

BELLS HIGH SCHOOL

Guidance Handbook
Academic Year 2019-2020



HOME OF PANTHER PRIDE



Bells Independent School District
1500 Ole Ambrose Road
Bells, Texas 75414
(903)965-7315

Dear Students and Parents:

The purpose of this guidance handbook is to help you develop an understanding of secondary school programs and course offerings at Bells High School and provide helpful information as you begin to plan for your life beyond high school.

It is the goal of our school to offer a challenging academic program for every student. Today's society demands that young people entering the workforce be well prepared with English, math, science, and historical knowledge. Employers are looking for well-rounded individuals who understand teamwork, know how to communicate clearly, and has the technical skills required for a multitude of careers. The decisions you make during high school do impact your future! Select courses that will help you excel both now and in the future.

To graduate from Bells High School, students must earn 26 credits. Students in the class of 2018 and beyond must meet graduation requirements set forth by House Bill 5 requiring students to graduate on the Foundation Graduation Plan with an endorsement in a career plan of study. (Students may graduate with more than one endorsement.) All students enrolling in high school must choose an endorsement. Further more detailed information regarding these graduation plans is located in this handbook.

This handbook also contains limited information regarding the college application process, financial aid, scholarships, volunteering, and standardized testing that will assist you in your academic pursuits.

Your teachers, principals, counselors, district administrators, Board of Trustees and staff are ready to assist and provide you guidance as you make plans for your secondary school course of studies and beyond.

Sincerely,

Clay Rolen, Principal
ryan.rolen@bellsisd.net

ASSURANCE OF NONDISCRIMINATION

The Bells Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education services. Mrs. Tricia Meek, Superintendent, has been designated to coordinate compliance with the discrimination requirements of the Title IX and the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

Bells ISD Vision Statement

Bells ISD will create an innovative learning environment of high expectations to help students achieve personal success while becoming responsible citizens.

Bells ISD Mission Statement

The mission of Bells ISD is to provide engaging, purposeful learning experiences every day that develop graduates who are productive citizens in a technologically advanced job market.

Bells High School Mission Statement

Bells High School graduates will be intellectually and emotionally prepared to transition into adulthood with the skills to live healthy, productive lives while displaying strong character and responsible citizenship.

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GENERAL INFORMATION

Course Selection

Every spring students will receive schedule selection forms to choose courses for the following school year. These forms are used to finalize the master schedule for the following year. The school reserves the right to cancel a course due to insufficient enrollment or lack of certified personnel to teach the course.

Schedule Changes

Students may make schedule changes until the third week of each semester. The campus office will make every effort to accommodate a student's request for change; however, the student's graduation plan, as well as class size will be taken into consideration.

Counseling

Individual counseling is available to assist students in preparation for life after high school. Students may drop by or make individual appointments for assistance.

Academic Achievement/Class Rankings/Grade Point Average (GPA)

For the purpose of determining graduation honors and class rank, a 110 grade point scale based upon grades earned by students shall be used. This calculation determines a student's overall Grade Point Average. GPA is calculated twice each year- at the end of October and at the end of January. This allows for students who may be new to the district to have their GPA calculated along with class rank. The most up to date GPA and class rank are available early in November and February. (Freshmen do not receive a GPA or rank until after the January calculation.) GPA calculations and rank takes place three times during the senior year: October, January, and at the end of the third nine week grading period. See list below of classes that are not included in GPA calculations.

The grade earned by a student is what appears on transcripts. The extra points are calculated in the GPA that is listed at the bottom of transcripts. (See page 11 detailing information found on a transcript.)

Level 1 – plus 0 points

All other courses calculated in GPA

Level 2 – plus 5 points

Spanish III & IV
Pre-AP Biology
Pre-AP Geometry
Pre-AP Algebra II
Pre-AP English I and II
Pre-Calculus

Classes not calculated in GPA

Athletics
Band
Choir
Concurrent College Courses (See page 8)
Local Credits
PALS (a local credit)
Pass/Fail Classes
Physical Education
Theatre Arts
Yearbook
Dual Credit Psychology
Dual Credit Sociology
Any course that receives a "Blanket" grade

Level 3 – plus 10 points

Advanced Placement Calculus AB
AP English III
Dual Credit English IV
AP World History
AP Biology

Dual Credit Elementary Statistics
Dual Credit Government
Dual Credit U.S. History
Dual Credit College Algebra
Dual Credit Economics

Final Rankings and Averages

Final rankings for graduating seniors are determined by computing the sum of the semester grades in eligible courses for the seven completed semesters with the average of the courses from the third nine-weeks grade periods of the eighth semester. Final senior rankings are determined by numerical sequence. Advanced level courses are weighted in calculation of the ranking average. Please reference pages 6 of this handbook for a complete listing of weighted courses. Second semester dual credit courses are not included in final ranking, as grades for those classes are unavailable at the time of final rank calculation. The student with the highest average is selected as Valedictorian and the second highest score will be named Salutatorian. Honor graduates are designated as those seniors with an overall weighted average of 90 or higher. **These students must attend Bells High School for their entire junior and senior years and must satisfy the requirements of the Foundation Plan and earn a minimum of one endorsement.**

Advanced Academic Opportunities

Dual Credit

Junior and senior students may take courses through Grayson College. Students may either enroll in dual credit courses-earning credit for high school and college (show on the college and high school transcript, are calculated in GPA at both BHS and Grayson, and count toward high school credit), or concurrent credit courses-earning college credit only (shows only on college transcript and calculated only in college GPA). Courses are available on the high school campus and the Grayson campus (students are responsible for transportation to and from the Grayson campus). Students are responsible for enrollment, tuition and fees, and textbooks*. Dual credit course grades must be at least 70 to receive high school credit. Passing criteria for colleges is a 60, which earns a student a letter grade of D. In Texas public high schools students earn letter grades of A, B, C and F. Any grade below 70 is considered failing. Dual credit courses must be completed and verification of course completion must be submitted to the high school office before students may be cleared for graduation.

Students must meet TSI requirements prior to taking college level courses at any state institution in Texas; dual credit and concurrent courses are included in this requirement. (Students not meeting TSI requirements after graduation, must enroll in remediation courses at their chosen college or university. This means that students must enroll, attend, and pay for courses that do count toward their college graduation.) Additional information regarding TSI is located in the standardized testing section of this guide book.

The following courses are currently offered as dual credit via ITV or Internet and Grayson College at Bells High School. All of these are a part of the Texas Common Core and should transfer to other Texas State Schools. They may or may not transfer to out of state or to private colleges and universities. It is the student's responsibility to find out if a course will or will not transfer to his/her expected post-secondary school.

ENGL 1301 (Composition 1)
ENGL 1302 (Composition 2)
ECON 2301 (Principles of Macroeconomics)
GOVT 2305 (Federal Government)
MATH 1342 (Elementary Statistics)
MATH 1314 (College Algebra)
HIST 1301 (U.S. History 1)
HIST 1302 (U.S. History 2)

ARTS 1301 (Art Appreciation)
MUSI 1306 (Music Appreciation)
SOC1 1301 (Introduction to Sociology)
PSYC 2301 (General Psychology)

*Currently Grayson offers grants to students who qualify for free or reduced lunch. Students qualifying for free lunch are eligible for free tuition in dual credit classes. Students who qualify for reduced lunch, receive a 50% reduction in tuition fees. The current estimated cost of tuition and fees per class per semester is \$350-\$400 depending upon book cost.

Advanced Placement and Honors Courses

It is the philosophy of Bells ISD that all students are encouraged to have high expectations for their learning; therefore, BHS follows an open enrollment policy for Advanced Placement and Honors courses. Any student wishing to attempt the AP and Honors coursework is allowed to do so. An Advanced Placement (AP) course is a **college-level** course taught on a high school campus by a high school teacher for a high school grade. The purpose of an AP or Honors course is ultimately to prepare the student for the AP Exam in that field of study. The Advanced Placement (AP) Program is sponsored by the College Board and administered by Educational Testing Service. Students may receive college credit by scoring a 3 to 5 on an AP EXAM. Numerous colleges and universities participate in the AP program. Each college or university determines its own credit and placement policy. Students who are enrolled in AP courses are expected to take the respective AP exam.

Concurrent College Courses

A concurrent college course is a course taken via the Internet or on the Grayson College campus that is transcribed on a student's college transcript and calculated in their college GPA but for which the student does not earn high school credit. These courses allow students to get a head start on their college journey. Concurrent classes are not credits that are needed for high school graduation. However, we believe concurrent classes are good for juniors and seniors who have sufficient credit and wish to experience the academic challenge and enter college with more hours earned than what is currently available to dual credit students. These courses do not appear as state credit on a high school transcript nor do they count toward high school graduation. However, concurrent classes are valuable and do save families money! Classes at Grayson cost significantly less than those at state or private universities. Bells High School allows students enrolled in these classes to have a class period built into their high school schedule and work on a school computer with high speed Internet giving them time and access to succeed in these courses.

The following courses are currently offered concurrently via Internet and Grayson College at Bells High School. All of these are a part of the Texas Common Core and should transfer to other Texas State Schools. They may or may not transfer to out of state or to private colleges and universities. It is the student's responsibility to find out if a course will or will not transfer to his/her expected post-secondary school. Should students be interested in a course not listed, this will be approved on a case by cases basis with BHS administrators and Grayson College. Permission may occasionally be given from administrators to change a concurrent course into a dual credit course. When this is done, no extra GPA points will be added in the calculation of a student's GPA.

BIOL 1406 & 1407 (Biology plus evening lab that must be attended on Grayson campus)

HUMA 1301 (Introduction to Humanities)

MATH 1316 (Trigonometry)

SPCH 1311 (Speech Communications)

To participate in concurrent college courses, students must meet the same TSI requirements as listed for dual credit students. They must also apply to Grayson College, enroll in the course, purchase textbooks, and pay tuition. (Students who qualify for free lunch receive a 100% tuition waiver. Students qualifying for reduced lunch receive a 50% tuition waiver.)

Early Graduates

A student who intends to graduate early must officially declare that intention within the first three weeks of school at the beginning of the junior year. Students and parents should declare the intention to pursue early graduation in writing. Early graduates must meet state and BHS graduation requirements in 3 years and, including all assessment requirements for graduation. Careful planning with the family and the counselor is crucial in this process. If early graduates have 20 credits at the beginning of the junior year, they will be promoted to senior status at that time. Otherwise, they will be promoted at mid-semester. Early graduates will be ranked with the senior class at the time of final rankings. Candidates will be allowed to participate in senior activities whenever they are promoted to senior status. Careful consideration should be given that early graduates will be expediting the college entrance process and should therefore begin preparing for college throughout their final year. Early graduates may be eligible for scholarship awards from the Texas Higher Education Coordinating Board. For more information, students should see their Counselor.

