GPA

All high school core classes (English, Math, Science, and Social Studies) and Languages other than English (LOTE) and any other AP or IB course will be used to calculate the weighted GPA. Also, included will be the following Career and Technical Education courses offered at CTEC: Practicum in STEM and Practicum in Manufacturing. The weighted GPA will be calculated on a weighted 4.0 scale. Pre-AP/Pre-IB/Honors courses receive one extra weight point. AP, IB, and identified college level courses receive two extra weight points. The extra points are used only for GPA calculation and are not reflected on the students posted grade on the transcript.

Grade point calculations do not include: credits earned through distance learning, credit-by-examination or courses for local credit.

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

Calculation of Grade Point Averages

The equation used to calculate a student's Unweighted GPA is:
GPA = Cumulative Grade Points / Cumulative Attempted Credits (all state credits, as reflected in Board Policy)

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

The equation used to calculate a student's Weighted GPA is:
GPA = Cumulative Grade Points / Cumulative Attempted Credits (in Core and LOTE Classes)

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

Grade Points are determined by the following:
Convert each grade to scale, then multiply by attempted credits.

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

RANK IN CLASS

Students are ranked according to their weighted GPA. The initial ranking is done annually starting at the end of the student's 9th grade year. For the purpose of recognition at the spring graduation exercises, the official class ranking is calculated at the end of the Fall semester of the senior year. The ranking for graduation includes identification of honor graduates and the current highest ranking student.

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

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

The valedictorian will be named following the final calculation, which will take place when all grades are complete and will be formally announced in mid-June. To be eligible for valedictorian or salutatorian recognition, a student must have been enrolled in in the same District High School for the four semesters preceding graduation.

SCALE FOR WEIGHTING COURSES FOR CLASS RANK

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

honored in accordance with the District's agreement with the awarding institution.	65 64 63 62 61 60	2.5 2.4 2.3 2.2 2.1 2.0			
F	0-59	0.0	0.0	0.0	0.0

EARNING COLLEGE CREDIT IN HIGH SCHOOL

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

ADVANCED PLACEMENT (AP)

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

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

INTERNATIONAL BACCALAUREATE (IB)

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

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

DUAL CREDIT ENROLLMENT

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

- Bryan ISD students must meet all of BISD's attendance and academic requirements.
- Bryan ISD students must have passed the TSIA test (or be exempt) before enrollment at Blinn is possible.
- Students must have an official transcript on file with the Blinn College Admissions Office.
- Students must meet all co-enrollment requirements of Bryan ISD and have filed a co-enrollment approval form with the college prior to enrolling in a dual credit course.
- The course credit and grade will be held in escrow until the student graduates from high school and presents Blinn College with an official transcript verifying graduation.
- The grade earned by the student will be defined by the grading policies of Bryan ISD and Blinn College.

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

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

TAMU/BLINN SCHOOL ENRICHMENT PROGRAM

Students may be granted high school credit for college courses taken at Texas A&M University or Blinn College under the following provisions:

- Prior to registration, the student makes written requests to the principal that credit be given for a college course. The courses may be taken concurrently with high school courses or during the summer or evening. The approval will be retained at the high school in the Registrar's Office and will also be required by Blinn.
- For the student to be awarded credit toward state graduation requirements, the course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills. The academic advisor must certify in advance which state high school credit will be awarded.
- The parents/guardians affirm in writing to the principal that the student has permission to take the college courses.
- The student pays all costs associated with taking the college courses and provides Bryan ISD with an official college transcript showing the grade received. The grade must be at least a 70 to qualify for high school credit.
- Credit for successful completion of college courses shall be earned in one-half credit increments.

EARLY GRADUATION

We encourage all students to complete four years of high school and to explore a variety of elective courses as part of discovering a possible career pathway. We support the efforts of students who want to graduate in three (or three-and-a-half) years, but the student must be on the Foundation Distinguished Level of Achievement. Graduation requires four years of English, Math, Science, and Social Studies, which will make it very difficult for a student to graduate in less than four years. The student will need to be highly motivated, will most likely need to complete some courses in summer school and/or bring high school credits from middle school, and will need to double-up on a few core courses for a year.

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

PHYSICALS FOR ATHLETICS

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

PHYSICALS FOR FINE ARTS AREAS

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

NCAA GRADUATION REQUIREMENTS

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

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

UIL EXTRACURRICULAR ELIGIBILITY GUIDELINES

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

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

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

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

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

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

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

BRYAN ISD APPROVED EXEMPTIONS

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

ACADEMIC ADVISING/COUNSELING

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

CAREER AND TECHNOLOGY EDUCATION

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

SPECIAL EDUCATION

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

DEPARTMENT & PROGRAM CONTACTS

Department	Lead Contact	Email Address
Bryan Collegiate High School	Tommy Roberts	tommy.roberts@bryanisd.org
M.C. Harris School	Dr. Karen Kaspar	karen.kaspar@bryanisd.org
Career and Technical Education	David Reynolds (District Director)	david.reynolds@bryanisd.org
Fine Arts	Pat Corbett (District Director)	patrick.corbett@bryanisd.org
International Baccalaureate (IB)	Sarah Patterson	sarah.patterson@bryanisd.org
Athletics	Janice Williamson	janice.williamson@bryanisd.org
Bryan High School		
Department	**Dept. Chair / Program Head**	**Email Address**
School Counseling	Justin Estes	justin.estes@bryanisd.org
Athletics	Ross Rogers	ross.rogers@bryanisd.org
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Visual Arts	Kim Marshall	kimberley.marshall@bryanisd.org
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JROTC	Jeffrey Bounds	jeffrey.bounds@bryanisd.org
Science	Colleen Holmes	colleen.holmes@bryanisd.org
ShyAnnes	Taylor Torres	taylor.torres@bryanisd.org
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Special Education	Jonathan Hines	jonathan.hines@bryanisd.org
Theatre Arts	Jacob Justice	jacob.justice@bryanisd.org

Rudder High School		
Department	**Dept. Chair / Program Head**	**Email Address**
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Cheerleading	Amber Albrecht and Shelby Veliz	amber.albrecht@bryanisd.org or Shelby.veliz@bryanisd.org
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Construction Sciences	Donald Brown	donald.brown@bryanisd.org
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Visual Arts	Michelle Golden-Harris	michelle.golden-harris@bryanisd.org
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Rangerettes	Kelsie Salem	kelsie.salem@bryanisd.org
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Special Education	Russell Creel	russell.creael@bryanisd.org
Theatre Arts	Natalie Oates	natalie.oakes@bryanisd.org

BHS INTERNATIONAL BACCALAUREATE

OVERVIEW

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

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

Within the IB Program, students can choose one of two pathways: the IB Diploma or IB Course (in one or more IB courses).

HOW DO I GET INTO THE BRYAN HIGH IB PROGRAMME?

The IB Program at Bryan High School begins in the junior year. To be as prepared as possible, students should take a sequence of rigorous courses in the 8th, 9th, and 10th grades. For this reason, students not zoned for Bryan High School may attend Bryan High beginning in the 9th grade to ensure a seamless transition to the Diploma Programme. Students should complete the following steps:

Current IB or PreIB students in 9th, 10th, or 11th grade will receive a "Continuing in Program" in the fall. Students only need to return the letter if they will not be returning to the IB program. Students' course selections and grades will be evaluated to confirm their good standing and participation in the IB program. Families will receive a contract for the upcoming school year, which should be signed and returned before the set deadline each spring.

Any student wishing to enroll in the IB program:

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

WHY CHOOSE THE INTERNATIONAL BACCALAUREATE PROGRAMME AT BRYAN HIGH SCHOOL?

The goal of the IB Programme is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the programme will offer one of the most enriching experiences possible. The IB Programme is NOT a different version of already existing programs that are academically challenging; rather, it blends together key ingredients of many academically challenging programs into one comprehensive piece. There are three key components to the IB Programme:

1. **Academic Rigor:** Students discover how to learn, how to analyze, how to reach considered conclusions about humankind -- its languages and literature, its ways in society, and the scientific forces of its environment. An IB diploma candidate is indeed functioning at a level of an introductory college student.
2. **Comprehensiveness of the IB Programme:** Students encounter rigor throughout ALL disciplines. Students refine areas of strength and developmentally improve areas of weakness. Students also submit a significant portion of their course work for evaluation (e.g., essays, oral commentaries, portfolios, lab books).
3. **International Mindedness:** The IB Programme encourages students to think globally. The IB curriculum is based on true international standards. Coursework and exams are graded by an international grading team, professionals from North and South America, Europe, Africa, Asia, and Australia.

The IB Programme enjoys an exceptionally good relationship with universities abroad and is rapidly growing in recognition among United States universities. Many competitive universities in the U.S. are granting advanced standing for students with the IB Diploma, and those students are being recruited due to their excellent academic preparation and study skills.

Texas legislation provides a minimum of 24 hours of college credits to IB Diploma holders who score 4 or more on the 6 IB assessments and who attend state-supported schools of higher education. Many students want the external benefits (e.g., weighted grades, advanced college standing), but **the true benefit of earning the IB Diploma is intrinsic in nature**.

The change that occurs within a student academically and personally while pursuing the diploma produces far greater personal growth and satisfaction than the diploma itself.

TWO PATHWAYS: IB DIPLOMA OR IB COURSES

Students can choose one of two pathways in the IB Program: The Diploma or one or more Courses. Although the choice between the IB Diploma and Courses is actually made in the spring of the sophomore year, students should become familiar with the IB Program before registering for 9th grade classes. Proper planning of courses from 8th grade on is beneficial for all IB Program students, but it is especially so for those students who are considering the IB Diploma path.

THE IB DIPLOMA PATHWAY

To earn the IB Diploma, a student must successfully complete:

1. At least one course and the IB assessments in each of the six subject area groups listed below. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL). Higher Level subjects require intensive, in-depth study over two years. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are less demanding, but are still on par with introductory level college courses. SL courses require one or 2 years of study depending on the specific course. Both levels of study lead to exams, which students must pass to receive the diploma. In addition to the exams, students are evaluated on a portion of their regular course work (i.e., lab books, essays, portfolios, projects, etc.) completed in class. These internal assessments are externally moderated by an IB examiner.

SUBJECT AREAS BY IB GROUP NUMBER:	
Group 1 - Language English A1 HL	**Group 4 - Experimental Sciences** Biology SL or HL Chemistry SL or HL Physics SL Computer Science HL
Group 2 - Foreign Language French B SL, HL ab initio Spanish B SL, HL ab initio Chinese B SL, HL, ab initio	**Group 5 – Mathematics** Mathematics Analysis & Approaches SL, HL Math Applications & Interpretations SL Computer Science HL
Group 3 - Individuals & Society History HL Economics HL	**Group 6 – Arts & Electives** Music SL, HL Visual Arts SL, HL Film SL, HL Theatre SL, HL Additional course from Group 2, 3, 4, or 5

2. The Theory of Knowledge (TOK) course.
3. An Extended Essay of about 4,000 words on a topic of the student's own choice.
4. The program of Creativity, Activity, and Service (CAS).

THE IB COURSE PATHWAY

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

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

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

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

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
SAMPLE COURSE OF STUDY

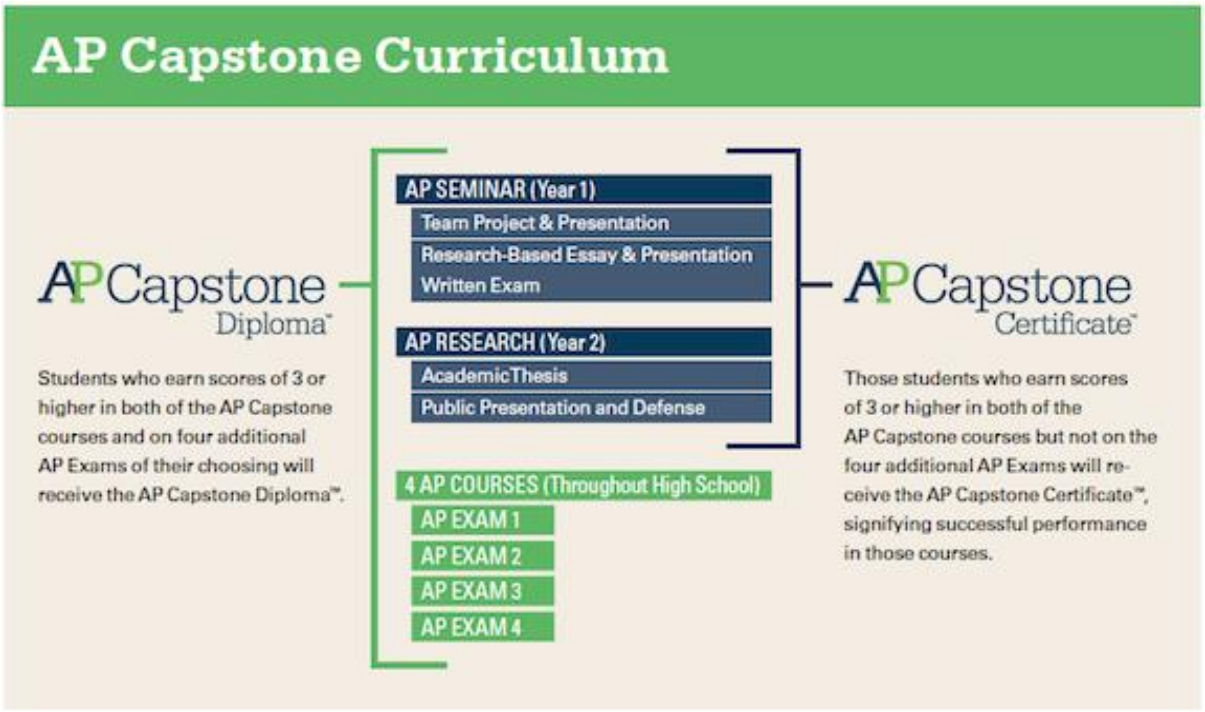
Many IB students' complete coursework in the 8th grade for high school credit and this plan reflects that fact. This is not a requirement however. Students at Bryan High School are required to take speech. When the IB English students complete their 11th grade year, they receive credit for IB English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

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

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	BHS Pre IB English 1	BHS Pre IB English 2	IB English HL	IB English HL
PAP Algebra 1	Geometry PAP	Algebra 2 PAP or BHS Pre IB	Math AA SL or HL	AP Calculus or IB Math HL
PAP Biology	PAP Chemistry	AP Physics	IB Biology SL or HL Or IB Chemistry SL or HL Or IB Physics SL	AP Government/ Economics
	PAP World Geography or AP Human Geography	Honors World History or AP World History	IB History HL	IB History HL
Spanish 1	Spanish 1, PAP Spanish 2 or French 1 or PAP Chinese 3	PAP Spanish 2 or PAP Spanish 3 or PAP French 2 or Chinese 4 AP	IB Spanish SL or HL IB French SL or HL IB Chinese SL or HL	IB Spanish SL or HL IB French SL or HL IB Chinese SL or HL
	Fine Arts or PE credit	Elective, Prerequisite, Art, Theatre, Computer Science (if pursuing one of these subjects for an IB diploma)	IB Art SL or HL Or IB Music SL or HL Or IB Theatre SL or HL Or IB Film HL or SL Or IB Economics HL Or IB Computer Science HL	IB Art SL or HL Or IB Music SL or HL Or IB Theatre SL or HL Or IB Film HL or SL Or IB Economics HL Or IB Computer Science HL
Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports	Band, Choir, Orchestra, Sports
			Study Skills (1st semester)/Theory of Knowledge (2nd semester)	Theory of Knowledge (1st semester)Study Skills (2nd semester)

RHS AP Capstone Diploma Program

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



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

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

ENGLISH LANGUAGE ARTS

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
English for Newcomer I *(BHS only)*	2	1	X	X	X	
English for Newcomer II *(BHS only)*	2	1	X	X	X	
English Language Development and Acquisition I	2	1	X			
English Language Development and Acquisition II	2	1		X		
English I	2	1	X	X	X	
English I Pre-AP	2	1	X			
English I BHS Pre IB	2	1	X			
English II	2	1		X	X	
English II Pre-AP	2	1		X		
English II BHS Pre IB	2	1		X		
English III	2	1			X	
English III AP Language & Composition	2	1			X	
English IV	2	1				X
English IV AP Literature & Composition	2	1				X
College Preparatory English Language Arts	1	1				X
English III IB HL *(BHS only)*	2	1			X	
English IV IB HL *(BHS only)*	2	1				X
Theory of Knowledge IB I & II *(BHS only)*	2	1			X	X
Special Topics IB: Research and Service *(BHS only)*	2	1			X	X
AP Seminar *(RHS only)*	2	1		X	X	
AP Research *(RHS only)*	2	1			X	X
English 1301/1302 (Blinn Freshman English)	2	1			X	X
Communication Applications	1	.5	X	X	X	X
Debate I, II, III	2	1	X	X	X	X
Oral Interpretation I, II, III	2	1	X	X	X	X
Journalism I	1	.5	X	X	X	X
Advanced Journalism: Newspaper I, II, III *(RHS only I & II available)*	2	1		X	X	X
Advanced Journalism: Yearbook I, II, III	2	1		X	X	X
Reading I – III / Reading Ready 9	2	1	X	X	X	X
Practical Writing Skills or Creative Writing	1-2	.5-1	X	X	X	X
College Readiness and Study Skills	1	.5				X
Literary Genres – Series Study	1	.5			X	X
Literary Genres – Writer's Workshop	1	.5			X	X

117900 English I for Speakers of Other Languages (ESOL I)
Newcomer I - Beginner
Grade Placement: 9 – 11
Semesters: 2; Credit: 1
Corequisite: English Language Development and Acquisition I (ELDA I)
Prerequisite: None
This course is designed to help the beginner level Emergent Bilinguals acquire and develop English listening, speaking, reading, writing and thinking skills through the seven integrated strands of developing and sustaining foundational language skills; comprehension; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy, authentic reading, and reflective writing with English language development scaffolding. The seven strands of this course mirror the essential knowledge and skills for English language arts and reading, and may be substituted for English I

127900 English II for Speakers of Other Languages (ESOL II)
Newcomer II – Intermediate
Grade Placement: 9 - 11
Semesters: 2; Credit: 1
Corequisite: English Language Development and Acquisition II (ELDA II)
Prerequisite: None
This course is designed to help the intermediate level Emergent Bilinguals acquire and develop English listening, speaking, reading, writing and thinking skills through the seven integrated strands of developing and sustaining foundational language skills; comprehension; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy, authentic reading, and reflective writing with English language development scaffolding. The seven strands of this course mirror the essential knowledge and skills for English language arts and reading, and may be substituted for English II.

