

# Brazosport Independent School



**Clute Intermediate School**  
**Freeport Intermediate School**  
**Lake Jackson Intermediate School**

**EDUCATIONAL PLANNING GUIDE**  
**2023-2024**





Committed to Excellence in Education

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January 2023

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 8<sup>th</sup> 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,

Brian Cole

Assistant Superintendent of Curriculum & Assessment

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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 versions.

# 7th Grade Course Offerings

Offerings May Vary by Campus

## **ENGLISH LANGUAGE ARTS**

### **LANGUAGE ARTS**

This class is a composite of reading, writing, listening, speaking, and thinking 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: See Instructor**

### **HONORS 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: See Instructor**

## **MATHEMATICS**

### **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**

### **HONORS MATH**

Students will cover TEKS for 7<sup>th</sup> and 8<sup>th</sup> grade math in order to be prepared to go into Algebra I in the 8<sup>th</sup> grade. Honors Math 7 students are required to take the 8<sup>th</sup> 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 6<sup>th</sup> grade must receive principal, counselor, teacher and parent permission to enroll in the advanced class. Note: If there is not enough data to determine that a new to district student is likely to demonstrate success in Honors Math, the IOWA screener should be administered (contact BISD Math Coordinator for details).*

**Course ID: 0720H (Fall) / 0820H (Spring)**

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

## **SCIENCE**

### **SCIENCE**

This science class is an activity based science curriculum for 7<sup>th</sup> 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**

### **HONORS SCIENCE**

The class will cover the TEKS for 7<sup>th</sup> 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**

### **HONORS 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/year*)

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 may apply to defray costs-see teacher. Course ID: 0772 (*semester*); 0771 (*year*)**

**Resources: See Instructor**

### **DRAMA** (*semester/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 may apply to defray costs-see teacher. Course ID: 0794 (*semester*) 0795 (*year*)**

**Resources: See Instructor**

### DANCE I-III (semester/year)

These courses will help the student develop kinesthetic awareness while dancing. The student will apply body science and fitness principles to dance and demonstrate an understanding of cultural, historical, and artistic diversity. Students will gain knowledge of a variety of dance styles and technical skills while participating in dance activities which encourage growth of creative self-expression. **Fees may apply to defray costs-see teacher. Course ID: Level I 0776S (semester) 0776 (year); Level II 0777S (semester) 0777 (year), Level III 0778S (semester) 0778 (year)**

**Resources: See Instructor**

## BAND PROGRAM

### CONCERT WINDS (year)

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 may apply to defray costs-see teacher. Course ID: 0763**

**Resources: See Instructor**

### CONCERT BAND (year)

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 may apply to defray costs-see teacher. Course ID: 0762**

**Resources: See Instructor**

### SYMPHONIC BAND (year)

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 may apply to defray costs-see teacher. Course ID: 0761**

**Resources: See Instructor**

### JAZZ BAND (year)

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 may apply to defray costs-see teacher. Course ID: 0760**

**Resources: See Instructor**

## CHORAL PROGRAM

### BEGINNING CHOIR (year)

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 may apply to defray costs-see teacher. Course ID: 0769**

**Resources: See Instructor**

### **TREBLE (GIRLS) CHOIR** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0774**

**Resources: See Instructor**

### **TENOR/BASS (BOYS) CHOIR** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0770**

**Resources: See Instructor**

### **HONOR CHOIR** *(year)*

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 may apply to defray costs-see teacher.**

**Course ID: 0768**

**Resources: See Instructor**

## **ORCHESTRA PROGRAM**

### **ORCHESTRA** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0764**

**Resources: See Instructor**

### **PHILHARMONIC ORCHESTRA** *(year)*

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. Students will raise funds for uniforms and orchestra activities. Placement is determined by director. **Fees may apply to defray costs-see teacher. Course ID: 0766**

**Resources: See Instructor**



**SYMPHONIC ORCHESTRA** (year)

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. Placement is determined by director. **Fees may apply to defray costs-see teacher. Course ID: 0765**

**Resources: See Instructor**

**PHYSICAL EDUCATION & ATHLETIC PROGRAMS**

**PHYSICAL EDUCATION BOYS** (semester/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: 0754 (semester); 0755 (year) Resources: See Instructor**

**PHYSICAL EDUCATION GIRLS** (semester/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: 0757 (semester); 0759 (year) Resources: See Instructor**

**ATHLETICS BOYS** (semester/year)

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 (semester); 0756 (year)**

**Resources: See Instructor**

**ATHLETICS GIRLS** (semester/year)

In addition to the 7<sup>th</sup> 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 (semester); 0758 (year)**

**Resources: See Instructor**

## **CAREER AND TECHNICAL EDUCATION**

### **PROJECT LEAD THE WAY GATEWAY: AUTOMATION & ROBOTICS // DESIGN & MODELING (year)**

First semester, students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

Second semester, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

*Note: Students earn ½ high school elective credit for successfully completing a year of Project Lead the Way Gateway courses.*

**Course ID: 0784J**

**Resources: See Instructor**

### **PROFESSIONAL COMMUNICATIONS (semester)**

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. *Note: Successful completion of this course will earn a student ½ high school elective credit.*

**Course ID: 0780J**

**Resources: See Instructor**

### **TOUCH SYSTEM DATA ENTRY (semester)**

Touch System Data Entry teaches technical skills to address business applications of emerging technologies. Students will produce various business documents focusing on correct formatting of documents, proper keyboarding technique, and skills with file management. Students will need to apply touch system data entry for production of business documents. *Note: Successful completion of this course will earn a student ½ high school elective credit.*

**Course ID: 0781J**

**Resources: See Instructor**

### **INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY I (semester)**

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 may apply to defray costs-see teacher.**

**Course ID: 0892**

**Resources: Modern Carpentry; Goodheart Wilcox**

### **INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY II** *(semester)*

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 may apply to defray costs-see teacher. Course ID: 0893**

