Brazosport Independent School

EDUCATIONAL PLANNING GUIDE 2019-2020

We Believe

Clute Intermediate School
Freeport Intermediate School
Lake Jackson Intermediate School
January 2019

Dear Parents, Guardians, and Students:

Brazosport Independent School District is excited to present our Educational Planning Guide which provides valuable information on all courses available at our three outstanding intermediate schools, Clute, Freeport, and Lake Jackson. The foundation for an academically strong high school experience begins with the planning steps taken in seventh and eighth grade. It is our desire for you to work in partnership with your son/daughter in designing an academic plan that is of high interest, challenging, and provides enriching opportunities for exploration. Students and parents are encouraged to give thoughtful planning to the course selections offered at the intermediate level.

This Educational Planning Guide provides students with all of the necessary tools to help them find their passion, whether it is in athletics, art, band, choir or through our Career and Technical Education (CTE) classes. The Educational Planning Guide is filled with additional information pertaining to high school graduation, endorsements and the career pathways that are currently offered at our high schools. Our school counselors and administrators are here to provide support and guidance throughout the course selection process, and will help assist in any way possible. Our hope is that you will explore all of the possibilities that BISD offers in preparing students to become future ready!

Current 8th graders will also start to create their High School Personal Graduation Plan (PGP). Personal Graduation Plans are created with the student’s endorsement, and these PGP’s are reviewed and revised each academic year. The five endorsements are: Arts and Humanities, Business and Industry, Public Services, Multi-Disciplinary Studies and Science, Technology, Engineering and Math (STEM).

Intermediate school is a wonderful time for our young adolescents to experience various academic interests, as well as a time to enjoy friends, events, and school activities. We hope that you will use this time of planning to discuss with your child how they can successfully balance their course work with the other exciting extracurricular opportunities available to them. We believe it is important for students to have a well-rounded school experience, and to make a firm commitment to academic excellence. Thank you for your partnership in the process, and remember that we are here to support, encourage, and prepare your child for a lifetime of success. Best wishes for a thrilling intermediate school experience!

Respectfully,

Clara Sale-Davis
Chief Academic Officer for BISD
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**NOTE: The Brazosport ISD educational planning guides are updated online periodically to reflect adjustments in local, state, and federal policies. The information in the current online planning guides supersedes any information shared in printed materials or previous online**
ENGLISH LANGUAGE ARTS

BISD READING

This class provides an opportunity for students to strengthen areas of weakness in basic reading skills. The course focuses on objectives that are measured on the state assessment. The course is taught in a small group format and utilizes manipulatives and software programs that reinforce skills taught. Placement in this class is based on student performance data. Course ID: 0713
Resources: See Instructor

LANGUAGE ARTS

This class is a composite of reading, writing, spelling, grammar, research, speaking, and listening skills. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. Course ID: 0711
Resources: Holt McDougal Literature for Texas Grade 7; HMH

PRE AP LANGUAGE ARTS

Students will cover the same TEKS as regular language arts. The activities generated by the curriculum demand self-discipline and personal responsibility from the students. Higher order thinking skills are integrated into each unit of study. *Students who fail to demonstrate proficiency on course-related state-mandated performance assessments including STAAR must receive principal, counselor, teacher and parent permission to enroll in the advanced class. Course ID: 0710
Resources: Holt McDougal Literature for Texas Grade 7; HMH

MATHEMATICS

BISD MATH

This class provides an opportunity for students to strengthen areas of weakness in basic math skills. The course focuses on objectives that are measured on the state assessment. The course is taught in a small group format and utilizes manipulatives and software programs that reinforce skills taught. Placement in this class is based on student performance data. Course ID: 0723
Resources: See Instructor

MATH

The focal points of Grade 7 Math are number and operations; proportionality; expressions, equations, and relationships, as well as measurement and data. Course ID: 0721
Resources: Texas Go Math! Grade 7; HMH
PRE AP MATH

Students will cover TEKS for 7th and 8th grade math in order to be prepared to go into Algebra I in the 8th grade. Pre AP Math 7 students are required to take the 8th grade Math STAAR. *Students who fail to demonstrate proficiency on course-related or state-mandated performance assessments including STAAR and/or ITBS (Iowa Test for Basic Skills) screener in 6th grade must receive principal, counselor, teacher and parent permission to enroll in the advanced class. **Course ID: 0720 (Fall) / 0820 (Spring)

Resources: Texas Go Math! Grade 7/8; HMH

SCIENCE

This science class is an activity based science curriculum for 7th grade students consisting of components from Earth Science, Life Science, and Physical Science with an emphasis on Life Science. Opportunities for hands-on activities are provided to facilitate the learning. **Course ID: 0741

Resources: Science Fusion Grade 7; HMH

PRE AP SCIENCE

The class will cover the TEKS for 7th grade science in addition to higher order thinking skills. The activities generated by the curriculum require self-discipline and personal responsibility from the students. Additional learning opportunities will be provided beyond the traditional activities. **Course ID: 0740

Resources: Science Fusion Grade 7; HMH

SOCIAL STUDIES

TEXAS HISTORY

This Social Studies course allows students to study the history of Texas from early times to present. The focus in each era is on key individuals, events, and issues and their impact. **Course ID: 0731

Resources: Texas History; McGraw Hill

PRE AP TEXAS HISTORY

This course follows the same TEKS as the Texas History course, but it extends the student’s opportunity for learning. Students will enhance their skills through enrichment activities, projects, and research. **Course ID: 0730

Resources: Texas History; McGraw Hill
FINE ARTS

ART (semester)

Art is a class geared for beginning students. The basic mechanics of art will be explored. The elements of design (line, color, shape, space, and value) will be covered during the semester in the drawings and paintings. Fees apply to defray costs—see teacher. Course ID: 0772
Resources: See Instructor

DRAMA (semester)

Students will develop and apply skills in oral language, non-verbal communication, and listening in interpersonal group and public contexts. In addition, students will have opportunities to write, rehearse, and perform monologues, duets, scenes, and plays. Fees apply to defray costs—see teacher. Course ID: 0794
Resources: See Instructor

DRAMA (full year)

Students will develop and apply skills in oral language, non-verbal communication, and listening in interpersonal group and public contexts. In addition, students will have opportunities to write, rehearse, and perform monologues, duets, scenes, and plays. Fees apply to defray costs—see teacher. Course ID: 0795
Resources: See Instructor

BAND PROGRAM

CONCERT WINDS

Concert Winds are for students who enjoy playing a band instrument but who need some additional work on fundamentals beyond first year band. This group will perform at selected functions throughout the year. Students will audition; directors will determine placement. Fees apply to defray costs—see teacher. Course ID: 0763
Resources: See Instructor

CONCERT BAND

Concert Band is for students who have been successful in beginning band. Emphasis will be placed on acquiring a thorough knowledge of fundamentals in order to achieve better performance standards. This group will perform at selected functions and UIL contests throughout the year. Students will audition, and the directors will determine placement. Fees apply to defray costs—see teacher. Course ID: 0762
Resources: See Instructor
SYMPHONIC BAND

Symphonic Band is for advanced instrumental groups in the school. Membership is open to both 7th and 8th grade students. Emphasis will be placed on development of skills necessary for good performance. This group will perform at selected functions and UIL contests throughout the year. Students will audition, and the directors will determine placement. Fees apply to defray costs-see teacher. Course ID: 0761
Resources: See Instructor

JAZZ BAND

Current membership in Band or Orchestra is required (exceptions are permitted for piano, guitar, and bass). Primarily, the jazz band provides enrichment for band and orchestra students, which is not possible in those classes because of instrumentation and their emphases on fundamentals and concert performances. Fees apply to defray costs-see teacher. Course ID: 0760
Resources: See Instructor

CHORAL PROGRAM

BEGINNING CHOIR

Beginning Choir is for the first year choir student who is trying to learn the skills necessary to perform in concerts or contest. This is a non-performing choir. There is singing, which will include proper breathing techniques, placement of tone, sight reading skills, music theory, phrasing, diction, and choral musicianship. Fees apply to defray costs-see teacher. Course ID: 0769
Resources: See Instructor

TREBLE (GIRLS) CHOIR

Girls must have developed the necessary skills to perform in concerts or contests. They are placed in this choir because of their overall rank obtained from their composite grade in choir for the previous year, their audition, and teacher recommendation. Members of this choir will be expected to participate in all choir activities. Fees apply to defray costs-see teacher. Course ID: 0774
Resources: See Instructor

TENOR/BASS (BOYS) CHOIR

Boys must have developed the necessary skills to perform in concerts or contests. They are placed in this choir because of their overall rank obtained from their composite grade in choir for the previous year, their audition, and teacher recommendation. Members of this choir will be expected to participate in all choir activities. Fees apply to defray costs-see teacher. Course ID: 0770
Resources: See Instructor
HONOR CHOIR

Boys and girls must have developed the highest level of skill necessary to perform in concerts or contests. They are placed in this choir because of their overall rank obtained from their composite grade in choir for the previous year, their audition, and teacher recommendation. The smaller size of this choir allows it to do show choir numbers with choreography. Members of this choir will be expected to participate in all choir activities and purchase designated performance apparel. Fees apply to defray costs-see teacher.

Course ID: 0768
Resources: See Instructor

ORCHESTRA PROGRAM

ORCHESTRA

This class is for students who enjoy orchestra but who need some additional work on fundamentals beyond the first year. This group will perform at selected functions throughout the year. Students will audition and the director will determine placement. Fees apply to defray costs-see teacher.

