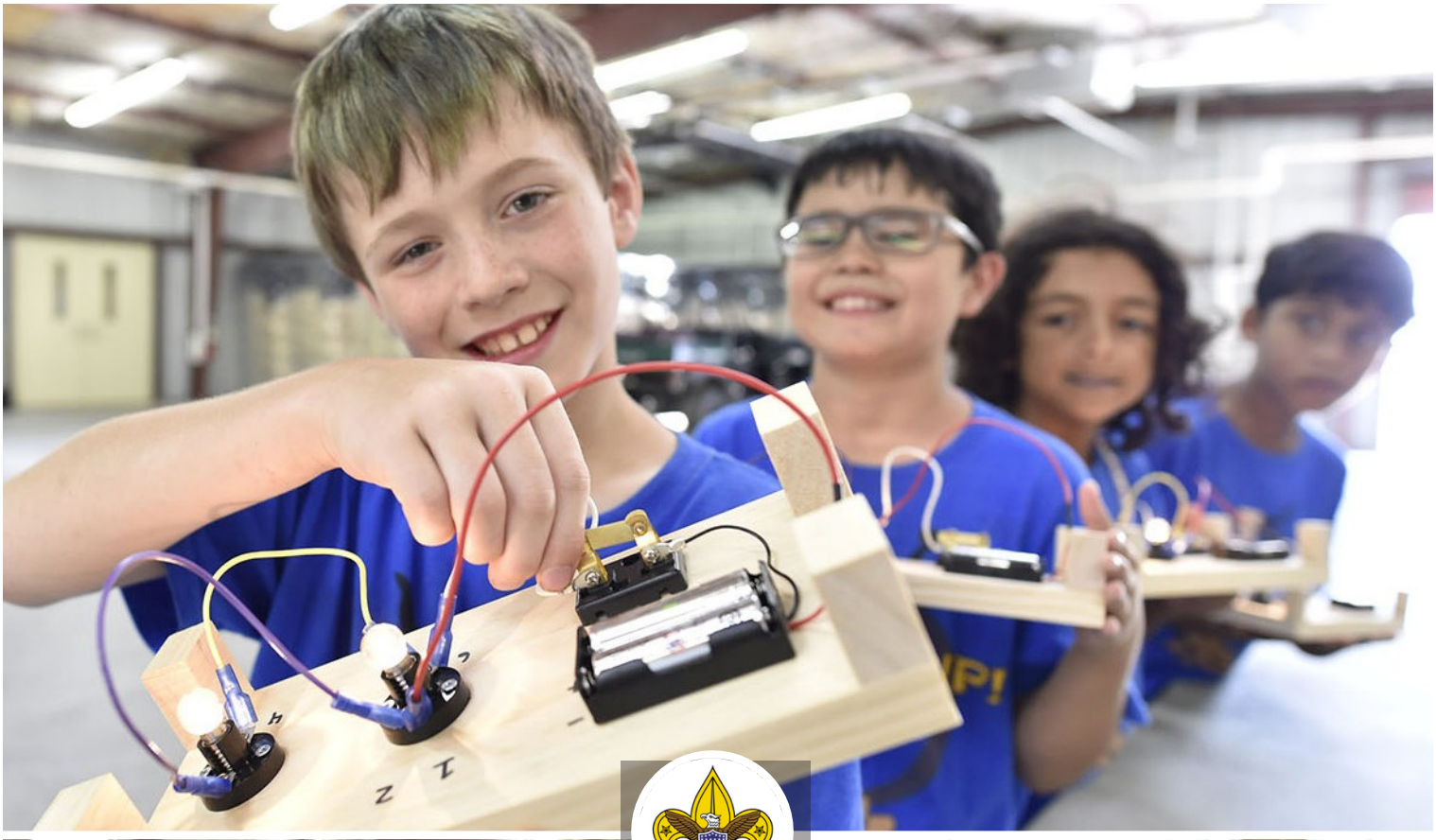
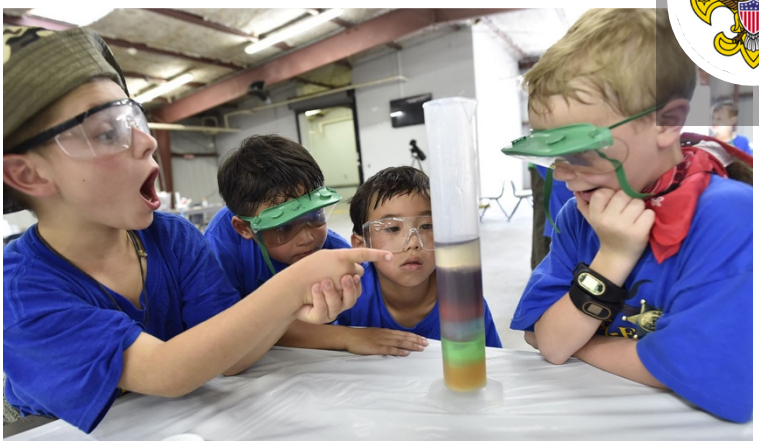