112100 English Language Development and Acquisition (ELDA I)
122200 English Language Development and Acquisition (ELDA II)
Grade Placement: 9-10
Semesters: 2; Credit: 1
Prerequisite: None
This course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency and enables students to become proficient in English in the four domains of reading, writing, listening and speaking. Through comprehensible input, students have access to curriculum that accelerates second language acquisition.

111100 English I
Grade Placement: 9 - 11
Semesters: 2; Credit: 1
Prerequisite: None
English I is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

111200 English I Pre-AP
111200C English I Pre-AP Capstone (RHS)
Grade Placement: 9
Semesters: 2; Credit: 1
Recommended: Passed Reading 8 STAAR
English I Pre-AP is designed to prepare students for the Advanced Placement courses and testing offered at the junior and senior levels. Instruction is focused on the Texas Essential Knowledge and Skills including: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Students will be equipped with communication and critical thinking skills. In addition, summer reading, out-of-class reading, timed-writing, and vocabulary for accelerated, college-bound students are ongoing units of study.

111500 English I BHS Pre IB
Grade Placement: 9
Semesters: 2; Credit: 1
Recommended: Passed Reading 8 STAAR The purpose of English I BHS Pre IB is to prepare students for the International Baccalaureate Diploma Programme. As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of IB. In this course, students will explore a variety of literature by authors of different perspectives and times. Improvement and refinement of writing skills will be an important part of the course. Students will also work to improve their skills of close reading and will continue to make connections between what they read, their own lives, and the wider world. Our ultimate goal is that students become inspired thinkers in possession of all the

tools necessary to produce high quality written and oral work.

121100 English II
Grade Placement: 10 - 11
Semesters: 2; Credit: 1
Prerequisite: None
English II is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

121200 English II Pre-AP
121200C English II Pre-AP Capstone (RHS)
Grade Placement: 10
Semesters: 2; Credit: 1
Prerequisite: Passed English I EOC
English II Pre-AP is designed to prepare students for the Advanced Placement courses and testing offered at the junior and senior levels. Instruction is focused on the Texas Essential Knowledge and Skills including: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Students will be equipped with communication and critical thinking skills. In addition, summer reading, out-of-class reading, timed-writing, and vocabulary for accelerated, college-bound students are ongoing units of study.

121500 English II BHS Pre IB
Grade Placement: 10
Semesters: 2; Credit: 1
Prerequisite: Passed English I EOC
The purpose of the English II BHS Pre IB is to prepare students for the International Baccalaureate Programme. As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of IB. The course curriculum emphasizes the analysis and criticism of literature in all of its major genres. In the examination of various types of literature and other media forms, students will become better readers and interpreters of language. Students will learn how to approach a variety of works through reflection, thoughtful critical analysis, and discussion. Our ultimate goal is that students become inspired thinkers in possession of all the tools necessary to produce high quality written and oral work.

131100 English III
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: None
English III is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

131300 English III AP Language & Composition
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: Passed English I/II EOCs
Recommended: English I/II Pre-AP
Advanced Placement English Language and Composition cultivates the reading and writing skills needed for college success. Students will develop evidence-based analytic and argumentative essays. In addition, students evaluate, synthesize, and cite research to support arguments. Reading and writing activities deepen students' knowledge and control of formal conventions in written language. Students will be prepared to take the AP Language and Composition examination administered in May.

131600 English III IB
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: Pre-AP/IB English I & II
During year one, IB English 3 HL focuses exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. Through close analysis of a range of literary texts in a number of literary forms, students will consider their own interpretations as well as the critical perspectives of others. All selected works fulfill the course aims and appear on the IB Prescribed Reading List (PRL).
In the first year, students will complete one IB assessment, which is externally assessed. The Higher Level Essay is a 1200-1500 word essay based on the

exploration students have carried out in the Learner Portfolio. During this exploration process, students will have investigated a number of works from a variety of perspectives. In choosing a topic, students will focus on the course's seven central concepts (identity, culture, creativity, communication, perspective, transformation, and representation). Any work previously studied in the course may be selected for this assessment with the exception of the works used for assessments during year two.

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

141100 English IV
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: Successful completion of English I-III

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

141300 English IV AP Literature & Composition
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: Passed English I/II EOCs
Recommended: English I/II Pre-AP, III AP

English IV Advanced Placement is a concentrated study of selected literary masterworks, accompanied by intensive practice in written analysis of those works and related vocabulary enrichment activities. The centerpiece of the curriculum is a concentrated study of major works in British literature, organized thematically, rather than chronologically. Both semesters are conceived and planned to prepare the students to undertake the Advanced Placement examination in Literature and Composition administered in May.

143100 College Preparatory English Language Arts
Grade Placement: 12
Semesters: 1, Credit 1.0
Prerequisites: Passed English I and II EOCs

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

141600 English IV IB HL
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: Successful completion of English III IB.
IB Diploma Students only

During year two, IB English 4 HL aims at exploring the various manifestations of literature as a powerful mode of writing across cultures and throughout history. Students develop an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms, students will consider their own interpretations, as well as the critical perspectives of others, as they negotiate meanings for texts. All selected works fulfill the course aims and appear on the IB Prescribed Reading List (PRL).

In the second year, students will complete three IB assessments. The first assessment is the Individual Oral (IO), which is a recorded session of 15 minutes that requires students to examine the ways in which a global issue of their choice is presented through the content and form of two of the works they have studied. Students may select from any of the works studied in the course with the exception of the work used for the HL Essay from year one. The IO is internally assessed by the teacher and externally moderated by IB. Practice for the IO will be conducted to prepare for the December assessment. The second assessment is Paper 1, which consists of two timed, written commentaries on two literary passages from different text types. The final assessment is Paper 2, which includes four general questions. Students respond to one of the questions by writing a comparative essay based on two works studied. Students may use any of the works studied in the course with the exception of the works used for the HL Essay and the Individual Oral. The Paper 1 and 2 assessments are given over two days during the first two weeks of May.

130600 Theory of Knowledge IB I & II
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Enrollment in the International Baccalaureate Diploma Programme
The Theory of Knowledge (TOK) course is a student-centered college level course taught over the junior and senior year. Students will explore knowledge questions through multiple perspectives including socioeconomic status, gender culture, age, as well as many other indicators. Students will explore topics in Areas of Knowledge (mathematics, natural science, human science, history, the arts, ethics, indigenous knowledge systems, and religious systems of knowledge) through the Ways of Knowing (emotion, reason, sense perception, language, imagination, memory, intuition, and faith) while making connections and exploring knowledge claims.

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

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

Special Topics: Research and Service
Grade Placement: 11-12
Semesters: 2 Credit: 1
Prerequisite: Enrollment in the International Baccalaureate Diploma Programme
IB Special Topics course in research and service is a college level course that is student centered and taught over the junior and senior year. This course will provide IB full diploma students with direct instruction and support for the research and writing process, service learning and reflection, and college readiness skills. Course assessments for diploma credit include a 4000 word extended essay as well as a journal documenting the creativity, action, and service component of the diploma program.

111300 AP Seminar
Grade Placement: 10 -11
Semesters: 2, Credit : 1
Prerequisites: English I and II or concurrent enrollment in English II
The AP Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students in this course will be working collaboratively toward the completion of a team research project and presentation, an individual research project and presentation, and an end-of-course examination administered by the AP College Board. It is essential that students come to this class self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard as they will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class.

130500 AP Research
Grade Placement: 11-12
Semesters: 2; Credit: 2
Prerequisite: AP Seminar and English III/IV or concurrent enrollment
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

141400 English 1301: Rhetoric and Composition (Blinn Freshman English)
Grade Placement: 11 - 12
Semesters: 1; Credit: .5 (3 hours college credit)
Prerequisite: Acceptable TSIA score or the ability to exempt; students must pay Blinn tuition and purchase texts
English 1301, an introduction to academic writing, focuses on expository and persuasive research essays, analytical reading and critical thinking. With an emphasis on writing from various sources, English 1301 will focus on all stages of the writing process and will require students to use documentation.

English 1302: Composition and Literature (Blinn Freshman English)
Grade Placement: 11 - 12
Semesters: 1; Credit: .5 (3 hours college credit)
Prerequisite: English 1301 or a satisfactory score on an AP Language and Composition exam; students must pay Blinn tuition and purchase texts
English 1302 is designed to advance the writing skills and analytical skills in the reading and appreciation of literature. For the teaching of English 1302, unity or the sense of purpose tying together an essay or literary work,

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

113010 Communication Applications
Grade Placement: 9 - 12
Semesters: 1; Credit: .5
Prerequisite: None
For successful participation in professional and social life, students must develop effective communication skills. Rapidly changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical thinking and problem solving processes. Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal professional presentations. Students will be expected to present at least ten oral presentations to the class during the semester, including a group demonstration speech.

115500 Debate I
125500 Debate II
135500 Debate III
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Courses must be taken in sequence and teacher approval
Students in debate will explore the theory of argumentation. Students must learn to develop argumentation for a policy or course of action, and they must prepare a debate concerning a proposition of value. Students must participate in practice rounds in the classroom as well as attend two competitions per six-week grading period. Students will also be expected to perfect an individual event that will strengthen their presentation skills.

114500 Oral Interpretation I
124500 Oral Interpretation II
134500 Oral Interpretation III
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisites: Courses must be taken in sequence and teacher approval

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

115010 Journalism I
Grade Placement: 9 - 12
Semesters: 1; Credit: .5
Prerequisite: None
This course is a general look at journalism and the mass media. Topics include advertising, public relations, journalistic writing, media history and ethics, and desktop publishing.

Advanced Journalism
115100 Newspaper I
125100 Newspaper II
135200 Newspaper III (H)
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Journalism I recommended
This course requires students to produce the school newspaper, applying all journalistic skills necessary to complete a publication. Fundamental skills of writing, editing, layout and design are refined.

Advanced Journalism
116100 Yearbook I
126100 Yearbook II
136200 Yearbook III (H)
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Journalism I or Desktop Publishing recommended; application required
This is a study of the elements and processes of book production with emphasis on the high school yearbook. Students will learn format, organization, layout techniques, copy writing, selection of material such as pictures and artwork, and eventually produce the yearbook. Students will also learn advertising principles and financial management by raising funds to produce the book through advertising and mixed media sales campaign. Second and third year students hold key staff positions and make thematic decisions.

Reading
119500 Reading I
R19500 Reading Ready
129500 Reading II
139500 Reading III
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Must qualify for course
This course is designed to provide skills-based, small group instruction to address the needs of students who are reading two or more years below grade level. Instruction is differentiated according to student ability and includes word recognition, vocabulary, comprehension strategies, and fluency, spelling, modeled and independent reading, reading comprehension skill development, and writing.

142200 Practical Writing Skills
142100 Creative Writing
Grade Placement: 9-12
Semester: 1-2; Credit: .5-1
Prerequisite: Must qualify for course and be assigned by the Counselor
This class is designed to develop the skills necessary for practical and creative writing. This course emphasizes instruction and practice in the use of conventions and mechanics of written English, the appropriate and effect application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Emphasis will be placed on the writing process, its connection of reading, and the evaluation and analysis of the student's own writing, as well as the analysis of others' writing.

129010 College Readiness and Study Skills
Semester: 1; Credit: .5
Prerequisite: Must qualify for course and be assigned by the Counselor
This course emphasizes instruction and practice in the use of conventions and mechanics of written English, the appropriate and effect application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Emphasis will be placed on the writing process, its connection of reading, and the evaluation and analysis of the student's own writing, as well as the analysis of others' writing.

131051 Literary Genres: Series Study
Semester: 1; Credit: .5
Prerequisite: Successful completion of English I and English II
This course focuses on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes.

131052 Literary Genres: Writer's Workshop
Semester: 1; Credit: .5
Prerequisite: Successful completion of English I and English II
This course is conducted in a workshop format that is designed to support students in becoming skilled and confident writers. Students will be expected to plan, draft, and complete written compositions on a regular basis and carefully examine writing for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

MATHEMATICS

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Algebra I	2	1	X	X	X	X
Algebra I Pre-AP	2	1	X			
Geometry	2	1	X	X	X	X
Geometry Pre-AP	2	1	X	X	X	
Algebraic Reasoning	2	1		X	X	X
Algebra II	2	1		X	X	X
Algebra II Pre-AP	2	1		X	X	
Algebra II Pre IB	2	1		X	X	
Math Models with Applications	2	1		X	X	X
Financial Mathematics	2	1			X	
Advanced Quantitative Reasoning	2	1			X	X
Pre-Calculus Pre-AP	2	1			X	X
Calculus AB AP	2	1			X	X
Calculus BC AP	2	1			X	X
Statistics AP	2	1			X	X
Math IB Analysis and Approaches SL *(BHS only)*	2	1			X	X
Math Studies IB Applications & Interpretations SL *(BHS only)*	2	1			X	X
College Preparatory Math	1	1				X
Strategic Learning for High School Math	1-2	.5-1	X	X		
Algebra Math Lab (Local Credit)	1-2	.5-1		X	X	X

210700 Algebra I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
Recommended: Meets/Masters Math 8 STAAR
Algebra I is the prerequisite for all other high school math courses. Algebra I is an introduction to the language and processes of algebra. Algebra I emphasizes linear, quadratic, and exponential functional relationships and problem-solving in real situations and contains extensive use of the graphing calculator in the study of algebraic concepts, including table building, coordinate graphing and algebraic analysis. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

210200 Algebra I Pre-AP
Grade Placement: 9
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Algebra I Pre-AP
Algebra I Pre-AP is designed for the mathematics student who wishes to move up to the advanced placement mathematics program. This course covers the content of Algebra I in much greater depth and at a faster pace than the traditional Algebra I classroom. Content in this course includes enriched work with linear, quadratic, and exponential functions, inequalities, and algebraic proofs. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

211100 Geometry
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Algebra I
Geometry is presented as a unified course of plane, solid, and coordinate systems of points. The major fields of study are axiomatic systems, lines, segments, angles, triangles, other polygons, circles, solid geometry, measurement, and probability. The course is designed to help the student develop habits of clear thinking applicable to all fields of thought and to extend their ability to visualize plane and spatial figures while using them in problem solving situations. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

211200 Geometry Pre-AP
Grade Placement: 9 - 11
Semesters: 2; Credit: 1
Prerequisite: Algebra I, Pre-AP highly recommended
Geometry Pre-AP is designed for the advanced academic student who plans to complete AP Calculus. The course has a more rigorous pace and encompasses a more challenging study of the material presented in a regular geometry course. The major fields of study are axiomatic systems, lines, segments, angles, triangles, polygons, circles, solid geometry polyhedrons, and measurement. The use of higher-level thinking, analysis and synthesis, and abstract reasoning skills are emphasized, as are basic trigonometric relationships. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

240100 Algebraic Reasoning
Grade Placement: 10-12
Semesters: 2; Credit: 1
Prerequisite: Algebra I and/or failed Algebra I EOC
Algebraic Reasoning builds on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II. Students will continue to development mathematical reasoning skills related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets and graphing calculators.