Course ID: 0764
Resources: See Instructor

PHILHARMONIC ORCHESTRA

This class is for string players looking to further develop on the instrument’s fundamentals and meet expectations in ensemble skills. Music selection spans from classical to popular styles in the form of orchestral literature, exercises, etudes, and soli. Students will perform at all concerts and attend UIL String Orchestra Contest, with section rehearsals toward this endeavor. Students are encouraged to participate in Region Orchestra, Solo and Ensemble contests, and private lessons. Students will raise funds for uniforms and orchestra activities. Audition consists of one octave scale exercises, performance of a solo and simple sight-reading. Fees apply to defray costs-see teacher. Course ID: 0766
Resources: See Instructor

SYMPHONIC ORCHESTRA

This class is a course for advancing string players looking to develop on the instrument’s fundamentals and meet high expectations in ensemble skills. Music selection spans from classical to popular styles in the form of orchestral literature, exercises, etudes, and soli. Students will perform at all concerts and contests and will attend extra rehearsals toward these endeavors: Region Orchestra auditions, UIL Full Orchestra contest, Solo and Ensemble contest, and UIL String Orchestra contest. Private lessons are highly recommended for this competitive ensemble. Placement is determined by director. Fees apply to defray costs-see teacher. Course ID: 0765
Resources: See Instructor
PHYSICAL EDUCATION & ATHLETIC PROGRAMS

PHYSICAL EDUCATION BOYS (semester)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. Course ID: 0754
Resources: See Instructor

PHYSICAL EDUCATION BOYS (year)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. Course ID: 0755
Resources: See Instructor

PHYSICAL EDUCATION GIRLS (semester)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. Course ID: 0757
Resources: See Instructor

PHYSICAL EDUCATION GIRLS (year)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. Course ID: 0759
Resources: See Instructor

ATHLETICS BOYS (semester)

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training for a semester within school year. This course is for students participating in athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities. Course ID: 0750
Resources: See Instructor

ATHLETICS BOYS (year)

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities. Course ID: 0756
Resources: See Instructor
ATHLETICS GIRLS (semester)

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training for a semester within the school year. This course is for students participating in athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities. 
Course ID: 0751
Resources: See Instructor

ATHLETICS GIRLS (year)

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities. Course ID: 0758
Resources: See Instructor

CAREER AND TECHNICAL EDUCATION

COLLEGE AND CAREER READINESS

Students will use decision making and problem solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed development of a college and career achievement plan. Students will use this information to explore educational requirements for a variety of chosen career paths. Course ID: 0782
Resources: Career Explorations; ICEV

INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY I

This exploratory course is designed for students to investigate the types of activities performed in the construction industry. Through laboratory experiences, students will explore the skills and tools of this industry; which include hand, power, and portable tools. Students will demonstrate basic safety. Introduction to construction math and technical drawings will be explored. Fees apply to defray costs-see teacher. Course ID: 0892
Resources: Modern Carpentry; Goodheart Wilcox
INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY II

This course is a continuation of Construction Technology I. Students will design and construct various types of projects. They will continue to learn construction skills, including drawings and presentations. Proper safety and operation of hand and power tools will be demonstrated by students. **Prerequisite:** Investigating Careers in Construction I. **Fees apply to defray costs—see teacher.** Course ID: 0893

Resources: Modern Carpentry; Goodheart Wilcox

INVESTIGATING CAREERS IN CULINARY ARTS I

This exploratory course will introduce the students to food preparation techniques, international cuisines, cooking methods, and career options within this field. Students will learn how to prepare various types of foods, basic nutrition, food safety and sanitation, professional work habits, and management techniques expected in the food industry. **Fees apply to defray costs—see teacher.** Course ID: 0896


INVESTIGATING CAREERS IN CULINARY ARTS II

This course is a continuation of Investigating Careers in Culinary Arts I. Students will continue to work on food preparation and cooking techniques. They will complete hands-on cooking exercises to better understand the dynamics of seasoning, flavor balance, salts and sugars, fats and oils. An emphasis will be placed on incorporating proper nutrition into their dishes. Students are also introduced to the fundamentals of recipe writing and interpretation. **Prerequisite:** Investigating Careers in Culinary Arts I. **Fees apply to defray costs—see teacher.** Course ID: 0897


INVESTIGATING CAREERS IN FASHION DESIGN I

This laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, and maintenance. **Fees apply to defray costs—see teacher.** Course ID: 0890

Resources: See Instructor

INVESTIGATING CAREERS IN FASHION DESIGN II

This course is a continuation of Investigating Careers in Fashion Design I and continues the focus on careers in the fashion and textile/apparel industries. Students will continue to be exposed to the apparel production process from design concept to the finished product. **Prerequisite:** Investigating Careers in Fashion Design I. **Fees apply to defray costs—see teacher.** Course ID: 0891

Resources: See Instructor
INVESTIGATING CAREERS IN HEALTH PROFESSIONS

This exploratory course focuses on careers in health care professions. Students explore concepts of health and wellness from the perspective of a health consumer as well as potential professional in the health care industry. Fees apply to defray costs-see teacher. Course ID: 0898
Resources: See Instructor

JOURNALISM

YEARBOOK/NEWSPAPER

Yearbook students will interview, write articles, design layouts, compile and manipulate digital photographs, and use computers to develop the yearbook. The class requires students to be very responsible, willing to make a significant time commitment, and able to work in groups as well as independently in and out of the classroom. Students who are interested in taking the class may be asked to apply in the semester prior to taking the class. Course ID: 0905
Resources: See Instructor

TECHNOLOGY

MULTIMEDIA A

This is a one semester technology elective open to 7th and 8th grade students in which participants will learn the basics of a variety of computer skills. Students will be taught introductory keyboarding skills and will be introduced to a variety of digital tools such as online collaboration, word processing, spreadsheets, presentations, forms, photo editing, coding and online resources. Course ID: 0783
Resources: See Instructor

MULTIMEDIA B

Suggested prerequisite is Multimedia A- This is a one semester technology elective open to 7th and 8th grade students. Students will build upon their keyboarding skills and will be introduced to a variety of digital tools including email, online communication, and a variety of multimedia tools, databases and HTML/coding. Course ID: 0883
Resources: See Instructor
8th Grade Course Offerings
Offerings May Vary by Campus

**ENGLISH LANGUAGE ARTS**

**BISD READING**

This class provides an opportunity for students to strengthen areas of weakness in basic reading skills. The course focuses on objectives that are measured on the state assessment. The course is taught in a small group format and utilizes manipulatives and software programs that reinforce skills taught. Placement in this class is based on student performance data. **Course ID: 0813**

**Resources:** See Instructor

**LANGUAGE ARTS**

This class is a composite of reading, writing, spelling, grammar, research, speaking, and listening skills. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. **Course ID: 0811**

**Resources:** Holt McDougal Literature for Texas Grade 8; HMH

**PRE AP LANGUAGE ARTS**

Students will cover the same TEKS as those in regular language arts. Higher order thinking skills are integrated into each unit of study. Activities required by the curriculum demand self-discipline and personal responsibility from the students. *Students who fail to demonstrate proficiency on course-related state-mandated performance assessments, including STAAR must receive principal, counselor, teacher, and parent permission to enroll in the advanced class.** **Course ID: 0810**

**Resources:** Holt McDougal Literature for Texas Grade 8; HMH

**MATHEMATICS**

**BISD MATH**

This class provides an opportunity for students to strengthen areas of weakness in basic math skills. The course focuses on objectives that are measured on the state assessment. The course is taught in a small group format and utilizes manipulatives and software programs that reinforce skills taught. Placement in this class is based on student performance data. **Course ID: 0823**

**Resources:** See Instructor

**MATH**

Grade 8 Math covers all the topics essential for a student to take Algebra I in the 9th grade. Topics covered in 8th grade include proportionality, expressions, equations, relationships, and foundation of functions, as well as measurement and data. **Course ID: 0821**

**Resources:** Texas Go Math! Grade 8; HMH
PRE AP ALGEBRA I
Prerequisite: 8th Grade Math
Students need a strong foundation in integer skills, basic equation solving, and problem solving to be successful in this class. Algebra I students are required to take the Algebra I End of Course Exam which will count toward their high school graduation requirement. In addition, students who successfully complete Algebra I in the 8th grade will receive one high school math credit. Students taking Algebra I in the 8th grade are recommended to take four years of math at the high school level. *Students must demonstrate proficiency on course-related state-mandated performance assessments, including STAAR, to enroll in this course. Additionally, students will be required to take the SAT and/or ACT once in high school to fulfill federal and state requirements. Course ID: 082J
Resources: Algebra I; McGraw Hill

SCIENCE

This science class is an activity based integrated science curriculum consisting of components from Physical Science, Chemistry, Life Science, and Earth Science. Opportunities for hands-on activities are provided to facilitate the learning experiences. Course ID: 0841
Resources: Science Fusion Grade 8; HMH

PRE AP SCIENCE

This class incorporates an inquiry-based approach to master the process skills needed for exploration of the structure of matter, chemistry, energy, and physics. A strong math background is essential. Additional learning opportunities will be provided beyond traditional activities. Course ID: 0840
Resources: Science Fusion Grade 8; HMH

SOCIAL STUDIES

US HISTORY THROUGH RECONSTRUCTION

This United States history course is designed to provide students with analytical skills and factual knowledge necessary to comprehend the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction. Course ID: 0831
Resources: United States History to 1877; McGraw Hill

PRE AP US HISTORY THROUGH RECONSTRUCTION

This history class will cover the same content as regular American history but allows students to evaluate American history from different points of view by analyzing more primary source documents while enriching their critical thinking skills. Course ID: 0830
Resources: United States History to 1877; McGraw Hill
ART (semester)

Art is a class geared for beginning students. The basic mechanics of art will be explored. The elements of design (line, color, shape, space, and value) will be covered during the semester in the drawings and paintings. Fees apply to defray costs-see teacher. Course ID: 0872
Resources: See Instructor

ART I (full year)

