Borger High School



2020-2021 Course Catalog

TABLE OF CONTENTS

Profile……3
Campus Contacts……6
Academic Information and Policies……7
Assessments……9
College Bound Senior Information……11
Alternative Ways to Gain Course Credit……12
Advanced Coursework……13
Concurrent or Dual Credit Enrollment……15

Texas High School Graduation Plans
Distinguished Achievement Details (*Class of 2017 ONLY*)……16
Class of 2018 & Beyond - Overview of Foundation Graduation Plan - HB5……17
Detailed Foundation + Endorsement Graduation Plan……18
Endorsement Pathways……19
Elective Course Offerings……20

Course Descriptions
English Language Arts……22
Mathematics……30
Science……34
Social Studies……40
Physical Education/Health……44
Foreign Language……46
Fine Arts……48
Career Development……52

Career & Technical Education
Overview……53
Agriculture, Food and Natural Resources……54
Instrumentation & Electronics Program……59
Arts, A/V Technology and Communications……60
Science, Technology, Engineering, & Mathematics……62
Business Management and Administration……64
Health Science……66
Hospitality & Tourism……68
Education……70
Transportation, Distribution and Logistics……73

Borger Independent School District

Mission Statement

The students of Borger Independent School District will become educated, successful, and responsible citizens of our society.

Goals

Goal 1: Increase Student Achievement
BISD student performance will demonstrate gains as measured by scores on TAKS, ACT, and other state and national tests, while performance gaps between minority and non-minority students will narrow.

Goal 2: Provide a Safe Environment
Provide a safe environment for all who are at district facilities and attending district related events. The district shall develop and implement a strategic plan with specific long-range actions that ensure the safety and security of all who are at district schools and facilities or attending district-related events.

Goal 3: Increase Management Efficiency
Qualified and highly effective personnel will be recruited, developed, and retained.

Goal 4: Improve Public Support and Confidence in Schools

Goal 5: Create a Positive District Culture
Borger ISD will create and maintain a strong, positive district culture making Borger ISD a school district of choice for educational professionals.

Goal 6: Provide Facilities-to-Standard Program
Facility assessments will be completed and plans will be made to repair, renovate, or replace existing structures in a timely manner thus enabling the district to provide safe, clean, modern, and well-equipped facilities for all children.

Goal 7: Parents will share with educators the responsibility of the education of their children.

Goal 8: A well-balanced and appropriate curriculum will be provided so that all students will be encouraged and challenged to meet their full educational potential.

Borger Independent School District

12th Grade Graduate Profile

The graduate profile represents the core proficiencies graduates need in order to enter into today's workforce and post-secondary education. The fundamental goals shall enable each student to be a/an:

Effective Communicator – Students will master the basic skills of reading, writing, listening, speaking, and nonverbal communication, critical to daily life in a complex society. They will be able to relate to others in an articulate, effective, and efficient manner.

Problem Solver – Students will possess analytical and critical thinking skills in order to make decisions rationally and to manage problems and approach challenges systemically. They will interpret and process information, assess the current and desired situations, evaluate potential outcomes, and successfully solve problems.

Self – Directed Worker – Students will set priorities, create options, and develop plans of action as well as monitor and evaluate their progress. They will display high standards of effort and the habits of hard work and smart work.

Goal Achiever – Students will understand the sacrifice and commitment to high expectations which are necessary to achieve goals. They will demonstrate the ability to maintain effort, mental focus, and confidence as well as the capacity to cope with adversity that is necessary to successfully overcome obstacles. They will have the skills and knowledge to achieve personal, family, professional, and financial goals.

Cooperative Team Member – Students will use effective leadership and group skills to develop supportive and cooperative interpersonal relationships with others in order to achieve group objectives. They will respect and understand the contributions to diverse cultures.

Global Thinker – Students will have basic knowledge of politics, world issues, foreign affairs, and geography. They will be aware of current events and be able to analyze and make informed decisions on issues affecting the national and international scenes.

Risk taker with Entrepreneurial Spirit – Students will be able to think critically, analyze situations, gain insight, and take calculated risks to achieve goals and objectives. They will be able to survey the marketplace to find economic opportunities and have the confidence to think and act independently.

Proficient Technology User – Students will use technology as a tool to research, develop, and complete goals and objectives. They will demonstrate knowledge of computers, essential software applications, and the effective use of technology.

Contributing Citizen – Students will contribute energy, time, and talent to improve the welfare of themselves and others. They will display a sense of social responsibility and participate in the democratic process. They will exhibit honesty and integrity, choose ethical courses of action, and take personal responsibility for their actions.

The Borger High School Course Catalog lists the courses that our school generally makes available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, some classes may not be offered for the current year. Sufficient numbers of student requests for specific courses are the determining factor as to what courses are scheduled.

Course descriptions, prerequisites, recommendations, grade levels, and credits are listed for each high school course credit. Applicable certifications are listed in certain Career and Technical Education courses where available.

The course catalog is also available online, and may be found at:
www.borgerisd.net

Campus Contacts

Borger High School
600 W. 1st Street
Borger, TX 79007
Phone: 806-273-1029
Fax: 806-273-1036

Administration
Matt Ammerman, Principal
DeDe Conaway, Associate Principal
Sandra McQuade, Assistant Principal
Luke Welch, Assistant Principal

Administrative Secretary
Melisa Rodriguez

Guidance & Career Counseling
Stacy Howes, Counselor, 9th and 10th
Gina Peralez, Counselor, 11th and 12th
Crystal Rascon, Registrar

Instructional Liaisons
Keslyn Torres, Career and Technology Education
Carrie Smith, Foreign Languages
Tracy Howard, Science
Vanessa Edwards, Social Studies
Chris Carroll, English Language Arts
Thomas Hodge, Mathematics
Leslie Young, College and Career Specialist

Special Education
Vicki Still, Diagnostician

Athletic Department
Eric Wilson, Athletic Director

Academic Information and Policies

Grading
Grading will be on a six-week basis. Report cards will be sent out each six-weeks grading period, with supplemental reports going out every three weeks.

Academic Course Requirements
Freshmen, sophomore, and junior students must be enrolled in eight classes per day. Seniors must take a minimum of five classes per day.

Early Graduation
Early graduation is possible to accomplish in three years or in 3.5 years. See your counselor for additional information.

Career and Technical Education
Career and Technical Education (CTE) programs are designed to prepare students for secondary and post-secondary opportunities, career preparation and advancement, meaningful work and active citizenship. CTE programs offer students a combination of rigorous academics and relevant career education.

Texas Grant Eligibility
Graduating on the Recommended or Distinguished Achievement Plan can make a student eligible for a grant from the state of Texas for college education.

Grade Classification
After the 9th grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5 (including grade-level core subjects)	Grade 10 – sophomore
10 (including grade-level core subjects)	Grade 11 – junior
15 (including grade-level core subjects)	Grade 12 – senior

Awarding Course Credit
Borger High School awards credit for a full session (1 credit) course on a term-by-term basis. A student who does not achieve a combined average of 70 or above for both semesters shall be required to repeat only the semester failed (EI Local).

Guidance & Career Counseling Office
Students at Borger High School will be assigned by grade to a designated counselor. Students may consult with their counselor concerning course scheduling, testing information or other academic issues. If a student has a personal emergency or is in crisis, his/her counselor will make every attempt to see him/her immediately. The counselors work with students in the areas of academics, education and career guidance and referral services as needed.

Course Scheduling

The Borger High School counselors will make every effort to advise students in the selection of appropriate classes, based on their career goals, interests, and graduation requirements. However, students' course selections are ultimately the responsibility of students and parents. During the spring semester students pre-register for the next year and are given the opportunity to indicate their choice of classes. Students are encouraged to plan their coursework in sequential order and, if applicable, within a common college and career pathway.

Students are not allowed to change their schedules after the 5th class day of the semester. Necessary schedule changes will normally be made at the end of the first semester. Appeals for special circumstances may be made to the principal.

Canceling Courses and Course Availability

Borger High School reserves the right to cancel a course listed in the Course Catalog if pre-registration indicates that there will be insufficient enrollment or if certified staff is not available. Please check with the Guidance and Career Counseling Office if you have any questions.

Selection/Admission to Career and Technical Education Programs

In the event there are more students than can be accommodated in a specific CTE course, Borger High School will follow a selection process for admission into the course. The selection criterion is based on (1) grade classification, then (2) completion of prerequisites of courses in college/career pathway.

It is the policy of Borger Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

For information about rights or grievance procedures, contact the Title IX Coordinator, Tony McCarthy, at 200 East 9th Street, Borger, TX 79007, phone number 273-1006.

State of Texas Assessments of Academic Readiness (STAAR)

State of Texas Assessment of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS) at the beginning of the 2011-2012 school year. It includes 5 end-of-course (EOC) assessments. Students in the graduating class of 2015 were the first students who were expected to meet the EOC testing requirements, as well as passing their classes, to earn a diploma. The new tests are significantly more rigorous than previous tests and measure a student's academic performance, growth, and college readiness.

End-of-Course (EOC) Assessments

English	Mathematics	Science	Social Studies
English I	Algebra I	Biology	U.S. History
English II			

PRE-COLLEGE AND COLLEGE ASSESSMENTS

Preliminary Scholastic Aptitude Test (PSAT)

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides first hand practice for the SAT Reasoning Test and is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT measures critical reading skills, math problem-solving skills and writing skills. The PSAT is used as a predictor of success on the SAT and is administered in October of each school year on the Borger High School campus to all juniors.

Scholastic Aptitude Test (SAT)

The SAT Reasoning Test is a standardized test that evaluates math, critical reading and writing and may be used as a predictor for college success. The current SAT Reasoning Test is administered in approximately 4 hours. The test is scored in three, 800-point sections, with a possible combined score of 2400. Registration packets are available in the counseling office.

Students may access information at: www.collegeboard.org to register for the exam.

American College Test (ACT)

The ACT ® test assesses high school students' general educational development and their ability to complete college-level work. The ACT Test is administered in approximately 3 hours. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skill in planning and writing a short essay.

Students may access information at:
www.actstudent.org

TSI Assessment
What is the TSI Assessment?

The TSI Assessment is a program designed to help your institution determine if you are ready for college-level course work in the general areas of reading, writing and mathematics. This program also will help determine which type of course or intervention will best meet your needs to help you become better prepared for college-level course work if you are not ready. If you are an incoming college student in Texas, you are required to take the TSI Assessment — unless you are already exempt (read below) — to determine your readiness for college-level work. Based on how you perform, you may either be enrolled in a college-level course that matches your skill level or be placed in the appropriate developmental course or intervention to improve your skills and prepare you for success in college-level courses.

Do I Have to Take the TSI Assessment?
Not all incoming students need to take the TSI Assessment. There are many ways you can be exempt. Qualifying for a TSI Assessment exemption means that you can enroll in any entry-level college course without restrictions. In other words, there are no prerequisites for enrollment in college-level courses. You may be exempt if you:

- Have met the minimum college readiness standard on SAT®, ACT, or a statewide high school test
- Have successfully completed college-level English and math courses
- Have enrolled in a Level-One certificate program (fewer than 43 semester credit hours)
- Are not seeking a degree
- Have been, or currently are, in the military.