222100 Algebra II
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Algebra I, Geometry
Algebra II builds upon basic Algebra I concepts. It is recommended that students needing to strengthen these basic concepts take Math Models or Financial Math before Algebra II. In Algebra II, students will extend concepts to include linear, quadratic, square root, exponential, and logarithmic functions their inverses and absolute values. Students will be required to formulate, solve, and analyze equations, inequalities, and systems of equations and inequalities. A strong emphasis is placed on the use of a graphing calculator as a tool for algebraic analysis. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

222200 Algebra II Pre-AP
Grade Placement: 10 - 11
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Algebra I Pre-AP
Algebra II Pre-AP is an advanced course in second year algebra for accelerated students who wish to move up through the advanced placement mathematics program. Algebra I concepts will be extended to include linear, quadratic, square root, exponential, and logarithmic

functions their inverses and absolute values. Students will be required to formulate, solve, and analyze equations, inequalities, and systems of equations and inequalities. Throughout the course, the student will be exposed to application problems requiring reading analysis, translation into algebraic equations, and obtaining solutions with algebraic processing skills. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

222500 Algebra II Pre-IB
Grade Placement: 10 - 11
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Algebra I Pre-AP
Algebra II Pre-IB is an advanced course in the second year of Algebra for accelerated students who wish to move up through the International Baccalaureate Programme. Algebra I concepts will be extended to include linear, quadratic, square root, exponential, and logarithmic functions their inverses and absolute values. Students will be required to formulate, solve, and analyze equations, inequalities and systems of equations and inequalities. Throughout the course, the students will be exposed to application problems requiring reading analysis, translation into algebraic equations and obtaining solutions with algebraic skills, which will resemble problems that occur on an IB test. Students enrolled in this course are expected to perform mathematical computations and manipulate functions with and without the use of a graphing calculator.

210100 Math Models with Applications
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Algebra I and/or failed Algebra I EOC
Mathematical Models with Applications is designed to build on knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology; including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

236100 Financial Math
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: Algebra I, Geometry
Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision-making.

241100 Advanced Quantitative Reasoning
Grade Placement: 11-12
Semesters: 2; Credit 2
Prerequisite: Algebra I, Geometry, Algebra II
AQR students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics**.**

234200 Pre-Calculus Pre-AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra 1 EOC
Recommended: Algebra I Pre-AP, Geometry Pre-AP, and Algebra II Pre-AP
Pre-calculus is the preparation course for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. The course will also contain a strong emphasis on number computation and function manipulation with and without the use of a graphing calculator.

241300 Calculus AB AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Pre-Calculus Pre-AP or IB Math
Calculus (AB) AP is equivalent to a one-semester college level calculus course. The topics covered include limits, derivatives, applications of derivatives, integration, and applications of the definite integral. Graphing calculators are used throughout this course. The course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn up to 4 semester hours of credit at the college level. The AP exam includes sections where

calculators are not permitted so there will be occasions in this course where calculators are not permitted.

242300 Calculus BC AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Pre-Calculus Pre-AP or IB Math
Calculus (BC) AP is equivalent to a two-semester college level calculus course. The topics covered include limits, derivatives, applications of derivatives, integration applications of the definite integral, more advanced techniques of integration, more advanced applications of integration, sequences and series, differential equations, differentiation and integration of parametrically defined functions and vector functions. Graphing calculators are used throughout the course. The course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn up to 8 semester hours of college credit. The AP exam includes sections where calculators are not permitted so there may be occasions in this course where calculators are not permitted.

241600 IB Math Analysis & Approaches SL
Grade Placement: 11 or 12
Semesters: 2; Credit: 1
Prerequisite: Algebra I Pre-AP, Geometry Pre-AP, and Algebra II Pre-AP/IB
IB Mathematics SL focuses on introducing important mathematical concepts through the development of mathematical techniques. The intent is to introduce students to these concepts in a comprehensible and coherent way. Topics taught include algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. Assessment of student knowledge will be based on both tests and a mathematical exploration which is a written work involving the investigation of an area of mathematics. Students take the IB Math SL external assessment at the end of the course. This IB exam includes sections where calculators are not permitted so there will be occasions in this course where calculators are not permitted. There is a testing fee associated with this test.

231600 Math IB Applications & Interpretations SL
Grade Placement: 11 – 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Algebra I Pre-AP, Geometry Pre-AP, Algebra II Pre-AP/IB
The IB Math Studies course emphasizes student understanding of fundamental concepts, developing students' mathematical reasoning skills and solving mathematical problems in a wide range of contexts. There is an emphasis on application of mathematics and statistical techniques. This course will cover topics such as numbers, algebra, statistics, sets/probability, geometry and trigonometry, and calculus. The IB internal assessment is a project involving the collection of data, analysis, and evaluation. There is also an external assessment in May. The IB exam includes sections where calculators are not permitted so there will be occasions in this course where calculators are not permitted. There is also an external assessment in May. There is a testing fee associated with this course.

245300 Statistics AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
May be taken concurrently with Pre-Calculus or Calculus
The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, statistical inference. The AP exam includes sections where calculators are not permitted so there will be occasions in this course where calculators are not permitted. The course culminates with the Advanced Placement examination (offered by the College Board) by which a student may earn credit at the college level. There is a testing fee associated with this course.

233100 College Preparatory Math
Grade Placement: 12
Semesters: 1, Credit: 1.0
Prerequisites: Passed Algebra I EOC, Algebra II or concurrent enrollment
This course examines topics in Basic and Intermediate Algebra and builds knowledge toward the successful completion of the TSIA2 mathematics assessment. Course topics include: rational number operations including percent; expressions, equations, and formulas; inequalities; congruence and similarity; measurement; area, surface area, and volume; right triangle applications; functions and graphing; linear equations in two variables; systems of equations; exponents and polynomials; factoring polynomials; polynomial equations; rational expressions and equations; radical expressions and equations; exponents; statistics, probability, and data representation. Calculator use is *not* recommended for this course (including the department final examination) as calculators are *not* allowed in classes when taught on campus or on the TSIA2 assessment. Students in this course will utilize the Texas College Bridge online platform for the majority of their classroom work. Students have the opportunity to obtain a certificate that can be used at partnering colleges and universities. A certificate for Math Modules 1 and 2 will ensure a student enters college ready to take college-level coursework in mathematics, without further assessment remediation.

210300 Strategic Learning for High School Math
Grade Placement: 9 - 10
Semesters: 1-2, Credit: .5 - 1
Prerequisites: None
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in th teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans. This course does not count toward HS Math credit requirements but does count toward credits for graduation.

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

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

SCIENCE

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Biology I	2	1	X	X		
Biology I Pre-AP	2	1	X	X		
Biology II AP	2	1			X	X
Integrated Physics and Chemistry	2	1	X	X		
Chemistry I	2	1		X	X	X
Chemistry I Pre-AP	2	1	X	X	X	X
Chemistry II AP	2	1			X	X
Physics	2	1			X	X
AP Physics I	2	1		X	X	X
AP Physics II	2	1			X	X
Anatomy and Physiology	2	1			X	X
Aquatic Science *(BHS only)*	2	1			X	X
Environmental Systems *(RHS only)*	2	1			X	X
AP Environmental Systems	2	1			X	X
Forensic Science	2	1			X	X
Medical Microbiology	2	1				X
Scientific Research and Design	2	1			X	X
Earth and Space Science	2	1			X	X
Laboratory Management	2	1				X
Biology IB SL *(BHS only)*	2	1			X	X
Biology IB HL *(BHS only)*	4	2			X	X
Chemistry IB SL *(BHS only)*	2	1			X	X
Chemistry IB HL (*BHS only)*	4	2			X	X
Physics IB SL *(BHS only)*	2	1			X	X
CTE Course that meet a Science requirement for the specific program involved. Please refer to the CTE Coherent Sequence for these programs for the course description.						
Advanced Animal Science	2	1				X

311100 Biology I
Grade Placement: 9 - 10
Semesters: 2; Credit: 1
Prerequisite: None
Biology I is a study of living things and how they grow, function, and interact with one another within the environment. Science process skills will be emphasized in the laboratory component to successfully develop life-long learning skills. Biology I will prepare students to deal with important issues in a world that is increasingly science and technology oriented.

311200 Biology I Pre-AP
Grade Placement: 9 - 10
Semesters: 2; Credit: 1
Prerequisite: None
Biology is the study of living things and their relationships to each other and the environment. The four domains of the College Board Pre-AP Biology curriculum framework are the cornerstones for this course. This course focuses on life-long learning skills such as critical thinking skills and problem solving by using hands-on activities. This advanced course prepares students for higher-level science courses.

331300 Biology II AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Biology EOC
Recommended: Biology I Pre-AP, Chemistry I Pre-AP
Biology II AP is a college-level course taught in a high school setting. This course delivers content as outlined in the College Board's Advanced Placement Biology Curriculum Framework. In addition, the course will include advanced level laboratory exercises and a thorough development of the science process skills in preparation to take the College Board's AP Biology exam for potential college credit.

312100 Integrated Physics & Chemistry
Grade Placement: 9-10
Semesters: 2; Credit: 1
Prerequisite: Recommendation by academic advisor
This is a fundamental, lab-oriented course that deals with basic chemistry and physics and how they relate to everyday life. This course will provide content background and techniques needed for future science courses. Chemistry is the study of the composition and interactions of substances; physics is the study of the interrelationships of matter and energy. Science process skills will be integrated throughout the course. Integrated Physics and Chemistry will prepare students to deal with important issues in a world that is increasingly science and technology oriented.

324100 Chemistry I
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Biology I, Algebra I
Chemistry I includes the study of matter and the changes it undergoes. A variety of formats are used to study matter and energy, structure of matter, periodicity, chemical bonding, chemical reactions, equilibrium, phases of matter, and solutions. A large portion of the course is devoted to laboratory work in order that the student can apply the concepts being taught.

324200 Chemistry I Pre-AP
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I & Biology EOC & courses Recommended; Algebra I Pre-AP, Biology I Pre-AP
Chemistry I Pre-AP/Pre IB is a college preparatory general chemistry course designed to give students a thorough study of the field. The comprehensive coverage of chemical principles places emphasis on developing process and thinking skills as well as basic laboratory skills. Successful completion of the course should prepare students to take college freshman chemistry or Chemistry II AP/IB.

344300 Chemistry II AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Algebra I EOC
Recommended: Chemistry Pre-AP
Chemistry II AP is a college-level general chemistry course taught at the high school. This course delivers content as outlined in the College Board's Advanced Placement Chemistry Curriculum Framework. In this course, students use higher level thinking skills to solve simple and complex quantitative problems involving chemical and physical systems and may take the College Board's AP Chemistry exam for potential college credit.

335100 Physics
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Chemistry; concurrent enrollment in Algebra II recommended
This is a survey course of major topics in physics, including measurement, mechanics, motion, sound, light, electricity and magnetism. Emphasis is placed on a thorough algebraic analysis of mathematical solutions to physics problems.

345300 AP Physics I
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Biology EOC, Algebra II, Chemistry courses
Recommended: Concurrent enrollment in Pre-Calculus
This course is equivalent to a first-semester college course in which includes major topics in physics, measurement, Newtonian mechanics, rotational dynamics angular momentum, work, energy and power. Emphasis is placed on a thorough algebraic analysis of mathematical solutions to physics problems. It is a critical thinking course and is designed for students who plan to major in science or technology in college. This course will target skill and content preparation needed to be prepared to take the

College Board's AP Physics I exam for potential college credit.

355300 AP Physics II
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed Biology EOC
Recommended: Chemistry Pre-AP, Pre-Calculus, Physics Pre-AP/AP
An algebra and trigonometry based second-semester college-level survey course in physics covers the following topics in depth: fluid mechanics, optics, atomic and nuclear physics, thermodynamics, electricity, and magnetism. During the course, a laboratory manual will be produced that is appropriate to present for college credit. The major emphasis will be to prepare the student to be successful on the Advanced Placement exam in May.

313100 Anatomy and Physiology
313200 Honors Anatomy and Physiology– beginning cohort 2024)
Grade Placement: 11-12
Semesters: 2; Credit: 1
Prerequisite: Biology I and two other science credits (IPC, Chemistry, Physics)
This is a preparatory course for students with an interest in pursuing a career in a health-related field. The course will provide a detailed exploration of the structures and functions of the various organ systems of the human body. In addition, this laboratory-oriented course will include research on current topics in the health science fields and investigations of related employment. A year-long project will be incorporated for any student enrolled in the Honors level course.

333100 Aquatic Science
Grade Placement: 11-12
Semesters: 2; Credit: 1
Prerequisite: Biology I & two other science credits (IPC, Chemistry, Physics)
Why is the ocean salty? What does the ocean floor look like? What is the difference between a typhoon and a hurricane? Students study a variety of topics that include: components of an aquatic ecosystem, relationships among aquatic habitats and ecosystems, roles of cycles within an aquatic environment, adaptations of aquatic organisms, changes within aquatic environments, geological phenomena and fluid dynamics effects, and origin and use of water in a watershed.

333500 Environmental Systems
Grade Placement: 11-12
Semesters: 2; Credit: I
Prerequisite: Biology I and two other science credits (possibly Chemistry and Physics)
Students will study the relationships between the environment and human behavior. Is there such a thing as noise pollution? What about our freshwater supply? Is it really in danger? What can we do to be good stewards of our natural resources? Students study a variety of topics that include: ecosystems and biomes, sources and flow of energy through an environmental system, and changes in environments.

333500 AP Environmental Science
Grade Placement: 11-12
Semesters: 2; Credit: I
Prerequisite Passed Biology EOC
Recommended: PAP Biology and PAP Chemistry
The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course delivers content as outlined in the College Board's Advanced Placement Environmental Systems Curriculum Framework.

853500 Forensic Science
Grade Placement: 11-12
Semesters: 2; Credit: 1
Prerequisite: None
Forensic Science is a course that uses a structured and scientific approach to the investigation of crime of assault, abuse, and neglect, domestic violence, accidental death, homicide and psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. Note: This course is a fourth year science.

336100 Earth and Space Science
Semesters: 2; Credit: 1
Prerequisite: Biology I & one other science credit (IPC, Chemistry, Physics)
Description: This course addresses all of the Earth and Space Science TEKS SEs. In Earth and Space Science, the study of science includes at least 40% of instructional time for conducting laboratory and field investigations. Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time. This course focuses on three themes: Earth in Space and Time, Solid Earth, and Fluid Earth.

326100 Scientific Research and Design
Grade Placement: 11-12
Semesters: 2; Credit: 1
Prerequisite: 3 credits of high school science and teacher approval
Scientific Research and Design involves the student as a researcher investigating a problem. This course will include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. The student actively

formulates a problem, designs the research and procedures to be used, and plans a final product that will involve a formal presentation to representatives of the scientific community. The students develop ideas for research in a scientific field and proceeds with consultation from a professional advisory and a science teacher. The course may be conducted in a classroom setting or as an independent seminar. Students desiring to develop a science fair project should consider this course.

347100 Medical Microbiology
347200 Honors Medical Microbiology (beginning Cohort 2022)
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: 3 credits of high school science
The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. A year-long project will be incorporated for any student enrolled in the Honors level course.

395500 Laboratory Management
Grade Placement: 12
Semesters: 2; Credit: 1 local
Prerequisite: 3 years of science (including Chemistry I), teacher approval
Laboratory Management is a unique experience in the preparation, production and organization of a variety of laboratory procedures. Applicants selected for this course will conduct an independent experimentation project in addition to performing the various laboratory activities required for the daily functioning of the campus science laboratories

331600 Biology IB SL (IB Diploma Students Only)
331600 Biology IB HL (first year)
Grade Placement: Biology IB SL 11-12
Biology IB HL 11
Semesters: 2; Credit: 1
Prerequisite: PAP Biology, PAP Chemistry
The Biology IB SL course is designed to be the equivalent of an introductory college level course. Ample time will be spent in laboratory-oriented investigations. Biology IB SL is the study of general biological principles as well as of the more specialized biological sciences. Cytology, biochemistry, developmental biology, genetics, ecology, taxonomy, and various aspects of adaptation are integrated within the course. Relationships and applications of concepts within and among the various sciences are explored. The student acquires data by using senses and instrumentation. Student investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials in the laboratory and field. IB Biology SL students must keep a lab portfolio and submit it for external moderation. IB Biology students must also participate in the IB Group 4 Project. This course prepares the student to take the IB Biology SL exam and is a prerequisite for the Biology HL course.

341600 Biology IB HL (second year)
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: IB Biology HL (first year)
Biology IB HL is a two-year course of study which emphasizes basic biochemistry, cell structure, genetics, evolution, ecology, botany and animal physiology. In addition to developing a strong foundation in life science concepts, students will develop analytical and science process skills through standard, inquiry and independent lab activities. Specific biological topics will be developed in detail. Concept development will rely heavily on student directed study, cooperative learning, independent research, and concept application to ensure a thorough understanding of course concepts. Students will be prepared to sit for the HL IB Biology external assessment at the end of the second year of the course and the AP Biology exam.