**Resources: Modern Carpentry; Goodheart Wilcox**

### **INVESTIGATING CAREERS IN CULINARY ARTS I** *(semester)*

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 may apply to defray costs-see teacher. Course ID: 0896**

**Resources: Food Nutrition and Wellness: McGraw Hill**

### **INVESTIGATING CAREERS IN CULINARY ARTS II** *(semester)*

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 may apply to defray costs-see teacher. Course ID: 0897**

**Resources: Food Nutrition and Wellness: McGraw Hill**

### **INVESTIGATING CAREERS IN HEALTH PROFESSIONS I** *(semester)*

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 may apply to defray costs-see teacher. Course ID: 0898**

**Resources: See Instructor**

### **INVESTIGATING CAREERS IN HEALTH PROFESSIONS II** *(semester)*

This exploratory course focuses on careers in health care professions and is a continuation of Health Professions I. Students explore concepts of health and wellness from the perspective of a health consumer as well as potential professional in the healthcare industry. **Prerequisite:** Prior Level of Investigating Careers in Health Professions **Fees may apply to defray costs-see teacher. Course ID: 0899**

**Resources: See Instructor**

## **JOURNALISM**

### **YEARBOOK/NEWSPAPER** *(year)*

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**

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

### **DISCOVERING LANGUAGES AND CULTURES** *(year)*

The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Students will make connections and compare the various languages and cultures with their own.

Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. **Course ID: 0799**

**Resources: See Instructor**

## **INTERVENTION**

### **INTERVENTION COURSES**

To ensure students are equipped for academic success students may be required to participate in an intervention course to build skills in language and mathematical supports. The state of Texas requires that in certain circumstances based on assessment data that students participate in accelerated instruction. This is typically provided through an additional targeted course at the campus.

# 8th Grade Course Offerings

Offerings May Vary by Campus

## **ENGLISH LANGUAGE ARTS**

### **LANGUAGE ARTS**

This class is a composite of reading, writing, listening, speaking, and thinking 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**

### **HONORS 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**

### **MATH**

Grade 8 Math covers all the topics essential for a student to take Algebra I in the 9<sup>th</sup> grade. Topics covered in 8<sup>th</sup> 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**

### **ALGEBRA I HONORS**

**Prerequisite: 8<sup>th</sup> 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 8<sup>th</sup> 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**

### **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**

### **HONORS 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**

### **HONORS 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**

## **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. **Course ID: 0872**

**Resources: See Instructor**

### **ART I** (*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 may apply to defray costs-see teacher. Course ID: 087J**

**Resources: See Instructor**

### **DRAMA** *(semester/year)*

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 may apply to defray costs-see teacher. Course ID: 0884 (semester); 0885 (year)**

**Resources: See Instructor**

### **DANCE I-III** *(semester/year)*

These courses will help the student develop kinesthetic awareness while dancing. The student will apply body science and fitness principles to dance and demonstrate an understanding of cultural, historical, and artistic diversity. Students will gain knowledge of a variety of dance styles and technical skills while participating in dance activities which encourage growth of creative self-expression. **Fees may apply to defray costs-see teacher. Course ID: Level I 0876S (semester) 0876 (year); Level II 0877S (semester) 0877 (year), Level III 0878S (semester) 0878 (year)**

## **BAND PROGRAM**

### **CONCERT WINDS** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0863**

**Resources: See Instructor**

### **CONCERT BAND** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0862**

**Resources: See Instructor**

### **SYMPHONIC BAND** *(year)*

Symphonic Band is for advanced instrumental groups in the school. Membership is open to 8<sup>th</sup> 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 may apply to defray costs-see teacher. Course ID: 0861**

**Resources: See Instructor**

### **JAZZ BAND** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0860**

**Resources: See Instructor**

## **CHORAL PROGRAM**

### **BEGINNING CHOIR** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0869**

**Resources: See Instructor**

### **TREBLE (GIRLS) CHOIR** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0874**

**Resources: See Instructor**

### **TENOR/BASS (BOYS) CHOIR** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0870**

**Resources: See Instructor**

### **HONOR CHOIR** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0868**

**Resources: See Instructor**

## **ORCHESTRA PROGRAM**

### **ORCHESTRA** *(year)*

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 may apply to defray costs-see teacher. Course ID: 0864**

**Resources: See Instructor**



**PHILHARMONIC ORCHESTRA** (year)

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. Placement is determined by director. **Fees may apply to defray costs-see teacher. Course ID: 0866**

**Resources: See Instructor**

**SYMPHONIC ORCHESTRA** (year)

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. Placement is determined by director. **Fees may apply to defray costs-see teacher. Course ID: 0865**

**Resources: See Instructor**

**PHYSICAL EDUCATION & ATHLETIC PROGRAMS**

**PHYSICAL EDUCATION BOYS** (semester/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: 0854**

**(semester); 0855 (year)**

**Resources: See Instructor**

**PHYSICAL EDUCATION GIRLS** (semester/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: 0857**

**(semester); 0859 (year)**

**Resources: See Instructor**

**ATHLETICS BOYS** (semester/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 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 (semester); 0856(year) Resources: See Instructor**

### **ATHLETICS GIRLS** (semester/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 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 (semester); 0858 (year) Resources: See Instructor**

### **PE LIFETIME FITNESS AND WELLNESS PURSUITS** (semester/year)

Students who have successfully completed four semesters of physical education in grades 6-8 may qualify to take this course for High School Credit. Students completing four semesters of physical education prior to 8<sup>th</sup> grade can be awarded a half high school credit for each semester of this course taken in 8<sup>th</sup> grade. The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

**Course ID: 092J (semester) 093J (year) Resources: See Instructor**

## **CAREER AND TECHNICAL EDUCATION**

### **PROJECT LEAD THE WAY GATEWAY: APP CREATORS // COMPUTER SCIENCE** (year)

First semester, students will be exposed to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society. Second semester, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

*Note: Students earn ½ high school elective credit for successfully completing a year of Project Lead the Way Gateway courses.*