Credit by Exam for Acceleration (No Formal Prior Instruction)

Credit by Examination is available to students at Bells High School. Any student wishing to earn credit for acceleration may speak to the Counselor. Students may earn credit for a course in which they have not been enrolled by scoring an 80 or above on a CBE. There is no cost to the student for a Credit by Exam for Acceleration. Students and parents may research specific CBE requirements in the Bells ISD Board Policy which may be accessed from the district website. (The same testing dates apply to students with no prior formal instruction and with prior formal instruction.)

Credit-by-Exam (Prior Formal Instruction) – A student who has had prior instruction but has lost credit due to failing grades or excessive absences may re-gain credit for the course by passing a proficiency examination of the Texas Essential Knowledge and Skills (TEKS) for the course. However, the student may not use this examination to regain eligibility to participate in extracurricular activities. To receive credit, students shall score a grade of 70 or above on the exam. A fee of \$45 (or current fee amount charged by Texas Tech) will be charged for each exam. The student and/or parent is responsible for the fee.

Transcripts

A transcript is a record of one's entire high school academic record. It includes personal information, school information, standardized test scores, graduation plan, class rank, grade point average, and final graduation date. Standardized test score (STAAR, PSAT, ACT, SAT, etc.) are on a second page.

There are several times when a student may need a copy of his/her transcript. Colleges and Universities require transcripts for admission into college. The college or university that a student ultimately plans to attend will require that your final transcript showing your graduation date be sent to them. Most scholarships also require that students send their transcript. It is not unusual for an employer to request a transcript.

Students or parents must give permission for a transcript to be released. Transcript forms are available in the BHS office. Once a student reaches the age of 18, law requires that the student, not the parent request the transcript. We do not release to anyone other than parents or students without written permission (or verbal face to face permission.) Once a student graduates, he or she may simply send an e-mail to someone in the front office, and we will send the transcript.

Official transcripts have the school seal embossed on them and come in a sealed envelope. Once the envelope is opened, it is no longer considered official. Students needing official transcripts for college admissions or scholarships should see the counselor.

Please see the following page for detailed description of how to interpret information on a transcript.

Anatomy of a Transcript

Your personal information.
Don't leave transcripts lying
around!

State Assessment
information

School information.

Indicates which schools awarded you credit. The longer number indicates the district; in this case Bells (091901); the second indicates campus (041=PJH, 001=BHS).

Indicates eligibility academically for Texas Grant financial aid. One must also meet financial guidelines to receive and attend a Texas public college/university.

State of Texas
Academic Achievement Record

Page 1 of 1 7/17/2014

Name: _____
Student ID: _____
Birth Date: _____
Parent/Guardian: _____

District: BELLS ISD
School: 001 BELLS HIGH SCHOOL
Sch Addr: 1500 OLEAMBROSE RD
 BELLS, TX 75414
Sch Phone: (903)965-7315 CBCC: 440570

Schools Awarding Credit

2012	091901	041	2013	091901	001
2014	091901	001			

TEXAS Grant Ind: _____ Exit Level Assessment _____
Eng Lang Arts: _____ Science: _____
Mathematics: _____ Social Studies: _____

	Svc ID	SE	Sem 1	Sem 2	Avg	Cr
Language Arts						
2012/2013 ENG 1	03220100		085	089	087	1.0
2013/2014 ENG 2	03220200		088	087	088	1.0
Mathematics						
2011/2012 ALG 1	03100500		089	078	084	1.0
2012/2013 GEOM	03100700		088	085	087	1.0
2013/2014 ALG 2	03100600		088	085	087	1.0
Science						
2012/2013 BIO	03010200		090	096	093	1.0
2013/2014 CHEM	03040000		092	086	089	1.0
Social Studies						
2012/2013 WW GEO	03320100		093	093	093	1.0
2013/2014 WW HIST	03340400		096	096	096	1.0
Other Languages						
2013/2014 SPAN 1	03440100		079	084	082	1.0
Fine Arts						
2012/2013 MUS1BAND	03150100		096	099	098	1.0
2012/2013 TH1PROD	03250700		097	100	099	1.0
2013/2014 MUS1JZBN	03151300		100	100	100	1.0
2013/2014 MUS2BAND	03150200		100	100	100	1.0
Career/Tech Ed						
2012/2013 AGMECHMT	13002200		097	099	098	1.0
2012/2013 BUSIMI	13011400		094	095	095	1.0
2013/2014 WELD	13032300		099	097	098	1.0

A complete record of every course you attempt. Type of credit is indicated in bold. The year the course is attempted is listed. A brief standardized course abbreviation is listed. Service ID (Svc ID) is a state wide number used to indicate which state approved course it is. Each semester grade is listed. Final Average=Avg. Amount of credit earned is under Cr.

This area shows the total credits one has earned. 28 credits are need for graduation from BHS. At least 26 must be state credits. 2 may be local. Students have the opportunity to earn up to 32 credits.

Credit Totals(State): 17.0
State: 17.0
Local: 0.0

This column may contain various letters that are important indicators: R=recovered (failed on first attempt), D= dual credit, Q=AP course, H=honors course, A=Articulated, *=loss of credit due to attendance, 4=CTE course that satisfies an additional graduation requirement. A full key is listed at the bottom of transcript.

Date of Class Rank: 06/09/2014 Class Size: 49
Rank: 16 College 4 point : 3.42308
GPA: 90.30769
Quartile: 2

Date of Certificate of Coursework Completion: _____
Date of Graduation: _____
Graduation Program Type: _____
Signature and Title of School Official: _____

Notes: A=passing grade is .0 or above; F=Fail; P=Pass; F=Fail; W=3rd or 4th part of the course; * = No credit awarded due to excessive absences; Texas Grant Indicator: 1, 2, & 5 = Eligible; SE = Special Explanation Code; A=Articulated credit course; C= Correspondence Course; D=Dual Credit; E=Credit By Exam (80%); G= Gifted/Talented course; H=Honors; IB=IB Course; J=Course Completed Prior to Grade 9; K=Pre-IB Course; L=Local Credit; M=Magnet Course; N=Night School; P=AP Course; Q=Pre-AP Course; R=Summer School, Night School, or other instructional arrangement; T=Credit Awarded by Exam (70%); X=Innovative Course; Z=Distance Learning; 1=Course providing PE equivalency or PE waiver;

This area shows Grade Point Average information. A number is beside rank. Total number of students enrolled in a grade level shows beside class size. GPA=what is used to determine rank. College 4 point, shows your GPA on a 4 point rather than 100 point scale. Quartile refers to which quarter of your class your rank. Top 25% or top quarter is quartile 1, top 50% is quartile 2, etc.

Graduation date is added on your final transcript. Graduation plan is also recorded

GRADUATION REQUIREMENTS

All students must earn credits for state-required subjects and electives as described on the following pages. To earn eligibility for graduation, students must also meet testing requirements designated by TEA.

Students in the Class of 2018 and Beyond

With the passage of House Bill 5, students in the Class of 2018 and beyond will graduate by completing a foundation plan accompanied by an endorsement. The State of Texas has identified five different endorsement areas:

- Arts and Humanities
- Business and Industry
- Multidisciplinary
- Public Services
- Science and Technology

Bells High School is excited to be able to offer all five endorsements for our students. The specific courses offered with endorsements may change due to available personnel.

Classes are subject to change in accordance with mandates and staffing needs.

Graduation Program – Overview

Foundation High School Program

The Foundation High School Program with endorsements is a flexible program that allows students to pursue their interests. It is the default graduation program for students who entered high school in the 2014-15 school year or later.

The program contains up to four parts:

- A 22-credit foundation plan which is the core of the Texas high school diploma program
- Five endorsement* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement in specific areas**

The Foundation requirements (22 credits) include:

English (4 credits)	• English I • English II • English III • An advanced English course	
Mathematics (3 credits)	• Algebra I • Geometry • An advanced math course	
Science (3 credits)	• Biology • Integrated Physics & Chemistry or an advanced science course • An advanced science course	
Social Studies (3 credits)	• World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)	
Languages Other Than English (2 credits)	• 2 credits in the same language or • 2 credits from Computer Science I, II, III	
Physical Education (1 credit)	Fine Arts (1 credit)	Electives (5 credits)
Speech: Demonstrated proficiency		

Endorsements Total credits with endorsements 26

Enhancements

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

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

Performance Acknowledgments Areas**

- dual credit courses
- bilingualism and biliteracy
- PSAT, ACT ASPIRE®, SAT or ACT
- Advanced Placement or International Baccalaureate exams
- earning a state-, nationally- or internationally-recognized business or industry certification or license

* A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Texas Education Agency Graduation Toolkit

Distinguished Level of Achievement – *Benefits*

Choices determine options

Most of the very 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, 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.

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.



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 be financially qualified

What it means

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

- A total of four credits in math, including Algebra II;
- 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



Texas Education Agency Graduation Toolkit

Endorsements – Choices

Endorsements

Students are able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement* in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multidisciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4 credits in both math and science and 2 additional elective credits.

Students can choose from 5 endorsement areas

Science, Technology, Engineering and Mathematics (STEM)

- Career and Technical Education (CTE) courses related to STEM
- Mathematics
- Science
- Computer Science
- Combination of no more than two of the categories listed above

Business and Industry (one of the following or a combination of areas)

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communication
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Technology Applications
- Transportation, Distribution and Logistics
- English electives in:
 - advanced broadcast journalism
 - advanced journalism
 - debate
 - public speaking
- Manufacturing
- Marketing

Public Services (one of the following)

- Human Services
- Law
- Corrections and Security
- Health Science
- Public Safety
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

Arts and Humanities (one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry
- Social Studies
- American Sign Language (ASL)

Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

*Visit your school counselor to learn more about your options.
Students may earn more than one endorsement.

