

BIG SANDY ISD



BIG SANDY HIGH SCHOOL ACADEMIC HANDBOOK

Big Sandy High School
401 N. Wildcat Drive
Big Sandy, TX 75755
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Mission: Big Sandy High School's mission is to foster a drive for academic and personal success in a safe and caring environment with a faculty who provide meaningful, relevant learning opportunities and who mentor students as they transition to adulthood.

Vision: Big Sandy High School will establish a culture in which students desire to evolve as life-long learners, while continually demonstrating core values of honesty, reliability, and accountability.

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**Requirements of the Foundation High School Program (FHSP) apply to students first entering 9th grade in the fall of 2014 and thereafter.*

Assurance of Nondiscrimination:

No student shall be denied the right to participate in any school program, education service, or activity because of the student's race, religion, sex, national origin, or disability. The district has designated , Superintendent, 401 N. Wildcat Drive, Big Sandy, TX 75755, (903) 636-5287 to coordinate its efforts to comply with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 as amended, and Andrea Blavier, 401 N. Wildcat Drive, Big Sandy, TX 75755, (903)636-5287, as coordinator of Section 504 of the Rehabilitation Act of 1973 dealing with the rights of students with disabilities. All complaints shall be handled through established channels and procedures. This process begins with the campus principal, Helene Cortinas, 401 N. Wildcat Drive, Big Sandy, TX 75755, (903) 636-5287, followed by an appeal to the Administrative Office, and finally the Board of Trustees. The Big Sandy Independent School District does not discriminate on the basis of a disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact the campus principal.

For information about your rights or grievance procedures, contact the Title IX Coordinator, at 401 N. Wildcat Drive, Big Sandy, TX 75755, (903)636-5287, and/or the Section 504 Coordinator, Andrea Blavier at (903) 636-5287.

Planning Your Course of Study

Planning your course of study during high school is an important step in planning your future. The decisions you make, along with the course of study you pursue, will affect your postsecondary plans, including college and career readiness.

College students change their majors an average of three times. This is typical, and you, too, will probably reconsider your career goals several times. The decisions you make now, regarding both your program of study and the activities in which you engage, will impact your options beyond high school. It is best to pursue a broad, well rounded program of study that will prepare you for a variety of opportunities. Big Sandy High School offers a wide range of programs designed to give our students a firm foundation for entering college, business or technical school, military services, or the workforce. As a student, you are strongly encouraged to pursue a rigorous, challenging program that is best suited for your needs.

The following pages contain information on graduation programs, graduation requirements, and information on career planning. The catalog contains course descriptions, information on prerequisites and applicable fees.

Please use this book as a guide for planning your coursework and your future. You have many important decisions to make – take them seriously and make them count!

Eighth Grade Year

- **Review** choices offered under the **Foundation High School Program** and the **Endorsements** to decide on your future academic path.
- **Select** the endorsement that best fits your area of personal interest and the major you plan to study in college or pursue as a career in the workforce.
- **Recognize** that most college entrance requirements include rigorous advanced courses including Algebra 2, higher-level science courses and languages other than English.
- **Use** career inventories to investigate and explore career interests and to investigate schools/colleges that offer training in the programs in which you are interested.

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- **Use** a self-determined organizer to document all school, community, church volunteer opportunities, extracurricular work and accomplishments.

Freshman & Sophomore Year

- **Monitor** high school credits; be sure to meet all local and state requirements by the end of the senior year.
 - **Take dual credit** if possible to earn college credit while still in high school.
 - **Keep a** list of awards, honors, and extracurricular activities for scholarship and college applications.
- **Research** colleges, universities, or trade schools you are interested in attending. **Check** admission and application requirements and timelines.
- **Attend College Days/Nights** hosted by area junior colleges and high schools. **Talk** with school representatives about the types of financial aid available.
- **Take** the PSAT during your sophomore year.
- **Take** your TSI exam if you are going to participate in the dual credit program.
- **Use** career inventories to investigate and explore career interests and to investigate schools/colleges that offer training in the programs in which you are interested.
- **Use** a self-determined organizer to document all school, community, church volunteer opportunities, extracurricular work and accomplishments.

Junior & Senior Year

- **Take dual credit courses** if possible to earn college credit while you are still in high school.
- **Check** on the high school scholarship page to learn about available scholarships in the fall of your senior year. Be sure to apply early and for as many scholarships as possible. Do not limit yourself to local scholarships.
- **Use** career inventories to investigate and explore career interests and to investigate schools/colleges that offer training in the programs you are interested in.
- **Consider** taking an ACT/SAT at least by the spring of your junior year, or after you have completed Algebra 2.
- **Sign up** and take the ACT or SAT. You will need to take one of these exams no later than the fall of your senior year.
- **Take** the TSI exam if you did not do so during your sophomore or junior year and definitely before the end of your senior year.
- **Apply** to college or a trade school during the fall of your senior year.
- **Fill out** the FAFSA (Free Application for Federal Student Aid) in October of your senior year.

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- **Apply** for scholarships your senior year.
- **Use** a self-determined organizer to document all school, community, church volunteer opportunities, extracurricular work and accomplishments.

Enrollment

Welcome to Big Sandy Independent School District. A student enrolling in the district for the first time must be accompanied by a primary family member and must provide proof of residence, birth certificate, social security number and satisfactory evidence of required immunizations.

Placement of Transfer Students from Accredited Schools

New resident students entering the district after grade 1 from accredited public, private, or parochial schools shall provide evidence of prior schooling outside of the district. They shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate district personnel, the principal shall determine the final grade placement.

For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the Commissioner of Education.

Grades received from an accredited school that are designated by letter only (A, B, C, D, F, P) will be assigned the following number grades, unless proof of number grade is verified by the previous school district:

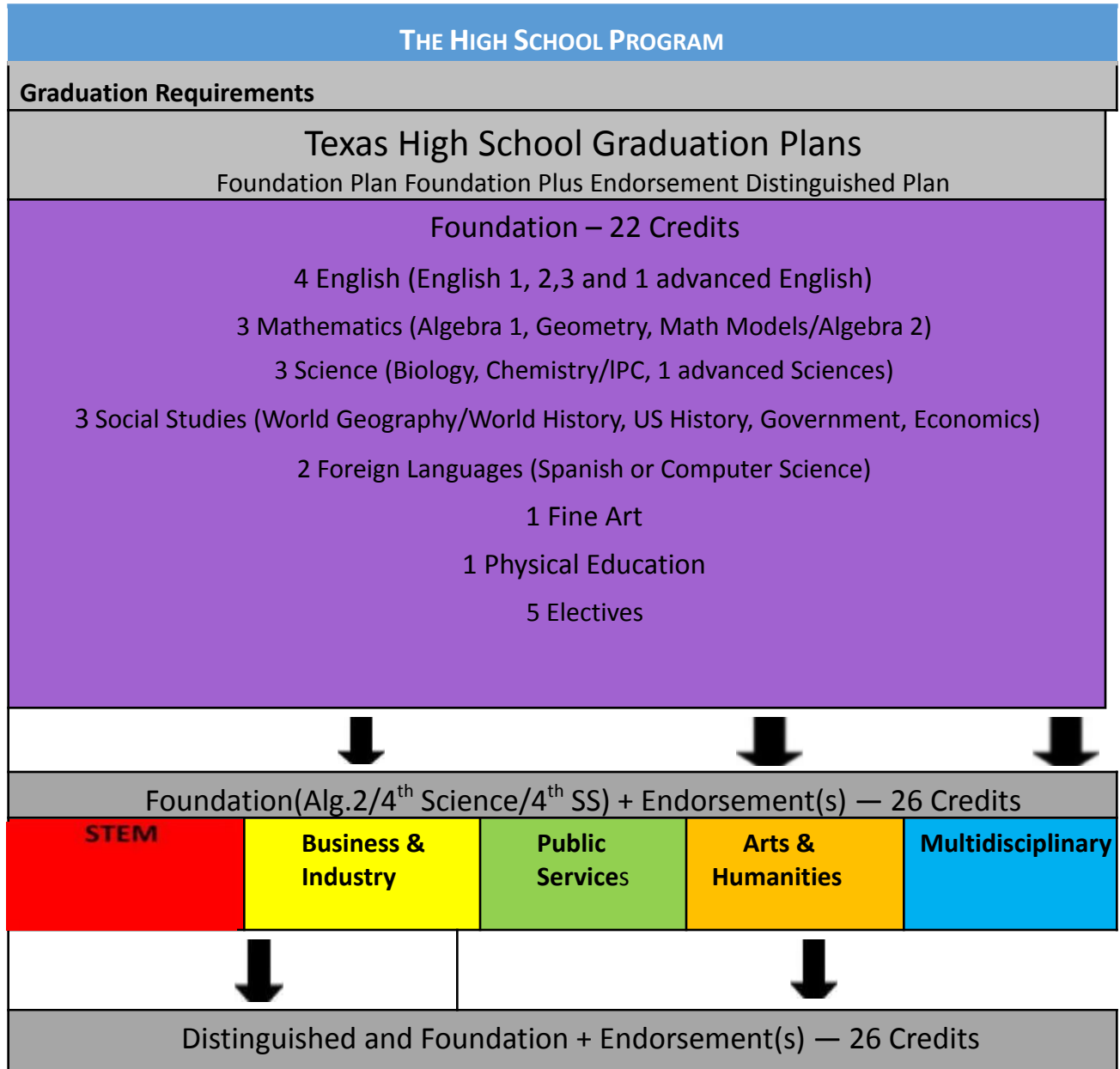
A = 95	B = 85	C = 75	D = 65	F = 60	P = 75
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Placement of Transfer Students from Non-Accredited Schools

Students entering the district from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teacher(s), guidance personnel, and the principal. Criteria for placement may include:

1. Achievement test(s) scores, which may be administered by appropriate district personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social / emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Advanced credit will be accepted on verification from the previous school district and only for those courses recognized as advanced at Big Sandy High School.