Art I will count toward high school graduation credit upon successful completion. Art is a class geared for beginning students. The basic mechanics of art will be explored. The elements of design (line, color, shape, space, and value) will be covered during the year in the drawings and paintings. Fees apply to defray costs-see teacher. Course ID: 087J
Resources: See Instructor

DRAMA (semester)

In this class, students will develop and apply skills in oral language, non-verbal communication, and listening in interpersonal groups and public contexts. In addition, students will have opportunities to write, rehearse, and perform monologues, duets, scenes, and plays. Fees apply to defray costs-see teacher. Course ID: 0894
Resources: See Instructor

DRAMA (full year)

Students will develop and apply skills in oral language, non-verbal communication, and listening in interpersonal groups and public contexts. In addition, students will have opportunities to write, rehearse, and perform monologues, duets, scenes, and plays. Fees apply to defray costs-see teacher. Course ID: 0895
Resources: See Instructor

BAND PROGRAM

CONCERT WINDS

Concert Band is for students who enjoy playing a band instrument but who need some additional work on fundamentals beyond first year band. This group will perform at selected functions throughout the year. Students will audition; directors will determine placement. Fees apply to defray costs-see teacher. Course ID: 0863
Resources: See Instructor

CONCERT BAND

Concert Band is for students who have been successful in beginning band. Emphasis will be placed on acquiring a thorough knowledge of fundamentals in order to achieve better performance standards. This group will perform at selected functions and UIL contests throughout the year. Students will audition, and the directors will determine placement. Fees apply to defray costs-see teacher. Course ID: 0862
Resources: See Instructor
**SYMPHONIC BAND**

Symphonic Band is for advanced instrumental groups in the school. Membership is open to 8th grade students. Emphasis will be placed on development of skills necessary for good performance. This group will perform at selected functions and UIL contests throughout the year. Students will audition, and the directors will determine placement. **Fees apply to defray costs-see teacher. Course ID: 0861**

**Resources:** See Instructor

**JAZZ BAND**

Current membership in Band or Orchestra is required (exceptions are permitted for piano, guitar and bass). Primarily, the jazz band provides enrichment for band and orchestra students, which is not possible in those classes because of instrumentation and their emphases on fundamentals and concert performances. **Fees apply to defray costs-see teacher. Course ID: 0860**

**Resources:** See Instructor

**CHORAL PROGRAM**

**BEGINNING CHOIR**

This choir is for the first year choir student who is trying to learn the skills necessary to perform in concerts or contests. This is a non-performing choir. There is singing, which will include proper breathing techniques, placement of tone, sight reading skills, music theory, phrasing, diction, and choral musicianship. **Fees apply to defray costs-see teacher. Course ID: 0869**

**Resources:** See Instructor

**TREBLE (GIRLS) CHOIR**

This choir is for girls who have attained the necessary skills to perform in concerts or contests. They are placed in this choir because of their overall rank obtained from their composite grade in choir for the previous year, their audition, and teacher recommendation. Members of this choir will be expected to participate in all choir activities. **Fees apply to defray costs-see teacher. Course ID: 0874**

**Resources:** See Instructor

**TENOR/BASS (BOYS) CHOIR**

Boys must have developed the necessary skills to perform in concerts or contests. They are placed in this choir because of their overall rank obtained from their composite grade in choir for the previous year, their audition, and teacher recommendation. Members of this choir will be expected to participate in all choir activities. **Fees apply to defray costs-see teacher. Course ID: 0870**

**Resources:** See Instructor
HONOR CHOIR

Boys and/or girls who have developed the highest level of skills necessary to perform in concerts or contests. They are placed in this choir because of their overall rank obtained from their composite grade in choir for the previous year, their audition, and teacher recommendation. The smaller size of this choir allows it to do show choir numbers with choreography. Members of this choir will be expected to participate in all choir activities and purchase designated performance apparel. **Fees apply to defray costs-see teacher. Course ID: 0868**

Resources: See Instructor

ORCHESTRA PROGRAM

ORCHESTRA

This class is for students who enjoy orchestra but who need some additional work on fundamentals beyond the first year. This group will perform at selected functions throughout the year. Students will audition and the director will determine placement. **Fees apply to defray costs-see teacher.**

Course ID: 0864

Resources: See Instructor

PHILHARMONIC ORCHESTRA

This class is for string players looking to further develop on the instrument’s fundamentals and meet expectations in ensemble skills. Music selection spans from classical to popular styles in the form of orchestral literature, exercises, etudes, and soli. Students will perform at all concerts and attend UIL String Orchestra Contest, with section rehearsals toward this endeavor. Students are encouraged to participate in Region Orchestra, Solo and Ensemble contests, and private lessons. Students will raise funds for uniforms and orchestra activities. Audition consists of one octave scale exercises, performance of a solo and simple sight-reading. **Fees apply to defray costs-see teacher.**

Course ID: 0866

Resources: See Instructor

SYMPHONIC ORCHESTRA

This course is for advancing string players looking to develop on the instrument’s fundamentals and meet high expectations in ensemble skills. Music selection spans from classical to popular styles in the form of orchestral literature, exercises, etudes, and soli. Students will perform at all concerts and contests and will attend extra rehearsals toward these endeavors: Region Orchestra auditions, UIL Full Orchestra contest, Solo and Ensemble contest, and UIL String Orchestra contest. Private lessons are highly recommended for this competitive ensemble. Placement is determined by director. **Fees apply to defray costs-see teacher.**

Course ID: 0865

Resources: See Instructor
PHYSICAL EDUCATION & ATHLETIC PROGRAMS

PHYSICAL EDUCATION BOYS (semester)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. **Course ID: 0854**

Resources: See Instructor

PHYSICAL EDUCATION BOYS (year)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. **Course ID: 0855**

Resources: See Instructor

PHYSICAL EDUCATION GIRLS (semester)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. **Course ID: 0857**

Resources: See Instructor

PHYSICAL EDUCATION GIRLS (year)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. **Course ID: 0859**

Resources: See Instructor

ATHLETICS BOYS (semester)

In addition to the 8th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. **Note:** Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities. **Course ID: 0850**  Resources: See Instructor
ATHLETICS BOYS (year)

In addition to the 8th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. *Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities.*  
**Course ID:** 0856  
**Resources:** See Instructor

ATHLETICS GIRLS (semester)

In addition to the 8th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. *Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities.*  
**Course ID:** 0851  
**Resources:** See Instructor

ATHLETICS GIRLS (year)

In addition to the 8th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating athletics on campus. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. *Note: Athletic classes are collaboratively scheduled by administrators and coaches at each campus to meet program needs, provide adequate supervision, and access to facilities.*  
**Course ID:** 0858  
**Resources:** See Instructor

FOUNDATIONS OF PERSONAL FITNESS (semester/year)

Students who have successfully completed four semesters of physical education in grades 6-8 may qualify to take Foundations of Personal Fitness for High School Credit. Students completing four semesters of physical education prior to 8th grade can be awarded a half high school credit for each semester of Foundations of Personal Fitness taken in 8th grade. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.  
**Course ID:** 092J (Semester) 093J (Year)  
**Resources:** See Instructor
INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY I

This exploratory course is designed for students to investigate the types of activities performed in the construction industry. Through laboratory experiences, students will explore the skills and tools of this industry; which include hand, power and portable tools. Students will demonstrate basic safety. Introduction to construction math and technical drawings will be explored. Fees apply to defray costs-see teacher. Course ID: 0892
Resources: Modern Carpentry; Goodheart Wilcox

INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY II

This course is a continuation of Construction Technology I. Students will design and construct various types of projects. They will continue to learn construction skills, including drawings and presentations. Proper safety and operation of hand and power tools will be demonstrated by students. Prerequisite: Investigating Careers in Construction I. Fees apply to defray costs-see teacher. Course ID: 0893
Resources: Modern Carpentry; Goodheart Wilcox

INVESTIGATING CAREERS IN CULINARY ARTS I

This exploratory course will introduce the students to food preparation techniques, international cuisines, cooking methods, and career options within this field. Students will learn how to prepare various types of foods, basic nutrition, food safety and sanitation, professional work habits, and management techniques expected in the food industry. Fees apply to defray costs-see teacher. Course ID: 0896

INVESTIGATING CAREERS IN CULINARY ARTS II

This course is a continuation of Investigating Careers in Culinary Arts I. Students will continue to work on food preparation and cooking techniques. They will complete hands-on cooking exercises to better understand the dynamics of seasoning, flavor balance, salts and sugars, fats and oils. An emphasis will be placed on incorporating proper nutrition into their dishes. Students are also introduced to the fundamentals of recipe writing and interpretation. Prerequisite: Investigating Careers in Culinary Arts I. Fees apply to defray costs-see teacher. Course ID: 0897

INVESTIGATING CAREERS IN FASHION DESIGN I

This laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, and maintenance. Fees apply to defray costs-see teacher. Course ID: 0890
Resources: See Instructor
INVESTIGATING CAREERS IN FASHION DESIGN II

This course is a continuation of Investigating Careers in Fashion Design I and continues the focus on careers in the fashion and textile apparel industries. Students will continue to be exposed to the apparel production process from design concept to the finished product. **Prerequisite:** Investigating Careers in Fashion Design I. **Fees apply to defray costs-see teacher. Course ID: 0891**

Resources: See Instructor

INVESTIGATING CAREERS IN HEALTH PROFESSIONS

This exploratory course focuses on careers in health care professions. Students explore concepts of health and wellness from the perspective of a health consumer as well as potential professional in the health care industry. **Fees apply to defray costs-see teacher. Course ID: 0898**

Resources: See Instructor

JOURNALISM

YEARBOOK/NEWSPAPER

Yearbook students will interview, write articles, design layouts, compile and manipulate digital photographs, and use computers to develop the yearbook. The class requires students to be very responsible, willing to make a significant time commitment, and able to work in groups as well as independently in and out of the classroom. Students who are interested in taking the class may be asked to apply in the semester prior to taking the class. **Course ID: 0905**

