



High School

COURSE CATALOG

2012-2013



**Boerne
High School**



**Boerne-Samuel V. Champion
High School**

February 8, 2012



Boerne High School

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Message to Students and Parents

The information provided in this publication is designed to help students and parents in planning and making appropriate choices. Boerne ISD graduation requirements, as well as post-secondary plans, should be considered as you select your courses. Since many students follow a college-preparatory plan, they should consult catalogs of specific colleges before making course selections, paying particular attention to foreign language, science and mathematics requirements. Colleges that have large numbers of applicants will often use rigorous course schedules as selection criteria even if their catalog states a lesser minimum requirement.

The Boerne ISD Board of Trustees, administrators, counselors and teachers want your high school experience to be both fruitful and enjoyable. Occasionally, changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required; otherwise, you will graduate with the course requirements in place when you enter your freshman (9th grade) year. Please choose carefully since schedule changes may be limited.

The development of the course catalog is a collaborative process. Final course offerings are based on staffing, student interest and facilities. Please refer to the Boerne ISD Secondary Student Handbook for any topics not addressed in this catalog.

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EARNING COLLEGE CREDIT

PRE-ADVANCED PLACEMENT COURSES

Pre-Advanced Placement (PreAP) courses are offered in many content areas. These courses offer an enrichment of the regular curriculum taught through a variety of strategies. These strategies foster higher order thinking, such as critical thinking and problem solving skills. These courses are intended to prepare students for Advanced Placement courses (explained below). While they are rigorous courses, PreAP courses are not college level courses. Only courses that lead to an Advanced Placement course may be termed as PreAP.

Any student may enroll in PreAP courses, and is strongly encouraged to take as many PreAP courses as possible, as long as the student and the parents are willing to commit to the program. When making the decision to take PreAP courses, consider the demands of academic and extracurricular involvement. Teachers, counselors and administrators strongly recommend that students and parents conference with the current teacher before making their final decisions. Students who choose to enroll in one or more of the PreAP courses must complete an Advanced Level Course Agreement Form and turn in the completed form as directed by the campus. Students enrolled in PreAP English have a required summer reading assignment.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are offered in many content areas. These courses are extremely rigorous as they are college level courses which follow a college curriculum approved by the College Board. Students taking these courses are expected to take the AP tests offered in the spring. These tests have additional fees paid by the students. The district may provide a reduced fee for these tests when funding is available. Students scoring a 3, 4, or 5 on one or more of these tests may gain some college credit. Students should consult specific colleges/universities to verify accepted AP scores and tests.

Any student may enroll in AP courses, and are strongly encouraged to take as many AP courses as possible, as long as the student and the parents are willing to commit to the program. When making the decision to take AP courses, consider the demands of academic and extracurricular involvement. Students and parents need to decide how much stress can be tolerated and how strong the student's time management skills are. Students who choose to enroll in one or more of the AP courses must complete an Advanced Level Course Agreement form and turn in the completed form as directed by the campus. Students enrolled in AP English have a required summer reading assignment.

Descriptions for the following AP courses can be found in this course guide:

English/Language Arts

English III
English IV

Fine Arts

Drawing
2-D Design
3-D Design
Music Theory

Math

Calculus AB
Calculus BC
Computer Science
Statistics

International Languages

German
Spanish

Science

Biology
Chemistry
Environmental Science
Physics B

Social Studies

European History
Human Geography
Macro Economics
Micro Economics
Psychology
U. S. Government & Politics
U. S. History
World History

ADVANCED LEVEL COURSE AGREEMENT FORM

The following form is required for any student taking a PreAP or AP course. Forms are provided by the Counseling Office.

ADVANCED LEVEL COURSE AGREEMENT – SAMPLE FORM

Pre-Advanced Placement/Advanced Placement courses challenge and enrich motivated students to expand their education beyond the typical high school program. PreAP coursework develops advanced skills and content background to prepare students for college-level work in Advanced Placement (AP) courses and on the Advanced Placement exams. Success requires the student's commitment to the expectations of the Advanced Level Course program(s).

Students will be expected to:

- Analyze, synthesize and manipulate knowledge and skills; think critically
- Budget time effectively and efficiently, develop successful study skills
- Commit to a daily academic action plan
- Attend tutoring regularly if needed; come to school early and/or stay late in order to attend tutoring
- Engage in technology-assisted research and/or communications; increase advanced content area vocabulary; build portfolios, if applicable
- Utilize community and industry as resources in research projects, if applicable
- Sign this agreement supporting the PreAP/AP programs and expectations

PLACEMENT REVIEW: The teacher may recommend that a student be changed into a regular class if that student is encountering great difficulty with the rigorous course content. The teacher will expect a positive attitude about scholarship and assignments. **A recommended change may occur only at one of the following times: between the 4th-6th weeks of school or at the end of the 1st semester.** A parent-teacher-counselor communication is required prior to withdrawal from the course. Students must also have attended tutoring with the teacher on a regular basis.

HONOR CODE: All students will be expected to do their own work and exhibit academic honesty.

TEST PARTICIPATION: Students are expected to take the AP Exams at the end of year for all enrolled AP courses. Students must pay designated AP exam fees not covered by the district. It is critical that students consult their individual college choices for acceptance of AP credit.

SUCCESS REQUIRES SUPPORT FROM ALL STAKEHOLDERS: STUDENTS, PARENTS, AND TEACHERS.

STUDENT: I agree to organize my time and effort to successfully complete the rigorous work in the course(s). I have read the course description(s) and agree to the college preparatory or college level requirements of the class(es). I understand that I may need to regularly attend before and/or after-school tutoring.

PARENT(S): I understand the rigorous course requirements and agree to help my son/daughter organize study time in support of class assignments and requirements. I will notify the teacher immediately of any concern I have relating to the PreAP/AP class(es). I understand that my son/daughter may need to regularly attend tutoring.

TEACHER(S): The teacher will conduct the course(s) at a college preparatory pace appropriate to the grade level or at a college level for AP courses as approved by the College Board and BISD curricula. Students and parents will be notified in a timely fashion if student work and/or assessments are unsatisfactory. The teacher will be available for tutoring. The course(s) listed below are ones to which the student and parent agree to commit. The student may enroll in any PreAP or AP course(s) provided the student and parent agree to the commitment on this form. **Students are encouraged to take as many rigorous courses as they can handle. Please consider carefully the time and academic requirements for both academic and extracurricular commitments.**

PreAP or AP Course Title	Alternate PreAP or AP Courses: These courses may be used if a scheduling conflict arises.

I agree to commit the time and effort required for the rigorous courses. I understand that I may need to attend tutoring on a regular basis.

Student's Signature: _____ Parent's Signature: _____ Date: _____

For questions about this agreement, call the counselor at your campus.

ADVANCED COURSE OFFERING OPTIONS

Course Option	Explanation	Credit Awarded	Eligibility	Other Considerations
Pre-Advanced Placement	A district enrichment course to prepare students for Advanced Placement courses.	Courses designated as high school courses count for high school graduation credit.	All campuses offer open enrollment for PreAP courses.	Middle school students should select the PreAP courses upon entering middle school in order to receive instruction in all of the required TEKS.
Advanced Placement*	College Board approved courses designed to prepare students for success on the AP exams (college level content).	High school graduation credit is awarded. College credit may be awarded if the AP exam score is sufficient and accepted by the college or university.	All campuses offer open enrollment for AP courses.	The AP course syllabus for each teacher must be approved by the College Board. Students must pay designated AP exam fees not covered by the district.
Academic Dual Credit* (DC)	Courses that cover all high school TEKS as well as equivalent curriculum for the accompanying college courses. Academic dual credits linked to a Texas college common course number transfer to any Texas public college or university. The student must request a college transcript in order for college credits to be evaluated and/or awarded at another college or university.	High school graduation credit is awarded. College credit is awarded based on the student's performance in the course per the college or university's grading guidelines with which there is a Memorandum of Understanding (MOU).	Students must qualify for admission to the college or university and register by the deadline. Students should be officially in the 11 th or 12 th grade. Students may not take more than two DC courses per semester.	High school courses taught by high school teachers who also qualify as adjunct faculty (masters degree with at least 18 hours in the content area) at the college or university with which the district has a MOU. Students may only take DC courses as 11 th and 12 th graders and may take no more than two DC courses per semester.
College Dual Credit* Workforce Education Course Manual (WECM)	Career Technical courses that cover all high school TEKS as well as equivalent curriculum for the accompanying two-year college courses. Acceptance of credit by other higher education institutions is up to the receiving institution. Students must request a college transcript in order for another college to evaluate and/or to award college credit.	High school graduation credit is awarded. College credit is awarded based on the student's grade for the two-year college or university with which there is an MOU.	Students must qualify for admission to the college or university and register by the deadline. Students should be officially in the 11 th or 12 th grade. Students may not take more than two DC courses per semester.	High school courses taught by high school teachers who also qualify as adjunct faculty (bachelor's degree only in the content area plus three years field experience) at the college or university with which the district has a MOU. Students may only take DC courses as 11 th and 12 th graders and may take no more than two DC courses per semester.
Locally Articulated Credit (Tech Prep)**	These courses are articulated only with local colleges, not necessarily state institutions. These courses are enhanced Career and Technical (CTE) courses that also cover the TEKS.	High school credit is awarded. Local college credit is based on the student's meeting the local college criteria. The student must earn at least three hours in non-developmental college hours at an applicable college institution before the credit is awarded.	Enrollment in a high school course designated as Locally Articulated Credit. Students must enroll in the applicable college institution within two years after high school graduation.	Teacher requirements are based on the local articulation agreement between the college and the school district. These courses do not count as part of the two Dual Credit course limit per semester for students.

* These courses may count as Advanced Measures for the Distinguished Achievement Program (DAP).

** These courses may count as Advanced Measures for the (DAP) if the student takes the courses during 11th – 12th grades and earns a grade of 80 or higher.

ACADEMIC DUAL CREDIT COURSES

Academic Dual Credit courses allow students to earn college credit while in high school. These courses fulfill high school course requirements, appear on the high school transcript and are used in calculating grade point averages. These courses are taught by BISD teachers through the Alamo Colleges, usually through Northwest Vista College (NVC). Many AP courses are also Dual Credit, allowing the students to pursue both options for college credit and for advanced measures for the Distinguished Achievement Program. Dual Credit courses are free of charge to the students. Students must be in 11th or 12th grades and may take no more than two Dual Credit courses per semester. The college credit is awarded through the Alamo Colleges, not through BISD; therefore, **the STUDENT must request that a college transcript** be sent to the college/university that the student will attend for the college credit to be evaluated and the college credit(s) awarded.

Students must:

- Apply to appropriate college(s) in the Alamo Colleges system
- Take and submit qualifying entrance scores to the college
 - * THEA-Internet Based Test (THEA-IBT)
 - * Assessment approved by The Higher Education Coordinating Board (ACCUPLCER, ASSET, COMPASS)
 - * ACT, SAT, or TAKS Scaled Score of 2200 in English and/or Math
- Present the required documents by the advertised deadline

The following courses are **proposed courses** for Academic Dual Credit for 2012-2013. Students must maintain a “C” or better average during the first semester in order to continue in the course the second semester. BISD reserves the right to cancel at anytime a potential Dual Credit course for any reason, such as adjunct faculty availability, lack of agreement with college, or curriculum alignment.

ACADEMIC DUAL CREDIT COURSE TITLE (Northwest Vista College)	BISD COURSE TITLE
General Biology I 1406 & General Biology II 1407	AP/Dual Biology
Biology 2306 Human Ecology	AP/Dual Environmental Science
Freshman Composition I 1301 & Freshman Composition II 1302	Dual English IV
British Literature I 2322* & British Literature II 2323	AP/Dual English IV
College Algebra 1314	Independent Study - College Algebra Dual
College Spanish 1411 & 1412	Dual Spanish III

* Requires successful completion of AP English III and AP score of 3, 4, or 5

CORRESPONDENCE COURSES

Prior to enrollment in a correspondence or distance-learned course, a student must make a written request to his/her counselor for approval to enroll in the course. If approval is not granted prior to enrollment, the student may not be awarded credit toward graduation. If the correspondence course is for high school graduation requirements, and not eligible for exemption as an advanced class, grades for the course must be submitted to the school at the scheduled high school grading periods and, if failing, will have an impact on academic eligibility. The grade reported at the scheduled high school grading periods could be simply a pass/fail indication of the student's progress at the time.

TEXAS VIRTUAL SCHOOL NETWORK AND ONLINE DUAL CREDIT COURSES

TxVSN

The courses for grades 9-12 are aligned with the Texas Essential Knowledge and Skills (TEKS) as well as the National Standards of Quality for Online Courses (iNACOL). All courses offered through the TxVSN are provided by public school districts, open-enrollment charter schools, institutions of higher education, or education service centers. All high school courses are taught by an instructor that is Texas-certified in the course subject area and grade level. In addition, instructors have completed a TxVSN-approved professional development on effective online instruction.

As online academic opportunities become increasingly available to Texas students, and in response to inquiries from TxVSN Receiver districts, the University Interscholastic League (UIL) determined that an online course taken through TxVSN through a student's local high school is to be included when considering a student's eligibility under “No Pass, No Play.”

TxVSN options include courses not currently offered in the traditional setting, such as AP Micro Economics, Astronomy as a 4th science, French I, Latin I, or Driver's Education. Students interested in learning more about online course offerings through TxVSN should visit the following web site prior to contacting the school counselor: www.txvsn.org.

CAREER AND TECHNICAL DUAL CREDIT COURSES

Career and Technical Education offers Academic Dual Credit Courses and Workforce Education Course Manual (WECM) Dual Credit Courses for juniors and seniors. CTE Dual Credit courses cover all high school TEKS as well as equivalent curriculum for the accompanying two-year college courses. Dual Credit can be earned from one of the Alamo Colleges (Northwest Vista College, St. Philip's College, and San Antonio College), which offer different types of courses in partnership with BISD. Acceptance of credit by other higher education institutions is up to the receiving institution. It is the student's responsibility to contact any other higher education institution in regards to acceptance of these credits. Students are allowed to take a maximum of two dual credit courses per semester. Students must qualify for admission to the college and register by the deadline. Qualifications for admission may vary by college.

The following courses are **proposed courses** for Career and Technology Dual Credit for 2012-2013. Students must maintain a "C" or better average during the first semester in order to continue in the course the second semester. BISD reserves the right to cancel at anytime a potential CTE Dual Credit/WECM course for any reason, such as adjunct faculty availability, lack of agreement with college, or curriculum alignment.

CTE DUAL CREDIT COURSE TITLE	BISD COURSE TITLE
St. Philips College <ul style="list-style-type: none"> • Professional Workforce POFT 1313 • Human Relations HRPO 1311 	Career Preparations I & II Dual

INFORMATION TECHNOLOGY AND SECURITY ACADEMY (ITSA)

Information Technology and Security Academy (ITSA) is a two-year dual credit program for high school juniors and seniors sponsored by the Alamo Colleges District and affiliated with San Antonio College. The goal of the program is to provide students with an introductory experimental and educational curriculum in Information Security and Assurance. Students receive specialized instruction and training from college professors in Basic Computer Science, Information Technology, Operating Systems, Networking, Information Security and Computer Programming.

In addition, students are eligible to apply for the competitive Summer Internship Program which provides them with the opportunity to utilize their knowledge, skills, and abilities in a "real world" work environment. The students acquire high school and 24 hours of technical college level credit, and at the conclusion of the program, earn a Certificate of Completion in Information Security and Assurance from the Alamo Colleges District.

Admission Criteria

- Must be passing all high school classes with a "C" or higher, with a special emphasis on Algebra I, Geometry, and English.
- Junior class standing to include completion of all required courses toward the Recommended HSP.
- Completion of 13 credits by end of sophomore year.
- Completion of Academy Application with required signatures and forms.
- Copy of current Academic Achievement Record (AAR)/Official High School Transcript with an official raised seal and one copy of the daily attendance report for the current school year.
- Students must complete all sections of Accuplacer or ASSET and achieve at least the minimum score:

ASSESSMENT SCORE	MINIMUM	ACCUPLACER	ASSET
Math		63	38
Reading		78	41
English		80 in Sentence Skills with score of 5 in Essay, or 6 or higher in Essay	40 Objective with 5 or higher in Essay

LOCAL ARTICULATED CREDIT – TECH PREP

Local Articulated Credit is articulated with the Alamo Colleges (Northwest Vista College, St. Philip's College, and San Antonio College) through a partnership with Alamo Region Tech, Austin Community College through a partnership with Capital Area College Tech, and Texas State Technical College in Waco. These courses are enhanced Career and Technical Education courses that also cover the Texas Essential Knowledge and Skills (TEKS). High School credit is awarded. Local college credit is based on the student's meeting local college credit requirements.