If you think you may be exempt, please contact an advisor at your institution. For more information, visit our website at www.thecb.state.tx.us/DE/TSI (See #1 and click on TSI/Exemptions)

How Does the TSI Assessment Work?
If you are not exempt from taking the TSI Assessment, you will be asked by your college or university to take three tests: one in mathematics, one in reading and one in writing. Where necessary, you may be given an additional diagnostic test in a particular subject. This test is designed to provide more detailed information regarding your academic strengths and weaknesses. These assessments include multiple-choice questions that are aligned to the Texas College and Career Readiness Standards. For the writing assessment, it's likely that you will be asked to write an essay. The assessments are computer adaptive, which means that questions increase or decrease in difficulty level depending on how you respond. The assessments are untimed; however, it is important to allow yourself enough time to complete each test because the results are a key factor in determining the course or courses in which you can enroll. When you complete the assessment, you immediately receive information on your score and your skill or proficiency levels. You must participate in a Pre-Assessment Activity. The college or university at which you take your test is required to provide the Pre-Assessment Activity as well as document your participation, so it is very important that you complete this mandatory activity before you take the TSI test. Also, you will not be allowed to take the TSI Assessment until you have completed this activity. The activity includes the following:

- An explanation of the importance of the TSI Assessment
- Practice test questions and feedback

College Bound Senior Information

Students should attempt to schedule a balanced educational program and do their best work in high school to meet college admissions requirements. Students may consider two or four- year colleges for post-secondary education. As colleges have different admission requirements, students should contact the admissions office of prospective college(s) they are considering for specific information. Students may consult their counselor for additional college admissions information.

College Visits

It is recommended that students visit prospective colleges during the summer prior to their senior year in high school. Students may schedule up to two college visits, one per semester, during the school year with administrator approval. A pre-approved absence form is available in the main office. It is required that students return to campus with a letter of verification, on the visited college's letterhead, to validate the student's college visit and receive an excused absence. Verification letters must be turned in within three days of the student's return from the college visit.

Letters of Recommendation

Students should schedule an appointment with their counselor to complete the counselor's portion of a college application at least two weeks before the college submission date.

The Texas Common Application

The Common Application for Freshman Admission may be used to apply to any Texas public college or university, and may be accessed at: www.applytexas.org

Financial Aid & Scholarships

Financial aid and scholarship information is available to all students in the counselor's office. The counseling office maintains files of scholarships, and also maintains information on the Borger High School section of the B.I.S.D. website. Additional financial aid information may be found through the financial aid office at college or universities. Students who apply for needs-based financial aid are required to complete a Free Application for Federal Student Aid (FAFSA). The FAFSA Application is available online in January of the student's senior year. A Personal Identification Number (PIN) must be obtained prior to completion. Students should work with their parents to complete all information in as timely a manner as possible. FAFSA information and the application may be found at: www.fafsa.ed.gov

Merit based scholarships are not based on financial information, but rather merit or talent. Students can find scholarship information and applications on the Borger High School section of the B.I.S.D. website at: www.borgerisd.net

Alternative Ways to Gain Course Credit

Correspondence

Seniors and juniors shall be eligible to take correspondence courses to earn credit toward graduation. Prior to enrollment in correspondence courses, a student shall make a written request to the principal for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation. Students may earn a maximum of two state-required credits through correspondence courses and may enroll in only one correspondence course at a time (EEJC Local). Borger High School does accept correspondence courses from Texas Tech University. Borger High School offers students an opportunity to take online coursework via accredited programs such as OddyseyWare and The Texas Virtual School Network (www.txvsn.org). Prior approval by BHS administration is required for participation and acceptance of credits.

Credits by Examination (CBE)

In accordance with B.I.S.D. policy, credits may be earned in any academic subject by successful completion of an appropriate criterion-referenced examination for acceleration (Credit by Examination or CBE) for the applicable course.

- **CBE without prior instruction**: The District shall award credit for an academic subject to any student who has had no prior instruction if the student scores 80 percent or above on a criterion-referenced examination for acceleration for the applicable course.

A student planning to take an examination for acceleration shall be required to register with the counselor at least 30 days prior to the scheduled testing date on which the student wishes to take the test. The District shall not charge for the examination for the applicable course. If a parent requests an alternative examination, the District may administer and recognize the results of a test purchased by the parent or student from a source approved by the State Board of Education.

If a student fails to earn credit by exam for a high school course before the beginning of the school year when the student would normally be expected to enroll in that course according to the district's schedule, the student must satisfactorily complete the course in order to earn credit.

- **CBE with prior instruction**: The District shall award credit in an academic subject to any student who has had prior instruction in a course if the student scores 70 percent or above on the examination.

A student planning to take an examination for credit shall be required to register with the counselor no later than 30 days prior to the desired test date. The first time a student or parent requests credit by examination be administered, the District shall provide the exam at no cost. If an examination is requested for credit recovery, the student or parent shall be responsible for the cost of the exam. If a parent or student requests an alternate examination, the District may administer a test purchased by the parent or student from a State Board- approved university.

Beginning in 2011-12, students who earn Credits by Examination will also be required to take the corresponding end-of-course (EOC) examinations for courses to which the EOC exams apply. On recommendation of the Attendance Review Committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination.

Advanced Coursework (PAP and AP)

Pre-Advanced Placement (PAP)

Pre-Advanced Placement (PAP) courses are designed to prepare 9th, 10th, and 11th grade students for Advanced Placement (AP) courses and the AP examination.

Advanced Placement (AP)

The Advanced Placement (AP) program offers courses with rigor and complexity as determined by the guidelines in the College Board. Preparation for college work and AP examinations give students the opportunity to receive college credit. Typically, successful AP students are task-oriented, proficient in reading, able to prioritize time, and encouraged by parents/guardians to do well academically. AP courses are different from the regular curriculum in that they are taught with college curricula and college level materials. **Students enrolled in AP courses are required to take the corresponding AP examination in May.**

At the time of pre-registration students will receive a contract for each of the PAP/AP courses the student plans on taking that year. This contract requires the parent's signature and the contract returned to the counselor before they will be allowed to sign up for the course.

Recommendations for Entrance into PAP/AP Courses

- Any student who is prepared and willing to accept the challenge of a rigorous academic curriculum is eligible.
- A guideline might be an 85 percent or higher average from the previous corresponding course along with parent approval.
- Students and parents must be aware that these courses require more work and time.

Policies of PAP/AP Courses

Late Work No late work is accepted from PAP/AP students.

Make-Up Work Make-up work from absences is one day for each day not in the class.

Retesting Students in these courses will not be allowed to retest.

Important Note

Students enrolled in PAP/AP courses do **NOT** receive 10 points added to their averages**.** The addition of 10 points for PAP/AP/Concurrent courses is done for **RANKING** purposes only and will not change the student's grade at any time. For example, a student who earns a 78 for a semester in an AP course will show a 78 on their transcript. However, a score of 88 will be used to compute the student's class rank.

PAP Course Offerings

English	Mathematics	Science	Social Studies	Foreign
English I PAP	Geometry PAP	Biology PAP	World Geography PAP	Spanish III PAP
English II PAP	Algebra II PAP	Chemistry PAP	World History PAP	
	Pre-Calculus PAP			

AP Course Offerings

*Students enrolled in AP courses are required to take the corresponding AP examination in May.

English	Mathematics	Science	Social Studies	Foreign
English III AP	Calculus AP	Biology AP	US History AP	Spanish IV AP
English IV AP		Chemistry AP		
		Physics 1 AP		
		Physics 2 AP		

Concurrent or Dual Credit Enrollment

Concurrent/Dual Credit Classes

Concurrent credit, also known as dual credit, means that a student is receiving credit for a class at Borger High School and Frank Phillips College (FPC). The college courses are counted as part of the high school class schedule. In order to be eligible to take a concurrent credit class, the student must be a junior or senior and pass the TSI test or be exempt based on state assessment scores. **Entry testing requirements must be completed by August 14th, prior to the beginning of the school year. In addition, students must pay the applicable FPC fees by the end of the first week of classes.**

STATE APPROVED TESTS FOR DUAL CREDIT CLASSES

STATE APPROVED TEST	REQUIRED SCORES
TSI Assessment	Reading – 351 or higher Writing – 363 with a WS of 4 or WS of 5 or higher Math – 350 or higher
STAAR EOC cut SCORES	English II – Level 2 final recommended score – 4000 Algebra I – Level 2 final recommended score and a passing grade in Algebra 2 class – 4000
ACT	English – 19 with composite score of 23 Math – 19 with a composite score of 23
SAT	Critical Reading – 500 with composite score of 1070 Math – 500 with a composite score of 1070
PSAT/NMSQT	Critical Reading – 50 plus a combined score of 107 Math – 50 plus a combined score of 107

PLAN	English – 19 plus a combined score of 23 Math – 19 plus a combined score of 23

Concurrent/ Dual Credit Offerings

BHS Course Number	High School Course Name	FPC Course Number	FPC Course Name	Site
3038	Adv. Animal Science	AGRI 1419	Introductory Animal Science - CC	FPC
1136	Agronomy - CC	AGRI 1407	Agronomy – CC	FPC
1030	English III or English IV	ENGL 1301	Composition I	BHS
1031	English III or English IV	ENGL 1302	Composition II	BHS
1032	English IV	ENGL 2321	Composition III – British Literature	BHS
1033	English IV	ENGL 2326	Composition IV – American Literature	BHS
3013	Biology – CC	BIOL 1406	Biology for Science Majors I	BHS
3014	Biology – CC	BIOL 1407	Biology for Science Majors II	BHS
6072	U.S. History – CC	HIST 1301	United States History I	FPC
6073	U.S. History – CC	HIST 1302	United States History II	FPC
4008	U.S. Government - CC	GOVT 2305	Federal Government	FPC
5002	Economics – CC	ECON 2301	Principles of Macroeconomics	FPC
2012	College Algebra	MATH 1314	College Algebra	BHS
2019	Trigonometry - CC	MATH 1316	Plane Trigonometry	BHS
2017	Pre-Calculus - CC	MATH 2312	Pre-Calculus - CC	FPC
2018	Calculus – CC	MATH 2413	Calculus I	FPC
9020	Adv. Graphic Design-CC	ARTC 1305	Basic Graphic Design-CC	FPC
9029	Humanities – CC	HUMA 1315	Fine Arts Appreciation	FPC
1123	Speech – CC	SPCH 1321	Business & Professional Communication	BHS
1145	I&E 1st Sem.	CETT 1303 CETT 1305	DC Circuits AC Circuits	FPC
1146	I&E 2nd Sem.	CETT 1325 INTC 2336	Digital Fundamentals Distributed Control & Programmable Logic	FPC
1147	Advanced I&E 3rd Sem.	INTC 1350 INTC 1355	Digital Measurements & Controls Unit Operations	FPC
1148	Advanced I&E 4th Sem.	INTC 1305 INTC 1356	Intro to Instrumentation Instrumentation & Calibration	FPC
1156	Welding 1st Sem.	WLDG 1204 WLDG 1428	Fundamentals of Oxy- Fuel Welding and Cutting Introduction to Shielded Metal Arc Welding	FPC
1157	Welding 2nd Sem.	DFT G 1325 WLDG 1317	Blue Print Reading and Sketching Introduction to Layout Fabrication	FPC
1158	Advanced Welding 3rd Sem.	WLDG 1305 WLDG 1337	Art Metals Introduction to Metallurgy	FPC
1159	Advanced Welding 4th Sem.	WLDG 1457 WLDG 1202	Intermediate Shielded Metal Arc Welding (SMAW) Intro to Gas Metal Arc Welding (GMAW)	FPC
1114	Cosmetology 1st Sem.	CSME 1310 CSME 1443	Introduction to Haircutting & Related Theory Manicuring & Related Theory	FPC
1115	Cosmetology 2nd Sem.	CSME 2310 CSME 1447	Advanced Haircutting & Related Theory Principles of Skin Care/ Facials & Related Theory	FPC
1116	Adv. Cosmetology 3rd Sem.	CSME 2337 CSME 1553	Advanced Cosmetology Techniques Chemical Reformation & Related Theory	FPC
1117	Adv. Cosmetology 4th Sem.	CSME 1505 CSME 2501	Fundamentals of Cosmetology Principles of Hair Coloring & Related Theory	FPC

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Distinguished Achievement Graduation Program
(APPLIES ONLY TO THE CLASS OF 2017)

Purpose of the Distinguished Achievement Program
This plan is the highest plan available to students who wish to go above and beyond in all academic areas. Students who choose this plan need to be capable of advanced work, including College Board Advanced Placement and concurrent/dual credit classes.