Graduation Planning

Students are encouraged to design their personal graduation plans so that they graduate with 26 credits and at least one endorsement. This will allow a student to strategically create their 4-year plan to include more than one endorsement and optimize their course considerations and heighten their high school experience. In addition to strategic planning, a student’s senior year is of the utmost importance. Seniors will use their last year of high school to prepare for the transition from high school to post-secondary learning in the form of technical training or college. This will mean taking a full load of courses, completing graduation requirements, completing testing requirements for high school and college, and possibly taking dual credit and or certification tests.

Foundation Plan Plus Endorsement / DLA* and Foundation Plan Plus Endorsement

BSHS recommends all students complete the Foundation Plus Endorsement or the DLA* and Foundation Plus Endorsement plan. *Algebra 2 and a 4th Science are required to earn the **Distinguished Level of Achievement (DLA*)**.

English (4 Credits)	English 1:	English 1 or Honors English 1 (1)
	English 2:	English 2 or Honors English 2 (1)
	English 3:	English 3 or English 1301/1302 (1)
	ADV English:	Business English (1) or English 2322/2323
Math (4 Credits)	Algebra 1:	Algebra 1 or Honors Algebra 1 (1)
	Geometry:	Geometry or Honors Geometry (1)
	ADV Math:	Algebra 2* or Honors Algebra 2* (1)
	4 th Math:	Pre Cal (1) or MATH 1314/STATS 1342 (1) or Statistics (1)
Science (4 Credits)	Biology:	Biology or Honors Biology (1)
	Chemistry:	Chemistry or Honors Chemistry (1)
	ADV Science:	Anatomy & Physiology or Forensic Science (1)
	4th Science:	Anatomy & Physiology, Advanced Animal Science, or Forensic Science (1)

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Social Studies (3 Credits)	World Geography	World Geography or Honors World Geography (1)
	US History	US History, Honors US History, or HIST 1301/1302 (1)
	Government/ Economics:	US Government (.5) / Economics (.5) or GOVT 2305 / ECON 1301
Languages other an English (2 Credits)	LOTE 1	Spanish I (1) , Spanish II (1), Honors Spanish III (1)
Physical Ed (1 Credit)	Physical Ed	Physical Education (1), Athletics (1) or Marching Band (2 years)
Fine Arts (1 Credit)	Fine Arts:	Art, Band, Floral Design, or Theater (1)
Electives (5 Credits)	5 Electives	Choose from Endorsement (1)
		Choose from Endorsement (1)
		Choose from Endorsement (1)
		Choose from Endorsement (1)
		Choose from Endorsement (1)

See Appendix E for Big Sandy High School Graduation Plan Guidance Documents (p. 80).

Endorsement/DLA and Foundation plus Endorsement planning chart along with the following Endorsement planning sheets. Each student will declare 1 or 2 endorsement(s) and endorsement option(s). Selected courses will meet the declared endorsement option(s).

ARTS & HUMANITIES:

Choose endorsement focus: Fine Arts

Fine Arts (1 or 2 Disciplines) 4 Credits
<input type="checkbox"/> Marching Band 1/ Band (1)
<input type="checkbox"/> Marching Band 2/ Band (1)
<input type="checkbox"/> Band 3 (1)
<input type="checkbox"/> Band 4 (1)
<input type="checkbox"/> Art 1 or ART 1301/1303 (1)
<input type="checkbox"/> Art 2 (1)
<input type="checkbox"/> Art 3 (1)
<input type="checkbox"/> Art 4 (1)
<input type="checkbox"/> Theater 1 or Theater Production 1 (1)
<input type="checkbox"/> Theater 2 or Theater Production 2 (1)
<input type="checkbox"/> Theater 3 or Theater Production 3 (1)
<input type="checkbox"/> Theater 4 or Theater Production 4 (1)

BUSINESS & INDUSTRY

Choose endorsement focus: *Animal Science, AG Technology & Mechanical Systems, Plant Science, Graphic Design & Interactive Media, Business Management, Diagnostic & Therapeutic Services*

AG Technology & Mechanical Systems
4 Credits
<input type="checkbox"/> Principles of AFNR (1)
<input type="checkbox"/> Agricultural Mechanics & Metal Technologies (1)
<input type="checkbox"/> Agricultural Structures Design and Fabrications (1)
<input type="checkbox"/> Agricultural Equipment & Fabrication (1)
<input type="checkbox"/> Practicum in Agriculture, Food & Resources (2)

Animal Science
4 Credits
<input type="checkbox"/> Principles of AFNR (1)
<input type="checkbox"/> Livestock Production (1)
<input type="checkbox"/> Small Animal Management (.5)
<input type="checkbox"/> Equine Science (.5)
<input type="checkbox"/> Advanced Animal Science (1)
<input type="checkbox"/> Practicum of Agriculture (2)

Plant Science
4 Credits
<input type="checkbox"/> Principles of AFNR (1)
<input type="checkbox"/> Horticulture (1)
<input type="checkbox"/> Floral Design (1)
<input type="checkbox"/> Advanced Floral (2)
<input type="checkbox"/> Practicum in Floral Design (2)

Business Management
4 Credits
<input type="checkbox"/> Foundation of Business Communication & Technologies (1)
<input type="checkbox"/> Business Communication & Technologies (1)
<input type="checkbox"/> Business Management (1)
<input type="checkbox"/> Practicum of Business Management (2)

Graphic Design & Interactive Media
4 Credits
<input type="checkbox"/> Principles of Audio/Visual (1)
<input type="checkbox"/> Graphic Design 1 (1)
<input type="checkbox"/> Graphic Design 2 (1)
<input type="checkbox"/> Practicum of Printing and Imaging (2)

Diagnostic & Therapeutic Services
4 Credits
<input type="checkbox"/> Principles of Health Science(1)
<input type="checkbox"/> Medical Terminology (1)
<input type="checkbox"/> Health Science Theory (1)
<input type="checkbox"/> Practicum in Health Science (2)

MULTIDISCIPLINARY

Choose endorsement focus: 4x4 Core

4 Science Credits
<input type="checkbox"/> Biology or Honors Biology (1)
<input type="checkbox"/> Chemistry or Honors Chemistry (1)*
<input type="checkbox"/> Advanced Animal Science (1)
<input type="checkbox"/> Anatomy and Physiology (1)
<input type="checkbox"/> MATH 1314/MATH 1342 (1)

4 English Credits
<input type="checkbox"/> English 1 or Honors English 1 (1)
<input type="checkbox"/> English 2 or Honors English 2 (1)
<input type="checkbox"/> English 3 or ENG 1301/1302 (1)
<input type="checkbox"/> Business English (1) or ENG 2322/ ENG 2323

4 Social Studies Credits
<input type="checkbox"/> World Geography or Honors World Geography (1)
<input type="checkbox"/> World Geography (1)
<input type="checkbox"/> US History, Honors US History or HIST 1301/1302 (1)
<input type="checkbox"/> US Government or GOV 2305 (.5)
<input type="checkbox"/> Economics (.5) or ECON 1301 (.5)

4 Social Studies Credits
<input type="checkbox"/> World Geography or Honors World Geography (1)
<input type="checkbox"/> World Geography (1)
<input type="checkbox"/> US History, Honors US History or HIST 1301/1302 (1)
<input type="checkbox"/> US Government or GOV 2305 (.5)
<input type="checkbox"/> Economics (.5) or ECON 1301 (.5)

Benefits of Graduating with an Endorsement or Multiple Endorsements

College Readiness: Colleges and universities require the Foundation Plan for admission. In addition, students ranked in the top 10 percent of the graduating class from an accredited Texas public high school are eligible for automatic admission to most Texas public universities, if they have completed the Distinguished Achievement Plan (DAP).

Recognition: The Endorsement, Distinguished Achievement, and Performance Acknowledgement insignias will be affixed to the Academic Achievement Record (transcript) of the student.

Test Results: Research suggests that students who take additional English, Math, Science, and Social Studies courses make higher scores on TSI, SAT, and ACT college entrance exams. The Foundation plus Endorsement/DLA and Foundation plus Endorsement plans require additional math and science courses.

Program Participation: The Texas Scholars program allows students who participate and graduate to be eligible for graduation honors and to compete for scholarships. Texas Scholars who qualify for financial assistance become eligible for a grant program passed by the Texas Legislature: The Texas Grant Program. This may provide all tuition and fees for public colleges and universities in Texas. However, grant funds are administered on a first-come, first serve basis. The Texas Scholars Program requires students to graduate under the Foundation Plan with an Endorsement.

Distinguished Level of Achievement

Distinguished Level of Achievement (26 Credits)

To earn a distinguished level of achievement a student must successfully complete the Foundation Program and the curriculum requirements for at least one endorsement, including 4 credits in math to include Algebra II and 4 credits in science.

