The Secondary School Information Guide contains important information for students on how they can be successful in middle and high school. The guide highlights WISD policies, rules and regulations that apply to secondary school students, and it provides detailed information about the courses offered. Most importantly, the guide offers the information needed to plan the courses taken to graduate from high school and to be accepted and successful at the college chosen to pursue the desired career.

The Guide has six sections that include the following ideas:

- General information for all secondary students and parents
- Middle school information and course descriptions
- High school-specific information
- Graduation program options
- High school course descriptions
- Career and Technical Education academies

This guide can be used in several ways. First, identify topics that of interest from the Table of Contents and go directly to them. Second, read the general information section completely as well as the sections regarding middle school or high school, as applicable. Third, refer to the descriptions of the selected courses to be scheduled for the next academic year.

Look ahead at the classes that are necessary to meet graduation requirements. Many of those classes have prerequisite courses that must be taken during the freshman, sophomore or junior year. If the prerequisites have not been met by the senior year, the higher-level courses will not be available, which can cause a lack of credits and delayed graduation, so plan ahead! Counselors and teachers can help in selecting the right classes to preparation for college and a career of choice.
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WISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to WISD Policy (Legal and Local), Regulation and Practice to date. For current information regarding district policy please refer to the Waco Independent School District website at www.wacoisd.org or visit with a school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.
**Succeeding in Secondary School**

Success in middle and high school requires planning and hard work. This section of the Secondary School Information Guide is intended to answer many of the questions students and their parents have about planning for graduation as well as the rules and procedures schools in Waco ISD follow.

Use this guide to help select middle and high school courses as well as to choose endorsements. While several courses are required, many enjoyable and enriching electives are available. Choose courses carefully, plan to work hard, and get involved in extracurricular activities.

**Planning for Academic and Career Success**

Academic and career planning is an ongoing process for students in Waco ISD. Counselors and other district-level personnel present guidance and academic and career planning is an ongoing process for students in Waco ISD. Counselors and other district-level personnel present guidance and career-planning activities to students in grades 5-12:

- In Grades 5 and 6, students focus on skills needed for success in school and the workplace.
- In Grade 7, students make the link between career interests and personal values. Students explore the transition to high school by looking at typical high school courses.
- In Grade 8, each student develops a 4-Year plan. The 4-Year Plan, created by the student in conjunction with the counselor and parent(s), notes career interests, postsecondary goals, and courses needed to meet high school graduation requirements. Students complete career interest assessments as well as learn about careers and Career & Technical Education academies offered at the high school level, and post-secondary education opportunities to plan their high school courses.
- In Grades 9-11, students complete and/or update the 4-Year academic plan and receive advising on the course sequences for their chosen career paths.
- In Grade 11, students research colleges and universities based on the results of their interest inventories and career searches. They also investigate majors of study at the college level.
- In Grade 12, students complete a resume for use either in the workplace or for application to higher education institutions. They also receive information about college planning, soft skills needed for entry into the workforce, and financial literacy.

**Helping Students at Home**

Parents play influential roles in assisting with the planning, preparation and development of a 4-year plan. Parents should help with the following tasks:

- Review this guide and materials received from the school; discuss them with the student.
- Learn graduation plan requirements and ensure the student meets them.
- Ensure students select courses that will meet their educational and career goals.
- Help students explore colleges and careers of interest.
- Encourage students to take Advanced Placement and Dual Credit courses to earn college credit while in high school.

Students involved in extra-curricular (after school) and co-curricular (after school but related to a course taken during the school day) activities are often more successful in school. Waco ISD offers clubs, teams, and other opportunities for learning academic and social skills, making friends, and developing leadership skills. Encourage students to be involved in at least one extra-curricular or co-curricular activity.

**Understanding the High School Transcript**

The high school transcript is the official and permanent record of a student’s academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC §28.025(o)). This record will note the level of rigor of the course taken, whether the course also earned college credit, a cumulative grade point average based on all grades received and their given weights, the student’s rank compared to all other students at the grade level, and the endorsement(s), distinctions, and performance acknowledgements earned by the student. Only final semester grades are recorded on the transcript.

This document also notes scores students earn on various examinations taken in high school: End-of-Course STAAR assessments, ACT and SAT, Advanced Placement, and Texas Success Initiative Assessments (TSIA). When a student leaves Waco ISD to attend school at another institution, this record will be required by the new institution upon enrollment. Transcript entries may not be altered or removed, except to correct errors.

**Participating in Co-Curricular and Extracurricular University Interscholastic League (UIL) Activities**

Activities that support school-day coursework include language clubs, journalism, debate, theatre arts, band, orchestra, choir, Academic Decathlon, mock trial, Skills USA, National History Day fair, and Academic UIL. Students can support classroom learning in these activities while also earning individual or group honors.

Student athletes can further their development by participating in extracurricular University Interscholastic League (UIL) sports. Waco ISD high schools offer football, volleyball, cross-country, golf, tennis, basketball, baseball, softball, soccer, and track & field; middle schools offer football, volleyball, basketball, soccer, and track & field. NOTE: Per UIL regulations, sixth grade students are not eligible to participate in UIL activities. (http://pol.tasb.org/Policy/Download/867?filename=FM%28LEGAL%29.pdf).

High school athletes must be aware of the National Collegiate Athletic Association (NCAA) academic guidelines and requirements throughout their high school careers if planning to participate in college sports. Beginning junior year, important information must be submitted to the NCAA Eligibility Center. For more information, visit the NCAA website at www.eligibilitycenter.org, or contact the high school’s or college’s team coach, a school counselor, or the high school registrar for specific information.

**Losing Eligibility for Extracurricular Activities**

Any student with a failing six-week grade will be suspended from competition. Some advanced courses are exempt from this rule. Refer to WISD policy FM (local) at http://pol.tasb.org/Policy/Download/867?filename=FM%28LOCAL%29.pdf for additional information.

**Exhibiting Personal Responsibility**

Waco ISD expects students to exhibit a high degree of self-discipline and to contribute to an educational climate that allows each student to enjoy a healthy, safe, and positive learning experience. When necessary, discipline is used to maintain order and promote appropriate behavior. A copy of the WISD Student Code of Conduct is provided to each student. While the majority of the rules are standard across the district, each campus may establish additional rules and regulations under WISD guidelines. Please refer to the Student Code of Conduct, Student Handbook, or online policy for information on attendance and discipline. The Student Code of Conduct and Student Handbook are available online in both English and Spanish.

**Monitoring Success**

**Defining the Grading System**

Student grades are based on a numerical scale of 0-100. A grade of 70 or above is considered passing. Grading and reporting of student progress is intended to help increase each student’s achievement. An effective grading system allows educators to clearly communicate student progress toward pre-defined curricular standards in a way that is equitable, accurate, and useful. The full text of the WISD grading policy is available at each campus and on the District’s website.

Policy and District expectations are summarized below:

- Principals, as the instructional leaders of the schools, have the ultimate responsibility of enforcing fair and consistent grading procedures that coincide with District policies/regulations.
- Guidelines allow a student to be provided re-do and re-assessment opportunities for a reasonable opportunity to recover a course grade after failing an assignment or assessment.
• Teachers will accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers can provide students with an alternative assignment that will be due within the same time frame as the original assignment. Students will be made aware of the deadline by their teachers.
• Professional discretion will be used by teachers when awarding credit for assignments or assessments missed due to extended absences and/or extenuating circumstances.
• Student transferring from one campus to another within the District will complete a withdrawal form that includes information from the current grading period. This information will be communicated with the new school.
• Parents may request conferences with teachers, counselors, and/or administrators concerning their children’s academic progress.
• Parents and schools share responsibility for helping students succeed. Schools will provide alternative programs for students having difficulties, including individualized instruction, tutorial support, behavioral support, and mentoring.

Note: The contents of the Secondary School Information Guide are relevant to WISD Policy (Legal and Local). For current information regarding district reporting, please refer to the District website at www.wacisd.org or visit with a school counselor.

Understanding Letter Grades

Waco ISD utilizes a percent-based grading scale. When students transfer to WISD from a school that assigns letter grades rather than percent-based (0-100) grades, a uniform grading conversion system will be used to translate letter grades to numerical scores in all Waco ISD secondary schools. This system applies to credits completed through Dual Credit as well.

Waco ISD Alpha to Numeric Conversion Chart

<table>
<thead>
<tr>
<th>A</th>
<th>Excellent</th>
<th>A+</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Good</td>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>Fair</td>
<td>B-</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>B-</td>
<td>86</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>C+</td>
<td>79</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>C-</td>
<td>72</td>
</tr>
<tr>
<td>D</td>
<td>Failing</td>
<td>F</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>(below 70)</td>
<td>60</td>
</tr>
</tbody>
</table>

Exception: Upon receipt of an alpha-to-numeric conversion scale from the sending district, the sending district’s grading scale is used in lieu of WISD’s conversion chart.

Interpreting Report Cards and Progress Reports

Report cards are distributed at the end of each grading period. Progress reports are provided for students and parents at the midpoint of each grading period. Elementary progress reports are sent home with students, and secondary progress reports are mailed to the address on file with Waco ISD at the time; however, parents always have immediate access to their children’s grades through the Waco ISD Parent Portal.

Report cards provide clear and concise information about a student’s academic performance and promote communication among teachers, students, and parents about the student’s personal development, conduct, and work habits. Report cards issued at the end of the semester will also include semester examination grades for each course in which the student has not received an exemption and an examination was given. The final semester grade is then be placed on the student’s official transcript.

Numerical scores for each secondary course are based on performance on examinations, essays, papers, presentations, performances, projects, lab reports, or other measures appropriate to the subject matter. Scores may also be given grades for class work, homework, and class participation. Grades reflect academic achievement only and are not based on discipline, attendance, tardiness, participation in extra-curricular activities, or other non-academic criteria.

The middle school report card conveys a six-week’s numerical average for each course. At the end of the first semester and of the year, the six-weeks’ grades are averaged to determine an overall course average for the semester.

The high school report card includes the numerical average for each six weeks’ grading period. The end-of-year report card includes a summary of the six-weeks’ grades, the semester examination scores, and the final semester grades. In a given reporting semester, including grades earned in high school courses taken prior to grade 9. Six-week grades for courses in progress are NOT included in the cumulative grade point average, only final semester grades. The high school report card reflects the cumulative grade point average.

Achieving Honor Roll Status

The honor roll system recognizes and rewards notable academic achievement in secondary schools. Honor roll recognition is based on scholarship achievement only. It has no relationship to National Honor Society requirements. Students in grades 6 through 12 will be placed on the “A” Honor Roll each six weeks if they achieved a 90 or above in all subjects. Students will be placed on the “A-B” Honor Roll each six weeks if they achieved an 80 or above in all subjects.

Completing Standardized Testing

The State of Texas Assessments of Academic Readiness (STAAR) program includes annual assessments for Reading and Mathematics at grades 3-8, Writing at grades 4 and 7, Science at grades 5 and 8, and Social Studies at grade 8. The STAAR End-of-Course (EOC) assessments cover material from within and are taken at the end of English I, English II, Algebra I, Biology, and U.S History. The examinations given per year in Grades 6-12:

Grade 6:
• STAAR (State of Texas Assessment of Academic Readiness)
• STAAR Alternate 2 (Accommodated) for students receiving Special Education Services for significant cognitive disabilities in Mathematics and Reading
• TELPAS for LEP (Limited English Proficiency)

Grade 7:
• STAAR (State of Texas Assessment of Academic Readiness)
• STAAR Alternate 2 (Accommodated) for students receiving Special Education Services for significant cognitive disabilities in Mathematics, Reading and Writing
• TELPAS for LEP (Limited English Proficiency)

Grade 8:
• STAAR (State of Texas Assessment of Academic Readiness)
• STAAR Alternate (Accommodated) for students receiving Special Education Services for significant cognitive disabilities in Mathematics, Reading, Social Studies, and Science
• TELPAS for LEP (Limited English Proficiency)
• TSIA Reading (given to 8th graders for dual credit qualification)

Grades 9-12:
• STAAR End-of-Course Algebra I, English I, English II, Biology and U.S. History to measure a student’s academic performance in core high school courses to meet Texas graduation requirements. Students must pass all five EOC tests prior to graduation.
• STAAR EOC Alternate 2 (Accommodated) for students receiving Special Education Services for significant cognitive disabilities.
• TELPAS for LEP (Limited English Proficiency)
• PSAT tests (Preliminary Scholastic Aptitude Test) for college readiness measure of students
• ACT (American College Testing) for college admissions
• SAT (Scholastic Assessment Test) for college admissions
• TSIA (Texas Success Initiative Assessment) Reading, Writing, and Mathematics to determine the need for developmental coursework at the college level. This test also serves to qualify students to participate in dual credit courses and a passing score can serve as a replacement for a failed STAAR End-of-Course assessment.

NOTE: In Grades 6, 7, & 8, any student enrolled in a high school-level course that has an End-of-Course examination required for graduation must take the corresponding STAAR EOC exam. See Appendix B for STAAR information.
Meeting Student Success Initiative Requirements in Grades 5 & 8

The Student Success Initiative (SSI) advancement requirements apply to students enrolled in grades 5 and 8 who take the STAAR reading and mathematics tests. As specified by these requirements, a student may advance to the next grade level only by passing the grade-level reading and mathematics tests or by unanimous decision of a grade placement committee (GPC) whose members believe the student is likely to perform at grade level after additional instruction or remediation.

The goal of the initiative is to ensure that all students receive the instruction and support needed to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

Determining Grade Level, Promotion and Graduation

Eligibility

Earning Middle School Grade Promotion

To be promoted from one grade to the next, a middle school student must complete the following requirements:

- achieve an overall grade average of 70; AND
- attain an average of 70 or above in language arts, mathematics, social studies and science.

See Waco ISD policy at the link below if questions exist. (http://pol.tasb.org/Policy/Download/867?filename=EIF%28LOCAL%29.pdf)

Establishing High School Grade-Level Classification

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Advancement for students in grades 9-12 shall be determined by course credits and the number of years completed of high school (EIE Local). Tenth grade status requires completion of one year of high school and a minimum of 6.0 credits. Eleventh grade status requires completion of two years of high school and a minimum of 12.0 credits. Twelfth grade status requires completion of three years of high school and a minimum of 18.0 credits. Denied credit(s) are not included when factoring credit totals; credit totals are based on all awarded credits, including local credits and repeated credits.

Participating in Graduation Ceremonies

To participate in graduation ceremonies, students are required to complete and receive credit for all graduation course requirements, as well as pass English/Language Arts, math, science and social studies End-of-Course tests or other required examinations. Contact the school counselor for specific information.

Requesting Early Graduation

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that his or her child be permitted to graduate from high school earlier than the student normally would graduate, if the student has completed and received credit for all required courses and met exit-level assessment requirements. Students seeking graduation in fewer than four years shall be determined by the student’s ranking within the class in which he or she actually graduates. Summer and December graduates will not be ranked within a class.

A student entering the District from non-accredited public, private, or parochial schools, including home schools, shall be initially placed at the discretion of the principal, pending assessment appropriate to the student’s grade level, validation of credits, or results of credit-by-examination tests [FD (Local)]. A student or parent shall request credit validation at the time of registration. Entering students will secure information from the school counselor regarding validation of credit through credit by examination. If the student chooses not to request credit validation, the student will enroll in the courses in the grade-level determined most appropriate by the principal. [EEJA (LOCAL and REGULATION)]

Waco ISD expects students, based on their residence addresses, to attend their assigned schools. However, under certain circumstances, a student may need or wish to transfer to another campus. To obtain a transfer, the parent must secure a transfer form from the student’s school office, complete it, and submit it to the Office of Student Services. Once transferred, a student may not return to his or her original school during the school year unless both principals agree. (See Policy FDB)

Transfer students and their parents assume responsibility for satisfactory attendance, discipline, achievement, transportation, and cooperation with the school staff while at the transfer school. If these responsibilities are not met, a transfer may be revoked. If a transfer is revoked, the student may not subsequently request a transfer back to the same school.

Transferring Courses and Grades

When a student transfers after a semester or full year is completed, the receiving district must honor credits already awarded by the sending Texas public district or charter (19 TAC§74.26(a)(1)), including high school courses completed prior to grade 9. Student records from non-Texas public schools (i.e., private, out-of-state or out-of-country) will be evaluated for transfer of credit, including courses completed prior to grade 9. Credit will be awarded provided the curriculum of the course is aligned with the Texas Essential Knowledge & Skills (TEKS).

Foreign transcripts and supplemental documents should be translated into English and presented to the campus registrar with the original foreign transcript, upon request from the high school registrar or counselor; a course syllabus may be required. Waco ISD Alpha-to-Numeric Grading Conversion syllabi may be required. Waco ISD Alpha-to-Numeric Grading Conversion and GPA standards will be applied to course credits and grades transferring from out-of-district institutions. Validation of course credit from non-accredited institutions, including homeschool institutions, is optional, but once a credit is validated, the credit cannot be rescinded. The method for validating course credit is through credit by examination. Waco ISD has no authority on how receiving districts will evaluate courses for transfer when students withdraw from Waco ISD to attend other secondary institutions.

Transferring Credit from Non-Accredited Institutions and Home School Programs

A high school student entering the District from a non-accredited school, including homeschool programs, will be given the opportunity to validate credit(s) earned at the sending school, at no cost to the student or parent, through testing or other evidence. (http://pol.tasb.org/Policy/Download/867?filename=FD%28LOCAL%29.pdf).