A student must receive any combination of four (4) of the Advanced Measures approved by the State Board of Education which focuses on demonstrated performance at the college or professional level, and which must be assessed through an external review process.

1. Original research/project that is:

A. Judged by a panel of professionals in the field that is the focus of the project, or

B. Conducted under the direction of mentor(s) and reported to an appropriate audience; and

C. Related to the required curriculum set forth in §74.1 of Chapter 74, Subchapter F

2. Test data where a student receives:

A. A score of 3 or above on the College Board Advanced Placement (AP) examination, or

B. A score of 4 or above on the PSAT/NMSQT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student; or

3. College Courses, including those taken for dual credit.

A. Grades of 80 or higher on concurrent/dual credit classes.

House Bill 5 – Foundation Graduation Plan
Class of 2018 & Beyond

In the 83rd Texas Legislative Session, House Bill 5 (HB 5) was passed and signed by the Governor. HB 5 changed high school graduation requirements for students who are freshman beginning in the 2014-2015 school year. The changes in graduation requirements allow more flexibility for high school students to pursue either higher education or a career pathway. The Texas Legislature created one graduation plan referred to as the High School Foundation Graduation Program, key aspects include:

- Required Foundation Courses
- Endorsement Options
- Reduced STAAR Testing requirements from 15 to 5 tests (English I & II, Algebra I, Biology, and U.S. History)
- Opportunity to earn Performance Acknowledgments

These new standards replace the former graduation plans referred to as Minimum, Recommended and Distinguished. Although there is no longer a Distinguished Graduation Plan, students can earn a "Distinguished Level of Achievement". Choosing to take Algebra II qualifies a student for the Distinguished Level of Achievement. This can translate to additional opportunities after graduation, automatic college admission, and increased eligibility for financial aid for college.

In addition to earning an endorsement, students have the option of earning Performance Acknowledgements, which will be noted on their final high school transcript. This is NOT a graduation requirement, but allows students to obtain an acknowledgement for outstanding performance in different areas including:

- Dual credit courses
- Advanced Placement (AP) courses
- ACT and SAT scores
- Language acquisition (80+ in Spanish I, II, & III)
- Earning a certificate or license (instrumentation & electrical, welding, cosmetology, farm & ranch)

At the end of your child's eighth grade year, you and your child chose classes based on his/her interests. Your child will have the opportunity to reevaluate his/her endorsement before registering for their sophomore year. In addition, they can choose to earn more than one endorsement.

Because the 21st Century careers require high academic and technological skills, students need to identify and pursue both career and academic goals while in high school. After graduating from high school, what will you do? Where will you go? Who will support you? Will you continue your education? Will you work and go to school? If you go to school, what will your major be? These are very important questions. In order to answer them, you will need to explore your interests and make informed decisions about your future.

Foundation Graduation Plan + Endorsement - Class of 2018 & Beyond

Credit	Course Options by Grade Level *Courses with an (*) beside it indicates that the subject (regular or advanced) is required for graduation.* ***Bold courses indicate a state assessment (STAAR test) for that course is required for graduation.***			
	9th	**10th**	**11th**	**12th**
4 **English**	**English I* / Eng. I PAP**	**English II* / Eng. II PAP**	English III* / Eng. III AP CC-FPC 1301/1302 CC-FPC Humanities	English IV / Eng. IV AP CC-FPC 1301/1302 CC-FPC 2331/2332 CC-FPC Humanities
4 **Math**	**Algebra I*** Geometry Geometry PAP (only if student took Alg. 1 in 8th grade)	Geometry* / Geom. PAP Algebra II* / Alg II Pre-AP (only if you took Geom. in 9th grade)	Algebra II* (required for Endorsements/ "Distinguished" honors) Pre-Calculus Calculus AP CC-FPC Algebra/Trigonometry CC-FPC Pre-Cal/Calculus	Algebra II (required for Endorsements/ "Distinguished" honors) Pre-Calculus Calculus AP CC-FPC Algebra/Trigonometry CC-FPC Pre-Cal/Calculus
4 **Science**	**Biology* / Bio PAP**	Integrated Physics & Chemistry Chemistry / Chem. PAP Physics/ Phys. PAP / Phys. 1 AP	Chemistry / Chem. PAP Physics/ Phys. PAP / Phys. 1 AP Anatomy & Physiology OR Forensic Science (CTE) CC - Advanced Animal Science CC - Agronomy CC-FPC Biology	Chemistry / Chem. Pre-AP Chem. AP Physics/ Phys. PAP / Phys. 1 AP Anatomy & Physiology OR Forensic Science (CTE) CC - Advanced Animal Science CC - Agronomy CC-FPC Biology
3 **Social Studies** Must take 1 year of World Geography or World History	World Geography / PAP	**U.S. History***	World History / PAP OR CC - U.S. History	Government/ Economics* CC-FPC Government/ Economics U.S. History AP U.S. History CC-FPC
2	**Languages Other Than English:** Spanish I, Spanish II, Spanish III Pre-AP, AP Spanish IV			
1	**Physical Education:** P.E. or any Sport			
1	**Fine Art:** Art, Band, Choir, Theatre			
.5	**Computer Technology:** Principles of Information Technology, Principles of Applied Engineering, Robotics, Principes of Arts: Audio / Video Technology Communications, Graphic Design, Video Game Design, BIM - CC			
.5	**Health**			
.5	**Professional Communication** (Speech) (offered to 8th graders as Communication Applications) Prof Comm - CC			
5.5	Electives (***4 or more should go toward Endorsement!***)			
26	**TOTAL REQUIRED CREDITS FOR FOUNDATION + ENDORSEMENT** **(Foundation Plan includes 22 credits required)**			

Enhancements:

Students may earn the Distinguished Level of Achievement and/or a Performance Acknowledgement for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement:

Foundation Program requirements; 4 math credits including Algebra II; 4 science credits; and at least 1 endorsement.

Performance Acknowledgements:

Dual credit courses; PSAT, ACT, or SAT; AP coursework; or earning a nationally recognized certificate/license.

Borger High School
Endorsement Offerings

Applies to Class of 2018 and beyond

Endorsements consist of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Choosing an endorsement pathway, gives the student direction on which electives and advanced courses to take in high school and encourages the wise use of elective opportunities. This organized sequence of courses becomes more specialized as you appoach graduation.

Endorsement Pathways

Arts & Humanities	STEM	Business & Industry	Public Service	Multidisciplinary
4 years of one subject: • Art • Band • Choir • Theatre • Foreign Language 5 Social Studies Credits • World Geography/PAP • U.S. History • World History • U.S. History - CC Dual Credit • Government & Economics/CC	Biology • Biology/PAP • Chemistry/PAP • Physics/1AP • Anatomy & Physiology OR Forensic Science (CTE) • Biology - CC Chemistry • Biology/PAP • Chemistry/PAP • Physics/1AP • Anatomy & Physiology OR Forensic Science (CTE) • AP Chemistry Math • Algebra I • Geometry/PAP • Algebra II/PAP • 2 advanced Math courses. Can be concurrent. Tech & Engineering • Principles of Applied Engineering • Robotics I • Principles of Technology • Engineering Mathematics	Animal Science • Principles of Agriculture, Food, and Natural Resources • Small Animal Management / Equine Science • Livestock Production • CC Advanced Animal Science **OR** • CC Agronomy **OR** Intro to Adv. Animal Science – CC Auto Technology • Principles of Transportation Systems • Automotive Basics • Auto Tech I: Maintenance & Light Repair (2 credits) • Auto Tech II: Automotive Service (2 credits) Debate • Debate I • Debate II • Debate III • Debate IV Graphic Design • Principles of Audio/Video Technology Communications • Art I • Graphic Design & Illustration I • Graphic Design & Illustration II Plant Systems • Principles of Agriculture, Food, and Natural Resources • Landscape Design & Management • Professional Standards in Agriculture • Horticultural Science • Advanced Plant & Soil Science Culinary Arts • Principles of Hospitality & Tourism • Introduction to Culinary Arts • Culinary Arts (2 credits) Yearbook • Yearbook I • Yearbook 2 • Yearbook 3 Technology • Principles of Information Technology • Computer Programming I • Computer Programming II Welding (Begins Junior Year) • Welding I (2 credits) • Welding II (2 credits) I&E (Begins Junior Year) • I&E I (2 credits) • I&E II (2 credits) Process Technology (Begins Junior Year) • Process Technology • Advanced Process Technology	Health Science • Principles of Health Science • Health Science Theory • Health Science Practicum (2 credits) • Anatomy & Physiology (CTE) Law Enforcement • Principles of Law • Law Enforcement I • Law Enforcement II • Forensic Science (CTE) Cosmetology (Begins Junior Year) • Cosmetology I (2 credits) • Cosmetology II (2 credits)	A student may earn a multidisciplinary studies endorsement by completing foundation and general graduation requirements and one of the following: • 4 advanced courses from within at least one endorsement area that are not in a coherent sequence • 4 credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics • 4 AP courses to include credit in each of the four foundation subjects

2020-2021 Elective Course Offerings by Grade Level

AGRICULTURE, FOOD, AND NATURAL RESOURCES

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
1122	Principles of Agriculture, Food, and Natural Resources	1	X	X	X	X
1154	Small Animal Management	0.5		X	X	X
1142	Equine Science	0.5		X	X	X
1104	Livestock Production	1		X	X	X
3023	Advanced Animal Science	1			X	X
	Agronomy					
	Introduction to Animal Science					
	Landscape Design and Management	0.5		X	X	X
	Professional Standards in Agriculture					
1138	Horticultural Science	1		X	X	X
	Advanced Plant and Soil Science	1			X	X

ARTS, AUDIO VIDEO TECHNOLOGY, AND COMMUNICATIONS

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
	Principles of Arts, A/V Technology and Communications	1	X			
	Professional Communications	0.5	X	X	X	X
	Video Game Design	1	X	X	X	X
9018	Graphic Design and Illustration I	1		X	X	X
	Graphic Design and Illustration I with lab	2		X	X	X
9019	Graphic Design and Illustration II	1		X	X	X
3023	Graphic Design and Illustration II with lab	2		X	X	X

HEALTH SCIENCE

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
1127	Principles of Health Science	1	X	X		
1128	Health Science Theory	1		X	X	X
3012	Anatomy & Physiology	1		X	X	X
1129	Practicum in Health Sciecne	2			X	X

HOSPITALITY AND TOURISM

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
9026	Principles of Hospitality & Tourism	1	X	X	X	X
9025	Introduction to Culinary Arts	1	X	X	X	X
9027	Culinary Arts	2		X	X	X

2020-2021 Elective Course Offerings by Grade Level

INFORMATION TECHNOLOGY

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
	Principles of Information Technology	1	X	X		
	Computer Programming I	1		X	X	X
	Computer Programming II	1			X	X

LAW AND PUBLIC SERVICE

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
	Principles of Law, Public Safety, Corrections & Security	1	X	X	X	X
	Law Enforcement I	1		X	X	X
	Law Enforcement II	1		X	X	X

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
	Principles of Applied Engineering	1	X	X	X	X
1216	Robotics ??					
	Principles of Information Technology					
	Engineering Math					

TRANSPORTATION, DISTRUBUTION AND LOGISTICS

BHS Course Number	Course Name	Credits	9th Grade	10th Grade	11th Grade	12th Grade
1105	Principles of Transportation Systems	1	X	X	X	X
1106	Automotive Basics	1		X	X	X
1109	Automotive Technology I: Maintenance a& Light Repair	2			X	X
1107	Automotive Technology II: Automotive Service	2			X	X

ENGLISH LANGUAGE ARTS

English I

Course Number: 1001
Grade Placement: 9
Credits: 1
Length: Year

English I is an overview of various literary genres such as short stories, the play Romeo and Juliet by Shakespeare, poetry, biographies, non-fiction, and the applied study of literary elements. In addition to reading a variety of genres, students will study vocabulary based upon knowledge of Latin and Greek roots, media and source credibility, media impact on student lives, and various propaganda and rhetorical devices and techniques. These skills, plus literary short answer responses, will be tested on the ninth-grade STAAR reading test. Also, students will visit the library periodically to check out personal library books to be used to target and refine reading skills.