333600 Chemistry IB SL (IB Diploma Students Only)
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: PAP Biology, PAP Chemistry
Chemistry IB SL is a college level, lab-based, survey course in inorganic chemistry. Students will use higher-level thinking skills as they design and carry out laboratory experiments, solve quantitative problems, and evaluate chemical and physical systems with an emphasis on the role of chemistry in shaping or influencing global issues. IB Chemistry SL students must keep a lab portfolio and submit it for external moderation. They must also participate in the IB Group 4 Project. Students will be prepared to sit for the SL Chemistry external assessment at the end of the course.

344600, 346600 Chemistry IB HL
Grade Placement: 11 - 12
Semesters: 4; Credit: 2
Prerequisite: PAP Biology, PAP Chemistry and approval of instructor
Chemistry IB HL is a two-year college level, lab based Chemistry course. The emphasis is mostly inorganic chemistry, although some organic chemistry is covered. Students will use higher-level thinking skills as they design and carry out laboratory experiments, solve quantitative problems, and evaluate chemical and physical systems with an emphasis on the role of chemistry in shaping or influencing global issues. Chemistry IB HL students must submit pieces of their lab portfolio for external moderation and participate in the Group 4 Project. At the end of the course, students will be prepared to sit for the Chemistry IB HL exam and the AP Chemistry exam.

345600 Physics IB SL (IB Diploma Students Only)
Grade Placement: 11 - 12
Semesters: 2; Credit: 1

Prerequisite: PAP Biology, PAP Chemistry and PAP Algebra II

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

SOCIAL STUDIES

GRADES OFFERED COURSE	SEMESTERS	CREDIT	9	10	11	12
World Geography	2	1	X	X	X	X
World Geography Pre-AP	2	1	X			
Human Geography AP	2	1	X	X	X	X
World History	2	1	X	X	X	X
World History Honors	2	1		X		
World History AP	2	1		X	X	X
United States History	2	1		X	X	X
United States History Honors	2	1			X	X
United States History AP	2	1			X	X
History of the United States I, II – 1301, 1302 (Blinn)	2	1			X	X
Government	1	.5				X
Government AP	1	.5				X
American Government 2305 (Blinn)	1	.5				X
Economics	1	.5				X
Microeconomics AP	1	.5				X
Macroeconomics AP	1	.5				X
Macroeconomics 2301 (Blinn)	1	.5				X
European History AP	2	1		X	X	X
History IB HL – History of the Americas/20th Century Topics *(BHS only)*	4	2			X	X
Economics IB HL *(BHS only)*	4	2			X	X
Psychology	1	.5		X	X	X
Sociology	1	.5		X	X	X
Personal Financial Literacy	1	.5		X	X	X
African-American Studies	1	1		X	X	X
Mexican American Studies	1	1		X	X	X

415100 World Geography
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
World Geography provides students the opportunity to study the interaction of people and cultures with their physical environments in the major areas of the world. Some of the major topics include landforms, climate patterns, population growth, resources, economic and political systems, and urban analysis. In addition, the course should develop and reinforce geographic skills and processes that have been included in previous instruction.

415200 World Geography Pre-AP
Grade Placement: 9
Semesters: 2; Credit: 1
Prerequisite: None
World Geography Pre-AP encourages learning about the diversity of many cultures by identifying specific regions of the world and gaining physical and cultural geographic knowledge of the area through historical study and current events. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments. Students will be given the opportunity to explain the relationships among events and people by marshaling evidence for causality, correlation, continuity, and change over time. *(Credit may be earned for either World Geography or AP Human Geography but not both.)*

421300 AP Human Geography
Grade Placement: 9 – 12
Semesters: 2; Credit 1
Prerequisite: None
The purpose of Human Geography is to introduce students to the impact of humans on our planet and the motivation behind it, to identify the differences between groups and the reasons for their actions. It is a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. This course is equivalent to an introductory college course in Human Geography. *(Credit may be earned for either World Geography or AP Human Geography but not both.)*

411100 World History
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
This course includes studies of the history and development of a variety of world cultures, past and present. Content selected is to be of sufficient depth to provide a basis for students to compare and analyze various ways of life and cultural patterns, emphasizing the diversity and commonality of human experiences and the understanding of how these patterns occurred over time. A study of contemporary world affairs is an essential part of the course.

411200 World History Honors
Grade Placement: 10
Semesters: 2; Credit: 1
Prerequisite: None
World History Honors exceeds the traditional World History Studies course by including a more in-depth study of the history and development of a variety of world cultures, past and present. Content selected is to be of sufficient depth to provide a basis for students to compare and analyze various ways of life and cultural patterns. In addition to the textbook, outside readings will be required on a daily basis. A study of contemporary world affairs in an ever-changing global society is an essential part of the course.

411300 World History AP
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed English I EOC
Recommended: W Geography Pre-AP or Human Geography AP
AP World History is a university level course, covering approximately 10,000 years of international human history. Building upon the skills and knowledge from Pre-AP Geography, this course develops further understanding of cross-cultural patterns and themes, analytical and comparative skills, the evolution of societies, and issues based on factual and interpretive historical evidence. Students should expect that the reading and writing load will be substantially heavier than most high school history classes. This course demands that students develop and sharpen their analytical thinking, reading and writing skills, and that they learn a good deal about the critical nature of the discipline of history. The capstone of the year is the Advanced Placement exam in May; but along the way, there are several important requirements that each student must successfully complete. Among these are major tests over several chapters of reading, in-class essays, abstracts, formal papers, and a comprehensive end-of year examination. This course prepares students for the AP World History College Board exam held at the end of the year.

431100 United States History
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: World Geography & World History
United States History Studies at the high school level covers significant people, issues and events after the period of the Civil War emphasizing present day issues that have their roots in the past. The student shall be provided opportunities to learn about the emergence of the United States as a world power; study the geographic, cultural, political, social and economic developments in the United States; acquire respect for self and others; refine democratic beliefs; and apply social studies skills. The students will participate in a variety of activities including note taking, group discussions, oral presentations, daily assignments,

current events discussions, role-playing and utilization of primary sources.

431200 United States History Honors
Grade Placement: 11 – 12
Semesters: 2 Credit: 1
Prerequisite: None
U.S. History Honors will be an enriched course covering the breadth of American history, with a comprehensive review of early American history and an in-depth study of the major events of the post-Reconstruction era to the modern day. Students will be able to delve into the "how's" and "why's" of American history and history's influence on the future while also developing the reading, writing, and research skills that will enable them to succeed in college or in an Advanced Placement class. While not at the collegiate level as AP, Honors U.S. History will be a challenging, intensive study of history equivalent to a Pre-AP level course.

431300 United States History AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Passed English I/II
Recommended: World Geography Pre-AP or Human Geography AP, World History Pre-AP/AP
United States History AP is an accelerated and demanding introduction to American history and culture. The course requirements assume a high level of interest and competence. Students should expect that the reading and writing load will be substantially heavier than most high school history classes. This course demands that students develop and sharpen their analytical thinking, reading and writing skills, and that they learn a good deal about the critical nature of the discipline of history. The capstone of the year is the Advanced Placement exam in May; but along the way, there are several important requirements that each student must successfully complete. Among these are major tests over several chapters of reading, in-class essays, abstracts, formal papers, and a comprehensive end-of-year examination. It is recommended that students should have been in Pre-AP classes before attempting an Advanced Placement United States History course.

431400 History 1301, History of the United States I
Grade Placement: 11 - 12
Semesters: 1 (1 - 3 class hours per week); Credit: .5 (3 semester hours)
Prerequisite: TSIA score meeting entry requirement; students must pay Blinn tuition
A survey of American history that begins with the migration of people to the Western Hemisphere and continues through the Civil War and Reconstruction Period, the course focuses on the periods of discovery, colonization, revolution, and nation building. Material presented covers a wide variety of topics encompassing social, cultural, intellectual, military and political history.

History 1302, History of the United States II
Grade Placement: 11 - 12
Semesters: 1 (1 - 3 class hours per week); Credit: .5 (3 semester hours)
Prerequisite: TSIA score meeting entry requirement; students must pay Blinn tuition
A survey of American history from 1877 to the present, the course covers industrial, social, and political problems from 1877 to the emergence of the United States as a world powering the twentieth century. Material presented covers a wide variety of topics including the Gilded Age, the Progressive Period, World War I, the Depression and the New Deal, World War II, the Cold War and contemporary events.

441010 Government
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: None
Government provides an opportunity to extend the political and governing processes, elements of political theories, and governmental structures and functions included in the social studies at previous levels. The course includes such topics as the political processes at national, state, and local government, comparative government, and international relations. Emphasis is placed on concepts of political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

441030 Government AP
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: None
Government AP is a college-level course offering a critical perspective of government in general and the American system in particular. The study will involve general concepts, principles, and foundations, as well as specific case studies. The course assumes the student has a general familiarity with the various institutions within the American political system. Students will be prepared to take the Advanced Placement examination in Government.

441040 Government 2305, American Government (Federal)
Grade Placement: 12
Semesters: 1 (1 - 3 class hours per week); Credit: .5 (3 semester hours)
Prerequisite: TSIA score meeting entry requirement; students must pay BLINN tuition
Government 2305 is a study of the organization, functions, and administration of the several branches and agencies of the national government, including a study of the federal constitution. The primary factors considered relate to the three branches of government – judicial, executive, legislative, historical documents, Constitution and Declaration of Independence, and events that shaped

our nation and current events. Emphasis will be placed on the interaction of these subsystems.

442010 Economics
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: None
Economics is designed to provide opportunities for students to study basic principles and theories concerning production, consumption, and distribution of goods and services. Included in the study are such concepts as scarcity, interdependence, markets, economic systems, price costs, economic stability and growth, and comparative economic systems. The course will provide students with an overall understanding of the Free Enterprise System.

454600 Economics IB HL
Grade Placement: 11-12
Semesters: 4 Credits 2
Prerequisite: None
IB Economics is a two-year course that aims to provide students with a core knowledge of micro, macro, international, and developmental economics. IB assessments include a portfolio of 3 commentaries linking economic theory to current economic news articles and May exams in the second year. The curriculum will prepare students for the AP Micro and AP Macroeconomic exams as well as the IB assessments completed in year two. This course is highly recommended for students planning to pursue a business related career or those who want to discover more about the world in which they live.

444030 Microeconomics AP
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: None
Microeconomics gives the student a thorough understanding of the principles of economics that apply to the functions of individual decision-making, both as consumers and producers. It places primary emphasis on the structure and functions of product markets and includes the study of supply and demand, firm production, costs and revenues, product pricing, and outputs in both the individual firm and the market. The study also includes the role of government in promoting greater efficiency and equity in the market. Students will be prepared to take the Advanced Placement Microeconomics examination.

443030 Macroeconomics AP
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: None
The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

444040 Macroeconomics 2301 - Blinn
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: TSIA score meeting entry requirement; students must pay Blinn tuition
This course is designed to give Bryan High School students an opportunity to earn credit at Blinn College. It will be similar in structure to Macroeconomics 3201 when offered at the Blinn campus. After successful completion of the course, the student will receive 3 hours of college credit.

422300 AP European History
Grade Placement: 10-12
Semesters: 1; Credit: 1.0
Prerequisite: None
AP European History is a full-year college entry level course that is comprised of European history from 1450 to the present. Topics include the French Revolution and Napoleonic era and looks not only at the chronological happenings but focuses on cultural and intellectual, political, social and economic themes. The course is an advanced elective course that continues to build analyzing, studying, and writing skills and builds capacity and prepares the student for post-secondary success.

431600 History IB HL - History of the Americas
Grade Placement: 11 - 12
Semesters; 2; Credit: 1
Prerequisite: PAP World Geography or AP Human Geography and Honors/AP World History
The Individuals and Societies Course is a two year course that is designed to teach students to interpret historical documents, analyze historical events and to prepare students to not only be effective in their college studies, but to also encourage students to become positive citizens in a global society. Students will study the History of the Americas with a strong focus on the United States. This curriculum will prepare the students for the AP United States History exam in the junior year as well as the IB exam that will be taken during their senior year.

441600 History IB HL - 20th Century Topics
Grade Placement: 12
Semesters: 2; Credit:
Prerequisite: IB History HL History of the Americas
During the student's second year of the course they will study the history of the world during the 20th Century.

The historical themes studied under this course include the following: Wars and Warfare, the Rise of Single Party States, and Independence Movements. There is one internal assessment which is a research project on a historical topic. There is also a May exam that will assess knowledge and skills developed over the junior and senior years of the IB History course.
Additionally, students who have not otherwise completed government will earn on-level government credit during the spring semester.

423010 Psychology
Grade Placement: 10 - 12
Semesters: 1; Credit: .5
Prerequisite: None
The focus of psychology is upon factors that cause or influence individual human behavior. This class will examine such factors as learning, intelligence, development processes, personality development and theories, and creative thinking to mention only a few. Independent learning skills along with writing skills in keeping a personal journal will be utilized.

424010 Sociology
Grade Placement: 10 - 12
Semesters: 1; Credit: .5
Prerequisite: None
Sociology will focus upon causes and influences of human group behavior. Such factors as cultures, the socialization process, group dynamics, the institution of the family, and ethnic and racial group will be examined. This course also touches upon social problems and social changes in society. A personal journal is required.

412010 Personal Financial Literacy
Grade Placement: 10-12
Semesters: 1; Credit: .5
Prerequisite: None
Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. This course is designed to be an interactive and research-based course. It will teach students to apply critical-thinking and problem solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

428110 African-American Studies
Grade Placement: 10-12
Semesters: 1; Credit: 1
Prerequisite: None
In African American Studies, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States. To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials, such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged.

428210 Mexican-American Studies
Grade Placement: 10-12
Semesters: 1; Credit: 1
Prerequisite: None
In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.

HEALTH, PHYSICAL EDUCATION, AND ATHLETICS

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Health Education	1	.5	X	X	X	X
Foundations of Personal Fitness	2	1	X	X	X	X
Individual or Team Sports – Physical Education	2	.1	X	X	X	X
Aerobic Activities – Cheerleading	1-2	.5 - 1	X	X	X	X
Athletic Training I – Physical Education	1	.5		X	X	X
Athletic Training II – Physical Education	1	.5			X	X
Individual UIL Sports – Competitive Athletics	2	1	X	X	X	X
Team UIL Sports – Competitive Athletics	2	1	X	X	X	X
Off Campus Physical Fitness	1-2	.5-1	X	X	X	X

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

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

519110 Health Education
Grade Placement: 9 - 12
Semesters: 1; Credit: .5
Prerequisite: None
The health instructional program is based on the concept that total health is achieved by a blending of physical, mental, emotional, and social aspects of health. This implies that students must be helped to develop healthful bodies, educated minds, and self-disciplined, socially adjusted, emotionally controlled personalities. Topics include mental and emotional health, nutrition, drug education, environmental health, human sexuality, diseases and disorders, sexually transmitted diseases, personal health and fitness, and safety and emergency care.

511100 Foundations of Personal Fitness
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
Wellness is designed to teach, train and motivate students about the benefits of physical fitness so students will have the knowledge to access their own exercise and fitness needs. This class is designed to help students to become effective fitness and exercise problem solvers and to become good fitness and exercise consumers. The class format will be half lecture, half activity. The class structure will be similar to a health club including jogging, walking, aerobics, weights, and games. How to identify and access one's body composition and weight control will be taught, as well as dealing with stress, personal fitness evaluations, consumer issues, goal setting, exercise guidelines and nutrition. The State mandated FitnessGram Fitness Test will also be included in this class.

500000 Individual or Team Sports - Physical Education
Grade Placement: 9 - 12
Semesters: 2; Credit: .1
Prerequisite: None
Team Sports and Individual Sports are both a two-semester program consisting of classes in a variety of activities. Options under Team Sports include basketball, volleyball, flag football, soccer, rag ball, and kick ball while Individual Sports include swimming, tennis, golf, badminton, recreational games, and weight lifting. The State mandated FitnessGram Fitness Test will also be included in this class.

516100 Aerobic Activities – Physical Education
511010 One semester
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
Aerobic Activities is a one-semester course consisting of classes in a variety of activities. Options under this course title include walking, power walking, jogging, weights, jump rope, stands and aerobic step. The State mandated FitnessGram Fitness Test will also be included in this class.

518300 Cheerleading/Spirit Team 1st year
598000 Cheerleading/Spirit Team 2nd year
598000 Cheerleading/Spirit Team 3rd year
598000 Cheerleading/Spirit Team 4th year
Grade Placement: 9 - 12
Semesters: 1 - 2; Credit: .5 - 1
Prerequisite: Selection process and teacher approval
This class is offered to male or female students who have been selected by judged tryouts in the spring of the previous year. Practices may be held every day after school during the fall for one and one-half to two hours. There may be additional practices held throughout the year. Performances average at least one to two per week. Cheerleaders support each sport at the high school level. A background in gymnastics is recommended, but not required. There are summer obligations. No more than 1 credits in cheerleading may be counted toward state graduation requirements.