Resources: See Instructor

TECHNOLOGY

MULTIMEDIA A

This is a one semester technology elective open to 7th and 8th grade students in which participants will learn the basics of a variety of computer skills. Students will be taught introductory keyboarding skills and will be introduced to a variety of digital tools such as online collaboration, word processing, spreadsheets, presentations, and forms, photo editing, coding, and online resources. **Course ID: 0783**

Resources: See Instructor

MULTIMEDIA B

Suggested prerequisite is Multimedia A. This is a one semester technology elective open to 7th and 8th grade students. Students will build upon their keyboarding skills and will be introduced to a variety of digital tools including email, online communication, and a variety of multimedia tools, databases, and HTML /coding. **Course ID: 0883**

Resources: See Instructor
LANGUAGES OTHER THAN ENGLISH (LOTE)

SPANISH I

This course introduces the study of the Spanish language and culture through conversation, grammar, speaking, reading, and writing. Through the cultural sections in the text, as well as supplementary materials, students acquire some insight into and appreciation of many aspects of Hispanic life and culture. Student successfully completing this course will receive High School Credit for this course. **Course ID: 085J**

Resources: *Texas Asi se dice Level 1: McGraw Hill*

STUDENT ASSISTANTS

LIBRARY ASSISTANTS

Participation in this class teaches students organizational, computer, research, decision-making, and interpersonal skills. Duties include shelving books, checking books in and out, using the Library Automation System, processing new materials, and assisting with library/media matters. Students may be asked to fill out an application or participate in a personal interview with the librarian. Space in this class is very limited. **Course ID: 0913**

Resources: See Instructor

OFFICE WORKERS

Office Workers are students who have been chosen to work in various offices in the school. Participation in this class teaches students organization, communication, and decision-making skills. Duties involve delivering messages, giving new students tours of the campus, and other duties specific to the assigned office. Students may be asked to complete an application. Selection criteria will be based on conduct, attendance, grades.

**Course ID: 0915**

Resources: See Instructor

PALS

PALS stands for Peer Assistance and Leadership Skills. The PALS course is limited to 8th grade students who have applied, been interviewed, and selected by a panel of current PALs and faculty members. This course is designed to teach self-confidence, leadership, and communication skills to assist other students. **Course ID: 0904**

Resources: See Instructor
DO I RECEIVE HIGH SCHOOL CREDIT FOR INTERMEDIATE SCHOOL COURSES?

<table>
<thead>
<tr>
<th>Intermediate School Course</th>
<th>Type of High School Credit Earned With Passing Grades</th>
<th>Next Course To Be Taken in High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I - full year</td>
<td>1 Spanish I credit</td>
<td>Spanish II</td>
</tr>
<tr>
<td>Algebra I Pre-AP – full Year</td>
<td>1 math credit</td>
<td>Geometry or Geometry Pre-AP</td>
</tr>
<tr>
<td>Art I – full year</td>
<td>1 Fine Art Credit</td>
<td>See Counselor for Recommendation</td>
</tr>
<tr>
<td>Foundations of Personal Fitness – semester or full year</td>
<td>0.5 -1.0 Physical Education credit</td>
<td>See Counselor for Recommendation</td>
</tr>
</tbody>
</table>

Passing grades for **both semesters (full year)** at the Intermediate level will receive credit on their high school transcript as indicated on the chart below. Once credit is awarded, students cannot **repeat the course**. **Grades earned in intermediate school will not be calculated in the high school GPA. Check with your campus to verify that the course is being offered.**

Pre-AP classes are not offered in the Discipline Alternative Education Program (DAEP) at the Lighthouse Learning Center. Students assigned to the DAEP will be enrolled in general education courses.
Classification of Students
Student classification is determined by the number of credits accumulated by the end of the
preceding year.
To be a ninth grade student (Freshman) .................... Completion of Eighth Grade Requirements
To be a tenth grade student (Sophomore) ................................................... 6 Credits Required
To be an eleventh grade student (Junior) ..................................................................12 Credits Required
To be a twelfth grade student (Senior) .................................................................19 Credits Required
Foundation Graduation Plan (available to all students) .............................................22 Credits Required
To Graduate with an Endorsement ........................................................................26 Credits Required

*Units of High School credit are determined by the semester average in each course attempted.
The State of Texas has set 70 as a minimum-passing grade. For each semester course passed
with 70 or above, the student receives 1/2 credit or more. Students earn credits annually
towards graduation requirements.

Coursework
House Bill 5 (HB 5), passed by the 83rd Texas Legislature and signed by the governor in June
2013, provides for a new set of graduation plans for Texas students. These graduation plans
consist of a foundation plan for every Texas student and five endorsements from which
students may choose, depending on their interests. Students will complete each of these
endorsements with four mathematics, four science, four English language arts, and three social
studies credits. Students are also required to complete two foreign language credits other than
English. The two foreign language credits may be substituted with two credits in computer
programming language. *Please understand that if you choose to utilize this option, these
courses will count towards your high school graduation, but COULD affect the criteria for
college acceptance; please verify that your post-secondary school will recognize these credits
as your foreign language.

Students entering 9th Grade must choose from one of the following endorsements:
  • Arts and Humanities
  • Public Services
  • Business and Industry
  • Multidisciplinary Studies
  • STEM

Students may change their endorsement at any time prior to graduation; however, a delay in
graduation may result. For more information please contact your campus counselor.
The Brazosport Independent School District Board of Trustees has decided that students under
the Foundation Graduation Plan will be required to complete .5 credits of Professional
Communication, and .5 credits of Health (or Health Science Theory). Students entering high
school in the 2017-2018 school year and beyond are required to complete 1 credit in Teen
Leadership; which will fulfill the previously required .5 credit of Professional Communication
and the .5 credit of Health. Students who arrive in district after their freshman year may
substitute .5 credit of Professional Communication and the .5 credit of Health (or Health Science Theory) for 1 credit in Teen Leadership.

**Testing**
Students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet graduation requirements:

- Algebra I
- English I (Reading/Writing)
- English II (Reading/Writing)
- Biology
- US History

To graduate, a student must meet the Approaching Grade Level Standard score requirement for the EOC tests in English 1, English 2, Algebra 1, Biology, and U.S. History.

If a student does not achieve the Approaching Grade Level Standard or above on any state required EOC assessment, the student must retake the assessment until an Approaching Grade Level Standard or above is attained. A student is not required to retake a course as a condition of retaking an EOC assessment.

**Can I see sample questions for the STAAR EOC questions?** Release STAAR EOC questions can be found at [www.tea.state.tx.us/student.assessment/STAAR/](http://www.tea.state.tx.us/student.assessment/STAAR/)
# Graduation Plan Overview for Student Entering High School in: Fall 2017 or Later

Student Name: _________________________    ID:______________   Expected Graduation Date: __________________

Endorsement Selected:
- STEM
- Business and Industry
- Arts and Humanities
- Public Services
- Multi-Disciplinary Studies

<table>
<thead>
<tr>
<th>Foundation Plan - 22 Credits</th>
<th>With Endorsement - 26 Credits Total</th>
<th>Distinguished - Eligible for Top 10% Automatic Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts - 4 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English I</td>
<td></td>
<td></td>
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<tr>
<td>- English II</td>
<td></td>
<td></td>
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<tr>
<td>- English III</td>
<td></td>
<td></td>
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<tr>
<td>- English IV or Advanced English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics - 3 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Algebra I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Advanced Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies - 3 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- World Geography or World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- US History</td>
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<tr>
<td>- Government (.5 Credit)</td>
<td></td>
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<tr>
<td>- Economics (.5 Credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 3 - Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- IPC, Chemistry, or Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional Advanced Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language or Substitute - 2 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts - 1 Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education - 1 Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives - 5 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teen Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Elective 2 ________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Elective 3 ________________</td>
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<td></td>
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<tr>
<td>- Elective 4 ________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Elective 5 ________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ALL REQUIREMENTS OF FOUNDATION PLAN PLUS

**STEM**
- 1 Math or 1 CTE Math
- 1 Science or 1 CTE Science
- Elective 1 ________________
- Elective 2 ________________

**Business and Industry**
- 1 Math or 1 CTE Math
- 1 Science or 1 CTE Science
- Elective 1 ________________
- Elective 2 ________________

**Arts and Humanities**
- 1 Math or 1 CTE Math
- 1 Science or 1 CTE Science
- Elective 1 ________________
- Elective 2 ________________

**Public Services**
- 1 Math or 1 CTE Math
- 1 Science or 1 CTE Science
- Elective 1 ________________
- Elective 2 ________________

**Multidisciplinary Studies**
- 1 Math or 1 CTE Math
- 1 Science or 1 CTE Science
- Elective 1 ________________
- Elective 2 ________________

ALL REQUIREMENTS OF FOUNDATION PLAN PLUS ENDORSEMENT PLUS

- Algebra II (must be one the student’s math credits)

Performance Acknowledgments - noted on diploma

- Outstanding Performance
- Dual Credit
- Bilingualism and Bi-literacy
- AP test or IB exam
- PSAT, ACT Aspire, SAT or ACT
- State, National or International Business or Industry Certification or License

**STAAR EOC Checklist**

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

**Plans for the Future**

**Testing**
- PSAT
- SAT
- ACT

**College Readiness - TSI**
- Math _________
- Reading _________
- Writing _________

**Post-Secondary Applications**
- Brazosport College
- Apply Texas Application
- Common Application
- Military Recruiter
- Technical School

**Financial Aid**
- FAFSA / TAFSA
- Scholarships
Graduation Plan Overview for Students Entering High School in: Fall 2017 or Later

The Six-Year Plan is intended to give you and your parent(s) / guardian(s) a guide to use as you progress to and through high school. You will want to review the plan each year to make sure you are on the right track and have selected courses that will help you meet your post-secondary plans. Make sure that you are taking the academic courses that support your career goals.