**Course ID: 0785J**

**Resources: See Instructor**

### **PROFESSIONAL COMMUNICATIONS** (semester)

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. *Note: Successful completion of this course will earn a student ½ high school elective credit.*

**Course ID: 0780J**

**Resources: See Instructor**

### **TOUCH SYSTEM DATA ENTRY** (semester)

Touch System Data Entry teaches technical skills to address business applications of emerging technologies. Students will produce various business documents focusing on correct formatting of documents, proper keyboarding technique, and skills with file management. Students will need to apply touch system data entry for production of business documents. *Note: Successful completion of this course will earn a student ½ high school elective credit.*

**Course ID: 0781J**

**Resources: See Instructor**

### **LIFETIME NUTRITION & WELLNESS** (semester)

This course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. *Note: Successful completion of this course will earn a student ½ high school elective credit.*

**Course ID: 0901J**

**Resources: See Instructor**

### **PRINCIPLES OF HUMAN SERVICES** (year)

This course is designed to introduce students to the careers in the human services industry such as counseling, mental health, early childhood development, family and community and personal care services *Note: Successful completion of this course will earn a student 1 high school elective credit.*

**Course ID: 0902J**

**Resources: See Instructor**

### **INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY I** (semester)

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 may apply to defray costs-see teacher.**

**Course ID: 0892**

**Resources: Modern Carpentry; Goodheart Wilcox**

### **INVESTIGATING CAREERS IN CONSTRUCTION TECHNOLOGY II,III** (semester)

This course is a continuation of Construction Technology. 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:** Prior Level of Investigating Careers in Construction. **Fees may apply to defray costs-see teacher.**

**Course ID: 0893 (II), 0894(III)**

**Resources: Modern Carpentry; Goodheart Wilcox**

### **INVESTIGATING CAREERS IN HEALTH PROFESSIONS** (semester)

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 may apply to defray costs-see teacher.**

**Course ID: 0898**

**Resources: See Instructor**

### **INVESTIGATING CAREERS IN HEALTH PROFESSIONS II, III (semester)**

This exploratory course focuses on careers in health care professions and is a continuation of Health Professions. Students explore concepts of health and wellness from the perspective of a health consumer as well as potential professional in the healthcare industry. **Prerequisite:** Prior Level of Investigating Careers in Health Professions. **Fees may apply to defray costs-see teacher.**

**Course ID: 0899 (II); 0900(III)**

**Resources: See Instructor**

## **JOURNALISM**

### **YEARBOOK/NEWSPAPER (year)**

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**

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

### **SPANISH I (year)**

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**

### **DISCOVERING LANGUAGES AND CULTURES (year)**

The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Students will make connections and compare the various languages and cultures with their own.

Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community. **Course ID: 0799**

**Resources: See Instructor**

## **INTERVENTION**

### **INTERVENTION COURSES**

To ensure students are equipped for academic success students may be required to participate in an intervention course to build skills in language and mathematical supports. The state of Texas requires that in certain circumstances based on assessment data that students participate in accelerated instruction. This is typically provided through an additional targeted course at the campus.

## **STUDENT ASSISTANTS**

### **LIBRARY ASSISTANTS** *(semester)*

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. (7<sup>th</sup> grade with approval) **Course ID: 0913**

**Resources: See Instructor**

### **OFFICE WORKERS** *(semester)*

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. (7<sup>th</sup> grade with approval)

**Course ID: 0915**

**Resources: See Instructor**

### **PALS** *(year)*

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. (7<sup>th</sup> grade with approval) **Course ID: 0904**

**Resources: See Instructor**

## DO I RECEIVE HIGH SCHOOL CREDIT FOR INTERMEDIATE SCHOOL COURSES?

Intermediate School Course	Type of High School Credit Earned With Passing Grades	Next Course To Be Taken in High School
Spanish I - full year	1 Spanish I credit	Spanish II
Algebra I Honors – full Year	1 math credit	Geometry or Geometry Honors
Art I – full year	1 Fine Art Credit	See Counselor for Recommendation
Lifetime Fitness and Wellness Pursuits – semester or full year	½ - 1 Physical Education credit	See Counselor for Recommendation
Professional Communications – semester	½ credit	See Counselor for Recommendation
Touch System Data Entry – semester	½ credit	See Counselor for Recommendation
Lifetime Nutrition & Wellness – semester	½ credit	See Counselor for Recommendation
Principles of Human Services – full year	1 credit	See Counselor for Recommendation
Project Lead the Way Gateway – full year	½ credit	See Counselor for Recommendation

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit\*) course, the student’s grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be less than 70, the student will be required to retake the semester in which he or she failed. Once credit is awarded, students cannot *repeat the course again for state credit*. Note: Project Lead the Way Gateway courses earn a half credit for a full year with a passing grade; credit is not awarded by semester for these courses. *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.*

Texas Education Code § 25.092 requires that students be in attendance 90 percent of the days a class is offered in order to receive credit. Please see the Brazosport ISD student handbook for additional details.

# Graduation Requirements - House Bill 5 (HB5)

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## 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, consists of a foundation plan for every Texas student and five endorsements from which students may choose, depending on their interests. Each of these endorsements will include 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 if the campus offers the appropriate course for substitution. **\*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 9<sup>th</sup> Grade must choose from one of the following endorsements (further information in subsequent pages):

- **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. Four year plans are maintained in Frontline. Students and parents may view these documents at any time. Revisions to the plans are open during the Spring registration window each year. 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 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/)

### **Physical Education Substitutions and Alternatives**

According to EIF (Local), students may substitute certain physical activities and certain academic courses for the required one credit. These substitutions are recorded on the transcript (AAR) as PE substitution activities for which PE grades and PE credits are awarded. Brazosport ISD will allow students a PE substitution based on the physical activity involved in:

1. Band I-IV for students participating in Marching Band (0.5 credit per fall semester for a maximum of 1 credit). If a student earns a 70 or above for Band I-IV, then a “P” for “Passing” will be designated on the student’s transcript for the PE substitution credit. The PE substitution credit will not count in the student’s GPA.
2. Dance Team I-IV (0.5 credit per semester for a maximum of 1 credit). If a student earns a 70 or above for Dance Team I-IV, then a “P” for “Passing” will be designated on the student’s transcript for the PE substitution credit. The PE substitution credit will not count in the student’s GPA.
3. Cheerleading (0.5 credit per semester).
4. Athletics (0.5 credit per semester).
5. Air Force JROTC, (0.5 credit per semester).
6. Approved Alternative Physical Education Activities.