The Distinguished Level of Achievement is the State of Texas' most rigorous academic graduation program. Students complete all the course requirements of the Foundation High School Program as well as completing curriculum requirements for at least one Endorsement, including completing four credits in science and four credits in math to include Algebra 2. Students must complete this plan to be considered for eligibility in the Top Ten Percent of their graduation class and eligibility for Top Ten Percent Automatic Admission to Texas public colleges and universities.

A designation for completing this program will appear on the high school transcript.

Benefits of Choosing the Distinguished Level of Achievement

Choices Determine Options

Most of the best jobs available now and in the future, require education and training beyond a high school diploma. Whether you intend to pursue a high-demand job, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

Why It Matters – Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

**Must financially qualify.*

What It Means

The Distinguished Level of Achievement requires more math and science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra 2;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study

- Strong foundation to successfully complete an industry workforce credential or college degree

Top Ten Percent Required Admission Policy

All Texas public colleges and universities are required to admit students upon successful completion of all criteria.

Top Ten Percent Requirements:

1. Possessing a grade point average that places the student in the top ten percent of their graduating class.
2. Apply no later than two years after graduating from a Texas high school.
3. Submit a completed application before the expiration of the college's admission application filing deadline.

Students should be aware that colleges may add additional requirements such as essays, letters of recommendation, admission and placement tests, and transcript requirements. Students are responsible for knowing their chosen school's requirements and deadlines.

*** Some universities have dropped the automatic admission requirement to 6%**

Performance Acknowledgements

A student may earn a performance acknowledgement on their transcript for outstanding performance on any of the following:

Dual Credit

- Completing at least 12 hours of college academic courses including those taken as dual credit and advanced technical credit with a GPA of 3.0 or higher on a 4.0 scale.
- Completing an Associate's Degree while still in high school.

Bilingualism and Bi-literacy

- Completing all English language arts requirements and maintaining a minimum grade point average of the equivalent of 80 on a scale of 100 AND ○ Completing a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100
- Demonstrating proficiency in the TEKS for Level 4 or higher in a language other than English with a minimum GPA of 80 on a scale of 100
- Completing at least 3 credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100

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- Demonstrating proficiency in one or more languages other than English through an AP score of 3 or higher on a language other than English
- Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent
- In order for an English Language Learner (ELL) student to earn a Performance Acknowledgement in Bilingualism and Bi-literacy, the ELL student must participate in and meet the exit criteria for the bilingual or ESL program and scores at the Advance High level on the Texas English Language Proficiency Assessment System (TELPAS).

College Board Advanced Placement

- Earning a score 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
- Achieving the college readiness benchmark scores on at least two of the four subject tests on the ACT-PLAN examination
- Earning a combined critical reading and mathematics score of at least 1250 on the SAT or Earning a composite score on the ACT examination of 28 (excluding the writing subscore)

Business/Certification

- Performing sufficiently on an examination or series of examinations to obtain a nationally or internationally recognized business or industry certification
- Performing sufficiently on an examination to obtain a government-required credential to practice a profession

State Testing Requirements for Graduation

In addition to successfully completing all graduation course requirements, students must meet certain state mandated testing requirements.

Students must meet STAAR testing requirements for graduation by meeting the Approaches, Meets or Masters Level on the End-Of-Course (EOC) exams in:

English I
English II
Algebra I
Biology
US History

Original testing occurs yearly in April/May. Retest opportunities occur yearly in June and December.

Earning Credits for Graduation

Students are classified according to the number of credits they have earned. Required classification credits are listed below.

Classification	Grade	Credits
Freshman	9 th	0 Credits
Sophomore	10 th	5 Credits
Junior	11 th	10 Credits
Senior	12 th	15 Credits
Graduate		22 Credits – Foundation Plan + Endorsement(s)
Graduate		26 Credits – Distinguished Level of Achievement (DLA) and Foundation Plan + Endorsement(s)*

Reclassifications are made at mid-year in January and at year-end in June. Determinations are made by the counselor and principal.

*BSHS recommended plans for graduation

Retrieving Credit for Prior Instruction – Learning Recovery

- Big Sandy High School provides credit recovery for students who wish to recover credits for graduation. On-campus credit recovery utilizes the Edgenuity- online educational program.
- Summer School is used for regaining credit. Students will use the Edgenuity online educational program.

Earning Additional Credits

- College dual credit taken within the school day – Big Sandy High School offers dual credit courses to students classified as 10th, 11th, and 12th graders respectively who meet college readiness and enrollment standards.
- College dual credit taken outside the school day - Big Sandy High School does accept courses taken outside the traditional school time frame for dual credit purposes.

COLLEGE / CAREER READINESS

COLLEGE READINESS

Honors Courses

Honors Courses Offered at Big Sandy High School

1. Honors English I
2. Honors English II
3. ENG 1301/1302
4. Honors World Geography
5. Honors US History or HIST 1301 / 1302
6. Honors Biology
7. Honors Chemistry
8. Honors Algebra I
9. Honors Geometry
10. Honors Algebra II
11. Pre-Calculus
12. Statistics
13. GOV 2305
14. ECON 1301
15. ENG 2322/ ENG 2323
16. MATH 1314 / 1342

Honors courses are more rigorous than regular classes.

Dual Credit Courses

Students may take courses from Kilgore Junior College, which will give them both high school and college credit starting their 10th grade year. These are called dual credit / concurrent credit

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courses. This requires the counselor and student and/or parent to determine the best time for a student to be enrolled in dual credit courses.

The student will be enrolled in an online college course within the school day, or attend a face-to-face class at Gladewater High School. Big Sandy High School offers dual credit courses for students who meet college readiness and enrollment standards. These include:

BSHS Course	Year Taken	KC Course Fall/Spring	Credits
English 3 Dual	11 th / 12 th	ENGL 1301 & 1302	3 Each
English 4 Dual	12 th	ENGL 2322/2323	3 Each
Math Dual	12 th	MATH 1314 / 1342	3 Each
US History Dual	10 th	HIST 1301 & 1302	3 Each
US Government Dual	10 th -12 th	GOV 2305	3
Economics Dual	10 th -12 th	ECON 1301	3
Texas Government	10 th -12 th	GOV 2306	3
Psychology	10 th -12 th	PSYC 2301	3
Communication App	10 th -12 th	SPCH 1315	3
Art Appreciation Dual	10 th -12 th	ART 1301 / 1303	3 Each
Sociology	10 th -12 th	SOC 1301	3

Additional courses are available to 11th and 12th graders during the school year.

The student is responsible for all tuition and fees. Big Sandy ISD will reimburse students up to 12 hours of passing courses. Books are not supplied for courses taken at Kilgore College.

**The first 12 Hours of a Core Class are Reimbursed (when passed) and counted toward GPA.*

Post-Secondary Prep Testing

Tests for Military, Technical School, College, and University Bound Students

TSI	Texas Success Initiative	10 th /11 th /12 th Grade
PSAT/NMSQT	Preliminary Aptitude Test	10 th Grade

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SAT	Scholastic Aptitude Test	11 th / 12th Grade
ACT	American College Test	11 th / 12th Grade
ASVAB	Armed Services Vocational Aptitude Battery	11 th Grade

High School Academic Plans

Big Sandy ISD, parents, teachers and our community are heavily invested in the success of all students. Whether a student's goal after graduating from high school is to go on to college, technical school, the military, or begin a career, Big Sandy ISD has implemented plans that specifically benefit the choices students make.

PSAT Test for 10th Graders

Big Sandy ISD affords students the opportunity to take the PSAT test in the 10th grade. This allows the students to have an idea of what topics they will need to study prior to taking the SAT test during their 11th grade year. The PSAT also allows students to qualify for the National Merit Scholarship if they score high enough on the PSAT.

TSI Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative Assessment (TSIA2). The purpose of the TSIA2 is to assess the reading, mathematics, and writing skills that entering freshmen- level students should have if they are to perform effectively in undergraduate certifications or degree programs in Texas public colleges, universities and trade schools. This assessment may be required before a student enrolls in a dual credit course offered through the district as well.

Post-Secondary Financial Aid Opportunities

FAFSA- Free Application for Student Aid: Financial award based on financial need from the government (All students must complete a FAFSA to graduate or sign an opt- out form.)

Scholarships – Financial award based on merit (academic or performance) or financial need based

Grants – Financial award that is need based and does not have to be repaid

Loans – Money loaned from a bank or financial institution for college expenses. It must be repaid, and does incur interest on the amount borrowed. Borrowers must begin to pay the loan

back within six months of the date of non-attendance in college whether a degree was earned or not. Clarification: if you drop out of any post-secondary school (technical school, community college, university) you still have to repay the loan in full.

Work Study – On and off campus jobs available to students through the college’s financial aid office

CAREER READINESS

Career and Technical Education

Career and Technology Education courses allow students to use academic knowledge and problem solving skills while acquiring occupationally specific skills as part of their high school curriculum. As technology has enhanced access, variety and exchange of information, completion of high school may not follow the traditional route to postsecondary institutions. The State of Texas implemented Career and Technology Education as a means to expand and achieve competency-based learning. Various types of programs are offered: laboratory program classes, practicums, internships and a variety of courses centered on technology.

Public Notification of Nondiscrimination in Career and Technical Education Programs

Big Sandy ISD offers Career and Technical Education programs in Agriculture, Food and Natural Resources, Business Management, Health Science, A/V Technology & Communication, and Diagnostic & Therapeutic Services.