Endorsements:
- Arts and Humanities
- Business and Industry
- Multidisciplinary Studies
- Public Services
- STEM

Specialization Area:
- Business
- Engineering
- Health
- Science

My Graduation Plan Type is: Foundation
- Distinguished Level of Achievement

My Post High School plan will take me to:
- Two Year College
- Technical Training
- Four Year College
- Employment
- Military
- Other

The Six-Year Plan is intended to give you and your parent(s) / guardian(s) a guide to use as you progress to and through high school. You will want to review the plan each year to make sure you are on the right track and have selected courses that will help you meet your post-secondary plans. Make sure that you are taking the academic courses that support your career goals.

Endorsements:
- Arts and Humanities
- Business and Industry
- Multidisciplinary Studies
- Public Services
- STEM

Specialization Area:
- Business
- Engineering
- Health
- Science

My Graduation Plan Type is: Foundation
- Distinguished Level of Achievement

My Post High School plan will take me to:
- Two Year College
- Technical Training
- Four Year College
- Employment
- Military
- Other

Graduation Plans 2017 and Later

Discipline Foundation Credits + Endorsement Credits

<table>
<thead>
<tr>
<th>Discipline</th>
<th>English</th>
<th>Math 1</th>
<th>Science</th>
<th>Social Studies</th>
<th>LOTE</th>
<th>Fine Arts</th>
<th>Physical Education</th>
<th>Teen Leadership</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits for Graduation: 22 26

8th Grade Credit: 7th Grade Credit: 9th Grade Credit: 10th Grade Credit: 11th Grade Credit: 12th Grade Credit:
**Arts & Humanities Endorsement**

A student may earn an Arts & Humanities endorsement by completing foundation and general endorsement requirements and:

- Option 1: A total of five social studies credits (Chapter 113 or Chapter 118), or
- Option 2: Four levels of the same language other than English (Chapter 114), or
- Option 3: Two levels of the same language other than English and two levels of a different language other than English (EX: 2 years of Spanish & 2 years of French), or
- Option 4: Four levels of American Sign Language, or
- Option 5: A coherent sequence of four credits from one or two disciplines in Fine Arts (Chapter 117), or
- Option 6: Four English elective credits by selecting from the following:
  - English IV
  - Independent Study in English
  - Creative Writing
  - Research & Technical Writing
  - Humanities
  - Advanced Placement English Literature & Composition

**Public Service Endorsement**

A student can earn a Public Services endorsement by completing foundation and general endorsement requirements and:

- Option 1: A coherent sequence of courses for four or more credits in CTE (Chapters 127 and 130). Two courses must be in the same career cluster and one must be an advanced CTE course, which includes any course that is the third or higher course in a sequence. The final CTE course in the sequence must be selected from one of the following career clusters:
  - Education & Training
  - Health Services

- Option 2: Four courses in Junior Reserves Officers’ Training Corp (JROTC).
Business & Industry Endorsement

A student may earn a Business & Industry endorsement by completing foundation and general endorsement requirements and:

- **Option 1:** A coherent sequence of courses for four or more credits in CTE (Chapters 127 or 130). Two courses must be in the same career cluster and one must be an advanced CTE course, which includes any course that is the third or higher course in a sequence. The final CTE course in the sequence must be selected from one of the following career clusters:
  - Agriculture, Food & Natural Resources
  - Architecture & Construction
  - Arts, AV Technology & Communication
  - Business, Marketing & Finance
  - Hospitality & Tourism
  - Manufacturing

- **Option 2:** Four English elective credits (Chapter 110) by selecting three levels in one of the following areas:
  - Advanced Journalism: Newspaper I, II, III
  - Public Speaking/Debate
  - Advanced Journalism: Yearbook I, II, III

- **Option 3:** A coherent sequence of four credits from (Option 1), (Option 2).

Multidisciplinary Endorsement

A student may earn a Multidisciplinary study endorsement by completing foundation and general endorsement requirements and:

- **Option 1:** Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from either within one endorsement area or among endorsement areas that are not in a coherent sequence, or

- **Option 2:** Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics, or

- **Option 3:** Four credits in advanced placement or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.
STEM Endorsement

A student may earn a STEM endorsement by completing foundation and general endorsement requirements including Algebra II, chemistry, physics and:

- **Option 1:** A coherent sequence of courses for four or more credits in CTE (Chapters 127 or 130). Two courses must be in the same career cluster and one must be an advanced CTE course, which includes any course that is the third or higher course in a sequence. The final CTE course in the sequence must be selected from the STEM career cluster, or
- **Option 2:** A total of five credits in mathematics by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite, or
- **Option 3:** A total of five credits in science by successfully completing biology, chemistry, physics, and two additional science courses, or
- **Option 4:** In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the areas listed in (Option 1), (Option 2), (Option 3).
- **Option 5:** A coherent sequence of four credits in computer science. The courses offered are:
  
<table>
<thead>
<tr>
<th>Prior to Entering 2018-19 School Year:</th>
<th>Entering 2018-19 School Year or Later:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 1</td>
<td>Computer Science Essentials</td>
</tr>
<tr>
<td>AP Computer Science A</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td>Discrete Mathematics for Computer Science</td>
<td>AP Computer Science A</td>
</tr>
<tr>
<td>Independent Studies of Technology Applications</td>
<td>Cybersecurity (PENDING TEA APPROVAL)</td>
</tr>
</tbody>
</table>
Distinguished Level of Achievement & Performance Acknowledgments

Students who wish to graduate with the Distinguished Level of Achievement must complete:
All Foundation Plan requirements plus the following:
- Four credits in mathematics, which must include Algebra II
- Four credits in science
- Requirements for at least one endorsement

Students on the Foundation and/or Distinguished Level of Achievement may also receive Performance Acknowledgments that are designated on the student’s diploma for the following accomplishments:

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

B. Bilingualism and Biliteracy:
   a. A student may earn a performance acknowledgment by demonstrating
   proficiency in two or more languages by:
      i. Completing all English language arts requirements and maintaining a
         minimum grade point average (GPA) of the equivalent of 80 on a scale of
         100; and
      ii. Satisfying one of the following:
         1. Completion of a minimum of three credits in the same language in
            a language other than English with a minimum GPA of the
            equivalent of 80 on a scale of 100; or
         2. Demonstrated proficiency in the Texas Essential Knowledge and
            Skills for Level IV or higher in a language other than English with a
            minimum GPA of the equivalent of 80 on a scale of 100; or
         3. Completion of at least three credits in foundation subject area
            courses in a language other than English with a minimum GPA of
            80 on a scale of 100; or
         4. Demonstrated proficiency in one or more Languages Other Than
            English through one of the following methods:
            a. Score 3 or higher on an Advanced Placement exam for a
               Language Other Than English; or
            b. Score 4 or higher on an International Baccalaureate exam
               for a higher level Language Other Than English course; or
            c. Performance on a national assessment of language
               proficiency in a Language Other Than English of at least
               Intermediate High.
   d. In addition to meeting the requirements of the above
      subsection, to earn a performance acknowledgment in
      bilingualism and biliteracy, an English language learner
      must also have:
i. Participated in and met the exit criteria for a bilingual or ESL program; and

ii. Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

C. Advanced Placement test or International Baccalaureate examination by earning:
   i. A score of 3 or above on a College Board Advanced Placement examination; or
   ii. A score of 4 or above on an International Baccalaureate examination.

D. PSAT, the ACT Aspire, the SAT, or the ACT by:
   i. Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
   ii. Achieving the college readiness benchmark score on at least three of the five subject tests on the ACT Aspire exam; or
   iii. Earning a total score of at least 1310 on the SAT; or
   iv. A composite score on the ACT exam (without writing) of 28.

E. Earning a state, nationally or internationally recognized business or industry certification or license with:
   i. Performance on an examination sufficient to obtain a state, nationally or internationally recognized business or industry certification.
   ii. Performance on an examination sufficient to obtain a government-required credential to practice a profession.
What Are Career Pathways?

Career pathways are broad clusters of occupations, which are grouped together because many of the people in them share similar interests and strengths. The pathways are flexible, overlapping in nature, which allows students to change as new knowledge and experiences are acquired. They help provide a focus and guideline for future planning at the high school level and beyond. Use the pathways to explore career options and design your own individual career pathway education plan.

This section of the course guide is designed to help students select career pathway plans and courses that are appropriate to their needs and career interests. The Career and Technical Education program includes courses that provide a solid background for advanced college training in various fields, on-the-job training and marketable skills upon graduation from high school. Offering course sequences within career clusters may help students make better career choices and motivate students to reach higher academic achievement. Career Clusters represent a national and state effort (www.txcte.org) to help schools ensure that learners get the knowledge and skills they need for multiple career choices by matching what is taught in the classroom to business and industry expectations.

Students should review each career cluster described and the courses and their descriptions before making or revising their four to six year plan. The career pathway for some subject areas may vary somewhat to the plans set forth in this section due to individual student interest, course offerings, and changes in state and local requirements. Students should discuss their individual plan with parents/guardians and school counselors. Teachers in a student’s chosen field can also provide valuable insight on career pathways.

What is a Coherent Sequence?

A coherent sequence includes two (2) or more courses for three (3) or more credits in a Career and Technical Education Career Cluster. The 16 National Career Clusters include:

| Agricultural, Food & Natural Resources | Hospitality & Tourism |
| Architecture & Construction | Human Services |
| Arts, A/V Technology & Communications | Information Technology |
| Business, Management & Administration | Law, Public Safety, Corrections & Security |
| Education & Training | Manufacturing |
| Finance | Marketing, Sales & Service |
| Government & Public Administration | Science, Technology, Engineering & Mathematics |
| Health Science | Transportation, Distribution & Logistics |

Suggested sequences are provided in this guide as examples within various pathways. Students are encouraged to take advantage of free career assessment software (EX: Career Cruising), and to discuss their individual academic and career goals with their counselor to create a four to six year plan unique to the student.