### **FAFSA/TASFA Completion**

House Bill 3, passed by the 86th Texas Legislature in 2019 and signed by Governor Abbott, requires that “Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA).” This section of the bill went into effect starting with the Class of 2022. There are three waiver options to the requirement. See your school counselor for waiver details.

### **Civilian Interaction Training Program**

The Community Safety Education Act (SB 30), passed by the 85th Texas Legislature in 2017, mandates that high school students entering Grade 9 in the 2018-19 school year and after (prior to graduation), drivers, and members of law enforcement receive consistent training on the expectations that each should have during a contact between officers and motorists. The training program must include the following:

- a. the role of law enforcement and the duties and responsibilities of peace officers;
- b. person’s rights concerning interactions with peace officers;
- c. Proper behavior for civilians and peace officers during interactions;
- d. Laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person’s or officer’s failure to comply with those laws; and
- e. How and where to file a complaint against or a compliment on behalf of a peace officer.

Students in Brazosport ISD will receive this training while enrolled in Teen Leadership. If a student enrolls after their ninth grade year, the training will be provided to them prior to their graduation date. The date of completion of the training will be recorded on the student’s high school transcript.

### **CPR Instruction**

Any student entering Grade 7 in the 2010-11 school year and after is required by The State Board of Education to receive instruction in cardiopulmonary resuscitation (CPR) prior to high school graduation. The instruction must include hands-on practice for CPR but does not need to result in a certification. Students in Brazosport ISD will receive this training while enrolled in Teen Leadership. If a student enrolls after their ninth grade year, the training will be provided to them prior to their graduation date. The date of completion of the training will be recorded on the student’s high school transcript.

## Graduation Plan Overview for Student Entering High School in: Fall 2017 or Later

Student Name: _____ ID: _____ Expected Graduation Date: _____ Endorsement Selected:		
<input type="checkbox"/> STEM <input type="checkbox"/> Business and Industry <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Public Services <input type="checkbox"/> Multi-Disciplinary Studies		
Foundation Plan - 22 Credits	With Endorsement - 26 Credits Total Coherent Sequence Must Be Followed	Distinguished - Eligible for Top 10% Automatic Admission
<p><b>English Language Arts - 4 Credits</b></p> <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> English III <input type="checkbox"/> English IV or Advanced English <p><b>Mathematics - 3 Credits</b></p> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <p><b>Social Studies - 3 Credits</b></p> <input type="checkbox"/> World Geography or World History <input type="checkbox"/> US History <input type="checkbox"/> Government (.5 Credit) <input type="checkbox"/> Economics (.5 Credit) <p><b>Science 3 - Credits</b></p> <input type="checkbox"/> Biology <input type="checkbox"/> IPC, Chemistry, or Physics <input type="checkbox"/> Additional Advanced Science <p><b>Foreign Language or Substitute - 2 Credits</b></p> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <p><b>Fine Arts - 1 Credit</b></p> <input type="checkbox"/> _____ <p><b>Physical Education - 1 Credit</b></p> <input type="checkbox"/> Physical Education <p><b>Electives -5 Credits</b></p> <input type="checkbox"/> Leadworthy <input type="checkbox"/> Elective 2 _____ <input type="checkbox"/> Elective 3 _____ <input type="checkbox"/> Elective 4 _____ <input type="checkbox"/> Elective 5 _____	<p style="text-align: center;"><b>ALL REQUIREMENTS OF FOUNDATION PLAN PLUS</b></p> <p><b>STEM</b></p> <input type="checkbox"/> 1 Math or 1 CTE Math <input type="checkbox"/> 1 Science or 1 CTE Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <p><b>Business and Industry</b></p> <input type="checkbox"/> 1 Math or 1 CTE Math <input type="checkbox"/> 1 Science or 1 CTE Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <p><b>Arts and Humanities</b></p> <input type="checkbox"/> 1 Math or 1 CTE Math <input type="checkbox"/> 1 Science or 1 CTE Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <p><b>Public Services</b></p> <input type="checkbox"/> 1 Math or 1 CTE Math <input type="checkbox"/> 1 Science or 1 CTE Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <p><b>Multidisciplinary Studies</b></p> <input type="checkbox"/> 1 Math or 1 CTE Math <input type="checkbox"/> 1 Science or 1 CTE Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____	<p>ALL REQUIREMENTS OF FOUNDATION PLAN WITH ENDORSEMENT PLUS</p> <input type="checkbox"/> Algebra II (must be one the student's math credits) <div style="background-color: yellow; text-align: center; padding: 5px; font-weight: bold;">                 Performance Acknowledgments - noted on diploma             </div> <p><input type="checkbox"/> Outstanding Performance in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dual Credit</li> <li><input type="checkbox"/> Bilingualism and Bi-literacy</li> <li><input type="checkbox"/> AP test or IB exam</li> <li><input type="checkbox"/> PSAT, ACT Aspire, SAT or ACT</li> </ul> <p><input type="checkbox"/> State, National or International Business or Industry Certification or License</p> <div style="background-color: #f4a460; text-align: center; padding: 5px; font-weight: bold;">                 STAAR EOC Checklist             </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> English I</li> <li><input type="checkbox"/> English II</li> <li><input type="checkbox"/> Algebra I</li> <li><input type="checkbox"/> US History</li> <li><input type="checkbox"/> Biology</li> </ul> <div style="background-color: #90ee90; text-align: center; padding: 5px; font-weight: bold;">                 Plans for the Future             </div> <p><b>Testing</b></p> <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <p><b>College Readiness - TSI</b></p> <input type="checkbox"/> Math _____ <input type="checkbox"/> ELAR _____ <input type="checkbox"/> Essay _____ <p><b>Post-Secondary Applications</b></p> <input type="checkbox"/> Brazosport College <input type="checkbox"/> ApplyTexas Application <input type="checkbox"/> Common Application <input type="checkbox"/> Military Recruiter <input type="checkbox"/> Technical School <p><b>Financial Aid</b></p> <input type="checkbox"/> FAFSA / TAFSA <input type="checkbox"/> Scholarships