English I PAP

Course Number: 1002
Grade Placement: 9
Credits: 1
Length: Year

English I- Pre- AP is a literature-centered course. It includes novels, dramas, short stories, and poetry. Skills introduced include critical thinking, close reading, identification of literary devices, and sentence modification. Emphasis is placed on vocabulary building, grammar usage, comprehension and appreciation of literature, outside readings, discussions and writing. A short research paper is required. Students are expected to compile information in systematic ways using available technology; to organize written ideas and representations from their research into reports and summaries; to draw conclusions and/or make predictions from data collected; and to use MLA-style documentation to present their research findings. Prior to the beginning of this course, students will read a novel assigned by the teacher of this course. Basic comprehension of the novel will be tested at the beginning of the course. A more thorough study of the novel will be a part of the curriculum.

English II

Course Number: 1003 Credits: 1
Grade Placement: 10 Length: Year
Prerequisite: Successful completion of English I or English I PAP

English II builds directly upon English I in literature, grammar, and composition. Besides reading short stories, plays, non-fiction, biographies, and poems, students will respond to the different genres in short answer response form as is tested on the 10th grade state assessment ELA test. Composition study will emphasize the pre-writing, writing, and specific target writing skills such as word choice, sentence variety, grammar and elaboration revising. Students also complete a short research project. Students are expected to compile information in systematic ways using available technology. Students will organize written ideas and representations from their research into reports, projects, and summaries and draw conclusions from the collection of information. Students will visit the library periodically to check out personal library books to be used to target and refine reading skills.

English II PAP

Course Number: 1004 Credits: 1
Grade Placement: 10 Length: Year
Prerequisite: Successful completion of English I or English I PAP

English II Pre-AP is a course for college-bound students. The course includes a comprehensive study of world literature, with extensive outside reading, instruction in the mechanics and usage of grammar, oral presentations, written multi-paragraph compositions, and participation in group discussions. Skills introduced in Pre-AP I and II are expanded. A short research paper is also part of the study. Students are expected to compile information in systematic ways using available technology; to organize written ideas and representations from their research into reports and summaries; to draw conclusions from the collection of data; and to use MLA-style documentation to present their research findings. Prior to the beginning of the course, students will read a novel assigned by the teacher of this course. Basic comprehension of the novel will be tested at the beginning of the course. A more thorough study of the novel will be a part of the curriculum.

English III

Course Number: 1005 Credits: 1
Grade Placement: 11 Length: Year
Prerequisite: Successful completion of English II or English II PAP

The eleventh-grade curriculum includes the study of American literature, as required by the state. Drills in traditional grammar, the development of writing skills, with great emphasis on expository writing, and the production of a term research paper are required. Students are expected to compile information in systematic ways using available technology; to organize written ideas and representations from their research into summaries, reports, essays, and/or formal research papers; to draw conclusions from the collection of data; and to use MLA-style documentation to present their research findings. In addition to studying selections from the textbook, students read at least two full length books, one of which is a novel.

English III AP

Course Number: 1006 Credits: 1
Grade Placement: 11 Length: Year
Prerequisite: Successful completion of English II or English II PAP

English III AP is a college-level course designed to help students skillfully and analytically read and respond to a broad and challenging range of prose selections. Emphasis is placed on understanding and appreciating literature; perfecting expository, analytical, and argumentative writing; studying the etymology of the English language; preparing for the verbal portions of the ACT and the SAT; and increasing research skills. Students are expected to compile information in systematic ways using available library and technological sources; to organize written ideas and data collected from a variety of media into summaries, reports, essays, and formal research papers; to draw conclusions and/or make predictions from the collection of data; and to use MLA-style documentation to present the findings of their research. Students in this course are required to participate in the AP exam monition. This test will be taken in May.

Dual Credit English III

Course Number: BHS 1030/1031, FPC 1301/1302 Credits: BHS-1, FPC-3
Grade Placement: 11 or 12th Length: Semester each
Prerequisite: Passage of or exemption from the Writing and Reading sections of a TSI approved test and completion of ENGL 1301 or its equivalent with a C or better.

ENGL 1301 Composition I
Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

ENGL 1302 Composition II
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

English IV

Course Number: 1007 Credits: 1
Grade Placement: 12 Length: Year
Prerequisite: Successful completion of English III or English III AP

Students enrolled in English IV continue to increase and refine their English skills through alignment with TAKS objectives presented in the six study units outlined in the CSCOPE curriculum. English IV students read extensively in multiple genres from British literature beginning with the Anglo-Saxon period through the post-modern period. Students learn literary forms and terms associated with the selections and interpret the possible influences of the historical context on literary work. Students explore how literature over centuries can be closely connected in theme and structure. A variety of writing styles are practiced including personal, persuasive, and a formal research paper. Students are expected to compile information in systematic ways, using available library and technological sources; to draw conclusions and/or make predictions from the collected data; to organize written ideas and data collected from a variety of media; and to use and to use MLA-style documentation to present their findings in a formal research paper. Students analyze media for perspective and credibility and then apply those conclusions to their own multimedia projects.

English IV AP

Course Number: 1008 Credits: 1
Grade Placement: 12 Length: Year
Prerequisite: Successful completion of English III or English III AP

English IV AP is a literature-centered composition course designed for the able college-bound senior. Regularly assigned and prepared readings are the basis for oral and written composition. Students are responsible for taking part in graded oral exchanges of ideas as preparation for writing. A formal research paper is required. Students are expected to compile information in systematic ways using available library and technological sources; to organize concepts and data collected from a variety of media; to draw conclusion and/or make predictions from the collected material; and to use MLA-style documentation to present their findings in a formal research paper. This course is designed to develop literary judgment by use of an organized program of literary skills which are taught in conjunction with selections of high quality. The Literature AP test will be taken in May. Students enrolled in this course must participate in the AP examination.

Dual Credit English IV

Course Number: BHS 1032/1033, FPC 2331/2332 Credits: BHS-1, FPC-3
Grade Placemen: 12 Length: Semester each
Prerequisite: Completion of ENGL 1301 & 1302 with a grade of C or better

ENGL 2331 – Literature of Non-Western World
A systematic study of literature written in traditional and developing cultures, other than British and American edited English cultures in the context of both critical reading and writing.

ENGL 2332 – Masterpieces in World Literature I
A systematic study of significant works of world literature prior to 1700 in the context of both critical reading and writing.

PSYC 1100 – Learning Framework 1-1-1
THECB CIP 42.2701.51.25 *Core Curriculum (Institutional Option)

A study of 1) research and theory in the psychology of learning, cognition, and motivation; 2) factors that impact learning; and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to draw continually from the theoretical models they have learned. (Cross-listed as PSYC 1100).
(NOTE: While traditional study skills courses include some of the same learning strategies, e.g., note-taking, reading, test preparation as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level and therefore are distinguishable from Learning Framework courses.) Prerequisite: 30 hours of college-level credit.

Debate I

Course Number: 1301
Grade Placement: 9 – 12
Credits: 1
Length: Year

The student shall be provided opportunities to examine the structure of various forms of debate. Included will be standard debate, cross-examination (C-X), and Lincoln-Douglas (L-D) debate. Students will learn logic and critical thinking skills. Organization, analysis and speaking skills will also be learned. Students may attend tournaments to extend these skills taught in the classroom. Emphasis on competition debate.

Debate II, III

Course Number: 1302, 1303
Grade Placement: 10 – 12
Prerequisite: Successful completion of Debate I
Credits: 1
Length: Year

This course is for advanced debate students. Students will further develop their skills in both C-X and L-D debate, oral interpretation, extemporaneous, and prepared speeches. Students will have the opportunity to participate in several UIL tournaments as well as class participation. A minimum of two tournaments, including UIL, are required.

Yearbook I, II, III

Course Number: 1015, 1016, 1017
Grade Placement: 10 – 12
Prerequisite: Successful completion of Journalism 1
Credits: 1
Length: Year

Production of the yearbook, ***The Borgan***, is an important part of life at BHS. It completely captures the events of the year and records them in a hardback covered book. All essential elements of journalism are recovered. The staff utilizes the latest in desktop publishing software to produce the end result. Students learn to work with others toward a single goal. They are involved in the financial and structural planning of the book. *Some weekend work is required as well as the first two weeks in the summer vacation (including graduated seniors).*

MATHEMATICS

Algebra I

Course Number: 2001
Grade Placement: 9 - 12
Credits: 1
Length: Year

This course will teach the foundation concepts for high school mathematics. These concepts will include: algebraic thinking and symbolic reasoning; function concepts including linear, systems, and quadratics and nonlinears; the relationship between equations and functions; underlying mathematical processes. This course will include the continual use of problem-solving computation in problem-solving contexts, language and communication, connections within and outside mathematics, reasoning, multiple representations, applications and communication, connections within and outside mathematics, reasoning, multiple representations, applications and communication. This course will include the use of technology as a tool for solving meaningful problems.

Mathematical Models with Applications Algebraic Reasoning Description ??

Course Number:
Grade Placement: 9 – 10
Credits: 1
Length: Year
Prerequisite: Successful completion of Algebra I or Algebra I PAP
Requirement: Must be completed successfully *prior* to Algebra II to receive math credit

This course will continue to build on the K – 8 and Algebra 1 foundations as they expand their understanding through other mathematical experiences. Students will use multiple representations, applications and modeling, justification and proof, and computation in problem-solving contexts.

Geometry

Course Number: 2006
Grade Placement: 9 – 12
Credits: 1
Length: Year

This course will teach the concepts of geometric thinking (geometric and abstract) and spatial reasoning, geometric figures and their properties in two as well as three dimensions, the relationship between geometry and other mathematics and other disciplines, geometric structure, analyzing geometric relationships in order to make and verify conjectures, logical reasoning, proofs, and problem solving involving geometry, geometric patterns, coordinate systems, congruence, similarity, and the geometry of size functions in addition to quadratic conic relations. Continual mathematical emphasis will be placed upon problem solving, language and communication, real-world connections, and models and applications. This course will include the use of technology as a tool for solving meaningful problems.

Geometry PAP

Course Number: 2007 Credits: 1
Grade Placement: 9 – 12 Length: Year
Prerequisite: Successful completion of Algebra I or Algebra I PAP

This course will present a more in-depth study of concepts taught in Geometry in a discovery approach. Geometric proofs and logic will be emphasized. Projects may be assigned. The purpose of the Pre-AP math course is to prepare students for the study of AP Calculus which will include the AP exam.

Algebra II

Course Number: 2004 Credits: 1
Grade Placement: 10 – 12 Length: Year
Prerequisite: Successful completion of Algebra I or Algebra I PAP and Geometry / PAP

This course will build upon the concepts taught in Algebra I. The course will develop the foundation for linear, quadratic, radical, rational, exponential, and logarithmic functions in addition to quadratic conic relations. Continental mathematical emphasis will be placed upon problem solving, language communication, real-world connections, as well as models and applications. This course will include the use of technology as a tool for solving meaningful problems.

Algebra II PAP

Course Number: 2005 Credits: 1
Grade Placement: 10 – 12 Length: Year
Prerequisite: Successful completion of Geometry or Geometry PAP and Algebra I / PAP

This course will present a more in-depth study of the concepts taught in Algebra II. Additional topics will be introduced throughout the course. The purpose of the Pre-AP math course is to prepare students for the study of AP calculus which will include the AP exam.