Using ESSA Options and Diversity Choice to Attend Other Schools

No later than the first day of school of the year following identification, a school identified for school improvement shall provide all enrolled students with the option to transfer to another public school in the District that has not been identified for school improvement. [Policy CNA and FDB]
Changing Courses
Requesting a Course Change
From time to time, it is necessary for students to change courses during the semester. If a student needs to change a course or transfer from one course to another, the student should discuss the need with the school counselor. This should include the following procedures:

- For a semester or year-long course, a student may not withdraw from a course after the eleventh day of instruction. However, to meet individual student’s needs, the principal may use his or her discretion to approve a course change.
- A student who withdraws from a course before the deadlines stated above will have the grade from the dropped course applied to the grade for the new course. It is highly recommended that a student transfer from one course to another in the same discipline.
- Receiving teachers will describe the knowledge and skills essential for success in the course and will suggest ways to learn them. A student who requests and receives a course change assumes responsibility for the content of the entire course on the final examination.

Correcting Course Errors
Students will receive a list of courses requested for the new school year. Prior to the submission of these choices to the counselor, students and parents should review them carefully for accuracy as these choices impact course availability and staffing. Course corrections will only be made for errors in the students’ schedules.

Pursuing Advanced Courses and Programs
Choosing Pre-Advanced Placement (Pre-AP) Courses
The Pre-AP program is a level of challenging courses designed to teach students strong study skills and learning strategies. Pre-AP courses emphasize critical thinking, reading, research, and writing, and, as appropriate, advanced performance expectations. Pre-AP courses carry weighted grade points and are taught by teachers with specialized training.

Selecting Advanced Placement (AP) Courses
The Advanced Placement program is a sequence of college-level courses taught by high school teachers with specialized training. Advanced Placement courses require students to study content for a deeper understanding at a more cognitively complex level. These courses carry weighted grade points. Students enrolled in AP courses will take the courses’ AP examinations, which are used to earn college credit. College course placement that is based on student exam performance will be governed by the policies of the individual colleges and universities. See Appendix D for information regarding course sequences leading to Advanced Placement courses. See Appendix E for more information on Advanced Placement.

Earning Weighted Grade Points for Advanced Courses
All high school advanced academic courses carry weighted grade points, including Pre-AP, Advanced Placement (AP), Dual Credit, and Articulated Credit courses, which follow outlines and expectations set forth by their respective academic organizations and surpass those of the standard high school-level class.

Weighted courses require additional time, greater student initiative, and higher academic skills. A student who fails one of these courses for a six-week period will be placed on academic probation for the following six weeks. If the student fails again while on academic probation, he or she will be subject to removal from the course. The campus principal makes the final removal decision.

Taking Career & Technical Education College Articulated Courses
Certain content-enhanced high school career and technical courses have been found to be substantially equal to certain introductory-level college courses. A student completing these courses must achieve an 80 or above to receive articulated credit. Completion of the high school course or courses will carry a “C” or above also counts as a Distinguished Achievement Program (DAP) measure. The articulated courses are identified on the high school transcript with the special explanation course code “A.” This code helps participating colleges identify courses taught for award of articulated college credit. Completion of these college-level courses provides a way to start a college major in high school and continue it at a community or technical college. The result is a certificate or associate degree in a career field much more quickly. See Appendix C for information on Articulated Credit courses offered.

Participating in the ACCELERATE Early Degree Program
The ACCELERATE program allows WISD students to begin dual credit coursework in the fall of freshman year, putting them on a trajectory to have completed their Associate degrees by the time they graduate from high school. Students complete one of the five available degree plans—Allied Health, Business, Criminal Justice, Liberal Arts or General Science—by taking courses that fulfill both high school and college graduation requirements. For detailed courses on the degree plans, see Appendix L.

Dual credit coursework is offered in multiple ways: face-to-face courses, online courses, on the McLennan Community College main campus, on the campus of the McLennan Community College Emergency Services Education Center, or at the Greater Waco Advanced Health Care Academy. Applications open each winter and close near the end of January. The program is open to incoming freshman; however, incoming sophomores may participate if they agree to take the missed freshman-year courses during the summer between freshman and sophomore years. All dual credit course tuition, fees, books, and transportation (if required) for ACCELERATE students are paid by WISD to allow all students the opportunity to participate.

Enrolling in ATLAS Academy
ATLAS Academy is a program of choice that addresses student interest in the humanities, sciences and technology as the foundation for Pre-AP advanced learning in all content areas. Students who attend ATLAS in grades six through eight work closely with multi-talented, creative teachers who guide them in developing a deep understanding of subject matter through direct instruction, problem-based learning, collaborative exploration, and discovery. Instruction is interdisciplinary. A strong emphasis on technology exists across the ATLAS curriculum. Texas Essential Knowledge and Skills (TEKS) are integrated into thematic units centered on 21st Century skills and problems of relevance to adolescent learners. Emphasis for all students is on applied learning experiences that help them function with increasing competency as researchers, creators, problem solvers, and practitioners. Problem-based study using a variety of research strategies, group activities and independent work allows students to pursue individual interests in depth.

Mini-courses are an integral part of ATLAS and are offered as specialized electives to address the variety of gifted students’ interests. All students taking mini-courses start with a research course. This course includes study skills relevant to all academic classes, involving researching a service learning project that is then implemented in the community to address character development.

After the completion of the research mini-course, students have the option of several interest-based mini-courses. Courses range from robotics to international cooking. These courses are multi-age and six weeks in length, allowing each student to take six mini-courses per year in addition to the research class.

Choosing Special Schools and Programs
Attending A. J. Moore Academies at University High & Lake Air Montessori Magnet
Waco ISD has several advanced programs available to students at the secondary level that allow them to find programs that correspond to their learning needs.

A. J. Moore Academies at University High School offers high school students an opportunity to study in one of eight career pathways. Those pathways include information technology, business and finance, culinary arts, health sciences, engineering, education, automotive technology, and criminal justice.

Lake Air Montessori Magnet is a magnet program that serves WISD students in pre-kindergarten (starting at age 3) through 8th grade. The Montessori Method is a comprehensive educational approach based on the observation of children’s natural learning tendencies as they unfold in “prepared environments” for multi-age groups.
Exploring the Greater Waco Advanced Manufacturing Academy
A unique and innovative collaboration between the local business community and the Waco Independent School District, the Greater Waco Advanced Manufacturing Academy (GWAMA) seeks to provide students access to skills that ready them to move into their professions. The business advisory board for GWAMA consists of a group of manufacturers, the Waco Business League, and the Greater Waco Chamber of Commerce.

What sets GWAMA apart from vocational schools of the past is that the program is designed for all students, not just those who would not be successful at a traditional school. The campus immerses students in the career and technical education courses of welding, precision metal manufacturing, construction, and electronics/robotics with the goal of preparing them to obtain workforce certifications. Dual credit is available for many of the courses through Texas State Technical College (TSTC). See Appendix F for more information on the Greater Waco Advanced Academies.

Choosing the Greater Waco Advanced Health Care Academy
The Greater Waco Advanced Health Care Academy (GWAHCA) is a unique and innovative collaboration between the local health care community and Waco Area School Districts, offering a challenging learning environment that encourages high expectations for student success in the healthcare field. The academy empowers students to be competitive and workforce ready in both our community and global society.

The twin philosophies of realism and experimentalism have been expressed by the members of the GWAHCA Executive Board who seek to provide students an experience that aligns with what they will encounter after they graduate and work in the health care industry. Through a diverse and challenging curriculum focusing on basic science, GWAHCA cultivates student interest in various sciences and health professions by providing a quality education with field experiences that develop the academic, social and personal qualities necessary for students to realize their fullest potential as lifelong learners and productive, caring citizens of the world.

Students leave GWAHCA with their Certified Nursing Assistant (CNA) certification and can obtain an Advanced CNA certificate developed in collaboration with Providence and Baylor Scott and White (Hi llcrest) Hospital staffs. Students can take Dual Credit courses through McLennan Community College (MCC) for hours toward a college degree.

Utilizing Brazos Credit Recovery Center
The Brazos Credit Recovery Center provides a flexible, self-paced learning environment that enables students to recover credits in core subject areas to earn the credits necessary to graduate on schedule. Students are accepted for enrollment based on need. Fifth-year high school students are given priority. Students interested in enrolling in the credit recovery center should contact the high school counselor.

Requiring Homebound Program Services
The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound services if, for medical reasons, he or she is expected to be confined at home or to a hospital for a minimum of 4 weeks and has a medical condition documented by a physician licensed to practice in the United States. Those with questions about the Homebound Program should contact the school nurse or the Homebound Office at 254-755-9433.

Needing Pregnancy-Related Services (PRS)
During pregnancy and after delivery, a student is eligible for instructional support services to stay on track in her academic courses. Services are provided when a student is (1) pregnant and attending classes on a campus; (2) confined to home due to medical complications; or (3) confined during the six-week postpartum period. For more information about these services, contact the school nurse.

Utilizing Services for Students with Special Needs
Serving English Language Learners (ELLs)/Limited English Proficient (LEP)/English as a Second Language (ESL)
The middle school language arts curriculum provides English instruction for English Learners (ELs) taught by instructors certified in English as a Second Language (ESL) so that students develop the abilities to listen, speak, read, and write in English. A reading class is recommended for English Learners who may not be reading on grade level to further develop comprehensive English skills. The English as a Second Language (ESL) teacher provides English instruction to meet the needs of students at the beginning, intermediate and advanced levels of proficiency.

For recent Spanish-speaking immigrant students, Spanish for Spanish Speakers strengthens the students’ primary language and reinforces the Texas Essential Knowledge and Skills required for meeting the standards on STAAR/EOC. For speakers of languages other than Spanish, it is recommended that a student enrolls in classes that will enhance the first language. This is particularly important for students enrolling in the school district with low literacy skills, resulting from interrupted schooling or no previous school experience.

A sheltered English course is recommended for ELs who, after being in the United States for two or three years, are transitioning into regular English courses but have not learned enough English to perform at the same levels as their native English-speaking peers. For recent immigrant students who have been in a United States school for fewer than three years, sheltered courses in Algebra, World Geography, and Biology are recommended. When possible, teachers provide native language support in the content.

Regarding LEP/EL Students participating in STAAR/EOC
English Learners are required to participate in the STAAR/EOC state assessments. Various modifications are available to help shelter these learners during the tests to allow students to perform at their maximum levels.

Assessing LEP/ELL Students with TELPAS
The Every Student Succeeds Act requires all eligible LEP students in grades K-12 to be assessed annually on the progress made in learning the English language. The Texas English Language Proficiency Assessment System (TELPAS) was developed to fulfill this requirement, consisting of multiple-choice reading tests and holistically-rated assessments based on classroom work and teacher observation. Secondary students are assessed with the TELPAS holistically-rated assessments in listening, speaking, and writing. In addition, students are assessed in the language domain of reading through the TELPAS. Together, the reading tests and holistically-rated assessments provide performance data used to fulfill state and federal reporting requirements.

The TELPAS is an appropriate assessment tool for students receiving TEKS instruction on at least a kindergarten level. In rare cases, the ARD committee and LPAC may determine that a student should not be assessed in one or more domains due to a disability.

Assisting English Language Learners Served by Special Education
English Learners who receive special education services have special education needs related to their disabilities as well as needs related to second language learning. It is important for Admission, Review and Dismissal (ARD) committees and Language Proficiency Assessment Committees (LPAC) to work together to ensure that instruction meets each student’s linguistic and special education needs. These committees should keep in mind that LEP-exempt students receiving special education services who participate in LAT administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

Educating Students with Disabilities/Section 504
The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students.
An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits him or her in a major life activity, such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks. See the school counselor for more information about services for qualifying students.

**Helping Students with Dyslexia & Related Disorders**

Students with dyslexia have difficulty with reading, writing, and/or spelling. Each campus has a teacher trained to evaluate, instruct, and monitor qualified students. Schools serve students with dyslexia or related disorders in a variety of ways, as determined by their 504 committees. Services may include specialized instruction, classroom accommodations, and assistive technology. See the school counselor for more information.

**Utilizing Special Education Services**

Special education is specifically-designed instruction and other related services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to participate with non-disabled peers in the public school system.

Waco ISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Each campus utilizes a child study team that meets to discuss and recommend intervention strategies through general education programming. Students referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.

ARD Committees include the following members:

- The student and his/her parent;
- District representative;
- Evaluation representative;
- At least one of the student’s general education teachers;
- A special education teacher (the disability may require a teacher certified in a specific area, such as Visual or Auditory impairment);
- Related services provider, if required;
- Language Proficiency Assessment Committee (LPAC) representative, if required;
- Career and Technical Education Representative, if CTE is considered for the student.

The ARD Committee develops a program, referred to as an Individualized Education Program (IEP), which is implemented in the least restrictive educational environment appropriate for the student.

The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents also receive information from the Texas Education Agency in the booklet, “A Guide to the Admission, Review and Dismissal Process.” These rights are provided and explained to parents and/or adult students at least once per year, in addition to these occasions:

- Initial referral for evaluation
- Request by parent
- Initial filing of a due process hearing.

WISD policies are updated regularly. Check the WISD website for up-to-date policy in format.
WISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to WISD Policy (Legal and Local), Regulation and Practice as of August 2017. For current information regarding district policy please refer to the Waco Independent School District website at www.wacoisd.org or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.
Understanding Middle School Education’s Mission: Our loftiest Aspiration
The mission of middle-level education, where children explore and discover unique identities, is to ensure all students demonstrate high academic achievement and develop confidence and character to succeed in high school and beyond; this is accomplished in the following ways:
- Engaging students in rigorous, relevant, world-class curriculum and instruction;
- Fostering meaningful relationships;
- Encouraging respect and appreciation of diversity;
- Promoting civic engagement;
- Supporting students’ intellectual, physical, social, and emotional well-being.

Implementing Middle School Education Strategies
To achieve this lofty goal, Waco ISD pledges to uphold the following guidelines:
- We will develop, recruit, support, retain and recognize highly qualified principals, teachers, and staff at every middle school to ensure that every student has a quality education.
- We will implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development necessary to consistently apply best instructional and assessment practices.
- We will develop a comprehensive plan in partnership with outside resources and agencies to support at-risk students and their families to increase student attendance and reduce barriers to learning.
- We will promote healthy lifestyles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn.
- We will design middle-level learning environments that foster relationships and smaller learning communities, addressing such needs as facility use, staff organization, career exploration, and project-based learning.
- We will identify and implement effective academic support and interventions for underachieving students.
- We will create and implement effective transition programs for entering and exiting middle school.
- Waco Independent School District’s middle schools serve students in grades six to eight. Waco ISD middle schools are designed to meet the needs of adolescents.

Examining the Middle School Curriculum
Waco ISD provides middle school students a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The WISD academic program offers all students the same basic course of study.

Students in grades 6-8 are required to take core courses in English/language arts, mathematics, science, social studies, physical education, and fine arts. During the middle school years, students need to broaden academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, languages other than English, technology, speech or additional physical education courses. Specific required and elective courses may vary from school to school.

Middle schools offer Pre-Advanced Placement courses in English, mathematics, science and social studies, as well as other services to gifted and talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Many middle schools also offer selected courses for high school credit.

High school courses taken in middle school may count toward graduation requirements. Examples of these courses are Physical Education, Algebra I, and, Languages Other Than English (LOTE). Students in grades 6-8 enrolled in a high school course will take the corresponding STAAR EOC assessment, as required for graduation, such as for Algebra I.

High school-level courses completed at the middle school level, regardless of outcome, shall post to the transcript—the high school academic record. The final grade will not be included in calculating high school grade-point averages but will appear on the high school transcript.

A counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this. If the parent wishes to move the child into one or more advanced academic courses, the parent will need to confer with the current teacher and/or counselor.

Preparing Students’ Schedules
Beginning in the sixth grade, students should start considering their future course schedules, as they will choose high school graduation plans and endorsements as well as create their four-year plans by the end of 8th grade. Therefore, when choosing elective courses, sixth and seventh grade students should consider what is required to accomplish their goals. For instance, if students are interested in taking advanced band, choir, or theatre arts in eighth grade, students should select the beginning course in sixth grade and the intermediate course in seventh grade. A course that is required prior to another course is called a “prerequisite course.” Although many beginning courses are available to 7th and 8th grade students, students should determine whether courses taken in 7th and 8th grade require any prerequisite courses.

Students should plan schedules for the upcoming year by selecting from the required and elective courses. Required courses will either be regular or Pre-AP level. Required physical education courses and optional elective courses will either be a semester or a year long. Course descriptions for required and elective courses follow in the Middle School Section.

Achieving Membership in National Junior Honor Society
Membership for National Junior Honor Society (NJHS) is based upon outstanding performance in scholarship, leadership, service, character, and citizenship. These definitions are as follows:

Scholarship - The student has a minimum grade average established by the faculty council on all course work completed.

Leadership - The following twelve areas are forms of leadership. The student must demonstrate the following qualities:
- Resourcefulness in proposing new problems, applying principles, and making suggestions;
- Initiative in promoting school activities;
- Influence on peers in upholding positive school ideals;
- Decisive in delegation of responsibilities;
- Optimism in developing ideas to improve civic life at the school;
- Decisive in delegation of responsibilities;
- Optimization to exemplify positive attitudes;
- Inspiration to reveal positive behavior in others;
- Demonstrative academic initiative;
- Responsible in holding school offices or positions, conducting business effectively and efficiently,
- Reliability and dependability;
- Dedication to upholding scholarship and maintaining a loyal school attitude.