STANDARDIZED TESTING PROGRAMS

STAAR End-of-Course Exams (State Assessment of Academic Readiness)

English I EOC	Freshmen
English II EOC	Sophomores
Algebra I EOC	8 th or Freshmen
Biology EOC	Freshmen or Sophomores
US History EOC	Juniors

The STAAR program includes STAAR, STAAR Spanish, STAAR L, and STAAR A. TEA implemented STAAR to fulfill requirements enacted by the Texas Legislature. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed. ¹

PSAT/NMSQT

The PSAT (Preliminary SAT)/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT measures the critical reading, math problem solving, and writing skills that have been developed throughout the student's life. It does not measure things like creativity and motivation, and it does not recognize those special talents that may be important to colleges. Scores from the test provide diagnostic information to students as they prepare for the SAT.

The district pays for all juniors to take the PSAT in October each year. **The PSAT/NMSQT is administered once a year. Students worldwide take this test annually on the third Wednesday in October.** BHS freshmen and sophomores may sign up and pay to take this tests. BHS has a limited number of extra tests available and these are on a first come first serve basis. The cost is approximately \$16. Scores can be used to determine eligibility for dual credit and exempt students from TSI (Texas Success Initiative)[See TSI information on next page.]

TSI Requirements

TSI stands for the Texas Success Initiative. The state of Texas requires a demonstrated level of competency in the areas of Reading, Writing, and Mathematics for all students enrolled at public institutions of higher education. To demonstrate a level of knowledge in Reading, Writing and Mathematics, a student must either meet a TSI Exemption requirement or pass the TSI Assessment.

For dual credit and concurrent credit purposes, students may meet TSI by meeting score requirements on the STAAR EOC tests. If a student earns a Level II standard with a 4000 they are considered TSI exempt for reading and writing. To be considered TSI via STAAR EOC in math, a student must earn a 4000 on the Algebra I STAAR EOC and have passed high school algebra II.

The TSI is taken on a computer and students must complete a pre-testing activity before the test can be administered. Students may take the TSI year round at Grayson College or in the spring at Bells High School. To test at Grayson College, students should visit <https://www.grayson.edu/gettingstarted/testing-center/tsi-assessment.html> for more information. To test at BHS, students should visit with Ms. Branam.

Exemptions may also be earned based on the following standardized test results:

Test	Composite/Selection Index	Minimum English score	Minimum Math score
ACT	23	19	19
SAT	--	480	530
PSAT/NMQST	--	460	510

The following scores are considered passing on the TSI.

Reading	Writing	Mathematics
351	6, 7 or 8 on the essay, or 4 or 5 on the essay and 340 or higher on the multiple-choice section, or 4 or 5 on the essay with less than 340 on the multiple-choice section, if the ABE Diagnostic score is 4 or higher	350

Nearly every four year college or university require students to submit an SAT or ACT score as part of the admission process, as do most scholarship applications. (Technical Colleges and junior colleges do not require; but may ask for scores on scholarship applications.)

SAT

The Scholastic Aptitude Test is a predictive standardized exam. The SAT predicts what a student's GPA will be at the end of his or her freshman year. A score of 500 on each portion of the test is considered average. The SAT is administered 7 times a year. The first administration is in October and the last is in June of each year. Students may register for the SAT at www.collegeboard.org. Students should take this test during the junior year of high school. A photo ID is required and a photo must be uploaded at the time of registration. Juniors who qualify to receive free or reduced lunch may take the SAT twice for no charge. To obtain a fee waiver, see Ms. Branam. Beginning in the spring of 2018, Bells High School will administer this test yearly in the spring. To sign up for the school administered SAT, see Ms. Branam.

SAT Subject Test

College Board offers specific subject area tests. Highly selective colleges may require that students take this exam. Read admission requirements carefully to determine if you need to register to take one or more subject test. Occasionally universities will require a subject test for admission into a specific program. For example, a pre-med student might need to meet a certain score on the biology subject test in order to enter the pre-med program.

ACT

Originally, "ACT" stood for "American College Testing." In 1996, however, the official name of the organization was shortened to simply "ACT." The ACT is a test which predicts what a student's GPA will be at the end of their freshman year in college. This score is used as part of admission requirements. The ACT is administered 6 times per year. The first administration is in September and the last is in June of each year.

Students may register for the exam at www.actstudent.org. Students should take this test during the junior year of high school. A photo ID is required and a photo must be uploaded at the time of registration. Juniors who qualify to receive free or reduced lunch may take the ACT twice for no charge. To obtain a fee waiver, see the assistant principal/counselor. Beginning in the spring of 2018, Bells High School will be administering this test once in the fall and once in the spring. To sign up for the school administered SAT, see Ms. Branam.

Advanced Placement

Advanced Placement exams are offered by the College Board. The exams are tied to curriculum covered in Advanced Placement courses. However one does not have to take a course in order to take an advanced placement exam; however, it is **highly recommended**. Currently Bells High School offers AP World History, AP Biology, AP English III, and AP Calculus. Students enrolled in those courses are expected to take the AP exams in those subjects. The tests cost \$85 each. In 2018, the Bells ISD school board agreed to pay for \$45 per test and pay for the entirety of the test for students who qualify for free or reduced lunches. The board plans to contribute each year as long as funds allow it. AP exams are graded on a scale of 1-5. Most colleges accept a score of three or better as proof of proficiency in that area and students do not have to take or pay for those classes at the college level. AP exams are timed exams given in May. Each test is administered on a specific date during the school day.

Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. The ASVAB has been used for many, many years. It is extremely helpful in career planning and offers very accurate results regarding the test taker's strengths. This test will be administered to all BHS seniors in October.

CLEP

The College Level Examination Program provides students with the opportunity to demonstrate college-level achievement through a program of exams. Students awarded CLEP credit receive credit for college work based on their exam performance. Contact the college of your choice for more information about college credit through CLEP.

2019-2020 Testing Dates

Administered at Bells High School:

- October 1: ACT (Juniors, Seniors)
- October 16: PSAT (Freshmen, Sophomores, Juniors)
- October 16: ASVAB (Seniors)
- March 24: ACT (Juniors)
- April 14: SAT (Juniors)
- May 5: AP Calculus Exam
- May 6: AP English III Exam
- May 11: AP Biology Exam
- May 14: AP World History Exam
- TBD Spring 2020: TSI

To take the SAT at another location other than Bells High School, register at www.collegeboard.org. Below are the test dates:

SAT Test Date	Registration Deadline	Late Registration Deadline
August 24, 2019	July 26, 2019	August 6, 2019
October 5, 2019	September 6, 2019	September 17, 2019
November 2, 2019	October 3, 2019	October 15, 2019
December 7, 2019	November 8, 2019	November 19, 2019
March 14, 2020	February 14, 2020	February 25, 2020
May 2, 2020	April 3, 2020	April 14, 2020
June 6, 2020	May 8, 2020	May 19, 2020

To take the ACT at another location other than Bells High School, register at www.act.org. Below are the test dates:

ACT Test Date	Registration Deadline	Late Registration Deadline
September 14, 2019	August 16, 2019	September 1, 2019
October 26, 2019	September 27, 2019	October 13, 2019
December 14, 2019	November 8, 2019	November 25, 2019
February 8, 2020	January 10, 2020	January 17, 2020
April 4, 2020	February 29, 2020	March 16, 2020
June 13, 2020	May 8, 2020	May 25, 2020
July 18, 2020	June 19, 2020	June 29, 2020

PLANNING FOR COLLEGE

College Applications

Each institution sets its own admission requirements. In order to enroll in a post-high school institution, admissions requirements must be completed and submitted for approval by the institution. Applications for admission are available from the institution or from the institution's website. The Texas Common Application is accepted at all Texas public four-year universities and may be accessed at www.APPLYTEXAS.org. Most colleges also require a non-refundable application fee. Procedures vary from one institution to another. Be sure to check the policy of each institution before applying. Top 10% Rule gives automatic admissions to students graduating in the top 10% of their class.

College Day Absences

Seniors may use 2 of the 10 extra-curricular days to visit a college campus. Freshmen-Juniors may use one college day each year. Most colleges now have links on their webpages for planning a college visit. Once you have gone through the website to plan a visit, you will be sent a confirmation e-mail. Bring that e-mail to the office and pick up a "College Visit Form". This form must be signed by an administrator and all of your teachers. The printed copy of the e-mail will be attached to this form. **All college days must be approved at least two days prior to the absence.** While on the college campus, please ask for proof of your visit and bring that with you upon your return to school. This is not "strange" or "weird"; colleges are used to providing proof of visitation. Do not be afraid to ask for help! Just come to the office with your questions and anyone there will be happy to assist you.

Financial Aid

Financial aid is a complicated matter and specifics about the various financial aid programs may change annually and by institution. The financial aid office at the institution of your choice will be able to provide you with specifics. The first step in the process is the completion of the FAFSA. The Federal Application for Student Aid utilizes tax information from the previous year to determine eligibility for aid awards. Parents may file online at www.fafsa.ed.gov for the quickest results. Prior to the completion of the FAFSA, you must obtain a PIN from the U.S. Department of Education which serves as your electronic signature. Your PIN may be obtained at www.pin.ed.gov. There are numerous programs available through the federal and state governments as well as the institutions themselves. Basically these programs are scholarships, grants, work-study or loans. After completing the FAFSA and submitting this data to the financial aid office at the intended institution, an award will be determined if eligible. It is crucial to be completely informed prior to accepting any award. Current information and specific assistance may be obtained by calling the Federal Student Aid Information Center at 1-800-311-8881. Male students turning 18 and desiring to apply for financial aid must register for selective service. Registration may be made at www.sss.gov. **A financial advisor from Grayson College will conduct a workshop at Bells High School in October where parents/seniors will fill out the FAFSA application. More information will be sent out in Remind.**

Top 10 Percent Rule for Admissions

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class, or the top 6 percent of eligible 2019 summer/fall freshman applicants for admission to the University of Texas at Austin, and the applicant:

(1) earned the distinguished level of achievement under the Foundation High School Program; or

(2) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

(1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.

(3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

<http://www.tea.state.tx.us/index2.aspx?id=2147485632>

Scholarships

Information regarding scholarships is available to all students. Current local scholarship applications are displayed prominently in the BHS Commons. Each time a new scholarship is posted, it is sent out to seniors and parents who are signed up for Remind via text message.

There are also multiple national scholarships available and many lists are available online. Websites such as www.fastweb.com and www.scholarship.com offer additional information about national scholarships.

Scholarships and grants are always preferable to loans as they do not have to be paid back. There are three major categories of scholarships: institutional, local, and national. Institutional scholarships are usually the scholarships that offer students the most money. These are nearly always merit based-dependent upon grades and test scores. Local scholarships are those that are for Bells High School students only, or those that include all of Grayson county. National scholarships allow students from all over the nation, sometimes even the world to apply. Parents are encouraged to also check with their workplace as many employers/corporations offer scholarships to children of their employees. Many professional organizations also offer scholarship opportunities to children of members; the same is true of many credit unions.