LEVERAGING THE BENEFITS OF THE SCOUTING PROGRAM IN EDUCATION

www.bacbsa.org/education

Bay Area Council · Scouting America
2902 Broadway St · Galveston, TX 77550 · (409) 744-5206

SCOUTING SUPPORTS EDUCATION



For over a 100 years, Scouting has helped young people develop academic skills, self-confidence, ethics, leadership skills, and citizenship skills. Now, school districts across the country are leveraging the benefits of the Scouting program to support the educational needs of their students. Research shows the Scouting program contributes to the academic development of the boys and girls who participate.

In the elementary grades, the Cub Scouting program is built around a series of theme-based explorations. As a Cub Scout advances through the program, the requirements get more challenging to match the new skills and abilities they have learned. Texas Essential Knowledge and Skills (TEKS) are the standards which outline what students are to learn in each grade in the state of Texas. **Cub Scout advancements support over 120 elementary TEKS**. Learn more at www.bacbsa.org/education .

In the middle and high school grades, service, community engagement and leadership development become increasingly important parts of the program as youth lead their own activities. Scouts also have the opportunity to explore other areas of interest such as the arts, STEM, business and outings within the community. **More than 85 percent of Scouts BSA's merit badges include requirements that meet National Science Education Standards**, giving Scouts a foundation in everything from nuclear science to robotics.

Positive Effects of Scouting

Some of the specific positive effects of Scouting documented by researchers include:

- The time that children spent in structured activities such as Scouting has been correlated with **higher academic and conduct grades, constructive peer relations, and positive emotional adjustment**. (Posner and Lowe, 2008)
- Involvement in activities such as Scouting is correlated with **a decrease in delinquency rates**. (Agnew and Peterson, 1989)
- The time that children spent in Scouting shows that Scout programs help youth develop a sense of themselves as people who are broadly competent, who can **work constructively in groups**, and who can complete poorly defined tasks. Youth in Scouting also have an increased sense of obligation to the community and its institutions. (Kleinfeld and Shinkwin, 1983)
- Youth involved in Scouting are identified as demonstrating **higher affective and cognitive regard for learning science** content. (Jarman, 2005)
- Scouting programs support the **growth of developmental assets**. (Search Institute, 2004)
- Researchers identified significant differences between Scouts and non-Scouts in these areas: **health and recreation, connection to others, service and leadership, environmental stewardship, goal orientation, planning and preparedness, and character**. (Jang, Johnson, and Kim, 2012)
- The results of study at Tufts University showed strong evidence that participation in Scouting supports the development of **pro-social behaviors, career goals, tolerant beliefs, and positive character attributes**. Scouts who attend meetings regularly report **better grades**. (Lerner, et al., 2015)

Kindergarten



Kindergartners work toward the Lion rank. The Lion rank is earned by completing five required adventures.* Dens and families can also select any number of seven elective adventures of their choosing.