Service - The student shows competence in any of the following eight forms of service:
- Volunteers and provides dependable and well-organized assistance, gladly and willingly sacrificing to offer assistance;
- Works well with others, willing to take on difficult or inconspicuous responsibilities;
- Rendes any requested service to the school cheerfully and enthusiastically;
- Represents the class or school in interclass and interscholastic competition willingly;
- Serves without complaint on committees and with school staff;
- Participates in some activity outside of school, such as Girl Scouts, Boy Scouts, religious groups, on volunteer services for the elderly, poor, or disadvantaged;
- Mentors persons in the community or students at other schools; and
- Shows courtesy by assisting visitors, teachers, and students.

See Appendix G for recommended Middle School Course Sequences.
Character - The following ten areas can serve as verification of student character:

- Accepts criticism willingly and recommendations graciously;
- Exemplifies desirable qualities or behavior (cheerfulness, friendliness, poise, stability) consistently;
- Upholds principles of morality and ethics;
- Complies with school regulations concerning property, programs, office, halls, and the like;
- Demonstrates the highest standards of honesty and reliability;
- Displays courtesy, concern, and respect for others;
- Observes instructions and rules, punctuality and faith, both inside and outside of the classroom;
- Shows concentration, self-discipline, and sustained attention, as shown by perseverance and application to studies;
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating and showing unwillingness to profit by the mistakes of others; and
- Helps rid the school of bad environment or influences.

Citizenship - The following three desired areas are forms of student citizenship:

- Understands the importance of civil involvement;
- Displays high regard for freedom, justice, and respect of the American form of government (representative democracy); and
- Demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Campus Administrators will also review candidates’ citizenship, and students may be declared ineligible based on this review. Each category is independently judged. To be eligible for membership, a student must have the grade point average established by the faculty council on all course work completed. In addition to this academic requirement, outstanding leadership, service, character, and citizenship at school and in other activities are required.

Standards for National Junior Honor Society include the following characteristics:

- Local selection guidelines for NJHS must conform to the national guidelines;
- A five-member faculty council and a chapter adviser lead. The adviser exercises the duties outlined in the Constitution published by the NJHS national office;
- Guidelines will be fairly and consistently applied, and any changes in guidelines will be publicized prior to implementation;
- Publicity of the selection process will make information available to parents, students, and faculty members upon request. The selection criteria will be publicized in the District’s Secondary School Information Guide (SSIG) annually;
- Students in grades 7 and 8 are eligible for membership; however, students in grade 6 are not eligible for candidacy until the spring of their sixth grade year;
- Membership criteria for scholarship will be an average established by the faculty council;
- Each campus will use the Student Activity Information Form suggested by the national office;
- Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any “below average” rating with substantiating data based on sound professional judgment and action. Faculty advisers will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique;
- Standard point systems will be utilized for faculty evaluations, and the points will only be applied to the criteria of leadership, service, and character. Schools will use a point system of 1-5 (5=excellent; 4=good; 3=average; 2=fair; and 1=unacceptable).
- Faculty evaluations will be processed by the student’s current teachers individually rating the student. For admission to NJHS, a student must have a total of 126 points (out of 140 possible points) and meet the scholarship requirements.

All middle schools will follow the national guidelines for NJHS membership.
MIDDLE SCHOOL COURSE DESCRIPTIONS

Students will be placed in Pre-AP classes based on STAAR results or by parent signature on choice sheets. Students identified as G/T must be registered for Pre-AP classes in the area(s) in which they have been identified as gifted to maintain G/T designation and receive G/T services.

Pre-AP classes include strategies that students will require if they choose to enroll in AP courses at the high school level. Pre-AP classes are more advanced.

ENGLISH/LANGUAGE ARTS /READING
These classes provide instruction and practice in reading a variety of genres (including media literacy), writing in a wide variety of modes, listening, and speaking at higher levels each year. Students complete research projects requiring them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing.

English 6/English 6 PreAP
Local Course #: 0138/0154
TEA #: 03200510

English 7/English 7 PreAP/Writing 7
Local Course #: 0143/0155/0147
TEA #: 03200520

English 8/English 8 PreAP
Local Course #: 0148/0156
TEA #: 03200530

Reading 6
Local Course #: 0141

ENGLISH LANGUAGE ARTS and READING (ESL) FOR NON-ENGLISH SPEAKERS
ESL classes prepare students for academic success in all content areas. ESL classes cover the same concepts, knowledge, and skills found in the English Language Arts curriculum. Students learn the English language to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through listening, speaking, reading, and writing.

English 6 ESL/Reading 6 ESL
Local Course #: 0130/0133
TEA #: 02940000

Mathematics
Throughout mathematics in Grades 6-8, students build a foundation of basic understanding in numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics.

Math 6/Math 6 PreAP
Local Course #: 0333 (Math Lab)/0161/0169 (Pre-AP)
TEA #: 80800330/02640060

Math 7/Math 7 PreAP
Local Course #: 0163/0170 (Pre-AP)
TEA #: 03103000

Math 8/Math 8 PreAP
Local Course #: 0335 (Math Lab)/0165/0171 (Pre-AP)
TEA #: 80800335/03103100

Algebra I
Some eighth-grade students may choose to take Algebra I, a high school credit course. Students who mastered the material taught in grades 6 & 7 mathematics, as proven by a passing score on the WISD Algebra Readiness Test, may enroll. Students who complete Algebra I in grade 8 may use the credit earned to satisfy the requirement of four units of mathematics in grades 9-12. Grades earned in high school courses taken in middle school, however, are not included in the high school GPA.

NOTE: Entering freshmen must take four years of high school mathematics courses, including Algebra I and Geometry plus Algebra II, if an endorsement path is pursued. The Math Modeling with Applications course, if taken, must occur before Algebra II.

Local Course #: 0166
TEA #: 03100500
HS Credit: 1.0
Grade(s): 8

SOCIAL STUDIES
Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade 6 emphasizes modern life in world regions. Grade 7 covers Texas Geography and History. Grade 8 studies U.S. History from exploration to 1877.

Social Studies 6/Social Studies 6 PreAP
Local Course #: 0203/0213 (Pre-AP)
TEA #: 02870000

Social Studies 7/Social Studies 7 PreAP/Social Studies 7 ESL
Local Course #: 0205/0215 (Pre-AP)/0340 (ESL)
TEA #: 03343000

Social Studies 8/Social Studies 8 PreAP
Local Course #: 0207/0216 (Pre-AP)
TEA #: 03343100
MIDDLE SCHOOL PHYSICAL EDUCATION

IMPORTANT: All middle school students must take at least four semesters of Physical Education or Physical Education substitutions, Athletics, Dance, Kickstart, Drill Team, Marching Band, Cheerleading, private or commercially-sponsored physical activity programs that are held on or off campus, or JROTC are Physical Education substitutions that will satisfy the 4-semester requirement, if taught by a physical educator or dance instructor during school hours. Students must take at least one semester of General Physical Education or Physical Education Substitution per each grade level.

Physical Education 6
Students in 6th grade will gain deeper understanding of the functions of the body and learn to use technology to measure their own performances, such as using a pedometer to track physical activity. Students will be able to identify types of physical activities that provide them with enjoyment and challenge to encourage them to be physically active throughout life. The 6th grade physical activity foci are Basketball, Flag Football, Jump Rope, Soccer, Tennis, Track and Field, Volleyball and Fitness skills.
Local Course #: 0231
TEA #: 02850000

Physical Education 7
Students in 7th grade physical education will apply similar concepts from one sport or movement setting to another. Students will learn how to observe another individual’s performance and notice key elements for success. At this grade level, students will participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. The 7th grade physical activity foci are Bowling, Circuit Training, Disc Golf, Football, Outdoor Education, Softball, Ultimate Frisbee and Fitness skills.
Local Course #: 0233
TEA #: 03823000

Physical Education 8
Students will demonstrate higher-level movement skills, strategies and tactics within game play. Students will learn the components of fitness. The 8th grade physical activity foci are Badminton, Basketball, Golf, Lacrosse, Team Handball, Volleyball, Weight Training and Fitness skills.
Local Course #: 0235
TEA #: 03823000

Foundations of Personal Fitness
Students will demonstrate higher-level movement skills, strategies and tactics within game play. Students will learn the components of fitness. The 8th grade physical activity foci are Badminton, Basketball, Golf, Lacrosse, Team Handball, Volleyball, Weight Training and Fitness skills.
Local Course #: PY01MS
TEA #: PES00052
Grade(s): 7-8
HS Credit: 1.0

PHYSICAL EDUCATION SUBSTITUTIONS FOR MIDDLE SCHOOL

Physical Education substitutions allow a student to use approved physical activities to meet the physical education requirements for middle school. An approved Off-Campus PE-equivalent program may also substitute for the Physical Education requirement for 7th and 8th grade. All students will be assessed on their physical fitness using the FITNESSGRAM assessment, based on their Health Classification.

ATHLETICS

Students will participate in athletic activities during this class, which can substitute for a physical education credit. Students will learn grade-level Physical Education curriculum during the off-season.

Athletics 7
Local Course #: 0236 (Girls)/0237 (Boys)
TEA #: 03823000
Prerequisite: Approval by the Athletic Coach.

Athletics 8
Local Course #: 0238 (Girls)/0239 (Boys)
TEA #: 03823000
Prerequisite: Approval by the Athletic Coach.

HEALTH

Health Education
This one-semester course introduces students to skills that enable them to lead healthy lives. Students will explore and learn the function and care of body systems and the effects of alcohol, tobacco, and drugs on these systems. Students also study first aid and sexually transmitted diseases with a strong emphasis on sexual abstinence.
Local Course #: 0586
TEA #: 03810100
MS/HS Credit: 0.5

FINE ARTS

One semester of fine arts is required; students may choose a year-long option, and the second semester can be taken as an elective.

ART

Art 6
Local Course #: 0260 (Year)
TEA #: 03154110

Art 7
Local Course #: 0262 (Year)
TEA #: 03154210

Art 8
Local Course #: 0264 (Year) Non-Varsity/ V264 (Year) Varsity
TEA #: 03154310

Photography 8
Local Course #: 0263 (Year)
TEA #: 03154310

BAND

Band is offered at three levels of instruction. Students are introduced to the fundamentals of band instruments, which they are required to furnish. However, some instruments may be available for use through a rental process. Rapidly progressing students may be transferred to a more advanced band level, as scheduling permits. Out-of-school rehearsals and performances are required.

Band 6
Local Course #: 0274
TEA #: 03154130

Band 7
Local Course #: 0275 Non-Varsity/V275 Varsity
TEA #: 03154230

Band 8
Local Course #: 0276 Non-Varsity/V276 Varsity
TEA #: 03154330
CHORAL MUSIC

CHOIR

Choir 6 TEA #: 02920000 0294 (Girls)/0295 (Boys)
Choir 7 TEA #: 03154301 0298 (Boys)/0299 (Girls)
Choir 8 TEA #: 03154504 0301 (Boys)/0302 (Girls)

Choir classes are designed at three levels for students whose interests lead them toward a sequential, continuing study of choral music. This course is performance-oriented and teaches unison, two, three and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required.

ORCHESTRA (BEGINNING)

Orchestra 6 TEA #: 03154132 0282
Orchestra 7 TEA #: 03154232 0286 Non-Varsity/V286 Varsity
Orchestra 8 TEA #: 03154332 0287 Non-Varsity/V287 Varsity

Orchestra is offered at three levels of instruction. Students furnish violins, and the schools provide violas, cellos, and string basses. Fundamentals of stringed instruments are introduced, and rapidly progressing students may be transferred to a more advanced orchestra, as scheduling permits. Out-of-school rehearsals and performances are required. String players must be enrolled in a regular orchestra class to participate in other specialized instrumental ensembles.

THEATRE ARTS (BEGINNING)

Theatre 6 TEA #: 03154140 0311
Theatre 7 TEA #: 03154240 0314 Non-Varsity/V314 Varsity
Theatre 8 TEA #: 03154340 0316 Non-Varsity/V316 Varsity

Theatre instruction includes technical theatre, play preparation, makeup, pantomime, improvisation, and character studies. Emphasis is placed on speech presentation, including the elements of communication, oral interpretation, and various types of speeches. Minimum of one yearly performance is required. Out-of-school rehearsals and performances are required.

ELECTIVE COURSES

KEYBOARDING PROFICIENCY

The expectation is that students will be proficient in keyboarding before entering grade 9. To assist students in meeting this expectation, the following opportunities are available:

- Passing keyboarding or Touch System Data Entry (grade 7 or 8)
- Data Entry during summer school before grade 9, if offered as a part of the summer school program.
- Demonstrating proficiency on a district-developed keyboarding equivalency assessment at middle school.

TOUCH SYSTEM DATA ENTRY

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents and both develop psychomotor skills through drill practice and reinforcement of correct keyboarding techniques. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills.

Local Course #: C740MS
TEA #: 13011300
Grade(s): 8
HS Credit: 0.5 (students can choose not to earn the HS credit)

SPEECH

PROFESSIONAL COMMUNICATIONS

Students develop the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining.

Local Course #: C998MS
TEA #: 03243630
Grade(s): 8

TECHNOLOGY

Gateway to Technology

Students will increase their understanding of the development and impact of technology on society and the environment. The student will design, build and test products and systems to solve real world problems. The students will use and manage resources of technology. The course introduces real-world applications in the areas of transportation, power and energy, construction, manufacturing, multimedia, desktop publishing, graphic design, video production, and bio-related technology. Hands-on problem-solving activities may include designing and making products, accessing technology, constructing models of building, using computers and using power tools and equipment. Expenses may be incurred for projects.

Local Course #: C161MS (Year)
TEA #: N1303756
Grade(s): 7-8
HS Credit: 0.5

Gateway to Technology II

Students will further increase their understanding of the development and impact of technology on society and the environment. Hands-on problem-solving activities may include designing and making products, accessing technology, constructing models of building, using computers and using power tools and equipment. Expenses may be incurred for projects.

Local Course #: C160MS (Year)
TEA #: N1303741
Grade(s): 8
HS Credit: 0.5

FOREIGN LANGUAGE

Spanish I

Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

Local Course #: 0547MS
TEA #: 03440100
Grade(s): 7-8
HS Credit: 1.0

Spanish II

Students build on their knowledge of Spanish from Spanish I and become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

Local Course #: 0548MS
TEA #: 03440200
Grade(s): 8
HS Credit: 1.0

Native Speaker Spanish

This course is an introductory course for Native Spanish speakers, building on their understanding of their first language and working toward higher levels of grammar usage, proper pronunciation, and written expression.

Local Course #: 0566MS
TEA #: 03440110
Grade(s): 7-8
HS Credit: 1.0
COLLEGE AND CAREER READINESS

**ADVANCED ACADEMICS ACADEMY**

**Research**
Students will participate in the complete research process, from brainstorming topic ideas to collecting information or gathering data, reporting findings, determining the most effective format for presentation, and distributing those findings. Students will use this process to assist in the development of projects for the National History Day Fair, Science fair, or the WISD Advanced Products and Performances fair.

Local Course #: ATL1Y

**Research 7**
Local Course #: ATLR7Y

**Research 8**
Local Course #: ATLR8Y

**Mini Courses offered through ATLAS**

**A Picture Is Worth a Thousand Words**
Students will explore the art of photography. Both technique and impact will be explored. Students will learn to evaluate the craft as well as take pictures of various Tennyson events and create a yearbook for the school.

Local Course #: ATL2

**Aeronautics**
Aerospace engineering engages students in engineering design problems related to aerospace information systems, aeronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

Local Course #: ATL25

**Am I Greek?**
Did you know that Nike was a goddess and the inspiration for a future sneaker trade mark? The roots of our government and culture are built on the foundation of the ancient Greek and Roman civilizations. Let’s go discover classical history by investigating the ancient cultures of the Greeks and Romans!

Local Course #: ATL40

**Anyone Can Draw**
Drawing is a learnable skill. It is simply having someone demonstrate what to do and then practicing for improvement.

Local Course #: ATL12

**App me that!**
This allows students to create iPad apps coding using X code and teaches them Twenty-First Century learning skills, enabling them to increase their future learning potential.

Local Course #: ATL75

**Around the World in 20 Dishes**
Around the World in 20 Dishes will be an introduction to various cultures and the foods they eat. Fundamental cooking techniques, skills, and terminology are reviewed from the Kids in the Kitchen class that is a prerequisite for this class. Students will choose a region from around the world and investigate their cultural customs, belief and cuisine. Each student in class will create a page for a recipe book that will be sold at our World Cultures Open House and Parent Night.

Local Course #: ATL71

**Astronomy**
Astronomy is an interdisciplinary course that introduces the student to early astronomers, optics, and the electromagnetic spectrum, the solar system and planetary motion, as well as the characteristics of stars and how to describe their position from the Earth. Students will have opportunity to visit the Meyer Observatory and participate in a Star Viewing Party sponsored by the Central Texas Astronomical Society.

Local Course #: ATL36

**ATLAS World News**
Students will work as a team to create a newspaper that reports the most important and interesting events taking place within the ATLAS Academy. Students will learn how to write straight news stories, editorials, feature articles and more, for this six-week publication.

Local Course #: ATL19

**Bridges**
This course is required for all incoming 6th graders. The purpose is to familiarize students with all devices, applications, and websites that will be used throughout the ATLAS course curriculum. This also serves as a transitional course that will provide students with skills in organizing themselves for middle school success after elementary.