Volunteering/100 Club

Nearly all scholarships will ask where you have been involved in your community; school activities and volunteering within the school district is great. But, they also want to see how you are involved in your community outside of school and what you are doing to give back.

To encourage students to be involved, Bells High School has instituted a 100 Club. Students who accumulate 100 volunteer hours by the end of their senior year will earn a special medal to be worn at graduation. 100 hours may seem like a lot; but it breaks down to only 25 hours per year!

Students should purchase a composition book, these are not expensive, only \$1-\$2 each. Simply label the notebook as volunteer hours. Then starting from the summer after the 8th grade year, use that notebook to keep track of volunteer activities. The following information should be recorded:

Date:

Organization:

Supervisor: Printed name and signature

Brief Description of Activity:
Time: for example 10:00-12:00
Total number of hours that day:

Colleges and scholarships are not simply looking to see the quantity of hours that students have spent volunteering; they are also interested in the depth of their activities. Volunteer activity can often show where a person's passions lie. It is sometimes difficult to find organized opportunities in Bells, but students are encouraged to branch out and do things on their own when they are passionate about something. The food bank at the Methodist Church will gladly accept assistance as will Bells Youth Sports. Mullican Care center in Savoy is a great place to volunteer by spending time visiting, playing checkers, or reading to residents. Even planting flower beds and tending those to help beautify an area. The only limit to volunteerism is a student's own imagination!

Anytime BHS is made aware of volunteer opportunities, it is announced and sent via Remind.

Articulation

Students taking a coordinated sequence of courses may petition for college credit in the areas of business, information technology and agriculture mechanics. Upon enrollment at college, students must petition on the admission office and request to have high school courses applied to their college transcript at no cost. Current courses approved for tech-prep credit are: BIM I, BIM II, Accounting I, Accounting II, Principles of Applied Engineering, Graphic Design, Welding, Ag Mechanics & Metal Tech.

Grant Programs

The TEXAS Grant Program is a state-sponsored financial opportunity for students graduating on the Recommended or the Distinguished Achievement High School Programs. Students must demonstrate financial need. The Texas Public Educational Grants provide funding to students based on financial need. The Tuition Equalization Grant offers assistance to students attending private institutions. Students may apply through the financial aid office in their institution for this award. Transcripts must be presented to indicate the completion of the appropriate program. Awards may vary by institution due to the size of the pool provided by the state and the number of applicants. Additional information regarding this program may be accessed at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Clubs and Organizations

Students are encouraged to be involved in school activities! Beyond athletics, band, choir, theatre, and UIL activities we do have a few clubs at BHS.

Club/Organization Name	Sponsor
Student Council	Jennifer Sewell
PALS	Pam Neal
FFA	Glen Blount, Brian Hicks, Matt Parker
Beta Club	Carolyn Emory, Kristina Nelson
Athletic Training	Melaney Card
Robotics	Monica Faber

Freshmen Check List

- Meet with Ms. Branam to go over your 4-year high school plan. If you want to change your endorsement- let her know!
- Make a list of personal and academic goals.
- Get to know the teachers! They will be writing letters of recommendation for you one day.
- Check out the websites of your “dream” colleges. Find out the requirements for admission.
- Keep your file up to date! Ms. Branam has a file for you to keep record of awards, volunteer hours, etc.
- VOLUNTEER! Not only are you contributing to the community, it looks great on scholarship and college applications.
- Talk to your parents about where you want to go to college and how much money it will take to go there.
- Be active! Join a club, sport or other extracurricular activity. Many times scholarships are offered for members.

Sophomore Check List

- Sign up in September to take the PSAT.
- Focus on your GPA. Take the most challenging courses you can handle.
- Start a list of colleges to consider. Attend college fairs in your area.
- Update your records of activities, volunteer work, programs, etc. in Ms. Branam’s office.
- Review and revise your goals.
- Think about what careers interest you. Talk to people about their jobs.
- Consider taking a college day!

Junior Check List

Throughout the year....

- Concentrate on your GPA! Keep your grades high and your courses as challenging as possible.
- Get information packets from colleges you are considering. Request them from the college’s website or call the admissions office.
- Search for scholarships that you want to apply for.
- Attend career days, college fairs, and financial aid workshops.
- Start your in-depth college visits this year!

In the fall.....

- Meet with Ms. Branam to make sure you are on the right track for the colleges you’re considering and that you are meeting graduation requirements.
- Register and take the PSAT, ACT and/or the SAT.

In the winter.....

- Review your PSAT scores with Ms. Branam.
- Register to take the ACT and/or SAT in the spring.
- Decide what camps, programs, volunteer work, and classes you want to attend or take in the summer.

In the spring.....

- Take the ACT/SAT.
- Meet with Ms. Branam to decide your schedule for your senior year.
- If college sports is a possibility, see Mrs. Branam about the NCAA clearinghouse forms.

In the summer.....

- Start work on your essays for college applications and scholarships.
- Decide which teachers you want to ask to write a letter of recommendation for you.
- Start the college application process if you're applying Early Decision or Early Action.

Senior Check List

In the fall.....

- Last chance to take the ACT/SAT!!! Register early.
- Gather tax information for financial aid applications.
- Fill out scholarships.
- Request college applications, financial aid and housing applications.
- Meet with Ms. Branam to make sure your transcript and records are correct and up-to-date.
- Attend college fairs and financial aid workshops.
- Make the last of your college visits.
- Ask for letters of recommendation from teachers, coaches, and employers.
- Finish essays for college applications and scholarships.
- Send in applications to your college choices.
- Fill out financial aid forms (FAFSA).

In the winter.....

- Apply for scholarships.
- See Ms. Branam about having your transcript sent to colleges.

In the spring....

- Decide on a college and notify the admissions office by May 1st. Notify other colleges who have accepted you that you will not be attending.
- Create a budget to determine your needs.
- Determine if you need a student loan. If so, file your application.
- See your doctor for a physical and any needed vaccinations.
- Complete your housing and meal applications.
- See Ms. Branam about having your final transcript sent to your college.

In the summer....

- Notify your college of any scholarships you have received.
- Pack for college.
- Congratulations and enjoy college!

Course Descriptions

Note: Not all course listed are offered every year. Courses are made available according to need and staffing availability.

ENGLISH/LANGUAGE ARTS

English I Grade: 9 Credit: 1

This course emphasizes the study of composition and literature. Students read a variety of literature selections to improve their reading comprehension, critical thinking, and writing skills. Students complete outside readings and projects.

English I Pre-AP Grade: 9 Credit: 1

This course is designed to guide students to an understanding of the varied meanings of language through a wide variety of texts including short stories, novels, audiotapes, films, poetry, plays, and the visual arts. Literature is used as a springboard for writing. Students expand their understanding of these concepts throughout the year as they read, discuss, explore, and write. The core of the curriculum is writing and reading. A research paper is required, as are outside readings.

English II Grade: 10 Credit: 1

In this course critical analysis of literature is undertaken with the practical application of creating multi-paragraph essays responding to the literature. A variety of literary genres are utilized as models for composition, literary interpretations and appreciation. Students review literary elements as well as grammar and writing skills. A research paper is required.

English II Pre-AP Grade: 10 Credit: 1 **Prerequisite:*
Successful completion of English I (preferably Pre-AP)

This course is designed for students with a notably strong interest in literary study and writing and who have demonstrated that interest through commitment to intensive, accelerated work. The course introduces students to English as a scholarly discipline featuring critical analysis and careful attention to language. As readers and writers, students consider literary texts from a variety of perspectives while they develop their own writing technique. Students sharpen their information gathering skills and synthesize various opinions into an informed conclusion during a major research project that culminates in a word-processed paper. Outside readings are required.

English III Grades: 11 Credit: 1

Students encounter and consider American writing and literature through the study of short selections as well as noted literary works. Regular student writing for a variety of purposes augments and enhances the experience of assigned readings. Development of communication competencies involving listening, speaking, group work, vocabulary, and writing-on-demand are additional elements of the course. SAT preparation is included. A research paper is required.

English III AP

Grade: 11

Credit: 1

**Prerequisite: Successful completion of English II (preferably Pre-AP)*

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

The intense concentration on language usage in this course should enhance the student's ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in his or her prose.

Emphasis will be on preparing students to take the AP Exam at the end of the course. A research paper is required.

English IV

Grade: 12

Credit: 1

This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the careful reading of selected texts, students can deepen their understanding of ways writers use language to provide both meaning and pleasure for their readers. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing is an integral part of English IV. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language, a study of the elements of style, and attention to precision and correctness as necessary. Throughout the course, emphasis is placed on helping students develop stylistic maturity. A research paper is required.

English IV AP

Grade: 12

Credit: 1

**Prerequisite: Successful completion of English III (preferably Pre-AP)*

This course includes readings in all genres that record extremes of human emotion—from Ancient Greece to the African jungle. Typically, students read authors including fiction writers Conrad, Bronte, and Camus; playwrights Euripides, Shakespeare, Sophocles and Ibsen; and poets and essayists from the Romantic Age to the present day. In preparation for the AP English Literature and Composition Exam, there will be essays of literary analysis, but the writing tasks also include personal narratives, reflective essays and original compositions.

The class progresses through discussion and papers. A research paper is required. Emphasis will be on preparing the student to take the AP exam at the end of the course.

English IV Dual Credit

Grade: 12

Credit: 1

Prerequisite: Meet all admission requirements to Grayson County College including TSI or TSI exemption. Tuition for six-semester hours must be paid to GCC.

Business English

Grade: 12

Credit: 1

Course Description: 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.

MATHEMATICS

Algebra I

Grades: 9

Credit: 1

Algebra I is the initial high school mathematics course and the foundation for all subsequent mathematics courses. Emphasis will be placed upon the development of understandings of basic mathematical principles as well as upon mechanical manipulation with rules and special techniques. The foundational principles of this course are algebraic thinking and symbolic reasoning, function concepts and all that is related to functions, the study of the relationship between functions and equations, tools for algebraic thinking, and underlying mathematical processes. Students are taught to understand why an algebraic procedure works, as well as how it works. For an in-depth look at the Texas Essential Knowledge and Skills for Algebra I, go to <http://www.tea.state.tx.us/rules/tac/chapter111/ch111c.html>.