## Graduation Plan Overview for Students Entering High School in Fall 2017 or Later

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

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

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

<p>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 taking the required courses for graduation. Your counselor and the CTE Exploration Guide posted online are valuable resources to help you successfully build your high school plan. Make sure that you are taking the academic courses that support your post-secondary plans.</p> <p><b>Endorsements:</b>  <input type="checkbox"/> Arts and Humanities  <input type="checkbox"/> Business and Industry  <input type="checkbox"/> Multidisciplinary Studies  <input type="checkbox"/> Public Services  <input type="checkbox"/> STEM</p> <p>Pathway: _____</p> <p><b>My Post High School plan will take me to:</b>                  (Check as many as apply)  <input type="checkbox"/> Two Year College  <input type="checkbox"/> Technical Training  <input type="checkbox"/> Four Year College  <input type="checkbox"/> Employment  <input type="checkbox"/> Military  <input type="checkbox"/> Other: _____</p> <p><b>My Graduation Plan Type is:</b>  <input type="checkbox"/> Foundation <input type="checkbox"/> FHSP w/ Endorsement  <input type="checkbox"/> Distinguished Level of Achievement</p>	<b>Graduation Plans 2017 and Later</b>																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 35%;">Foundation Credits</th> <th style="width: 35%;">+ Endorsement Credits</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td>LOTE</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td>Fine Arts</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Physical Education</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Leadworthy</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Electives</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td><b>Total Credits for Graduation</b></td> <td style="text-align: center;"><b>22</b></td> <td style="text-align: center;"><b>26</b></td> </tr> </tbody> </table>		Foundation Credits	+ Endorsement Credits	English	4		Math	3	1	Science	3	1	Social Studies	3		LOTE	2		Fine Arts	1		Physical Education	1		Leadworthy	1		Electives	4	2	<b>Total Credits for Graduation</b>	<b>22</b>	<b>26</b>
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	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>E</b>						
<b>M</b>						
<b>SC</b>						
<b>SS</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>Credit</b>						

## College, Career, Military Readiness (CCMR)

Brazosport ISD strives to ensure all our graduates are prepared for life after high school. Whether the student's next step is college, workforce, or military, it is important for us to help them be prepared to reach their goals.

House Bill 3, from the 86th legislative session (effective as of the 2019-2020 school year), requires districts to track how students are achieving readiness for college, career, and/or military.

In order to meet the CCMR standard, BISD students need to only meet the criteria in one of the following categories:

CATEGORY	DETAILS		
<b>Meet TSI Criteria in Both Reading and Math</b>	Reading (1 from list below) <ul style="list-style-type: none"> <li>• <i>TSI Reading &amp; Writing Ready</i></li> <li>• <i>SAT Evidence-based Reading/Writing (480)</i></li> <li>• <i>ACT English (composite 23 w/ 19 on Reading)</i></li> <li>• <i>Credit for College Prep English</i></li> </ul>	<b>AND</b>	MATH (1 from list below) <ul style="list-style-type: none"> <li>• <i>TSI Mathematics Ready</i></li> <li>• <i>SAT Math (530)</i></li> <li>• <i>ACT Math (composite 23 w/ 19 on Math)</i></li> <li>• <i>Credit for College Prep Math</i></li> </ul>
<b>Score 3 or above on 1 AP exam</b>	AP EXAM: _____ Score: _____ (3 or greater required)		
<b>Dual Credit Hours</b>	3 Hours of Dual-Course Credit in ELA or Math	<b>OR</b>	9 Hours of Dual-Course Credit in ANY Subject
<b>Military</b>	Enlistment in the Texas National Guard or US Armed Forces (Student must provide fully sign paperwork as documentation)		
<b>Industry Based CTE Certificate with Program of Study Completion</b>	The student has earned an industry-based certificate from the Texas Education Agency approved list. AND Completion of 3 or more CTE courses for 4 or more credits including an advanced course within an approved program of study.		
<b>Associates Degree</b>	Earn an Associates Degree while in High School		
<b>Graduate with Completed IEP and Workforce Readiness</b>	Received graduation type code of 04, 05, 54, or 55		
<b>Special Education Student with Advanced Diploma Plan</b>	A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Foundation High School Plan with an Endorsement or Foundation High School Plan with a Distinguished Level of Achievement.		

## 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: Courses required to complete a TEA-designated program of study related to public services.
- Option 3: 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:
  - Public Speaking/Debate
- Option 3: A coherent sequence of four credits from (Option 1), (Option 2).
- Option 4: Courses required to complete a TEA-designated program of study related to business and industry

## 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: Courses required to complete a TEA-designated program of study related to STEM.

# Distinguished Level of Achievement & Performance Acknowledgments

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## Distinguished Level of Achievement

**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

## Performance Acknowledgments

Students on the Foundation and/or Distinguished Level of Achievement may also receive **Performance Acknowledgments** that are designated on the student's transcript 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 emergent bilingual student 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 National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board
  - ii. Earning a composite score of 442 on the ACT Aspire examination;
  - iii. Earning a composite score of 29 on the ACT PreACT examination;
  - iv. Earning a total score of at least 1350 on the SAT; or
  - v. A composite score on the ACT exam (without writing) of 29.
- 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.

## Career and Technical Education

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### What Are Programs of Study?