Pre-Calculus

Course Number: 2008 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Geometry or Geometry PAP and Algebra II / PAP

This course will study functions, including polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. Students will be able to define functions, describe characteristics of functions and translate among verbal, numerical, graphical, and symbolic representations of functions. Students will model and solve real-life problems using functions, sequences and series, parametric representations, conic sections, and vectors. This course is strongly

recommended for students planning to attend a four-year college.

Dual Credit College Algebra & Trigonometry

Course Number: BHS 2012/2019, FPC 1314/1316 Credits: BHS-1, FPC-3
Grade Placement: 11 - 12 Length: Semester each
Prerequisite: Successful completion of Geometry or Geometry PAP and Alg. II/PAP

MATH 1314 - College Algebra
This course will be offered as a fourth-year math course for **juniors and seniors only**. It will be offered concurrently through Frank Phillips College and any student signing up for the course must pay the enrollment fee and have passed the appropriate test(s) to take a college level course. Topics covered in this course will be relations, functions, equations and inequalities, determinants, exponents and radicals, logarithms, binomial theorem, progressions, and probability.

MATH 1316 - Plane Trigonometry
This course includes trigonometric functions, radians, logarithms, solutions of triangles, identities, trigonometric equations (finding the rational roots), binomial theorem, progressions, among other concepts.

Dual Credit Pre-Calculus & Calculus DELETE?

Course Number: BHS 2017/18, FPC 2312/2413 Credits: BHS-1, FPC-3
Grade Placement: 11 – 12 Length: Semester each
Prerequisite: Successful completion of Geometry or Geometry PAP and Alg. II/ Alg. II PAP

MATH 2312 Pre- Calculus
This course will present a more in-depth study of the concepts taught in Pre-Calculus and will be the foundation for Calculus AP. The students will have the opportunity to receive college credit for Trigonometry and Pre-Calculus through Frank Phillips College. Any student signing up for the course must pay the enrollment fee and have passed the appropriate test(s) to take a college level course. The purpose of the PAP math course is to prepare students for the study of Calculus AP which includes the AP examination. This course includes the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic trigonometric functions and may include topics from analytical geometry.

MATH 2413 Calculus
This course includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, spatial and geometric modeling for mathematical reasoning, functions, limits, derivatives, continuity, differentiation of algebraic functions, application of the derivative, and introduction to integration. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning and mathematical thinkers who can use their skills to solve authentic problems. This course is recommended as a fourth-year math alternative to Pre-Calculus.

Calculus AP (Counts as Calculus I)

Course Number: 2010 Credits: 1
Grade Placement: 12 Length: Year
Prerequisite Successful completion of Pre-Calculus or Pre- Calculus PAP

This course will introduce students to the major concepts of differential and integral calculus through the unifying themes of limits, derivatives, integrals, approximation, applications, and modeling. The content of this course is described in the College Board Publication Advanced Placement Course Description Mathematics: Calculus AP, Calculus AB and Calculus BC. Students in this course must take the Calculus AP examination. Successful completion of the AP examination will result in the student earning college credit for Calculus I.

SCIENCE

Biology

Course Number: 3002
Grade Placement: 9 – 12
Credits: 1
Length: Year

Students will be introduced to lab safety and procedures, ecology, biochemistry, cellular biology, genetics, classification, microorganisms in our world, botany, anatomy and physiology, and animal kingdoms. Dissections will be conducted. This course will satisfy the Biology requirement for graduation and is tested on the Biology end-of-course test.

Biology PAP

Course Number: 3003
Grade Placement: 9 – 12
Credits: 1
Length: Year

Students are introduced to the study of living organisms and their interaction in the changing world, topics will include: historical review of science and its methods; cellular structure and function; basic laws of genetics; classification of man; anatomy and physiology. Dissections will be conducted. This course will satisfy the Biology requirement for graduation and is tested on the Biology end-of-course test.

Dual Credit Biology

Course Number: BHS 3013/3014/FPC 1406/1407
Grade Placement: 11-12
Credits: BHS-1, FPC-4
Length: 1 Semester
Prerequisite: Successful completion of College Algebra or concurrent enrollment in higher-level mathematics, with a C or higher, is recommended.

<u>BIOL 1406 – General Biology I for Science Majors</u>
Fundamental principles of living organism will be studied including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab included. Students will have the opportunity to receive high school credit and college credit for biology through Frank Phillips College. Any student signing up for the course must pay the enrollment fee and have passed the appropriate test(s) in order to take a college level course.

<u>BIOL 1407 – General Biology II for Science Majors</u>
The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Laboratory activities will reinforce study of the diversity and classification of life. Students will have the opportunity to receive high school credit and college credit for biology through Frank Phillips College. Any student signing up for the course must pay the enrollment fee and have passed the

appropriate test(s) to take a college level course.

Integrated Physics and Chemistry (IPC)

Course Number: 3001
Grade Placement: 10
Credits: 1
Length: Year

Students are introduced to the basics of physics and chemistry and how the two fields of science are related. It is a lab oriented, hands-on course which will give the basic foundations of science. This class may only be taken *before* chemistry and physics.

Chemistry

Course Number: 3005
Grade Placement: 10 – 12
Prerequisite: Successful completion of Algebra I
Credits: 1
Length: Year

This course is a survey of major topics from organization of matter to chemical reactions. The topics covered in this course are: atomic structure, chemical bonds and the formation of chemical compounds, writing chemical formulas and equations, the behavior of chemicals under varying conditions of temperature, pressure, energy relationships in chemical reaction, properties of acids, bases, salts, and stoichiometry. Chemistry covers the material for the Chemistry end-of-course test.

Chemistry PAP

Course Number: 3006
Grade Placement: 10 – 12
Prerequisite: Successful completion Algebra I
Credits: 1
Length: Year

Chemistry PAP provides the fundamental background concepts and skills necessary to advance to a second-high school course or a basic college chemistry course. In addition to the topics in regular chemistry, properties of matter, periodic table of elements, stoichiometry (the mathematics involved in chemistry), solutions and colligative properties of solutions will be covered. Students will be expected to assume more responsibility for learning than in the non-Chemistry PAP course. PAP Chemistry covers the material for the Chemistry end-of-course test.

Chemistry AP

Course Number: 3007 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Algebra II or Algebra II PAP

The Advanced Placement Chemistry course is designed to be the equivalent of a college introductory chemistry course usually taken by chemistry majors. Students continue their study of chemistry and solve more detailed and difficult problems. A strong emphasis is placed on laboratory activities. Topics studied include atomic structure, states of matter, nuclear chemistry, chemical reactions, thermodynamics, equilibrium, kinetics, acids, bases, organic, and electrochemistry. Strong math and study skills are critical. The Chemistry AP examination is required.

Physics

Course Number: 3008 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Algebra I or Algebra I PAP

Physics is the study of the natural laws, or the laws of Nature. The primary focus of the course is to construct accurate mental models that appropriately depict the motion of objects, the behavior of waves, sound, and light, and the nature of electricity. In addition to developing a conceptual understanding of physics, attention will be given to the mathematical nature of the discipline. Methods of graphical analysis will be utilized to derive fundamental equation from raw laboratory data. Physics covers the material for the Physics end-of-course test.

Physics 1 AP

Course Number: 3009 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Algebra II or Algebra II PAP

Physics 1 AP provides the fundamental background concepts and skills necessary to advance to a second-high school course or a basic college physics course. Physics is the study of the natural laws, or the laws of nature. Attention will be given to the mathematical nature of the discipline. Methods of graphical analysis will be utilized to derive fundamental equations from raw laboratory data; algebraic manipulation of equations will be performed to solve for unknown quantities; conversion factors will be utilized; trigonometric functions will be introduced to examine the relationship between certain quantities. Physics 1 AP requires a very strong background in Algebra. Physics covers the material for the Physics 1 AP test, and students are required to take the AP test at the end of the year.

Physics 2 AP

Course Number: 3010 Credits: 1
Grade Placement: 12 Length: Year
Prerequisite: AP Physics 1 or Regular Physics with teacher's approval. Successful completion of, or current enrollment in Pre-Calculus or Trigonometry.

Physics 2 AP is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

Anatomy and Physiology

Course Number: 3012 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Biology or Biology PAP

Students are introduced to the study of the human body's structures and functions. A strong emphasis is placed on assimilating information and analyzing and interpretation of laboratory data. This is an intensive course of study offered to students who are considering college majors in the fields of advanced biological studies, pre- medicine, nursing, and allied health fields. This science also provides CTE credit.

Advanced Animal Science

Course Number: 3023 Credits: 1 (Science or CTE)
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Biology or Biology PAP

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. It is recommended that students wishing to enroll in this course have completed at least one credit of an agricultural science course.

Dual Credit Introductory Animal Science (Advanced)

Course Number: BHS 3038 / FPC AGRI 1419 Credits: BHS-1 / FPC-4
Grade Placement: 11-12 Length: Year

Scientific animal production and the importance of livestock and meat industries. Selection, reproduction, nutrition, management, and marketing of livestock. Laboratory activities will reinforce scientific animal production and the importance of livestock and meat industries.

Dual Credit Agronomy

Course Number: BHS 1136 / FPC AGRI 1407 Credits: BHS-1 / FPC-4
Grade Placement: 11-12 Length: Year

Principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods. Laboratory activities will reinforce the fundamental principles and practices in the development, production, and management of field crops including growth and development, climate, plant requirements, pest management, and production methods.

Forensic Science

Course Number: 3062 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Biology/Biology PAP and Chemistry/Chemistry PAP

Forensic science is a course that uses a structured and scientific approach to the investigations of crimes of assault, abuse, neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Professional Swine Manager

Course Number: 1433 Credits: FPC - 3
Grade Placement: 11 – 12 Length: Year

The Professional Swine Manager's classroom and online sessions are delivered by FPC faculty who are experienced in animal science and swine production. Instructors will be available in person, online, and via email throughout the semester. This course will cover all aspects of swine production and management level responsibilities and is enhanced through professional swine manager program's on-farm learning component where students gain practical, hands-on experience in the barns. This course qualifies for credit towards an Associates Degree. This comprehensive work-study program is designed with a component perfect for the high school student.

The coursework for the Professional Swine Manager is as follows:

BMGT 1305 - Communications in Management – 3 hours

AGAH 2309 – Ranch & Feedlot Jobs and Development (Swine Facilities Mgt) – 3 hours

AGAH 1391 – Special Topics in ANSC (Intro to U.S. Prok Production) – 3 hours

AGRI 1309 – Computers in Ag (Swine Record Systems) – 3 hours

AGAH 1347 – Animal Reproduction (Breeding Stock Management) – 3 hours

AGMG 2312 – Marketing of Ag Products (Nursery and Finishing Management) – 3 hours

AGMG 2283 – Cooperative Education – Farm/Farm and Ranch Management – 2 hours

SOCIAL STUDIES

World Geography

Course Number: 4001
Grade Placement: 9
Credits: 1
Length: Year

This course focuses on the physical features of the planet, the climate, and the physical processes of the earth. The students will learn about the physical systems and processes that shape the physical landscape and ways in which humans interact with the environment. The cultural geography introduces students to settlement patterns, population, demographics, places, regions, and cultures. Students will use geographic data and maps to analyze geographic relationships about the cultural landscape in various countries and regions of the world. Students will learn about the social, political, and economic factors that affect cultures, and ways in which cultures can change over time.

World Geography PAP

Course Number: 4002
Grade Placement: 9
Credits: 1
Length: Year

In World Geography PAP, critical thinking and analytical skills will be developed through the use of various strategies, including interpretation of primary and secondary source materials. Students will use their knowledge of spatial relationships, systematic physical and human processes, and the interaction between people and their environment to make intelligent decisions as citizens. The purpose of this PAP course is to prepare highly motivated students for the rigorous AP classes and for the National College Board Advanced Placement exams that all allow students to earn college credit.