The Lion advancement program supports elementary TEKS; science, art, theater, music, social studies, health education, physical education, and aims to build character, teach citizenship, and develop personal fitness.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Gizmos and Gadgets	K.112.11.5. **Matter and energy.** Knows that objects have properties and patterns. K.112.11.6. **Force, motion, and energy**. Knows that energy, force, and motion are related and are a part of their everyday life.
Ready, Set, Grow	K.112.11.9B. **Organisms and environments**. Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants. K.112.11.10. **Organisms and environments**. Knows that organisms resemble their parents and have structures and processes that help them survive within their environments.
Animal Kingdom*	K.113.11.7A. **Economics.** Identify jobs in the home, school, and community. K.113.11.9A. **Government.** Identify authority figures in the home, school, and community. K.115.11.2. **Health behaviors**. Demonstrate procedures for responding to emergencies including dialing 911. K.112.11.1B. **Scientific investigating and reasoning**. Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.
Lion's Honor*	2.116.4.8. **Social development**. Develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) display good sportsmanship; and (B) treat others with respect during play.
Fun on the Run*	K.115.2.1C. **Health behaviors**. Identify types of exercise and active play that are good for the body. K.115.2.1A. **Health behaviors**. Identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands. K.115.2.1B. **Health behaviors**. Identify types of foods that help the body grow such as healthy breakfast foods and snacks. K.115.2.3B**. Health behaviors**. Demonstrate decision-making skills for making health-promoting decisions. K.116.2.3C. **Physical activity and health**. Participate in appropriate exercises for flexibility in shoulders, legs, and trunk. K.116.2.4C. **Physical activity and health**. State that rest and sleep are important in caring for the body.

Adventure	Texas Essential Knowledge and Skills (TEKS)
King of the Jungle*	K.113.11.10B. **Citizenship**. Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag. K.113.11.10A. **Citizenship**. Identify the flags of the United States and Texas. K.117.102.2A. **Creative expression**. Create artworks using a variety of lines, shapes, colors, textures, and forms.
Build It Up, Knock It Down	K.116.2.7. **Social development**. Develops positive self-management and social skills needed to work independently and with others in physical activity settings. (A) follow rules, procedures, and safe practices work in a group setting in cooperation with others; and share space and equipment with others.
I'll Do It Myself	K.113.11.16. **Social studies skills**. Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. 1.115.3.1A. **Health behaviors**. Understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise.
On Your Mark	K.116.2.6. **Social development**. Understands basic components such as strategies and rules of structured physical activities. K.116.2.7. **Social development**. Develops positive self-management and social skills needed to work independently and with others in physical activity settings.
Rumble in the Jungle	K.116.2.7. **Social development**. Develops positive self-management and social skills needed to work independently and with others in physical activity settings. K.117.104.1. **Theater**: inquiry and understanding: Develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. K.117.104.2. **Creative expression**: **performance**. Interprets characters using the voice and body expressively and creates dramatizations.
Other	K.117.103.2A. **Creative expression**. Sing or play classroom instruments independently or in groups. K.117.103.2C. **Creative expression**. Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.







1st Grade



First graders work toward the Tiger rank. The Tiger rank is earned by completing seven required adventures*, and the Cyber Chip (internet safety). Dens and families also choose any number of 12 elective adventures of their choosing.

The Tiger advancement program supports elementary TEKS; science, art, theater, music, reading, writing, social studies, health education, physical education, and aims to build character, teach citizenship, and develop personal fitness.