Local Course #: ATL61

**Calligraphy**
The art of Calligraphy begins with cursive writing. Students will learn cursive writing, develop a signature and practice favorite calligraphy fonts while studying different techniques. Students will be able to demonstrate that calligraphy is an ancient Chinese tradition.

Local Course #: ATL76
Community Gardening
Students will participate in creating a flower and vegetable garden. Students will learn the social and environmental benefits of gardening from gardeners in the community. As preparation for creating a personal garden, students will visit gardens in the Waco community. The class will work together to plan, organize, plant, and tend a garden on the school grounds.
Local Course #: ATL31
85000A31

Connections: An Alternative View of Change
Study the history of science and invention and how various discoveries, scientific achievements, and historical world events were built from one another in a particular way to bring about particular aspects of modern technology. This class rejects the conventional view of historical progress and argues that the modern world is the result of a web of interconnected events, each one consisting of a person or group acting for reasons of personal motivations.
Local Course #: ATL24

Digging Up the Past (Archeology)
How did the people live in the past? What did they eat? How did they die? What influenced their ways of life? There has always been a fascination with the group of people who lived before us (Native American tribes, early settlers etc.). They all left behind artifacts that told about them and how they lived. Students will explore the world of archeology by studying techniques and how to excavate and gather data from artifacts that will help to better understand the peoples that came before us.
Local Course #: ATL18

Dissection Station
Students will explore the world of biology and be given opportunities to perform dissections that are usually reserved for high school biology students.
Local Course #: ATL6

Dream
Students develop as leaders on the campus and in the community through the development of interpersonal skills both in school and in the professional world.
Local Course #: ATL67

Drones
Students will explore the commercial applications of drones, learn the various components and how they work, learn to fly various types and styles, and build/race FPV (first person view) drones.
Local Course #: ATL48

Dyeing
Students will explore the history of Japanese dyeing called Katazome and learn to create designs on fabric using a variety of mediums such as Batik, Rice Resist, and Shibori.
Local Course #: ATL84

eFolio and Presentations
Students will learn about various tools and modes of presentation and incorporate all of them into online electronic portfolios, efolios. These modes of presentation will include, but are not limited to: Web 2.0 tools, iPad app productions, and video presentations.
Local Course #: ATL42
85000A42

Forensic Facts
Students will learn how Forensic Scientists use their background to help law enforcement solve crimes. Conduct a variety of experiments and take a tour of the Baylor chemistry lab as well as other local forensics lab.
Local Course #: ATL3
TEA #: 85000AO3

From Junk to Jewels
Do you want to learn how to turn a two-liter bottle into a broom? Students discover how to turn an old item or set of materials into a useful product. Students will also look at the purpose of up cycling materials, as well as what can be up cycled and how this ultimately impacts the environment.
Local Course #: ATL78

Fun Science
Students will participate in daily fun science experiments that are not part of the school year such as making sugar crystals, bottle rockets, slime etc.
Local Course #: ATL7

Garage Bands
Whether vocalists or instrumentalists, students will get the opportunity to create original compositions. Students will use creative expression and performance to sing/play instruments.
Local Course #: ATL9

Genealogy: Who Am I?
Do you know your family roots? Have you ever wandered when your family immigrated to the United States and from where? Do you have a famous relative? Are you royalty? Then let’s find out! This mini-course will assist you in discovering your families past through research called genealogy. Let’s do some family digging and create a family tree! Any skeletons in your family closet?
Local Course #: ATL39
85000A39

Geocaching
Students will utilize a GPS device to both hide and local containers called caches. These caches can be found all over the world.
Local Course #: ATL85

Geometry in the Arts
Geometry is everywhere, especially in the arts. Examples are origami, tessellations, & fractals.
Local Course #: ATL14

GI Joe and Jane
Students will learn how to identify patriots and collect oral histories. Students will write essays for competitions and money prizes. Students will also put the finishing touches on a Welcome Home Parade for Iraq War veterans. This course involves a field trip to Austin, Texas, for the veteran's day parade.
Local Course #: ATL26

Great Texts
Great Texts is the ATLAS Book Club for students who love to read and discuss famous books by classical authors! Students will have a chance to read and discuss the stories of great writers like Shakespeare and Dickens with people who love books.
Local Course #: ATL20

History Through Cinema
Students will explore history through motion pictures by focusing on the impact of the story-telling medium, impact of movies on history, and vice versa.
Local Course #: ATL86

I Like To Argue
Special skills of critical thinking and reasoning are an important part of daily reactions to what is heard, thought, and read. This course is designed to present students with a set of strategies which will increase the ability to react critically and to form arguments. This class will help learn the art of asking the "right" questions, including right questions about personal thoughts. Students will learn the art of mustering reasons, of obtaining useful data, of pinpointing the real issue and noticing when an arguer evades it, and of offering critical opinions based on those evaluations. Critical thinking is not just an art; it is a disposition and a commitment. Student’s informal strategies of arguing positions will be honed as reasoning in speeches, conversations, essays, and group deliberations are examined.
Local Course #: ATL21

Improv Studio
Students will explore the art of improvisation and direction.
Local Course #: ATL35
85000A35
Independent Study
Students will have the opportunity to explore personal interests in an academic setting. They will conduct research, interviews, and use real-world experiences.
Local Course #: ATL50

Introduce Yourself to the Visual and Performing Arts!
This mini course combines classroom and online instruction. It is a course designed as an introduction to the arts, such as Theatre, Music, Visual Art, Dance, Architecture, and Cinema. Study focuses on the appreciation of the performing and fine arts and the ways in which they reflect the values of civilization.
Local Course #: ATL55

Invention Convention
Inventions have to start with inventors. Everyone is an inventor. Live smarter, not harder!
Local Course #: ATL13

Judge ATLAS
Students will investigate the judicial system in the United States. With “expert testimony” from community educators and lawyers, the class will understand the difference between civil and criminal court cases. Students will get an introduction to career opportunities in the legal profession and participate in a mock trial.
Local Course #: ATL33
85000A33

Kids in the Kitchen
Students will explore the math, science, and language of cooking. Students will interact and learn from local chefs in this basic nutrition class. Beginning with food and kitchen safety, this class will introduce students to menu planning, food preparation, dining etiquette, and culminate with the class preparing a meal in a gourmet kitchen.
Local Course #: ATL32
85000A32

Kites
Students will explore the history of kites and all of the different types that are available. Students will create their own kite out of various materials.
Local Course #: ATL82

Lights, Camera, Action!
Want to let the creative side show? It may be in front of the camera or behind it! Making movies is fun and easy to do. Learn the basics of planning and filming and editing. During the course students will brainstorm, write, direct and create a short film of choice.
Local Course #: ATL29

Media and the Message
Students will communicate the news and opinion at ATLAS Academy using traditional and non-traditional media. Students will create and run a daily news show that informs and inspires Tennyson students.
Local Course #: ATL27

Music of America
Students will research three different specific works of American music (since the age of recording) and present three different oral and visual presentations, which include the song and story behind it. These presentations will require students to do lengthy research to select songs/music for presentations, as well as additional research for the story behind it.
Local Course #: ATL72

Novel Ideas
Novel Ideas is the ATLAS Book Club for students who love to read and keep up with pop culture novels. We will explore books on the current New York Times Best Seller lists.
Local Course #: ATL53

Paint My World!
Have you ever seen large wall paintings (murals) at church or other public buildings? Go check out the federal building in downtown Waco, it has murals painted in the early 1900’s on the lobby walls. Let’s study some famous artists and artworks then hopefully create and paint our own murals.
Local Course #: ATL38
85000A38

Paranormal Investigation
Students will explore the spirit world through literature, science, and popular culture. This course will cover the investigators’ roles, what is sought and where to go to search for unexplained anomalies and using scientific methodology, electronic equipment and research techniques to investigate and analyze evidence.
Local Course #: ATL22

Plan, Cut, Sew
Students will study geometric patterns and then design an heirloom quilt. Students will utilize principles of quality construction.
Local Course #: ATL10

Pottery
Students will learn about pinch pottery, how to build with coils, and throwing on a wheel. Students will also explore the different types of glaze and clays.
Local Course #: ATL81

Quiz Bowl
Quiz Bowl is a game of questions that is divided separately into a top-based team contests and an individual-based general trivia. Students learn competition strategies and assessed material in preparation of the district’s quiz bowl. Students then work in teams and individually to answer questions from topics, such as history, literature, science, popular culture, music, arts, current events, technology, and mathematics.
Local Course #: ATL70

Renaissance Studies or Are Leonardo, Michelangelo, Donatello, and Raphael REALLY Ninja Turtles?
Did it all begin with Leonardo? Did he really design and build the first helicopter in the 1400’s? Did Michelangelo really spend four years lying on his back painting a church ceiling 40 feet off the ground? Many of our modern inventions, fashion, and art trends stem from the Renaissance period in Europe. Let us open our artist minds to the great artists and masterpieces of the Renaissance Era.
Local Course #: ATL41
85000A41

Robotics I
Intro to Robotics will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic products using Lego Robotics hardware and software. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots.
Local Course #: ATL43
85000A43

Robotics II
Robotics II will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic products using Lego Robotics hardware and software. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. They will participate in Robotics competitions with other ATLAS students and with student’s other schools.
Local Course #: ATL48

Say It Out Loud
Poetry, drama, and comedy. Students will be learning and performing various pieces of literature, poetry, scenes from plays, and other types of performance pieces. Oral interpretation will allow for a personalized perspective to the pieces. Students will have opportunities to compete or even prepare for the performance portions of History Fair.
Local Course #: ATL15
Science of Psychology
The psychology of science will include philosophy, history, and sociology of development and serve as an introduction of psychology, as well as focus on experiments using memory, tension, mood and instinct to form varying psychological hypotheses and research and gather data.
Local Course #: ATL56

Service Learning – The Next Level
This extension of the original service learning research is conducted in the first six weeks.
Local Course #: ATL49

So You Want To Be a Lawyer?
Explanation of the profession. Speakers will explain the down and dirty about the legal profession. Field trips to the local court house will help students see what the law is all about. Students will also develop a list of those laws that REALLY make a difference in life.
Local Course #: ATL28

Solve the Rubik’s Cube!
This mini course is centered around a puzzle-solving theme that will help develop problem-solving and spatial thinking skills. Students will analyze properties and determine attributes of two- and three-dimensional objects from different perspectives. The cube is used in math lessons, helping students visualize fractions, geometry and algebra problems allowing them to gain insights into, and answer questions in other areas of mathematics.
Local Course #: ATL62

Stock Market Game
Students will compete with others in the area as there is an investment of a hypothetical $100,000 in the stock market. Who will make the most money?
Local Course #: ATL34

Watercolors
Students explore the uses of watercolor as a painting medium by applying several techniques.
Local Course #: ATL83

We Mean Business - Entrepreneurship
Turn your passion into your own business! You will get the opportunity to learn the lessons of money management and organizational skills needed. We will also take a look at other young entrepreneurs that have successfully started and manage small businesses and learn what they did to become successful.
Local Course #: ATL51

Who’s Got the Power? (Student Congress)
Students will role play the workings of the legislative branch of our government by writing "real world" bills and debate the worth in a congressional setting. There will also be opportunities for those who are interested to compete in this event as well.
Local Course #: ATL16

World Cup Geography
Students will research countries represented in the World Cup and find out about their culture, language, region of the world and political issues. Students will learn through research, field trips and guest speakers.
Local Course #: ATL74
SECTION III: HIGH SCHOOL INFORMATION AND GRADUATION REQUIREMENTS

WISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to WISD Policy (Legal and Local), Regulation and Practice as of August 2017. For current information regarding district policy please refer to the Waco Independent School District website at www.wacoisd.org or visit with the school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.
**Defining Key High School Information and Graduation Requirements**

The high school curriculum in the Waco Independent School District is designed to meet the needs of students preparing for college, careers and citizenship in the community. It offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All WISD students are expected to prepare for both college and career.

In addition to the core academic programs, each high school offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, learn a modern dance, or edit a newspaper. They can compete in volleyball or football, or any of a dozen other sports; every campus has numerous clubs and organizations students can join for fun and education.

All students entering grade 9 are required to enroll in the Endorsement High School Program. Permission to enroll in the Foundation Graduation Plan will be granted only when a student, the student's parent or guardian, the counselor, and the principal agree in writing, and each party signs that the student should be permitted to take courses under the FHSP. The WISD Permission to Graduate on the Foundation Graduation Plan form may be obtained from the school counselor at the end of sophomore year. Refer to the permission form for eligibility requirements.

Browse through the course offerings in this guide to identify electives or programs of interest. Counselors are available to help students identify courses to take, but students should discuss their goals and interests with parents as well. Students and their families should explore the many college scholarship opportunities available to successful high school students. Scholarship information is provided to all students via the WISD scholarship site: http://www.wacoisd.org/cms/One.aspx?portalId=428&pageId=4088. See your counselor for scholarship information.

**Selecting College and Career Programs of Study**

All Waco ISD high school students have the opportunity to focus their high school elective course choices in a field of interest. The programs of study are divided into twelve clusters. The clusters are a method of organizing the available electives into manageable college/career focus areas called Programs of Study.

Programs of Study include a sequence of courses (3 or more) within a career cluster. Each Program of Study will have a series of three or more courses that will move a student from an introductory course to two or more increasingly advanced courses. All Programs of Study focus on the use of electives in a coherent sequence to build a student’s skills in an area of interest. The selection of a program of study is based upon individual interest and aptitude.

The following are the clusters available in Waco ISD:

1. Architecture & Construction
2. Arts, AV & Communication
3. Business Management & Finance
4. Education & Training
5. Health Science
6. Hospitality & Tourism
7. Human Services
8. Information Technology
9. Law, Public Safety, Corrections & Security
10. Manufacturing
11. Science, Technology, Engineering & Mathematics
12. Transportation, Distribution, & Logistics

Students are urged to take the courses in a coherent sequence to maximize the effectiveness of the learning. In many majors, college articulated credit is dependent on following the correct sequence of courses. Teachers and counselors will be glad to review students’ interests and skills to help determine what program of study to choose.

By choosing specific courses and course sequences, students will earn additional performance acknowledgements that will be noted on the high school transcript. For more information on performance acknowledgements, see Appendix K.

**Differentiating Between Graduation Programs**

The Waco Independent School District expects students to take at least the Texas Education Agency (TEA) Endorsement High School Program, which requires 26 credits, including two years of a Language Other than English. All students must take the required English, mathematics, science and social studies courses in the year they enter high school, and they must continue those courses annually until all graduation requirements are met. Students must graduate on at least one of the advanced programs available to them: (1) Business and Industry; (2) Science, Technology, Engineering and Math (STEM); (3) Public Services; (4) Arts and Humanities; or (5) Multidisciplinary.

**Understanding Graduation Requirements for Students Receiving Special Education Services**

Under Texas Administrative Code 89.1070, a secondary program for students with disabilities will terminate when the student graduates or when the student no longer meets the age requirement for eligibility. A student with disabilities who has not reached his or her 22nd birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation. Graduation constitutes a release from services and a change in placement. A student receiving special education services may graduate and be awarded a high school diploma if the student fulfills the following requirements:

1. Satisfactorily completes the state’s or district’s (whichever is greater) recommended or distinguished curriculum and credit requirements (with accommodations as recommended by Admissions-Review-Dismissal or ARD Committee) for graduation that are applicable to students in general education, including satisfactory performance on the exit-level assessment instruments; or
2. Satisfactorily completes the state’s or district’s (whichever is greater) minimum curriculum and credit requirements (with accommodations as recommended by ARD) for graduation that are applicable to students in general education. The ARD has determined if satisfactory performance on the required state assessments is necessary for graduation.

3. Completely satisfies the requirements the student’s ARD committee has determined the student must successfully complete the following requirements:
   A. the state’s or district’s (whichever is greater) minimum credit requirements for students without disabilities with modifications.
   B. the student’s Individualized Educational Plan (IEP) and met one of the following conditions:
      1. Full-time employment, based on the student’s abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
      2. Demonstrated mastery of specific employability and self-help skills which do not require direct ongoing educational support of the district.
      3. Demonstrated access to services not within the legal responsibility of public education, employment, or educational options for which the student has been prepared by the academic program.
   C. the most appropriate state assessment as determined by ARD, and the ARD has determined if satisfactory performance on state assessments is necessary for graduation.
   4. Eventually ceases to meet age eligibility requirements and has completed the requirements specified in the IEP.

**Explaining Senate Bill 673’s Impact on Students Receiving Special Education Services**

A school district shall issue a certificate of attendance to a student who receives special education services and completes four years of high school but has not completed the student’s IEP goals. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony.
Defining Required Tests for Graduates

STAAR (End of Course tests) is required for all students. Students will take and pass the tests at the end of the spring semester in the following courses:

- English I
- English II
- Algebra I
- Biology
- U.S. History

Completing Semester and Final Examinations

All WISD students enrolled in high school courses are required to take semester examinations and/or complete culminating activities in all courses (EIAA Local). Any tenth or eleventh grade student who meets the grade and attendance requirements listed below may be exempted from the final exam in each class for the spring semester only.

- Any student who has taken an Advanced Placement exam for a course will be exempt from the semester exam for that course. If a student does not sit for the AP exam for that course, the student will be required to complete the teacher’s spring semester exam.
- Any twelfth-grade student who meets the grade and attendance requirements listed below may be exempted from the final exam in each class both fall and spring semesters. The exemption applies to each class individually.
- In lieu of taking the exam, students will be provided with alternate activities during their scheduled exam time. These alternative activities will be conducted on campus.