The following courses are **proposed courses** for Career and Technical Education Local Articulated Credit – Tech Prep for 2012-2013. Students must maintain a "C" or better average during the first semester in order to continue in the course the second semester. BISD reserves the right to cancel at anytime a potential Tech Prep credit course for any reason, such as adjunct faculty availability, lack of agreement with college, or curriculum alignment.

ARTICULATED COURSE TITLE	ALAMO COLLEGES	AUSTIN COMMUNITY COLLGE	TEXAS STATE TECHNICAL COLLEGE
Automotive Technology	X	X	X
Child Development		X	
Instructional Practices in Education & Training		X	
Welding	X		X

Texas Education Agency Career and Technical Education Career Clusters

As students plan for their futures, they should consider which career pathway or cluster they wish to explore while in high school. Texas Education Agency through the Achieve Texas program recommends the following career clusters for students to pick from as a career path that will lead to post-secondary decisions. Boerne ISD offers CTE courses in the Career Clusters listed below.

	<p>The production, processing, marketing, distribution, financing, and development of agricultural Commodities and resources including food, fiber, wood products, natural resources, horticulture, and Other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

GENERAL INFORMATION

PROMOTION STANDARDS FOR STUDENTS ENTERING 9TH GRADE IN 2009-2010 AND BEYOND

Classification	Credits	Minimum Credit Requirements
Freshman	0	Promotion from 8 th grade and Pass 8 th STAAR Reading & Math*
Sophomore	6	
Junior	13	
Senior	19	Student is able to enroll in all courses needed to graduate

*STAAR Reading and Math requirement is suspended for the 2011-2012 school year and will resume in 2012-2013.

SCHEDULE INFORMATION

The development of a student's class schedule is a deliberate and lengthy process. It is very important that students and parents give careful consideration to selecting courses. The choices students make on the course selection sheet determine the master schedule of course offerings available. The master schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflicts. Student schedules will not be changed to select different teachers and lunch periods. Once a class schedule is formulated, the student is expected to follow that schedule.

Schedule changes will be granted for Pre-AP or AP courses only at one of the following times: between the 4th – 6th weeks of school or at the end of the first semester. Students who are failing an AP course will be removed from the course at the semester. When a student transfers from one level to another level of a course, except at semester; i.e. AP to regular, PreAP to regular, grades earned in the original class will be transferred as earned without alteration. Since parents are involved in the initial selection of courses, requests for changes in schedules should be signed by parents.

Initial confirmation of requested courses occurs after the registration process is completed for all grade levels. Final confirmation of student course requests will be sent home prior to June 1 to be reviewed by the student and his/her parents. Course changes must be made prior to June 15.

STATE ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness - STAAR

Beginning in 2011-2012, the state's standardized testing program, previously called the Texas Assessment of Knowledge and Skills (TAKS) will be replaced by the State of Texas Assessments of Academic Readiness (STAAR). Students entering high school for the first time in 2011-2012 are required to take End-of-Course (EOC) examinations. The EOC test score will account for 15% of the final course grade to determine course credit. The twelve EOC courses include: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and U.S. History.

Texas Assessment of Knowledge and Skills - TAKS

Students repeating 9th grade, those in grades 10 – 11, and any 12th grade student who has not passed all of Exit-level assessments will continue to take TAKS tests for graduation.

Students failing any portion of the either standardized testing program will be assigned accelerated course(s) and/or specifically designed elective(s) in that subject area to better prepare them for the next assessment administration. A Personal Graduation Plan will be developed by the counseling department for any student who has failed any part of the state's assessment program.

TEXAS SUCCESS INITIATIVE

The **Texas Success Initiative** is a state-legislated program designed to improve student success in college. Students entering college must meet the **College Readiness Standards** to be eligible for college-level courses in Math, Reading, and Writing. Students must take developmental courses when they enter college in any subject(s) where they do not meet the standard as defined below.

TEST	Math Exemption	Reading Exemption	Writing Exemption
STATE ASSESSMENT			
STAAR TAKS	TBD 2200	TBD 2200	TBD 3
SAT <i>Note: The SAT Composite is the total of Math and Reading</i>	500 Math & Composite 1070	500 Reading & Composite 1070	500 Reading & Composite 1070
ACT <i>Note: The ACT Composite is the Average of Math and Reading scores</i>	19 Math & Composite 23	19 Reading & Composite 23	19 Reading & Composite 23
Students not meeting an exemption score on any one of the above tests may be required to take one of the following placement exams.			
COMPASS	39	81	6 (or 5 with an objective score of 59)
ASSET	38	41	6 (or 5 with an objective score of 40)
ACCUPLACER	63	Reading Comp-78 Sentence Skills-80	6
THEA-Internet Based Test (THEA-IBT)	230	230	220

Notes:

- **Using Multiple Tests:** Students can use scores from different tests for exemption. For example, a student can qualify for math using TAKS Math. That same student can qualify for Reading using SAT Critical Reading.
- **Composite Score Explanation:** To use SAT or ACT scores, students must meet the composite score on ACT or SAT first, AND THEN consider the skill area.
- **Section Exemptions:** Students are required to take only the sections of the test for which they have not met college readiness standards.
- **An institution may require higher standards.**

For a complete explanation of the individual tests, go to the campus counseling/guidance webpage for links to each site.

GRADUATION REQUIREMENTS

The default graduation plan for ALL BISD students is the Recommended High School Program.

BISD Students Entering 9th Grade in 2008-2009 through 2009-2010

Courses	Minimum*	Recommended	Distinguished***
English Language Arts	4 credits	4 credits	4 credits
Mathematics	3 credits	4 credits	4 credits
Science	2 credits [^]	4 credits	4 credits
Social Studies	2 ½ credits [^]	3 ½ credits	3 ½ credits
Economics	½ credit	½ credit	½ credit
Languages Other Than English	None	2 credits	3 credits
Fine Arts	None	1 credit	1 credit
Health Education**	½ credit**	½ credit**	½ credit**
Physical Education	1 credit	1 credit	1 credit
Career & Technical Education (CTE)**	1 credit**	1 credit**	1 credit**
College Entrance Exam Prep**	None	½ credit**	½ credit**
Speech	½ credit	½ credit	½ credit
Academic Electives [^]	1 credit	None	None
Additional State Electives	6 credits	4 credits	3 credits
Total	22 credits	26 ½ credits	26 ½ credits

*A grandfather clause included in the State Board of Education rules allows high school students who were allowed to take courses under the Minimum plan **before** the 2009-10 school year to remain in the Minimum program.

**Indicates BISD local graduation requirements: ½ credit Health, ½ credit College Entrance Exam Prep (except for Minimum Plan) and 1 credit CTE.

***Four advanced measures are required to graduate on the DAP: National recognition on the PSAT (1 measure maximum); original research/project (2 measures maximum); and performance on AP exams or grades in college credit courses (4 measures maximum). See your counselor for specific requirements.

Additional Grandfather Clause:

- High school graduation requirements successfully completed **prior to the 2010-11 school year** shall count toward graduation in the manner established at the time the credit was earned. For example, a student earning PE-substitution credit for eligible work-related activities in 2009-2010 or previous years will be allowed to count the PE-substitution for graduation credit. Work-related PE credit will no longer be allowed as of the 2010-2011 school year.

GRADUATION REQUIREMENTS

BISD Students Entering 9th Grade in 2010-2011 and Beyond

Courses	Minimum*	Recommended	Distinguished***
English Language Arts	4 credits	4 credits	4 credits
Mathematics	3 credits	4 credits	4 credits
Science	2 credits [^]	4 credits	4 credits
Social Studies	2 ½ credits [^]	3 ½ credits	3 ½ credits
Economics	½ credit	½ credit	½ credit
Languages Other Than English	None	2 credits	3 credits
Fine Arts	1 credit	1 credit	1 credit
Health Education**	½ credit**	½ credit**	½ credit**
Physical Education	1 credit	1 credit	1 credit
Career & Technical Education (CTE)**	1 credit**	1 credit**	1 credit**
College Entrance Exam Prep**	None	½ credit**	½ credit**
Speech	½ credit	½ credit	½ credit
Academic Electives [^]	1 credit	None	None
Additional State Electives	5 credits	4 credits	3 credits
Total	22 credits	26 ½ credits	26 ½ credits

*In order to opt into the Minimum HSP students must: (1) be at least 16 years of age, **or** (2) have completed two credits required for graduation in each subject of the foundation curriculum; **or** (3) have failed to be promoted to the tenth grade one or more times. SBOE rule also allows special education students to be placed in the Minimum program if their Admission, Review, and Dismissal (ARD) committee places the student "on a modified curriculum in a subject area." Minimum HSP graduates are not eligible to attend a four-year college upon graduation from high school.

**Indicates BISD local graduation requirements: ½ credit Health, ½ credit College Entrance Exam Prep (except for Minimum Plan), and 1 credit CTE.

***Four advanced measures are required to graduate on the DAP: National recognition on the PSAT (1 measure maximum); original research/project (2 measures maximum); and performance on AP exams or grades in college credit courses (4 measures maximum). See your counselor for specific requirements.

BISD Students Entering 9th Grade in 2010-2011 and Beyond

Courses	Minimum HSP*	Recommended HSP	Distinguished (DAP)**
English Language Arts	4 credits English I, II, III and one additional state-approved English course. Limited English Proficient (LEP) students may substitute ESOL I-II for English I-II only if the student is at the beginning or intermediate level of English proficiency.	4 credits English I, II, III, IV are required. LEP students may substitute ESOL I-II for English I-II only if the student is at the beginning or intermediate level of English proficiency.	4 credits English I, II, III, IV are required. LEP students may substitute ESOL I-II for English I-II only if the student is at the beginning or intermediate level of English proficiency.
Mathematics	3 credits Algebra I and Geometry and one additional state-approved math course.	4 credits Algebra I, Geometry, Algebra II and one additional state-approved math course, which may include Math Models if taken prior to Algebra II. AP Computer Science will count as a math credit under this plan.	4 credits Algebra I, Geometry, Algebra II and one additional state-approved math course for which Algebra II is a prerequisite. Math Models cannot be used as the 4 th math credit. AP Computer Science will not count.
Science	2 credits [^] Two credits must consist of Biology and IPC. A student may substitute Chemistry or Physics for IPC and then must take the second of these two courses as the academic elective.	4 credits Biology, Chemistry and Physics plus one additional state-approved science course. IPC may be taken as a 4 th science if completed <u>prior to</u> Chemistry <u>and</u> Physics. Principles of Technology I may substitute for Physics.	4 credits Biology, Chemistry, Physics, and one additional state-approved science course. IPC and Principles of Technology will not count for DAP.
Social Studies	2 ½ credits [^] World History or World Geography, U.S. History, and U.S. Government (½ credit)	3 ½ credits World History, World Geography, U.S. History, and U.S. Government (½ credit)	3 ½ credits World History, World Geography, U.S. History, and U.S. Government (½ credit)
Economics	½ credit Transfer Economics courses must have an emphasis on the free enterprise system.	½ credit Transfer Economics courses must have an emphasis on the free enterprise system.	½ credit Transfer Economics courses must have an emphasis on the free enterprise system.
Languages Other Than English	None	2 credits Two credits of the same language are required. Exploratory Language and Culture courses do not meet the LOTE requirement.	3 credits Three credits of the same language are required. Exploratory Language and Culture courses do not meet the LOTE requirement.
Fine Arts	1 credit One credit is required and may be selected from courses in the areas of art, dance, music, theatre arts.	1 credit One credit is required and may be selected from courses in the areas of art, dance, music, theatre arts.	1 credit One credit is required and may be selected from courses in the areas of art, dance, music, theatre arts.
Health Education**	½ credit** One-half credit is required and is satisfied by the BISD Health course. Principles of Health Science is the only allowed substitution. NO WAIVERS.	½ credit** One-half credit is required and is satisfied by the BISD Health course. Principles of Health Science is the only allowed substitution. NO WAIVERS.	½ credit** One-half credit is required and is satisfied by the BISD Health course. Principles of Health Science is the only allowed substitution. NO WAIVERS.
Physical Education	1 credit TEKS-based PE courses, Athletics, Cheerleading, Drill Team, JROTC, Off-campus commercially-sponsored physical activities, and Marching Band.	1 credit TEKS-based PE courses, Athletics, Cheerleading, Drill Team, JROTC, Off-campus commercially-sponsored physical activities, and Marching Band.	1 credit TEKS-based PE courses, Athletics, Cheerleading, Drill Team, JROTC, Off-campus commercially-sponsored physical activities, and Marching Band.
College Entrance Exam Prep**	None	½ credit**	½ credit**
Speech	½ credit Communications Applications and Professional Communications.	½ credit Communications Applications and Professional Communications.	½ credit Communications Applications and Professional Communications.
Career & Technical Education**	1 credit** The equivalent of one credit (two semesters or one full-year) is required.	1 credit** The equivalent of one credit (two semesters or one full-year) is required.	1 credit** The equivalent of one credit (two semesters or one full-year) is required.
Academic Elective[^]	1 credit World History or World Geography or an approved science course	None	None
Additional State Electives	5 credits	4 credits	3 credits
Total	22 credits	26 ½ credits	26 ½ credits

*In order to opt into the Minimum HSP must: (1) be at least 16 years of age, or (2) have completed two credits required for graduation in each subject of the foundation curriculum; or (3) have failed to be promoted to the tenth grade one or more times. SBOE rule also allows special education students to be placed in the Minimum program if their ARD committee places the student "on a modified curriculum in a subject area." Minimum HSP graduates are not eligible to attend a four-year college upon graduation from high school.

**Indicates BISD local graduation requirements: ½ credit Health, ½ credit College Entrance Exam Prep (except for Minimum Plan), and 1 credit CTE.

***Four advanced measures are required to graduate on the DAP: National recognition on the PSAT (1 measure maximum); original research/project (2 measures maximum); and performance on AP exams or grades in college credit courses (4 measures maximum).

ENGLISH/LANGUAGE ARTS

Course: ENGLISH I

Description: English I focuses on reading comprehension, writing skills, and vocabulary to provide experiences to enhance higher level thinking skills. The process of writing is emphasized with correct grammar mechanics and usage taught in the editing phase of the writing process. Students are given the opportunity to write for a variety of purposes. Vocabulary study is correlated with reading and writing assignments.

Credit: 1 Grade Placement: 9

Course: PRE-AP ENGLISH I

Description: PreAP English I focuses on reading literary works to enhance awareness of language and understanding of aspects of the writer's craft and style. Process writing focuses on critical analysis of major works from various genres and literary periods. Narrative, descriptive, persuasive, and research writing assignments are also covered throughout the year. This class will require out of class time for reading and writing assignments. **Summer reading is required.**

Credit: 1 Grade Placement: 9

Course: ENGLISH II

Description: English II incorporates the study of literature, writing, vocabulary, and grammar to strengthen student reading, writing, and higher level thinking skills. Students will read and discuss a variety of literary works from the following genres: short story, non-fiction, drama, novel, and poetry. Students will plan, organize, create, and edit a wide variety of writing assignments including essays, open-ended response questions, daily assignments, major projects, and a research paper.

Credit: 1 Grade Placement: 10 Prerequisite: English I

Course: PRE-AP ENGLISH II

Description: PreAP English II helps students build skills and confidence in reading and working with literature at an analytic level while writing about literature for specific purposes and audiences. The student's analytical reading and discussion builds background for further study in Advanced Placement English III and IV. This Pre-AP course is based on the expectation that all students can perform at rigorous academic levels. **Summer reading is required.**

Credit: 1 Grade Placement: 10 Prerequisite: English I

Course: ENGLISH III

Description: English III focuses on higher order thinking skills in the process of reading and writing and the study of American literature, which provides models and ideas for writing as well as insight into the American Experience. Grammar and SAT vocabulary study, research, and test-taking skills are stressed.