U.S. History

Course Number: 4005
Grade Placement: 10
Credits: 1
Length: Year
Prerequisite: Successful completion of World Geography or World Geography PAP

In this course, which is the second part of a two-year study of the United States history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, social events, issues related to industrialization, urbanization, major wars, as well as domestic and foreign policies of the United States.

World History

Course Number: 4003 Credits: 1
Grade Placement: 11 Length: Year
Prerequisite: Successful completion of U.S. History or U.S. History PAP

The general purpose of world history is to help the student understand the development and nature of his American-Western civilization and to promote the students' appreciation of the great non-western civilizations. The course includes the study of ancient, medieval and modern history as well as European, Asian, early American, and African cultures. This course of study will help the student understand how the events of the past have helped shape the present events of the world.

World History PAP

Course Number: 4004 Credits: 1
Grade Placement: 11 Length: Year
Prerequisite: Successful completion of U.S. History or U.S. History PAP

The World History PAP course traces the development of world history from the emergence of cities to the present day with a balanced coverage of Africa, the Americas, Asia, and Europe. The course also develops the analytical and writing skills necessary for success in a college-level history course to take the College Board AP exam. This course relies heavily on college-level texts, primary source documents, and outside readings. Students will be required to participate in class discussions, individual projects, and debates as well as complete preparatory work during the summer.

Dual Credit U.S. History

Course Number: BHS 4014/4017, FPC 1301/1302 Credit: BHS-1, FPC-3
Grade Placement: 11-12 Length: Semester each
Prerequisite: Passage or exemption from the Reading TSI

HIST 1301-United States History I
A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the present Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery, sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration, migration, and creation of the federal government.

HIST 1302-United States History II
A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization, suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Government

Course Number: 4007 Credits: 0.5
Grade Placement: 12 Length: Semester

A meaningful study of the modern political and economic systems will be investigated, along with a study of basic American government principles and how these principles developed into our federal system of government. The importance of civil rights and liberties will be explored. The role of political parties in our governmental process will be examined as well as the necessity and importance of a national court system and a study of the structure and function of the three branches of government.

Dual Credit Government

Course Number: BHS 4008, FPC 2305 Credits: BHS-0.5, FPC-3
Grade Placement: 12 Length: Semester
Prerequisite: Passage or exemption from the reading TSI.

GOVT 2305 – Federal Government
This is a study of the federal government of the United States including the development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, national election process, public policy, civil liberties,

and civil rights. Any student signing up for the course must pay the enrollment fee.

Economics

Course Number: 5001 Credits: 0.5
Grade Placement: 12 Length: Semester

The economics course is a study of the American free enterprise system. Emphasis is placed on the role of government in the American economic system, international economic relations, and the role of business in the American free enterprise system, and consumer economics.

Dual Credit Economics

Course Number: BHS 5002, FPC 2301 Credits: BHS-0.5, FPC-3
Grade Placement: 12 Length: Semester
Prerequisite: Passage or exemption from the reading TSI.

ECON 2301 – Principles of Macroeconomics

Included in this course will be an analysis of the economy as a whole, measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Any student signing up for the course must pay the enrollment fee and have passed the appropriate test(s) to take a college level course.

PHYSICAL EDUCATION / ATHLETICS / HEALTH

Students may only enroll in one PE course each semester. Students may not be in a PE course and a UIL athletic class during the same semester. The Board may allow a student to substitute certain physical activities for the required credits of physical education, including the 0.5 credit for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in marching band and cheerleading in the fall semester and athletics. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus with approval by the Commissioner.

Health

Course Number: 6001
Grade Placement: 9 – 12
PEIMS: 03810100

Credits: 0.5
Length: Semester
Prerequisite: None

This course is an introduction to: health information, health behaviors (examining cause and effects), factors influencing health and personal/interpersonal skills related to health.

Advanced Health I, II, III, IV (Athletic Trainer)

Course Number: 7005, 7006, 7077, 7078
Grade Placement: 9 – 12
Prerequisite: Approval of Athletic Trainer

Credits: 0.5
Length: Semester

The course is designed for those students that are interested in Sports Medicine and related careers. This course will focus on the care and prevention of athletic injuries and rehabilitation. This course will provide hands-on experience where the students will work under the supervision and mentorship of the professional staff with BHS students.

Physical Education I – Foundations of Personal Fitness

Course Number: 7001
Grade Placement: 9 – 12

Credits: 0.5
Length: Semester

This is the foundation course and will be taken as a prerequisite to other PE courses. It includes each area of health-related fitness: strength, flexibility, cardiovascular, nutrition, health trends and community resources. Students will learn to design their own personal fitness program. In PE 1 the students will be required to do 2 days of book-work and 3 days of physical training per week. Students are required to dress out on activity days.

Physical Education II – Independent Team Sports

Course Number: 7002
Credits: 0.5
Grade Placement: 9 – 12
Length: Semester
Prerequisite: ONLY for students who get out of athletics.

Learn the rules and skills involved in team sports. Students are required to dress out daily. The list of team sports includes: Flag football, baseball, soccer, basketball, kickball, softball, floor hockey, volleyball.

Athletics – UIL

Course Number: varies
Credits: 0.5
Grade Placement: 9 – 12
Length: Semester

Students may only be in 1 PE course each semester. Students may not be in a PE course and a UIL athletic class during the same semester.

The Board of Education of the Borger Independent School District has ruled that all students who participate in any type of sport must purchase at-school coverage insurance sponsored by the school, or sign an insurance waiver form.

Interschool competition is offered in the following:

Boys		Girls	
Baseball	Soccer	Basketball	Soccer
Basketball	Tennis	Golf	Softball
Football	Golf	Tennis	Volleyball
Cross Country (Fall)	Track & Field (Spring)	Cross Country (Fall)	Track & Field (Spring)
Wrestling	Powerlifting	Wrestling	Powerlifting

Office Aide 1433

Course Number: 1433
Credits: 0.5 (local elective credit)
Grade Placement: 11-12
Length: Semester
Prerequisite: Approval of Principal as well as meeting requirements for attendance, grades, and discipline

Office aides provide an important role in the daily educational activities of teachers, counselors, assistant principals, and office personnel. Students should be self-starters and possess self-discipline and motivation. The discipline, grade, and attendance requirements for this class are similar to those used for leadership positions.

FOREIGN LANGUAGE

Spanish I

Course Number: 8003
Grade Placement: 9 – 12
Credits: 1
Length: Year

In this course, emphasis is placed on listening, comprehension, and speaking using the classroom and technology equipment. A combination of the four language skills are focused on: listening, speaking, reading, and writing. Practical vocabulary usage is stressed. Studies of Spanish culture are also included. Films and special projects supplement the textbook presentation of Spanish-speaking cultures.

Spanish II

Course Number: 8004
Grade Placement: 9 – 12
Prerequisite: Successful completion of Spanish I
Credits: 1
Length: Year

Emphasis is again placed on listening, speaking, reading, and writing (the four language skills) using the classroom and technology equipment. The students in Spanish II will go beyond the introductory Spanish lesson and learn to form complex statements and sentences both in written and oral format. The students will also learn to use the past tense to relate stories and events. By the end of Spanish II, students will possess the skills necessary to handle simple survival tasks in a Spanish-speaking country. Films and special projects supplement the textbook presentation of Spanish-speaking cultures.

Spanish III PAP

Course Number: 8005
Grade Placement: 10 – 12
Prerequisite: Successful completion of Spanish I and Spanish II
Credits: 1
Length: Year

Course content will be the same as Spanish II; however, this class will be faster paced and designed for those students who plan to take the Spanish AP exam the following year. Listening, comprehension, and speaking are stressed using the classroom and technology equipment. More in depth reading, writing, and grammar are offered. Films, special projects, and culture thematic units will supplement the textbook presentation of Spanish- speaking cultures.

Spanish IV AP

Course Number: 8010 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Spanish III PAP

Spanish IV-AP is a comprehensive advanced level course in the Spanish language. Students will continue refining the skills taught and practiced in the intermediate course, focusing on conversation, advanced vocabulary, advanced writing, and advanced reading skills needed for the Spanish Language Advanced Placement exam (or other university placement test). Both students and teacher are expected to use the Spanish language the majority of class time, while meeting the TEKS goals of communication, cultures, connections, comparisons, and communities at the intermediate – high proficiency level. Students enrolled in this course must take the AP examination.

FINE ARTS

Band I, II, III, or IV

Course Number: 9005, 9006, 9007, 9008 Credits: 1
Grade Placement: 9 – 12 Length: Year

Emphasis is placed on public performance as well as individual development of all students' musical skills. The marching band performs at all football games and several other functions during the fall. The band enters all UIL sponsored activities, both fall and spring, and plays several concerts throughout the year. Students are offered opportunities to audition for honor groups, solo and ensemble contests and other special related work. Students are required to attend all before and after school rehearsals, and all fall and spring performances.

Mixed Choir I, II

Course Number: 9009, 9010 Credits: 1
Grade Placement: 9 – 10 Length: Year
Prerequisite: Apply and Audition with teacher

One credit is awarded at the completion of a full year of participation in rehearsals and public appearances. Course objectives are to include good vocal technique and fundamental knowledge of music theory. Students are introduced to music literature by the choral works prepared for performance and competition. It is recommended that students have prior choral experience prior to enrolling in this course.

Honors Mixed Choir III, IV

Course Number: 9011, 9012 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of previous Choir level

One credit is awarded at the completion of a full year of participation in rehearsals and public appearances. Course objectives are to include good vocal technique and fundamental knowledge of music theory. Students are introduced to music literature by the choral works prepared for performance and competition. It is recommended that students have prior choral experience prior to enrolling in this course.

Theatre Arts I

Course Number: 9014
Grade Placement: 9 – 12
Credits: 1
Length: Year

A survey course of the history of drama from the early Greek theatre to the present day and the study of dramatic literature from each period, it is also a study of the role of the actor and the acting technique. Building and creative skills will also be taught on aspects of technical theatre. Oral interpretation will also be studied and applied. Emphasis will be on acting skills and in-class performance.

Theatre Arts II, III, IV

Course Number: 9015, 9016, 9017
Grade Placement: 10 – 12
Credits: 1
Length: Year
Prerequisite: Successful completion of Theatre Arts I and committed to afterschool practices

Students will study and apply advanced techniques of acting, technical and production management.

Dual Credit Humanities

Course Number: BHS 9029, FPC 1315
Grade Placement: 11-12
Credits: BHS-1, FPC-3
Length: Semester

HUMA 1315 – Fine Arts Appreciation
This course is an exploration of the purposes and processes in the visual and performing arts and the ways in which they express the values of cultures and human experience. The visual and performing arts include music, painting, architecture, drama, and dance. There will be work in class and out of class including outside projects from each discipline. The class will mainly be lecture with some videos and demonstrations when available. It will span a semester and students will have the opportunity to receive college credit through Frank Phillips College. Any student signing up for the course must pay the enrollment fee and have passed the appropriate test(s) to take a college level course.

Art I

Course Number: 9001
Grade Placement: 9 – 12
Credits: 1
Length: Year

This is an art foundation course in which art principles and techniques are taught. Students will express thoughts and ideas creatively while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. Students will express ideas through original artworks, using a variety of media while also discovering artworks from various cultures.

Art II (Drawing, Painting, Sculpture)

Course Number: 9002
Grade Placement: 10 – 12
Prerequisite: Successful completion of Art I
Credits: 1
Length: Year

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation are the unifying structures for organizing the knowledge and skills students will acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks.