Please visit the following sites for additional information on Career Clusters, Career Pathways and Career Information.

Texas Education Agency: www.tea.state.tx.us
O*Net – My Next Move: www.mynextmove.org/
Texas Workforce Commission: www.twc.state.tx.us
Occupational Outlook Handbook: www.bls.gov/oco
Texas-Career Alternative Evaluation System: www.texascareonline.com
Texas CTE Resource Center: www.txcte.org
Business & Industry Endorsement
Agriculture, Food, & Natural Resources

Principles of Agriculture, Food, & Natural Resources

Ag Manufacturing Track
- Ag Mechanics & Metal Technology
- Agricultural Structures Design & Fabrication

Floral Design Track
- Floral Design
- Advanced Floral Design

Animal Science/Vet Track
- Livestock Production
- Veterinary Medical Applications

Wildlife Track
- Wildlife, Fisheries, & Ecology
- Livestock Production

Practicum in Agriculture (2)

Optional Science: Advanced Animal Science
Business & Industry Endorsement
Architecture & Construction

Principles of Construction

Construction Track
- Construction Technology I (2)
- Construction Technology II (2)

Drafting Track (BC)
- Architectural Design I
- Architectural Design II (2)

Electrical Track (BC)
- Electrical Technology I
- Electrical Technology II (2)

Practicum in Construction Technology (2)
Business & Industry Endorsement
Arts, Audio/Video Technology, & Communication

Principles of Arts, Audio/Video Technology, Communication

Graphic Design Track
- Video Game Design
  - Graphic Design & Illustration (2)
  - Practicum in Audio/Video Production (2)

Audio/Video Track
- Audio/Video Production I (2)
  - Audio/Video Production II (2)
  - Practicum in Audio/Video Production (2)

Printing Technology Track
- Printing & Imaging Technology I
  - Printing & Imaging Technology II
  - Practicum in Printing & Imaging Technology* (2)

Photography Track
- Commercial Photography I
  - Commercial Photography II
  - Practicum in Commercial Photography* (2)

*To be implemented 2020-2021 school year
Business & Industry Endorsement
Hospitality & Tourism

- Introduction to Culinary Arts
- Culinary Arts (2)
- Advanced Culinary Arts (2)
- Practicum in Culinary Arts (2)
- Optional Science: Food Science
Business & Industry Endorsement
Manufacturing

Principles of Manufacturing

Introduction to Welding

Welding Track
- Welding I (2)
- Welding II (3)

Process Technology Track (BC)
- Intro to Process Tech & Oil & Gas Production I

Instrumentation Track (BC)
- Manufacturing Engineering Tech I & AC/DC Electronics

Industry Pipefitting Track (BC)
- Plumbing Technology I

Machine Shop &/or Millwright Track (BC)
- Precision Metal Manufacturing I (2)
- Precision Metal Manufacturing II (3)
Public Service Endorsement
Education & Training

- Principles of Education & Training
- Human Growth & Development
- Instructional Practices (2)
- Practicum in Education & Training (2)
STEM Endorsement
Science, Technology, Engineering, & Mathematics

Cybersecurity Track
- PLTW Computer Science Essentials
- PLTW AP Computer Science Principles
- PLTW AP Computer Science A
- PLTW Cybersecurity**

Engineering Track
- PLTW Principles of Engineering
- PLTW Specialty Engineering*
- PLTW Engineering Design & Problem Solving**

Aerospace Track
- Scientific Research & Design- Systems Go! Rockets 1
- Practicum in STEM- Systems Go! Rockets 2 (2)

Robotics Track
- Robotics I
- Robotics II
- Engineering Design & Problem Solving- Robotics III

Optional Math: Engineering Math
Optional Science: Principles of Technology

*To be implemented 2020-2021
**To be implemented 2021-2022
Business & Industry Endorsement
Transportation, Distribution, & Logistics

- Principles of Manufacturing
- Automotive Technology I (BC) (2)
- Automotive Technology II (BC) (3)
- Practicum in Transportation Systems (BC) (2)
### BISD Pathways

<table>
<thead>
<tr>
<th>Career Pathways</th>
<th>9th Year</th>
<th>10th Year</th>
<th>11th Year</th>
<th>12th Year</th>
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<td>Printing &amp; Imaging Technology II</td>
<td>Practicum in Printing &amp; Imaging Technology*</td>
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<td>Health Informatics</td>
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<td>BW, BP</td>
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<td>Course 3</td>
<td>Course 4</td>
<td>Campus</td>
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<td>Culinary Arts</td>
<td>Advanced Culinary Arts</td>
<td>Practicum in Culinary Arts</td>
<td>BW, BP</td>
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<td>Principles of Manufacturing</td>
<td>Ag Mechanics &amp; Metal Technology</td>
<td>Manufacturing Engineering Tech I &amp; AC/DC Electronics</td>
<td>Oil &amp; Gas Production Systems I &amp; Digital Electronics</td>
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<td>Process Technology</td>
<td>Principles of Manufacturing</td>
<td>Ag Mechanics &amp; Metal Technology</td>
<td>Intro to Process Tech &amp; Oil &amp; Gas Production Systems I</td>
<td>Oil &amp; Gas Production Systems II &amp; Petrochem Safety, Health, &amp; Environment</td>
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<td>Principles of Manufacturing</td>
<td>Ag Mechanics &amp; Metal Technology</td>
<td>Welding I</td>
<td>Welding II</td>
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<tr>
<td>Industry Pipefitting</td>
<td>Principles of Manufacturing</td>
<td>Ag Mechanics &amp; Metal Technology</td>
<td>Plumbing Technology I</td>
<td>Plumbing Technology II</td>
<td>BW, BP, BC</td>
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<tr>
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<td>Principles of Manufacturing</td>
<td>Ag Mechanics &amp; Metal Technology</td>
<td>Precision Metal Manufacturing I</td>
<td>Precision Metal Manufacturing II</td>
<td>BW, BP, BC</td>
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<td>Education</td>
<td>Principles of Education &amp; Training</td>
<td>Human Growth &amp; Development</td>
<td>Instructional Practices</td>
<td>Practicum in Education &amp; Training</td>
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<td>Health Science Clinical Track</td>
<td>Medical Terminology</td>
<td>Principles of Health Science</td>
<td>Health Science Theory/Clinical</td>
<td>Practicum in Health Science</td>
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<td>Health Science Non-Clinical Track</td>
<td>Medical Terminology</td>
<td>Principles of Health Science</td>
<td>Health Science Theory/Medical Microbiology</td>
<td>Pathophysiology</td>
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<tr>
<td>Cybersecurity</td>
<td>Fundamentals of Computer Science</td>
<td>AP Computer Science Principles</td>
<td>AP Computer Science A</td>
<td>Cybersecurity**</td>
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<tr>
<td>Engineering</td>
<td>Introduction to Engineering Design</td>
<td>Engineering Science</td>
<td>Specialty Engineering*</td>
<td>Engineering Design &amp; Problem Solving**</td>
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<tr>
<td>Robotics</td>
<td>Introduction to Engineering Design</td>
<td>Robotics I</td>
<td>Robotics II</td>
<td>Engineering Design &amp; Problem Solving- Robotics III</td>
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<td>Automotive</td>
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<td>Automotive Technology I</td>
<td>Automotive Technology II</td>
<td>Practicum in Transportation Systems</td>
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*To be implemented 2020-2021  **To be implemented 2021-2022
# Brazosport Independent School District
## Career & Technical Education Certification Opportunities
### 2019-2020

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<thead>
<tr>
<th>Career Pathway</th>
<th>Certification</th>
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<tbody>
<tr>
<td>Animal Science</td>
<td>Beef Quality Assurance, Hunter’s Ed &amp; Boater Safety</td>
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<tr>
<td>Construction</td>
<td>NCCER Core, NCCER Carpentry, OSHA-10</td>
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<tr>
<td>Business</td>
<td>Microsoft Office Specialist &amp; Expert</td>
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<tr>
<td>Culinary Arts</td>
<td>ServSafe Manager Certification, ProStart Certification</td>
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<tr>
<td>Veterinary Science</td>
<td>Level 1 Veterinary Assistant</td>
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<tr>
<td>Welding</td>
<td>NCCER Core, NCCER Welding Level 1, AWS D1.1, AWS D9.1, OSHA-10, API Welding</td>
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<tr>
<td>Floral Design</td>
<td>Texas State Floral Design Certification Level 1</td>
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<tr>
<td>Arts, A/V, Technology, &amp; Communication</td>
<td>Adobe Certified Associate</td>
</tr>
<tr>
<td>Health Science</td>
<td>First Aid/CPR, Phlebotomy, EKG, Clinical Medical Assistant, Patient Care, Billing &amp; Coding</td>
</tr>
<tr>
<td>Education</td>
<td>Child Development Associate</td>
</tr>
<tr>
<td>Robotics</td>
<td>Federal Aviation Association 107 Drone</td>
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</table>
Pre-Advanced Placement Guidelines

Pre-AP courses are designed to cover the content of the regular courses with sufficient enrichment materials to adequately challenge the above-average student. A student placed in an accelerated course is enrolled because of exceptional achievement in a particular area as indicated by test records, high motivation, teacher recommendation, grade achievement, and interest. Levels of instruction should be chosen carefully with the advice of teachers and school counselors. A student who has been in average courses may find it difficult to do the work required of him/her in an accelerated or advanced course. Level changes will be made in accordance with the Pre-AP contract.