Credit: 1 Grade Placement: 11 Prerequisite: English II

Course: AP ENGLISH III

Description: AP English III incorporates literary works to enhance awareness of language and understanding of aspects of the writer's craft. Writing focuses on critical analysis, argumentation, and exposition although speaking and personal writing are included. Students intensively study several representative works from various genres and periods. Research techniques and advanced vocabulary study are emphasized throughout the year. This course will require extensive time out of class for both reading and writing. The pace of this course is accelerated. **Summer reading is required. Students must complete the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11 Prerequisite: English II

Course: ENGLISH IV

Description: English IV provides an overview of British and World literature with an emphasis on recurring themes. Writing assignments focus on literary analysis, personal narrative, and exposition. Vocabulary study and grammar review are incorporated into the reading and writing assignments.

Credit: 1 Grade Placement: 12 Prerequisite: English III

Course: ENGLISH IV / NVC Dual Only**First Semester**

Description: English IV Dual is a composition course in which students will develop a unique writing voice by engaging in prewriting techniques to generate ideas for essays. They will develop the ability to think critically by questioning written works from the text (*mostly* contemporary nonfiction selections), identifying premises, assumptions and underlying claims. Students will also compose (1) essays of various types that are well-organized and appropriate to audience and purpose, with strong thesis statements; (2) strong, well-developed paragraphs including topic sentences and ample supporting details; and (3) appropriate conclusions. The revision process is emphasized, focusing on organization and content of essays in structure, style, format, standard grammar and syntax, taking into account peer responses, instructor suggestions, and the writer's own reflective analysis. The class will engage in the research process using MLA-style standards, developing library skills, understanding reference materials, and learning to use technological resources.

Credit: 0.5 (NVC 1301) Grade Placement: 12 Prerequisite: English III

Second Semester

Description: To enroll in this second semester, the student must have completed NVC Dual Credit English 1301 with a grade of "C" or better. In this second semester composition course, students will learn various principles and techniques of (1) written expository and persuasive composition; (2) analysis of literary, expository, and/or persuasive texts; (3) critical thinking to apply to original compositions avoiding logical fallacies. Students will continue to develop their unique writing voices by practicing prewriting techniques. They will begin to discuss the nature of argumentative writing, and they will discuss strategies and elements of the argument. In-class and out-of-class writing will emphasize the use of secondary sources (research) and correct MLA format procedures. Students will incorporate ideas generated from reading various articles and passages from the text (*mostly* contemporary nonfiction selections) and outside sources (research) into student-produced essays. **Students must complete a semester final.**

Credit: 0.5 (NVC 1302) Grade Placement: 12 Prerequisite: English 1301

Course: AP/NVC DUAL ENGLISH IV: AP English IV and NVC Dual English 2322-2323 class occur within the same class period and follow the same curriculum.

First Semester

Description: AP/Dual English IV requires group discussions and presentations each grading period in addition to in-class and out-of-class essays. Students practice the skill of annotating literature and imbedding textual support into their writings using proper MLA documentation. Poetry is discussed on a regular basis in "Daily Dialogue with Poetry." The first quarter begins with a review of the major works that the seniors have read in their previous English and reading classes. The two summer reading major works are then discussed and analyzed. The students write in-class essays utilizing their annotated copies of the major works. The College Application Essay assignment utilizes the writing process and is covered in several class meetings. The students read excerpts of the *Beowulf* poem, and complete an in-depth study of the Anglo-Saxon literary time period. Included in the study of the Medieval Period, the students read excerpts of Chaucer's *Canterbury Tales* and gain an understanding of the culture history unique to England during this period. In the students' study of the English Renaissance, they will analyze both Italian and English sonnets and write their own original sonnets. The students read and analyze Shakespeare's *Hamlet*. The first semester curriculum takes the students through the 18th Century including writers such as John Donne, John Milton, and Jonathan Swift.

Credit: 0.5 (NVC 2322) Grade Placement: 12 Prerequisite: English III

Second Semester

Description: Group discussions and presentations occur each grading period in addition to in-class and out-of-class essays. Students practice the skill of annotating literature and imbedding textual support into their writings using proper MLA documentation. Poetry is discussed on a regular basis in "Daily Dialogue with Poetry." The second semester begins with the Romantic Period in British literature including authors such as William Blake, William Wordsworth, and Samuel Taylor Coleridge. An in-depth study of the 19th Century novelist and poet Thomas Hardy will provide an opportunity for the students to understand the tremendous changes in the culture of England during the Victorian Era. Other Victorian Age authors included in the 19th Century curriculum are Alfred, Lord Tennyson, Elizabeth Barrett Browning, and Oscar Wilde. The study of the 20th Century will include an analysis of works by writers such as T.S. Eliot, James Joyce, Dylan Thomas, and George Bernard Shaw. **AP students must complete the AP exam or a final which is modeled after an AP exam in rigor and length. Dual Credit students must complete a final.**

Credit: 0.5 (NVC 2323) Grade Placement: 12 Prerequisite: English 2322

Course: CREATIVE WRITING AS AN ELECTIVE

Description: Creative Writing is designed for students wanting to write for publication. Structured around the various modes of writing, this workshop course presents models for writing, then allows writers time for independent work on projects. Peer and teachers provide support and guidance to produce quality writing.

Credit: 0.5 Grade Placement: 9-12

Course: JOURNALISM I

Description: Journalism I covers concepts of how to write, design, and produce a newspaper and yearbook. Students will learn the history of journalism and the responsibilities and legalities of the press. Specialized writing assignments for both newspaper and yearbook will be taught. Basic use of journalism computer software will be taught as well. The course is designed specifically to prepare the student to become a member of the newspaper or yearbook staff the following year.
Credit: 1 Grade Placement: 9-12

Course: JOURNALISM II (NEWSPAPER PRODUCTION)

Description: Journalism II Newspaper Production concentrates on the publication of the school newspaper. Emphasis is placed on students improving skills learned in Journalism I; plus designing, advertising, editing, and producing a professional level publication every four to six weeks.
Credit: 1 Grade Placement 10-12

Course: JOURNALISM II (YEARBOOK PRODUCTION)

Description: Journalism II Yearbook Production concentrates on the publication of the yearbook. Emphasis is placed on improving skills learned in Journalism I while actually producing the publication. Specialized writing and layouts will be assigned with emphasis placed on meeting deadlines required to get the publication finished on time.
Credit: 1 Grade Placement 9-12 Prerequisites: Application that includes teacher recommendations and a writing sample plus one of the following: Journalism I, Photojournalism, or Middle School Yearbook

Course: PHOTOJOURNALISM

Description: Photojournalism is designed to instruct students in camera operation, film development, and print development. Pictures will be designed for use in journalistic areas. Pictures may be used in the student newspaper and yearbook. Techniques of illustration and composition will be stressed.
Credit: 0.5 Grade Placement: 9-12

Course: DEBATE I - III

Description: Debate focuses on using debating in communication and for competitive purposes and involves research, encompasses Lincoln-Douglas, CX, and modified debating formats. Students are encouraged to compete in tournaments and UIL. Students who enroll in Debate II and III will be in class with Debate I students.
Credit: 1 Grade Placement: 10-12 Prerequisite: Debate I for Debate II; Debate II for Debate III

Course: COMMUNICATION APPLICATIONS

Description: Communication Applications focuses on public speaking and its fundamentals. Students will prepare various types of speeches, oral interpretations, and some debates. This course requires some research and speaking before audiences. This is a required course for graduation.
Credit: 0.5 Grade Placement: 9-12

Course: ELA/READING COMPREHENSION

Description: ELA/Reading Comprehension is mandatory for students who were unsuccessful on the prior years Reading or English TAKS test. It is an elective state credit taken the fall semester only.
Credit: 0.5 Grade Placement: 9-12 Prerequisite: Administrative Placement Only

Note: Students failing STAAR EOC or TAKS may be placed in practical writing and/or reading classes, rather than electives, in order to improve their reading and writing skills. The Dyslexia Reading Program is also available to students who qualify.

Course Offering Availability Subject to Student Enrollment and Staffing Levels

BOERNE ISD MATHEMATICS PATHWAYS

Grade Level	Traditional Pathway (appropriate for 60-70% of students)		One Year Acceleration (appropriate for 30-40% of students)				Two Year Acceleration (appropriate for 5-8% of students)		
6	Math 6: <u>STAAR</u>		PreAP Math 6: <u>STAAR</u>				PreAP Math 6: <u>STAAR</u> AND 90%+ on 8 th Math CBE		
7	Math 7: <u>STAAR</u>		PreAP Math 7: <u>STAAR</u>				PreAP Algebra I: <u>7th STAAR*</u> AND <u>Algebra I EOC</u>		
8	Math 8: <u>STAAR</u>		PreAP Algebra I: <u>8th STAAR*</u> AND <u>Algebra I EOC</u>				PreAP Geometry: <u>8th STAAR*</u> AND <u>Geometry EOC</u>		
9	Algebra I or Algebra I with Lab: <u>EOC</u>		PreAP Geometry: <u>EOC</u>				PreAP Algebra II: <u>EOC</u>		
10	Geometry: <u>EOC</u>	Geometry: <u>EOC</u> AND Math Models with Applications	PreAP Algebra II: <u>EOC</u>				PreAP PreCalculus**		
11	Math Models with Applications	Algebra II: <u>EOC</u>	AP Statistics	Dual Credit College Algebra	PreAP PreCalculus	PreAP PreCalculus AND AP Statistics	AP Statistics	AP Calculus AB	AP Calculus AB AND AP Statistics
12	Algebra II: <u>EOC</u>	Independent Study of Mathematics: (Dual Credit College Credit Algebra by CLEP) or PreCalculus or Dual Credit College Algebra or AP Statistics	PreAP PreCalculus or Dual Credit College Algebra	PreAP PreCalculus and/or AP Statistics	Dual Credit College Algebra or AP Calculus AB or AP Statistics	AP Calculus AB	AP Calculus AB	AP Statistics	AP Calculus BC

Notes

- *7th and/or 8th STAAR may not be required for students who are taking an EOC-tested course. Final determination will be made in spring 2012 pending additional information from the Texas Education Agency.
- Indicates college courses for which students may receive college credit based on successful completion of course and/or AP scores of 3, 4, or 5 at most universities.
- **PreCalculus /PreAP PreCalculus and AP Statistics may be taken concurrently, as successful completion of Algebra II is the prerequisite for each.

MATHEMATICS

Course: ALGEBRA I

Description: Algebra I is the study of mathematical functions. Functions are used to represent the systematic dependence of one quantity on another. This course depends on a student's ability to manipulate symbols and solve problems. Key topics include patterns; linear functions, equations, and graphing; systems of linear equations and inequalities; exponents; polynomials; quadratics; and other non-linear functions. Technology is used to enhance the modeling of real-life data, as well as a form of communication.

Credit: 1 Grade Placement: 9

Course: ALGEBRA I LAB

Description: Algebra I Lab provides support for students who evidence foundational weaknesses in mathematics. Students receive daily instruction in mathematics producing greater understanding and success. The curriculum is defined by the state, but the pacing is more individualized based on the needs of students. Highly qualified teachers serve as instructors for the course.

Credit: 1 (local credit) Grade Placement: 9 Prerequisite: Counselor Placement Only

Course: GEOMETRY

Description: Geometry is the study of the shapes and solids in our world, two-dimensional as well as three-dimensional. Topics include points, lines, planes, and angles; parallel and perpendicular lines; congruent triangles; quadrilaterals; proportion and similarity; right triangles and trigonometry; circles; polygons; and solids. This course emphasizes logical reasoning. Postulates and theorems will be foundational in the learning sequence. Students will complete a minimum of 3 projects.

Credit: 1 Grade Placement: 9-12 Prerequisite: Algebra I

Course: PRE-AP GEOMETRY

Description: PreAP Geometry emphasizes logical reasoning and spatial relationships. Topics of study include those of regular geometry, as well as formal two-column proofs. Memorization of postulates, theorems, and definitions is required. The course demands additional student application of learned skills in the study of patterns and geometry in nature. The course pace is rigorous with high expectations. Students will complete a minimum of 3 major projects. The ultimate goal of the course is to prepare students for the rigor of upper-level mathematics.

Credit: 1 Grade Placement: 9-10 Prerequisite: Algebra I or PreAP Algebra I

Course: MATHEMATICAL MODELS WITH APPLICATIONS

Description: Mathematical Models with Applications is designed to support student acquisition of necessary skills allowing successful completion of Algebra II and successive math courses. Topics include developing strategies to solve routine and non-routine problems; graphical and numerical techniques to study patterns and data; functional relationships related to personal income, credit, and financial planning; algebraic and geometric models to describe, solve, and represent patterns and structures.

Credit: 1 Grade Placement: 10-11 Prerequisite: Counselor Placement Only

Course: ALGEBRA II

Description: Algebra II requires students to use properties and attributes of functions and apply them in problem situations. A review of algebraic skills required to simplify algebraic expressions and solve equations and inequalities will be incorporated. Topics include formation of systems of equations and inequalities; algebraic and geometric representations of functions; conic sections; quadratic functions, square root functions, exponential functions, logarithmic functions, rational functions; parameter changes and the effects of translations. Extensive use of TI-83 and/or TI-84 graphing technology will be used to build understandings.

Credit: 1 Grade Placement: 9-12 Prerequisites: Algebra I and Geometry

Course: PRE-AP ALGEBRA II

Description: PreAP Algebra II introduces, extends, and applies all functions developed in regular Algebra II. (See Algebra II course description) An understanding of the real number system is assumed, and the pace of the course is rigorous. Students will learn a variety of methods to manipulate symbols, simplify expressions, and solve equations. Graphing technology will be incorporated into the instruction. The ultimate goal of the course is to prepare students for the rigor of upper-level mathematics and aptitude for college-level courses.

Credit: 1 Grade Placement: 9-11 Prerequisite: Geometry or PreAP Geometry

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: PRE-CALCULUS

Description: Pre-Calculus includes a brief review of algebraic skills, a study of elementary analysis, trigonometry, and analytic geometry. The elementary functions are studied and include polynomial, exponential, logarithmic, trigonometric functions and their combinations. Natural numbers are investigated in depth, and full treatment is given to planar and spatial analytic geometry, including vectors. Lines, planes, conic sections, other coordinate systems, and parametric representation of curves and surfaces are studied. This is an upper level course with high expectations. The ultimate goal is preparation for college-level courses in mathematics.

Credit: 1 Grade Placement: 10-12 Prerequisite: Algebra II

Course: PRE-AP PRE-CALCULUS

Description: PreAP Pre-Calculus is designed to prepare students for AP Calculus and/or college-level calculus. Students are expected to define, describe and translate among verbal, numerical, graphical, and symbolic representations of functions, including polynomial, rational, power (including radical), exponential, logarithmic, trigonometric, and piecewise defined functions. In addition, students will interpret the meaning of symbolic representations, use functions and their properties, use sequences and series, use conic sections, use vectors, as well as tools and technology, to solve meaningful problems. Parametric representations of curves and surfaces will be addressed. Advanced pacing and elevated rigor are components of this class.

Credit: 1 Grade Placement: 10-12 Prerequisite: Algebra II or PreAP Algebra II

Course: AP CALCULUS AB

Description: AP Calculus with Analytic Geometry is designed to provide advanced math students with an understanding of differential and integral calculus. The curriculum includes a review of analytic geometry, basic trigonometry, and functions of one variable. Also included are comprehensive treatments of the derivatives of functions, integrations, vectors, parametric equations, and infinite series. The pace of this course is accelerated. Topics of study are outlined by the National College Board, students will use a college textbook, and TI-83/84 graphing technology will be incorporated. This curriculum prepares students for participation on the AP exam. **Students must complete the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12 Prerequisite: PreCalculus

Course: AP CALCULUS BC

Description: AP Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus additional topics. AP Calculus AB and AP Calculus BC represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is **one course beyond** that granted for AP Calculus AB. Topics include all of those covered in AP Calculus AB as well as polynomial approximations and series. The pace of this course is accelerated. Topics of study are outlined by the National College Board, students will use a college textbook, and TI-83/84 graphing technology will be incorporated. This curriculum prepares students for participation on the AP exam. **Students must complete the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12 Prerequisite: PreCalculus

Course: AP STATISTICS

Description: AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns and their departures, decide when and how to measure data, produce models using probability theories and simulation, and confirm models with statistical inference. This course is designed by the National College Board, requires a college textbook, and incorporates TI-83/84 graphing technology. This curriculum prepares students for successful completion of the AP exam. **Students must complete the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12 Prerequisite: Algebra II, may be taken concurrently with PreCal or Calculus

Course: INDEPENDENT STUDY OF MATHEMATICS

Description: This course is a senior-level option for students which will fulfill the 4 x 4 requirement for graduation in Texas. The primary purpose of this course is to prepare students for college majors that are not math intensive, for technical training, or for a range of career options. This course includes the study of quadratics and explorations in polynomial, rational, and exponential functions. A review and extension of systems of equations will be a part of the instruction as well as an exploration of progressions, sequences and series, and matrices and determinants.