Art II, Ceramics I

Course Number: 9030
Grade Placement: 10-12
Prerequisite: Successful completion of Art I
Credits: 1
Length: Year

Students will incorporate a variety of methods and techniques to construct original ceramic pieces. Students learn various glazing and staining processes for surface design. Students study historical periods and other cultures to identify the types of ceramics produced. Students will keep a sketchbook of ideas and documentation pieces throughout the process and will evaluate the finished pieces.

Art III (Drawing, Painting, Sculpture, Print making)

Course Number: 9003
Grade Placement: 11 – 12
Prerequisite: Successful completion of Art II
Credits: 1
Length: Year

Students will elaborate on their study of art under the four basic strands: perception, creative expression/performance, historical and cultural heritage and critical evaluation, while concentrating on quality over quantity. Students' performance will be that of a more intense visual awareness, allowing students to respond to and analyze artworks, thus contributing to the development of lifelong skills, of

making informed judgments and evaluations. Career opportunities, college level projects, and goals in art are pursued.

Art III, Ceramics II (Drawing, Glazing, Staining of Ceramic Pieces)

Course Number: 9031
Grade Placement: 11 – 12
Prerequisite: Successful completion of Art II

Credits: 1
Length: Year

Students will incorporate a variety of methods and techniques to construct original ceramic pieces. Students learn various glazing and staining processes for surface design. Students study historical periods and other cultures to identify the types of ceramics produced. Students will keep a sketchbook of ideas and documentation pieces throughout the process and will evaluate the finished pieces.

Art IV (Drawing, Painting, Sculpture, Printmaking, Portfolio)

Course Number: 9004
Grade Placement: 11 – 12
Prerequisite: Successful completion of Art III

Credits: 1
Length: Year

Students will continue studying art perception, creative expression/performance, historical and cultural heritage as well as critical evaluation, while concentrating on each student's needs in a more intense, one-on-one instruction. Portfolio concentration and preparation for college, careers, and personal art growth are emphasized to document student performance. A more intense visual awareness will be utilized, allowing students to respond to and analyze artworks, thus contributing to the development of lifelong skills, of making informed judgments and evaluations. Career opportunities, college level projects, and goals in art are pursued.

CAREER DEVELOPMENT

Career Preparation I

Course Number: 1112 Credits: 3
Grade Placement: 11 – 12 (Age 16 or older) Length: Year
Prerequisite: Approval of Administration and proof of employment

Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement is an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

CAREER & TECHNICAL EDUCATION

The Career and Technical Program is dedicated to preparing young people for further education and eventual employment in a technology-intensive world. The program will enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education. Our goal with Career and Technical education is to provide a well-balanced, rigorous curriculum that equips all students with academic and technical knowledge and skills essential for continuing education at the postsecondary level, managing the dual roles of family member and wage earner, and gaining high-skill, high-wage employment.

Student Organizations:

Business Professionals of America is an organization that strives to prepare students to be highly competent and skilled workforce professionals who enable business and industry to maintain the economic vitality and high quality of life associated.

Family, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision making and interpersonal communication -- necessary in the home and workplace.

TAFE is a statewide organization that offers students the opportunity to explore the teaching profession. We accomplish this by creating and supporting various activities, workshops, contests, scholarships and summer workshops.

FFA is a dynamic student-led leadership development organization for students of agricultural education. The FFA changes lives and prepares students for premier leadership, personal growth and career success.



Principles of Agriculture, Food, and Natural Resources

Course Number: 1122
Grade Placement: 9 – 12
Credit: 1
Length: Year

This course is designed to provide an introduction to global agriculture and to enhance the student's agricultural comprehension in agricultural science. Students will become familiar with agricultural career development, leadership, communications, personal finance, and mechanized agriculture. In addition, students will learn soil types, plant varieties, food science principles, as well as animal breeds and selection. Students can also participate in supervised agricultural experience programs through CDE contests.

Small Animal Management

Course Number: 1154
Grade Placement: 10 – 12
Credits: 0.5
Length: Semester

Small animal management is a course designed to prepare students for careers in the field of animal science. Students will acquire skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Topics include: small animal ownership, animal rights and welfare, care, and management. This course is intended to be taken following Equine Science.

Equine Science

Course Number: 1142
Grade Placement: 10 – 12
Credits: 0.5
Length: Semester

To be prepared for careers in the field of animal science, students need to enhance and develop knowledge and skills related to animal systems, career opportunities, entry requirements, and industry expectations. To prepare for success, students will have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

Livestock Production

Course Number: 1104
Grade Placement: 10 – 12
Credits: 1
Length: Semester

A course designed to develop knowledge and skills pertaining to the nutrition, reproduction, health and management of domestic animals. Topics include the basic body systems of animals, animal behavior, feeding, balancing rations, and nutrient requirements, animal reproduction, breeding, genetics, artificial insemination and embryo transfer, treatments of viruses and bacteria using immunizations and vaccinations, common surgical skills, handling, transporting, and maintaining livestock facilities, animals election, welfare, animal rights, as well as supervised agricultural experience and FFA are all incorporated into this course.

Horticultural Science

Course Number: 1138
Grade Placement: 9-12
Credits: 1
Length: Semester

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Welding I

Course Number: 1156/1157
Grade Placement: 11 – 12
Credits: 2 (1 each semester)
Length: Year

This is a concurrent welding course with Frank Phillips College. Students receive instruction at the college campus by an FPC instructor. The welding program is designed to train the student in the fundamentals of Industrial welding processes with emphasis on layout and design. Specific areas of training include welding processes, procedures, blueprint reading, welding metallurgy, plate welding, pipe welding, welding inspection and testing. Preparation for ASME testing is included in the curriculum. Specific equipment required of all welding students includes gloves, hood, goggles, and safety glasses. This equipment cost approximately $100, plus tuition, plus FPC fees.

Semester 1 – First Year (Junior)

Fundamentals of Oxy-Fuel Welding and Cutting (WLDG 1204 – 2 credits for FPC)
An introduction to oxy-fuel welding and cutting, including history and future in welding, safety, setup, and maintenance of oxy-fuel welding, and cutting equipment and supplies.

Introduction to Shielded Metal Arc Welding (WLDG 1428 – 4 credits for FPC)
An introduction to shielded metal arc welding processes. Emphasis placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs.

Semester 2 First Year (Junior)

Introduction to Layout Fabrication (WLDG 1317 – 3 credits for FPC)
A fundamental course in layout and fabrication related to the welding industry. Major emphasis on structural shapes and use in construction.

Blueprint Reading and Sketching (DFTG 1325 – 3 credits for FPC)
A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description and welding processes, including systems of measurement and industry standards. Interpretation of plans and drawing used by industry.

Welding II (Advanced)

Course Number: 1158/1159 Credits: 2 (1 each semester)
Grade Placement: 12 Length: Year
Prerequisite: Successful completion of Welding 1156 & 1157

This is a concurrent welding course with Frank Phillips College. Students receive instruction at the college campus by an FPC instructor. The welding program is designed to train the student in the fundamentals of industrial welding processes with emphasis on layout and design. Specific areas of training include welding processes, procedures, blueprint reading, welding metallurgy, plate welding, pipe welding, welding inspection and testing. Preparation for ASME testing is included in the curriculum. Specific equipment required of all welding students includes gloves, hood, goggles, and safety glasses. This equipment cost approximately $100, plus tuition, plus FPC fees.

Semester 1 – First Year (Senior)

Art Metals (WLDG 1305 – 3 credits for FPC)

Fundamentals of producing utilitarian and ornamental items in various metals. Skills development through the techniques used in fabrication with sheet and/or stock materials including various welding and cutting processes. Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.

Introduction to Metallurgy (WLDG 1337 – 3 credits for FPC)

A study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes and mechanical properties of metal including hardness, machinability, and deductibility.

Semester 2 First Year (Senior)

Intermediate Shielded Metal Arc Welding (SMAW) (WLDG 1457 – 4 credits for FPC)

A study of the production of various fillets and groove welds. Preparation of specimens for testing in various positions. Prerequisite: Completion of WLDG 1428 with a grade of C or better.

Intro to Gas Metal Arc (MIG) Welding (WLDG 1202 – 2 credits for FPC)

Fundamentals of Gas Metal Arc Welding (GMAW). A study of the principles of gas metal arc welding, setup and use of GMAW equipment, and safe use of tools and equipment in various joint designs.

Instrumentation and Electrical Technology Program

The Instrumentation and Electrical Technology (I&E) program is intended to prepare students for positions within the petrochemical and related industries. The degree has distinct areas of concentration, including: Instrumentation Technology and Electrical Technology. Exit points include certificates of completion in each discipline area, as well as the Associate in Applied Science Degree. An internship experience is incorporated into the degree and the certificate programs to provide students practical, relevant on the job training.

The new 18-hour certificate in Pump and Engine Technology will prepare students for positions in field and plant operations in the petrochemical and related industries.

There are several career options open to students who have completed the Instrumentation and Electrical degree program. The job outlook in this area is favorable and employers are actively seeking graduates of this type of program. Many petrochemical plants are now requiring potential employees to have an associate degree prior to offer of employment. Students receiving an Associates in Applied Science in Instrumentation and Electrical Technology (I&E) or receiving one of the certificates, typically enter the career paths listed below.

◦ Instrumentation Technology
◦ Electrical Technology
◦Pump & Engine (P&E) Technology

Instrumentation & Electrical Technology I

Course Number: 1145/1146
Credit: 2 (1 each semester)
Grade Placement: 11-12
Length: Year

Semester 1:

DC Circuits (CETT 1303 – 3 credits for FPC)

A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws and circuit analysis techniques.

AC Circuits (CETT 1305 – 3 credits for FPC)

A study of the fundamentals of alternating current including series and parallel AC circuits, phasors, capacitive and inductive networks, transformer, and resonance.

Semester 2:

Digital Fundamentals (CETT 1325 – 3 credits for FPC)

An entry level course in digital electronics to include numbering systems, logic gates, Boolean algebra, and combinational logic.

Distribution Control & PLC's (INTC 2336 – 3 credits for FPC)

An overview of distributed control systems including configuration of programmable logic

controllers, smart transmitters, and field communicators. Functions of digital systems in a process control environment.

Instrumentation & Electrical Technology II (Advanced)

Course Number: 1147/1148
Grade Placement: 12
Credit: 2 (1 each semester)
Length: Year

Semester 1:

Digital Measurements & Controls (INTC 1350 -3 credits for FPC))

Basic measurement control instrumentation. Includes movement of digital data through common systems employing parallel and serial transfers.

Unit Operations (INTC 1355 – 3 credits for FPC)

Automatic control requirements of industrial processes. Includes control systems, control loop tuning, and analysis.

Semester 2:

Introduction to Instrumentation (INTC 1305 – 3 credits for FPC)

A survey of the instrumentation field and the professional requirements of the instrumentation technician.

Instrumentation Calibration (INTC 1356 – 3 credits for FPC)

Techniques for configuring and calibrating transmitters, controllers, recorders, valves and valve positioners.

Intro to Process Technology

Course Number: 1150
Grade Placement: 11,12
Credit: 32 hours total
Length: Year

Junior Year: 9 hours each semester (18 hours total)
Senior Year: 7 hours each semester (14 hours total)

Rig Pass Certification

Grade Placement: 11,12
Length: Year

Rig Pass is designed to provide students with a basic orientation of rig operations and safe work practices to improve the safety performance of employers and to assist both in satisfying federal, state and industry regulations and recommended practices. Upon completion, the employee will be able to demonstrate a basic knowledge of applicable regulations and government agencies, general safety policies applicable to the work site, incident and environmental protection reporting procedures, the service contractor/customer working relationship, and employee's responsibilities.



Principles of Arts: Audio/Video Technology Communications

Course Number:
Grade Placement: 9- 10
Credits: 1
Length: 2 Periods, Year

This course explores the impact of global telecommunications on business and society, the various types and uses of networks, networking protocols, and hierarchical storage structures. The components of effective web page creation, editing, and installation will be developed using HTML and Adobe Dreamweaver, Fireworks, and Flash.