Admission to these programs is based on interest and class space availability.

It is the policy of Big Sandy ISD 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.

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

For information about your rights or grievance procedures, contact the Title IX Coordinator at PO Box 598, Big Sandy, TX 75755 (903) 636-5287, and/or the Section 504 Coordinator, Andrea Blavier at, (903) 636-5287.

Certification and License Options

Students have the opportunity to earn industry-recognized certifications and licensures, leading to either more specialized instruction in a given field, or a leap forward on the path of postsecondary education. Industry certifications are gaining importance in the business world as evidence of skill attainment. Earning a certification gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable with higher starting salaries. Industry certifications have been aligned with the Career Pathways. Certification opportunities are one avenue through which Career and Technology Education fulfills its goals under state law. The Texas Education Agency is providing as many opportunities as possible for student's professional growth and development. CTE continues consultations with local businesses and industry to determine which certifications or licenses would be most sought after by area employers.

Endorsement Areas of Study

The Endorsement approach in the selection of high school courses of study for students brings associated courses and fields of career interest together. By choosing an endorsement to follow, students have the opportunity to explore the real "world of work" through practicum programs as paid or unpaid interns. CTE is a great way for students to prepare for the highly technological and competitive workplace of the 21st century.

GRADING CRITERIA & RANKING SYSTEM

Grading And Awarding of Credit

Grading Guidelines:

Grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student

will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Awarding of Credit

The Academic Achievement Record (transcript), rather than the diploma, records individual accomplishments, achievements, along with courses completed and displays appropriate graduation (plan) seals.

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain End-of-Course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

To receive credit for a course, you must have a grade of 70 or above for each semester or the fall and spring semester must average a 70 or above **and** be in attendance at least 90% of the total number of days of each semester.

The number of credits earned each school year determines a student's grade classification.

1. Sophomore 5 credits
2. Junior 10 credits
3. Senior 15 credits
4. Graduate..... 22 credits for the Foundation Plan
5. Graduate.....26 credits for the DLA + Endorsement,

and Foundation + Endorsement Plans

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

- High School Final GPA shall be the weighted cumulative average of the last attendance semester. A student's GPA shall be rounded to five decimal places.
- The following grade point scale shall be used with all classes beginning with the graduating class of 2012.
- The following classes are designated for the scales:
- 5.0 Dual Credit courses (online or face-to-face), AP (online or face-to-face), Honors courses approved by the board;
- 4.0 Regular Education courses
- The following courses shall be excluded when calculating GPA:

Athletics, P.E., Band, correspondence courses, credit by exam, office aide, summer school, local credit, and independent study, online courses other than dual credit or online AP, and study skills.

- No points are given for grades below a 70.
- No points given for grades above 100.
- Courses that are included in class rank calculations and any course exclusions, whether courses taken in middle/junior high school are included in the calculation, and whether grades earned by alternative means (summer school, distance learning, credit by examination, dual credit off campus vs. on campus, etc.) are counted;
- The weighted grade system used in the district to calculate class rank i.e., weighted numerical average or weighted grade point average (GPA);

WEIGHTED GRADE SYSTEM CATEGORIES

The District shall categorize and weigh eligible courses as Advanced and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

WEIGHTED GRADE POINT AVERAGE (GPA):

The District shall convert semester grade points and shall calculate a weighted GPA in accordance with the following chart:

Grade	Advanced	Regular
100	5	4
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4	3
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3	2
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2	1

Special Programs

Dyslexia

In accordance with a program approved by the State Board of Education, enrolled students shall be tested for dyslexia at appropriate times and any student determined to have dyslexia shall be provided with services.

Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student’s parent or guardian or another person standing in parental relation to the student.

Big Sandy Independent School District shall inform parents and guardians of students eligible under the Rehabilitation Act of 1973, Section 504 of all services and options available to the student under the statute.

Special Education

For students served by Special Education, graduation plan and course of study decisions are made in the ARD meeting. Courses for special education students may be modified for the Foundation Plan requirements, if determined applicable by the ARD. Courses for an endorsement must be deemed rigorous by the ARD committee. End-of-Course testing graduation requirements must be met as required by law in order for a student to earn an endorsement. Questions regarding graduation, certifications and endorsements should be directed to the high school, grade level counselor or special education representative.

Section §504

The Rehabilitation Act of 1973, commonly known in the schools as “Section 504” is a federal law passed by the United States Congress with the purposes of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In public schools specifically, §504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered “disabled if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning,

walking, seeing, hearing, breathing, working, and performing manual tasks. §504 also applies to students with a record of having a substantially limiting impairment, or who are regarded as being disabled even if he/she is not truly disabled. Students can be considered disabled, and can receive services under § 504, even if they do not qualify for, or receive, special education services. For further information regarding 504, you may contact the 504 Director at (903)636-5287.

Gifted and Talented

“Gifted and Talented Student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic area.

Big Sandy High School students will be offered gifted and talented instruction through offering dual credit or honors courses.

A Detailed Guide to Big Sandy High School Courses

Course Descriptions are divided into content areas and are offered in grades nine through twelve at Big Sandy High School. Information about course content, grade, prerequisites and credits can be found in each section. Credit is awarded or denied at the end of each semester. Students are required to achieve a grade of seventy or higher and meet attendance requirements to receive credit in a course. Credit may be earned in a year-long course by attaining a combined semester 1 and semester 2 grade of seventy. Courses must be offered.

Foundation /Core Courses
<i>English Language Arts</i>

Honors English I (Grade 9)

Honors English I offers differentiated processes, content and products. Students will use a variety of literature, including poetry, drama, novels, short stories, and nonfiction to apply oral and written language skills. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Extra time is required on the part of the honor student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problems solving.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

English I (Grade 9)

English I offers an integrated approach to a variety of literature (poetry, drama, novels, short stories and nonfiction) through which students apply language skills orally and in writing. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical thinking and problem-solving processes as well as identifying, analyzing,

developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Prerequisites: None

BSHS Credits: 1

Honors English II (Grade 10)

Honors English II stretches students' reading, writing, listening, speaking and thinking skills, through the study of world literature. The course emphasizes critical and creative responses to works of fiction, nonfiction, poetry and drama as it concurrently provides occasions and audiences for all types of expository discourse. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Extra time is required on the part of the honor student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

English II (Grade 10)

English II focuses on analyzing selected works of world literature, through which students apply language skills orally and in writing. Emphasis will be placed developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills

necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Prerequisites: English 1

BSHS Credits: 1

English III Dual Credit: ENG 1301 / 1302 (Grades 11-12)

In English III Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Credit will be earned for KILGORE ENG1301(Fall) and ENG1302(Spring) and (1) credit of a high school English credit. Students must be TSI complete before enrollment in English 3 Dual Credit.

Prerequisites: English I and English II and meet Kilgore's admissions requirements.

BSHS Credits: 1 KILGORE Credits: 3.0 Each/6.0 Total

ENGL 1301 & 1302

English III (Grade 11)

In English III, representative readings from American historical documents, essays, dramas, short stories, poetry and novels, integrate the study of grammar and vocabulary into meaningful writing experiences. A focal point is the research project, a requirement that gives students experience synthesizing information from various verbal and written sources. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Prerequisites: English II

BSHS Credits: 1

Business English (Grade 12)

In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.

Prerequisites: English III

BSHS Credits: 1

English 2322 & English 2323 -ENG 2322/ENG 2323

In ENG 2322 & ENG 2323 Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Three credits will be earned for KILGORE ENGLISH 2322 & ENGLISH 2323 and (.5) credit will be earned (for the completion of each course) of a high school English credit.

Prerequisites: ENG 1301/ ENG 1302

BSHS Credits: .5/Course

KILGORE Credit: 3.0/Course

ENG 2322/ENG 2323

Math

Honors Algebra I (Grade 9)

Honors Algebra I is a fast paced course where students develop in-depth algebraic thinking and symbolic reasoning skills. Students will study relationships among quantities, with an emphasis on linear, quadratic, and exponential functions. Students will learn to use a variety of methods: concrete, numeric, algorithmic, and graphic to represent meaningful mathematical situations. The use of a graphing calculator facilitates understanding.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

Algebra I (Grade 9)

In Algebra I, students develop algebraic thinking and symbolic reasoning skills. Students will study relationships among quantities, with an emphasis on linear, quadratic, and exponential functions. Students will learn to use a variety of methods: concrete, numeric, algorithmic, and graphic to represent meaningful mathematical situations. The use of a graphing calculator facilitates understanding.

Prerequisites: None

BSHS Credits: 1

Honors Geometry (Grade 10)

Honors Geometry is a fast paced course where students develop in depth spatial reasoning and geometric thinking skills. Students will analyze geometric figures, both two and three dimensional, and their properties. Students will apply concepts of congruence, similarity, and measurement in problem solving.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

Geometry (Grade 10)

In Geometry, students develop spatial reasoning and geometric thinking skills. Students will analyze geometric figures, both two and three dimensional, and their properties. Students will apply concepts of congruence, similarity, and measurement in problem solving.

Prerequisites: None

BSHS Credits: 1

Honors Algebra II (Grade 11)

In Honors Algebra II, students examine the topics studied in Algebra 2 in more depth and/or at an accelerated pace. This will allow for a more extensive study of matrices, sequences and series, and probability. Graphing calculator used extensively. This course provides students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide.