Exempting Criteria for Final Examinations

An actual grade average (not weighted) of eighty-five (85) or better for the semester in a particular class will be required.

A student may have no more than two (2) excused absences in the class for which the exemption is desired. Students with even one unexcused absence or one day of in-school or out-of-school suspension may not be exempted. An absence is defined as missing a specific class period, whether excused or unexcused, in-school suspension, or out-of-school suspension. A tardy of 10 minutes or more is considered an absence. Three unexcused tardies of less than ten minutes constitute an absence. The only absence exceptions are school-related business, such as extra-curricular activities or field trips, and documented college or university visits for which all make-up work is completed. The teacher’s record (grade book) is the final authority; therefore, any questions about school-related absences should be cleared up with the teacher as soon as possible after the absence.

Students who do not attend the alternate exam activities will be counted absent. If this absence exceeds the two (2) allowable excused absences for the grading period, or is counted as an unexcused absence, the student’s exemption will be revoked. The student will receive an Incomplete for all applicable subjects until the final examination(s) are taken.

A student who meets the exemption requirements for a class may choose to take the exam, regardless of his or her grade in a particular class. However, if the student takes the exam, the grade will be counted and averaged with the semester grades to determine the final course grade, even if it lowers the semester grade.

Students will be notified by each teacher of their exemption status the day prior to the first day of final exams. Absences will be counted through that day. High school courses taken in middle school may count toward the graduation requirements. Examples of these courses are Health Education, Profession Communication (speech), Touch System Data Entry, Algebra I, Languages Other Than English (LOTE), and Business Information Management I. Students in grades 6-8 who are enrolled in a high school credit course will take the corresponding STAAR EOC assessment, as required, for high school graduation.

High school-level courses completed at the middle school level, regardless of outcome, shall post to the high school academic record.

Explaining Credit by Examination (CBE) General Guidelines

Credit by exam for acceleration is offered at no cost during a defined testing window at secondary campuses in the fall, spring, and summer through the District Testing Coordinator. Specific dates and information may be obtained through the school counselor, registrar, or by contacting the District Testing Coordinator.

The District uses Texas Education Agency-approved examinations from the University of Texas or Texas Tech University for students in grades 6–12. A list of available examinations may be obtained from the school counselors or the District Testing Coordinator. Students should submit required applications and appropriate forms for credit by examination testing to the District Testing Coordinator by scheduled deadlines. Registration forms will require a parent/guardian signature. A counselor’s signature must be secured as verification that the student’s records indicate testing for acceleration or prior instruction in a course.

Exams are scored by UT or Texas Tech and returned to the District Testing Coordinator, who then forwards the score reports to the school. A counselor or designated school staff member must inform the parent/guardian and student of the score.

Failing scores on credit by examination are not recorded on the transcript.

Examination scores for high school courses will not be used in computing the student’s grade point average (GPA) and rank in class.

Credit by Examination (CBE) without Prior Instruction (Acceleration)

District students who have mastery in a subject but have not received prior instruction in the subject area or grade level may take credit by examination for acceleration to gain credit for those subjects or grade levels. Students who score 90 percent or above on a District-approved test for acceleration may receive credit for the course. For a student gaining credit for all core subjects at a grade level, the student will be advanced to the next grade level.

Credit by Examination (CBE) with Prior Instruction

District students who have received formal prior instruction in a subject area may take a credit by examination test for credit recovery or validation of credit. The District will pay for CBE tests.

Prior instruction, as defined by the District, shall include the following criteria:

- Enrollment in a non-accredited public, private, parochial school, or homeschooling program, as verified by an official school transcript/record or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating exam, and list of resources (textbooks, websites, etc.) OR
- Proof of at least 9 weeks of classroom instruction for a semester course (18 weeks) OR
- Proof of completion of half of the required lessons of a correspondence course.

Previous administrations of credit by examination do not constitute prior instruction. Students enrolling from non-accredited programs may be scheduled for courses in the next sequence level of the subject area in which they are being tested. Students desiring validation of high school credits must complete all credit by examination tests within eighteen weeks of enrollment.

Students in grades 6-12 who score 80 percent or above on a CBE with prior instruction shall receive credit for the academic course at the secondary level.
Utilizing Dual Credit Opportunities
High school and college credit can be earned at the same time by taking dual credit courses. Dual credit courses may be offered on the high school campuses, online, at the Greater Waco Advanced Health Care Academy, at the Greater Waco Advanced Manufacturing Academy or on the McLennan Community College campus. For detailed information about qualifications and enrollment processes for Dual Credit, consult the school counselor.

Upon completion of a Dual Credit course, the student’s college transcript will be submitted to the high school’s registrar's office for the purpose of validating credit. Students gaining credit by passing a dual credit course must also take the STAAR EOC assessment for that subject to meet graduation requirements, if one is required. Summer school dual credit courses may be taken for credit and will be counted in the semester grade-point average. Information about summer school is available during the spring semester at the high school campus. Students will enroll for summer courses at the same time that they enroll for Dual Credit coursework for the following fall semester. See Appendix A for Vital Information about Dual Credit Courses and a list of all Academic Dual Credit courses offered in Waco ISD. See Appendix D for the recommended course sequences leading to Dual Credit courses.

Exploring Course Weighting and Grade Point Averages
The District shall categorize and weight eligible courses as Tier 3, Tier 2, and Tier 1, in accordance with provisions of the Board policy and as designated in appropriate District publications (EIC Local).

Tier 3: Eligible Advanced Placement (AP) courses, dual credit courses, articulated courses and courses locally designated as advanced.

Tier 2: Eligible Pre-AP courses and other courses locally designated as college readiness courses.

Tier 1: All other eligible courses, including specifically designated local credit courses.

- Advanced Placement courses - 1.15
- Dual Credit courses – 1.15
- Articulated Credit courses – 1.15
- Pre-Advanced Placement or college readiness(CR) courses - 1.10
- Academic courses - 1.0

Weights shall be used for computing the grade point average (GPA) for class ranking purposes only.

Students who transfer from a private or another public school with weighted courses shall have each course evaluated by comparing its syllabus to local courses to determine the GPA weight allowed for each course.

Calculating Grade Point Average
All students who have completed a minimum of two semester courses per year at an Academic (Tier 1) or higher level shall be eligible for a GPA for class ranking and shall be ranked accordingly.

Grades included in this computation (EIC Local) are those that meet the following criteria:
- earned through high school credit, whether taken during the regular day, evening school, or summer school program. Transfer grades from accredited schools shall be evaluated using District guidelines.
- earned in dual credit programs in cooperation with institutions of higher education and working within the established Memorandum of Understanding (MOU) set forth between Waco ISD and the institute of higher education.
- earned in TEA-approved correspondence courses.
- failed course grades, even for those courses retaken.
- earned in courses where the student has lost credit due to excessive unexcused absences.

Understanding Grade Point Average Exceptions
The following grades shall NOT be included in the grade average:
1. Grades earned in local credit courses.
2. Grades earned through credit by examination.
3. Grades earned through Advanced Placement examinations, when the course has not been taken.
4. Grades earned in grades 7–8 for Level I of a foreign language and/or for Algebra or any other high school course.
5. Grades earned in a non-accredited or home school course.
6. Grades of “W,” which shall occasionally be given when a schedule change occurs.

Defining Rank-in-Class
The student’s rank-in-class shall be computed each semester and shall be available for information to the student and his or her parent(s) or guardian.

The final ranking of seniors shall be computed at the end of the spring semester when semester grades are reported.

Rank-in-class information shall be released only to the following entities:
1. Appropriate school or collegepersonnel.
2. Other entities, as requested by the student or the parent, if the student is a minor.
3. Legal entities, in response to formal legal processes.

Receiving Academic Recognition
Becoming an Academic Achiever
Students in grades 10-12 can qualify as Waco ISD Academic Achievers and receive recognition at an annual Academic Achievers ceremony. To qualify as an Academic Achiever, students must have a cumulative high school GPA of 96.5000 (without rounding) or higher for all courses taken, beginning in grade 9. For purposes of determining qualifications, grade averages are considered as of the end of the fall semester of grades 10, 11, and 12.

Gaining National Honor Society Membership
Membership in the National Honor Society is based on excellence in four areas: scholarship, leadership, service and character.

Definitions of these four areas are as follows:
- **Scholarship**: The student has a minimum grade point average (GPA) established by the high school faculty council.
- **Character**: The student displays the ability to reliably meet responsibilities, honestly, courteously, and with perseverance.
- **Leadership**: The student resourcefully demonstrates initiative, consistently sets a good example, and successfully holds positions of responsibility;
- **Service**: The student volunteers to assist teachers or staff members and participates in community activities, acting with or on behalf of others, without any direct financial or material compensation.

Each category is judged independently. To be eligible for consideration for membership, a student must have the minimum GPA established by the high school faculty council on all course work completed. In addition to this academic requirement, outstanding character, service and leadership (inside and outside of school) are required.
Standards for National Honor Society at High School include the following standards:

- All local selection guidelines for NHS must conform to the national guidelines.
- Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the NHS Constitution, as published by the National Association of Secondary School Principals.
- Guidelines will be fairly and consistently applied, and any changes in guidelines will be publicized prior to implementation.
- Campuses must establish and publicize written NHS guidelines annually and forward a copy to the Executive Director of Secondary Curriculum and Instruction.
- Schools will publicize the selection process, making information available to parents, students, and faculty members, upon request. The selection criteria will also be printed annually in this publication.
- Students in grades 11 and 12 are eligible for membership. Students in grade 10 are eligible for candidacy during the spring of their sophomore year.
- The Faculty Council will establish a minimum GPA for membership consideration, based upon the student’s officially calculated Waco ISD GPA.
- Each campus may utilize the Student Activity Information Form suggested by the national office or a similar document.
- Faculty evaluation forms will be used, and the individual evaluator will sign each form. The evaluator must be prepared to support any below-average rating to the Faculty Council, with substantiating data based on sound professional judgment and action. Faculty advisors will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique.
- The Faculty Council will establish an equally-weighted point system to rate students equitably in scholarship, leadership, service, and character. Teacher input will be compiled using the system developed by the Faculty Council.
- Once scholarship criteria for entry are established, each campus will establish a rubric for weighting grade point averages that are above the minimum expectation.
- Student applicants should submit documentation of service to the Faculty Council; the Council will then establish a rating for service, based upon hours and contributions made by the student.

Definitions
For purposes of this guideline, a student’s grade point average is the average of the semester grades of all courses taken grade 9–12. A student’s “rank-in-class” is his or her rank order in the class, based on the numerical grade average of semester grades. The numerical average of grades in eligible courses attempted shall be divided by the number of such courses.

Receiving Honors Recognition at Graduation
The District high schools, in an effort to recognize superior performance, shall identify its top five percent based on class rankings.

The graduating senior with the highest grade average shall be designated as the valedictorian and shall be awarded the scholarship provided by Texas law. The second highest ranking graduate shall be designated as the salutatorian.

Determining Graduation Honors Eligibility
To be eligible for valedictorian, salutatorian, and/or other scholastic honors, the student shall have satisfied the following requirements:
- The student must have completed the state and local graduation requirements.
- The student must have had uninterrupted enrollment in the District for the entire junior and senior year.

Breaking Ties
In the event two or more students tie for valedictory or salutatory honors, both (or more) students shall receive equal recognition. To determine which one of the students who tied should receive the valedictory scholarship or awards, the student having taken the greatest number of dual credit and Advanced Placement courses shall receive the awards. If further resolution is necessary, the student having taken the greatest number of Pre-Advanced Placement courses shall be awarded the position.

Exploring Higher Education Information
Explaining the Top 10% Ruling
Students who are ranked in the top 10 percent of their graduating class are automatically admitted to a Texas public college or university of their choice. Students must apply for admission no later than two years after graduating from a Texas high school, and they must submit a completed application before the expiration of any filing deadline established by the college or university. Colleges and universities may require essays, letters of recommendation, admission and placement tests, fees, and an official high school transcript. Colleges and universities may add additional requirements under this ruling. Check with the counselor for additional information.

In addition to the admission requirements listed, House Bill 3826 added the requirement that all students must complete the distinguished diploma program to be considered for admissions to any general academic teaching institution, including those with open enrollment policies. See the high school counselor for complete details. See Appendix K for more information about the distinguished level of achievement diploma.

Admitting Top 6% to University of Texas at Austin for 2019
Senate Bill 175 passed in June 2009, requires the University of Texas at Austin to admit enough students automatically to fill 75% of available spaces reserved for Texas residents in an entering freshman class. Using previous enrollment data, the University determined that automatically admitting students in the top 6% of their graduating classes will fill the 75% available spaces for the entering class of fall 2019. The remaining spaces will be filled through holistic review of applications.

Utilizing Texas Tuition and Fee Exemption for Recipients of Temporary Assistance for Needy Families (TANF)
The State of Texas will waive tuition and fees for the first year at a Texas public institution of higher education including universities, colleges, community colleges, junior colleges, and technical colleges. To be eligible, students must complete the following requirements:
- Hold Texas residency;
- Graduate from a public high school in Texas;
- Hold dependent child status to parents who received financial assistance through the TANF program for at least six months of the year of the child’s high school graduation;
- Enroll before the age of 22 as an undergraduate student at a public college or university within 24 months of graduation from high school; and
- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs).

This assistance may be used only at Texas public colleges and universities. The student must provide proof from the Department of Human Services of receiving TANF benefits to the collegeregistrar.

Qualifying for the Toward Excellence, Access and Success (TEXAS) Grant Program
The TEXAS Grant Program was designed to help well-prepared high school graduates with financial need go to college. Applicants for an initial award must complete the following requirements:
- Hold Texas residency;
- Possess a criminal record free of felony convictions or crimes involving a controlled substance;
- Show financial need;
- Register for the Selective Service or show exemption from this requirement;
- Graduate from an accredited Texas public or private high school;
- Enroll in a non-profit public college or university in Texas within 16 months of high school graduation;
- Accumulate no more than 30 semester credit hours, excluding those earned for Dual Credit or awarded for credit by examination (AP, IB or CLEP);
- Earn an Associate degree from a public technical, state or community college in Texas; and
- Enroll in any public university in Texas no more than 12 months after receiving an Associate degree.

Application does not ensure the student will receive award. For more information, go to: www.collegefortexans.com.
Receiving Non-citizen In-state Tuition at Public Post-Secondary Institutions in Texas

- Effective since Fall 2001, Texas Law House Bill 1403 enables immigrant students, including those who are undocumented, to qualify as Texas residents and pay in-state tuition. This tuition is much lower than the tuition paid by international students. Senate Bill 1528 expanded the benefits of HB 1403. To qualify under SB 1528, a student must meet the following four provisions:
  - Graduate from a public or private high school, or receive a GED, in Texas;
  - Reside in Texas for at least the 3 years leading up to high school graduation or receiving a GED;
  - Reside in Texas for the 12 consecutive months right before the semester you are enrolling in college; and
  - Provide the institution an affidavit stating that you will file an application to become a U.S. permanent resident as soon as you are eligible to do so.

Other restrictions may apply. Check with the high school counselor for more information on Financial Aid and Scholarship Opportunities. Additional information can be located on www.wacoisd.org/academic/sss

Preparing for College Testing

All WISD students are strongly encouraged to take tests required to qualify for college admission and scholarships. Generally, the most effective preparation for any of the tests is a rigorous course of study, regular school attendance, and consistent, strong study skills. Knowing what kinds of tests will be required or recommended is critical to planning and preparation.

Taking Pre-College Entrance Tests

The Preliminary Scholastic Aptitude Test (PSAT), which also serves as the National Merit Qualifying Test (NMSQT), provides students an opportunity to take a shortened version of the SAT that serves as a predictor of students scores on the SAT. The SAT is a test students may take as part of their college admission process. Waco ISD provides funding for all juniors to take the PSAT at no personal expense. Sophomores will take a practice PSAT to help them prepare for the national merit qualifying exam. For juniors, the PSAT/NMSQT is the National Merit Scholarship qualifying test. Juniors who perform exceptionally well on the test might be eligible for National Merit Scholarships.

Understanding Differences Between College Admissions Tests

All Texas colleges and universities will accept either the SAT test or the ACT test for admissions purposes. These two tests are different; excellent performance on one does not necessarily predict excellent performance on the other. When deciding which test to take, students should select the one that best matches their strengths. The ACT measures achievement in English, mathematics, reading, and science. The two scores for each dimension: reading, analysis, and writing. The two scores for each dimension are added, and a final score for each dimension, out of a possible 8 points each, is awarded. Students receive three scores for the SAT Essay—one for each dimension ranging from 2-8 points, but no composite SAT Essay score is given, and no percentiles are included.

Completing SAT Subject Tests

The SAT Subject Tests are one-hour, primarily multiple-choice tests that measure a student’s knowledge and skills in particular subject areas, as well as the ability to apply that knowledge. Many selective colleges and universities require that students take one or more of these tests as part of the admissions process or for placement purposes in college courses. Students should consult the admissions offices of the schools being considered to determine if SAT Subject Tests are required. Students should take SAT Subject Tests at the end of corresponding high school courses. For example, a student who completes chemistry at the end of the sophomore year is encouraged to take the SAT chemistry test in June following the sophomore year.