518700 Athletic Training I
Grade Placement: 10 - 12
Semesters: 2; Credit 1
Prerequisite: Approval by athletic trainer
Athletic Training is designed to be an interdisciplinary course involving health, biological sciences and athletics. This course allows the student to experience the field of athletic training with a hands-on approach while working in conjunction with the interscholastic athletic program. This program requires physical and mental activities. Participation before and after school as well as weekends, holidays, and summer is required.

528700 Athletic Training II
Grade Placement: 11-12
Semesters: 2; Credit: 1
Prerequisite: Approval by athletic trainer
Athletic Training II is designed for the second/third year athletic training student aide. This course provides

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

Individual Sports -- Competitive Athletics

515700 CRCOUN 1 year
525700 CRCOUN 2 year
535700 CRCOUN 3 year
545700 CRCOUN 4 year
512000 GOLF 1 year
522000 GOLF 2 year
542000 GOLF 4 year
532000 GOLF 3 year
511600 SWIM 1 year (BHS only)
521600 SWIM 2 year (BHS only)
531600 SWIM 3 year (BHS only)
541600 SWIM 4 year (BHS only)
516200 TENNIS 1 year
526200 TENNIS JV 2 year
536200 TENNIS JV 3 year
516000 TENNIS V 1 year
526000 TENNIS V 2 year
536000 TENNIS V 3 year
546000 TENNIS V 4 year
514100 TRACK B 1 year
524100 TRACK B 2 year
534100 TRACK B 3 year
544100 TRACK B 4 year
514000 TRACK G 1 year
524000 TRACK G 2 year
534000 TRACK G 3 year
544000 TRACK G 4 year
515900 WRES 1 year
525900 WRES 2 year
535900 WRES 3 year
545900 WRES 4 year
514600 Gym Beg 1st year (RHS only)
524600 Gymn Beg 2nd year (RHS only)
514700 Gymn JV 1st year (RHS only)
524700 Gymn JV 2nd year (RHS only)
514800 Gymn Varsity 1st year (RHS only)
524800 Gym Varsity 2nd year (RHS only)

Grade Placement: 9 - 12
Semesters: 2; Credit: 1 state
Prerequisite: Coach approval
Athletics at the high school level is highly competitive. Students practice their sport every day during that sport's competitive season. There will be additional practice before or after school of one and one-half to two hours. Course options (competitive seasons) include swimming (F, S), golf (F, S), gymnastics (F, S), wrestling (F, S), tennis (F, S), track and field (F, S), and cross country (F). [F-Fall, S-Spring]

Team Sports -- Competitive Athletics

515300 B BB 1 year
515200 BASKB B V 1 year
525200 BASKB B V 2 year
535200 BASKB B V 3 year
545200 BASKB B V 4 year
515400 BASKBL G 1 year
525000 BASKBL G 2 year
535000 BASKBL G 3 year
545000 BASKBL G 4 year
525100 BASKBL G10 1year
535100 BASKBL G10 2year
513300 BSEBALL JV 1 year
523300 BSEBALL JV 2year
533300 BSEBALL JV 3year
543300 BSEBALL JV 4year
513000 BSEBL VAR 1 year
523000 BSEBL VAR 2 year
533000 BSEBL VAR 3 year
543000 BSEBL VAR 4 year
525300 BSKB(SUB) 2 year
535300 BSKB(SUB) 3 year
517000 FOOT 1 year
527000 FOOT JV 2 year
537000 FOOT VAR 3 year
547000 FOOT VAR 4 year
513500 SFTBL JV 1 year
523600 SFTBL JV 2 year
533600 SFTBL JV 3 year
513600 SFTBL V 1 year
523500 SFTBL VAR 2 year
533500 SFTBL VAR 3 year
543500 SFTBL VAR 4 year
512800 SOCC B JV 1 year
522800 SOCC B JV 2 year
532800 SOCC B JV 3 year
542800 SOCC B JV 4 year
512700 SOCC B V 1 year
522700 SOCR B V 2 year
532700 SOCR B V 3 year
542700 SOCR B V 4 year
512500 SOCC G JV 1 year
522500 SOCC G JV 2 year
532500 SOCC G JV 3 year
542500 SOCC G JV 4 year
512600 SOCC G VAR 1 year
522600 SOCC G VAR 2 year
532600 SOCC G VAR 3 year
542600 SOCC G VAR 4 year
516500 VLBL 1 year
526500 VLBL 2 year
536500 VLBL 3 year
546500 VLBL 4 year

Grade Placement: 9 - 12
Semesters: 3; Credit: 1 state, .5 local
Prerequisite: Coach approval
Athletics at the high school level is highly competitive. Students practice their sport every day during that sport's competitive season. There will be additional practice before or after school of one and one-half to two hours. Course options (competitive seasons) include soccer (W,

S), football (F), softball (W, S), volleyball (F), basketball (F, W), and baseball (W, S). [F-Fall, W-Winter, S-Spring] * Participation in volleyball will begin the first Monday in August and football begins the first or second week in August. Check with your school's athletic department or athletic website for specific times and dates.

Off Campus Physical Fitness
Grade Placement: 9 - 12
Semesters: 2; Credit: 1 state
Prerequisite: Application and Approval Required. Application may be obtained from and must be submitted to the students campus academic advisor no later than June 1st preceding the school year the students wishes to participate.
A student may earn state credits for physical education, throughout high school, for approved appropriate private or commercially sponsored physical activity programs conducted off campus. Approval may be granted under the following conditions:

- Category 1: Approved Olympic-level participation and/competition include a minimum of 15 hours per week of highly intense, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by BISD to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day and can only miss the time designated for this activity.
- Category 2: Approved Private commercially sponsored physical activities include those certified by BISD to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week is required. Students certified to participate at this level will not be dismissed from any part of the regular school day.
- If an activity is a UIL offered sport on that campus the application may be denied.
- Numerical grades and attendance must be submitted to the campus registrar by the approved agency at the conclusion of each marking period. The approval and credit will appear on the semester report card as a Pass or Fail.
- Adherence to the requirements of the District Off-Campus Physical Education Program.

LANGUAGES OTHER THAN ENGLISH

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Spanish I	2	1	X	X	X	X
Spanish I Pre-AP for Native Speakers	1	1	X	X	X	X
Spanish II	2	1	X	X	X	X
Spanish II Pre-AP	2	1	X	X	X	X
Spanish II Pre-AP for Native Speakers	1	1	X	X	X	X
Spanish III Pre-AP	2	1	X	X	X	X
Spanish IV AP	2	1		X	X	X
Spanish V AP	2	1			X	X
Spanish IB SL I *(BHS only)*	2	1			X	
Spanish IB SL II *(BHS only)*	2	1				X
Spanish IB ab initio *(BHS only)*	4	2			X	X
French I	2	1	X	X	X	X
French II	2	1	X	X	X	X
French II Pre-AP	2	1	X	X	X	X
French III Pre-AP	2	1		X	X	X
French IV AP	2	1			X	X
French IB SL I *(BHS only)*	2	1			X	
French IB SL II *(BHS only)*	2	1				X
French IB ab initio *(BHS only)*	4	2			X	X
Mandarin Chinese I *(BHS only)*	2	1	X	X	X	X
Mandarin Chinese II Pre-AP *(BHS only)*	2	1	X	X	X	X
Mandarin Chinese III Pre-AP *(BHS only)*	2	1	X	X	X	X
Mandarin Chinese IV AP	2	1	X	X	X	X
Mandarin Chinese IB SL I / HL					X	X
Cultural and Linguistic Topics: *Language Specific*	2	1		X	X	X

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

614100 Spanish I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
Spanish I introduces the student to basic vocabulary, grammatical structures, phonics, and reading in Spanish. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.

623200 Spanish I & II Pre-AP for Native Speakers
Grade Placement: 9 - 12
Semesters: 2; Credit: 2
Prerequisite: Placement test/teacher recommendation
Spanish for Native Speakers I gives the opportunity to improve oral language, reading skills and writing skills in standard Spanish. The course will cover Spanish literature, composition, speaking and culture. Spanish for Native Speakers Pre-AP I gives native speakers the opportunity to condense the traditional year course to one semester. Spanish for Native Speakers II gives native speakers the opportunity to advance skills in oral language, reading, and writing in standard Spanish. The course will cover advanced level Spanish literature, composition, speaking and culture. Spanish for Native Speakers Pre-AP II gives native speakers the opportunity to condense the traditional year course to one semester. Credit is granted upon completion of standards of course as determined by teacher.

624100 Spanish II
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Spanish I
Level II continues the approaches of Spanish I with more emphasis on structure, reading, and writing. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

624200 Spanish II Pre-AP
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Spanish I
Spanish II Pre-AP sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

634200 Spanish III Pre-AP
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Spanish II
Spanish III Pre-AP places more emphasis on writing and oral proficiency. All major verb tenses and grammar topics are reviewed or introduced. Cultural understanding and higher level thinking skills are improved through reading poems, songs, short stories and articles. Students create original compositions and research in Spanish.

644300 Spanish IV AP
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Recommended: Spanish III Pre-AP
Spanish IV AP provides continued development of oral language, grammar, comprehension, and writing. This course prepares students to take the Advanced Placement test in order to receive college credit for Spanish. Students will be encouraged to take the AP test at the end of their fourth or fifth year.

654300 Spanish V AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Recommended: Spanish IV
Spanish V AP is a survey of Spanish Literature from the Medieval Period to the present. A prescribed list of authors and their works required by the College Board will be studied. These works include poetry, short story, novel, and drama. Students will participate in reading and discussions of literary works and analyze critically these literary works using appropriate terminology. Students will be encouraged to take the AP Spanish Literature exam at the end of the year.

644600 Spanish 4 IB SL I (IB Diploma Students Only)
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: Spanish II PAP or III PAP, teacher recommendation and appropriate scores
This course stresses the development of fluency in oral and reading skills, comprehension of Hispanic culture and history, expository composition, and expanded use of grammar. This course utilizes higher level/critical thinking and focuses on the development of accuracy and fluency. The focus of this course is an intermediate mid to high proficiency. This is the first year of a two-year course.

654600 Spanish 5 IB SL II (IB Diploma Students Only)
Spanish 5 IB HL II
Grade Placement: 12
Semesters: 2;
Credit:1
Prerequisite: Spanish V-IB teacher recommendation and appropriate scores
This course meets the requirements of Spanish collegiate studies. It stresses the development of fluency in oral skills, comprehension of Hispanic culture and history,

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

654600 Spanish IB SL II ab initio (IB Diploma Students Only)
Grade Placement: 11-12
Semesters: 4; Credit: 2
Prerequisite: Instructor approval
This course is designed for students with little previous experience in the Spanish language. It is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the Spanish language is spoken. IB assessments include individual oral and interactive skills, a written assignment, and May exams in the senior year.

615100 French I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
French I introduces the student to basic vocabulary, grammatical structures, phonics, and reading in French. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.

625100 French II
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: French I
Level II continues the approaches of French I with more emphasis on structure, reading, and writing. Students intending to continue the study of French in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

625200 French II Pre-AP
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: French I
French II Pre-AP sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of French in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

636200 French III Pre-AP
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: French II
French III Pre-AP places more emphasis on reading and writing. A basic grammar is used throughout the year. French skills and cultural understanding are furthered by studying selections of increasing literary value and writing simple, original, and directed compositions.

646300 French IV AP
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Recommended: French III
French IV AP provides the ability to understand spoken French in various contexts and to understand a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. It also provides the ability to express oneself coherently resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any subject matter. Extensive training in composition organization and writing will be emphasized.

646600 French IB SL I (IB Diploma Students Only)
Grade Placement: 11
Semesters: 2;
Credit:1
Prerequisite: French I, II teacher recommendation, and appropriate scores
This course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of the French culture through the study of language. Also, this course meets the requirements of an intermediate college course in French studies. It stresses the development of fluency in oral skills, comprehension of French culture, expository composition, and expanded use of grammar. This course utilizes higher level/critical thinking skills and focuses on the development of accuracy and fluency. The focus of this course is an intermediate proficiency. This is the first year of a two-year course.

656600 French IB SL II (IB Diploma Students Only)
French 5 IB HL II
Grade Placement: 12
Semesters: 2;
Credit:1
Prerequisite: French I, II, III teacher recommendation, and appropriate scores
This course meets the requirements of an intermediate college course in French. It stresses the development of fluency in oral skills, comprehension of French history and culture, expository composition, and expanded use of grammar. It utilizes higher level/critical thinking skills and focuses on the development of accuracy and fluency. The focus of this course is an intermediate to advanced

proficiency. Students participate in reading comprehension, writing, and oral examinations. This is the second year of a two-year course, which is required study for the IB French B SL exam taken at the end of the senior year. HL students will also read two works of literature

6XXX00 French IB SL II ab initio (IB Diploma Students Only)
Grade Placement: 11-12
Semesters: 4; Credit:2
Prerequisite: Instructor approval
This course is designed for students with little previous experience in the French language. It is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the French language is spoken. IB assessments include individual oral and interactive skills, a written assignment, and May exams in the senior year.

615500 Mandarin Chinese I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: None
Mandarin Chinese introduces the student to basic vocabulary, grammatical structures, phonics, and reading in Mandarin Chinese. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.

629100 Mandarin Chinese II
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Mandarin Chinese I
Level II continues the approaches of Mandarin Chinese I with more emphasis on structure, reading, and writing. Students intending to continue the study of Mandarin Chinese in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

625200 Mandarin Chinese II Pre-AP
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Mandarin Chinese I
Mandarin Chinese II Pre-AP sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Mandarin Chinese in the third year are STRONGLY encouraged to enroll in level 2 Pre-AP.

Mandarin Chinese III Pre-AP
Grade Placement: 9-12
Semesters: 2; Credit: 1
Prerequisite: Mandarin Chinese I & II
Mandarin Chinese III Pre-AP places more emphasis on reading and writing. A basic grammar is used throughout the year. Chinese skills and cultural understanding are furthered by studying selections of increasing literary value and writing simple, original, and directed compositions.

645500 Mandarin Chinese IV AP
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Mandarin Chinese I , II and III
The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

625200 / 655200 Mandarin Chinese IB SL I / HL
Grade Placement: 11 / 12
Semesters: 2; Credit: 1
Prerequisite: Mandarin Chinese I, II, III, and IV
This course stresses the development of fluency in oral and reading skills, comprehension of Chinese culture and history, expository composition, and expanded use of grammar. This course utilizes higher level/critical thinking and focuses on the development of accuracy and fluency. The focus of this course is an intermediate mid to high proficiency. This is the first year of a two-year course and continues to year tw.

Cultural and Linguistic Special Topics: *Language Specific*
Grade Placement: 10-12
Semesters: 2; Credit: 1
Prerequisite: Completion of Level I of a LOTE and recommendation by committee
The study of world languages is an essential part of education in the 21st century and students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of cultures. In this class students become aware of multiple perspectives and means of expressions, which lead to an appreciation of difference and diversity. This course does not replace a level II World Languages course and will only meet requirements for graduation only under special circumstances.