Prerequisites: Algebra I : See Honors Guidelines

BSHS Credits: 1

Algebra II (Grade 11)

Algebra II is an in-depth study of functions, including linear, quadratic, exponential, logarithmic, rational and radical functions, and provides students with a means for analyzing and understanding relationships of quantities in meaningful contexts.

Students use geometry to explore the relationship between algebraic and geometric concepts. Graphing calculator used extensively.

Prerequisites: Algebra I

BSHS Credits: 1

Honors Pre-Calculus (Grades 11-12)

Students explore higher-level mathematics and prepare for the rigors of college mathematics. Use reasoning skills to extend understanding of polynomial and rational functions studies in algebra and explore trigonometric functions. Solve meaningful problems that involve conic sections, sequences and series, and vector analysis. Graphing calculators are used extensively.

Prerequisites: Algebra II

BSHS Credits: 1

Honors Statistics

This Honors Statistics course is designed to introduce students to the main topics of a freshman-level college statistics course. It emphasizes understanding of concepts, statistical language, and statistical techniques. The course requires a practical understanding of statistical tools. Students are expected to effectively use experimental design, data analysis, and inference to reach well-reasoned and appropriately communicated conclusions and decisions in a real-world context.

Prerequisite: Algebra II

BSHS Credits: 1

MATH 1314 College Algebra (Grade 12)

In MATH 1314 Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Three credits will be earned for KILGORE MATH 1314 and (.5) credit will be earned of a high school math credit.

Prerequisites: TSI Math Complete

BSHS Credits: .5

KILGORE Credit: 3.0

MATH 1314

MATH 1342 Statistics (Grade 12)

In MATH 1342 Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay TVCC tuition and fees. Three credits will be earned for KILGORE MATH 1342 and (.5) credit will be earned of a high school math credit.

Prerequisites: TSI Math Complete

BSHS Credits: .5

KILGORE Credit: 3.0

MATH 1342

Science

Honors Biology (Grade 9)

In Honors Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Honors Biology is a comprehensive study of structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants in the environment. Extra time is required on the part of the honor student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

Biology (Grade 9)

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

Prerequisites: None

BSHS Credits: 1

Honors Chemistry (Grade 10)

Honors Chemistry is a fast-paced, more intensive presentation of the theories and concepts studied in chemistry. Topics include scientific processes, characteristics of matter, atomic theory, bonding and covalent compounds, chemical reactions, quantifying equations, solids, liquids, and solutions, and gas laws. This course is designed for the highly motivated and independent students and utilizes content and activities that stress higher level thinking skills, a rigorous, in-depth and sophisticated laboratory based approach and accelerated concept pacing. Extra time is required on the part of the honor student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs. Chemistry is a quantitative based science, so there will be a strong emphasis on mathematical problem solving.

Prerequisites: Biology and Algebra I: See Honors Guidelines

BSHS Credits: 1

Chemistry (Grades 10)

Students study matter and the changes it undergoes. Chemistry students will study nomenclature, chemical reactions, stoichiometry, the behavior of gases, atomic history and structure, chemical bonding, nuclear fission and fusion as well as acid-base theories. A conceptual approach will be coupled with mathematical skills necessary to solve fundamental chemistry problems. The topics revolve around societal questions and how chemistry affects daily life.

Prerequisites: Biology and Algebra I

BSHS Credits: 1

Forensic Science (Grades 11-12)

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.

Prerequisites: Biology and Chemistry

BSHS Credits: 1

Advanced Animal Science (Grade 12)

Advanced Animal Science 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.

Prerequisites: Biology and Chemistry; Algebra 1 and Geometry and either Small Animal Management, Equine Science or Livestock Production

BSHS Credits: 1

Anatomy and Physiology (Grades 11-12)

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Prerequisites: Biology and a second science credit

BSHS Credits: 1

Social Studies/Economics

World Geography (Grade 9)

This course is designed to provide the learner with an understanding of the vast physical and cultural patterns found around the world. It includes in-depth studies of historical, industrial, and political geography, as well as human and environmental interactions. Emphasis will be placed on the use of mapping and graphic mediums to human and environmental relationships.

Prerequisites: None

BSHS Credits: 1

Honors World Geography (Grade 9)

This course is designed to provide the learner with an understanding of the vast physical and cultural patterns found around the world. It includes in-depth studies of historical, industrial, and political geography, as well as human and environmental interactions. Emphasis will be placed on the use of mapping and graphic mediums to human and environmental relationships.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

US History Dual – HIST 1301/1302

In US History Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Credit will be earned for KILGORE HIST 1301/1302 and (1) credit of a US History high school credit.

Prerequisites: World History or Honors World History and TSI complete

BSHS Credits: 1 KILGORE Credit: 3.0 each/6.0Total HIST 1301 & 1302

Honors US History (Grade 10)

Emphasis is given to America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws in the time period of 1870 to the present.

Prerequisites: See Honors Guidelines

BSHS Credits: 1

US History (Grade 10)

Emphasis is given to America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws in the time period of 1870 to the present.

Prerequisites: World Geography or World History

BSHS Credits: 1

US Government Dual – GOV 2305

In US Government Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Credit will be earned for KILGORE GOVT 2305 and (.5) credit of a Government high school credit.

Prerequisites: World History or Honors World History and TSI complete

BSHS Credits: .5

KILGORE Credit: 3.0

GOV 2305

US Government

In US Government, students explore political and governing processes, elements of political theories and governmental structures and functions at national, state and local governmental levels; the political heritage; comparative economic systems; and international relations. Emphasis is placed on the free enterprise system, political participation, leadership, decision making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. This course will include instruction in interacting with law enforcement – particularly during traffic stops.

Prerequisites: US History

BSHS Credits: .5 Credit

Economics

This Economics course is designed to provide opportunities for students to identify characteristics, benefits and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, limited role of government, international economic relations, consumer economics and personal financial responsibility. This course will include instruction in interacting with law enforcement – particularly during traffic stops.

Prerequisites: US History

BSHS Credits: .5

Economics Dual - ECON 1301

In Economics Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Credit will be earned for KILGORE ECON 1301 and (.5) credit of a Government high school credit.

Prerequisites: World History or Honors World History and TSI complete

BSHS Credits: .5

KILGORE Credit: 3.0

ECON 1301

Languages Other Than English (LOTE)

Spanish I

This introductory course enables the student to learn Spanish pronunciation, acquire vocabulary sufficient for simple conversations, and to practice basic structure patterns and to become aware of Spanish culture.

Prerequisites: None

BSHS Credits: 1

Spanish II

Spanish 2 continues emphasis in oral comprehension, improvement of reading skills, identification of basic grammar patterns in written/spoken materials and an examination of Spanish/Latin based cultures.

Prerequisites: Spanish I

BSHS Credits: 1

Honors Spanish 3

The emphasis of Spanish III is the strengthening of the three modes of communication. The Honors Spanish III student will read and discuss a variety of cultural and literary

selections. A more sophisticated use of Spanish will be fostered through writing and conversational opportunities. Level III students are expected to reach a proficiency level of Intermediate Mid. Students at the Intermediate Mid proficiency level express meaning in a variety of contexts by creating with the language, easily combining and recombining what they know, what they read, and what they hear in a mixture of sentences and connected discourse. Spanish III will focus on the same TEKS prescribed by the State of Texas for the language level but will emphasize advanced application of listening, reading, speaking, and writing skills.

Prerequisite: Spanish II

BSHS Credits: 1

Fine Arts

Art 1 (Grades 9-12)

Art 1 offers experiences in various areas: processes, structures, theories and historical developments. Activities include drawing, painting, printmaking, sculpture, mixed media, design and cultural arts.

Prerequisites: None

BSHS Credits: 1

Art 2 (Grades 10-12)

Art 2 is an analytical approach based on various aspects of drawing skills. Multiple approaches to a variety of drawing techniques will be explored.

Prerequisites: Art 1

BSHS Credits: 1

Art 3 (Grades 11-12)

Art 3 provides an in-depth study of the schools and styles of drawing and various associated art processes. Creative activities offer problem-solving techniques that will lead the students to develop their unique styles. Multiple approaches to a variety of techniques and media will be explored.

Prerequisites: Art 2

BSHS Credits: 1

Art 4 (Grade 12)

Art 4 provides opportunities to explore and develop individual style in the art processes, technical skills and critically evaluating growth and development. Students select an area to explore in great detail, evaluating concepts and styles. Students' styles reflect self-awareness and place in the environment. The elements and principles of design will be addressed through additive, subtractive and fabricated processes. A variety of approaches to representation, abstraction and expression may be a part of the student's portfolio.

Prerequisites: Art 3

BSHS Credits: 1

Art Appreciation/Art History Dual Credit: ART 1301 / 1303 (Grade 12)

In ART 1301/1303 Dual Credit, students will follow the KILGORE Syllabus provided by their professor for the course. Dual credit participants will be required to pay KILGORE tuition and fees. Credit will be earned for KILGORE ART 1301/1303 and (1) credit of an art high school credit.