Credit: 1 Grade Placement: 12 Prerequisite: Algebra II

Course: INDEPENDENT STUDY OF MATHEMATICS: COLLEGE ALGEBRA DUAL CREDIT

Description: Independent Study of Mathematics is a senior-level option for students which will fulfill the 4x4 requirement for graduation in Texas. This course will also allow students, upon successful completion, to acquire a college credit through Northwest Vista College for MATH 1314, College Algebra. This course includes the study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series, and matrices and determinants. Advanced pacing and elevated rigor are components of this class. **Students must complete a semester final.**

Credit: 1 (NVC 1314) Grade Placement: 11-12 Prerequisite: Algebra II

BISD SCIENCE PATHWAYS

Minimum High School Plan (MHSP)	<p>Biology (STAAR EOC) → Integrated Physics & Chemistry (IPC)* → Aquatic Science (11th – 12th)</p> <p style="margin-left: 350px;">→ Chemistry (11th – 12th) (STAAR EOC)</p> <p style="margin-left: 350px;">→ Environmental Systems (11th – 12th)</p> <p style="margin-left: 350px;">→ Food Science (12th Grade, only; see pg. 48)</p> <p>*IPC may be taken at any time on the MHSP</p>
Recommended High School Plan (RHSP)	<p>Biology/PreAP Biology (STAAR EOC) → Chemistry/PreAP Chemistry (STAAR EOC) → Physics/PreAP Physics (STAAR EOC) → Approved 4th course*</p> <p>IPC counts as a 4th year course if taken <i>before</i> chemistry and physics.</p> <p>*Approved 4th year course: A student may take a fourth science course concurrently with or prior to successful completion of biology, chemistry, and/or physics.</p>
Distinguished Achievement Plan (DAP)	<p>Biology/PreAP Biology (STAAR EOC) → Chemistry/PreAP Chemistry (STAAR EOC) → Physics/PreAP Physics (STAAR EOC) → Approved 4th course</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Approved 4th course</p> <p style="text-align: center;">After successful completion of two science courses, a student may take the third and fourth science courses concurrently.</p> </div>

When offered during the summer, **Environmental Systems** and **Aquatic Science** can count as a 4th science course under the following conditions: RHSP after grade 10 or 11; and, DAP after grade 11.

Students interested in learning more about taking Astronomy online through TxVSN should visit the following web site prior to contacting the school counselor: www.txvsn.org. (Note: Physics is the prerequisite for Astronomy.)

SCIENCE

Course: **BIOLOGY**

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

Credit: 1 Grade Placement: 9

Course: **PRE-AP BIOLOGY**

Description: PreAP Biology extends and deepens the topics covered in Biology and may include research activities in preparation for Advanced Placement Biology. In Pre-AP Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students also study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Credit: 1 Grade Placement: 9

Course: **CHEMISTRY**

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

Credit: 1 Grade Placement: 10-12 Prerequisites: Algebra I and Biology

Course: **PRE-AP CHEMISTRY**

Description: PreAP Chemistry extends and deepens the topics covered in Chemistry and may include research activities in preparation for Advanced Placement Chemistry. In PreAP Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students also study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Credit: 1 Grade Placement: 10-12 Prerequisites: Algebra I and Biology

Course: **INTEGRATED PHYSICS AND CHEMISTRY (IPC)**

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

Credit: 1 Grade Placement: 10 Prerequisite: Biology

Course: **ANATOMY & PHYSIOLOGY**

Description: Anatomy and Physiology topics include the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students will conduct laboratory investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Credit: 1 Grade Placement: 11-12 Prerequisites: Biology and Chemistry

Course: **AQUATIC SCIENCE**

Description: Aquatic Science students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical thinking and problem solving.

Credit: 1 Grade Placement: 11-12 Prerequisites: Biology and Chemistry or IPC

Course: AP/DUAL BIOLOGY (NVC General Biology I & II, 1406/1407)

Description: AP/Dual Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics include biological molecules, cells, heredity, evolution, organisms, and populations. **AP students must complete the AP exam or a final which is modeled after an AP exam in rigor and length. Dual Credit students must complete a final.**

Credit: 1 Grade Placement: 11-12 Prerequisites: Biology and Chemistry

Course: AP CHEMISTRY

Description: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. The importance of the theoretical aspects of chemistry has brought about an increasing emphasis on these aspects of the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are now being presented in considerable depth. **Students must complete the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12 Prerequisites: Algebra II, Biology, and Chemistry

Course: CHEMISTRY IN THE COMMUNITY

Description: Chemistry in the Community is designed for students who struggled on the 10th grade Science TAKS test. The students will study chemistry in the context of societal issues. Units of study include environmental chemistry, biochemistry, and household chemistry. A comprehensive review of the objectives covered on the 11th grade Science TAKS test will be included.

Credit: 1 Grade Placement: 11 Prerequisite: Counselor Placement Only

Course: ENVIRONMENTAL SYSTEMS

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

Credit: 1 Grade Placement: 11-12 Prerequisites: Biology and Chemistry or IPC

Course: AP/DUAL ENVIRONMENTAL SCIENCE OR ENVIRONMENTAL SCIENCE (NVC Biology 2306 Human Ecology)

Description: AP/Dual Environmental Science is designed to be the equivalent of a one semester, introductory college course in environmental science. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. **AP students must complete the AP exam or a final which is modeled after an AP exam in rigor and length. Dual Credit students must complete a final.**

Credit: 1 Grade Placement: 11-12 Prerequisites: Algebra I, Biology, and Chemistry

Course: PHYSICS

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

Credit: 1 Grade Placement: 11-12 Prerequisites: Algebra I and Biology

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: PRE-AP PHYSICS

Description: PreAP Physics extends and deepens the topics covered in Physics and may include research activities in preparation for Advanced Placement Physics. In Pre-AP Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

Credit: 1 Grade Placement: 11-12 Prerequisites: Algebra I and Biology

Course: AP PHYSICS B

Description: AP Physics B matches a year-long, college-level survey course that utilizes algebra and trigonometry. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course. This course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. The Physics B course includes topics in both classical and modern physics. Topics include: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. **Students must complete the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12
Prerequisites: Biology, Physics, and completion or concurrent enrollment in Pre-Calculus

SOCIAL STUDIES**Course: WORLD GEOGRAPHY**

Description: World Geography is the study of the physical features of the earth, the cultural imprint of a man upon the earth and the environmental results of the interaction of these two forces. This course provides students the opportunity to study the interaction of people and their physical environments in all areas of the world. Topics of study include the five themes of geography, landforms, climate, natural resources, population, human behavior in a spatial context, the major cultural aspects of all major societies of the world, economic growth, and urbanization. Students will also have the opportunity to study the world of geographers, their unique vocabulary, tools, and methodologies.

Credit: 1 Grade Placement: 9

Course: PRE-AP WORLD GEOGRAPHY

Description: PreAP World Geography covers the study of the physical features of the earth, the cultural imprint of man upon the earth, and the environmental results of the interaction of these two forces. Content is presented with more depth and breadth than World Geography, with an emphasis on learning, writing, and analytical skills. Topics of study include the five themes of geography, landforms, climates, natural resources, human behavior, cultural patterns, economic growth, and urbanization. This course is focused toward preparation for the Advanced Placement Program. Outside reading and research are required. Projects require student initiative and time management.

Credit: 1 Grade Placement: 9

Course: WORLD HISTORY

Description: World History studies events of recorded history from the early river valley civilizations to the present. The course focuses primarily on the historical development of western civilization and secondarily on the civilizations of the orient, the Americas, and Africa. The student studies the historical development of western civilization in particular and minors on eastern oriental civilizations. Emphasis is placed on the areas important to our culture as to how they have affected us and set the patterns we now follow. The student also studies the importance of geographical locations as one force affecting people and their culture. Special assignments include current event studies regularly throughout the year and research projects.

Credit: 1 Grade Placement: 10 Prerequisite: World Geography

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: AP WORLD HISTORY

Description: AP World History develops greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This course will have as its chronological frame the period before written history to the present with careful preparation in terms of previous developments. This era is truly global in its focus, including the empires of China and Mesoamerica; the expansion of Islam; Mongol dominance; the period of new political unity in Africa and Europe; cultural and social aspects; and long-distance trade. This course is taught using a college textbook with emphasis on analytical and critical thinking skills. This course will be focused toward the AP exam, and the pace of this course is accelerated. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 10 Prerequisite: World Geography

Course: AP HUMAN GEOGRAPHY

Description: AP Human Geography is designed to introduce students to the systematic study of terms and processes that have shaped human understanding, use and alteration of the Earth's surface. This course will be taught using a college textbook with emphasis on spatial concepts and landscape analysis to analyze social organization and environmental consequences. This course will be focused toward the AP exam, and the pace of this course is accelerated. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 0.5 Grade Placement: 10-12 Prerequisite: World Geography

Course: U.S. HISTORY SINCE RECONSTRUCTION

Description: U.S. History continues from Early American History taught at grade 8 and covers the years between 1877 to the present. This course is designed to provide an understanding of the causes, solutions, and results of significant events in our nation's history with an emphasis on making connections between past actions and current issues. Topics include Industrialization, Westward Expansion, World War I, the Great Depression, World War II, the Cold War, Civil Rights Movement, Women's Rights, and more.

Credit: 1 Grade Placement: 11 Prerequisites: World Geography and World History

Course: AP U.S. HISTORY SINCE RECONSTRUCTION

Description: AP U.S. History is a freshman college-level course that surveys the history of the U.S. beginning with the colonial period and ending with international affairs and domestic events in the post-1945 period to present. The course is designed to provide a comprehensive overview of the political, economic, social, cultural, diplomatic and intellectual aspects of U.S. history. The course will help students develop the skills necessary to form conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form. Outside projects and supplement readings will be required. The pace of this course is accelerated. **Students must take the AP exam or final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade placement: 11 Prerequisites: World Geography and World History

Course: AP EUROPEAN HISTORY

Description: AP European History is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. The course will provide highly motivated students the challenge and opportunity to earn college credit during high school years. In addition to providing a basic exposure to the factual narrative, the goals of European History AP are to develop an understanding of the principal themes in modern European History. The student will learn how to analyze historical evidence and to express that understanding in writing. Students in this course are expected to demonstrate knowledge of basic chronology and of major events and trends from the High Renaissance of approximately 1450 to present. This course will be focused toward the AP exam, and the pace of this course is accelerated. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12

Course: U.S. GOVERNMENT AND POLITICS

Description: U.S. Government and Politics is the study of the historical foundations of our country and the development and function of the federal system. Practical application of democratic principles and the development of citizenship skills are emphasized.

Credit: 0.5 Grade Placement: 12 Prerequisites: World Geography, World History, and U.S. History

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: ECONOMICS - FREE ENTERPRISE

Description: Economics/Free Enterprise is the study of the American economic system, as well as the study of other economic systems to include communism and democratic socialism. Additional study topics include the rule of money, governmental involvement in business, business and labor organizations. The focus of the course is the functioning of the free enterprise system in comparison with command and traditional economic systems. Forces that affect the free enterprise system are studied in detail. Special attention is given to the problems of economic instability in our system and suggestions for stabilization policy. A mandatory personal financial literacy unit is also included.

Credit: 0.5 Grade Placement: 12 Prerequisites: World Geography, World History, and U.S. History

Course: AP U.S. GOVERNMENT AND POLITICS

Description: AP U.S. Government and Politics is designed to give students an analytical perspective on government and politics in the U.S. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Special assignments include readings and essays. This course will be focused toward the AP exam, and the pace of this course is accelerated. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 0.5 Grade Placement: 12 Prerequisites: World Geography, World History, and U.S. History

Course: AP MACROECONOMICS

Description: AP Macroeconomics provides students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. A mandatory personal financial literacy unit is also included. The course will be focused toward the AP exam, and the pace of this course is accelerated. It is recommended that a student first successfully complete either Economics or AP Microeconomics before enrolling in this course. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 0.5 Grade Placement: 12 Prerequisites: World Geography, World History, and U.S. History

Course: SOCIOLOGY

Description: Sociology provides an opportunity for systematic study of individuals, groups, social institutions, and social problems. Content includes such concepts as social stratification and mobility; cultural conflict, change, and contact; the structure and function of social institutions; and the role of values, norms and deviance.

Credit: 0.5 Grade placement: 10-12

Course: PSYCHOLOGY

Description: Psychology gives students the opportunity to learn how the knowledge, methods, and theories of psychologists are applied to analyzing human behavior. Course content includes human development, perceptions and consciousness, learning and thinking, personality, abnormal behavior, and treatment methods. **This course may include mature and sensitive topics.**

Credit: 0.5 Grade Placement: 11-12

Course: AP PSYCHOLOGY

Description: AP Psychology is a college-level course which may include sensitive topics in the field of psychology. Students will learn the introductory college-level psychology curriculum and take the AP Psychology exam in May. Parent approval is required for this course, as the course contains mature content. The pace of this course is accelerated. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 0.5 Grade Placement: 11-12

SPECIAL TOPICS IN SOCIAL STUDIES**Course: HISTORICAL PERIODS**

Description: Special Topics in Social Studies: Historical Periods is designed to immerse students in a detailed study in a particular period of history, such as The Tudor Dynasty (1485-1603), The Romanovs (1613-1917), Victorian England (1837-1901), and The Arabs/Israelis in the 20th Century, and an in-depth examination of the American Revolution and Civil War. Students will engage in effective research methods. This course can be repeated with different area focuses provided the student does not exceed 2.0 credits in all Special Topics courses.

Credit: 0.5 Grade Placement: 11-12

Course: INFLUENCES OF THE OLD TESTAMENT BIBLE ON HISTORY AND LITERATURE

Description: Influences of the Old Testament Bible on History and Literature examines Old Testament stories and teachings that have influenced the development of the United States. Students will reflect on their knowledge of American civilization as they read and study from the course text and from their own translation of the Old Testament Bible. Contributions of major world religions to American national identity will also be explored within the significant themes and stories of the Bible. Focus will be placed on analysis. Students will learn the language, literary forms, plot lines, characters, historical context, and contents of the Bible so they have a better understanding of its influences on literature, art, and culture. The course will be taught in an objective, academic manner with the Bible's role in American life, language, and culture. The course will neither promote nor disparage religion and will not be taught from a particular sectarian point of view. Instructional materials and lessons that are of a devotional nature will not be used. **This course cannot be substituted for a required social studies credit.** Students will receive state elective credit for this course.

Credit: 0.5 Grade Placement 11-12

Course: INFLUENCES OF THE NEW TESTAMENT BIBLE ON HISTORY AND LITERATURE

Description: Influences of the New Testament Bible on History and Literature examines New Testament letters and teachings that have influenced the development of the United States. Students will reflect on their knowledge of American civilization as they read and study from the course text and from their own translation of the New Testament Bible. Contributions of major world religions to American national identity will also be explored within the significant themes and stories of the Bible. Focus will be placed on analysis. Students will learn the language, literary forms, plot lines, characters, historical context, and contents of the Bible so they have a better understanding of its influences on literature, art, and culture. The course will be taught in an objective, academic manner with the Bible's role in American life, language, and culture. The course will neither promote nor disparage religion and will not be taught from a particular sectarian point of view. Instructional materials and lessons that are of a devotional nature will not be used. **This course cannot be substituted for a required social studies credit.** Students will receive state elective credit for this course.