All Brazosport ISD students who wish to accept the academic challenge of a Pre-AP class are welcome to participate in those programs; however, students and parents should be aware of the prerequisites required for each class. Since state testing requirements can and do change, prerequisites related to state testing can change. Any student, who fails to demonstrate academic readiness on course related performance assessments, including STAAR, must receive principal or designee and parent/guardian permission to enroll in the advanced class. Students and parents should be aware of the expectations and rigorous coursework for these classes so they can make informed decisions prior to making a commitment to course selections. All students considering Dual Credit or Advanced Placement courses in high school are encouraged to take Pre-AP classes as preparation for college-level course work.

Brazosport ISD’s goal is for students to be successful at the highest possible level. Pre-AP classes in BISD stimulate and challenge motivated students to perform at an advanced academic level and are more rigorous and in-depth than regular classes. These classes are more rigorous, include different types of assignments, and require additional outside reading. Resourceful, dedicated, and trained Pre-AP teachers work with their students to develop and apply the skills, abilities, and content knowledge that will be necessary for college. Parental support plays a key role in the success of Pre-AP students; therefore, please read and note the following criteria:

**Student/Parent/Guardian Responsibilities:**

- Students must demonstrate academic readiness on course-related performance assessments such as STAAR.
- Pre-AP courses require more independent work and study time per week than a regular class. Students will need to read and prepare outside of class to participate effectively in classroom discussions and activities. Maintaining excellent class attendance and managing out-of-class time effectively will be required.
- In order to be successful, students must commit to full participation and seek assistance when needed.
- Acceptance of late work in Pre-AP courses allows students **three days** to turn in late work: For the first three days an assignment is late, ten points will be deducted each day. There is not a choice of whether the assignment will be completed. The Pre-AP teacher will intervene on day four to ensure assignment completion, success and responsibility either in class or after school. A student will receive a grade of no higher than 70% on any late assignment past day four. (Day one late -10 points=90; Day two late -10 points=80; Day three late -10 points=70; Day four late -teacher intervenes for task completion for a grade no higher than a 70)
• Students must have parent/guardian permission and a signed contract to enroll and participate in a Pre-AP course.

The following guidelines/criteria will apply if a student is struggling to maintain a passing average in a Pre-AP course:

• For all students making below a 70 average at the sixth week of any nine week grading period, the teacher will contact the parent or guardian to discuss coursework and the expectations and requirements to continue in the Pre-AP course.

• A student whose grade for the first nine week grading period each semester falls below 60 must take part in a conference with the parent/guardian, teacher and administration regarding proper placement and/or level change to a general level course, if a general level course is available. This is to ensure that the student earns a passing grade for the semester.

• A student who fails the Pre-AP course and does not earn credit in the fall semester shall be removed from the Pre-AP course and placed in a general level course for the remainder of the year, if a general level course is available.

• Students who are enrolled in Pre-AP courses are responsible for maintaining the academic integrity of BISD by completing all assigned work without engaging in cheating, fraud, plagiarism, or prohibitive electronic assistance. A documented finding of academic dishonesty shall result in academic and disciplinary consequences as outlined in the BISD Academic Grading Regulation.

• Removal from a Pre-AP class will not prohibit a student from taking an Pre-AP class in the future.

Academic Considerations

Pre-AP curricula are written above the grade level of a traditional class. Students should be independent learners as instruction is fast paced, in-depth, complex, and abstract. Students should understand that much of the work is done outside of class. An A or B in the subject area indicates that the student has the academic ability and the task commitment to succeed.

Performance Considerations

Students in Pre-Advanced Placement (Pre-AP) courses should be independent learners who demonstrate the following:

Motivation: Some students take Pre-AP classes because it is the best preparation for college, the workforce, and life after high school. Others take advanced classes for preparation for college or purely for the love of learning. Whatever the reason, students should apply their best effort.

Time Management and Organization: Students in Pre-AP classes should begin assignments when they are assigned, use planners and schedules to help plan multiple projects, and develop the self-discipline to make academic achievement a priority.

Positive Attitude: Pre-AP courses demand more attention, work, and effort than a regular class. Students should persevere and when faced with challenges, take the necessary steps to succeed in the class (tutorials, study groups, etc.). Students who can adjust to the rigor find greater success in high school and college.
**Strong Work Ethic:** Students should be committed in their goal to be successful in Pre-AP and demonstrate that commitment through good attendance, punctuality, and by showing respect for themselves and others. Students should expect to do a considerable amount of study and preparation outside of class and to complete all assignments on time.

**Other Considerations**

Each student is unique in personality, goals, and life situations; therefore, decisions regarding a student’s participation in advanced courses should be made on an individual basis. Some things to consider are:

**Concurrent enrollment in Pre-AP courses:** Consideration should be given to other commitments. Some students successfully manage multiple advanced classes, jobs, and extracurricular activities; while others become overwhelmed by the demands of a rigorous schedule. Students should discuss their goals and commitments with parents and counselors and strive to maintain balance between academic pursuits and a healthy lifestyle.

**Intellectual and Emotional Maturity:** Pre-AP courses are above grade level and students may be expected to read or discuss topics that are not usually expected for that chronological age.

**State Testing:** Students taking Pre-AP/Advanced courses are still required to take and pass all required state testing.

**Special Education/Section 504 Accommodations**

Brazosport ISD students who currently receive 504/IDEA accommodations for their intermediate school courses should note the following:

**As Applies to Pre-AP Students:** The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Pre-AP courses. While Pre-AP courses are open to any student wishing to enroll, including special education and Section 504, a student’s counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. To be eligible for accommodations in a Pre-AP class, the student must be eligible for the same accommodations in a non-Pre-AP classroom. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Pre-AP courses:

1. Special Education or Section 504 students must have equal opportunity to participate in Pre-AP courses.

2. While ARD and Section 504 Committees may wish to consider Pre-AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Pre-AP classes. The student should be expected to be successful in a Pre-AP course with the allowable accommodations described in the guidelines referred below.
3. Test Administration Procedures and Materials for STAAR and TELPAS

- Student reads tests aloud to self
- Scratch paper or another workplace
- Test administrator read writing prompt aloud
- Minimize distractions
- Colored overlays
- Magnifying devices
- Blank place marker
- Highlighters, colored pencils, or crayons
- Preferential seating
- Special lighting conditions
- Signing/translating test administration directions

*This information is accurate as of the printing of this document. For the most current information visit the TEA website. http://www.tea.state.tx.us/
Online Tools for Planning Your Future

Here are some websites to visit and research information about Careers, Colleges, Financial Aid and College Entrance Exams.

**Researching Careers:** When you do research, you need to look for the following information:
- How do your interests and abilities connect to a career?
- What college degrees, licenses, certifications or specialty training will you need for the career you want?
- How many years will it take you to get to the career you want?
- What is the job description of the career you are interested in? What will you be doing?
- What is the average starting salary of an entry level position?
- What opportunities for advancement will you have in this career? What are the benefits of this career?
- Where will you have to live for this career?
- What is the job outlook for the future in this career? Is it growing or dying?

**Career Websites:**

<table>
<thead>
<tr>
<th>Occupational Outlook Handbook</th>
<th><a href="http://www.bls.gov/ooh/">www.bls.gov/ooh/</a></th>
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<tr>
<td>O*net Online</td>
<td><a href="http://www.onetonline.org/">www.onetonline.org/</a></td>
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<td>Mapping Your Future</td>
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<td>Career One Stop</td>
<td><a href="http://www.careeronestop.org/StudentsandCareerAdvisors">www.careeronestop.org/StudentsandCareerAdvisors</a></td>
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<td>My Future</td>
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<td>Career Coach at Brazosport College</td>
<td><a href="http://www.brazosport.edu/careercoach">www.brazosport.edu/careercoach</a></td>
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<tr>
<td>Xello (formerly Career Cruising)</td>
<td><a href="https://login.xello.world/">https://login.xello.world/</a></td>
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</table>

**Researching College Information:**
When doing research for colleges, find out the following information:
- Information about campus tours or special orientations for prospective students
- Degrees and programs the college offers.
- What courses does that college require for the degree you are seeking?
- Application process- application, deadlines, requirements
- Admission Requirements- entrance exams, minimum scores, fee requirements
- Extra-Curricular activities- clubs, organizations, intramural sports + Transportation (Parking, shuttle bus)
- Financial Aid and Scholarship information
- Average semester costs of attending
- Information about the city of the college
- Housing options- dorms or apartments
- On-campus dining – meal plan options
**College Information Websites:**

<table>
<thead>
<tr>
<th>College Information Websites</th>
<th>URL</th>
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<tbody>
<tr>
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<td>Generation TX</td>
<td><a href="http://gentx.org">http://gentx.org</a></td>
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<td>Big Future</td>
<td><a href="http://www.bigfuture.org">www.bigfuture.org</a></td>
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<td>Fast Web</td>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
</tr>
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<td>Go College</td>
<td><a href="http://www.gocollege.com">www.gocollege.com</a></td>
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<tr>
<td>Think College</td>
<td><a href="http://www.ed.gov/">www.ed.gov/</a></td>
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<tr>
<td>The Minnie Stevens Piper Foundation</td>
<td><a href="https://comptroller.texas.gov/programs/education/msp/">https://comptroller.texas.gov/programs/education/msp/</a></td>
</tr>
<tr>
<td>Texas Common Application</td>
<td><a href="http://www.applytexas.org">www.applytexas.org</a></td>
</tr>
<tr>
<td>Peterson’s Guide</td>
<td><a href="http://www.petersons.com">www.petersons.com</a></td>
</tr>
<tr>
<td>Know How 2 Go</td>
<td><a href="http://www.KnowHow2GO.org">www.KnowHow2GO.org</a></td>
</tr>
</tbody>
</table>