Prerequisites: None

BSHS Credits: 1

KILGORE 3.0 Each/ 6.0 Total

ART 1301/1303

March Band 1 / Band 1 (Grades 9-12)

Band 1 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition. First semester of Band 1 may be completed for .5 credits in PE (PE Marching Band)

Prerequisites: None

BSHS Credits: .5/1

March Band 2/ Band 2 (Grade 10)

Band 2 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the

band experience. Band students may participate in UIL competition. First semester of Band 2 may be completed for .5 credits in PE (PE Marching Band)

Prerequisites: Band 1

BSHS Credits: .5/1

Band 3 (Grade 11)

Band 3 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition.

Prerequisites: Band 2

BSHS Credits: 1

Band 4 (Grade 12)

Band 4 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition.

Prerequisites: Band 3

BSHS Credits: 1

Theater 1 - 4 (Grades 9-12)

Theater Arts 1 combines theory and exercise in body control, voice, pantomime, interpretation, characterization and stage action and role study.

Prerequisites: None

BSHS Credits: 1

Theater Production 1 (Grades 9-12)

Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.

Prerequisites: None

BSHS Credits: 1

Theater Production 2 (Grades 10-12)

Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.

Prerequisites: Theater Arts 1

BSHS Credits: 1

Theater Production 3 (Grades 11-12)

Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.

Prerequisites: Theater Production 2

BSHS Credits: 1

Theater Production 4 (Grade 12)

Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.

Prerequisites: Theater Production 3

BSHS Credits: 1

Floral Design

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus

contributing to the development of lifelong skills of making informed judgments and evaluations.

BSHS Credits: 1

Physical Education/Athletics

PE 1: Foundations of PE (Grades 9-12)

This course is a study of physical fitness that enables the participant to maintain and improve physical fitness. Participants will be required to perform physical fitness activities.

Prerequisites: None

BSHS Credits: 1

PE 2: Aerobic Activities (Grades 9-12)

This course is a study of physical fitness that enables the participant to maintain and improve physical fitness levels. Participants will be required to perform physical fitness activities.

Prerequisites: PE 1

BSHS Credits: 1

PE 3: Individual Sports (Grades 9-12)

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

Prerequisites: PE 2

BSHS Credits: 1

PE 4: Team Sports (Grades 9-12)

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education

courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

Prerequisites: PE 3

BSHS Credits: 1

Athletics Boys (Grades 9-12)

Athletics Boys is a study of physical fitness with emphasis on team sports.

Prerequisites: None

BSHS Credits: 1

Athletics Girls (Grades 9-12)

Athletics Girls is a study of physical fitness with emphasis on team sports.

Prerequisites: None

BSHS Credits: 1

March Band 1 (Grade 9)

Marching Band 1 students receive PE credit in the fall and fine arts credit in the spring. A student must have two fall semesters of Marching Band to meet their PE credit.

Marching is considered the physical activity that earns the PE credit.

Prerequisites: None

BSHS Credits: .5

March Band 2 (Grade 10)

Marching Band 2 students receive PE credit in the fall and fine arts credit in the spring. A student must have two fall semesters of Marching Band to meet their PE credit.

Marching is considered the physical activity that earns the PE credit.

Prerequisites: Marching Band 1

BSHS Credits: .5

Career and Technology Education Courses

Business and Industry

Graphic Arts, A/V Technology & Communication

Principles of Arts, Audio/Video Technology, and Communication (Grades 9-10)

The goal of this course is for the student to understand arts, audio/video technology, and communication systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Prerequisites: None

BSHS Credits: 1

Graphic Design I (Grade 10)

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Prerequisite: Principles of Arts, Audio/Video Technology, and Communication

BSHS Credits: 1

Graphic Design II (Grade 11)

Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Prerequisites: Graphic Design I

BSHS Credits: 1

Practicum in Graphic Design and Illustration (Grade 12)

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected

to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Prerequisites: Graphic Design II

BSHS Credits: 2

Ag, Food & Natural Resources

Principle of Agriculture, Food, & Natural Resources (Grades 9-10)

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Prerequisites: None

BSHS Credits: 1

Equine Science (Grades 10-12)

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Prerequisites: None

BSHS Credits: .5

Small Animal Management (Grades 10-12)

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs, cats, amphibians, reptiles, and birds.

Prerequisites: None

BSHS Credits: .5

Livestock Production (Grades 11-12)

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Prerequisites: None

BSHS Credits: 1

Advanced Animal Science (Grade 12)

Advanced Animal Science 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.

Prerequisites: Biology and Chemistry or IPC; Algebra 1 and Geometry and either Small Animal Management, Equine Science or Livestock Production

BSHS Credits: 1

Agricultural Mechanics and Metal Technologies (Grades 10-12)

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to power, structural and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Prerequisites: Principles of Agriculture, Food and Natural Resources

BSHS Credits: 1

Agricultural Structures Design and Fabrication (Grades 11-12)

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in

mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Prerequisites: Agricultural Mechanics and Metal Technologies

BSHS Credits: 1

Agricultural Equipment Design and Fabrication (Grades 11-12)

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

Prerequisites: Agricultural Mechanics and Metal Technologies

BSHS Credits:1

Practicum in Agriculture, Food and Natural Resources (Grade 12)

Practicum in Agriculture, Food and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food and Natural Resources Career Cluster.

Prerequisites: Agricultural Structures Design and Fabrication / Agricultural Equipment Design and Fabrication

BSHS Credits: 2

Horticulture Science (Grades 10-12)

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Prerequisites: Principles of Agriculture, Food and Natural Resources

BSHS Credits: 1

Floral Design (Grades 10-12)

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of

the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Prerequisites: Horticulture

BSHS Credits: 1

Advanced Floral Design (Grades 11-12)

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

Prerequisites: Floral Design

BSHS Credits: 2

Business Management

Foundations of Business Communication and Technologies

In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

BSHS Credits: 1

Business Communication & Technologies

In Business Communication and Technologies [Business Information Management II] , students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Prerequisite: Foundations of Business Communication and Technologies

BSHS Credits: 1

Business Management

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Prerequisite: Business Communication & Technologies

BSHS Credits: 1

Practicum of Business Management

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

Prerequisites: Business Management

BSHS Credits: 2

Diagnostic & Therapeutic Services

Principles of Health Science

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

BSHS Credits: 1

Medical Terminology

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Prerequisites: Principles of Health Science

BSHS Credits: 1

Health Science Theory

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will become familiar with industry-based standards for documenting and maintaining medical information; research industry employment requirements, including education, certification, and licensing requirements; and evaluate ethical and legal responsibilities of health science professionals. Students will employ hands-on experiences for continued clinical knowledge and skill development.

Prerequisites: Medical Terminology

BSHS Credits: 1

Practicum in Health Science

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Prerequisites: Health Science Theory

BSHS Credits: 2

Additional CTE Classes

General Employability

General Employability Skills provides instruction in general employability knowledge and skills. Included in the skills are attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong team members.

BSHS Credits: 1

Commercial Photography

In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

BSHS Credits: 1

Commercial Photography II

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Prerequisites: Commercial Photography I

BSHS Credits: 1

Robotics

Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build

prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

BSHS Credits: 1

Robotics II

Students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

Prerequisite: Robotics I

BSHS Credits: 1

Debate

This class is designed to prepare students for competitive speaking and debating. Its goal is to improve students' skills in speaking, listening, composing, and reasoning through practical experiences and applications, especially during scheduled competitions. Students will develop skills in argumentation and debate; they will become interested in current issues, develop sound critical thinking, and sharpen communication skills. They will acquire life-long skills for intelligently approaching controversial issues and clashes of opinion.

BSHS Credits: 1

Senior Seminar (Student to Industry Connection)

The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready.

BSHS Credits: 1

APPENDIXES

Appendix A Helpful Websites

<http://achievetexas.org> <http://act.org> - ACT test registration and information

<http://applytexas.org> – Texas’ common college application for 2 and 4 year schools.

www.collegeboard.com – SAT test registration and information site as well as a source for scholarships, internships, contents, and financial aid.

www.collegeforalltexas.com – Complete site for students attending college in Texas! Includes high school planning, college planning, career planning, and Texas and Federal Financial Aid information.

www.comparecollegetx.com www.ed.gov – United States www.fafsa.gov

– FREE APPLICATION FOR FEDERAL STUDENT AID

www.fastweb.com – Scholarship clearing house. Students fill out applications and all scholarships that apply to them are sent to their email for completion.

www.finaid.org – National Association of Student Financial Assistance Information, a resource for all types of financial aid.

www.lmci.state.tx.us – Texas Workforce Commission's Labor & Career information

www.ratemyprofessors.com - Students investigate professors before they enroll in a college class

www.salliemae.com – Great website for planning and paying for college, partners with wired scholars. Also has an individualized planning folder.

www.scholarships.com – Scholarship clearinghouse. Student fills out an online application. Then, all scholarships that apply to them are sent to their email for completion.

www.tccns.org – All Texas Public 2 and 4 year colleges are required to use a common number system. The purpose of the website is to ease the transition from junior college to university. This website allows the student to compare college course numbers to ensure direct transfer of course work.

www.tea.texas.gov – Texas Education Agency website www.tea.state.tx.us/graduation-

[requirements/bh5.aspx](#)

www.texasrealitycheck.com – Allows students to estimate monthly expenses, estimate their future salary, and career earning estimator

www.texastomorrowfunds.org – provides information about the Texas Guaranteed Tuition Plan and Tomorrow's College Investment Plan

<http://www.thecb.state.tx.us> – Texas Higher Education Coordinating Board – provides information about Texas financial aid

<http://www.thecb.state.tx.us/apps/txcrews> - Texas Consumer resource for Education & Workforce statistics. Texas Crews is an interactive dashboard tool providing comparative information about Texas 2 & 4 year postsecondary schools.

www.txccrsc.org – Texas College and Career readiness detailed explanation of HB5 and STAAR EOC

<http://wiredscholar.com> – Scholarship clearing house. Student fills out application and all scholarships that apply to them and are sent to their email for completion.

www.lmci.state.tx.us - Texas Workforce Commission Career Investigation

www.texascaresonline.com - World of Work, Career Clusters, Self Assessment, Interest Profiler, Occupation and Cares Video

Appendix B High School Frequently Asked Questions

What is Big Sandy High School's code for ACT & SAT testing?