FINE ARTS

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Art I	2	1	X	X	X	X
Art Pre-AP/Pre-IB	2	1		X	X	
Art Drawing II, III, IV	2-6	1-3	X	X	X	X
Art Painting II, III, IV	2-6	1-3	X	X	X	X
Art Sculpture II, III, IV	2-6	1-3	X	X	X	X
Digital Art and Media II, III, IV	2-6	1-3	X	X	X	X
Two-Dimensional Design Portfolio AP	2	1			X	X
AP Drawing Portfolio	2	1			X	X
Three-Dimensional Design Portfolio AP	2	1			X	X
Art History AP	2	1			X	X
Visual Arts IB SL *(BHS Only)*	2	1			X	X
Visual Arts IB HL *(BHS Only)*	2	1				X
Film IB SL *(BHS Only)*	2	1			X	X
Film IB HL *(BHS Only)*	2	1				X
Concert Band	2	1	X	X	X	X
Symphonic Band	2	1	X	X	X	X
Wind Symphony	2	1	X	X	X	X
Jazz Ensemble	2	1	X	X	X	X
Concert Orchestra	2	1	X	X	X	X
Philharmonic Orchestra	2	1	X	X	X	X
Chamber Orchestra	2	1	X	X	X	X
Mariachi	2	1	X	X	X	X
Concert Choir-Girls/Boys	2	1	X	X	X	X
"Mascot" Singers-Girls/Boys	2	1	X	X	X	X
Chorale	2	1	X	X	X	X
BHS Vocal Legacy and RHS Vox Cor I, II, III, IV	2	1	X	X	X	X
Junior Varsity Choir	2	1	X	X	X	X
Music Theory I, II	2	1		X	X	X
Music IB SL *(BHS Only)*	4	1			X	X
Music IB HL *(BHS Only)*	4	2			X	X
Theatre I	2	1	X	X	X	X
Theatre I (Dual Credit)- *(BHS only)*	2	1		X	X	X
Theatre II, III, IV	2	1		X	X	X
Theatre IB SL/HL *(BHS Only)*	2-4	1			X	X
Technical Theatre I	2	1	X	X	X	X
Technical Theatre II-IV	2	1			X	X
Theatre Production I, II, III, IV	2	.5	X	X	X	X
Musical Theatre I, II, III, IV	2	1	X	X	X	X
Acting Methods	2	1		X	X	X
Playwriting	2	1		X	X	X
Tech Theatre Design	2	1		X	X	X
Dance I Comprehensive	2	1	X	X	X	X

Dance Performance – Drill Color Guard	2	1	X	X	X	X
Dance II	2	1	X	X	X	X
Dance III/IV	2	1			X	X

Floral Design (See CTE Section)

GENERAL NOTE FOR ALL LEVELS OF ART

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

711100 Art I
Grade Placement: 9 – 12
Semesters: 2 Consecutive; Credit: 1
Prerequisite: None
While enrolled in Art I, students are expected to develop and express ideas for artwork and compare and contrast the use of artistic elements and principles of design in personal artworks and those of others using vocabulary accurately. Art I students will experiment with design, drawing, painting, printmaking, sculpture, electronic media, and fibers. Emphasis will be placed on the elements and principles of design. Students will be exposed to a high quality of media and techniques as well as acquire an appreciation for various cultures and styles through studies of historical/cultural aspects of art appreciation. Students will be required to complete 2 hours of outside drawing time per week as well as maintain an art sketchbook/journal and portfolio as a way to evaluate, plan for studio experiences, and to respond to critical analysis.
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721200 Art Pre-AP
Grade Placement: 10 - 11 (9th Grade w/ approved Portfolio)
Semester: 2 Consecutive; Credit 1
Prerequisite: Art I and a submitted portfolio for review by HS Art teacher
The framework and instructional materials in all Pre-AP Arts courses include a deliberate focus on the process of producing creative works, including generating and refining ideas, practicing skills and techniques, revision, reflection, and collaboration. Current practice in arts education is often disproportionately product-focused, centering on the final performance or finished portfolio and the development of technical skills that ensure the quality of this presentation. The Pre-AP approach to arts instruction allows room for these as culminating events, but also emphasizes the opportunities for choice making that enhance students' abilities to think critically and creatively as artists

Art II – Select from Drawing, Painting, Digital Art and Media, or Sculpture
Grade Placement: 10 - 12(9th grade w/ approved Portfolio)
Semesters: 2 consecutive; Credit: 1
Prerequisite: Art I and a submitted portfolio for review by HS Art teacher
While enrolled in Level II, the student will select from a variety of art media and tools to communicate specific ideas. They will interpret visual parallels between the structure of natural/man-made environments, and compare suitability of art materials and processes to express specific ideas relating to visual themes using precise art vocabulary. During the course, the student will study a historical period, analyze specific characteristics of artworks, and select and research career and vocational choices in art. This course requires time outside of class to practice skills.

720100 Drawing II – Drawing II offers experience in line and tone building with a variety of graphic media. Emphasis is given to technique development, stressing originality and self-expression in subject matter. Students will be provided the opportunity to participate in:

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

721100 Painting II – Painting II offers studies in composition and brush techniques. Students will be provided the opportunity to participate in:

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

721300 Sculpture II – Sculpture II allows the student to explore three-dimensional media and the processes involved in their development. Students will be provided the opportunity to participate in:

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

721400 Digital Art and Media II
Prerequisite: Art I, Basic Keyboarding, and School Internet Access
Digital Art and Media II extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design in graphic design and digital illustration. This introductory course provides a foundation in the fundamentals of design and commercial production art within the graphics design profession. Students will be creating electronic works of art such as paintings, drawings, photography, and mixed media utilizing the scanner, digital camera, and selected software packages. Students will develop the basic knowledge, concepts, technical skills, and vocabulary necessary for computer digital illustration.

Art III – Select from Drawing III, Painting III, Sculpture III, and/or Digital Art and Media III
Grade Placement: 10 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Art II in corresponding discipline and a submitted portfolio for review by HS Art teacher
While enrolled in Level III, the student is expected to analyze visual characteristics of nature and human-made subjects in a variety of ways, and analyze visual qualities to express the meaning of images and symbols, using precise vocabulary. Students will solve visual problems and develop multiple solutions for designing ideas. They will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a goal. Art III is flexible in scope allowing students to make choices from a broad range of art areas. Some students want to continue studying the visual arts as a basis for a career while others are interested in art solely as a lifetime interest. This course requires time outside of class to practice skills.

730100 Drawing III – Students will be given the opportunity to participate in:

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

731100 Painting III – Painting III offers the experienced student an opportunity to further explore a variety of techniques and types of painting. Students are given the opportunity to participate in:

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

731300 Sculpture III – Students continue study of three-dimensional art forms and will be given the opportunity to participate in:

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

731400 Digital Art and Media III
Prerequisite: Same as Art III plus School Internet Access
Digital Art and Media III extends the student's artistic understanding and experiences as introduced in Electronic Media II. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in graphic design and digital illustration. This course provides fundamentals of design and commercial production art within the graphics design profession. Students will be creating electronic works of art such as paintings, drawings, photography, and mixed media utilizing the scanner, digital camera, and selected

software packages on an advanced level. Students will develop the basic knowledge, concepts, technical skills, and vocabulary necessary for computer digital illustration careers.

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

740100 Drawing IV - Drawing IV extends the student's artistic understanding and experiences as introduced in Drawing III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in advanced drawing. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced drawing tools and techniques to develop a series of artworks based on a personal style and theme. Art appreciation, self-evaluation, and higher-level problem solving skills are emphasized. The history and the analysis of drawing will be emphasized.

741100 Painting IV - Painting IV extends the student's artistic understanding and experiences as introduced in Painting III. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design in painting. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced painting tools, techniques, media, and subject matter to develop a series of artworks based on a personal style and theme. Artistic periods and styles will be analyzed. Students will apply advanced jewelry tools and techniques to develop a series of artworks based on a personal style and theme. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced media and subject matter. Students will explore various forms of human adornment from ancient to contemporary times.

741300 Sculpture IV - Sculpture IV extends the student's artistic understanding and experiences as introduced in Sculpture III. Emphasis will be placed on the development of advanced compositional skills and imaginative use of the elements and principles of design in sculpture. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced sculpture tools, techniques, media, and subject matter to develop a series of artworks based on a personal style and theme. Artistic periods and styles from ancient to contemporary will be analyzed. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will implement advanced forms of clay, glazes, tools, and firing techniques to develop a series of artwork. The study and analysis of a variety of advanced ceramic arts and artists including the history of functional and nonfunctional ceramic will be emphasized.

Advanced Placement Art - Choose from Two-Dimensional Design, Drawing, Three-Dimensional Design, Painting, or Art History
Grade placement: 11 - 12
Semesters: 2 consecutive; Credit: 1-2
Prerequisite: See Individual Courses for required preparation
Portfolio courses enable highly motivated students to do college-level work in studio art while still in high school. These courses involve significantly more time and commitment than most high school courses and is intended for students seriously committed to studying art. Each course promotes a sustained investigation of all three aspects of portfolio development – quality, concentration, and breadth. The evaluation for college credit of a student enrolled in the AP course is not based on a written exam but on a submitted portfolio of 25 to 30 pieces. The portfolio is submitted as digital work, five actual pieces that represent the student's best works, and a written statement defining the student's focus of concentration. Students are responsible for the development and cost of slides. All students will submit a portfolio at semester for review. If the student does not meet semester timeline requirements, that student may be transferred to the proceeding art level.

733300 Two-Dimensional Design Portfolio AP
Prerequisite: Level II Drawing, Painting or Pre-AP Art and submitted portfolio for review by HS Art teacher
Two-Dimensional Design Portfolio AP course is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves decision-making of how to use the elements and principles of art in an integrative way. Students should demonstrate proficiency in two-dimensional design using a variety of art forms that may include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and print making. Candidates send a portfolio of work for evaluation by a group of artists and teachers selected by the College Board. Work submitted in any AP portfolio may not be included in other AP portfolios. Summer work prior to the course is required for fulfilling portfolio requirements.

753300 Drawing Portfolio AP
Prerequisite: Same for AP 2D Design
Drawing Portfolio AP is designed to address a very broad interpretation of drawing issues; for example, painting, printmaking, abstract, and observational works could be included in a Drawing portfolio. Candidates send a portfolio of work for evaluation by a group of artists and teachers selected by the College Board. Work submitted in any AP portfolio may not be included in other AP portfolios. Summer work prior to the course is required for fulfilling portfolio requirements.

743300 Three-Dimensional Portfolio AP
Prerequisite: Same for AP Studio plus Sculpture II
Three-Dimensional Portfolio AP course is intended to address a broad interpretation of sculptural issues in depth and space. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches might include jewelry, traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metal works. Candidates send a portfolio of work for evaluation by a group of artists and teachers selected by the College Board. Work submitted in any AP portfolio may not be included in other AP portfolios. Summer work prior to the course is required for fulfilling portfolio requirements.

761300 Art History AP
Grade Placement: 11-12
Semesters: 2; Credit: 1
Prerequisite: World Geography & World History with average of 85 or above
Art History AP is designed to provide the same benefits to secondary students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In this course, students will examine major forms of artistic expression from the past, present, and a variety of cultures. Students will learn how to look at work critically with intelligence and sensitivity and to articulate what they see or experience. No prior exposure to art history is required. However, students who have done well in other courses in the humanities such as history and literature or in any serious study of studio art are especially encouraged to enroll.

The curriculum for Art History AP is designed to prepare students to take the College Board AP Art History exam which will require an enormous commitment of time and energy, move quickly, and cover a lot of content. Students must read the text and take notes and be expected to maintain a journal of notes that will often incorporate thumbnail sketches of art. Students must become comfortable with college level reading and with studying on their own as well as have a responsibility to actively attend and participate in daily classes to ensure a successful passing grade on the College Board AP Art History exam. There may be a request for students to attend study groups and after school remedial sessions to maintain an above average passing grade.

731600 Visual Arts IB SL
Grade Placement: 11 – 12
Semesters: 2; Credit: 1
Prerequisite: Art I
This course encourages students to develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. IB assessments include a comparative study of 3 artworks and artists, a process portfolio showing sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities, and an exhibition of original artworks. A $35.00 art fee covers most materials and supplies. (*For certification students)*

741600 Visual Arts IB HL
Grade Placement: 12
Semesters: 2;
Credit:1
Prerequisite: Visual Arts IB SL B
This course encourages students to develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. IB assessments include a comparative study of 3 artworks and artists, a process portfolio showing sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities, and an exhibition of original artworks. A $35.00 art fee covers most materials and supplies. *(For certification students)*

736600 Film IB SL
Grade Placement: 11 – 12
Semesters: 2; Credit: 1 (2-year program)
Prerequisite: Audio Video Production
Through the study and analysis of film texts and exercises in film making, the Diploma Program Film Course will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts, analyzing how film elements combine to convey meaning. The Diploma Program Film course will also explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts. Students will explore various film production roles through engagement with

all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films. . IB assessments include an independent study of a minimum of 2 films, an oral presentation of a detailed critical analysis of an extract from a prescribed film, and a completed film with documentation.

746600 Film IB HL
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: First year HL in 11th grade
Through the study and analysis of film texts and exercises in film making, the Diploma Program Film Course will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts, analyzing how film elements combine to convey meaning. The Diploma Program Film course will also explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts. Students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films. HLstudents focus on the collaborative aspects of filmmaking and experience working in **core production teams** in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films. IB assessments include an independent study of a minimum of 2 films, an oral presentation of a detailed critical analysis of an extract from a prescribed film, and a completed film with documentation and a trailer.

GENERAL NOTES CONCERNING THE BAND PROGRAM

High School Band curriculum encompasses marching band, large concert ensembles, small ensembles and individual areas of instruction and meets both semesters during the academic year. Placement in all Band Ensembles is through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.) The fall is predominantly marching band participation, TMEA All-Region auditions, Concerts and Parades. The spring is predominantly UIL Concert & Sight Reading Evaluation, UIL Solo & Ensemble Contest, and other concerts and performance opportunities. All students are required to participate in ensemble as well as individual events throughout the course of the year. Attendance at all scheduled out of the school day rehearsals, performances, and competitions is required for this course. Students are responsible for providing certain band instruments and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs will be outlined in the band handbook. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts. Marching Band members are required to have a pre-participation physical and receive PE credit for the first two fall semesters. UIL academic eligibility applies to extra-curricular performances.

712400 Concert Band 1st year
722400 Concert Band 2nd year
732400 Concert Band 3rd year
742400 Concert Band 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1 state
Prerequisite: Prior band experience, audition, and director approval. Marching band participation is required
The Concert Band is part of the overall high school band program and is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. The band is combined with the Wind Symphony and Symphonic Band during the fall to make up the Marching Band. Each band is scheduled to meet during the school day and the level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines.

712300 Symphonic I Band 1st year
722300 Symphonic I Band 2nd year
732300 Symphonic I Band 3rd year
742300 Symphonic I Band 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1 state
Prerequisite: Prior band experience, audition, and director approval. Marching band participation is required
The Symphonic Band is part of the overall high school band program and is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. The band is combined with the Wind Symphony and Concert Band during the fall to make up the Marching Band. Each band is scheduled to meet during the school day and the level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines.

712200 Wind Symphony 1st year
722200 Wind Symphony 2nd year
732200 Wind Symphony 3rd year
742200 Wind Symphony 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Prior band experience, audition, and director approval. Marching band participation is required
The Wind Symphony is part of the overall high school band program and is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. The band is combined with the Symphonic Band and Concert Band during the fall to make up the Marching Band. Placement in this class is determined at the end of the previous school year through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.) Each band's instrumentation needs are taken into consideration. Each band is scheduled to meet during the school day and the level of music chosen for each ensemble to play is decided based on the ability level of each individual group in conjunction with UIL and/or TMEA guidelines. The band and its individual members will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. Before and after school rehearsals and performances are required.

712000 Jazz Ensemble 1st year
722000 Jazz Ensemble 2nd year
732000 Jazz Ensemble 3rd year
742000 Jazz Ensemble 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Audition and director approval. Enrollment in the Concert Band, Symphonic Band, or Wind Symphony is a requirement for enrollment in the Jazz Ensemble.
The Jazz Ensemble is the musical ambassador of the band program. The ensemble performs for school events, local activities, and community organizations and competes at the state and national level. Instrumentation includes saxophone, trumpet, trombone, piano, guitar, bass, drum set, and percussion. In addition to performing on a regular basis, emphasis is placed on improvisation skills and the stylistic and historical development of jazz.

GENERAL NOTES CONCERNING THE ORCHESTRA PROGRAM

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

Concert Orchestra
713200 1st year
723200 2nd year
733200 3rd year
743200 4th year
Grade Placement: 9-12
Semesters: 2; Credit 1
Prerequisite: Prior orchestra experience, audition, and director approval.
The Concert Orchestra is part of the overall high school orchestra program and is a performance-based course where skills and styles of orchestral playing will be fully developed throughout the year.

Philharmonic Orchestra
713100 1st year
723100 2nd year
733100 3rd year
743100 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Prior orchestra experience, audition, and director approval.
The Philharmonic Orchestra is part of the overall high school orchestra program and is a performance-based course where skills and styles of orchestral playing will be fully developed throughout the year.

Chamber Orchestra
713000 Varsity 1st year
723000 Varsity 2nd year
733000 Varsity 3rd year
743000 Varsity 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Prior orchestra experience, audition, and director approval.
The Chamber Orchestra is part of the overall high school orchestra program and is a performance-based course for students demonstrating advanced proficiency on their instrument. These skills will be fully developed throughout the year.

Mariachi Techniques
712500 1st Year
722500 2nd Year
732500 3rd Year
742500 4th Year
Grade Placement: 9-12
Semesters: 2; Credit 1
Prerequisite: Director approval. This course is a secondary ensemble. Students registering for this course must also be enrolled in the primary ensemble for their instrument. For example - a violinist must also be enrolled in an orchestra class (Chamber, Symphonic, or String Orchestra) and a wind or brass player must also be enrolled in a primary band course (Wind Symphony, Symphonic, or Concert Band). A student currently enrolled in Choir that chooses to play a secondary instrument in order to perform in the mariachi must remain enrolled in a primary Choir ensemble. Students performing only in the armonia (Guitar, Vihuela, or Guitarrón) will be considered on a case by case basis.
The Mariachi Ensemble is one of the most visible performing ensembles at Bryan High School and in the local community. Through rehearsals and outside of class performances students will further their knowledge of Mariachi music, their ability to perform repertoire, and understand the cultural and historical significance of Mariachi music. Attendance at all out of school rehearsals and performances is required.