Geometry

Grades: 9-10

Credit: 1

**Prerequisite:*

Successful completion of Algebra I

This course is the second course in the sequence of high school mathematics and includes the essentials of plane, solid and coordinate geometry. The emphasis will be on logical thinking and accepting premises and arriving at proper conclusions.

Algebra II

Grades: 10-12

Credit: 1

**Prerequisite: Successful completion of Algebra I and Geometry*

This course is the third course in the sequence of high school mathematics and includes open sentences, functions, quadratic functions, conic sections, exponential and logarithmic functions, sequences and series, and probability.

Financial Math

Grades: 12

Credit: 1

**Prerequisite: Successful completion of Algebra I and Geometry*

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

Pre-Calculus

Grades: 11-12

Credit: 1

**Prerequisites: Successful completion of Algebra II and Geometry*

This class will be a full year offering that will cover the fundamentals of Trigonometry and Elementary Analysis as well as prepare the student for Calculus. Students who are interested in a science or mathematics college curriculum should take this class.

Calculus AP

Grade: 12

Credit: 1

**Prerequisite: Successful completion of Pre-Calculus (preferably Pre-AP)*

This course is designed for the student who has displayed both exceptional ability and diligence in the study of all mathematical courses. The course is based on one treatment of calculus with analytic geometry - the analytic geometry being included, as it is needed. It will cover integrals, the derivative, the fundamental theorem, special functions, techniques of integration, vectors, partial derivatives, etc. This course is designed to prepare the student for the Calculus AB AP exam at the end of the course.

SCIENCE

Environmental Systems Grade: 9 Credit: 1

The study of the environment will include the natural cycles and the role of man in the natural cycles. The course will emphasize the finiteness of resources and the importance of man's efforts to protect them.

Integrated Physics and Chemistry Grade: 10 Credit: 1

This is an integrated approach to the principles of basic chemistry and physics through lecture and lab. The course involves topics such as the structure and properties of matter, periodic law, atomic bonding, and chemical reactions. It also covers concepts in physics, such as the nature and cause of motion and composition of forces.

Biology I Grade: 9-10 Credit: 1

Students in Biology study the origin, structure, reproduction and growth of living organisms.

AP Biology Grades: 10-12 Credit: 1

**Prerequisite: Successful completion of Biology*

This course provides an in-depth study of biochemistry, cellular biology, biogenetics, cellular energetics, evolution, plant and animal physiology, and ecology, along with college level labs to illustrate these concepts. Emphasis will be on preparing students to take the AP exam at the end of the course. It is recommended that students wishing to take the AP exam also have completed or be enrolled in Human Anatomy and Physiology.

Chemistry I Grades: 10-12 Credit: 1

**Prerequisite: Successful completion of Biology I and Algebra I.*

Chemistry is a study of the nature of matter and changes in its composition including structural study. The course uses a combination of lecture and laboratory work. It involves a large amount of mathematics. This is recommended for the college bound student.

Physics Grades: 11-12 Credit: 1

**Prerequisite: Successful completion of Biology*

Physics includes the lecture and laboratory study of force and motion, thermal energy, wave phenomena, kinetic theory, light and optics, and electricity and magnetism. Many labs will involve the use of CBL's and computer graphical analysis. This course is recommended for students planning to take any college science.

Anatomy and Physiology Grades: 11-12 Credit: 1

***This is a Career and Technology course.*

Economics

Grade: 12

Credit: ½

This course will provide the student with an in-depth look at America's economics system. Through various activities that emphasize both written and oral skills, the student will develop a broad comprehension of Microeconomics in today's world.

**U.S. Government/Economics
Dual Credit**

Grade 12

Credit: 1

Prerequisite: Meet all admission requirements to Grayson College including THEA or THEA exemption. Tuition for six-semester hours must be paid to GCC.

US Government Dual Credit is a survey of the United States constitutional systems: executive, judicial, and legislative. Emphasis is on foreign and military policies, economic and financial developments, political parties and ideologies, bureaucracies, and the impact of public opinion, pressure groups, and mass media on elections. World affairs are stressed with respect to their impact on the United States. GOVT 2301

Economics Dual is an introduction to the study of general economic principles. Such topics as economic systems, demand and supply, business organizations, gross national product, unemployment, inflation, fiscal policy, monetary policy, interest rates, and business cycles are discussed. Macroeconomics and current economic topics are emphasized.

LANGUAGES OTHER THAN ENGLISH**Spanish I**

Grades: 8-12

Credit: 1

This course is an introduction to the Spanish language and cultures of Spanish speaking countries with emphasis on the culture of Latin America. This course emphasizes the development of the language in the four skills of listening, speaking, reading and writing. Class participation is essential toward the development of oral proficiency. This course includes projects.

Spanish II

Grades: 9-12

Credit: 1

**Prerequisite: Successful completion of Spanish I*

This course, a continuation of Spanish I, emphasizes the continuing development and reinforcement of the language in the skills of listening, speaking, reading, and writing. Grammar is more difficult at this level with the introduction of several verb tenses.

Spanish III

Grades: 10-12

Credit: 1

**Prerequisite: Successful completion of Spanish I and Spanish II*

Students will be able to achieve an acceptable level of accuracy when participating in casual conversations. At this level, the student will begin to comprehend authentic texts of prose and poetry and will be able to write at an advanced level.

Spanish IV

Grades: 11-12

Credit: 1

Prerequisites: successful completion of Spanish I-III

This course is designed to build off what students learned in Spanish III and to further polish grammar and begin to use difficult grammar constructs in order to begin to use the target language to express abstract concepts.

FINE ARTS

Art I Grades: 9-12 Credit: 1

The art course will include an overview of aesthetic awareness through a hands-on approach. Students work with basic drawing, color theory, art history, and procedures in simple media. The media will include such things as (but, not limited to) acrylics, watercolor, pastels, clay, charcoal, ink markers and found art media. **Students can expect to spend at least \$40 on art supplies.** Students will be encouraged to use the least expensive, highest quality materials available. Some quality material cannot be substituted. Qualified students may receive assistance with cost. Each level is a prerequisite for the next (ex. Successful completion of Art I is the prerequisite for Art II).

Art II Advanced Grades: 10-12 Credit: 1

Art III Drawing Grades: 11-12 Credit: 1

Art IV Painting Grades: 11-12 Credit: 1

Band I 1st Year Grades: 9-12 Credit: 1

Band II 2nd Year

Band III 3rd Year

Band IV 4th Year

The BHS Panther Band is comprised of musicians motivated to excel. Rehearsals begin the first week of August for 4-5 hours each day and continue through the football season. Extra rehearsals are scheduled for Monday evenings, Tuesday, Wednesday and Friday mornings before school and Thursday afternoons after school. The band performs at every BHS football game as well as at area Marching Contest and parades. Attendance at all rehearsals and performances is required of all members and is a major factor in the final grade. At the end of football season, the band will shift to a concert band setting, preparing for and performing a Christmas Concert. In addition, members will have the opportunity and are encouraged to participate in the All-Regional/All-State audition process.

The band performs several concerts during the second semester, as well as participating in the UIL Concert & Sight-reading Contest. Rehearsals are held primarily during the school day, but extra rehearsals may be scheduled as needed. Attendance at all rehearsals and performances is required and is a major factor in the final grade. In addition, students are encouraged to participate in the UIL Solo & Ensemble contest. A uniform will be provided.

Two years of marching band fulfills the physical education graduation requirement.

Theatre Arts I-IV

If it's true that "All the world's a stage, and all the men and women merely players," then why should anyone bother to study drama or theater? Well, because it's just not as simple as all that!

Playing varied roles in life is usually effortless, easy, and natural. Doing the same thing on purpose on stage in front of strangers, is effortful, difficult, and even unnatural. And that is only the tip of the theatrical iceberg.

We will learn that there is more to theater than an actor and an audience. We will explore, in addition, the other parts of theater that usually are not thought of, such as a well-written script, scenery, costumes, lighting, properties, sound effects and also the collateral activities such as preparing and distributing programs, advertising, and selling tickets, and how the designers, writers, actors, directors, producers, carpenters, painters, seamstresses, stagehands, lighting and sound technicians, just to name a few contribute to the production to make it a success.

The purpose of Bells High School drama and theater arts program is to introduce the student to as many aspects of theater as possible, allow them to experience for themselves the diversity and excitement of theater, and to encourage them to develop an understanding and possible love of theater thus becoming discriminating consumers which will last a lifetime.

Choir I	1st Year	Grades: 9-12	Credit: 1
Choir II	2nd Year		
Choir III	3rd Year		
Choir IV	4th Year		

PHYSICAL EDUCATION

Physical Ed	1st Semester
Physical Ed	2nd Semester
Physical Ed	3rd Semester

Students are required to complete one year of physical education in order to meet graduation requirements. Athletics (football, volleyball, basketball, baseball, and softball) also meet this requirement.

CAREER AND TECHNOLOGY

Principles of Business, Marketing, and Finance Grade: 9-12 Credit: 1

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

Business Information Management I (BIM) Grade: 9-12 Credit: 1

This is an articulated course.

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 will create word-processing documents, develop a spreadsheet, formulate databases and make electronic presentations using appropriate software.

Business Information Management II

Grade: 10-12

Credit: 1

This is an articulated class.

Students will apply technical skills to address business applications of emerging technologies, create complex word processing documents, develop sophisticated spreadsheets using charts and graphs, manage and create enhanced data reports, and create an electronic presentation using multimedia software. Students will focus on Microsoft Word, Excel, PowerPoint, and Access and computer based certification software.

Accounting I

Grades: 10-12

Credit: 1

**Pre-requisite: Successful completion of BIM I*

This is an articulated course.

This course introduces general accounting concepts, principles, and procedures while emphasizing the needs for financial records. The student performs accounting functions for service and merchandising businesses, completes accounts payable and receivable functions, determines inventory value, calculates and records payroll and associated taxes, verifies cash flow and analyzed financial data. Students will explore accounting career options and discuss current events involving accounting practices.

Accounting II

Grade: 11-12

Credit: 1

**Prerequisite: Successful completion of Accounting I*

This is an articulated course.

This course provides for review and further development of fundamental accounting principles with extensive use of technology; incorporates complete accounting cycle in relation to formation and dissolution of partnerships; includes adjustments of bad debts, depreciation, depletion of fixed assets, adjusted and accrued income, various methods of inventory control, preparation of business budgets and notes receivable and payable; provides experience in initiating and maintaining an accounting system and in analyzing, interpreting, and synthesizing managerial problems using accounting information as a tool; and develops skill in applying principles used in accounting systems and methods commonly found in business. Accounting II is designed for students interested in studying accounting at the post-secondary level or entering the workforce.