440640

What is a graduation plan?

The Texas Legislature decides what classes and tests students in Texas have to take to earn a high school diploma. A graduation plan is a set of classes a student must take and pass in order to earn a diploma.

What is a credit?

A credit is the amount a course is worth as it is applied to a graduation plan. At MHS a student may earn a half a credit per class per semester. A student can earn up to 4 credits per semester for a total of 8.0 per year.

How do I earn credit?

You earn a 70 or above in the class in which you are enrolled.

How many credits do I earn in a semester and a year?

Big Sandy High School is on an 8 credit per year system. Therefore, you may earn 4 credits per semester, 8 per year.

How many credits do I have to have to earn for graduation?

The Foundation + Distinguished plan requires 26. The Foundation + an endorsement requires 26.

What if I don't earn a 70 and I fail?

- Example #1: If you have a 65 in a class for the first semester you must earn a 75 the second semester for a total of 70 for the year.
- Example #2: If you pass the first semester with a 78 and make a 62 the second semester you will earn credit for both semesters.

Do I HAVE to attend my class (es)?

If you want to earn credit and don't want to be taken to court by the school district, you must attend classes. The state of Texas has mandatory attendance laws. Big Sandy High School and its students have to abide by them. You must be in attendance 90% of a semester to earn credit. If you do not, credit will be denied even if you earn a 70 or better in a course. If you miss more than 10% of the class

days in a semester, you will have to make up the class days you miss by attending Saturday school or summer school to regain credit.

What is an endorsement?

An endorsement is a group of electives taken together in the same career cluster or area. It requires specific courses to be followed to obtain the endorsement.

How do I earn an endorsement?

You create a 4-year graduation plan with your family and counselor, and then you follow that plan throughout high school. You will choose electives in a specific area and earn credit in the specific sequence of courses. Some students may have enough room in their schedule to pursue two endorsement areas.

What does an endorsement do for me?

An endorsement gets you knowledge and experience in a specific career area BEFORE you exit high school. In many endorsement areas you will earn a certificate documenting your training. This certificate can be used and applied to your technical and/or college degree plan or used to go directly into the workforce.

Can a course satisfy a credit in both my graduation plan and endorsement area?

Yes, in many cases your core classes can and will satisfy Distinguished/Foundation plan requirements at the same time as it satisfies your endorsement requirement(s).

What is a GPA?

GPA is your raw grade translated into a formula, so it can be communicated to an outside group or school. Big Sandy High School uses a weighted 5.0 system.

How do I know how to get into college?

You and your family need to start visiting college campuses NOW. During your junior year, your counselor will help you and your family make decisions about what school(s) to apply.

How do I figure out how much money I will need to attend college? Where am I going to get that much money?

Start visiting college websites now for tuition and fee information. If you have not already, start planning and saving NOW. There is a list of helpful financial aid websites at the end of this catalog. Go to fafsa.gov. There is a college finance projector you can fill out. It will calculate how much money you need to attend college.

Do I HAVE to take a foreign language?

Yes, all Texas graduation plans require 2 years of the same foreign language. This includes the Foundation Plan, the Foundation plus an endorsement, and the Distinguished Plan.

Appendix C College Admissions Frequently Asked Questions

How difficult is it to be accepted into a college or university?

Graduates from high school can meet the admission requirements to the military, technical, two and four year colleges and universities. Some schools have open door admission policies, most have admission criteria and requirements that must be met in order to be accepted.

What questions should I ask about a school I am considering?

Make a list of questions before you go on your college visit.

Examples:

- Does the school offer the program and courses I'm interested in?
- Do I meet the admission requirements?
- Does the school offer a quality education at a reasonable cost?
- Does the school have the environment and setting in which I am most comfortable?

When I am being considered for admission to a school or college, does the Admissions office look only at my ACT or SAT score(s)?

In considering admission applications, most admission directors are interested in reviewing high school courses taken, level course (i.e. , standard advanced, honors, or AP), grade point average (GPA), ACT, or SAT scores, school involvement, extra-curricular activities, volunteer work, and counselor, teacher, and community leader recommendations. Schools are looking for a complete student, not one who only focuses on school work.

What should I do if I need financial help in order to attend the college of my choice?

Contact the Director of Financial Aid at the institution of your choice. This person can tell you what scholarships and other forms of assistance are available. Consult your high school counselor. They have information on local, state, and national financial aid programs.

What about these scholarship search services that contact me?

During the last several years many private scholarship services have emerged to provide lists of "sources" of financial assistance for which you may apply. Some of these services send students letters implying that the school or district recommends their services; however, you should be aware that

neither Big Sandy High School nor Big Sandy ISD endorses any private scholarship services. The scholarship search service from whom you receive a letter has obtained your name and address information as part of a public information request. Widespread availability of information about financial aid and scholarships are provided on the counseling web page on the high school website. Thus, you should NEVER pay anyone for gathering information about resources for financial aid or scholarships. Again, all financial aid information is **FREE! The acronym FAFSA is Free Application For Student AID!!!**

Can I be admitted to college immediately after graduation?

Yes, and no. Technical and 2-year schools have open enrollment. Meaning: if you graduated from high school and take their required admission requirements(s). They will accept you. 4-year colleges and universities have admission requirements that must be met before you will be accepted. Most have minimum Graduation Plan requirements, minimum GPA requirements, SAT/ACT minimum score requirements, and admissions application deadlines as well as application fees.

May I apply to more than one school?

Yes! Apply to all the schools you are interested in attending, have investigated, and visited. Even if you apply to a school and are accepted, you are not obligated to attend that school. You will send a letter declining admission once you have made your decision on which school you will attend.

Do all colleges require an application fee?

Most colleges require a fee to process your application. The fee usually costs from \$50 to \$100. If you used a fee waiver for your ACT/SAT registration, you may use a fee waiver for your college application fee. See your counselor!

Is it appropriate to apply to more than one college?

Yes, many students can qualify for admission to college immediately upon graduation through the community college transfer program, which consists of attending a community college for freshman and sophomore years and then transferring to a state university for the junior and senior years.

Will my ACT or SAT scores and report tell me which college will accept me?

No, these are just one part of your application. You will need to check the college catalogs and websites the college will consider other factors before granting admission to a student.

What courses should I take before taking the SAT, ACT, and TSI?

You should definitely take Algebra 1, Geometry, and Algebra 2 and on-grade level or above English (grammar and usage, composition and literature). In addition, science and social studies courses are

important because most of the reading comprehension questions deal with these subject areas. You should note that research by both ACT and College Board (SAT) in recent years shows that students who take Pre-Calculus score higher than any other students. Also, enrollment in Physics and Chemistry as well as multiple years of other spoken languages greatly increase your likelihood of achieving a higher score. You should also take a test prep course before taking any entrance exam.

When should I take the SAT, ACT, and TSI exams?

You should take the SAT or ACT by the end of your junior year or after you have successfully taken Algebra 2. You will take the TSI before you wish to enroll in a dual credit course. It is recommended that all testing be completed by the spring of your senior year. The admission process starts in September of your senior year for major 4 year universities.

What is the TSI assessment? When do I take it?

Texas Success Initiative (TSI) Assessment was enacted for all Texas public colleges and universities. It consists of a reading, writing and math test. Passing Scores can be found on page

What do I need to be eligible to participate in National Collegiate Athletic Association (NCAA) Division 1 athletics at college?

Proposition 48 requires that a freshman student entering a NCAA Division 1 institution must complete a core curriculum of at least sixteen academic courses and receive an established minimum combined score on the SAT verbal and math sections or an established minimum sum of scores on the ACT in order to be eligible to participate in intercollegiate athletics during the first year of attendance. See the section below for more information. Register at www.ncaaclearinghouse.net.

Appendix D Glossary of Acronyms & Terms

Academic Achievement Record (AAR): AKA Transcript, is a permanent record holding all course work taken for high school credit. It also contains all testing documentation taken while in high school.

Accommodations: A special condition, allowance, or environment to the learning environment or testing situation.

Admissions Testing: Tests used by post-secondary schools for admission purposes. Students need to consult individual school catalogs or websites to determine which test the school requires.

Associates Degree: A degree/training program requiring 60 semester hours, typically taking 2 years to complete. An Associate's degree is earned at a community or junior college.

Award Letter: A letter from an institution's financial aid office, stating the kinds and amounts of financial aid the student is eligible for.

Bachelor's Degree: A degree/training program requiring 120 semester hours, typically taking 4 years to complete. The Bachelor's degree is earned at a university

Certificate: A training program for a specific job skill. Certifications require a certain amount of documented training time, specific course work, demonstrated mastery of skills, and a certification test.