Credit: 0.5 Grade Placement: 11-12

Languages Other Than English Pathways

Grade	Pathway A German or Spanish for Non-Native Speakers	Pathway B German or Spanish for Non-Native Speakers	Pathway C Spanish for Non-Native Speakers	Pathway D Spanish for Native Speakers Dual Language
6				Dual Language Program
7				PreAP Spanish I PreAP Spanish for Spanish Speakers I
8			Spanish I PreAP Spanish I	PreAP Spanish II PreAP Spanish for Spanish Speakers II
9		Spanish I PreAP Spanish I German I PreAP German I	Spanish II PreAP Spanish II	PreAP Spanish III
10	Spanish I PreAP Spanish I German I PreAP German I	Spanish II PreAP Spanish II German II PreAP German II	Spanish III PreAP Spanish III	AP Spanish IV Language
11	Spanish II PreAP Spanish II German II PreAP German II	Spanish III PreAP Spanish III Dual Credit Spanish III PreAP German III	AP Spanish IV Language	AP Spanish V Literature
12	Spanish III PreAP Spanish III Dual Credit Spanish III PreAP German III	AP Spanish IV Language AP German IV Language	AP Spanish V Literature	Spanish VI (TBD)

Notes

- Recommended Diploma: Must consist of any two levels in the same language.
- Distinguished Achievement Diploma: Must consist of any three levels in the same language.

LANGUAGES OTHER THAN ENGLISH

Course: GERMAN I

Description: German I is an introduction to the German language, geography, and culture of all four German-speaking countries (Germany, Austria, Switzerland, and Liechtenstein) through the use of music, textbook, movies, food, and projects. Emphasis is placed on the primary skills of reading, writing, speaking, and listening. Students learn basic vocabulary, phrases and idiomatic expressions. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction.

Credit: 1 Grade Placement: 9-11

Course: PRE-AP GERMAN I

Description: PreAP German I stresses the advancement of reading, writing, speaking, and listening skills in addition to the review and enhancement of vocabulary and grammar. Students are also exposed to practice exercises that would appear on the AP exam. Students are strongly encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction. Approximately 75% of class is conducted in German.

Credit: 1 Grade Placement: 9-11

Course: GERMAN II

Description: German II continues the study of the German language and culture through more advanced forms of visual and printed media. Increased emphasis is placed on writing, speaking, and translating. Students will continue to use all four German-speaking countries as a basis for their studies. Students are encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction. Approximately 50% of class is conducted in German.

Credit: 1 Grade Placement: 10-12 Prerequisite: German I

Course: PRE-AP GERMAN II

Description: PreAP German II stresses the advancement of reading, writing, speaking, and listening skills in addition to the review and enhancement of vocabulary and grammar. Students are also exposed to practice exercises that would appear on the AP exam. Students are strongly encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction. Approximately 75% of class is conducted in German.

Credit: 1 Grade Placement: 10-12 Prerequisite: German I

Course: PRE-AP GERMAN III

Description: PreAP German III stresses the advancement of reading, writing, speaking, and listening skills in addition to the review and enhancement of vocabulary and grammar. Students are also exposed to practice exercises that would appear on the AP exam. Students are strongly encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction. Approximately 75% of class is conducted in German.

Credit: 1 Grade Placement: 10-12 Prerequisite: German II

Course: AP GERMAN IV

Description: AP German IV consists of reading selected literary works both from the book as well as other sources, discussing the selections and then writing about them. The course also includes an extensive, ongoing grammar review and building of vocabulary. Students will have many opportunities to combine their German skills in preparing for the AP exam. Students are strongly encouraged to participate in extracurricular activities facilitated by the instructor to enhance classroom instruction. Participation in the German contest is required. Class is conducted mostly in German, and the pace of this course is accelerated. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 11-12 Pre-AP Prerequisite: German III

Course: SPANISH I

Description: Spanish I is the first course of a recommended three-year sequence designed to develop the fundamental language skills of listening, speaking, reading, and writing. The emphasis of Spanish I is the development of oral language. The study of introductory vocabulary, phonetics, and grammar are included. The culture and civilization of the Spanish-speaking world is integrated into all aspects of the course.

Credit: 1 Grade Placement: 9-11

Course: PRE-AP SPANISH I

Description: PreAP Spanish I exceeds the on-level Spanish I requirements by including many independent activities involving performance in the language. Students will refine skills through exposure to an enriched curriculum.
Credit: 1 Grade Placement: 9-11

Course: SPANISH II

Description: Spanish II is a continuation of the development of the fundamental language skills of listening, speaking, reading, and writing with added emphasis on oral proficiency. New vocabulary and more complete grammatical structures are emphasized along with relevant cultural topics.
Credit: 1 Grade Placement: 9-12 Prerequisite: Spanish I

Course: PRE-AP SPANISH II

Description: PreAP Spanish II program exceeds the on-level Spanish II requirements with increased emphasis on developing a higher level of proficiency and a more comprehensive knowledge of vocabulary and grammar through an enriched curriculum. Creative self-expression and cultural readings in Spanish are incorporated into this course.
Credit: 1 Grade Placement: 9-12 Prerequisite: Spanish I

Course: SPANISH III

Description: Spanish III reviews the fundamental communication skills of Spanish I and II, especially listening and speaking but also reading and writing, and study of more advanced language structures. In addition to homework to practice these skills, students will do reading and presentations about the peoples and cultures of Hispanic countries. While Spanish III does not lead to AP Spanish IV, the emphasis of Spanish III is to strengthen fundamental language skills with a concentration on oral communication. Students continue to expand their reading comprehension and writings skills, utilizing a variety of short authentic selections in Spanish that include literature and culture.
Credit: 1 Grade Placement: 10-12 Prerequisite: Spanish II

Course: PRE-AP SPANISH III

Description: PreAP Spanish III continues the development of proficiency in all four fundamental skills, emphasizing vocabulary expansion, structural precision, and the acquisition of native phonetic approximation and expression. The intensity, faster pace, higher degree of accuracy, and level of expectation and commitment from the student set the course apart from the on-level Spanish III.
Credit: 1 Grade Placement: 10-12 Prerequisite: Spanish II

Course: SPANISH III DUAL CREDIT (NVC SPAN 1411 & 1412)

Description: Spanish III Dual Credit provides additional development of language skills in listening, speaking, reading, and writing. Short literary selections are introduced in a context of Hispanic culture and civilization. Class is conducted mostly in Spanish and the pace of the course is accelerated. Students must successfully complete the first semester with a grade of "C" or better in order to enroll in the second semester. Students must complete a final exam each semester.
Credit: 1 Grade Placement: 11-12 Prerequisite: Spanish II, NVC application, and Accuplacer score

Course: AP SPANISH IV

Description: AP Spanish IV covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The course will emphasize the use of Spanish for active communication and has the following objectives: (1) the ability to comprehend formal and informal spoken Spanish; (2) the acquisition of vocabulary and a grasp of structure to allow the easy accurate reading of newspaper and magazine articles as well as of modern literature in Spanish; (3) the ability to compose expository passages; (4) the ability to express ideas orally with accuracy and fluency. This course prepares students to take the College Board Spanish Language Advanced Placement Exam as well as other college/university placement exams. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**
Credit: 1 Grade Placement: 11-12 Pre-AP Prerequisite: Spanish III

OTHER LOTE OPTIONS: FRENCH or LATIN

Description: Visit the Texas Virtual School Network web site, www.txvsn.org, to learn more about specific course requirements for taking French or Latin online.
Credit: 1 Grade Placement 9-12

AIR FORCE JROTC

Course: AEROSPACE SCIENCE I (JROTC)

Description: JROTC I consists of three sections. The first section falls under the Aerospace Science portion of the course and is Journey into Aviation History. It focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. The second section falls under the Leadership Education portion of the course and is called Citizenship, Character & Air Force Tradition. This portion introduces cadets to the AFJROTC program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions. The third section falls under Wellness portion of the course. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized training programs for cadets. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

Credit: 1 PE Substitution Grade Placement: 9-12

Course: AEROSPACE SCIENCE II AND AEROSPACE SCIENCE III (JROTC)*

Description: JROTC II and III consist of three sections. The first section falls under Aerospace Science portion of the course and is called The Science of Flight. It 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 second section falls under the Leadership Education portion of the course and is called Principles of Management. This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. Throughout the text are many ethical dilemmas, case studies, and role play activities built into lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions. The third section falls under Wellness portion of the course. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized training programs for cadets. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

***For ease of scheduling, AFJROTC II and III are merged. Alternated courses are taught every other year.**

Credit: 1 Grade Placement: 10-12 Prerequisite: JROTC I or Instructor Approval

Course: AEROSPACE SCIENCE IV (JROTC)

Description: JROTC IV consists of three sections. The first section falls under Aerospace Science portion of the course and is called Management of the Cadet Corps. This course takes place during the first semester. In this course cadets manage the entire corps during their fourth year in the JROTC program. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership course into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills. During the second semester of the Aerospace Science portion of the course cadets receive Survival. The Survival text is a synthesis of the basic survival information found in Air Force regulation 64-4 *Survival Training*. The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. The second section falls under the Leadership Education portion of the course and is called Life Skills and Career Opportunities. This course will be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them. The third section falls under Wellness portion of the course. The Wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help you develop individualized training programs for cadets. Ultimately, the Wellness program strives to motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

Credit: 1 Grade Placement: 12 Prerequisite: JROTC III or Instructor Approval

Course Offering Availability Subject to Student Enrollment and Staffing Levels

PHYSICAL EDUCATION & HEALTH

Students are required to complete one credit in Physical Education to fulfill graduation requirements.

Certain activities are allowed to substitute for the Physical Education requirement: Athletics (up to 4 credits); JROTC (up to 4 credits); Off-Campus Physical Education* (up to 4 credits); Drill team (1 credit only); Marching band (1 credit only); and Cheerleading (1 credit only).

All of the above allowable substitutions must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. No more than four substitution credits may be earned through any combination of these allowable substitutions.

*See page 55 for Off-Campus Physical Education (OCPE) Program Description and Application Information. The OCPE Program Application must be received in the counselor's office by **the first Friday in August for the fall semester or the first Friday in December for the spring semester. Deadlines will be strictly enforced.**

Course: **ATHLETIC TRAINING**

Description: Athletic Training consists of approximately thirty Student Athletic Trainers who work with over 1200 male and female athletes in more than twenty sports. The primary responsibility of the athletic training staff is the care, prevention, treatment, and rehabilitation of athletic injuries. Involvement with the program is also a great way to gain valuable medical experience. Students are required to work football and one other sport. During the sport seasons, much of the work is after school or evening, some Saturdays, and some varsity team travel is involved. Students must have written approval from parents and the Athletic Trainer. Upon approval, students will be enrolled in both Athletic Trainer and Athletic Trainer Study Hall classes that coincide with athletic periods.

Credit: 1 Local Grade Placement: 9-12

Course: **PHYSICAL EDUCATION – Individual Sports**

Description: Individual Sports emphasizes individual skill development. Students will participate in activities including fitness and weight training, Bowling, Disc Golf, Tennis, Pickleball, Golf, Speedminton and Track and Field skills. Students focus on establishing realistic, long term fitness goals and explore different activities that promote lifelong fitness.

Credit: 1 Grade Placement: 9-12

Course: **HEALTH**

Description: The primary objective of the school health program is to provide opportunities for students to acquire facts, develop proper attitudes, and establish practices that will contribute to personal and community health. It is a fundamental course in the principles and problems of healthful living. The course includes an overview of medical and scientific facts involved in prevention and control of diseases. A study of drugs and alcohol problems of our society is also included. Counselors and outside advisors are used to achieve the impact needed on selected topics.

Credit: 0.5 Grade Placement: 9-12

TEAM SPORTS

Boerne Independent School District offers a variety of competitive sports for both girls and boys. Athletic activities are operated under guidelines of the University Interscholastic League (UIL). Participation requires approval of the head coach of the respective sport, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record. Students who participate in these UIL sports may earn a maximum of four credits of P.E. Since these athletic teams compete students must try out for the teams by demonstrating strong ability in the skills needed. Additional information about individual sports and their seasons to include game schedules should be viewed on the athletic web page. You can locate the athletic web page through the campus web sites.

FINE ARTS

BAND

Course: **BAND I – IV: MARCHING & CONCERT / FLAGS**

Description: The band participates in all UIL-sponsored contests throughout the year, as well as various marching and concert contests sanctioned by other organizations. Marching contests are generally in the fall with concert and sight-reading contests occurring in the spring. In addition, members have the option of competing in UIL Solo and Ensemble and the TMEA Region Band Program. The band attends all football games and performs during the half-time period. Band members also take part in local civic events, such as parades and public concerts throughout the year; compete in various festivals during the spring, overnight trips to these in designated school years. Student recitals are another optional activity individuals may participate in. Requirements include attendance at all rehearsals and performances of the band, at-home practice, uniform rental fees, a summer uniform, and white band shoes.

FLAGS: Students will explore dance technique and composition through participation in the color guard. Topics will cover basics of flag techniques, choreography of routines, and flag design. Participants perform with the high school band. Director approval is required.

Credit: 1 Fine Art (PE substitution, fall only) Grade Placement: 9-12

Prerequisites: Successful completion of a junior high or middle school program in order to gain playing experience or director approval for those with limited or no playing experience; participation in summer band program.

Special Note: Students participating in this performing arts course will be charged a district uniform fee of \$25/year. Students who utilize instruments owned by BISSD will be charged a district instrument usage fee of \$30/semester.

Course: **STAGE BAND I - IV**

Description: Stage Band is a performance-oriented class, which will cover styles from jazz to rock to blues. Standard stage band instrumentation will be utilized. Introduction to improvisation will be provided as will the chance to experiment with improvisational skills. Various performances will be required throughout the year.

Credit: 1 Grade Placement: 9-12

Prerequisite: Open to anyone enrolled in Band I, II, III, or IV. Students not enrolled in Band must have director approval before being allowed to enroll in class.

Course: **APPLIED MUSIC I - II**

Description: This course provides the opportunity for students to work on individual technique on their instrument. Solos from differing musical periods and technical exercises will be studied. Performances during the year will be required.

Credit: 1 Grade Placement: 9-12

Prerequisites: Successful completion of a junior high or middle school band program and concurrent enrollment in Band. Students not meeting the prerequisite may audition for teacher approval to enroll.

CHORAL MUSIC

Course: **MIXED CHOIR**

Description: Mixed Choir is a non-varsity mixed (Soprano, Alto, Tenor, Bass) choir in which the objectives are to present skillfully proficient performances of a wide variety of vocal music while becoming more adept in vocal technique and skills. The musical styles range from classical to pop. Mixed Choir participates in all UIL competitions, presents seasonal concerts for the community, and will perform for civic events and organizations. Mixed Choir members have the opportunity to participate in the TMEA Region Auditions and UIL Solo and Ensemble competitions.

Credit: 1 Grade Placement: 9-10 Prerequisite: Audition or Conference with Director

Special Note: Students participating in this performing arts course will be charged a district uniform fee of \$25/year.

Course: **CHAMBER SINGERS (VOCAL ENSEMBLE I - IV)**

Description: Chamber Singers/Vocal Ensemble I-IV students are interested in pursuing vocal/musical careers. This is a college preparatory course. Advanced individual and group instruction in vocal technique, music theory, and ear training will be offered. Chamber Singers will participate in TMEA Region, Area, and State auditions and all UIL competitions.

Credit: 1 Grade Placement: 10-12

Prerequisites: Audition and concurrent enrollment in Mixed Choir or Chorale

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: CHORALE (CHORAL MUSIC I-IV)

Description: Chorale/Choral Music I-IV is the principal-mixed (Soprano, Alto, Tenor, Bass) choir in which the objectives are to present skillfully proficient performances of a wide variety of vocal music. The musical styles range from classical to pop. The Chorale participates in all UIL competitions, presents seasonal concerts for the community, and performs frequently for civic events and organizations. Chorale members have the opportunity to participate in the TMEA Region Auditions, UIL Solo and Ensemble competitions and the CHS Chamber Singers.

Credit: 1 Grade Placement: 11-12

Prerequisite: Audition or Conference with Director

Special Note: Students participating in this performing arts course will be charged a district uniform fee of \$25/year.

Course: MUSIC THEORY I

Description: Music Theory I emphasizes the structure of music as it relates to notation of pitch and rhythm, intervals, triads and scales. The course also highlights composition, ear training/ sight-reading, piano skills, listening, part writing and basic fundamentals.