AGRICULTURAL SCIENCE AND TECHNOLOGY ***(Environmental/Agricultural Science & Technology Careers)***

Principles of Agriculture-Food and Natural Resources

Grade: 9-12

Credit: 1

To be prepared for careers in the broad field of agriculture/agribusiness, students need to attain academic skills and knowledge and skills related to agriculture/agribusiness, and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in technologies in a variety of settings.

Introduction to Agricultural Mechanics

Grades: 10-12

Credit: 1

This is an articulated course.

Students are introduced to the ag facilities, and begin to learn to design and fabricate. To be prepared for careers in the mechanized agricultural systems, students need to attain academic skills and knowledge, , to acquire knowledge and skills related to mechanized agricultural systems, and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in technologies in a variety of settings.

Professional Standards in Ag

Grades: 9-12

Credit: 1

To be prepared for careers in leadership development systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to leadership development systems, and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in technologies in a variety of settings.

Floral Design

Grades: 9-12

Credit: 1

**Floral design counts as a CTE course and as a fine arts credit.*

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 judgements and evaluations.

Agricultural Structures Technology

Grades: 10-12

Credit: 1

To be prepared for careers in the mechanized agricultural systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to mechanized agricultural systems, and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills I technologies in a variety of settings.

Agricultural Metal Fabrication and Technology

Grades: 10-12

Credit: 1

To be prepared for careers in the mechanized agricultural systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to mechanized agricultural systems, and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in technologies in a variety of stings.

Livestock Production

Grades: 10-12

Credit: 1

To be prepared for careers in the food and fiber productions, students need to attain academic skills and knowledge, to acquire knowledge and skills related to food and fiber production, and the workplace, and to

develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, knowledge and skills in technologies in a variety of settings.

Ag Business, Management, and Marketing Grades: 10-12 Credit: 1

To be prepared for careers in agribusiness marketing and management systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to agribusiness marketing and management systems, and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in technologies in a variety of settings.

Horticulture Grades: 10-12 Credit: 1

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

Wildlife Management Grades: 10-12 Credit: 1

To be prepared for careers in natural resource systems, students need to obtain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

Career Preparations I Grades: 11-12 Credits: 3

**Prerequisite: Students must be at least 16 years of age by Sept. 1. Students must have a job.*

This course is an instructional arrangement that develops the essential knowledge and skills through a combination of school-based technical instruction and coordinated work-based training in occupationally specific training areas. Approved training areas include Communications and Media Systems, Construction-Maintenance Systems, Electrical-Electronic Systems, Industrial and Manufacturing Systems, Personal and Protective Services Systems, and Transportation Systems. Students must work a minimum of 15 hours per week. Students must have a job before entering into any WBL program. Students may not enter at mid-term.

Students must have transportation to and from the work site.

Career Preparations II Grade: 12 Credits: 3

**Prerequisite: Career Preparations I*

See course description for Career Preparations I

TECHNOLOGY APPLICATIONS

Principles of Applied Engineering Grade: 9-12 Credits: 1

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions.

Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Robotics Programming and Design Grades: 9-12 Credit: 1

Students will collaborate to solve problems in designing and programming robots. Students will gain an understanding of the principles of robotics through the study of robotics, automation, and engineering design concepts.

Robotics & Automation Grades: 9-12 Credit: 1

Students will build prototypes or use simulation software to test their designs for the robotic and automation industry.

Digital and Interactive Media Grades: 9-12 Credit: 1

This is an articulated course. Students will design and create multimedia projects using emerging technologies, which address customer needs and resolve a problem.

Local Credits

PALS

Peer Assisted Leadership and Skills students participate in a number of community service events throughout the year. Students spend a class period each day working at the elementary or junior high school interacting with younger Panthers who may need a little extra help, or just a mentor to look up to. PALS are juniors and seniors and undergo a rigorous interview and selection process.

Office Assistances

Up to 10 students a year may be selected to assist in the main office. These students will be tasked with answering the phones, making copies and running errands.

Online Dual Credit

Students enrolled in online or concurrent dual credit classes will see this on report cards and transcripts. It indicates perceived progress in the course (BHS has no access to college grades other than at mid-term and final grades). It also allows attendance to be monitored.

Online Course

Students completely online credit recovery and enrolled in this course to track progress on report cards and keep up with attendance.

Bells I.S.D. Career and Technology Plan

Public Notification of Nondiscrimination in Career and Technology Education Programs

Bells I.S.D. offers career and technology education programs in Agriculture, Business Education, and Computer Technology. Admission to these programs is based on interest and available class space.

It is the policy of Bells I.S.D. 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.

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

Bells I.S.D. 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, Joe D. Moore, at P.O. Box 7, Bells, TX, 75414, 903-965-7721.

Publicación de la no discriminación

Bells I.S.D. ofrece programas vocacionales en Agricultura, Negocio Educación y Computar Tecnología. La admisión a estos programas se basa en interest y available class space.

Es norma de Bells I.S.D. no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o activades vocacionales, tal como lo requieren el Título VI de la Ley de Deprechos Civiles de 1964, según enmienda; el Título IX de las Emmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

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

Bells I.S.D. tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstaculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, Joe D. Moore, en P.O. Box 7, Bells, TX 75414, 903-965-7721.

CTE Advisory Board

District Staff

Josh Weger, Assistant Superintendent and Director of Federal Programs

Clay Rolan, Bells High School Principal

Karri Branam, Bells High School Counselor

Glen Blount, CTE Teacher (Agriculture)

Monica Faber, CTE Teacher (Technology Applications)

Gary Pewitt, CTE Teacher (Business)

Bells ISD

Mission Statement for CTE Programming

The mission of the CTE Programs at Bells High School is to empower students to be successful citizens, workers, and leaders in a global economy and help them develop a variety of skills to work independently and as part of a team in the 21st century global workplace.

Career and Technical Education Mission

The mission of Bells ISD career and technical programs is to prepare students for successful and meaningful work experiences in an ever-changing global economy. Commits to preparing students for beyond high school through relevant and rigorous

This mission will be accomplished in the following ways:

- Provide rigorous and relevant CTE courses;
- Integrate academic coursework into the CTE classrooms;
- Prepare students for college and career success;
- Develop marketable skills in CTE students;
- Expose students to a variety of career opportunities.

Bells ISD will use the career clusters outlined by Achieve Texas to guide students toward successful secondary and postsecondary careers.

Goals of Achieve Texas:

- Career Clusters and Programs of Study (POS) are integral of the Texas education system.
- Every student prepares a personalized graduation plan in middle school to plan for grades 9-16 and beyond. The student chooses a Career Cluster and POS to guide his or her learning in the context of personal career interest. Plans are evaluated and updated annually.
- Clusters span all grades (P-16+). Career awareness begins in elementary school and transitions into career exploration in middle school. Career concentrations in high school help students transition into career preparation in postsecondary. All participants experience career advancement in employment.
- The education system is seamless between high school and postsecondary institutions. Students have opportunities in a POS to earn dual credit and articulated credit that flows seamlessly into postsecondary education or training.
- Partnerships are in place throughout the system. Partnerships are established statewide and locally between business and education. Educational institutions form meaningful partnerships.
- Academics are woven throughout the P-16+ curriculum. There is an integration of academic and technical knowledge and skills within the curriculum. Interdisciplinary teaching takes place and

academics are taught in context. Curriculum alignment occurs between secondary and postsecondary education.

- Career guidance is dramatically enhanced. All students have access to quality assessment and career information resources. Career counseling is provided with a strong emphasis on career and college readiness.
- All students take part in extended learning opportunities. Every student chooses extended learning experiences such as service learning, internships, apprenticeships, and work-based learning.
- Professional development supports the cluster system. Professional development is a critical part of the teacher's career. Schools of education train teachers for career clusters.

Focal Points for the Career and Technical Education Program

Careers

Selecting and preparing for the future is complex and confusing task. Bells High School will use the *Bridges Curriculum* to help students identify possible career options that match their interests and areas of strength, helping students make connections to determine college goals and future careers. The college entrance exams (SAT/ACT) are considered to be a predictor of college success. These tools work together to assist the student in planning for the future.

Students are encouraged to take a coherent sequence of courses that would move them toward their future career.

Annual Review

Bells ISD will perform an annual review of CTE programs. This review will include analysis of the success of CTE/special population students on state assessments and their progress towards graduation. The principal, counselor and CTE teachers will actively work to retain students in CTE programs.

Annual review of PBMAS reporting

Bells ISD will annually review the Performance Based Monitoring Analysis of students participating in CTE programs.

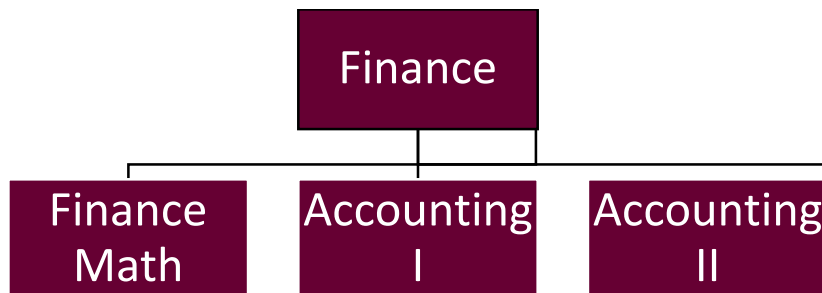
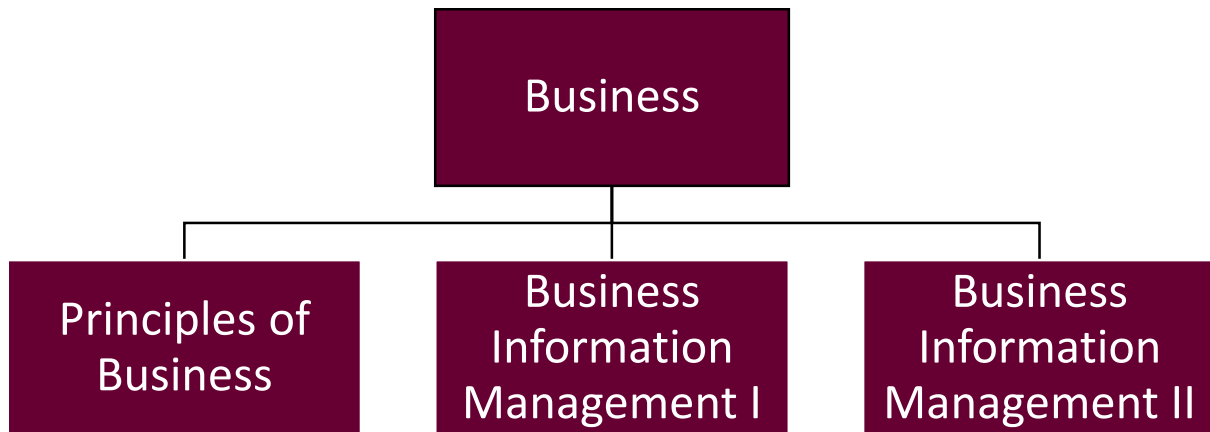
Local articulation agreements