College Admission Application: Post-secondary schools require the student to complete an admission application. This helps the school determine if the applicant meets the criteria to enter their school. Types of information asked: name, address, social security number, phone numbers, country of origin, US citizenship status, legal address, family information, school coursework, school and community volunteer work, extracurricular activities. Some schools require answers to short answer and essay questions.

College Catalog: This document describes the college's physical environment, campus, admission policies, costs, programs of studies, degree plans, and individual course descriptions. Most schools no longer offer printed versions catalogs as this information is on the school's website.

College Hours/Credits: Post-secondary school award credits in terms of hours. Classes meet in increments of 1 hour, 3 hours, 4 hours per week. 1 hour courses meet 1 time per week for an hour. 3 hour courses can meet 1 time per week for 3 hours, 2 times per week for 1.5 hours, or 3 times per week for 1 hour per day. 4 hours courses typically consist of a class that meets 3 hours per week in any of the arrangements listed in the previous sentence, and then meets an additional hour in a lab setting. Labs usually meet on different days other than the regular class time and can, and usually are taught by a different teacher or teacher's assistant.

At the end of the semester, if the student earns a passing grade, they are awarded the number of hours completed on their transcript (1, 3, or 4).

College Visitation: Post-secondary schools encourage applicants and their families to visit their campus and several others before making their college choices. Most visitation days are scheduled on weekends and during high school breaks so that students may attend without having to miss school. To schedule a college visit, applicants may visit the school's web site to view dates and times of preview days and schedule their visit. MHS allows two college visitation days during a student's junior and senior year; this is two for the entire year, NOT two per semester.

College Work-Study Program: This is a government-supported financial aid program coordinated through financial-aid offices where an eligible student (based on need) may work part time while attending college classes at least half-time, usually on campus.

Common Application: Texas public and some private schools use a common application online process. The applicant completes the application on time, saves it then chooses the school to send it to. Most 4-year schools and universities charge application fees that must be paid at the time of submission of the application. 2- year schools typically do not charge application fees. To complete an application students go to www.applytexas.org.

Course Credit: A unit of measure awarded for successful completion of a course. Completion of a one semester course typically earns one-half credit for a student.

CTE: Career and Technical Education: Courses offered at the high school level that give student's knowledge and skills in their career field of choice. CTE courses taken in specific sequences and clusters can be applied to certifications and licensures.

Distinguished Level of Achievement: A high level of academic achievement earned by going beyond the Foundation High School Program. It requires a total of 26 course credits: including Algebra 2, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Dual Credit: A student is enrolled in a high school course and a college course at the same time. These courses share the same curriculum requirements. Both the high school and college award the student credit. Because the school will have different grading policies and standards, a student may earn a different grade for each institution.

Dual Credit Hybrid Course – Same description as listed above but the class may start and stop at a different time than a regular class. Example: The class starts the week after spring break and ends at the same time all

other classes end in May. Or, the class may begin at the same time as other classes but end around spring break. Another example of a hybrid class might be that half of the coursework is completed in a traditional classroom setting while the other half is completed online.

Dual Credit Online Course – Course work for the entire class is completed online via an educational software system and is taught and graded by a college teacher or professor. The high school proctors the class, meaning it provides high school staff to oversee the course work directed by the college teacher and provides the physical space and technology for the student to complete the course.

Early Admission Decision: A college or university offering a student admission typically before the admission application deadline is over. This process occurs during a high school student's senior year.

EOC: STAAR EOC – End of Course Exam – Texas' student testing system. At the high school level students must take and earn a passing score on 5 end-of-course exams to earn their high school diploma. English 1, English 2, Algebra 1, Biology 1, and US History

ELL: English Language Learner: A student whose primary language is not English

Endorsements: Areas of specialized study. The areas are:

- Science, Technology, Engineering and Mathematics (STEM)
- Arts and Humanities
- Public Service
- Business and Industry
- Multidisciplinary Studies

Expected Family Contribution: The EFC is the numerical calculation a student receives after completing the FAFSA to determine possible financial aid from a school. It is the amount of money the student's family is estimated to reasonably expect to pay toward the student's post-secondary education. The federal government determines this number based on the student's FAFSA application. The college does not determine this number; they use it to determine how much money a student is eligible for from their school. Therefore, different schools may award a student a different amount of money.

FAFSA (Free Application for Student Aid): Financial application that requires the student and the student's parent(s) to provide financial information based on the previous year's federal tax information. Federal government provides this information to the colleges of the student's choice. The college determines the amount of financial aid, not the government. The government basically acts as a clearinghouse of financial information for the student and school. Schools make award decisions in early spring on a first-come, first

serve basis so it is to the student's advantage to complete the financial aid process as quickly as possible. To complete an application, the student and student's family go to www.fafsa.gov.

FAFSA PIN: Student and parent(s) must apply for a PIN (personal identification number) before beginning the FAFSA application. To create a PIN students and parents need to go to www.fafsa.gov and choose the PIN icon and complete the PIN application process.

Financial Aid Office: Each post-secondary school provides staff and technology to counsel students on financial aid and paying for post-secondary training.

504 Services: A United States Federal program that allows students with disabilities and/or handicapping conditions to receive special personal and educational services.

Foundation High School Program: The basic 22-credit graduation program for Texas public school students.

Grade Point Average (GPA): A student's GPA is the average of all grades taken for high school credit. GPA is communicated on a 4.0 scale. It is calculated by totaling the number of grade points earned in each course based on the following scale: federal, state government agencies, as well as educational institutions and private businesses and foundations.

Grants: Grants are gift awards made on the basis of financial need. They do not have to be paid back. Sources for grants include: federal, state government agencies, as well as educational institutions and private businesses and foundations.

Housing: Living arrangements and food services provided by the school for a fee. Living arrangements may be in the form of a dormitory or apartment. Housing assignments occur on a first-come first-serve basis. Housing departments have very strict deadlines. If a student is wishing to live on campus, it is wise to complete the housing application and submit the housing application fee as soon as the student receives notification of admission.

Industry Workforce Credential: A state, nationally, or internationally-recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation and valued by business or industry. Examples include a credential for certified nurse aide (CAN) or the automotive service excellence (ASE) certification in the automotive industry.

Letter of Recommendation: A letter written by a person having first-hand knowledge of a student/individual attesting to their personal character, work ethic, and skills.

Licensure: A document issued by an institution of learning verifying that a person has a set of skills to perform a job or task.

Master's Degree: A degree/training program that requires 60 semester hours or more above a bachelor's degree.

Open Door Admission: An open door admission policy means that the post-secondary school does not have hard admission deadlines or strict admission requirements other than GED, high school diploma, and college entrance testing.

Parent Plus Loans: A financial loan a parent can agree to repay. Its purpose is to borrow money to help pay for their child's post-secondary education.

Pell Grant: A federal need based grant program for low income graduate students.

Performance Acknowledgements: Students may earn an additional acknowledgement on their diploma because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT's, PLAN, the SAT or ACT exams; or by earning a nationally- or internationally- recognized business or industry certification.

Rank: Students are assigned a number within their graduating class according to a set criteria based on graduation plan and grade average.

Raw Grade Average: 100 point scale grading

SAR: Student Aid Report from the student's FAFSA application

Semester/Mini-Mester: A school's academic year is divided into sections that define starting and stopping dates for assigning coursework and grades. Fall & Spring semesters typically last 4.5 to 5 months, summer semesters typically last 6 weeks (meet every day for half a day), Mini-Mesters typically last 2 weeks (meets every workday from 8-5). Professors do not usually shorten course requirements for shorter semesters. All work is required to be done in the shortened time frame.

Spring Semester: January – May

Summer I: June – 1st week in July

Summer II: 2nd week in July – 2nd week in August

Fall: August – December

December Minimester: 3rd week in December – 2nd week in January

May Minimester: 2nd week in May – Last of May

Scholarships: Gifts of financial assistance awarded by public and private groups based on academic, performance, special circumstance, and/or need.

Special Education Services: A United States Federal program that allows students with disabilities and/or handicapping conditions to receive special life and educational services.

STAAR: State of Texas Assessments of Academic Readiness (STAAR) is the state-mandated test given annually to students in grades 3-8 and in five high school courses.

Student Loans: Federal & Direct student loans are federal government backed/supported student loans that are issued through a bank. Post-secondary school's financial aid departments offer these loans to students who qualify based on their FAFSA application. The funds from student loans are to be used for tuition, fees, books, room, transportation and other educationally related expenses. The student signs a promissory note which requires the student to pay back the money borrowed for education purposes. The government pays the interest on the loan while the student is in school. Students must begin making payments on their student loan(s) when they have stopped attending classes after 2 months whether a certificate or degree has been earned or not. This means if a student drops out of college they still must pay back the loan they created. If a student defaults on a loan they are denied all types of licenses and privileges like driver's licenses and hunting licenses. Person's pay checks are involuntarily docked (money taken out without the person's permission by the government), if a person wins the lottery and has a defaulted student loan, that money is taken out before the reward is given.

Transcript: AKA – **AAR** (Academic Achievement Record), is a permanent record holding all course work taken for high school credit. It also contains all testing documentation taken while in high school.

Tuition and Fees: Money charged a student for course work and use of equipment and facilities.

References

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[19 TAC Chapter 111](#).

Links:

<http://www.fafsa.gov>