Adventure	Texas Essential Knowledge and Skills (TEKS)
My Tiger Jungle*	1.112.12.2A. **Scientific investigation and reasoning**. Ask questions about organisms, objects, and events observed in the natural world. 1.112.12.10A. **Organisms and environments**. Identify and compare the parts of plants; K.112.11. **Organisms and environments**. Knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.
Tiger Bites*	1.112.12.1A. **Scientific investigation and reasoning**. Conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including washing hands, and using materials appropriately.
Tigers in the Wild*	1.112.10. **Organisms and environments**. Identify parts of plants.
Sky Is the Limit	1.112.12.8B. **Earth and space**. Knows that the natural world includes the air around us and objects in the sky. Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun.
Games Tigers Play*	1.116.3.6A. **Social development**. Understands basic components such as strategies and rules of structured physical activities. Demonstrate starting and stopping signals 1.116.3.6B. **Social development**. Explain boundaries and rules for simple games
Tiger Tag	1.116.3.7A. **Social development**. Develops positive self-management and social skills needed to work independently and with others in physical activity settings. Follow directions and apply safe movement practices. 1.116.3.7B. **Social development**. Interact, cooperate, and respect others.
Team Tiger	1.113.12.14B. **Citizenship**. Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.
Floats and Boats	1.116.3.5D. **Physical activity and health**. Knows and applies safety practices associated with physical activities. List water safety rules and demonstrate simple extension rescue.
Tiger-iffic!	1.115.3.3. **Health behaviors**. Demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Rolling Tigers	1.115.3.2F. **Health**. Understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. Identify and describe safe bicycle skills. 1.116.3.5A. **Physical activity and health**. Knows and applies safety practices associated with physical activities. Use equipment and space safely and properly. 1.116.3.5B. **Physical activity and health**. Knows and applies safety practices associated with physical activities. Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.
Tiger: Safe and Smart	1.116.3.5E. **Physical activity and health**. Knows and applies safety practices associated with physical activities. Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.







2nd Grade



Second graders work toward the Wolf rank. The Wolf rank is earned by completing seven required adventures* and the Cyber Chip (internet safety). Dens and families can also select any number of 12 elective adventures of their choosing.

The Wolf advancement program supports elementary TEKS, science, math, art, theater, music, reading, writing, social studies, health education, physical education, and aims to build character, teach citizenship, and develop personal fitness.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Code of the Wolf	2.111.4.1A. **Mathematical process standards.** Use mathematical processes to acquire and demonstrate mathematical understanding. Apply mathematics to problems arising in everyday life, society, and the workplace. 2.111.4.1D. **Mathematical process standards.** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language 2.111.4.8 **Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. 2.111.4.5. **Number and operations.** Applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. 2.112.13.3B. **Scientific investigation and reasoning.** Knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.
Digging in the Past	5.112.16.8A. **Earth and space.** Knows Earth's surface is constantly changing and consists of useful resources. The student is expected to explore the processes that led to the formation of sedimentary rocks and fossil fuels.
Spirit of the Water	2.112.13.1B. **Scientific investigation and reasoning.** Conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to: identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.
Call of the Wild*	2.112.13.8B. **Earth and space.** Knows that there are recognizable patterns in the natural world and among objects in the sky. Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation. 2.115.4.4A. **Health information.** Understands the difference between sickness and health in persons of all ages. Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization.
Adventures in Coins	2.111.4.5. **Number and operations.** Applies mathematical process standards to determine the value of coins in order to solve monetary transactions. 2.112.13.5. **Scientific investigation and reasoning.** Develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.
Paws on the Path*	2.113.13.5A. **Geography.** Uses simple geographic tools such as maps and globes. Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.
Finding Your Way	2.113.13.5A. **Geography.** Uses simple geographic tools such as maps and globes. Interpret information on maps and globes using basic map elements such as title, orientation, and legend/map keys. 2.113.13.5B. **Geography.** Create maps to show places and routes within the home, school, and community.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Air of the Wolf	2.117.109.4C. **Creative expression.** Creates and explores new musical ideas. Explore new musical ideas in phrases using singing voice and classroom instruments.
Germs Alive!	2.115.4.4A. **Health information.** Understands the difference between sickness and health in persons of all ages. Explain ways in which germs are transmitted, methods of preventing the spread of germs. 2.115.4.4D. **Health information.** Apply practices to control spread of germs in daily life such as hand washing and skin care.
Paws of Skill	2.116.4.8AB. **Social development.** Develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: display good sportsmanship; and treat others with respect during play. 2.116.4.4. **Physical activity and health.** Knows the benefits from involvement in daily physical activity and factors that affect physical performance. K.116.2.C. **Movement.** Demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.
Council Fire*	2.113.13.14. **Citizenship.** Identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. Recite the Pledge of Allegiance to the United States Flag. 2.113.13.11. **Government.** Understands the purpose of governments. Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community. 2.113.13.12. **Government.** Understands the role of public officials. I how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
Howling at the Moon*	2.117.110.1 C. **Foundations inquiry and understanding.** Develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. Participate in dramatic play using actions, sounds, and dialogue. 2.117.110.2 B. **Creative expression: performance**. Interprets characters using the voice and body expressively and creates dramatizations. Role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.
Running with the Pack*	2.116.1.4E. **Movement.** Demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. Demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position. 2.116.1.3D. **Physical activity and health**. Exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. Lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping. 2.116.1.6. **Social development.** Understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. Identify goals to be accomplished during simple games such as not getting tagged; and identify strategies in simple games and activities such as dodging to avoid being tagged. 2.116.1.7A/B. **Social development.** Develops positive self-management and social skills needed to work independently and with others in physical activity settings. Display good sportsmanship; and treat others with respect during play. 2.115.4.1D. **Health behaviors.** Understands that personal health decisions and behaviors affect health throughout the life span. Identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices.