GENERAL NOTES CONCERNING THE CHOIR PROGRAM

High School Choral curriculum encompasses large concert ensembles, small ensembles and individual areas of instruction and meets both semesters during the academic year. Placement in this class is determined at the end of the previous school year through a formal evaluation process including posture, breathing, vocal production, pronunciation, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir's voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility rules apply. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course. Students are responsible for providing certain necessary materials. Additional costs will be outlined in the choir handbook. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

Concert Choir

Girls	Boys
714100 1st year	**714600 1st year**
724100 2nd year	**724600 2nd year**
734100 3rd year	**734600 3rd year**
744100 4th year	**744600 4th year**

Grade Placement: 9 – 12
Semesters: 2; Credit: 1 state
Prerequisite: Audition and teacher approval
The Concert Choir is part of the overall high school choir program and is a performance-based course where skills and styles of choral singing will be fully developed throughout the year. A study of the performance music from Gregorian Chant to the present will be covered.

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

Girls	Boys
714500 1st year	**714500 1st year**
724500 2nd year	**724500 2nd year**
734500 3rd year	**734500 3rd year**
744500 4th year	**744500 4th year**

Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Audition and teacher approval.
These auditioned groups are part of the overall high school choir program and is a performance-based course where skills and styles of choral singing will be fully developed throughout the year.

Chorale
714400 1st year
724400 2nd year
734400 3rd year
744400 4th year
Grade Placement: 9 – 12
Semesters: 2; Credit: 1 state
Prerequisite: Audition and teacher approval
The Chorale is part of the overall high school choir program and is a performance-based course where skills and styles of choral singing will be fully developed throughout the year. The Chorale requires demonstrated advanced proficiency in musicianship.

712410 Vocal Legacy / Vox Cor I, II, III, IV
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Audition, teacher approval, and concurrent membership in BHS Chorale or Rudder Choirs
This course is designed to give students singing experience in a small vocal group. The student will be provided the opportunity to perform in ensembles with sizes and compositions different from those of the standard choral music organization, to study music of a variety of styles and historical periods, and to develop vocal quality.

Junior Varsity Choir
714700 1st year
724700 2nd year
734700 3rd year
744700 4th year
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Audition and teacher approval
The junior varsity choir is a non-performing group. This choir emphasizes basic vocal and sight-reading skills. The goal is to equip the singer for more advanced levels

724900 Music Theory I
734900 Music Theory II
Grade Placement: 10 – 12
Semesters: 2; Credit: 1
Prerequisite: Concurrent membership in band, choir, or orchestra, or with teacher approval
Music Theory I & II are courses designed for students who intend to pursue the study of music beyond high school. Emphasis is placed on functional harmony and chord construction, leading to part writing. There is also a Music History component that focuses on the development of music, through specific composers, from the Baroque period through the present, with emphasis placed on listening skills.

733600 Music IB SL
733600 Music IB HL (first year)
Grade Placement: Music IB SL 11 – 12
Music IB HL (first year) 11
Semesters: 4; Credit: 4
Prerequisite: Choir I and II, Band I and II, or Orchestra I and II
The IB Music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Students completing the SL course will demonstrate perceptual skills in response to music, use appropriate musical language and terminology and develop an understanding of music in relation to time and place. Students will also be expected to develop their performance skills through solo (SLS) or ensemble (SLG) or develop their compositional skills. In addition to a musical solo or ensemble performance, students will investigate the relationship between two musical genres.

743600 Music IB HL
Grade Placement: 12
Semesters: 4; Credit: 2
Prerequisite: Choir I, II, and III or Band I, II, III or Orchestra I, II, III
This is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. Students will develop their performance skills through solo music making, develop their compositional skills through exploration and investigation of musical elements and will develop perceptual skills in response to music. In addition, they will use appropriate musical language and terminology to describe and reflect their critical understanding of music and demonstrate an understanding of music in relation to time and place. In addition to a solo voice or instrumental performance, HL students will compose three contrasting compositions.

THEATRE

GENERAL NOTES CONCERNING THE THEATRE PROGRAM

Fees required for theatre courses will be outlined in the course syllabus. Out of school rehearsals and performances may be required. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts

716100 Theatre I
Grade Placement: 9 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: None
This course is designed for the first year theatre students, regardless of grade level. This courses begin with basic acting techniques, the role of the actor, interpreting dramatic literature, the historical evolution of performance styles, introduction to stagecraft, mime, play production, improv performance, and higher education theatre opportunities. Also covered are script writing techniques and creating original theatre pieces to perform in class. Out-of-school performance attendance is required.

718100 Dual Credit Theatre
Grade Placement: 10 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Overall B average and must complete process of enrolling at Blinn
This course is designed for the first year theatre students, regardless of grade level. This courses begin with basic acting techniques, the role of the actor, interpreting dramatic literature, the historical evolution of performance styles, introduction to stagecraft, mime, play production, improv performance, and higher education theatre opportunities. Also covered are script writing techniques and creating original theatre pieces to perform in class. Out-of-school performance attendance required. This course may not be offered every year.

726100 Theatre II
Grade Placement: 10 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Theatre I and teacher approval required
This course is designed for the student's second year in Theatre, regardless of grade level. This course emphasizes expressive use of body and voice. It includes analyzing and interpreting scripts and characters. Students will study different acting techniques and styles such as, Laban, Stanislavski, Lecoq, Misner, and Theatre of the oppressed. Students will be required to complete extra work outside of class time. Students will also present a One Act Play to be performed outside of class. Out-of-school rehearsals and performances are required.

736100 Theatre III
746100 Theatre Arts IV
Grade Placement: 11 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Theatre I & II and teacher approval required
This course is designed for the student's third and fourth year in Theatre. These students will have the opportunity to study dance, theatre for children, musical theatre, television, film, career options, acting techniques, stagecraft, production style, and career education. They will create directing and acting portfolios for final semester productions. Students will participate in the UIL One Act Play Competition. Out-of-school rehearsals and performances are required.

736200 IB Theatre SL
Grade Placement: 11 – 12;
Semesters: 2 consecutive; Credit: 1
Prerequisite: Teacher approval
The IB Theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. IB assessments include a director's notebook, in which the student stages a play text for an audience; an individual presentation that outlines and physically demonstrates research into a convention of theatre tradition; and a collaborative project in which students present an original piece of theatre for and to a specified target audience.

746200 IB Theatre HL
Grade Placement: 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: IB Theatre SL and teacher approval
The IB Theatre HL course is the second year of the multifaceted course that gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. IB assessments include a director's notebook, in which the student stages a play text for an audience; an individual presentation that outlines and physically demonstrates research into a convention of theatre tradition; and a collaborative project in which students present an original piece of theatre for and to a specified target audience.

717100 Technical Theatre I
Grade Placement: 9 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Theater Arts 1 and Teacher approval required
This course is designed for the student's first year in Tech Theatre, regardless of grade level. This course is for first year Technical Theatre students. The course introduces students to stage equipment, stage safety procedures, weights and balances for stage rigging, the operation of scenery, makeup, sound, public relations programs as well as lighting properties and instruments. The course also introduces basic set construction and engineering principles for stage design. Students will create technical theatre portfolios to be entered in the UIL Theatre Design contest. Out-of-school rehearsals and tech assistance for performances are required.

727100 Technical Theatre II
737100 Technical Theatre III
747100 Technical Theatre IV
Grade Placement: 10 - 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Technical Theatre I and teacher approval required
This course is designed for the student's second through fourth year in Tech Theatre. This course includes

practice with hands on experience working with equipment, rigging, constructing sets as well as utilizing computer application for lighting and technical design. This course will also allow opportunities for design positions and head crew positions such as: stage management, properties, lighting, set, construction and marketing. Students will design and construct technical portfolios for each Viking Theatre Production. Out-of-school rehearsals and tech assistance for performances are required

716500 Theatre Production I
726500 Theatre Production II
736500 Theatre Production III
746500 Theatre Production IV
Grade Placement: 9 - 12
Semesters: 2; Credit: 1 (after school, 9th hour is .5)
Prerequisite: Audition and Teacher approval
This course is a varsity level performing class providing practical, hands-on experience in acting and stagecraft. Students will also be required to work on an extra-curricular theatre production as staff. This course is scheduled either during the school day or designed to meet outside regular school hours for a minimum of 80 hours for each unit of credit. It. Students will have to meet the hour requirement to receive credit.

716000 Musical Theatre I
726200 Musical Theatre II
736300 Musical Theatre III
746400 Musical Theatre IV
Grade Placement: 9- 12
Semesters: 2 consecutive; Credit: 1
Prerequisite: High school teacher approval required
This course is designed for the first year theatre students, regardless of grade level. This course covers acting, singing, dancing and overall performance for students through the lens of musical theatre. Out of school production attendance is required.

738100 Acting Methods
Grade Placement: 10-12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Theatre 2 and teacher approval
This course is designed for 3rd or 4th year theatre students. This course is designed to develop proficiency in acting by promoting an understanding of the methods, principles, practices and vocabulary common to all acting styles. In this course, the students begin to develop a process of character development by studying monologues and scenes from contemporary published scripts. They learn the processes used to research an in-depth character. They will incorporate appropriate stage diction and projection. They study mime and movement to prepare their bodies for the challenges of creating physical characters. The course will challenge the students to develop and use a process of character development and discover their creative processes. The course emphasizes the complexity and thoroughness required to become a successful performer

739100 Playwriting 1
Grade Placement: 10-12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Theatre 2 and teacher approval
This class introduces students to the discipline of playwriting. The course covers character development, dialogue and dramatic structure. Many of the classes are writing labs and the students are expected to work with focus and concentration for long periods of time. There is emphasis on discussion; the students learn how to listen to the work of their peers and to give appropriate feedback. The bulk of class work is writing exercises targeting specific skills, culminating in the writing and rewriting of a one act play during the spring semester.

728100 Tech Theatre Design
Grade Placement: 10-12
Semesters: 2 consecutive; Credit: 1
Prerequisite: Tech Theatre 1
This course is intended to teach the basics of costume and set design. It covers vocabulary of design, the role of designer, color theory, how-to-do visual research, making costume and set design choices, human figure drawing, basic water colors, and drafting for the stage. Students will work on a theoretical design project for a design portfolio of work that they can display to colleges at future Senior Showcases.

GENERAL NOTES CONCERNING THE DANCE PROGRAM
High School Dance curriculum encompasses large ensembles, small ensembles and individual areas of instruction and meets both semesters during the academic year. PE credit may be allowed for certain dance courses.
All students are required to participate in ensemble as well as individual events throughout the course of the year. After school rehearsals and performances are required. Fees required for dance courses will be outlined in the course syllabus. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

717500 Dance I – Comprehensive
Grade Placement: 9 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: None
While fulfilling the student's fine art credit, students will generally learn about a variety of dance styles to include but not limited to, ballet, tap, hip-hop, jazz, cultural/folk, and modern. In each unit, the student will learn about important people and events that have led the style to what it has become today. Rudder High – One public performance

717600 Dance I – Dance/Drill Prep
Grade Placement: 9 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: None
Dance/Drill Prep is a survey course. While fulfilling the student's fine art credit, students will generally learn about a variety of dance styles to include ballet, tap, hip-hop, jazz, cultural/folk, and modern, with an emphasis on skills used on a dance/drill team.

Dance Performance Ensemble I - IV - High School drill team
718500 High School drill team Dance I
728500 High School drill team Dance II
738500 High School drill team Dance III
748500 High School drill team Dance IV
597500 High School drill team Local Credit
Grade Placement: 9 – 12
Semesters: 2; Credit: 1
Prerequisite: Tryouts
This class is offered to students who have been selected by judged tryouts in the spring of the previous year. The High School drill team dance team is designed for the students to achieve as a team by learning the necessary dance skills, demonstrating sportsmanship, and attaining a certain level of fitness. High School drill team is a full year commitment in which students are required to perform at all football games, home basketball games, spring competition and end of the year Spring Show. Year 1 will meet the Fine Arts and Physical Education requirement.

727500 Dance II
Grade Placement: 10 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: Dance I and teacher approval
Dance II allows the student to fulfill an elective credit by taking a more in-depth look at dance styles such as but not limited to, ballet, modern, and jazz. The student begins looking at how these three dance styles evolved in history and the importance of each one to its time period. The student also begins working through choreographic processes to better understand how dance can be used as a medium to express ideas and emotions.

737500 Dance III
Grade Placement: 11 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: Dance II and teacher approval
The student begins to recognize dance as a vehicle for understanding cultural and historical contexts and increasing awareness of their own and others' heritage and traditions, thus helping him/her to participate in a diverse society. One new concept introduced in Dance III and refined in Dance IV is creating original dance sequences using the choreographic processes learned in Dance II. The student also begins to demonstrate consistency in performing advanced dance skills

747500 Dance IV
Grade Placement: 11 – 12
Semesters: 2; Credit: 1 Fine Arts
Prerequisite: Dance III and teacher approval
Dance IV focuses on the choreographic process and discovers new ideas and themes to create dance techniques. Applicable themes are derived from multiple genres, cultures, and historical periods. Performance requirements include one dance production.

Dance Performance Ensemble I - IV - High School Color Guard
718500 High School Color Guard Dance I
728500 High School Color Guard Dance II
738500 High School Color Guard Dance III
748500 High School Color Guard Dance IV
597500 High School Color Guard Local Credit
Grade Placement: 9 – 12
Semesters: 2; Credit: 1
Prerequisite: Tryouts
This class is offered to students who have been selected by audition. The High School Color Guard is designed for students desiring to achieve as a team necessary choreography skills, dance moves, and sportsmanship. This course requires attaining and maintaining a certain level of fitness. High School Color Guard is a full year commitment in which students are required to perform with the marching band at all football games and Winterguard competitive events during the winter and spring. Members are required to attend out of school rehearsals and performances. Additional fees may be required. Year 1 will meet the Fine Arts and Physical Education requirement.

SPECIAL EDUCATION

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Fundamental / Applied English I	2	1	X	X	X	
Fundamental / Applied English II	2	1		X	X	
Fundamental / Applied English III	2	1			X	
Fundamental / Applied English IV	2	1				X
Fundamental / Applied Algebra I	2	1	X			
Fundamental / Applied Geometry	2	1		X		
Applied Math Models with Applications	2	1			X	X
Applied Algebraic Reasoning						X
Applied Biology	2	1	X	X		
Applied Integrated to Physics and Chemistry	2	1	X	X		
Applied Chemistry					X	X
Applied Environmental Systems	2	1			X	X
Applied World Geography	2	1	X	X	X	X
Applied World History	2	1	X	X	X	X
Applied U.S. History	2	1			X	X
Applied Government	1	.5				X
Applied Economics	1	.5				X
Applied Psychology	.5				X	X
Applied Sociology	.5				X	X
Applied Rec I and II	1-2	.5-1	X	X	X	X
Basic Reading	2	1	X	X	X	X
Occupational Development Skills I – IV	2	1	X	X	X	X
Community Based Vocational Instruction I – IV	2	1			X	X
Building Workplace Success	2	1		X	X	X
Vocational Experience	2	1	X	X	X	X+

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

Bryan High School is the Regional School for the Deaf.

913100 Fundamental / 917100 Applied English I
Grade Placement: 9 -11
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course emphasizes punctuation, capitalization, simple sentence structure, handwriting, and the spelling of basic word lists. Skill training in functional composition and grammar will continue parallel with mechanics. This course also provides practice and training in the application of previously learned language arts skills. These skills include reading and writing skills. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

923100 Fundamental / 927100 Applied English II
Grade Placement: 10 - 11
Semesters: 2; Credits: 1
Prerequisite: ARD Committee/IEP
This course emphasizes English grammar usage and spelling of basic word lists. Drill is provided in the use of nouns, verbs, modifiers, pronouns, and possessives within simple and compound sentences. Skill training in basic composition and mechanics will continue parallel with grammar. The student may progress from various functional English skills. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan determines placement.

933100 Fundamental / 937100 Applied English III
Grade Placement: 11
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course emphasizes instruction in the correct use of parts of speech within simple, compound, and complex sentences, as well as writing paragraphs and brief reports. Skill training in basic composition, spelling, grammar and mechanics will continue parallel with the emphasis in functional writing. This course also provides skill building using applied language arts skills in: employment vocabulary, employment abbreviations, reading package instructions and related functional reading and spelling functional words, following three-part instructions, expressing basic needs, functional telephone use, making introductions, and engaging in rational dialogue. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

943100 Fundamental / 947100 Applied English IV
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course emphasizes instruction in combining elements of mechanics, spelling, usage, and composition. Practice and training are provided in building sentences from phrases through simple and complex sentences and using correct punctuation and spelling conventions to the functional adult literacy levels. This course also provides instruction in the application of fundamental language arts skills in the following areas: writing information, messages, friendly and business letters, notes, shopping lists; completing envelopes and job related forms; reading bill statements, labels, lists, messages, and job related materials. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An individual Educational Plan Committee determines placement.