Credit: 1 Grade Placement: 10-12

Course: AP MUSIC THEORY

Description: AP Music Theory is designed to prepare students for advanced study in musical training. Music Theory I begins with the rudimentary instructions of musical symbols: Clefs, note types, staves, key/time signatures, and ear training. As students progress, musical instruction will include specific training in elementary composition, musical analysis, piano skills, sight reading and ear training. This is an advanced music course for students with previous music training. **Students must take the AP exam or a final, which is modeled after an AP exam in rigor and length.**

Credit: 1 Grade Placement: 10-12

Prerequisites: Music Theory I OR Pre-assessment and Instructor Approval

DANCE**Course: DANCE I**

Description: Dance I is open to all students and introduces various dance disciplines, dance history, movement, vocabulary, and cultural dance. This course is designed to teach mind and body coordination along with flexibility, basic dance technique, skills, lifetime cardiovascular fitness, muscle strength and endurance, improved self-discipline and history of dance. Additionally students will learn about health, fitness, and proper safety procedures during exercise. This course will enhance student confidence and challenge them physically and mentally. Through dance students have the opportunity to expand their knowledge of the arts. **Students are expected to perform in the Dance Spring show as part of their final exam.**

Credit: 1 Fine Art Grade Placement: 9-12

Special Note: Proper dance attire as stated by the instructor is required.

Course: DANCE II

Description: Dance II is open to all students that have successfully completed Dance I. Dance II builds upon the skills and technique taught in Dance I and encourages students through creative expression and choreography opportunities. Development of tempo, spatial concepts, and floor patterns will be utilized through an increased opportunity to perform and demonstrate technical skills. **Dance II students are expected to perform in the Dance Spring show as part of their final exam.**

Credit: 1 Fine Arts Credit Grade Placement: 10-12

Prerequisite: Dance I; 9th may be admitted if able to demonstrate fundamentals taught in Dance 1

Special Note: Proper dance attire as stated by the instructor is required.

Course: DRILL TEAM PREP CLASS

Description: Drill Team Prep Class offers students opportunities to explore movement vocabulary and develop basic fundamentals in various styles of dance. Emphasis will be on proper dance technique for varying disciplines, with a focus on precision movement, coordination and flexibility. Students improve skills while developing muscular strength and endurance. Drill Team Prep is a non-auditioned class for all students interested in dance-drill team or cheerleading but is not a requirement for either extracurricular activity. As an allowable PE substitution class, students are required to participate in a minimum of 100 minutes/week of moderate to rigorous physical activity.

Credit: 1 Physical Education substitution for first year; Local Credit, only, thereafter

Grade Placement: 9-12

Special Note: Students will be required to attend minimal extra-curricular practices and have the opportunity to perform throughout the year when skills are mastered and students are prepared.

Course: DANCE-DRILL TEAM

Description: Dance-Drill Team is a varsity, auditioned and competitive organization. Student will audition for the team by demonstrating skills required for a performance team. Performance opportunities consist of school events, athletic events, contests, community events and performance trips. Students will explore and develop advanced dance skills and technique in various dance disciplines including but not limited to jazz, ballet, kick, pom, modern and hip hop. Emphasis will be on precision, style, technique, flexibility, physical strength, endurance and creativity. Additionally students will learn about the importance of dedication, proper nutrition, team work and responsibility. Discipline, dedication, strong work ethic, and high academic standards are required.

Credit: 1 Fine Arts credit and 1 Physical Education substitution for first year; Fine Arts credit, only, thereafter

Grade Placement: 9-12

Prerequisite: Audition/Try-out is required and students will be asked to exhibit specific skills, such as pirouettes jetes, kicks and splits, techniques that are included in the Drill Team Prep Class.

Special Note: Students will be required to attend extra-curricular practices and purchase team uniforms and costume pieces. Fundraisers will be offered to defray costs and scholarships may be available on a need basis.

ORCHESTRA**Course: ORCHESTRA I - IV**

Description: Orchestra is open to students who play orchestra instruments (violin, viola, cello, and string bass). Orchestra is performance co-oriented with a goal of improving the individual and group playing skills of its class members. Music literature will vary from classical to contemporary. In addition to orchestra performances, students will be encouraged to participate in solo and/or small ensemble recitals. Attendance at all rehearsals and performances is required.

Credit: 1 Grade Placement: 9-12

Prerequisite: Successful completion of a junior high or middle school orchestra program

Special Note: Students participating in this performing arts course will be charged a district uniform fee of \$25/year. Students who utilize instruments owned by BISD will be charged a district instrument usage fee of \$30/semester.

THEATRE ARTS**Course: THEATRE ARTS I**

Description: Theatre Arts I is an opportunity to learn about the various aspects essential to a study of the legitimate theatre. A historical survey of theatrical works will be presented in conjunction with student performance. Students will be given the opportunity to discover their theatrical niche through assorted activities ranging from improvisation to memorized scenes, exploration of stagecraft and technical theatre.

Credit: 1 Grade Placement: 9-12

Course: THEATRE ARTS II

Description: Theatre Arts II is an opportunity for students to continue their study of the legitimate theatre. The performance elements of the theatre will be examined in greater depth with additional work in areas ranging from the spontaneous improvisation to the well-developed short play. Character development, the technical aspects of a performance and dramatic will also be explored.

Credit: 1 Grade Placement: 10-12 Prerequisite: Theatre Arts I

Course: THEATRE PRODUCTION I - III

Description: Theatre Production builds on the knowledge and skills acquired in Theatre Arts I and serves to develop a strong foundation for more comprehensive study in Stage production. Students will receive extensive experience in theatrical performance and technical theatre concluding with participation in a stage production.

Credit: 1 Grade Placement: 10-12 Prerequisites: Theatre Arts I, Audition, and Director Approval

Course: TECHNICAL THEATRE I - III

Description: Technical Theater I will provide students the opportunity to actively participate in the various key technical elements of planning and creating scenery, making props, designing lights and sound, costuming, makeup and theatrical business. This course is a hands-on experience.

Credit: 1 Grade Placement: 10-12 Prerequisite: Theatre Arts I

Course: ONE ACT PLAY

Description: OAP is a performance-oriented class. Students will participate in a variety of theatrical performances thus sharpening the skills required for UIL-sponsored contest. OAP will be offered as an after-school extracurricular activity if there is insufficient enrollment to schedule a class.

Credit: 1 Grade Placement: 10-12 Prerequisites: Theatre Arts I, Audition, and Director Approval

VISUAL ARTS**Course: ART I**

Description: Art I is a survey course that covers Drawing, Painting, Printmaking, Sculpture, Ceramics, and Art History. It is designed to introduce the student to a variety of art media, vocabulary and techniques. This class also prepares students for upper level art courses.

Credit: 1 Grade Placement: 9-12

Special Note: Art I students are required to pay a \$25.00 art fee for supplies.

Course: PRE-AP ART I

Description: Pre-AP Art I is a survey course that covers Drawing, Painting, Printmaking, Sculpture, Ceramics, and Art History. It is designed for students who have demonstrated serious interest in pursuing art as a career. Students will be introduced to a variety of art media, vocabulary and techniques to assist them in beginning to build a strong portfolio. This class is designed to prepare students for upper level art courses.

Credit: 1 Grade Placement: 9-12

Special Note: Art I students are required to pay a \$25.00 art fee for supplies.

Course: ART II – TWO DIMENSIONAL (DRAWING, PAINTING, AND PRINTMAKING)

Description: **Drawing II-IV:** This course will be a rigorous study in different drawing techniques and media. This focuses on developing individual ideas and approaches, with “seeing skills” and modes of “expression” the primary artistic goal. Students will complete high quality drawings using the following media: Pencil, Charcoal, Prismacolor, Pen and Ink, Marker, Oil and Soft Pastels.

Painting II-IV: This course will be a rigorous study in the various types of painting techniques and media. It will cover the origins, concepts and the fundamentals of painting. Students will complete paintings in the following media: Tempera, Watercolor, Acrylic, Oil and Mixed Media.

Printmaking II-IV: This course offers an introduction to the variety of Printmaking techniques. Students learn to create high quality prints using the following methods: Relief, Monotype, Etching, Silkscreen, and Solar print. They will experiment with textures and manipulating images to enhance their prints.

Credit: 1 Grade Placement: 10-12 Prerequisites: Art I & Level III and IV classes will require teacher approval.

Special Note: Art II-IV students are required to pay a \$35.00 art fee for supplies.

Course: STUDIO ART: AP DRAWING PORTFOLIO

Description: AP Drawing enables students to pursue college-level work while still in high school. The drawing course is geared to mastery of drawing through the demonstration of a wide range of approaches and media. Value, line quality, rendering of form, composition, surface manipulation and the illusion of depth are drawing issues addressed in this course. Students will develop an original drawing portfolio containing 24 slides of individual works of art as well as 5 additional quality pieces. The portfolio is submitted to the College Board at the conclusion of the course.

Credit: 1 Grade Placement: 11-12 Prerequisites: Any Two Dimensional Level II course credit & Students interested in taking this course must submit examples of their art work to the teacher.

Special Notes: AP Drawing students are required to pay a \$35.00 art fee for supplies and will be responsible for their portfolio submission.

Course: ART II – THREE DIMENSIONAL DESIGN

Description: Art II - Three Dimensional Design is a survey of art in its 3-Dimensional form. A variety of media will be explored, which may include textiles, ceramics, papier-mâché, wire sculpture, jewelry design, and more. Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art form various cultures will be developed. Projects are designed to teach thinking skills and to include useful Art experiences, such as color theory, so that knowledge gained will be of value regardless of pursued vocation.

Credit: 1 Grade Placement: 10-12 Prerequisite: Art I

Special Note: Art II-IV students are required to pay a \$35.00 art fee for supplies.

Course: ART III – IV: CERAMICS

Description: Art III-IV Ceramics is a course designed to give students a hands-on educational and artistic experience using the medium of clay. Students will learn to shape clay in a variety of ways, including hand building and wheel throwing. Students will also gain experience in a variety of decorating, glazing, and firing techniques.

Credit: 1 Grade Placement: 11-12 Prerequisites: Art I & Art II Three Dimensional Design

Special Note: Art II-IV students are required to pay a \$35.00 art fee for supplies.

Course: ART III – IV: JEWELRY DESIGN

Description: Art III-IV Jewelry Design is an introductory course to the art of making jewelry and metalsmithing. During the course of the year, students will learn to saw, file, and shape metal, experience cold and traditional torch soldering techniques, create and cast lost wax models, make bezels, set stones, and apply these skills to making articles of personal adornment, such as pendants, rings, bracelets, and chains. Nickel, Brass (bronze), and Copper will be metals of choice; however, student wishing to use Sterling Silver will incur an additional charge.

Credit: 1 Grade Placement: 11-12 Prerequisites: Art I & Art II Three Dimensional Design

Special Note: Art II-IV students are required to pay a \$35.00 art fee for supplies.

Course: ART III – IV: SCULPTURE

Description: Art III-IV Sculpture is designed to introduce students to 3-dimensional thinking and creating, employing both additive and subtractive sculptural techniques. The course explores the various materials used to create sculptures, which include papier-mâché, clay wood, plaster, wire, and stone. Students learn how to manipulate these materials and safely use sculpting tools.

Credit: 1 Grade Placement: 11-12 Prerequisites: Art I & Art II Three Dimensional Design

Special Note: Art II-IV students are required to pay a \$35.00 art fee for supplies.

Course: ART II – PHOTOGRAPHY

Description: Art II – Photography is an introductory digital (computerized) photography class stressing composition (art elements/principles of design), digital darkroom techniques, computerized retouching, importing and managing of images, and print. This course will cover digital photography through the use of Adobe Creative Suite 4 or 5 Design Premium extended (Acrobat, Dreamweaver, Fireworks, Flash, Bridge, Illustrator, and InDesign) software. Both laser and ink jet printers will be used as well as archival photographic papers. Emphasis is on the potential to create a piece of art that can communicate in a unique way. Digital cameras will be provided for student use during class-time.

Credit: 1 Grade Placement: 10-12 Prerequisites: Art I & Level III and IV classes will require teacher approval.

Special Note: Art II-IV students are required to pay a \$35.00 lab fee for supplies.

Course: STUDIO ART: AP 2-D DESIGN PORTFOLIO

Description: AP 2-D Design enables highly motivated students to pursue college-level work in studio art while still in high school. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Students will submit digital images of their own artwork for the Breadth and Concentration sections of the portfolio.

Credit: 1 Grade Placement: 11-12 Prerequisites: Art I & Photography II; Students wishing to enroll in AP 2-D Design Portfolio must have the permission of the instructor.

Special Note: AP students are required to pay a \$35.00 lab fee for supplies and will be responsible for their portfolio submission.

Course: STUDIO ART: AP 3-D DESIGN PORTFOLIO

Description: AP 3-D Design enables highly motivated students to pursue college-level work in studio art while still in high school. For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional medium or process, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts. Students will submit digital images of their own artwork for the Breadth and Concentration sections of the portfolio.

Credit: 1 Grade Placement: 11-12 Prerequisites: Art I & Art II 3-D; OR Ceramics II, Sculpture II, or Jewelry II if taken in 2011-12. Students wishing to enroll in AP 3-D Design Portfolio must have the permission of the instructor.

Special Note: AP students are required to pay a \$35.00 lab fee for supplies and will be responsible for their portfolio submission.

CAREER & TECHNICAL EDUCATION COHERENT SEQUENCES 2012-2013	
CLUSTER	PATHWAY & COURSE SEQUENCE The Principles course is a prerequisite to subsequent Pathway courses. When developing the master schedule, each high school has the option of pairing semester courses in order to align students' requests with staff availability. ^Student Application and Teacher Approval Required
Agriculture, Food & Natural Resources	<p><u>Animal Science Pathway</u></p> <ul style="list-style-type: none"> • Principles of Agriculture, Food, and Natural Resources (1 credit) • Livestock Production (0.5 credit) • Wildlife, Fisheries, and Ecology Management (0.5 credit) • Veterinary Medical Applications I (1 credit) • Practicum in Agriculture, Food, and Natural Resources (<i>Advanced Animal Science</i>) (2 credits)^
Architecture & Construction	<p><u>Architecture Pathway</u></p> <ul style="list-style-type: none"> • Principles of Architecture & Construction (0.5 credit) • Architectural Design (1 credit) • Advanced Architectural Design (<i>1 credit, pending TEA approval</i>) <p><u>Interior Design Pathway</u></p> <ul style="list-style-type: none"> • Principles of Architecture & Construction (0.5 credit) • Interior Design (1 credit) • Advanced Interior Design (1 credit) • Practicum in Interior Design (2 credits) ^
Arts, A/V Technology & Communications (AAVTC)	<p><u>Fashion Design Pathway</u></p> <ul style="list-style-type: none"> • Principles of Arts, A/V Technology & Communications (0.5 credit) • Fashion Design (1 credit) • Advanced Fashion Design (1 credit) • Practicum in Fashion Design (2 credits) ^ <p><u>Graphic Design Pathway</u></p> <ul style="list-style-type: none"> • Principles of Arts, A/V Technology & Communications 0.5 credit) • Graphic Design and Illustration (1 credit) • Animation (1 credit) → Advanced Animation (<i>1 credit, pending TEA approval</i>) → Video Game Design (1 credit) → Video Game Design (1 credit)
Business Management & Administration	<p><u>Business Pathway</u></p> <ul style="list-style-type: none"> • Principles of Business, Marketing, and Finance (0.5 credit) • Money Matters (0.5 credit) • Business Information Management I (1 credit)

<p style="text-align: center;">Education & Training and Human Services</p>	<p><u>Education & Training & Human Services Pathways</u></p> <ul style="list-style-type: none"> • Principles of Human Services (0.5 credit) • Child Development (0.5 credit) • Interpersonal Studies (0.5 credit) • Instructional Practices in Education and Training (1 credit) • Practicum in Education and Training (2 credits) ^ OR Practicum in Human Services (2 credits)^
<p style="text-align: center;">Finance</p>	<p><u>Finance Pathway</u></p> <ul style="list-style-type: none"> • Principles of Business, Marketing, and Finance (0.5 credit) • Money Matters (0.5 credit) • Accounting I (1 credit) • Accounting II (1 credit)
<p style="text-align: center;">Health Science</p>	<p><u>Health Science Pathway</u></p> <ul style="list-style-type: none"> • Principles of Health Science (0.5 credit) • Medical Terminology (0.5 credit) • Health Science (2 credits)^ • Problems & Solutions in Pharmacology (1 credit)^
<p style="text-align: center;">Hospitality & Tourism</p>	<p><u>Culinary Arts Pathway</u></p> <ul style="list-style-type: none"> • Principles of Hospitality and Tourism (0.5 credit) • Lifetime Nutrition and Wellness (0.5 credit) • Restaurant Management (0.5 credit) • Food Science (1 credit)
<p style="text-align: center;">Information Technology (IT)</p>	<p><u>Information Technology Pathway</u></p> <ul style="list-style-type: none"> • Principles of Information Technology (0.5 credit) • Computer Programming (0.5 credit) • Advanced Placement Computer Science (1 credit) <p><u>Information Technology Security Academy - ITSA^</u></p> <ul style="list-style-type: none"> • Grade 11 (2 credits) • Grade 12 (2 credits)
<p style="text-align: center;">Manufacturing</p>	<p><u>Manufacturing Pathway</u></p> <ul style="list-style-type: none"> • Principles of Manufacturing (0.5 credit) • Welding (1 credit) • Advanced Welding (1 credit, pending TEA approval) • Practicum in Manufacturing (2 credits)^
<p style="text-align: center;">Transportation, Distribution & Logistics</p>	<p><u>Automotive Pathway</u></p> <ul style="list-style-type: none"> • Principles of Transportation , Distribution & Logistics (0.5 credit) • Automotive Technology (1 credit) • Advanced Automotive Technology (2 credits) • Practicum in Transportation, Distribution, and Logistics (2 credits)^