Utilizing Advanced Placement Examinations for Placement and Credit

Advanced Placement (AP) exams give students the opportunity to earn college credit while still in high school. Each AP course is based upon a national course outline and is equivalent to a first-year college course. At the completion of each AP course taken in high school, students have the opportunity to take the AP exam in that subject. Advanced Placement exams are given only once a year in May. They are offered at the student’s high school campus. Policies for granting college credit based on performance on an AP test vary from college to college. Students should consult college admissions offices to determine individual institution policies. See Appendix E for ideas of Advanced Placement credit acceptance at Texas universities.

Assisting with College Admissions and Counseling

Beginning with 9th graders in the 2014-2015 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses. In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements for the university or college to which the student submits an application. The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. Additional applicants will be considered by the university through a holistic review process.

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Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provision above will also apply to a student ranked in the top 25 percent of his or her overall class. Students and parents should contact the school counselor for information about automatic admissions, the application process, and deadlines

Taking and Passing the TSIA (Texas Success Initiative Assessments)

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

The TSIA is required for entry to any Texas public college or university. Students must take and pass tests in reading, mathematics, and writing to prove they are ready for college-level credit-bearing coursework. This is not the same as the State of Texas Assessments of Academic Readiness (STAAR), which students must take and pass to receive a high school diploma. Even students who wish to take dual credit courses or enroll concurrently in high school and college must have TSIA scores prior to enrolling in college courses. The TSIA is not an admissions test. It will not limit students’ access to college but will determine if remedial coursework must be taken in college. Students may be exempt from the TSIA test, if they score sufficiently high on the ACT or SAT. Students must score at or above the following to be exempt from the TSIA:

- ACT – composite score of 23 with a minimum of 19 on English and math or
- SAT – composite score of 1070 with a minimum of 500 on both the Critical Reading/Writing and Mathematics tests.

Registration materials for all tests discussed in this section are available on all high school campuses in the guidance and counseling office. Students with disabilities may qualify for special accommodations on each of these tests. Students should consult their high school counselors about accommodations.
WISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to WISD Policy (Legal and Local), Regulation and Practice as of August 2017. For current information regarding district policy please refer to the Waco Independent School District website at www.wacoisd.org or visit with the school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.
ENGLISH

English I
Students strengthen skills in reading analysis and communication by daily reading and writing and engaging in activities that build on existing skills. Students will build on their knowledge of literary elements in traditional literary genres and study the relationships between narrative voice and style. This course will require and End of Course Exam.

Local Course #: 111001
TEA #: 03220100
Course Code: ENG 1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Pre AP English I
Students engage in learning all the essential knowledge and skills of English I while providing greater depth. Students interact with increasingly challenging texts and writing in multiple rhetorical modes. The enhanced curriculum includes additional work outside of class and builds the necessary skills for success in AP classes and post-secondary education. Literary emphasis includes short stories, novels, drama, and poetry.

Local Course #: 121001
TEA #: 03220100
Course Code: ENG IA
Grade(s): 9
Prerequisite(s): None
Credit(s): 1.0

English II
Students strengthen skills in reading analysis and communication through daily reading, writing, and engaging in activities that build on existing skills. Students read and analyze works of world literature and utilize various perspectives in their compositions. This course will require an End of Course Exam.

Local Course #: 111002
TEA #: 03220200
Course Code: ENG 2
Grade(s): 10-12
Prerequisite(s): English I
Credit(s): 1.0

Pre AP English II
Students engage in learning all the essential knowledge and skills of English II while providing greater depth. Students interact with increasingly challenging texts, including satire, and writing in multiple rhetorical modes. Students will develop their argumentative writing and research skills. Outside reading assignments support literary analysis by requiring students analyze and interpret literary works. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course #: 121002
TEA #: 03220200
Course Code: ENG 2A
Grade(s): 10
Prerequisite(s): English I
Credit(s): 1.0

English III
Students will continue to strengthen their reading and writing skills by developing their advanced language usage while gaining greater knowledge of American literature. Literary emphasis includes short stories, novels, poetry, drama, and non-fiction.

Local Course #: 111003
TEA #: 03220300
Course Code: ENG 3
Grade(s): 11-12
Prerequisite(s): English II
Credit(s): 1.0

Advanced Placement English Language & Composition (AP English III)
Students engage in college-level instruction with rhetoric and composition. Students interact with texts from multiple genres and write using multiple rhetorical modes. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course #: 131001
TEA #: A3220100
Course Code: APENGLIT
Grade(s): 11-12
Prerequisite(s): English II
Credit(s): 1.0

English IV
Students engage in a final review of language skills and a study of increasingly challenging English literature to improve reading comprehension. Students writing skills will be coordinated with the literary study and emphasize the gathering of information for a formal report.

Counts as a 4th English credit
Local Course #: 111004
TEA #: 03220400
Course Code: ENG4
Grade(s): 12
Prerequisite(s): English III
Credit(s): 1.0

Advanced Placement English Literature and Composition (AP English IV)
Students engage in college-level instruction with literary analysis using a wide variety of imaginative literature. Students deepen their understanding of the ways writers use language to provide meaning and pleasure. Writing assignments support literary analysis by requiring students analyze and interpret literary works. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Counts as a 4th English credit
Local Course #: 131002
TEA #: A3220200
Course Code: APENGLIT
Grade(s): 12
Prerequisite(s): English III
Credit(s): 1.0

Advanced Placement Seminar
Students engage in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students continue to develop their power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Local Course #: 831001
TEA #: N1130026
Course Code: APSMNR
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 1.0

Business English
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students enhance reading, writing, technical, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis that are error-free and ready for business reproduction.

Counts as a 4th English credit
Local Course #: 911203
TEA #: 13011600
Course Code: BUSENGL
Grade(s): 12
Prerequisite(s): English III, if used as a 4th English
Credit(s): 1.0
College Preparatory Course English Language Arts

Students will strengthen the critical reading and academic writing skills needed to comprehend and interact with college-level texts and to produce original college-level writing, in standard written English, through the processes of generating ideas, drafting, organizing, revising, and editing. Students will engage in extensive instruction emphasizing basic reading and writing skills to develop their ability to perform at the college level.

Counts as a 4th English credit

Local Course #: 121100
TEA #: CPI10100
Course Code: CPELA
Grade(s): 12
Prerequisite(s): English III, if used as a 4th English Credit(s): 1.0

Creative Writing

Students strengthen their self-expression through writing, using the basic grammatical skills acquired in previous courses. Students read and write poetry, fiction, drama, and children’s stories. Students strengthen skills in desktop publishing purposes such as editing, creativity, illustrative enhancements, and readability. Students are required to publish and present one personal project to an audience.

Counts as a 4th English credit

Local Course #: 111300
TEA #: 03221200
Course Code: CREATWR
Grade(s): 11-12
Prerequisite(s): English III, if used as 4th English Credit(s): 1.0

Hebrew Scriptures

Students develop their knowledge of biblical content, including characters, poetry, and narrative with the history and literary style of the Hebrew Scriptures and the New Testament as well as their influence on contemporary society and culture, including literature, art, music, mores, oratory, and public policy, as well as law, history, government and morals and values.

Local Course #: 115110
TEA #: 03221830
Course Code: HEBSCEN
Grade(s): 11-12
Prerequisite(s): English II Credit(s): 0.5

New Testament

Students develop their knowledge of biblical content, including characters, poetry, and narrative with the history and literary style of the Hebrew Scriptures and the New Testament as well as their influence on contemporary society and culture, including literature, art, music, mores, oratory, and public policy, as well as law, history, government and morals and values.

Local Course #: 115111
TEA #: 03221840
Course Code: NEWTENG
Grade(s): 11-12
Prerequisite(s): English II Credit(s): 0.5

Practical Writing Skills

Students engage in daily writing for practical situations such as writing assignments in content area classrooms, composing business letters, and notetaking. Effective written language characteristics will be emphasized: appropriate punctuation and spelling, grammatical accuracy, and correct paragraph development.

Local Course #: 111301
TEA #: 03221300
Course Code: PRACTWR
Grade(s): 9-12
Prerequisite(s): None Credit(s): 1.0

Reading I

Students strengthen their reading abilities with targeted instruction in assessed areas of difficulties. The course is designed for the student who has not mastered the most recent STAAR reading test and is experiencing difficulty in content area classes. Up to three units may be taken for state elective credit.

Local Course #: 111401
TEA #: 03270700
Course Code: READ1
Grade(s): 9-12
Prerequisite(s): None Credit(s): 1.0

Reading II

Students strengthen their reading abilities with targeted instruction in assessed areas of difficulties. The course is designed for the student who has not mastered the most recent STAAR reading test and is experiencing difficulty in content area classes. Up to three units may be taken for state elective credit.

Local Course #: 111402
TEA #: 03270800
Course Code: READ2
Grade(s): 10-12
Prerequisite(s): None Credit(s): 1.0

Reading III

Students strengthen their reading abilities with targeted instruction in assessed areas of difficulties. The course is designed for the student who has not mastered the most recent STAAR reading test and is experiencing difficulty in content area classes. Up to three units may be taken for state elective credit.

Local Course #: 111403
TEA #: 03270900
Course Code: READ3
Grade(s): 11-12
Prerequisite(s): None Credit(s): 1.0

Research and Technical Writing

Students strengthen their advanced writing techniques, such as the methodology of gathering information and utilizing it in expository, argumentative, and persuasive writing. Logical organization of ideas and successful rhetorical devices for influencing the reader are supplemented with practice in editing and revising.

Counts as a 4th English credit

Local Course #: 111302
TEA #: 03221100
Course Code: TECHWR
Grade(s): 9-12
Prerequisite(s): English III, if used as a 4th English Credit(s): 1.0
Algebra I
Students develop algebraic thinking and symbolic reasoning, use functions to represent and model problem situations, and analyze and interpret relationships in various situations. The course emphasizes linear functions but introduces quadratic and other nonlinear functions. The use of a graphing calculator is required.

Local Course #: 211001
TEA #: 03100500
Course Code: ALG1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Geometry
Students continue to develop algebraic thinking, symbolic reasoning, and problem solving strategies and techniques which began in Algebra I. The course emphasizes geometric thinking, spatial reasoning, geometric figures and their properties, the relationship between geometry, other mathematics, and disciplines; and the tools for geometric thinking. Students engage in solving meaningful problems by representing figures, transforming figures, analyzing relationships, and proving theorems. The use of a graphing calculator is required.

Local Course #: 211002
TEA #: 03100700
Course Code: GEOM
Grade(s): 9-12
Prerequisite(s): Algebra I
Credit(s): 1.0

Pre-AP Geometry
Students engage in learning all the essential knowledge and skills of Geometry I while providing greater depth. Students focus on high level application, problem solving, and higher order thinking skills. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing. The use of a graphing calculator is required.

Local Course #: 221002
TEA #: 03100700
Course Code: GEOMA
Grade(s): 9-12
Prerequisite(s): Algebra I
Credit(s): 1.0

Algebra II
Students continue to develop algebraic thinking, symbolic reasoning, and problem solving strategies and techniques which began in Algebra I. The course emphasizes quadratic and square root functions, rational functions, exponential and logarithmic functions. The use of a graphing calculator is required.

Counts as 3rd or 4th Mathematics credit

Local Course #: 211003
TEA #: 03100600
Course Code: ALG2
Grade(s): 9-12
Prerequisite(s): Algebra I
Credit(s): 1.0

Pre AP Algebra II
Students engage in learning all the essential knowledge and skills of Algebra II while providing greater depth. The course emphasizes quadratic and square root functions, rational functions, and exponential and logarithmic functions. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing. The use of a graphing calculator is required.

Counts as 3rd or 4th Mathematics credit

Local Course #: 221003
TEA #: 03100600
Course Code: ALG2A
Grade(s): 9-11
Prerequisite(s): Algebra I
Credit(s): 1.0

Algebraic Reasoning
Students continue to develop mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. The course emphasizes knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. The use of a graphing calculator is required.

Counts as a 3rd or 4th Mathematics credit

Local Course #: 211004
TEA #: 03102540
Course Code: ALGREA
Grade(s): 10-12
Prerequisite(s): Algebra I
Credit(s): 1.0

College Preparatory Mathematics
Students develop their understanding of relations and functions, inequalities, algebraic expressions and equations (absolute value, polynomial, radical, rational). The course emphasizes linear and quadratic expressions and equations.

Counts as a 4th Mathematics credit

Local Course #: 211100
TEA #: CP111200
Course Code: CPMAT
Grade(s): 12
Prerequisite(s): Algebra I and may be co-enrolled in Geometry
Credit(s): 1.0

Digital Electronics
Students learn applied logic with electronic circuitry. The course emphasizes constructing and testing for functionality.

Counts as a 3rd Mathematics credit

Local Course #: 911741
TEA #: 13037600
Course Code: DE
Grade(s): 12
Prerequisite(s): Principles of Applied Engineering and Geometry
Credit(s): 1.0

Engineering Mathematics
Students solve and model robotic design problems using various mathematical methods and models. The course emphasizes problems with data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programs.

Counts as a 3rd or 4th Mathematics credit

Local Course #: 911735
TEA #: 13036700
Course Code: ENGMTH
Grade(s): 10-12
Prerequisite(s): Algebra II
Credit(s): 1.0

Financial Mathematics
Students apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. Students will integrate career and post-secondary education planning into financial decision making.

Counts as a 3rd Mathematics credit

Local Course #: 911201
TEA #: 13018000
Course Code: FINMATH
Grade(s): 10-12
Prerequisite(s): Algebra I
Credit(s): 1.0
Accounting II
Students continue to develop their understanding of accounting by engaging in managerial and cost accounting activities. The course emphasizes how accounting is impacted by industry standards as well as economic, financial, technological, international, social, legal, ethical factors to formulate and interpret financial information for use in management decision making.
Counts as a 3rd Mathematics credit
Local Course #: 911212
TEA #: 13016700
Course Code: ACCOUNT2
Grade(s): 11-12
Prerequisite(s): Accounting I
Credit(s): 1.0

Mathematical Models with Applications
Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. The course emphasizes real-life application problems involving money, data, chance, patterns, music, design, and science.
Counts as a 3rd Mathematics credit
Local Course #: 211005
TEA #: 03102400
Course Code: MTHMOD
Grade(s): 9-12
Prerequisite(s): Algebra I
Credit(s): 1.0

Pre-Calculus
Students continue to build on the Algebra I, Algebra II, and geometry foundations by using symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and analyze the relationships between mathematical concepts. The course emphasizes using a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations and solve real-life problems. The use of a graphing calculator is required.
Counts as 3rd or 4th Mathematics credit
Local Course #: 211006
TEA #: 03101000
Course Code: PRECALC
Grade(s): 11-12
Prerequisite(s): Algebra II and Geometry
Credit(s): 1.0

Pre-AP Pre-Calculus
Students engage in learning all the essential knowledge and skills of Pre-Calculus while providing greater depth. Students use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and analyze the relationships between mathematical concepts. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing. The use of a graphing calculator is required.
Counts as 3rd or 4th Mathematics credit
Local Course #: 221005
TEA #: 03101100
Course Code: PRECALCA
Grade(s): 10-12
Prerequisite(s): Algebra II and Geometry
Credit(s): 1.0

Advanced Placement Statistics
Students learn the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course emphasizes exploring data, sampling and experimentation, anticipating patterns, and statistical inferencing. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Counts as 3rd or 4th Mathematics credit
Local Course #: 231001
TEA #: A3100200
Course Code: APSTATS
Grade(s): 10-12
Prerequisite(s): Algebra II
Credit(s): 1.0

Advanced Placement Calculus AB
Students engage in college level instruction that develops their understanding of derivatives in terms of rate of change and local linear approximations, the definite integral, and the relationship between the derivative and the definite integral. Students communicate mathematically and use technology to solve problems. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Counts as 3rd or 4th Mathematics credit
Local Course #: 231002
TEA #: A3100101
Course Code: APCALCAB
Grade(s): 11-12
Prerequisite(s): Pre-Calculus
Credit(s): 1.0

Advanced Placement Computer Science A
Students engage in college level instruction that develops their understanding of computer science. Students will analyze algorithms, develop and use data structures, and study typical applications of computer software. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Counts as a 3rd or 4th Mathematics credit
Local Course #: 431004
TEA#: A3580100
Course Code: APTACSA
Grades: 11-12
Prerequisites: Algebra I and Computer Science I
Credit(s): 1.0
SOCIAL STUDIES

World Geography Studies
Students study the interaction of people and cultures with the physical environments in the major areas of the world. Students explore various regions of the world, studying the governments, arts, and resources. The course emphasizes Western Europe, Eastern Europe, Middle East, Sub-Saharan Africa, Asia, and Latin America and physical geography.
Local Course #: 311000
TEA #: 03320100
Course Code: WGEO
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Pre AP World Geography
Students engage in learning all the essential knowledge and skills of World Geography while providing greater depth. Students study the interaction of people and their physical environments in the major areas of the world. Students are introduced to the world of geographers, their unique vocabulary, tools and methodologies. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.
Local Course #: 321000
TEA #: 03320100
Course Code: WGEO
Grade(s): 9
Prerequisite(s): None
Credit(s): 1.0

Advanced Placement Human Geography
Advanced Placement Human Geography
Students engage in college level instruction that develops their ability to systematically study patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 331000
TEA #: A3360100
Course Code: APHUMGEO
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

World History Studies
Students develop an understanding of ancient, medieval, and modern times. The course emphasizes modern times. A background of world events is presented to the student to help understand current events and world problems.
Local Course #: 311001
TEA #: 03340400
Course Code: WHIST
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Advanced Placement World History
Students engage in college level instruction that develops their understanding of the nature of changes in international frameworks, causes and consequences, as well as comparisons among major societies. The course emphasizes factual knowledge in conjunction with leading interpretive issues and types of historical evidence. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 331001
TEA #: A3370100
Course Code: APWHIST
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 1.0