3rd Grade



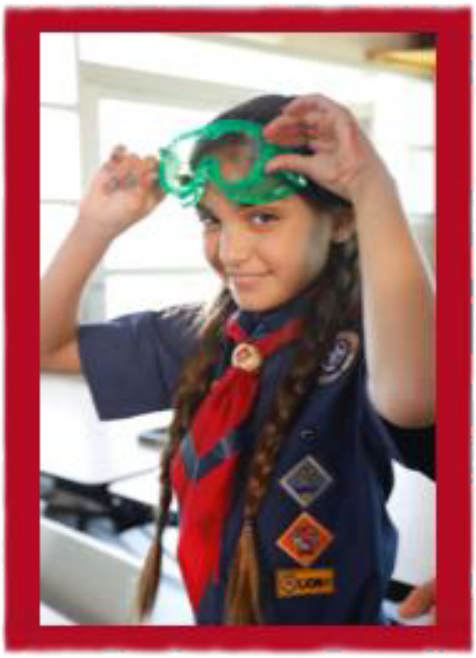
Third graders work toward the Bear rank. The Bear rank is earned by completing seven required adventures* and the Cyber Chip (internet safety). Dens and families can also select any number of 12 elective adventures of their choosing.

The Bear advancement program supports elementary TEKS, science, math, art, theater, music, reading, writing, social studies, health education, physical education, and aims to build character, teach citizenship, and develop personal fitness.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Super Science	3.112.14.5A. **Matter and energy.** Knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to: measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float. 3.117.111.1B. **Art observation and perception.** Envelops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.
Bear Necessities*	3.112.14.4A. **Scientific investigation and reasoning.** Knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to: collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums.
Fur, Feathers, and Ferns*	3.112.14.9A. **Organisms and environments.** Knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem. 3.112.14.10A. **Organisms and environments.** Knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to: explore how structures and functions of plants and animals allow them to survive in a particular environment.
Paws for Action*	3.113.14.1B / 3.113.13.1C. **History.** Understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to: describe how individuals, events, and ideas have changed communities, past and present; identify individuals, who have helped to shape communities; and describe how individuals have contributed to the expansion of existing communities or to the creation of new communities.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Bear Picnic Basket	3.115.5.1D. **Health behaviors.** Explains ways to enhance and maintain health throughout the life span. The student is expected to describe food combinations in a balanced diet such as a food pyramid.
Critter Care	3.112.14.18B. **Social studies skills.** Communicates in written, oral, and visual forms. The student is expected to use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.
Marble Madness	3.116.5.6. **Social development.** Understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics.
Other	3.117.112.3A. **Creative expression.** Performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: sing or play classroom instruments with accurate intonation and rhythm independently or in groups. 3.117.112.6A. **Music: critical evaluation and response.** Listens to, responds to, and evaluates music and musical performances. The student is expected to: exhibit audience etiquette during live and recorded performances.