Course: PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Description: Principles of Agriculture, Food, and Natural Resources enhances the agricultural comprehension of young adults and includes agricultural career development, leadership, communications, and personal finances. This course also includes the overview of soil and plants, animals, and agricultural construction.
Credit: 1 Grade Placement: 9-12

Course: LIVESTOCK PRODUCTION

Description: Livestock Production introduces the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock animals. This course is recommended for students who have an interest in the Veterinary Science field.
Credit: 0.5 Grade Placement: 10-12 Prerequisite: Principles of Agriculture, Food, and Natural Resources
(Typically paired with Wildlife, Fisheries, and Ecology Management)

Course: WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT

Description: Wildlife, Fisheries, and Ecology Management examines the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Students will also examine the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs. Students are able to obtain their Hunter Safety Certification during this course if they pass their exam.
Credit: 0.5 Grade Placement: 10-12 Prerequisite: Principles of Agriculture, Food, and Natural Resources

Course: VETERINARY MEDICAL APPLICATIONS

Description: Veterinary Medical Applications develops and expands knowledge and technique skills associated with the field of Veterinary Technical Assistant. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/employee relationship, and techniques used in surgical practices. Students are required to complete an internship with a licensed Veterinarian in order to take the state Certification test for Veterinary Assistant Level I.
Credit: 1 Grade Placement: 11-12 Prerequisites: Livestock Production/Wildlife, Fisheries & Ecology Management; and, Biology or Chemistry

Course: PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

Description: Practicum in Agriculture, Food, and Natural Resources continues Veterinary Medical Applications and is a capstone experience for students participating in a coherent sequence of the Agriculture, Food, and Natural Resources cluster. Students apply knowledge and skills in real world situations such as employment, independent study, internships, assistantships, mentorships, or laboratories.
Credits: 2 Grade Placement: 12 Prerequisites: Veterinary Medical Applications ,Student Application and Teacher Approval



ARCHITECTURE PATHWAY

Course: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION

Description: Principles of Architecture and Construction provide an overview to the various fields of architecture, interior design, construction science and construction technology. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Other topics include communications, problem solving and critical thinking; information technology applications, systems, safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.
Credit: 0.5 Grade Placement: 9-12

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: ARCHITECTURAL DESIGN

Description: Architectural Design centers on knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Credit: 1**Grade Placement: 10-12****Prerequisite: Principles of Architecture & Construction****Course: ADVANCED ARCHITECTURAL DESIGN**

Description: Advanced Architectural Design covers advanced knowledge of design, design history, design techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Students *gain knowledge and skills needed to prepare for a postsecondary degree or entry into an architecture- or construction-related field.*

Credit: 1 (PENDING TEA APPROVAL)**Grade Placement: 11-12****Prerequisite: Architectural Design****INTERIOR DESIGN PATHWAY****Course: PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION**

Description: Principles of Architecture and Construction provide an overview to the various fields of architecture, interior design, construction science and construction technology. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Other topics include communications, problem solving and critical thinking; information technology applications, systems, safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

Credit: 0.5**Grade Placement: 9-12****Course: INTERIOR DESIGN**

Description: Interior Design covers basic construction and architectural styles of residential homes and develop skills in designing them through the use of the Chief Architect Software Program and hand-drafted techniques. Basic interior design principles will be studied and applied in their designs. Selecting interior flooring, wall coverings, lighting, and furniture is also addressed.

Credit: 1**Grade Placement: 10-12****Prerequisite: Principles of Architecture & Construction****Course: ADVANCED INTERIOR DESIGN**

Description: Advanced Interior Design develops skills in computer-drafted residential and commercial design using the Chief Architect Software program. Advanced knowledge in interior design theory such as color theories, schematic design drawings, and research in the Americans with Disabilities Act is included. National guidelines in kitchen and bath designs are also studied and student's skills in designing these areas are also extensively practiced. History of Furniture designs is included, along with basic upholstery techniques being practiced. **This course leads to national certification in Chief Architect Software Program.**

Credit: 1**Grade Placement: 11-12****Prerequisite: Interior Design****Course: PRACTICUM IN INTERIOR DESIGN**

Description: Practicum in Interior Design is a capstone experience for students who have completed both Interior Design and Advanced Interior Design. Instruction will be delivered through both classroom training and through on-the-job experience with a professional interior designer. **Students will receive OSHA Workplace Safety Certification.**

Credits: 2**Grade Placement: 12****Prerequisites: Advanced Interior Design, Student Application and Teacher Approval**



FASHION DESIGN PATHWAY

Course: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

Description: Principles of Arts, Audio/Video Technology, and Communications provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work to further their artistic growth.
Credit: 0.5 Grade Placement: 9-12

Course: FASHION DESIGN

Description: Fashion Design develops an understanding of the fashion and the textile industry through exploration of fashion trends, clothing and textile care, and hands-on experience in fashion design. Skills in basic apparel construction are also developed.
Credit: 1 Grade Placement: 10-11 Prerequisite: Principles of AAVTC

Course: ADVANCED FASHION DESIGN

Description: Advanced Fashion Design applies knowledge by further studying significant historical fashions, analyzing worldwide fashion production, comparing specific applications and uses of textiles, studying the role of leading fashion designers, and create a professional portfolio implementing fashion figure drawing, computer-aided techniques to create fashion designs, and advanced apparel construction techniques.
Credit: 1 Grade Placement: 11-12 Prerequisite: Fashion Design

Course: PRACTICUM IN FASHION DESIGN

Description: Practicum in Fashion Design develops an advanced technical understanding of the business aspects of fashion, with an emphasis on promotion and retailing. Instruction will be delivered through both lab-based classroom experiences and on-the-job training through a fashion retailer. Students must be able to provide their own transportation to and from their assigned fashion retailer. **Students will receive OSHA Workplace Safety Certification.**
Credits: 2 Grade Placement: 12 Prerequisites: Advanced Fashion Design, Student Application and Teacher Approval

GRAPHIC DESIGN PATHWAY

Course: PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

Description: Principles of Arts, Audio/Video Technology, and Communications provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work to further their artistic growth.
Credit: 0.5 Grade Placement: 9-12

Course: GRAPHIC DESIGN AND ILLUSTRATION

Description: Graphic Design and Illustration spans all aspects of the advertising and visual communication industries. Within this context, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
Credit: 1 Grade Placement: 10-12 Prerequisite: Principles of AAVTC

Course: ANIMATION

Description: Animation is a technical course which develops advanced knowledge and skills in the use of computers for multimedia presentations and digital animation. Course introduces students to 3-D modeling and rendering techniques and resources. This applied learning course allows students to create, edit, and render characters, vehicles, scenes or objects, and to design and produce multimedia presentations that use images, video, and audio resources to deliver a message. Software used: LightWave 3D, Adobe Creative Suite 4, SpeedEdit Video editing.
Credit: 1 Grade Placement: 10-12 Prerequisite: Graphic Design and Illustration

Course: ADVANCED ANIMATION

Description: Advanced Animation instruction will enhance skill development in modeling, texturing, camera, lighting, composition, storyboarding, and animation. This project-oriented class will also research various areas of the animation industry. The students will develop a project "show-reel" portfolio. Software used: LightWave 3D, Adobe Creative Suite 4, SpeedEdit Video editing.

Credit: 1 (PENDING TEA APPROVAL) Grade Placement: 11-12 Prerequisite: Animation

Course: VIDEO GAME DESIGN

Description: Video Game Design is an appropriate starting point for students who seek a professional career as a game developer. The class offers students the opportunity to learn fundamentals of game design, implement game ideas, and master design documents.

Credit: 1 Grade Placement: 11-12 Prerequisite: Advanced Animation or Concurrent Enrollment

**Course: PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE**

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

Credit: 0.5 Grade Placement: 9-12

Course: MONEY MATTERS

Description: Money Matters investigates global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

Credit: 0.5 Grade Placement: 9-12 Prerequisite: Principles of Business, Marketing and Finance

Course: BUSINESS INFORMATION MANAGEMENT I

Description: Business Information Management I implements personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Credit: 1 Grade Placement: 10-12 Prerequisites: Principles of Business, Marketing and Finance & Money Matters



and

**Course: PRINCIPLES OF HUMAN SERVICES**

Description: Principles of Human Services enables students to investigate careers in the human services career cluster, including early childhood development, family and community, the elderly, and careers in nutrition. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Credit: 0.5 Grade Placement: 9-12

Course: CHILD DEVELOPMENT**

Description: Child Development addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. **This course is a mandatory prerequisite for the STARS Program and for students who pursue Instructional Practices in Education and Training.**

Credit: 0.5 Grade Placement: 10-12 Prerequisite: Principles of Human Services

Course: INTERPERSONAL STUDIES

Description: Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, including marriage, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling, financial and mental health services.

Credit: 0.5 Grade Placement: 10-12 Prerequisite: Principles of Human Services

Course: INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING**

Description: Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary education in direct instructional roles with elementary and middle school students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students must provide their own transportation to and from their assigned campus.

Credit: 1 Grade Placement: 11-12 Prerequisite: Child Development

Course: PRACTICUM IN EDUCATION AND TRAINING

Description: Practicum in Education and Training is the second year of an internship providing advanced knowledge of child and adolescent development, as well as effective teacher and training practices. Interns work with elementary and middle school-aged students by planning and directing instruction and activities, developing and preparing instructional materials, assisting with record keeping, and completing other responsibilities of educational professionals and personnel.

Credit: 2 Grade Placement: 12 Prerequisite: Instructional Practices in Education and Training

Course: PRACTICUM IN HUMAN SERVICES

Description: Practicum in Human Services (Internship) provides occupational specific training and focuses on the development of student's choice of the following careers: consumer or financial services, nutrition, early childhood development and services, counseling and mental health services, and family and community services careers including working with the elderly. Students will be challenged in critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. Students must provide their own transportation to their internship site. **Students will also receive OSHA Workplace Safety, CPR, and AED Certification.**

Credits: 2 Grade Placement: 11-12

Prerequisites: Principles of Human Services and one of the following: Child Development, Interpersonal Studies or Lifetime Nutrition and Wellness; Student Application and Teacher Approval

****Articulated course with Austin Community College**

**Course: PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE**

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

Credit: 0.5 Grade Placement: 9-12

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: MONEY MATTERS

Description: Money Matters focuses on global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

Credit: 0.5 Grade Placement: 9-12 Prerequisite: Principles of Business, Marketing, and Finance

Course: ACCOUNTING I

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

Credit: 1 Grade Placement: 10-12 Prerequisites: Principles of Business, Marketing and Finance & Money Matters

Course: ACCOUNTING II

Description: Accounting II provides further development of accounting principles with extensive use of technology; incorporates complete accounting cycle in relation to formation and dissolution of partnerships, characteristics of corporate organization and ownership; provides experience in initiating and maintaining an accounting system and in analyzing, interpreting and synthesizing managerial problems using accounting information.

Credit: 1 Grade Placement: 11-12 Prerequisite: Accounting I

**Course: PRINCIPLES OF HEALTH SCIENCE**

Description: Principles of Health Science develops health care specific knowledge and skills in effective communication, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work based experiences in health care. CPR/First Aid certification fee and HOSA club dues optional. HOSA participation encouraged. **This course satisfies the BISD Health graduation requirement.**

Credit: 0.5 BISD Health Grade Placement: 9-12 (Typically paired with Medical Terminology)

Course: MEDICAL TERMINIOLOGY

Description: Medical Terminology develops a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

Credit: 0.5 Grade Placement: 9-12

Course: HEALTH SCIENCE

Description: Health Science provides for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning. Required fees for insurance and uniforms. HOSA club and HOSA contest participation required.

Credits: 2 Grade Placement: 11-12 Prerequisites: Principles of Health Science, Biology, and IPC or Chemistry; Student Application and Teacher Approval

Course: PROBLEMS AND SOLUTIONS IN PHARMACOLOGY

Description: Problems and Solutions in Pharmacology includes a study of classifications of drugs; drug actions, uses, and adverse reactions; and, treatment, care, and restoration of health.

Credits: 1 Grade Placement: 12 Prerequisites: Health Science , Student Application and Teacher Approval

Course Offering Availability Subject to Student Enrollment and Staffing Levels



CULINARY ARTS PATHWAY

Course: PRINCIPLES OF HOSPITALITY AND TOURISM

Description: Principles of Hospitality and Tourism explores hospitality industry standards including lodging, travel and tourism, recreation, amusements, attractions, resorts, and food service. Students practice customer service skills and develop positive communication skills to provide quality customer services for guests and positive experiences for employees. Students investigate computer applications to manage operations and guest services, as well as plan cost-effective trips or itineraries to meet customer needs.

Credit: 0.5 Grade Placement: 9-12

Course: LIFETIME NUTRITION AND WELLNESS

Description: Lifetime Nutrition and Wellness allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Basic culinary cooking skills will be taught and practiced in the kitchen laboratory.

Credit: 0.5 Grade Placement: 10-12 Prerequisite: Principles of Hospitality and Tourism

Course: RESTAURANT MANAGEMENT

Description: Restaurant Management emphasizes the principals of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant.

Credit: 0.5 Grade Placement: 10-12 Prerequisite: Principles of Hospitality and Tourism

Course: FOOD SCIENCE

Description: Food Science is a technical laboratory course addressing food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and wage-earner roles; and, career options in nutrition, food science, and food technology. Topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food safety and sanitation standards, market research, and legal issues and food policies. **This course satisfies the 4th science graduation requirement.**

Credit: 1 Grade Placement: 12



Course: PRINCIPLES OF INFORMATION TECHNOLOGY

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

Credit: 0.5 Grade Placement: 9-12

Course: COMPUTER PROGRAMMING

Description: Computer Programming acquires knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Credit: 0.5**Grade Placement: 10-12****Prerequisite: Principles of Information Technology****Course: AP COMPUTER SCIENCE**

Description: AP Computer Science expands knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Credit: 1**Grade Placement: 11-12****Prerequisite: Computer Programming****Course: PRINCIPLES OF MANUFACTURING**

Description: Principles of Manufacturing requires students to create engineering drawings and use precision measuring instruments, manufacturing equipment, machines, and materials to improve an existing design or manufacture original products. Students investigate, report and experiment with new technologies or innovative applications of engineering technology.

Credit: 0.5**Grade Placement: 9-12****Course: WELDING****

Description: Welding is an introductory course in metal working processes designed for the beginning student and students with prior knowledge. Emphasis will be on Arc-welding, Oxy-Fuel Cutting, Mig Welding, measuring tools, hand tools, and grinders. Safety and career opportunities will be covered in great depth. Projects will be required using most, if not all, of the areas mentioned above.

Credit: 1 credit**Grade Placement: 10-12****Prerequisite: Principles of Manufacturing****Course: ADVANCED WELDING****

Description: Advanced Welding emphasizes design, blueprints, material lists, cost analysis, MIG welding, plasma torch, arc welding, and oxy-fuel cutting. All emphasis will lead to the design and construction of contest projects. This course is designed to meet real world problems, deadlines, and the construction of large show projects to be shown at the state level competition and Ag Mechanics shows. **This is a mid-level course in the welding field.**

Credit: 1 (PENDING TEA APPROVAL) Grade Placement: 11-12**Prerequisite: Welding****Course: PRACTICUM IN MANUFACTURING****

Description: Practicum in Manufacturing is an advanced level course in the welding field designed to prepare students for job-specific training or college. This course will cover arc welding, MIG and TIG welding, plasma, oxy-fuel system, and drafting. Students will also be the key designers and constructors of show projects to be shown at state competitions. An American Welding Society Certification is available for arc welding with 6010 and 7018 electrodes. Upon passing this certification, students will receive an AWS Certificate.