A program of study is a coordinated, non-duplicative sequence of academic and technical content provided at the secondary and post-secondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employable skills
- Aligns with the needs of industries in the state, regional, and local economy
- Progresses in specificity, beginning with aspects of industry and leading to more occupation specific instruction.
- Has multiple entry and exit points that incorporate credentialing
- Students are recognized as a CTE completer upon the completion of three or more courses for four or more credits including one level 3 or level 4 course.
- Culminates in the attainment of a recognized postsecondary credential

### What Programs of Study are offered at BISD?

Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real-world experiences and culminate in a postsecondary credential. At BISD we offer the following programs of study:

Animal Science (Vet Tech)	Digital Communications	Rocketry Engineering
Applied Agricultural Engineering (Ag Mech)	Accounting & Financial Services	Culinary Arts
Environmental and Natural Resources (Wildlife)	Business Management	Family and Community Services
Plant Science (Floral)	Entrepreneurship	Health and Wellness
Architectural Design*	Teaching and Training	Robotics (Advanced Manufacturing & Machinery Mechanics)
Carpentry/Construction	Refining and Chemical Process*	Welding
Electrical*	Healthcare Diagnostics/Therapeutic	Cybersecurity
Graphic Design & Multimedia Arts	Networking Systems	PLTW Engineering
Printing and Imaging	Nursing Science	Automotive*
Cosmetology		

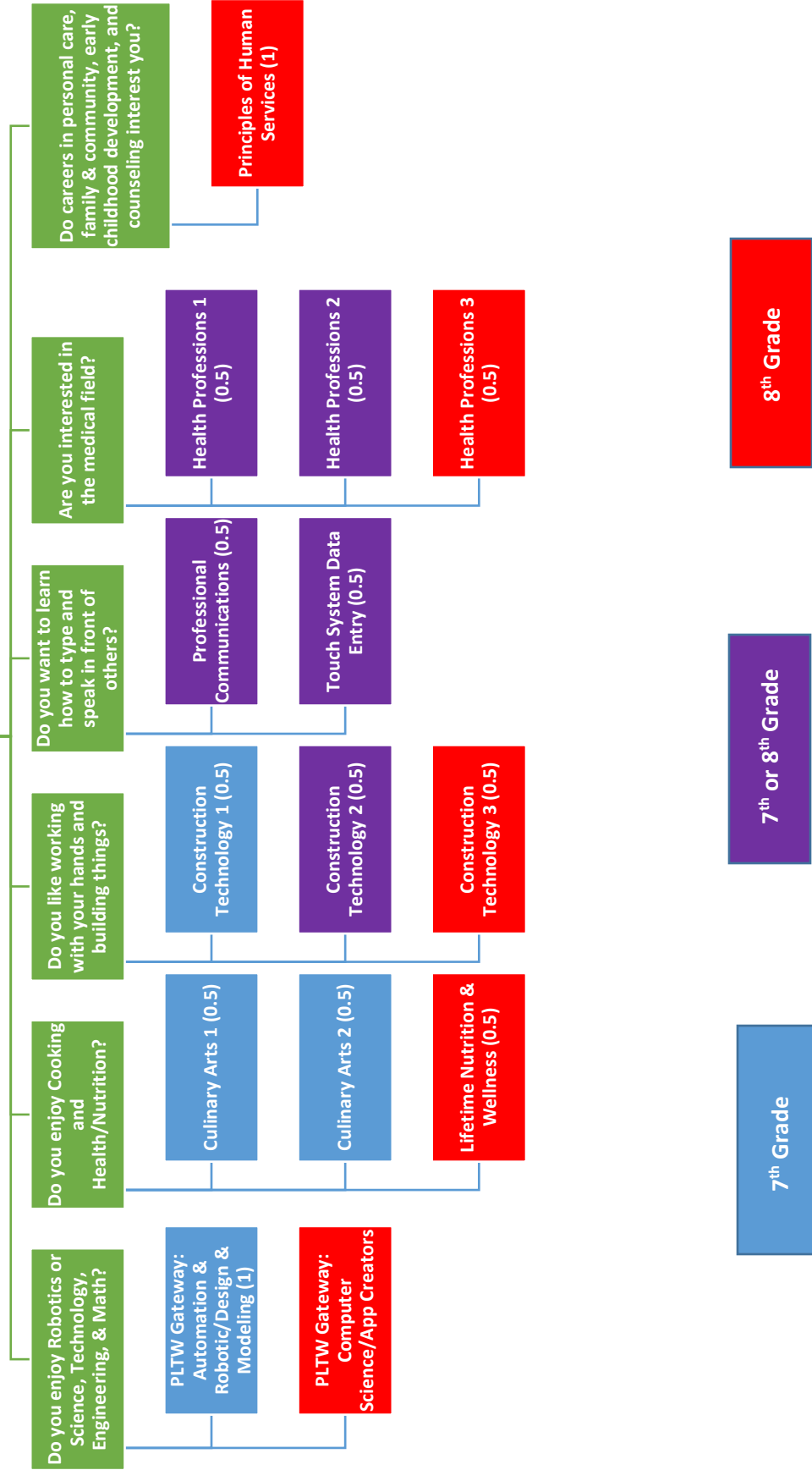
\*Signifies Programs of Study Offered at Brazosport College

Suggested sequences are provided in the CTE Exploration Guide to utilize as a reference when making schedule determinations. For more information concerning CTE Programs of Study, please refer to the [CTE Exploration Guide](#) or visit with your counselor. We also encourage you to visit the following sites for additional information on CTE and Programs of Study.

Texas Education Agency  
 O\*Net – My Next Move  
 Texas Workforce Commission  
 Occupational Outlook Handbook  
 Texas CTE Resource Center

[www.tea.state.tx.us](http://www.tea.state.tx.us)  
[www.mynextmove.org/](http://www.mynextmove.org/)  
[www.twc.state.tx.us](http://www.twc.state.tx.us)  
[www.bls.gov/oco](http://www.bls.gov/oco)  
[www.txcte.org](http://www.txcte.org)

# Intermediate CTE Courses Options



# ADVANCED ACADEMICS

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## Honors Placement Guidelines

Honors 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 Honors contract.