United States History Since 1877
Students study significant people, issues, and events after 1877. The course emphasizes present day issues that have roots in the past. The major topics of this course are the effects of Reconstruction on the South; the rise of big government; immigration; U.S. as a world power; the Progressive Movement; World War I; the Roaring Twenties; the Thirties; rise of dictators; World War II; the Cold War; and the struggles of the super powers in the contemporary world.
Local Course #: 311002
TEA #: 03340100
Course Code: US HIST
Grade(s): 10-11
Prerequisite(s): None
Credit(s): 1.0

Advanced Placement United States History
Students engage in college level instruction that develops their understanding of historical content from Columbus through Reagan. The course emphasizes critical thinking and advanced reading and writing. Students read widely from both primary and secondary sources and practice expository essay writing. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 331002
TEA #: A3340100
Course Code: APUSHIST
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 1.0

United States Government
Students study the development and mechanics of United States government. The course emphasizes foundations of American government, federalism, legislative branch, executive branch, and the judicial branch.
Local Course #: 315003
TEA #: 03330100
Course Code: GOVT
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 0.5

Advanced Placement US Government & Politics
Students engage in college level instruction that develops their understanding of the federal government’s structure by reading widely from primary and secondary sources and writing about the critical issues. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 335003
TEA #: A3330100
Course Code: APUSGOVT
Grade(s): 12
Prerequisite(s): U.S. History
Credit(s): 0.5

Advanced Placement Comparative Government and Politics
Students engage in college level instruction that develops their understanding of concepts used by political scientists to study the processes and outcomes of politics in a variety of countries. Comparative Government allows students to identify problems, analyze policymaking, and compare multiple political systems. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 335004
TEA #: A3330200
Course Code: APCPGOVT
Grade(s): 12
Prerequisite(s): AP US History, AP Government
Credit(s): 0.5
Economics with Emphasis on the Free Enterprise System
Students develop an understanding and appreciation of the principles of economics and the fundamentals of the American free enterprise system. The course emphasizes major forms of business enterprise, the role of labor, marketing goods and services, pricing and advertising, financing businesses, money and banking, economic stabilization policies, and insurance as a source of investment funds and producer of consumer services.
Local Course #: 315004
TEA #: 03310300
Course Code: ECOFE
Grade(s): 11-12
Prerequisite(s): US History
Credit(s): 0.5

Social Studies Research Methods
Students conduct advanced research on a student selected, teacher approved Social Studies topic using qualitative and quantitative methods.
Local Course #: 315100
TEA #: 03380003
Course Code: SSRES
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 0.5

Advanced Placement Psychology
Students engage in college level instruction that develops their understanding of the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local #: 335006
TEA #: A3350100
Course Code: APPSYCH
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 0.5

Advanced Placement European History
Students engage in college level instruction that develops their understanding of the main themes in Modern European history, including political and diplomatic, intellectual and cultural, and social and economic history. Students will analyze how themes influenced the development of contemporary institutions, the role of continuity and change in society and politics, and the evolution of current forms of artistic and intellectual expression. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local #: 331005
TEA #: A3340200
Course Code: APEUHIST
Grade(s): 11-12
Prerequisite(s): AP World History
Credit(s): 1.0

Personal Financial Literacy
Students will learn to make informed financial decisions. The course emphasizes setting personal financial goals, using financial statements to assess and monitor financial well-being, analyzing components of compensation from employment, critically evaluating consumption decisions, and learning how saving and investing can create wealth and build assets.
Local Course #: 315001
TEA #: 03380082
Course Code: PFL
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 0.5

Social Studies Advanced Studies
Students conduct in-depth research, prepare a product of professional quality, and present findings to appropriate audiences. Students work independently to investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
Local Course #: 315002
TEA #: 03380001
Course Code: SSADVA
Grade(s): 11-12
Prerequisite(s): None
Credit(s): 0.5

Academic Decathlon
Students investigate a region of the world during a specific time period and learn about its music, art, literature, history, economics, mathematics, and science. Students develop skills in interviewing, speaking and writing. The course will culminate with the students competing in various categories at the regional Academic Decathlon tournament in hopes of advancing to the state tournament.

Academic Decathlon I
Local Course #: 811001
TEA #: 03221600
Course Code: HUMNIT

Academic Decathlon II
Local Course #: 811002
TEA #: 03221610
Course Code: HUMANIT2

Academic Decathlon III:
Local Course #: 811003
TEA #: 11410000
Course Code: SPECTLC

Academic Decathlon IV:
Local Course #: 811004
TEA #: 03241220
Course Code: INDSPCH3
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0
**SCIENCE**

**Biology I**
Students learn laboratory science through a variety of activities designed to teach basic biological concepts such as functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; ecosystems; living systems; homeostasis; ecosystems; and plants and the environment. This course will require an End of Course Exam.

Local Course #: 411000  
TEA #: 03010200  
Course Code: BIO  
Grade(s): 9-10  
Prerequisite(s): None  
Credit(s): 1.0

Pre-AP Biology
Students engage in learning all the essential knowledge and skills of Biology I while providing greater depth. The course emphasizes self-directed learning through research and projects. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.

Local Course #: 421000  
TEA #: 03010200  
Course Code: BIOA  
Grade(s): 9-10  
Prerequisite(s): None  
Credit(s): 1.0

**Integrated Physics and Chemistry**
Students develop their understanding of physics and chemistry through the exploration of a variety of topics. The course emphasizes structure of matter, measurement, properties of matter, chemical reactions, carbon chemistry, motion, work, heat waves, sound, light, electric charges, currents, electromagnetism, and electrochemical reactions.

**Counts as a 2nd Science credit**

Local Course #: 411001  
TEA #: 03060201  
Course Code: IPC  
Grade(s): 9-11  
Prerequisite(s): None  
Credit(s): 1.0

**Advanced Placement Biology**
Students engage in the study of biology through a laboratory-oriented approach. Emphasis is on understanding the four universal forces and solving problems relating to gravity, electromagnetic and nuclear forces. A background in Algebra and Geometry is desirable. A scientific calculator is used in solving physics problems.

Local Course #: 431002  
TEA #: 03040000  
Course Code: APBIO  
Grade(s): 11-12  
Prerequisite(s): Biology I & Chemistry  
Credit(s): 1.0

**Chemistry**
Students explore the uses of the periodic chart in regard to chemical and physical properties of elements; atomic structure; atomic bonding, writing formulas, naming elements and compounds, balancing equations, and doing mathematical calculations.

Local Course #: 411002  
TEA #: 03040000  
Course Code: CHEM  
Grade(s): 9-12  
Prerequisite(s): 1 unit HS Science & Algebra I  
Credit(s): 1.0

**Pre AP Chemistry**
Students engage in learning all the essential knowledge and skills of Chemistry while providing greater depth. Students explore the qualitative and quantitative aspects of a first-year chemistry program. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.

Local Course #: 421002  
TEA #: 03040000  
Course Code: CHEMA  
Grade(s): 10-12  
Prerequisite(s): 1 unit of HS science & Algebra I  
Credit(s): 1.0

**Advanced Placement Chemistry**
Students engage in college level instruction that develops their understanding about the structure of matter, states of matter, reactions, and descriptive chemistry. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course #: 431002  
TEA #: 03040000  
Course Code: ACPHYSICS  
Grade(s): 11  
Prerequisite(s): Chemistry and Algebra II  
Credit(s): 1.0

**Physics**
Students engage in the study of matter and energy through a laboratory-oriented approach. Emphasis is on understanding the four universal forces and solving problems relating to gravity, electromagnetic and nuclear forces. A background in Algebra and Geometry is desirable. A scientific calculator is used in solving physics problems.

Local Course #: 411003  
TEA #: 03050000  
Course Code: PHYSICS  
Grade(s): 11-12  
Prerequisite(s): Algebra I  
Credit(s): 1.0

**Pre-AP Physics**
Students engage in learning all the essential knowledge and skills of Physics while providing greater depth. Students develop their understanding of the physical laws governing the universe. Emphasis is on understanding the four universal forces and solving problems relating to gravity, electromagnetic and nuclear forces. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing. A scientific calculator is used in solving physics problems.

Local Course #: 421003  
TEA #: 03050000  
Course Code: ACPHYSICS  
Grade(s): 11-12  
Prerequisite(s): Algebra I  
Credit(s): 1.0

**Principles of Technology**
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves, applying physics concepts, and performing laboratory experimentation.

Local Course #: 911721  
TEA #: 13037100  
Course Code: PRINTECH  
Grade(s): 11  
Prerequisite(s): 1 HS Science credit & Algebra I  
Credit(s): 1.0
Aquatic Science
Students study interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Students strengthen their critical thinking and problem-solving skills through investigations and field work. The emphasis of this course includes fresh water or marine aspects of Aquatic Science, depending on the natural resources available near the school.

Counts as a 3rd or 4th Science credit
Local Course #: 411004
TEA #: 03030000
Course Code: AQUASC1
Grade(s): 10-12
Prerequisite(s): Biology
Credit(s): 1.0

Engineering Design and Problem Solving
Students reinforce and integrate skills learned in previous mathematics and science courses. This course emphasizes complex problem-solving, critical thinking, and an understanding of career opportunities in engineering.

Counts as a 3rd or 4th Science credit
Local Course #: 911733
TEA #: 13037300
Course Code: ENGDPRS
Grade(s): 11-12
Prerequisite(s): Geometry, Recommended 2 HS STEM credits
Credit(s): 1.0

Scientific Research and Design
Students engage in scientific research and design in the area of rocketry. The course emphasizes a focus on systems, including space, time, energy, matter, change, and constancy. Students apply their research and observations to make educated predictions.

Counts as a 3rd or 4th Science credit
Local Course #: 911700
TEA #: 13037200
Course Code: SCIRD
Grade(s): 10-12
Prerequisite(s): Biology, Chemistry, IPC or Physics
Credit(s): 1.0

Environmental Systems
Students engage in opportunities to study and classify environmental objects, actions or events through scientific investigation. Students describe the effects of pollutants on the ecological balance, compare environmental populations under varying conditions, and apply the principles of environmental science to everyday life.

Counts as a 3rd or 4th Science credit
Local Course #: 411005
TEA #: 03020000
Course Code: ENVIRSYS
Grade(s): 11-12
Prerequisite(s): None
Credit(s): 1.0

Advanced Placement Environmental Science
Students engage in college level instruction that develops their understanding of the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Counts as a 2nd, 3rd or 4th Science credit
Local Course #: 431003
TEA #: A3020000
Course Code: APENVIR
Grade(s): 12
Prerequisite(s): Biology and Chemistry
Credit(s): 1.0

Anatomy & Physiology
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. The course emphasizes the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Counts as a 3rd or 4th Science credit
Local Course #: 911801
TEA #: 13020600
Course Code: ANATPHYS
Grade(s): 11-12
Prerequisite(s): 2 HS science credits, including Biology and Medical Terminology
Credit(s): 1.0

Food Science
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for consumers.

Counts as a 3rd or 4th Science credit
Local Course #: 911602
TEA #: 13023000
Course Code: FOODSCI
Grade(s): 11-12
Prerequisite(s): 3 HS science credits, including Biology and Chemistry
Credit(s): 1.0

Forensic Science
Students engage in a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Counts as 3rd or 4th Science credit
Local Course #: 911402
TEA #: 13029500
Course Code: FORENSCI
Grade(s): 11-12
Prerequisite(s): Biology and Chemistry
Credit(s): 1.0

Pathophysiology
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study disease processes and how humans are affected. The course emphasizes the prevention and treatment of disease.

Counts as a 3rd or 4th Science credit
Local Course #: 911804H
EA #: 13020800
Course Code: PATHO
Grade(s): 12
Prerequisite(s): Biology and Chemistry
Credit(s): 1.0
MOCK TRIAL

Mock Trial
Students learn the concepts and skills related to preparing public messages, analyzing and evaluating these messages, and applying vital critical thinking and problem solving processes. Students discover how to blend the techniques into an overall presentation that effectively presents a position.
The course emphasizes Texas Civil and Criminal Codes.
Local Course #: 811004
TEA #: 03240900
Course Code: PUBSPK1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Mock Trial II
Students learn the concepts and skills related to preparing public messages, analyzing and evaluating these messages, and applying vital critical thinking and problem solving processes. Students develop knowledge of our legal system, and exercise communication and the art of advocacy. The course emphasizes the mechanics of a trial and the fundamentals of trial techniques. Students discover how to blend the techniques into an overall presentation that effectively presents a position.
Local Course #: 811005
TEA #: 03241000
Course Code: PUBSPK2
Grade(s): 10-12
Prerequisite(s): Mock Trial I
Credit(s): 1.0

Mock Trial III
Students build on skills learned in Mock Trial II. The course emphasizes the mechanics of a trial and the fundamentals of trial techniques. Students discover how to blend the techniques into an overall presentation that effectively presents a position.
Counts as a 4th English credit
Local Course #: 811006
TEA #: 03241120
Course Code: PUBSPK3
Grade(s): 11-12
Prerequisite(s): Mock Trial II
Credit(s): 1.0

Mock Trial IV
Students build on skills learned in Mock Trial III. The course emphasizes the mechanics of a trial and the fundamentals of trial techniques. Students discover how to blend the techniques into an overall presentation that effectively presents a position.
Local Course #: 811007
TEA #: 13029600
Course Code: COURTSP
Grade(s): 12
Prerequisite(s): Mock Trial III
Credit(s): 1.0

PUBLIC SPEAKING

Communication Applications
Students develop effective communication skills to meet the rapidly expanding technologies and changing social and corporate systems. Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Counts as half of a 4th English credit.
Local Course #: 111200
TEA #: 13241400
Course Code: COMMAPP
Grade(s): 9-12
Prerequisite(s): English III, if taken as a 4th English credit
Credit(s): 0.5

Debate I
Students learn about argumentation and rhetoric development on diverse political topics as well as how to think and listen critically to express ideas in a constructive and efficient format. The course requires tournament participation, student-led research, and after school rehearsal. The course emphasizes various formats of debate including Policy Debate and Lincoln-Douglas Debate.
Local Course #: 111201
TEA #: 03240600
Course Code: DEBATE1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 0.5

Debate II
Students refine skills acquired in Debate I while expressing ideas in relation to a debate case. The course emphasizes speech writing and practice debates. The course requires tournament participation, student-led research, and after school rehearsal. The course emphasizes various formats of debate including Policy Debate and Lincoln-Douglas Debate.
Local Course #: 111202
TEA #: 03240700
Course Code: DEBATE2
Grade(s): 9-12
Prerequisite(s): Debate I
Credit(s): 0.5

Debate III
Students refine skills acquired in Debate I and II while expressing ideas in relation to a debate case. The course emphasizes speech writing and practice debates. The course requires tournament participation, student-led research, and after school rehearsal. The course emphasizes various formats of debate including Policy Debate and Lincoln-Douglas Debate.
Local Course #: 111203
TEA #: 03240800
Course Code: DEBATE3
Grade(s): 9-12
Prerequisite(s): Debate II
WORLD LANGUAGES

SPANISH

Spanish I
Students develop audio-lingual skills with mastery of basic structures, expressions and common vocabulary without translation. Students experience various aspects of another culture and understand that behavior is conditioned by culture. A study of the interrelationship of language is presented along with information concerning the role of non-linguistic elements in communication.

Local Course #: 611001
TEA #: 03440100
Course Code: SPAN1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Español para el Hispano Hablante 1
Native Spanish speaking students distinguish between formal and informal language registers and appropriate domains. Students develop skills of reading and writing with accuracy and fluency as bilingual literacy is developed.

Local Course #: 661001
TEA #: 03440110
Course Code: SSSSPAN1
Grade(s): 9-12
Prerequisite(s): Spanish I
Credit(s): 1.0

Spanish II
Students further develop basic structures used for speaking, listening, reading, and writing in Spanish. Students will recognize familiar material in an unfamiliar context, use alternate means of communicating an idea, produce guided compositions, and use word recognition skills. Cultural connotations of common words and phrases are introduced along with some unique features of the language.

Local Course #: 611002
TEA #: 03440200
Course Code: SPAN2
Grade(s): 9-12
Prerequisite(s): Spanish I
Credit(s): 1.0

Español para el Hispano Hablante 2
Native Spanish speaking students continue to distinguish between formal and informal language registers and appropriate domains. Students develop bilingual literacy through practice in increasingly complex reading selections and multiple opportunities to produce formal written compositions in Spanish for a variety of purposes.

Local Course #: 661002
TEA #: 03440220
Course Code: SSSSPAN2
Grade(s): 9-12
Prerequisite(s): Español para el Hispano Hablante 1
Credit(s): 1.0

Pre-AP Spanish III
Students engage in learning all the essential knowledge and skills of Spanish III while providing greater depth. Students continue the development of intermediate proficiency in oral skills and accurate comprehension of contemporary and cultural reading passages. The course emphasizes the use of grammatical constructions and vocabulary and continues the development of expository composition. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.