4th & 5th Grades

Fourth graders work toward the Webelos rank. The Webelos rank is earned by completing six required adventures* and the Cyber Chip (internet safety). Fifth graders work toward the Arrow of Light rank. The Arrow of Light rank is earned by completing five required adventures* and the Cyber Chip. Dens and families can also select any number of 17 elective adventures of their choosing.

The Webelos Scout advancement program supports elementary TEKS; science, engineering, art, theater, music, reading, writing, social studies, health education, physical education, and aims to build character, teach citizenship, and develop personal fitness.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Webelos Walkabout*	112.15.8C. **Earth and space.** Know that Earth consists of useful resources and its surface is constantly changing. The student is expected to: identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation.
Building a Better World*	113.16.18C. **Citizenship.** Understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to recite and explain the meaning of the Pledge of Allegiance to the United States Flag. 113.16.19. **Citizenship.** Understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to: explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and explain how to contact elected and appointed leaders in local, state, and national governments. 113.15.10. **Geography.** Understands how people adapt to and modify their environment. The student is expected to: (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams; (B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.
Cast Iron Chef*	4.115.6.1 / 5.115.7.1. **Health information.** Recognizes ways to enhance and maintain health throughout the life span.
Stronger, Faster, Higher*	115.6.1D. **Health information.** Recognizes ways to enhance and maintain health throughout the life span. The student is expected to: explain the physical, mental, and social benefits of fitness.
Castaway	115.6.5. Health behavior. Comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to: 1. identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi; 2. discuss ways in which prevention and transmission of disease are affected by individual behaviors.

Adventure	Texas Essential Knowledge and Skills (TEKS)
Art Explosion	117.114.b2. **Art Creative expression.** Communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: 1. integrate ideas drawn from life experiences to create original works of art; 2. create compositions using the elements of art and principles of design; and 3. produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.
Into the Woods	112.15.8C. **Earth and space.** Know that Earth consists of useful resources and its surface is constantly changing. The student is expected to: (A) identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation. (B) observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.
Sportsman	116.6.7. **Social development.** Develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: (A) follow rules, procedures, and etiquette; (B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all. 116.6.6. **Social development.** Understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
Other	113.15.16. **Citizenship.** Understands important customs, symbols, and celebrations of Texas. The student is expected to: explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions; sing or recite "Texas, Our Texas"; recite and explain the meaning of the Pledge to the Texas Flag.



Middle and High School

Scouts BSA is the middle- and high school-age Scouting program built on an advancement and recognition system that is largely self-guided and self-directed. Advancement supports youth development in areas of STEM (science, technology, engineering, math), trades, future careers, service, outdoor adventure, fitness, and leadership. Youth also have the opportunity to explore other areas of interest such as the arts, STEM, business, and outings within the community.

Merit Badges

More than 85% of the merit badges include requirements that meet National Science Education Standards, giving Scouts a foundation in everything from nuclear science to robotics. Merit badges focus on educational skills that can be leveraged in support of school and classroom goals.



- **STEM:** 78 merit badges focus on the exploration of many fields of science, engineering, technology and math with a special emphasis on practical and career applications of this knowledge.
- **Social studies:** 6 merit badges are grounded in civics and practical citizenship; applied knowledge of community resources.
- **Arts and design:** 15 merit badges focus primarily on the arts and several more incorporate these skills offering more diverse learning opportunities through creativity and expression.
- **Fitness/Sports:** 24 merit badges focus on fitness for life, including nutrition, goal setting, and activities that support participation throughout one's lifetime.
- **Dispositions:** Positive self-concept, solution-oriented, independent problem solver, community service orientation.