All Brazosport ISD students who wish to accept the academic challenge of an Honors 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 Honors classes as preparation for college-level course work.

Brazosport ISD's goal is for students to be successful at the highest possible level. Honors 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 Honors 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 Honors 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.
- Honors 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 Honors 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 Honors 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 Honors course.

**The following guidelines/criteria will apply if a student is struggling to maintain a passing average in a Honors 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 Honors 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 Honors course and does not earn credit in the fall semester shall be removed from the Honors 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 Honors 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 Honors class will not prohibit a student from taking an Honors class in the future.

**Academic Considerations**

Honors 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 Honors courses should be independent learners who demonstrate the following:

**Motivation:** Some students take Honors 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 Honors 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:** Honors 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 Honors 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 Honors 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:** Honors 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 Honors/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 Honors Students:** The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Honors courses. While Honors 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 Honors class, the student must be eligible for the same accommodations in a non- Honors classroom. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Honors courses:

1. Special Education or Section 504 students must have equal opportunity to participate in Honors courses.
2. While ARD and Section 504 Committees may wish to consider Honors 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 Honors classes. The student should be expected to be successful in an Honors course with the allowable.

\*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, Military 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:**

<b>Occupational Outlook Handbook</b>	<a href="http://www.bls.gov/ooh/">www.bls.gov/ooh/</a>
<b>O*net Online</b>	<a href="http://www.onetonline.org/">www.onetonline.org/</a>
<b>Mapping Your Future</b>	<a href="http://mappingyourfuture.org/">http://mappingyourfuture.org/</a>
<b>Career One Stop</b>	<a href="https://www.careeronestop.org/">https://www.careeronestop.org/</a>
<b>My Future</b>	<a href="http://www.myfuture.com">http://www.myfuture.com</a>
<b>Career Coach at Brazosport College</b>	<a href="http://www.brazosport.edu/careercoach">www.brazosport.edu/careercoach</a>
<b>Xello</b>	<a href="https://login.xello.world/">https://login.xello.world/</a>

**Researching College Information:**

When doing research for colleges, find out the following information:

- Campus tour dates or special orientations for prospective students
- Degrees and programs the college offers
- Courses required 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:

Common Application	<a href="http://www.commonapp.org">www.commonapp.org</a>
Generation TX	<a href="http://gentx.org">http://gentx.org</a>
Big Future	<a href="http://www.bigfuture.org">www.bigfuture.org</a>
Go College	<a href="http://www.gocollege.com">www.gocollege.com</a>
U.S. Department of Education	<a href="http://www.ed.gov/">www.ed.gov/</a>
The Minnie Stevens Piper Foundation	<a href="https://comptroller.texas.gov/programs/education/msp/">https://comptroller.texas.gov/programs/education/msp/</a>
Apply Texas Application	<a href="http://www.applytexas.org">www.applytexas.org</a>
Know How 2 Go	<a href="http://www.KnowHow2GO.org">www.KnowHow2GO.org</a>
Ask ADVi	<a href="http://www.askadvi.org">www.askadvi.org</a>
Texas OnCourse	<a href="http://www.texasoncourse.org">www.texasoncourse.org</a>
Road Trip Nation	<a href="http://www.roadtripnation.com">www.roadtripnation.com</a>
Texas Reality Check	<a href="http://www.texasrealitycheck.com">www.texasrealitycheck.com</a>

### 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. Subsidized- Interest is paid for by the federal government while student is enrolled in school. Unsubsidized- Interest begins accruing as soon as the loan is taken out.
- Colleges give scholarship money to their own students- Fill out financial aid applications at the college you are thinking of attending. Sometimes the financial aid deadline is before the 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:

College for All Texans	<a href="http://www.collegeforalltexans.com">www.collegeforalltexans.com</a>
FAFSA	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>
Student Loans	<a href="http://www.collegeloan.com">www.collegeloan.com</a>
Fast Web	<a href="http://www.fastweb.com">www.fastweb.com</a>
The Minnie Stevens Piper Foundation	<a href="https://comptroller.texas.gov/programs/education/msp/">https://comptroller.texas.gov/programs/education/msp/</a>
Federal Student Aid Information Center	<a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>
Guide to Financial Aid	<a href="http://www.finaid.org/">www.finaid.org/</a>
Adventures In Education	<a href="http://www.AIE.org">www.AIE.org</a>
Next Step U	<a href="http://www.nextSTEPU.com">www.nextSTEPU.com</a>

## 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 - Unless the college has made the entrance exam optional
  - Check the college's website for their entrance requirements and deadlines.
  - Register online by the deadline, late fees will apply after the deadline.
  - Fee waivers are available for students who qualify. See your counselor for additional details.
- 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 based on your STAAR EOC or SAT/ ACT scores.
- Going to an Armed Service Branch?
  - You will need to talk to a recruiter from the 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:**

Khan Academy	<a href="http://www.khanacademy.org/test-prep/">http://www.khanacademy.org/test-prep/</a>
The College Board (PSAT, SAT, test prep)	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
ACT Testing	<a href="http://www.actstudent.org">www.actstudent.org</a>
Princeton Review	<a href="http://www.princetonreview.com/college/free-sat-practice-test.aspx">www.princetonreview.com/college/free-sat-practice-test.aspx</a>
4 Tests	<a href="http://www.4tests.com">www.4tests.com</a>
Test Prep Review	<a href="http://www.testprepreview.com/sat_practice.htm">www.testprepreview.com/sat_practice.htm</a>
March 2 Success	<a href="http://www.march2success.com">www.march2success.com</a>
Test Guide	<a href="http://www.test-guide.com/">www.test-guide.com/</a>
Internet 4 Classrooms	<a href="http://www.internet4classrooms.com/act_sat.htm">www.internet4classrooms.com/act_sat.htm</a>

# **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](http://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](http://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.
  - Take the school based SAT.
  - 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](http://www.brazosport.edu)).
  - Plan to attend orientation session at college.