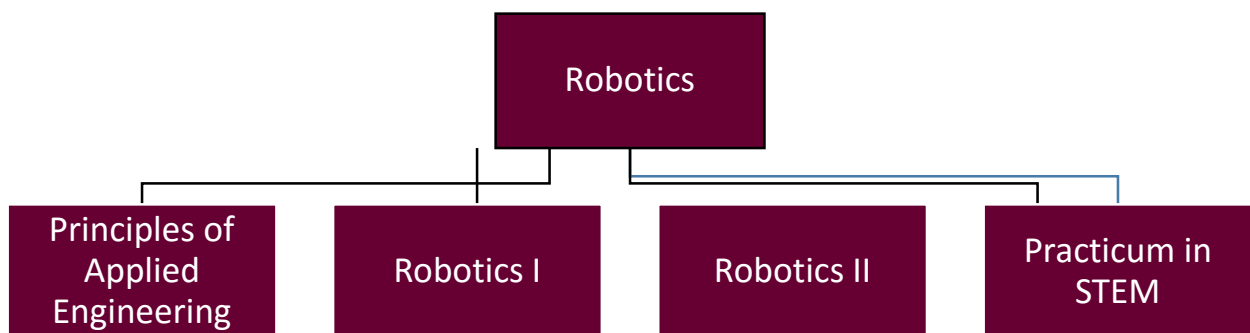
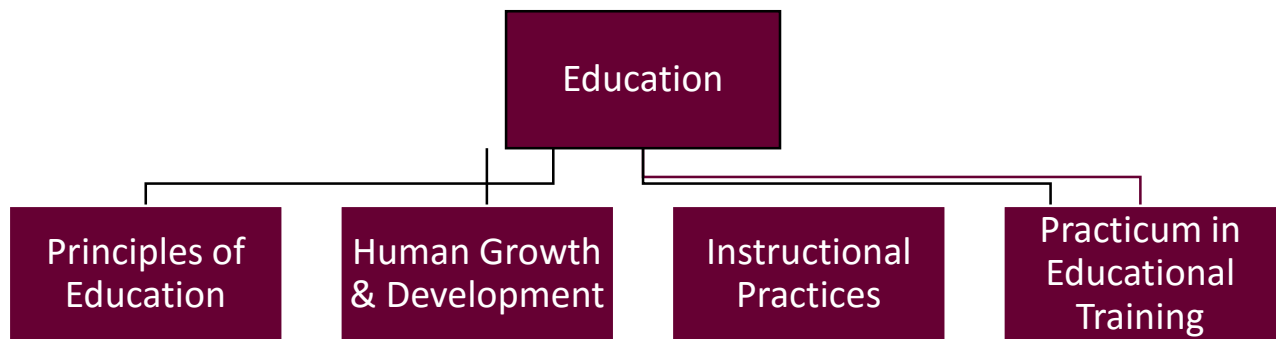
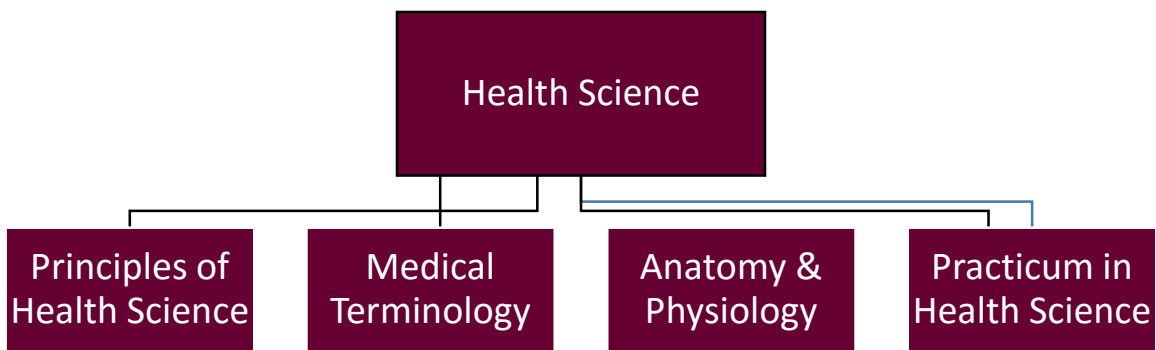
Bells ISD will enter into articulation agreements with Grayson County College.

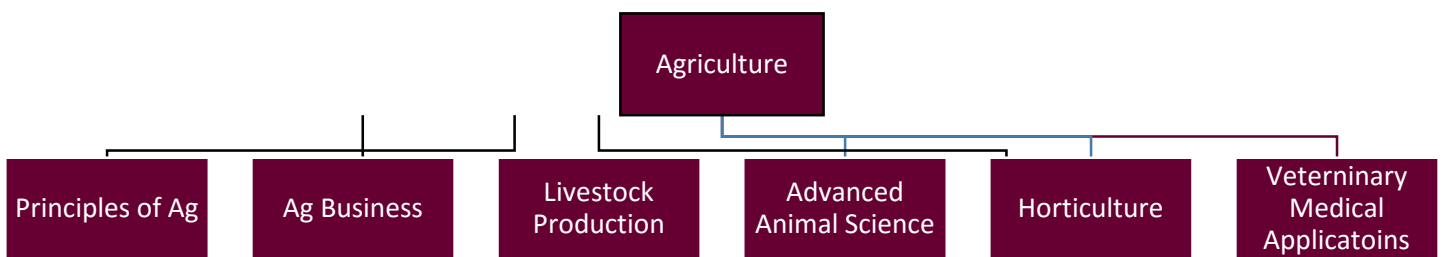
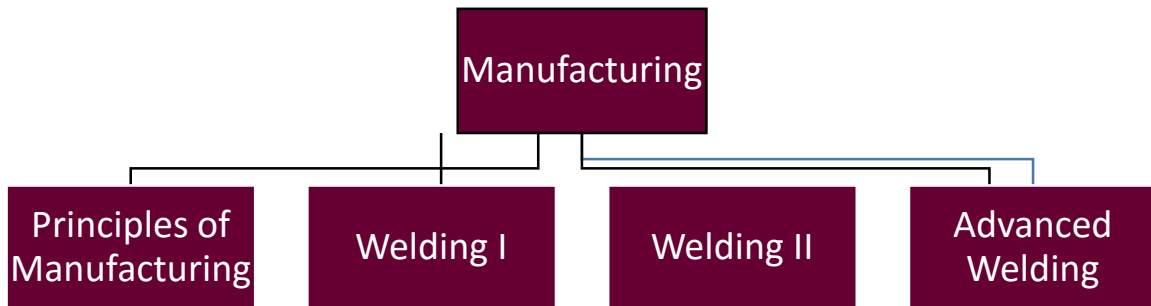
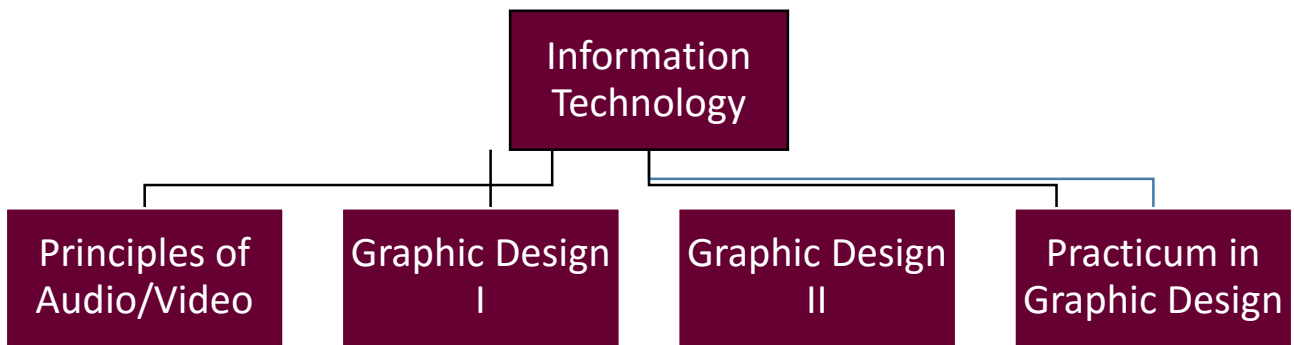
Grievance and Appeals procedures

CTE programs in Bells ISD will adhere to the grievance and appeals process as outlined in the board adopted Policy and Procedures Manual.

Bells High School Career Clusters







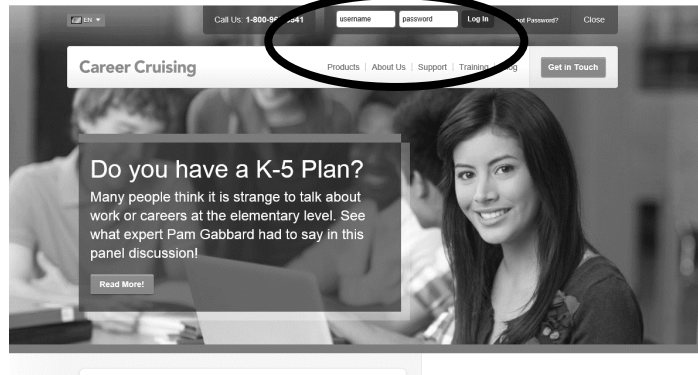
Career Cruising User Guide

Career Cruising is a computer program that has many useful tools for users! As with most things, you will get out of it what you put into it. As the title of the program would suggest, Career Cruising allows you to explore careers! However, it goes far beyond that! Career Cruising allows you to search for colleges, search local job listings, take various assessments, create a resume, keep track of volunteer hours and more! **BHS also purchases an SAT/ACT test preparation program that is accessed via Career Cruising.** Method Test Prep is designed to help you be better prepared for these important college entrance exams! Even after you graduate, you can access parts of Career Cruising including the resume builder.