933200 Fundamental / 917200 Applied Algebra I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides instruction in advanced basic arithmetic, algebra, and basic geometry. Skill training includes fractions through division using reciprocals, decimals, percentages, rates, ratios, integers, like and unlike signs, exponential notation, and finding logical solutions to word/situation problems. This course continues incrementally after the student has proven mastery of prerequisite skills to include algebra from finding for "x" to operations with polynomials. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

947200 Applied Math Models
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides basic instructions in real life math applications such as money, music, data, chance patterns, design and science. Basic math skills, along with algebra, geometry and probability, and statistics will be used to make connections to solve problems. Instruction is provided in a variety of modalities to meet individual learning styles/levels and to promote content mastery. Students will begin work in this course at their personal proficiency level as designated on their Individual Education Plan. An Individual Educational Plan Committee determines placement.

953200 Fundamental / 927200 Applied Geometry
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides basic instruction as an introduction to geometry as well as instruction related to a student's mathematical needs. The course teaches the basic concepts of geometry in a step-by-step approach. This approach allows those who need extra help the ability to grasp geometrical concepts. The instruction also provides real life examples to give students a better understanding of the relevance of geometry. Instruction is provided in a variety of modalities to promote concept mastery. For each student enrolled, this course is taught as designed by the Individualized Educational plan. An Individual Educational Plan Committee determines placement.

932100 Fundamental/ 942200 Applied Algebraic Reasoning
Grade Placement: 12
Semesters 2; Credit 1
Prerequisite: ARD Committee / IEP
This course provides basic instruction and reinforces and extends skills learned in Algebra I and Geometry. For each student enrolled, this course is taught as designed by the Individualized Educational plan. An Individual Educational Plan Committee determines placement.

927300 Applied Biology
Grade Placement: 9 - 10
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides instruction in life forms, life cycle, plants, animals, and basic ecology. The student will acquire basic concepts taught in mainstream biology. Students will perform their work in this course using hands-on, simulated, and multi-media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

957300 Applied Integrated Physics and Chemistry
Grade Placement: 9-10
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides instruction in application of the principles of: properties of matter, physical forces (gravity, inertia), chemistry, magnetism, electricity, energy and measurement. Students will perform their work in this course using hands-on, simulated, and multi-media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student.

942300 Applied Environmental Systems
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
Students will study the relationships between the environment and human behavior. Is there such a thing as noise pollution? What about our fresh water supply? Is it really in danger? What can we do to be good stewards of our natural resources? Students study a variety of topics that include: ecosystems and biomes, sources and flow of energy through an environmental system, and changes in environments The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

937300 Applied Chemistry I
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: Biology I, Algebra I
Chemistry I includes the study of matter and the changes it undergoes. A variety of formats are used to study matter and energy, structure of matter, periodicity, chemical bonding, chemical reactions, equilibrium, phases of matter, and solutions. A large portion of the course is devoted to laboratory work in order that the student can apply the concepts being taught. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

917400 Applied World Geography
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides instruction in ecosystems, biomes, types of pollution, preserving natural resources, weather, earth surface, energy resources, causes/effects of changing environments, cultures, and forms, movement, changes in population over time, and diffusion of ideas. Students will perform their work in these methods using hands-on, simulated and multi-media methods at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

927400 Applied World History
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides instruction in the basic concepts of world history and includes: evolution of primitive man, ancient civilization, middle ages, renaissance, monarchies, famous revolutions, world wars, and current issues of conflict. Students will perform their work in this course using hands-on methods and/or multi-media technology at their personal proficiency level as measured by the results of competency tests. This course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

937400 Applied U. S. History
Grade Placement: 11 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course provides instruction in basic American history concepts including exploration, early settlers, American Revolution, developments occurring from the 1700's to the Civil War, and developments from the Civil War to the present. Students will perform their work in this course using hands-on methods and/or multi-media technology at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individual Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

947401 Applied Government
Grade Placement: 12
Semesters: 1; Credit: .5
Prerequisite: ARD Committee/IEP
This course provides instruction in the operation and principles of government and includes the Bill of Rights, branches of government, taxes, voting, and the application of everyday civics. Students will perform their work in this course using hands-on methods and/or multi-media technology at their personal proficiency level as measured by the results of competency tests. The course is designed to be the Individualized Educational Plan customized for each student. An Individual Educational Plan Committee determines placement.

957401 Applied Economics
Grade Placement: 12
Semesters: 1; Credit: **.5**
Prerequisite: ARD Committee/IEP
This course provides instruction in the basic operations of business, competition, production, profit incentive, worker hierarchy, buying cycles, credit, loans, taxes, and marketing. Students will perform their work in this course using hands-on, simulated, and multi-media methods at their personal proficiency level as measured by results of competency tests. The course is designed to be the Individualized Educational plan customized for each student. An Individual Educational Plan Committee determines placement.

943010 Applied Psychology
Grade Placement: 11 - 12
Semesters: 1; Credit: .5
Prerequisite: None
The focus of psychology is upon factors that cause or influence individual human behavior. This class will examine such factors as learning, intelligence, development processes, personality development and theories, and creative thinking to mention only a few. Independent learning skills along with writing skills in keeping a personal journal will be utilized. The course is designed to be the Individualized Educational plan customized for each student. An Individual Educational Plan Committee determines placemen

944010 Applied Sociology
Grade Placement: 11 - 12
Semesters: 1; Credit: .5
Prerequisite: None
Sociology will focus upon causes and influences of human group behavior. Such factors as cultures, the socialization process, group dynamics, the institution of the family, and ethnic and racial group will be examined. This course also touches upon social problems and social changes in society. A personal journal is required. The course is designed to be the Individualized Educational plan customized for each student. An Individual Educational Plan Committee determines placement

917500, 927500 Applied Rec I-II
Grade Placement: 9-12
Semesters: 2 Credit: 1
Prerequisite: ARD Committee/IEP
This course is for students who qualify, based on an evaluation, for adapted PE services. Students will participate in a variety of individual, dual, and team sport opportunities. The focus is on lifetime fitness experiences. This course is taught using individual goals and objectives that are based on enrolled grade level TEKS.

Basic Reading
913000 Reading I
923000 Reading II
933000 Reading III
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course emphasizes functional adult literacy, vocabulary building, reading for meaning, scholastic listening, study skills, and reading fluency in the practical needs of young adults. A student may progress from various grade levels. The student will acquire skills in alphabetizing, identifying main idea, sequencing events, noting cause and effect, evaluating information, locating information, using the dictionary, outlining, note-taking, memorizing, organizing, and test-taking. Using the newspaper, paperback books, audio/video tapes, grade-level district texts, and modified texts, the student will acquire necessary reading skills. Job related reading skills such as instructions, messages, attention to detail and sequences, as well as reading for pleasure, are components of this course. Students will begin their work in this course at their personal proficiency level as measured by the results of competency tests. The course is designed to be the individualized educational plan developed for each student. An Individual Educational Plan/ARD Committee determines placement. This course may be repeated for additional credit.

918200 Occupational Development Skills I
Grade Placement: 9 – 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP

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

Occupational Development Skills II
Grade Placement: 10 – 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course is focused on researching and exploring careers by defining job interests and recognizing student strengths. Students also gain skills necessary for employment such as interview skills, becoming familiar with the application process, employer expectations and increasing workplace stamina at unpaid campus jobs. This class will be taught based on each individual student's goals and objectives.

Occupational Development Skills III
Grade Placement: 11 – 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course will provide advanced vocational training within the campus setting. It will include honing in on specific vocational skills and developing greater independence for a student on an unpaid campus-based job. This class will be taught based on each individual student's goals and objective.

Occupational Development Skills IV
Grade Placement: 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course is focused on researching and exploring careers by defining job interests and recognizing student interests and strengths. Students also gain skills necessary for employment such as interview skills, becoming familiar with the application process, employer expectations and increasing workplace stamina at unpaid on-campus jobs. This class will be taught based on each individual student's goals and objective.

959800 Community Based Vocational Instruction I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
Students develop skills by rotating through various unpaid work experiences to gain knowledge such as job site expectations, handling breaks, developing time management, understanding business hierarchy, building safety skills on the job and in the community and to understand their personal preferences. This class will be taught based on each individual student's goals and objective.

969800 Community Based Vocational Instruction II
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
Students apply a variety of skills and responsibilities to the routines and activities in preparation for employment. This will include additional vocational training stressing greater independence in getting ready to work and time management, appropriate behaviors, developing interpersonal communication with co-workers, longer time on task, and experiencing jobs that are related to personal interest. This class will be taught based on each individual student's goals and objective.

Community Based Vocational Instruction III-IV
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course is designed to allow students to continue developing vocational skills. They will work toward better job opportunities, advanced training in preparation for supported employment or the ability to function/participate at a vocational site and honing specific vocational skills. This class will be taught based on each individual student's goals and objectives**.**

918100, 928100 Building Workplace Success I-II
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
During the first semester of this course students will develop job related vocabulary, exploring career options, completing applications, honing interviewing skills, writing resumes, and contacting disability specific support agencies. During the second semester, students will develop and use skills needed to acquire and maintain employment while making the transition from school to work. Instruction and skill development are provided in the areas of self-appraisal, career investigation, employment, and interpersonal skills. This class will be taught based on individual student's goals and objectives.

937800, 947800, 957800, 967800 Vocational Experience
Grade Placement: 11-12, 18+ program
Semesters: 2; Credit: 1
Prerequisite: ARD Committee/IEP
This course is designed to give students the opportunity to develop and use skills needed to acquire and maintain employment while making the transition from school to work. Students apply principles of effective human relation skills, prepare for professional advancement and/or post-secondary options. Students will continue to demonstrate productive work habits and attitudes in the context of the work environment under the supervision of the employer and Vocational Adjustment Coordinator. This class will be taught based on each individual student's goals and objectives.

JROTC, and Other Opportunities

COURSE	SEMESTERS	CREDIT	GRADES OFFERED 9	10	11	12
Academic Decathlon I - III	2	1		X	X	X
AFJROTC I, II, II, IV – Aerospace Science & Leadership Education*	2	1	X	X	X	X
Path College Career I	2	1	X			
Path College Career II	2	1		X		
Path College Career III	2	1			X	
Path College Career VI	2	1				X
Peer Assistance and Leadership (PALS)	2	1			X	X
Office Aide *(local credit)*	1-2	.5-1			X	X

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

60100 Academic Decathlon I
065100 Academic Decathlon II
063100 Academic Decathlon III
Grade Placement: 10 - 12
Semesters: 2; Credit: 1
Prerequisite: Teacher approval
This individual study course prepares students for the Texas Academic Decathlon competition. Emphasis is placed on study skills, research techniques, development of fact files, and academic subjects like economics, social studies, science, mathematics, language and literature, essay writing, speech, and arts and music.

510700 AFJROTC I – Aerospace Science(AS) I, Leadership Education(LE) I
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Approval of the Senior Aerospace Science Instructor
AS-100: Milestones in Aviation History is a history course designed to acquaint the student with the historical development of flight and the role of the military in history. About three-quarters of the available classroom hours are spent reviewing the development of flight from ancient legends through the Persian Gulf War and beyond. Additionally, the role of the military throughout the history of the United States is identified.
LE-100: Traditions, Wellness, and Foundations of Citizenship, introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, and other military traditions, health and wellness, fitness, individual self-control, and citizenship.

520700 AFJROTC II – Aerospace Science(AS) II, Leadership Education(LE) II
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Approval of the Senior Aerospace Science Instructor
AS-200: Science of Flight: A Gateway to New Horizons is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment.
LE200: Communication, Awareness and Leadership is a course that stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development.

530700 AFJROTC III – Aerospace Science(AS) III, Leadership Education(LE) III
Grade Placement: 9 - 12
Semesters: 2; Credit: 1
Prerequisite: Approval of the Senior Aerospace Science Instructor
AS-300: *Exploring Space: The High Frontier* is a science course that includes the latest information available in space science and space exploration. This course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and into modern astronomy. It provides an in-depth study of the earth, sun, moon, stars and solar system to include the terrestrial and outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights and focuses on concepts surrounding spaceflight, space vehicles, launch systems, and space missions, the Space Shuttle, space stations and beyond. This course is limited to the human aspect of spaceflight and experience in space. Also covered are the latest advances in space technology and commercial uses of space.
LE-300: *Life Skills & Career Opportunities* provides an essential component of leadership education for modern high school students and is designed to prepare students for high-tech, globally oriented and diverse workplace of the 21st century. Students learn how to become more confident financial planners, to save, invest, and spend money wisely and how to avoid the credit trap. Also, learn to understand contracts, leases, warranties, legal notices personal bills and practical strategies. Students will be assessed on interest inventories in order to explore careers. Also includes information on college planning, applications and how to be prepared for the job world, which includes life skills to be responsible citizens.

540700 AFJROTC IV – Aerospace Science(AS) IV, Leadership Education(LE) IV
Grade Placement: 9-12
Semesters: 2; Credit: 1
Prerequisite: Approval of Senior Aerospace Science Instructor
AS 220: Cultural Studies: An Introduction to Global Awareness. This is a customized course about the world's cultures introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and figures that have shaped each region
LE400: Principles of Management, basic theories of planning, implementing, organizing, coordinating, directing, controlling and decision making through the use of applied theories.

NOTE: All courses will include Drill and Ceremonies and the Wellness Curriculum
$10 Activity Fee is required.
The Wellness Curriculum: Regular physical activity in adolescents promotes health and fitness. Wellness is an official and integral part of the AFJROTC program. The objective is to motivate cadets to lead healthy lifestyles beyond the program and know its importance. 20% of contact time will be devoted to wellness. Wellness instruction is comprised of multiple exercises that develop all muscle groups and provide anaerobic and aerobic intensity. The Presidential Fitness Challenge Program is the foundation of the JROTC wellness curriculum. This is a year-long program in which the cadets will be assessed periodically and provided feedback for improvement toward maintaining a healthy, active lifestyle.

121000 Path College Career I
Grade Placement: 9
Semester: 2, Credit: 1
Prerequisites: None
PCC I is a freshman-level support class focused on the skills and strategies necessary to be successful in high school and begin the transition to post-secondary education. Students will focus on note taking, study skills, organization, time management, and goal setting. Students will create a graduation portfolio and a resume to aid in the college application process that is to be maintained for all four years. Students will begin career and college exploration and focus on common college terminology. Additionally, emphasis will be placed on preparing for and taking the PSAT 8/9.

122100 Path College Career II
Grade Placement: 10
Semester: 2, Credit: 1
Prerequisites: None
PCC II is a sophomore-level support class focused on the skills and strategies necessary to be successful in high school and begin the transition to post-secondary education. Students will focus on study skills, organization, and time management. Increased focus will be given to notetaking, career and college investigation, and the skills necessary to be successful in college. Students will continue to add to and maintain their resume and graduation portfolios. Finally, emphasis will be placed on preparing for and taking the PSAT and PLAN and the introduction of the ACT.

123300 Path College Career III
Grade Placement: 11
Semester: 2, Credit: 1
Prerequisites: None
PCC III is a junior-level support class focused on the skills and strategies necessary to be successful in high school and begin the transition to post-secondary education. Students will focus on study skills, organization, time management, and monitoring academic progress. Students will continue to explore interests and engage in personality assessments such as Meyer's Briggs as they narrow down future career options and appropriate college majors to match those career options and goals. Students will intensely compare and contrast colleges and work to meet requirements for the Texas Assured Admissions. Students will prepare for the college application process by complete three Apply Texas essays and updating their resumes and graduation portfolios on a regular basis. Additionally, emphasis will be placed on preparing for and taking the PSAT, SAT and ACT. All students will take the PSAT, SAT, and ACT at least once during the school year.

126600 Path College Career IV
Grade Placement: 11
Semester: 2, Credit: 1
Prerequisites: None
PCC IV is a senior-level support class and will focus on a successful transition from high school to college. Emphasis will be placed on strong academic skills, including study skills and time management. Students will monitor their GPA and set SMART goals based upon their academic progress. Students will continue to compare and contrast colleges and select appropriate colleges to apply to based upon best fit. Students will be guided through the transition process from applying to

three four-year colleges, applying for financial aid and scholarships. During the spring semester students will engage in lessons on personal finance as well as lessons for post high school life.

Peer Assistance and Leadership (PALS)
051100 PALS I
052100 PALS II
Grade Placement: 11 – 12
Semesters: 2; Credit: 1
Prerequisite: Recruited by teachers and academic advisors, by PALS teacher approval
Peer Assistance and Leadership (PAL) in an award-winning program providing effective training in "resiliency" strategies. PAL is a peer assistance program offering selected high school students the opportunity to work as trained peer facilitators with other students on their own campuses and/or from feeder middle and elementary schools. The PAL peer-helping program combats problems such as violence in schools, drug abuse, teen pregnancy, gang participation and school dropouts by providing a critical line of defense both at school and in the home.

044100 Office Aide
Grade Placement: 11 - 12
Semesters: 1-2; Credit: .5-1 (local credit only)
Office Aides assist clerical staff in the principals' offices, Registrar's Office, Attendance Office, clinics, and the Student Advising Center. No state credit is awarded. Interested students must complete an application in May and selections are made during the summer.