[Xello Login](#)

## Information Related to Automatic College Admissions and Curriculum Requirements for Financial Aid

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A student is not required by state law to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences for a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin\*, and the applicant:

- successfully completed the requirements for the distinguished level of achievement (earned an endorsement and successful completion of Algebra II) under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1500 out of 2400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at:

<http://www.collegeforalltexas.com/apps/financialaid/tofa.cfm?Kind=GS>

## Brazosport Independent School District

### 2023-2024 Educational Planning Guide

**Chairperson, Brian Cole, Assistant Superintendent of Curriculum & Assessment**

<p><b>Quinton Virgil</b> Principal, Brazosport High School</p> <p><b>Rita Pintavalle</b> Principal, Brazoswood High School</p> <p><b>Fred Brown,</b> Principal, Brazos Success Academy</p> <p><b>Amy Pope</b> Director of CTE &amp; Fine Arts</p> <p><b>Lorin Furlow</b> Director of Special Services</p> <p><b>Allison Jasso</b> Guidance &amp; Counseling Coordinator</p>	<p><b>Jasmine Jones</b> Lead Counselor, Brazosport High School</p> <p><b>Joy Helton</b> Lead Counselor, Brazoswood High School</p> <p><b>Joey Bryson</b> Lead Counselor, Brazos Success Academy</p> <p><b>Cheryl Roberts</b> Associate Principal, Brazoswood High School</p> <p><b>Joda Mendoza</b> Dean of Instruction, Brazosport High School</p> <p><b>Lisa Fain</b> Dual Credit Counselor, Brazoswood High School</p> <p><b>Norma Rios</b> Dual Credit Counselor, Brazosport High School</p>	<p><b>Barbara Wells</b> ELA Coordinator</p> <p><b>Michelle Hernandez</b> Math Coordinator</p> <p><b>Beau Watson</b> Science Coordinator</p> <p><b>Angela McCabe</b> Social Studies Coordinator</p> <p><b>Inga Gibbons</b> CTE Coordinator</p> <p><b>Owen Dickson</b> CTE Specialist</p>
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<p style="text-align: center;"><b>NOTICE</b></p> <p>In its efforts to promote nondiscrimination and as required by law, Brazosport ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The District provides equal access to the Boy Scouts and other designated youth groups.</p> <p>In accordance with Title IX, Brazosport ISD does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.</p> <p>Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.</p> <p>Brazosport ISD has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Robin Pelton at 301 Brazoswood Dr., Clute, Texas 77531, 979-730-7000 extension 24101, <a href="mailto:rpelton@brazosportisd.net">rpelton@brazosportisd.net</a>. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).</p> <p>For concerns regarding discrimination on the basis of disability, please contact the ADA/Section 504 Coordinator: Lorin Furlow, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-700 extension 19246, <a href="mailto:lfurlow@brazosportisd.net">lfurlow@brazosportisd.net</a>.</p> <p>For all other concerns regarding discrimination, please contact the Superintendent: Danny Massey, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-7001, <a href="mailto:dmassey@brazosportisd.net">dmassey@brazosportisd.net</a>.</p> <p><b>ACCESS TO STUDENT RECORDS</b></p> <p>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.</p> <p>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.</p>	<p>En sus esfuerzos por promover la no discriminación y como lo requiere la ley, Brazosport ISD no discrimina por raza, religión, color, origen nacional, género, sexo, discapacidad, edad ni ninguna otra cosa prohibida por ley al proporcionar servicios, actividades y programas educativos, que también incluye los programas de Educación Profesional y Técnica (CTE). El Distrito proporciona igualdad de acceso a los Boy Scouts (Niños Exploradores) y a otros grupos de jóvenes designados.</p> <p>Conforme al Título IX, Brazosport ISD no discrimina y tiene la obligación de no discriminar en base al sexo en sus programas y actividades educativas. El requerimiento de no discriminar se extiende a la admisión y el empleo. Las consultas sobre la aplicación del Título IX pueden ser derivadas al Coordinador del Título IX del distrito (observe a continuación), al Secretario Asistente de Derechos Civiles del Departamento de Educación, o ambos.</p> <p>Otras leyes federales que prohíben la discriminación incluyen el Título VI, la Sección 504, la Ley de Discriminación por Edad, la Ley de Niños Exploradores y el Título II.</p> <p>Brazosport ISD ha designado y autorizado al siguiente empleado como Coordinador del Título IX, para tratar las inquietudes o consultas sobre discriminación debido al sexo, que incluye acoso sexual, agresión sexual, violencia de género, violencia doméstica, persecución y acoso por género: Dr. Robin Pelton, con oficina en 301 Brazoswood, Dr., Clute, Texas 77531, 979-730-7000 interno 24101, <a href="mailto:rpelton@brazosportisd.net">rpelton@brazosportisd.net</a>. Los informes pueden ser realizados en cualquier momento y por cualquier persona, incluso durante horarios no comerciales, por correo, teléfono o e-mail. Durante los horarios hábiles del distrito, los informes también pueden ser realizados en persona. Cuando el distrito recibe un aviso o un alegato de acoso sexual, el Coordinador del Título XI responderá inmediatamente siguiendo el proceso descrito en FFH(LOCAL).</p> <p>Para inquietudes sobre discriminación por una discapacidad, comuníquese con la Coordinadora de ADA/Sección 504: Lorin Furlow, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-700 interno 19246, <a href="mailto:lfurlow@brazosportisd.net">lfurlow@brazosportisd.net</a>.</p> <p>Para todas las demás inquietudes sobre discriminación, comuníquese con el Superintendente: Danny Massey, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-7001, <a href="mailto:dmassey@brazosportisd.net">dmassey@brazosportisd.net</a>.</p>
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**Public Notification of Nondiscrimination in Career and Technical Education**

Brazosport ISD offers Career and Technical Education programs in Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, A/V Technology, and Communication, Business Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections, and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics, Transportation, Distribution, and Logistics. Admission to these programs is based on open enrollment.

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, Pública 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.