Login

Go to www.careercruising.com

1. Enter your user name and password. (You received this information on a card. For most it students username is first initial, last initial, student ID number [no commas]. For example, Joe Doe with a lunch number of 095 would have a user name of jd095. Your birthday-mm/dd/yy- is your password.)



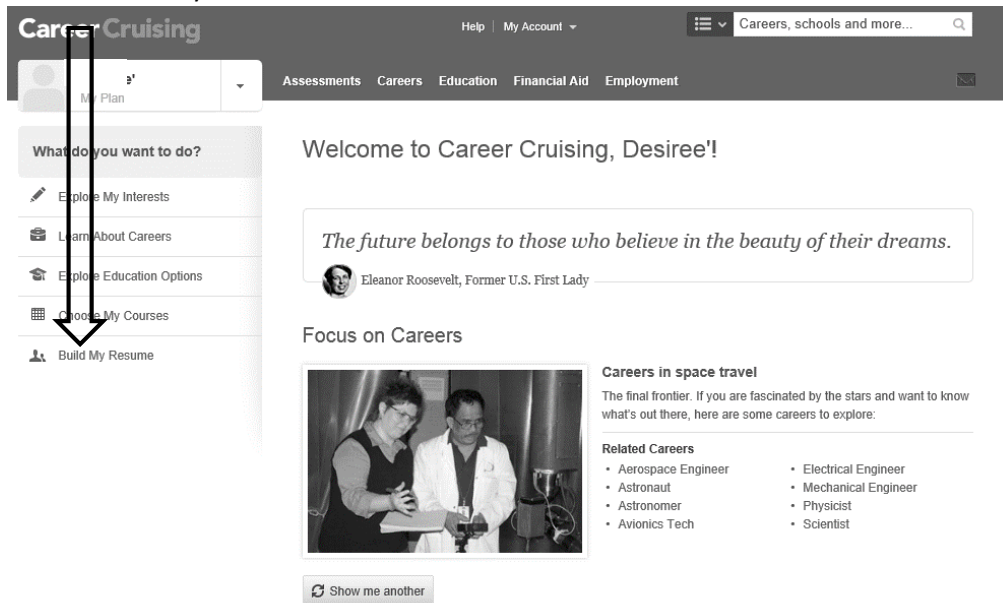
Method Test Prep

To access the SAT/ACT Preparation Program:

1. Login to your account
2. Click on "My Plan"
3. Scroll down the page.
4. Click on the "Method Test Prep" icon.

Resume Builder

1. Choose build my resume from left.



2. Choose which headings you wish to have on your resume by clicking to check or uncheck the box.
3. Click on each blue heading to add your information.

Build My Resume

Getting Started

To help create your resume, any information stored in your Plan that may be useful for resume creation is automatically shared with the Resume Builder.

Edit Your Resume

Use the arrows to reveal content for the section headings to the right. If you choose to edit the content, the changes will occur, and be saved, in My Plan section and updated in your resume.

Format & Print

Select Sections to Include

Open All

Section	Options	
▼ Career Objectives	<input checked="" type="checkbox"/> Add to Resume	
▼ Education History	<input checked="" type="checkbox"/> Add to Resume	
▼ Work Experience	<input checked="" type="checkbox"/> Add to Resume	
▼ Volunteer Experience	<input checked="" type="checkbox"/> Add to Resume	
▼ Awards & Certificates	<input checked="" type="checkbox"/> Add to Resume	
▼ Extracurricular Activities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments	
▼ Hobbies & Interests	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments	
▼ Skills & Abilities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments	
▼ Additional Information	<input checked="" type="checkbox"/> Add to Resume	

References

+ Add a reference

Reference

4. Choose format and print whenever you wish to print your resume.
5. Choose your layout. (You can also choose the order of your "headings").

6. Save to Word. This will allow you to edit for spelling and grammar and will also allow you to print with Internet symbols as the top of the page!

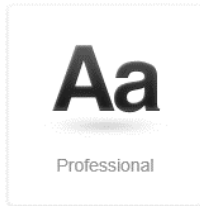
Build My Resume

[← Back](#)

Format & Print

Choose your formatting options and then use the print and export options on the right.

1 Choose a Resume Style



Professional

[Q Example](#)



Elegant

[Q Example](#)



Contemporary

[Q Example](#)

2 Set Order

↕ Career Objectives

↕ Education History

↕ Work Experience

↕ Volunteer Experience

↕ Awards & Certificates

↕ Extracurricular Activities

↕ Hobbies & Interests

Print Your Resume

Use this option to print your resume as it appears in the preview option.

1. Click on the "Print Resume" button below.
2. On the page that displays your resume, click on "File" (from the browser's top menu bar) and select "Print".

[Print Resume](#)

Resume Print & Export Options

Select the format to export your resume:

Microsoft Word

Web Page

Plain Text

Print Your References

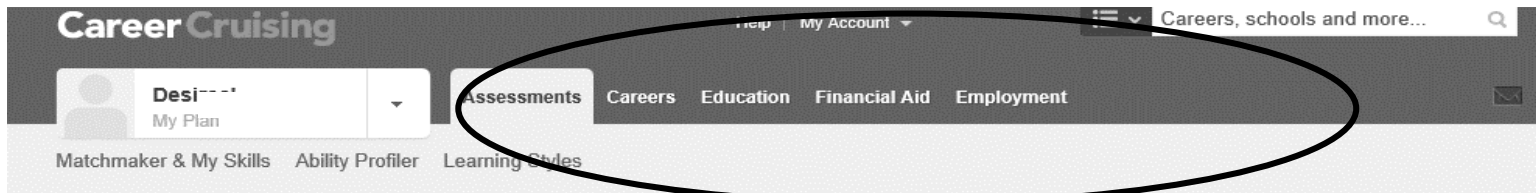
Use this option to print a sheet listing your references, in the same style you selected for your Resume.

1. Click on the "Print References" button below.
2. On the page that displays your references, click on "File" (from the browser's top menu bar) and select "Print".

[Print References](#)

Use the assessments to discover your learning styles, likes and interests. You will be able to take the ability profile sometime this year. (It must be proctored by a teacher.)

Schools and Careers- use the tabs to help you explore various careers and college the tabs are easy to use! Just dive in!



Explore Assessments

Matchmaker & My Skills



Answer questions about your likes and dislikes to find careers that match up with your interests.

[▶ Start Matchmaker](#)

Best Match:

1/23/14

Updated: Jan. 23, 2014

[View All Matches](#)

Ability Profiler



Learn more about your abilities and see how your abilities compare to those used in careers that interest you.

[About Ability Profiler](#)

Learning Styles Inventory



Discover how you learn and retain information and find tips on how to improve your study habits to suit your learning style.

You are an Auditory Learner!

<input type="checkbox"/>	Visual Learning	25%
<input type="checkbox"/>	Auditory Learning	70%
<input type="checkbox"/>	Tactile Learning	5%

[View My Profile](#)

This is a great tool! But to benefit from it, you must use it! You may access Career Cruising anytime, anyplace that you have an Internet connection.

You can take FULL LENGTH practice ACT & SAT online at home. Remember higher ACT/SAT scores = more scholarship money!

Use the resume to keep track of your volunteer hours for the 100 Club!

Student Portfolios

As a student progresses through the high school years, one proven technique to assist you in keeping student records current, accurate, and complete is the student portfolio. What is a Student Portfolio? It's an organized collection of personal information, grades and work samples from the classroom, and other documents that reflect a student's activities during the middle and high school years.

What items should you include in a student portfolio?

- **Personal information.** This includes name, contact address, Social Security number, family affiliations.
- **Academic information.** Transcripts, test scores, placement tests, and independent testing reports.
- **Personal accomplishments.** List student awards and honors, as well as leadership positions held in school, social or community organizations, and church.
- **Extra-curricular activities.** List memberships in and contributions to clubs, organizations, and community groups.
- **Work experience.** Note volunteer as well as for-pay work experiences.
- **Special skills, interests, and talents.** List any special skills. Consider including a video or audio tape in this portion.
- **Essay.** An option is to include a student essay on such topics as personal goals and aspirations, plans to achieve those goals, and/or how the student has contributed to his school and community.
- **Letters of recommendation.** Portfolio letters can come from specific experiences (e.g., a congratulatory letter from a Scout leader for achieving an award), or can be generated strictly for the purpose of the portfolio. Such general letters can be written by a counselor, a coach, a teacher, a supervisor, a pastor, or anyone who can offer an objective overall endorsement of a student's skills and abilities.

How to keep a portfolio current

Once you have invested the initial time in creating a student portfolio, it makes the investment more profitable and useful if you periodically spend time updating it. Student portfolios should change and grow with a student. (For example, a college would probably not be interested in an A+ paper written in 7th grade.) As the student's goals and experiences change, so should the document that reflects them. Student portfolios should be reviewed at least annually to not only condense the amount of information they contain, but also to add new information, including:

- Awards/recognition received.
- Volunteer activities.
- Participation in extra-curricular activities.
- Critiques and/or reviews by teachers or other professionals.
- Any activity that adds to or confirms the student's ability, willingness and/or interest in meeting set goals.
- Any work completed for pay.

Benefits

- Through the use of a student portfolio, a student has a way to condense, update, and keep important information in an easily transported format.
- Student information that is easily understood, maintained, transported, and transmitted helps both students and parents in presenting their needs, wants, and wishes to many audiences.
- A student portfolio, much like a professional portfolio, can contain general information as well as more specific items that present a complete a picture of the student.
- Portfolios can be used as a general file from which to pull specific information to match a particular need (e.g., a listing of volunteer activities for a community award).
- Items stored in a portfolio format will make it easier for potential high schools or colleges, scholarship organizations, or potential employers to get an overall picture of a student in a format that is polished and refined.
- Portfolios can be kept in an electronic format which is easy to maintain, change, and update. Items can be scanned or otherwise converted into a digital format (e.g., digital photos). Students interested in sports or drama may wish to include video footage to capture their proficiencies and talents. An electronic format makes information easily available to schools, counselors, organizations, colleges, and employers.
- Many colleges now request that a portfolio be presented with an application. Employers like to see first-hand the proficiencies of a student; a portfolio can easily provide that information.
- Scholarship and financial aid organizations all require certain information for their applications. Using a portfolio can cut down on countless hours of repetitive writing and compiling of information.