**Researching Financial Aid and Scholarships:**

- **Financial Aid**- all financial assistance given to students to attend college is financial aid.
- **Scholarships**- money given to students that doesn’t have to be paid back.
- **Grants**- money that comes with some stipulations- may have to qualify for or participate in a specific program of study, may have to be paid back if student doesn’t fulfill their obligation, Pell Grant, TPEG Grant, Teach for Texas Grant.
- **Student Loans**- money loaned to students that has to be paid back with low interest. **Subsidized**- interest is paid while student is enrolled in school. **Unsubsidized**- interest has to be paid by the student while the student is enrolled. A repayment plan is made for when the student is no longer a student and is employed in their career choice.
- **Colleges give scholarship money to their own students**- Fill out financial aid applications at the college you are thinking of going to attend. These are the biggest scholarships. Sometimes the financial aid deadline is before their application to the college. Do your research.
- **Avoid Scholarship Scams**. Do not pay anyone money to find scholarships for you. You can do the same searches. Do not pay an application fee for a scholarship application. That is a sign of a scam.
Financial Aid and Scholarships Websites:

<table>
<thead>
<tr>
<th>Financial Aid and Scholarships</th>
<th>Website URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>College for All Texans</td>
<td><a href="http://www.collegeforalltexans.com">www.collegeforalltexans.com</a></td>
</tr>
<tr>
<td>FAFSA</td>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
</tr>
<tr>
<td>Federal Student Loans</td>
<td><a href="http://www.collegeloan.com">www.collegeloan.com</a></td>
</tr>
<tr>
<td>Fast Web</td>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
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<tr>
<td>Federal Student Aid Information Center</td>
<td><a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></td>
</tr>
<tr>
<td>Fin Aid</td>
<td><a href="http://www.finaid.org/">www.finaid.org/</a></td>
</tr>
<tr>
<td>Adventures In Education</td>
<td><a href="http://www.AIE.org">www.AIE.org</a></td>
</tr>
<tr>
<td>Next Step U</td>
<td><a href="http://www.nextSTEPU.com">www.nextSTEPU.com</a></td>
</tr>
</tbody>
</table>

College Entrance Exams and Test Prep:

- **Going to a 4-year college?**
  - You will need the SAT or ACT, and possibly a subject area test.
  - Check the college’s website for their entrance requirements and deadlines.
  - Register online by the deadline, late fees will apply after deadline.
  - Fee waivers are available for students who qualify.

- **Going to a 2-year community college, junior college, or technical school?**
  - You probably won’t need the SAT or ACT.
  - Check the college’s website for their entrance requirements and deadlines.
  - TSI (Texas Success Initiative) - Register at Brazosport College Testing Office
  - You may be exempt from the TSI Assessment by your STAAR EOC or SAT/ACT scores.

- **Going to an Armed Service Branch?**
  - You need to talk to a recruiter from Army, Navy, Air Force, Marines, or Coast Guard to see what criteria they have, to see what benefits they are offering, and to get signed up.
  - You will need to take the ASVAB.
## College Entrance Exams and Test Prep Websites:

<table>
<thead>
<tr>
<th>Website</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khan Academy</td>
<td><a href="http://www.khanacademy.org/test-prep/">http://www.khanacademy.org/test-prep/</a></td>
</tr>
<tr>
<td>The College Board</td>
<td><a href="http://www.collegeboard.org">www.collegeboard.org</a></td>
</tr>
<tr>
<td>(PSAT, SAT, test prep)</td>
<td></td>
</tr>
<tr>
<td>ACT Testing</td>
<td><a href="http://www.actstudent.org">www.actstudent.org</a></td>
</tr>
<tr>
<td>Number 2</td>
<td><a href="http://www.number2.com">www.number2.com</a></td>
</tr>
<tr>
<td>4 Tests</td>
<td><a href="http://www.4tests.com">www.4tests.com</a></td>
</tr>
<tr>
<td>March 2 Success</td>
<td><a href="http://www.march2success.com/index.cfm">www.march2success.com/index.cfm</a></td>
</tr>
<tr>
<td>Internet 4 classrooms</td>
<td><a href="http://www.internet4classrooms.com/act_sat.htm">www.internet4classrooms.com/act_sat.htm</a></td>
</tr>
</tbody>
</table>
College/Career/Military Prep Timeline

8TH GRADE YEAR:

- **Spring Semester:**
  - Plan a challenging program of classes to take throughout your high school years.
  - Sample 4 Year Plans for planning purposes: (https://drive.google.com/drive/folders/0B-Nivsh1CFyIbjdwNnVIT2RYTjA?usp=sharing)

FRESHMAN YEAR:

- Continue pursuing a challenging program of classes throughout your high school years.
- Create a file of important documents and notes (list of awards, honors, and community activities). This information can be housed in Xello. The Xello login page can be found under the Resource tab on the Brazosport ISD webpage (www.brazosportisd.net).
- Stay active in clubs, activities, and sports that you enjoy.
- Begin exploring careers in Xello by completing the Matchmaker Inventory.

SOPHOMORE YEAR:

- Continue exploring careers in Xello.
- Begin your college search... Utilize Xello to determine which colleges offer your college majors of interest.
- Prepare for standardized testing:
  - Sign up through your campus’ testing coordinator to take the PSAT in the fall.
  - Once scores are received, review your test results and identify areas for improvement.
- Continue extracurricular activities.
- Update your file of important documents and notes.
- Complete the NCAA Eligibility Center (www.eligibilitycenter.org) application if you are planning on playing collegiate level sports. If you need assistance with this, see your Athletic Director or the Lead Counselor on your campus.
**JUNIOR YEAR:**

- **Fall Semester:**
  - Determine the dates you will take the SAT ([www.collegeboard.org](http://www.collegeboard.org)) and ACT ([www.act.org](http://www.act.org)) during this school year.
  - Begin developing a resume based off of the file of important documents and notes you have been accumulating. Resume data can be kept up with in Xello.
  - Take the PSAT in October.
  - Begin planning college visits.
  - Start doing a search for financial aid. Options include grants, loans, and scholarships.
  - If you are interested in the military, speak with a recruiter and take the ASVAB.

- **Spring Semester:**
  - Meet with your school counselor to develop your senior schedule and to ensure you have met all credit requirements for graduation.
  - Finalize your list of colleges you plan on applying to next school year.
  - Make a list of teachers, counselors, and other adults whom you might ask to write letters of recommendation for your college applications.

- **Summer:**
  - Work on your college application essays before you return to school!
  - Finalize your resume you will be using as part of your college application.
SENIOR YEAR:

- August/September:
  - Continue to research financial aid options.
  - Make sure you have all applications required for admission and financial aid.
  - Send high school transcripts to colleges you are applying to.
  - Check admission and financial aid deadlines for the schools you plan to apply to.
  - If you are still needing to take/retake the ACT and/or SAT, register for the first testing date this semester.
  - Obtain letters of recommendation, if needed.
  - If you are interested in the military, speak with a recruiter and take the ASVAB.

- October:
  - File early decision applications.
  - Have official test scores (SAT/ACT) sent by the testing agency to the colleges you are applying to.
  - Try to have all applications submitted by the end of October.
  - File for Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov/) as soon as possible once it has been opened.

- November:
  - Continue looking for scholarships and financial aid.
  - Begin working on local scholarship applications.

- December/January/February:
  - Begin making final decisions about where you will attend in the fall. Apply for housing, if needed.
  - Continue working on local scholarship applications.

- March/April/May:
  - Continue looking for scholarships.

- June:
  - Have high school send final transcript to the college you will attend.
  - If you took dual credit courses, have Brazosport College send your college transcript to the college you will attend. There is an online request form on the Brazosport College site (www.brazosport.edu).
  - Plan to attend orientation session at college.

Xello (formerly Career Cruising) Login
Username: BRAZO-Student ID  Password: Date of Birth (MMDDYYYY)
Brazosport Independent School District
2019-2020 Educational Planning Guide
Chairperson, Brian Cole, Executive Director of Secondary Academics

NOTICE
It is the policy of Brazosport ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es normal de Brazosport ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

It is the policy of Brazosport ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Robin Pelton at 301 Brazoswood DR, Clute, Texas 77531, 979-730-7000 extension 12455 and/or the Section 504 Coordinator, Lorin Furlow at 301 W. Brazoswood DR, Clute, Texas 77531, 979-730-7000 extension 12951.

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ACCESS TO STUDENT RECORDS
The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public Law 93-380 provides for protection of the rights and privacy of parents and students. The Brazosport Independent School District will abide by the provisions of this act by making available to parents (or eligible student) official records and files included in his/her cumulative record folder as provided by the law. Brazosport Independent School District will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

Public Notification of Nondiscrimination in Career and Technical Education

It is the policy of Brazosport ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Brazosport ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Robin Pelton at 301 Brazoswood DR, Clute, Texas 77531, 979-730-7000 extension 12455 and/or the Section 504 Coordinator, Lorin Furlow at 301 W. Brazoswood DR, Clute, Texas 77531, 979-730-7000 extension 12951.

Notificación Pública de No Discriminación en Programas Vocacionales
Brazosport ISD ofrece programas vocacionales en Agricultura, Alimentación y Recursos Naturales, Arquitectura y Construcción, Arte, Tecnología A/V y Comunicación, Administración de Negocios y Gerencia, Finanzas, Ciencias de la Salud, Hotelería y Turismo, Servicios Humanos, Informática, Leyes, Seguridad Pública, Publica y Seguridad, Manufactura, Mercadotecnia, Ciencias, Tecnología, Ingeniería y Matemáticas, Transporte, Distribución y Logística. La admisión a estos programas se basa en inscripción abierta.

Es norma de Brazosport ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Brazosport ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, Dr. Robin Pelton en 301 W. Brazoswood DR, Clute, Texas 77531, 979-730-7000 extension 12455 y/o el Coordinador de la Sección 504, Lorin Furlow, en 301 W. Brazoswood DR, Clute, Texas 77531, 979-730-7000 extensión 12951.