Graphic Design and Illustration I

Course Number: 9018
Grade Placement: 10 – 12
Prerequisite: Art I
Credit: 1 (CTE or Technology)
Length: Year

Students will be introduced to Art on the computer through Adobe InDesign CS3 and basic operation of the software on a beginning level. Students will learn Illustrator in the first semester. The second semester will consist of the use of Photoshop along with animation project. Students will learn basic skills of art on the computer and produce printed artwork to reflect their understanding of project at hand. A review of Art I concepts will be reinforced continually. Students will also be introduced to the scanner and digital camera.

Graphic Design and Illustration II - Advanced

Course Number: 9019
Grade Placement: 11- 12
Credits: 2 (CTE)
Length: 2 Periods, Year
Prerequisite: Successful completion of Graphic Design and Illustration I

Student knowledge of Printing and Imaging Technology will be evident as they will continue on with more in-depth projects. Extensiveness of project at hand will give students the opportunity to expand knowledge of principles and elements of art through artwork created on computers using the latest software. This course introduces students to various aspects of the graphic industry. It offers hands-on experience with digital cameras, scanners, and In Design CS3 software (Adobe Photoshop, Illustrator, Flash). Students will use the programs to create logos, package designs, posters, brochures, animations, etc. with concentration on concept. Projects provide students the

ability to learn more about the graphic arts industry and careers available.

Dual Credit Graphic Design – CC (Optional)

Course Number: BHS 9020 / FPC – ARTC 1305 Credits: 2
Grade Placement:12 Length: 2 Periods, Year
Prerequisite: Successful Completion of Graphic Design & Illustration II (Advanced)

Graphic design with emphasis on the visual communication process. Topics include basic design terminology and graphic design principles.

Professional Communication

Course Number: 1121 Credits: 0.5 (CTE)
Grade Placement: 10 – 12 Length: Semester

Students will develop reading, writing, listening, and speaking skills for effective communication in business situations. Students will be able to send and receive clear and complete oral, written, and electronic messages. Emphasis will be placed on the mechanics of word usage, sentence structure, organization of ideas, and composition of various types of messages. This course will include experiences in listening and responding.

Video Game Design

Course Number: 9021 Credits: 1 (CTE)
Grade Placement: 10 – 12 Length: Year
Prerequisite: Successful completion on at least one high school level computer class. It is strongly recommended that you have graphic design prior.

The student will be provided the opportunity to design, program, and create a functional video game. Through text, pictures, animations and digital video students are lead through the exciting world of the video game design industry. The course will introduce basic programming language and skills that are essential to developing a video game. Articulated credit may be awarded upon successful completion of a sequence of courses.



Principles of Applied Engineering

Course Number: 1215
Grade Placement: 9-12

Credit: 1 (CTE)
Length: Year

This is an overview course of the interrelationships between various fields of science, technology, engineering, and mathematics. Upon completion of this course students will have an understanding of the various fields of engineering and technology and be able to make informed decisions regarding a coherent sequence of courses they may take in the future. Students will use a variety of computer hardware and software applications to complete assignments and projects.

Robotics I

Course Number: 1216
Grade Placement: 10-12

Credits: 1 (CTE or Technology)
Length: Year

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

Principles of Technology - Physics

Course Number: 1217 Credit: 1 (CTE or Science)
Grade Placement: 11-12 Length: Year
Prerequisite: Successful completion of Biology, Chemistry, and Algebra I.

This hands-on class takes a unique approach to learning physics concepts. Students study the four energy systems through the use of technology and active participation.

Engineering Math

Course Number: 1218 Credit: 1 (Math or CTE)
Grade Placement: 12 Length: Year
Prerequisite: 80 or higher in Algebra 2 or more advanced Math class

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.



Dollars & Sense

Course Number: 1110
Grade Placement: 9-12

Credit: 0.5
Length: Semester

Students will develop a set of usable personal financial management skills that will enable students to successfully plan and manage their personal financial resources so as to achieve financial life goals. This course focuses on principles and skills that can be applied immediately in the students' career and for the rest of the student's life. Topics covered include budgeting and cash flow, using credit wisely, insurance, money management, investments, savings and estate planning.



Principles of Health Science

Course Number: 1127
Grade Placement: 9 – 12
Credits: 1 (CTE)
Length: Semester

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

Health Science Theory

Course Number: 1128
Grade Placement: 10 – 12
Credits: 1 (CTE)
Length: Year
Prerequisite: Successful completion of Principles of Health Science and Biology

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

Health Science Practicum

Course Number: 1129 Credits: 2 (CTE)
Grade Placement: 11 – 12 Length: 2 Periods, Year
Prerequisite: Successful completion of Health Science and Biology

Students develop advanced clinical skills necessary for employment in the health care industry by combining classroom instruction with hands on experience in clinical sites. TB testing will be required. Scrubs, watch with a second hand, white duty shoes and medical liability insurance will be required. As part of the Tech Prep program, college credit may be granted at selected community colleges.

Anatomy and Physiology

Course Number: 3012 Credits: 1
Grade Placement: 11 – 12 Length: Year
Prerequisite: Successful completion of Biology or Biology PAP

Students are introduced to the study of the human body's structures and functions. A strong emphasis is placed on assimilating information and analyzing and interpretation of laboratory data. This is an intensive course of study offered to students who are considering college majors in the fields of advanced biological studies, pre- medicine, nursing, and allied health fields. This science also provides CTE credit.



Principles of Hospitality & Tourism

Course Number: 9026
Grade Placement: 9-12

Credits: 1.0 (CTE)
Length: Year

This course is the continuation of the Hospitality Services course. It allows students to explore their professional interest in the hospitality industry. In addition to being taught employability skills, students learn through classroom instruction and career experiences.

Introduction to Culinary Arts

Course Number: 9025
Grade Placement: 10-12

Credits: 2 (CTE)
Length: 2 Periods, Year

This course begins with the fundamentals and principles of the art of cooking and the science of baking. Emphasis is placed on safety, management, production skills and techniques in a professional kitchen setting. Students will obtain a ServSafe Certification after successful completion of this course.

Culinary Arts

Course Number: 9027
Grade Placement: 10-12

Credits: 2 (CTE)
Length: 2 Periods, Year

This course continues practice with the fundamentals and principles of the art of cooking and the science of baking. Emphasis is placed on safety, management, production skills and techniques in a professional kitchen setting. Students will obtain a ServSafe Certification after successful completion of this course.

Lifetime Nutrition and Wellness

Course Number: 1135
Grade Placement: 9 – 12

Credits: 1 (CTE)
Length: Year

This laboratory course teaches students to use principles of lifetime wellness and nutrition to help them make informed choices about the foods they eat. It will cover the role of nutrients in the body, digestion and metabolism, planning nutritionally balanced diets, kitchen safety and sanitation, food management principles, which includes participating in food preparation labs, and explore careers in nutrition.



Cosmetology I - 1st Semester

Course Number: 1114 Credits: 1 (CTE)
Grade Placement: 11 – 12 Length: Semester
Prerequisite: Must be 17 years old before state exam is scheduled, complete program application, purchase all equipment, and successfully complete the Accuplacer Reading test (TSI).

Introduction to Haircutting and Related Theory (CSM E 1310 – 3 credits for FPC)

- Introduction to the theory and practice of hair cutting - Topics include terminology, implements, section haircutting and finishing techniques

Manicuring and Related Theory (CSM E 1443 – 4 credits for FPC)

- Presentation of the theory and practice of nail technology - Topics include terminology, application, and workplace competencies related to nail technology. Identify terminology related to nail technology; demonstrate the proper application of nail technology; and exhibit workplace competencies in nail technology.

Cosmetology I - 2nd Semester

Course Number: 1115 Credits: 1 (CTE)
Grade Placement: 11 – 12 Length: Semester
Prerequisite: Must be 17 years old before state exam is scheduled, complete program application, purchase all equipment, and successfully complete the Accuplacer Reading test (TSI).

Intermediate Haircutting and Related Theory (CSME 2310 – 3 credits for FPC)

- Advanced concepts and practice of haircutting - Topics include haircuts utilizing scissors, razor, and/or clippers

Principles of Skin Care/Facials and Related Theory (CSM E 1447 – 4 credits for FPC)

- In-depth coverage of the theory and practice of skin care, facials, and cosmetics.

Cosmetology II - 3rd Semester (Advanced)

Course Number: 1116
Grade Placement: 11 – 12

Credits: 1 (CTE)
Length: Semester

Prerequisite: Successful completion of Cosmetology I; Must be 17 years old before state exam is scheduled, complete program application, purchase all equipment, and successfully complete the Accuplacer Reading test

Advanced Cosmetology Techniques (CSM E 2337- 3 credits for FPC)

- Mastery of advanced cosmetology techniques including hair designs, professional cosmetology services, and workplace competencies

Chemical Reformation and Related Theory (CSM E 1553 – 5 credits for FPC)

- Presentation of the theory and practice of chemical reformation - Topics include terminology, application, and workplace competencies related to chemical reformation.

Cosmetology II - 4th Semester (Advanced)

Course Number: 1117
Grade Placement: 11 – 12

Credits: 1 (CTE)
Length: Semester

Prerequisite: Successful completion of Cosmetology I; Must be 17 years old before state exam is scheduled, complete program application, purchase all equipment, and successfully complete the Accuplacer Reading test (TSI).

Fundamentals of Cosmetology (CSM E 1505 – 5 credits for FPC)

- A course in the basic fundamentals of cosmetology - Topics include service preparation, manicure, facial, chemical services, shampoo, haircut, wet styling, comb out, and salon management.

Principles of Hair Coloring and Related Theory (CMSE 2501 – 5 credits for FPC)

- Presentation of the theory and practice of hair color and chemistry - Topics include terminology, application, and workplace competencies related to hair color and chemistry.

Principles of Law

Course Number: 1117 Credits: 1 (CTE)
Grade Placement: 9-10 Length: Semester

Law Enforcement I

Course Number: 1117 Credits: 1 (CTE)
Grade Placement: 9-10 Length: Semester

Law Enforcement II

Course Number: 1117 Credits: 1 (CTE)
Grade Placement: 11 – 12 Length: Semester



Principles of Transportation Systems

Course Number: 1105
Grade Placement: 9 – 12
Credits: 1 (CTE)
Length: Year

Students will gain and apply knowledge and skills in the safe application, design, production of technology, and assessment of products, services, and systems, as it relates to the transportation, distribution and logistics industries. This includes the history, laws, regulations, and common practices used in the logistics of warehousing and transportation systems.

Automotive Basics

Course Number: 1106
Grade Placement: 10 – 12
Credits: 1 (CTE)
Length: Year

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology I: Maintenance & Light Repair

Course Number: 1109
Grade Placement: 11 –12
Credits: 2 (CTE)
Length: 2 periods, Year
Prerequisite: Successful completion of Principles of Transportation Systems class.

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Advanced Automotive Technology II – Automotive Service (optional)

Course Number: 1107 Credits: 2 (CTE)
Grade Placement: 11 – 12 Length: 2 Periods, Year
Prerequisite: Success completion of Automotive Technology

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Principles of Information Technology

Computer Programming I

Computer Programming II

Prerequisite: Success completion of Automotive Technology

Non-Discrimination Statement

Borger ISD offers career and technical education programs in Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communication; Business Management and Administration; Education and Training; Health Sciences; Human Services; Law, Public Safety, Corrections, and Security; and Transportation, Distribution, and Logistics. Admissions into these programs are based on interest and aptitude, age appropriateness, and class space availability. It is the policy of Borger Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as a mended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as a mended.

For information about rights or grievance procedures, contact the Title IX Coordinator, Tony McCarthy, at 200 East 9th Street, Borger, TX 79007, phone number 273 -1006.