Credits: 2**Grade Placement: 12****Prerequisites: Advanced Welding, Student Application and Teacher Approval**



Course: PRINCIPLES OF TRANSPORTATION, DISTRIBUTION & LOGISTICS

Description: Principles of Transportation compares the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Students will understand technologies used to provide products and services in a timely manner and be able to meet the expectations of industry employers.
Credit: 0.5 Grade Placement: 9-12

Course: AUTOMOTIVE TECHNOLOGY**

Description: Automotive Technology is a first year course that is designed to prepare students for the Automotive Industry. Instruction emphasizes the automotive industry, tools and equipment, safety practices, and includes analysis and diagnosis of brakes and steering/suspension systems. Students receive training in automotive occupational areas of specialization under guidelines from the National Automotive Technicians Education Foundation (NATEF). Students should have finger and manual dexterity necessary to work mechanical and electrical systems. Students should have color discrimination, visual acuity and depth perception necessary to differentiate wire and resistance color codes. Hearing capability necessary to hear, analyze and correct irregular vehicle noises. Ability to climb, balance, stoop, kneel, and lift heavy loads such as a tool box.
Credit: 1 Grade Placement: 10-12 Prerequisite: Principles of Transportation, Distribution & Logistics

Course: ADVANCED AUTOMOTIVE TECHNOLOGY**

Description: Advanced Automotive Technology is a second-year course that continues to prepare students for the automotive industry. Instruction emphasizes secondary training and includes analysis and diagnosis of electrical/electronic and engine performance systems. Students are directly exposed to the specialized field of automotive technology through hands on activities and Automotive Service Excellence (ASE) style testing. Students receive training in automotive occupational areas of specialization under guidelines from the National Automotive Technicians Education Foundation (NATEF).
Credits: 2 Grade Placement: 11-12 Prerequisite: Automotive Technology

Course: PRACTICUM IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS**

Description: Practicum in Transportation, Distribution, and Logistics is a third-year course that continues to prepare students for the automotive industry. Instruction emphasizes secondary training and includes analysis and diagnosis of advanced electrical/electronics and advanced engine performance systems. Students are directly exposed to the specialized field of automotive technology through hands on activities and Automotive Service Excellence (ASE) style testing. Students receive training in automotive occupational areas of specialization under guidelines from the National Automotive Technicians Education Foundation (NATEF). In addition to practical applications, some students are directly exposed to the specialized field of automotive technology through field trips (dealership tours), job shadowing, and an opportunity for a paid internship at a local dealership.
Credits: 2 Grade Placement: 12 Prerequisites: Advanced Automotive Technology , Student Application and Teacher Approval

****Articulated course with Austin Community College, St. Philips College, and Texas State Technical College**

NON-SPECIFIC CAREER AND TECHNICAL CLUSTER COURSES

Course: PROFESSIONAL COMMUNICATIONS

Description: Professional Communications is designed to facilitate the development of fundamental oral communication skills. In this course, students deepen their understanding of the following: communication as process for sending and receiving oral messages; appropriate interpersonal communication strategies; appropriate communication in group situations; and the preparation, development, presentation, analysis, and evaluation of speaking. **This course satisfies the Speech graduation requirement.**
Credit: 0.5 BISD Speech Grade Placement: 9-12

Course:	CAREER PREPARATION I & II** Approved Workforce Readiness (CO-OP) Dual Credit with St. Philips College, POFT 1313/HRPO 1311 and offered as dual credit based upon staff availability
Description:	Career Preparation I & II matches students in a teacher-approved job for a minimum of 15 hours per week or an unpaid internship which you will intern a minimum of 15 hours per week. Students must have own transportation to and from school and job and be employed when class starts. Students will receive entry-level job training and be paid an appropriate wage; unless the student chooses to have an unpaid internship. The course consists of 3 credits: a combination of 270 work hours per semester (15 hours average per week) and active participation in the Career Preparation I class. The class will focus on employment skills, money management skills, communication skills, community service, and interpersonal skills while using software programs and the Internet to complete the course. Students will be assigned to off-campus work periods during 4th and 8th to allow them to go to work immediately or study before going to work in the evening. Students will need to have proof of employment turned into the instructor seven calendar days after the start of school. Students will be required to submit pay stubs or employer verification of hours every two weeks for proof of continued employment. Failure to submit proof of continued employment will result in loss of credits. Place of employment must be approved by the teacher. Credits: 2-3 Grade Placement: 11-12

****Articulated course with St. Philips College**

INFORMATION TECHNOLOGY AND SECURITY ACADEMY

Credit: 24 credit hours for successful completion of two-year program, including the following:

- Principles of Technology (science credit in lieu of Physics, pending availability of staff; Physics EOC exam required)
- AP Computer Science (fourth math credit)
- BISD CTE credit

Prerequisites: Basic Computer Skills, Student Application and Teacher Approval

Year I: First Semester

Course: ITSC 1301 Introduction to Computers (3-3-1)

Description: This course is an overview of computer information systems and introduces students to computer hardware, software, procedures, and human resources.

Course: ITNW 1325 Fundamentals of Networking (3-3-1)

Description: This course focuses instruction in networking technologies and their implementation. Topics include the OSI reference model, network protocols, transmission media, and networking hardware and software.

Year I: Second Semester

Course: ITSC 1305 Introduction to PC Operating Systems (3-3-1)

Description: This course is a study of personal computer operating systems. Topics include installation and configuration, file management, memory and storage management, control of peripheral devices, and use of utilities.

Course: ITNW 1392 Special Topics in Computer Networking and Telecommunications: A+ Essentials

Description: This course will prepare individuals to pass the Computer Technology Industry Association (CompTIA) certification exam 220-601. This course will include both hardware and operating system concepts along with additional domains such as security, safety and environment issues, and communication and professionalism.

Prerequisite(s): Credit or concurrent enrollment in ITSC 1305

Year 2: First Semester

Course: ITNW 1392 Special Topics in Computer Networking and Telecommunications: A+ Computer Technician

Description: This course will prepare individuals to pass the Computer Technology Industry Association (CompTIA) certification exam 220-602. This course will include both hardware and software concepts with added elements of security and soft skills, as well as safety and environment issues.

Prerequisite(s): Credit or concurrent enrollment in ITSC 1305

Course: ITSY 1342 Information Technology Security (3-3-1)

Description: This course focuses instruction in security for network hardware, software, and data, including physical security; backup procedures; relevant tools; encryption; and protection from viruses.

Prerequisite(s): ITNW 1325

Year 2: Second Semester

Course: ITSE 1329 Programming Logic and Design (3-3-1)

Description: This course is a disciplined approach to problem-solving with structured techniques and representation of algorithms using appropriate design tools and a discussion of methods for testing, evaluation, and documentation.

Course: ITSE 1311 Beginning Web Programming (3-3-1)

Description: This course focuses on skill development in web page programming including mark-up and scripting languages.

Prerequisite(s): ITSC 1301

SAMPLE 4 X 4 SCHEDULE FOR STUDENT UNDER THE RECOMMENDED HIGH SCHOOL DIPLOMA

9 th	10 th	11 th	12 th
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	AP Computer Science – ITSA
Biology	Chemistry	Principles of Technology – ITSA	Science, not Physics
World Geography	World History	U.S. History	Government & Economics
PE	Fine Arts	Technology - ITSA	ITSA Course
Health/Speech	Elective	SAT/ACT and Semester Elective	Elective
Foreign Language	Foreign Language	Elective	Elective

Course Offering Availability Subject to Student Enrollment and Staffing Levels

MISCELLANEOUS COURSES

Course: **ACADEMIC DECATHLON**

Description: Academic Decathlon prepares students for the US Academic Decathlon (AD) competition and is a rigorous interdisciplinary course of study in which students are expected to read widely. The competition includes tests of academic strength, demonstrations of communication ability, and the Super Quiz team event before a large audience. In addition to an interview, an essay, two speeches (prepared and impromptu), and written comprehensive examinations are given in Economics, Fine Arts Language, Literature, Mathematics, Science and Social Science. A unique feature of the AD competition is that team members consist of three 'A' students, 3 'B' students and 3 'C' students. Research conducted by the US Academic Decathlon indicates that many students who performed average 'C' work, excel in the competition and experience continued academic success. The AD likewise fulfills the Texas Education Agency's mandate for options for Gifted/Talented students. **Course is graded Pass/Fail.**
Credit: 1 Grade Placement: 10-12

Course: **CHEERLEADING**

Description: Cheerleading tryouts for the squad occur in the spring semester and students are scheduled into a Cheerleading class for following fall. The campus provides information related to tryout process for this extracurricular activity.
Credit: 1 PE substitution, first year only; Local credit in subsequent years Grade Placement: 9-12
Prerequisite: Tryout Selection

Special Note: Students participating in this extracurricular activity will be expected to purchase uniform.

Course: **COLLEGE ENTRANCE EXAM PREP**

Description: College Entrance Exam Prep reviews test-taking techniques unique to the ACT and SAT. Practice tests will be used to acquaint the student with test taking conditions. Students will use additional materials and instruction to improve skills and to expand knowledge (such as vocabulary) necessary for success on standardized tests. **Course is graded Pass/Fail.**
Credit: 0.5 Local Grade Placement: 10-11 Prerequisite: Concurrent enrollment in Algebra II or higher math

*Special Note: A student may substitute one of the following ACT or SAT College Entrance Exam Preparation Courses by providing a proof of completion: (1) Kaplan Complete Prep Live or Live Online (NO Kaplan Online Prep); (2) Kerrville ISD "Club ED" Online SAT/ACT Prep Parts 1 & 2; (3) Any Princeton Review, except Princeton ExpressOnline. **NO EXCEPTIONS.***

Course: **PEER ASSISTANCE AND LEADERSHIP (P.A.L.)**

Description: Peer Assistance and Leadership is a peer-helping program in which selected high school students in grades 11th and 12th are trained to work as peer helpers with other students at their own campus or at middle and elementary schools. The goal of the PAL program is to help other students have a more positive and productive school experience. **Course is graded Pass/Fail.**
Credit: 1 Grade Placement: 11-12 Prerequisites: Teacher approval, application, and background check

Course: **SENIOR EARLY RELEASE CLASS**

Description: Senior Early Release is only for seniors who have passed all Exit TAKS tests and are passing all classes so that the student will graduate with the appropriate senior class. Students with serious attendance and/or discipline issues may not receive administrator approval.
Credit: No credit Grade Placement: 12 Prerequisites: Application and administrator approval

Course: **S.T.A.R.S. MENTORING PROGRAM**

Description: S.T.A.R.S. provides high school students who have a desire to work with children and who have transportation during the opportunity to mentor an elementary-aged student during school hours. Students learn responsibility, life skills, and take pride in the "job" you perform with elementary students. Some placements are in specified classrooms assisting teachers and students in group settings or one on one in the S.T.A.R.S. program at the elementary campuses. **Course is graded Pass/Fail.**
Credit: 1 Local Grade Placement: 12 Prerequisites: Child Development, application, and background check

Course: **STUDENT LEADERSHIP**

Description: Student Leadership provides opportunities to study, practice and develop group and individual leadership, and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills, and understanding the need of civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration, and the community. **Course is graded Pass/Fail.**
Credit: 1 Grade Placement: 11-12 Prerequisite: Elected Student Council Officers and Representative

Course Offering Availability Subject to Student Enrollment and Staffing Levels

Course: UIL ACADEMIC ENGLISH
Description: UIL Academic English prepares students to compete in UIL competition at the district, regional and state levels and includes the following: current events, journalism, literary criticism, poetry, ready writing, and spelling. **Course is graded Pass/Fail.**
Credit: 0.5 to 1.0 Grade Placement: 9-12

Course: UIL ACADEMIC MATHEMATICS
Description: UIL Academic Mathematics prepares students to compete in UIL competition at the district, regional and state levels and includes calculator applications, mathematics, and number sense. **Course is graded Pass/Fail.**
Credit: 0.5 to 1.0 Grade Placement: 9-12

SPECIAL EDUCATION CONTINUUM

WORK-BASED COURSES

Course: JOB SKILLS I - II
Description: Job Skills I – II prepares students to enter the job market by giving them on-the-job experience at a variety of local job sites with the guidance of a job coach. The job coach helps students understand and follow directions, complete tasks appropriately, handle both positive and corrective feedback/criticism, and evaluate themselves on their dress, behavior and task completion. Job sites are selected based upon student preferences to the maximum extent possible; students stay at each job site for six to twelve weeks before rotating to another job site. Students do not receive a salary during job site placements.
Credit: Determined by ARD Committee Grade Placement: 10-12

Course: OCCUPATIONAL PREPARATION I - II
Description: Occupation Preparation I – II prepares students to enter the job market through a study of employment issues such as the skills required for particular jobs, the application and interview processes, individual attributes that enhance employability, ways to locate available jobs, using community resources, and the like. The curriculum includes such topics as safety, understanding job responsibilities, time requirements, organizational skills, performance and evaluation, working with customers, personal appearance and conduct, task commitment, accepting feedback appropriately, handling conflict, handling money and taxes, writing resumes, and leaving a job.
Credit: 1 (each year) Grade Placement: 10-12

Course: VOCATIONAL ADJUSTMENT CLASS (VAC)
Description: VAC assists students in making a smooth transition from academic classes to employment. Students will examine the relationship between what is learned in the classroom and how these skills are applied on the job. Students acquire skills in such areas as locating jobs and determining the skills required for the jobs, the application and interview processes, job training, job performance evaluations, employee rights and responsibilities, safety, decision making, understanding pay records, cooperating with peers, supervisor and customer relationships, and dealing with corrective feedback or criticism. Students either learn or improve their interpersonal skills, self-initiative, and self-awareness in the context of a positive work experience. Occupational Preparation should be taken prior to or concurrently with VAC.
Credits: Determined by ARD Committee Grade Placement: 11-12

Course Offering Availability Subject to Student Enrollment and Staffing Levels

OFF-CAMPUS PHYSICAL EDUCATION PROGRAM

Description of the Off-Campus Physical Education Program

The OCPE Program is a partnership between Boerne ISD and approved off-campus providers that offer activities, such as Dance, Equestrian, Gymnastics, Hockey, Martial Arts, Swimming, and Tennis. Students may not be enrolled in OCPE and any other general Physical Education class or Physical Education substitution at the same time. High school students may earn 0.5 credits per semester for a total of 4 credits towards their graduation requirements.

In order for a waiver to be granted, BISD will follow the guidelines as stated in Texas Administrative Code (TAC) §74.11(d)(7)(C). The term “appropriate” implies **that the substitute activity is in congruence with the Physical Education Texas Essential Knowledge and Skills (TEKS) as closely as possible, if not above the rigor of the standards.**

Students may participate in one of the two following categories:

- **HIGH SCHOOL: Category I (Olympic / National Level):**

Participation includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and activities must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school for one period and may not miss any class other than physical education. Practice and/or competitions may count toward the total weekly participation hours.

- **HIGH SCHOOL and MIDDLE SCHOOL: Category II (High-quality Private or Commercially-sponsored Physical Activity):**

Participation includes a minimum of 5 hours per week at a private or commercially-sponsored agency that provides physical activities which include those certified by the superintendent to be of high quality and well-supervised by appropriately trained instructors. Students certified to participate at this level may not be dismissed from any part of the regular school day. Only practice hours, not game days or competitions, may count toward the total weekly participation hours.

Application Procedure

- Students may obtain the OCPE Program Application in the counselor's office or on the BISD website at www.boerne-isd.net.
- The OCPE Program Application must be received in the counselor's office by **the first Friday in August for the fall semester or the first Friday in December for the spring semester. Deadlines will be strictly enforced.**
- Students may be scheduled for PE classes based on their physical education requirement needs until OCPE Program approval has been granted.
- Once approved, parents and students should confirm that OCPE appears on students' schedules at the beginning of each semester and that students have received a grade on their report cards. **Schools may place an “F” on student's report card if the Provider does not submit student's grades and/or attendance by the appropriate deadlines.**
- A new OCPE Program Application must be submitted each school year.

Application packet contains for more information regarding student, parent, and provider responsibilities.