STEM
- Animal Science
- Astronomy
- Bird Study
- Chemistry
- Chess
- Digital Technology
- Drafting
- Electricity
- Electronics
- Energy
- Engineering
- Environmental Science*
- Forestry
- Game Design
- Geocaching
- Insect Study
- Inventing
- Mammal Study
- Medicine
- Mining in Society
- Model Design and Building
- Nature
- Nuclear Science
- Oceanography
- Personal Management*
- Photography
- Plant Science
- Programming
- Reptile and Amphibian Study
- Robotics
- Soil and Water Conservation
- Space Exploration
- Surveying
- Sustainability*
- Veterinary Medicine
- Weather

Business / Professions
- American Business^
- American Labor
- Archeology^
- Architecture^
- Automotive Maintenance^
- Aviation^
- Crime Prevention
- Dentistry^
- Emergency Preparedness*
- Entrepreneurship^
- Exploration
- Farm Mechanics^
- Fingerprinting^
- Fire Safety^
- Fish and Wildlife Management^
- Geology^
- Graphic Arts^
- Journalism
- Landscape Architecture^
- Law^
- Orienteering^
- Plumbing
- Public Health^
- Pulp and Paper^
- Railroading^
- Safety
- Salesmanship^
- Search and Rescue
- Signs, Signals, and Codes
- Textile
- Traffic Safety
- Truck Transportation^
- Welding^

Arts & Design
- Animation
- Art
- Basketry
- Bugling
- Composite Materials^
- Leatherwork
- Metalwork^
- Moviemaking^
- Music^
- Painting
- Pottery
- Sculpture
- Theater
- Wood Carving
- Woodwork^

Personal Development
- American Cultures
- American Heritage
- Citizenship in the Community*
- Citizenship in the Nation*
- Citizenship in the World*
- Communication^*
- Disabilities Awareness^
- Family Life*
- Lifesaving
- First Aid^*
- Genealogy
- Public Speaking
- Reading
- Scholarship^
- Wilderness Survival

Hobbies
- Backpacking^
- Camping^*
- Coin Collecting
- Collections^
- Cooking*
- Dog Care
- Gardening^
- Home Repairs
- Indian Lore
- Pets
- Pioneering^
- Radio^
- Stamp Collecting

Sports / Physical Fitness
- *Archery^*
- *Athletics^*
- *Canoeing^*
- *Climbing*
- *Cycling**
- *Fishing*
- *Fly-Fishing*
- *Golf^*
- *Hiking**
- *Horsemanship^*
- *Kayaking*
- *Motorboating^*
- *Personal Fitness**
- *Rifle Shooting^*
- *Rowing*
- *Scuba Diving^*
- *Shotgun Shooting^*
- *Skating*
- *Small-Boat Sailing^*
- *Snow Sports*
- *Sports*
- *Swimming**
- *Water Sports*
- *Whitewater^*

^Additional merit badges that contain STEM requirements.
**Eagle Scout required badges*

Exploring

Exploring is a program for young men and women who are 14 (and have completed the eighth grade) or 15 to 21 years old. Exploring's purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.





Explorer posts can specialize in a variety of career skills. Exploring programs are based on five areas of emphasis: career opportunities, life skills, citizenship, character education, and leadership experience.

Art & Humanities

Communications

Health Care

Science

Aviation

Engineering & Technology

Law & Government

Skilled Trades

Business

Fire & EMS

Law Enforcement

Social Services

Exploring helps teens and young adults discover career opportunities and life goals within a group of friends and real-world, one-on-one mentorshi www.bacbsa.org/education

SB 1556

Texas Senate Bill 1556

Patriotic Society Access to Students

Requires districts to adopt a policy, at the beginning of each school year, that allows principals to provide representatives of a "patriotic society" with the opportunity to speak to students during regular school hours about membership in the society.

Defines "patriotic society" as a youth membership organization listed in Title 36 of the U.S. Code with educational purpose that promotes patriotism and civic involvement (example: Scouting America).

Requires that the board policy give the principal complete discretion over the specific date and time of the opportunity and allows the principal to limit the opportunity to a single day and any presentation to 10 minutes in length. Applies beginning with the 2017–2018 school year.