Local Course #: 621003
TEA #: 03440300
Course Code: SPAN3A
Grade(s): 9-12
Prerequisite(s): Spanish II
Credit(s): 1.0

Advanced Placement Spanish Language and Culture
Students engage in college level instruction that develops fluency in oral skills, comprehension of Spanish literature and history, expository composition, and expanded use of grammar. The course emphasizes higher level/critical thinking skills and focuses on the development of accuracy and fluency. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course #: 631001
TEA #: A3440100
Course Code: APSPALAN
Grade(s): 9-12
Prerequisite(s): Spanish III
Credit(s): 1.0

Advanced Placement Spanish Literature and Composition
Students engage in college level instruction that develops comprehension of Spanish literature and history, expository composition, and expanded use of grammar and oral communication skills. The course emphasizes higher level/critical thinking skills and focuses on the development of accuracy and fluency. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course #: 631002
TEA #: A3440200
Course Code: APSPALIT
Grade(s): 9-12
Prerequisite(s): AP Spanish Language
Credit(s): 1.0

FRENCH

French I
Students develop audio-lingual skills with mastery of basic structures, expressions, and common vocabulary without translation. The skills of reading and writing are introduced based on the orally presented material. Students experience various aspects of another culture and understand that behavior is conditioned by culture. A study of the interrelationship of language is presented along with information concerning the role of non-linguistic elements in communication.

Local Course #: 611001
TEA #: 03410100
Course Code: FREN1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

French II
Students further develop basic structures used for speaking, listening, reading, and writing in French. Students begin to recognize familiar material in an unfamiliar context, use alternate means of communicating an idea, produce guided compositions, and use word recognition skills. Cultural connotations of common words and phrases are introduced along with some unique features of the language.

Local Course #: 611002
TEA #: 03410200
Course Code: FREN2
Grade(s): 10-12
Prerequisite(s): French I
Credit(s): 1.0

Pre-AP French III
Students engage in learning all the essential knowledge and skills of French III while providing greater depth. Students continue the development of intermediate proficiency in oral skills and accurate comprehension of contemporary and cultural reading passages. The course emphasizes the use of grammatical constructions and vocabulary and continues the development of expository composition. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.

Local Course #: 621003
TEA #: 03410300
Course Code: FREN3A
Grade(s): 11-12
Prerequisite(s): French II
Credit(s): 1.0
Advanced Placement French Language (French IV)
Students engage in college level instruction that develops fluent oral skills, comprehension of French literature/history, expository composition, and expanded use of grammar. The course emphasizes higher level/critical thinking skills and the development of accuracy and fluency. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 631101
TEA #: A3410100
Course Code: APFRLAN
Grade(s): 12
Prerequisite(s): French III
Credit(s): 1.0

GERMAN

German I
Students develop audio-lingual skills with mastery of basic structures, expressions, and common vocabulary without translation. The skills of reading and writing are introduced based on the orally presented material. Students experience various aspects of another culture and understand that behavior is conditioned by culture. A study of the interrelationship of language is presented along with information concerning the role of non-linguistic elements in communication.
Local Course #: 611201
TEA #: 03420100
Course Code: GERMAN1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

German II
Students further develop basic structures used for speaking, listening, reading, and writing in German. Students begin to recognize familiar material in an unfamiliar context, use alternate means of communicating an idea, produce guided compositions, and use word recognition skills. Cultural connotations of common words and phrases are introduced along with some unique features of the language.
Local Course #: 611202
TEA #: 03420200
Course Code: GERMAN2
Grade(s): 10-12
Prerequisite(s): German I
Credit(s): 1.0

Pre-AP German II
Students engage in learning all the essential knowledge and skills of German II while providing greater depth. Students learn additional linguistic structures to further develop speaking, listening, reading, and writing skills. Students will recognize familiar material in an unfamiliar context, use alternate means of communicating an idea, produce guided compositions, and use word recognition skills. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.
Local Course #: 621202
TEA #: 03420200
Course Code: GERMAN2A
Grade(s): 10-12
Prerequisite(s): German I
Credit(s): 1.0

Pre-AP German III
Students engage in learning all the essential knowledge and skills of German III while providing greater depth. Students continue the development of intermediate proficiency in oral skills and accurate comprehension of contemporary and cultural reading passages. The course emphasizes the use of grammatical constructions and vocabulary and continues the development of expository composition. The course is designed to prepare students to take the Advanced Placement exam and potentially earn college credits or advanced standing.
Local Course #: 621203
TEA #: 03420300
Course Code: GERMAN 3A
Grade(s): 11-12
Prerequisite(s): German II
Credit(s): 1.0

Advanced Placement German Language
Students engage in college level instruction that develops fluent oral skills, comprehension of German literature/history, expository composition, and expanded use of grammar. The course emphasizes higher level/critical thinking skills and the development of accuracy and fluency. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 631201
TEA #: A3420100
Course Code: APGRLAN
Grade(s): 12
Prerequisite(s): German III
Credit(s): 1.0
FINE ARTS
See Appendix H for recommended Fine Arts course sequences for high school.

ART
Visual Art courses are designed to give students the basic, intermediate and advanced level skills in 2D and 3D art forms through a variety of media. Students in art courses will gain fundamental understandings of art history, art in culture and society and art techniques for creative production of art work. Students in all levels of visual arts are encouraged to participate in VASE competitions to showcase individual talent. Those participating in VASE contests are required to travel to the qualifying competitions throughout the spring semester. WISD offers Advanced Placement courses in Art as well for students who qualify.

Art I
Students are introduced to art through application of the fundamental elements and principles of design. The course emphasizes texture, shape, space and patterns. Students will use a variety of media to create sculptures, paintings and drawings.
Local Course #: 511001
TEA #: 03500100
Course Code: ART 1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Art II (Drawing)
Local Course #: 511002
TEA #: 03500500
Course Code: ART2DRAW
Grade(s): 10-12
Prerequisite(s): 1 HS credit of Level I art.
Credit(s): 1.0

Art III (Drawing)
Local Course #: 511003
TEA #: 03501300
Course Code: ART3DRAW
Grade(s): 11-12
Prerequisite(s): 1 HS credit of Level II art
Credit(s): 1.0

Art IV (Drawing)
Local Course #: 511004
TEA #: 03502300
Course Code: ART4DRAW
Grade(s): 12
Prerequisite(s): 1 HS credit of Level III art
Credit(s): 1.0

Advanced Placement Studio Art Drawing
Students recognize quality in their work, concentrate on a sustained investigation of a particular visual interest or problem; and display a range of approaches to the formal, technical and expressive means of the artist. Advanced Placement work should reflect these three areas of concern: quality (selected works), concentration (sustained investigation) and breadth (range of approaches).
Local Course #: 531001
TEA # A3500300
Course Code: APSTARTD
Grades: 10-12
Prerequisite: Art I and teacher recommendation
Credit(s): 1.0

Advanced Placement Studio Art Design 2D
Students demonstrate understanding of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking.
Local Course #: 531002
TEA # A3500400
Course Code: AP2DDP
Grades: 10-12
Prerequisite: Art I
Credit(s): 1.0

Advanced Placement Studio Art Design 3D
Students demonstrate understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportionSCALE, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). Students utilize 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, performance, assemblage and 3-D fabric/fiber arts.
Local Course #: 531003
TEA # A3500500
Course Code: AP3DDP
Grades: 10-12
Prerequisite: Art I
Credit(s): 1.0

Advanced Placement Art History
Students engage in college level instruction that develops an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.
Local Course #: 531004
TEA # A3500100
Course Code: APHISART
Grades: 10-12
Prerequisite: Previous Art class
Credit(s): 1.0
JAZZ BAND

These courses are for students interested in jazz, dance, and popular music. Students must be able to read music to be considered for membership. Included is training in basic improvisation techniques. Students enrolled in this course must be concurrently enrolled in Marching Band. All students will be expected to prepare for events and competitions via TMEA, both as individuals and as an ensemble with other band students. Students must maintain a passing average in all academic courses, including band, to be eligible to participate in TMEA activities and other competitions.

Jazz Ensemble I
Students will play and perform advanced levels of jazz music. Students are expected to prepare and audition for regional and state level ensembles (UIL, TMEA), and participate in group competitions and festivals. Participating students must also be in band.

Local Course #: 511401
TEA #: 03151300
Course Code: MUS1JZBN
Grade(s): 9-12
Prerequisite(s): by audition only
Credit(s): 1.0

Ensemble II
Students will play and perform introductory to intermediate levels of jazz music. Students are expected to prepare and audition for regional and state level ensembles (UIL, TMEA), and participate in group competitions and festivals. Participating students must also be in band.

Local Course #: 511402
TEA #: 03151400
Course Code: MUS2JZBN
Grade(s): 10-12
Prerequisite(s): Jazz Band I, by audition only
Credit(s): 1.0

Jazz Ensemble III
Students will play and perform intermediate to advanced levels of jazz music. Students are expected to prepare and audition for regional and state level ensembles (UIL, TMEA), and participate in group competitions and festivals. Participating students must also be in band.

Local Course #: 511403
TEA #: 03151500
Course Code: MUS3JZBN
Grade(s): 11-12
Prerequisite(s): Jazz Band II, by audition only
Credit(s): 1.0

Jazz Ensemble IV
Students will play and perform intermediate to advanced levels of jazz music. Students are expected to prepare and audition for regional and state level ensembles (UIL, TMEA), and participate in group competitions and festivals. Participating students must also be in band.

Local Course #: 511404
TEA #: 03151600
Course Code: MUS4JZBN
Grade(s): 12
Prerequisite(s): Jazz Band III, by audition only
Credit(s): 1.0

PIANO

Piano I
Students learn to play the piano, develop music-reading abilities, appreciate music from a wide variety of sources, and apply basic music theory concepts to create songs and musical compositions. No prior piano or musical knowledge is needed to take the class, but students should be prepared to practice diligently on pianos provided at the school.

Local Course #: 511201
TEA #: 03154200
Course Code: PIANO 1
Grade(s): 9-12
Prerequisite(s): None.
Credit(s): 1.0

Piano II
Students learn intermediate concepts in music theory, continue developing piano skills, and write their own musical compositions. Individual practice outside of class time is expected. Students who sign up for this course should already be able to play the piano at an intermediate level and need to be able to read music.

Local Course #: 511202
TEA #: 03154300
Course Code: PIANO 2
Grade(s): 9-12
Prerequisite(s): Piano I and/or audition for instructor.
Credit(s): 1.0

Piano III

Local Course #: 511203
TEA #: 03154400
Course Code: PIANO 3
Grade(s): 9-12
Prerequisite(s): Piano II and/or audition for instructor.
Credit(s): 1.0

Piano IV

Local Course #: 511204
TEA #: 03154500
Course Code: PIANO 4
Grade(s): 9-12
Prerequisite(s): Piano III and/or audition for instructor.
Credit(s): 1.0
MARCHING AND CONCERT BAND

Band courses teach instrumental musical performance in both drill-based marching concepts and concert hall performance styles. To participate in marching band and concert band, students must enroll in one of the band classes listed as assigned by the school’s band director. Band activities require that students attend evening, out-of-town, and weekend rehearsals and events. Students who are enrolled in band classes are required to participate in marching band in the fall and UIL concert band in the spring. Marching Band qualifies for the PE waiver credit in high school. To earn full PE credit, the student needs to successfully participate in the band for two marching seasons. All students will be expected to prepare for events and competitions in both UIL and TMEA formats, both as individuals and as ensembles with other band students. Students must maintain passing averages in all academic courses, including band, to be eligible to participate in UIL/TMEA activities and other competitions.

Varsity Band [9th] (Music I)
Local Course #: 511411
TEA #: 03150100
Course Code: MUS1BAND
Grade(s): 9
Prerequisite(s): by audition only
Credit(s): 1.0

Non-Varsity Band [9th] (Music I)
Local Course #: 511412
TEA #: 03150100
Course Code: MUS1BAND
Grade(s): 9
Prerequisite(s): by audition only
Credit(s): 1.0

Sub Non-Varsity Band [9th] (Music I)
Local Course #: 511413
TEA #: 03150100
Course Code: MUS1BAND
Grade(s): 9 Prerequisite(s): None
Credit(s): 1.0

Varsity Band [10th] (Music II)
Local Course #: 511421
TEA #: 03150200
Course Code: MUS2BAND
Grade(s): 10
Prerequisite(s): by audition only
Credit(s): 1.0

Non-Varsity Band [10th] (Music II)
Local Course #: 511422
TEA #: 03150200
Course Code: MUS2BAND
Grade(s): 10
Prerequisite(s): by audition only
Credit(s): 1.0

Sub Non-Varsity Band [10th] (Music II)
Local Course #: 511423
TEA #: 03150200
Course Code: MUS2BAND
Grade(s): 10 Prerequisite(s): None
Credit(s): 1.0

Varsity Band [11th] (Music III)
Local Course #: 511431
TEA #: 030300
Course Code: MUS3BAND
Grade(s): 11
Prerequisite(s): by audition only
Credit(s): 1.0

Non-Varsity Band [11th] (Music III)
Local Course #: 511432
TEA #: 03150300
Course Code: MUS3BAND
Grade(s): 11
Prerequisite(s): by audition only
Credit(s): 1.0

Sub Non-Varsity Band [11th] (Music III)
Local Course #: 511433
TEA #: 03150300
Course Code: MUS3BAND
Grade(s): 11 Prerequisite(s): None
Credit(s): 1.0

Varsity Band [12th] (Music IV)
Local Course #: 511441
TEA #: 03150400
Course Code: MUS4BAND
Grade(s): 12
Prerequisite(s): by audition only
Credit(s): 1.0

Non-Varsity Band [12th] (Music IV)
Local Course #: 511442
TEA #: 03150400
Course Code: MUS4BAND
Grade(s): 12
Prerequisite(s): by audition only
Credit(s): 1.0

Sub Non-Varsity Band [12th] (Music IV)
Local Course #: 511443
TEA #: 03150400
Course Code: MUS4BAND
Grade(s): 12 Prerequisite(s): None
Credit(s): 1.0
MARIACHI

Mariachi I
Students are introduced to the sections that make up the mariachi. Students will prepare to audition for placement into the mariachi performance groups and are expected to attend rehearsals as scheduled by director. The course emphasizes the study of mariachi instruments, history, theory, and performance.
Local Course #: 511211
TEA #: 03153800
Course Code: MARIACHI 1
Grade(s): 9-12
Prerequisite(s): Must be in another music performance class (band, choir, orchestra).
Credit(s): 1.0

Mariachi II
Students refine music and vocal skills to participate in productions and competitions. Students are expected to compete in various UIL and festival contests in addition to community/public performances.
Local Course #: 511212
TEA #: 03153900
Course Code: MARIACHI 2
Grade(s): 9-12
Prerequisite(s): Mariachi I or another music performance class (band, choir, orchestra).
Credit(s): 1.0

Mariachi III
Local Course #: 511213
TEA #: 03154000
Course Code: MARIACHI 3
Grade(s): 9-12
Prerequisite(s): Mariachi I or another music performance class (band, choir, orchestra).
Credit(s): 1.0

Mariachi IV
Local Course #: 511214
TEA #: 03154100
Course Code: MARIACHI 4
Grade(s): 9-12
Prerequisite(s): Mariachi I or another music performance class (band, choir, orchestra).
Credit(s): 1.0

COLOR GUARD
Students are members of the marching band ensemble unit and are subject to the requirements that apply to band members. This course will focus on movement and manipulation of Color Guard equipment and the body. Student may also participate in Winter Guard per campus decision.

Color Guard I
Local Course #: 511221
TEA #: 03151700
Course Code: MUS1NEN
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Color Guard II
Local Course #: 511222
TEA #: 03151800
Course Code: MUS2NEN
Grade(s): 10-12
Prerequisite(s): Color Guard I
Credit(s): 1.0

Color Guard III
Local Course #: 511223
TEA #: 03151900
Course Code: MUS3NEN
Grade(s): 11-12
Prerequisite(s): Color Guard II
Credit(s): 1.0

Color Guard IV
Local Course #: 511224
TEA #: 03152000
Course Code: MUS4NEN
Grade(s): 12
Prerequisite(s): Color Guard III
Credit(s): 1.0
ORCHESTRA

The instrumental string courses include a wide variety of fundamental, intermediate and advanced performance instruction in orchestral music. Topics include: care and handling of instruments, posture and playing position, instrumental technique, and music reading skills. Students interested in instrumental string music should contact the campus orchestra director and discuss the musical instrument to be used. Students must be willing to occasionally attend after school rehearsals and must maintain a passing average in all academic courses to be eligible to participate in UIL/ TMEA activities and other competitions. Emphasis on ensemble performance skills.

Non-Varsity Orchestra (Music I)
Local Course #: 511502
TEA #: 03150500
Course Code: MUS1ORCH
Grade(s): 9-12
Prerequisite(s): by audition only
Credit(s): 1.0

Varsity Orchestra (Music I)
Local Course #: 511501
TEA #: 03150500
Course Code: MUS1ORCH
Grade(s): 9-12
Prerequisite(s): by audition only
Credit(s): 1.0

Non-Varsity Orchestra (Music II)
Local Course #: 511512
TEA #: 03150600
Course Code: MUS2ORCH
Grade(s): 10-12
Prerequisite(s): Orchestra I, by audition only
Credit(s): 1.0

Varsity Orchestra (Music II)
Local Course #: 511511
TEA #: 03150600
Course Code: MUS2ORCH
Grade(s): 10-12
Prerequisite(s): Orchestra I, by audition only
Credit(s): 1.0

Non-Varsity Orchestra (Music III)
Local Course #: 511522
TEA #: 03150700
Course Code: MUS3ORCH A
Grade(s): 11-12
Prerequisite(s): Orchestra II, by audition only
Credit(s): 1.0

Varsity Orchestra (Music III)
Local Course #: 511521
TEA #: 03150700
Course Code: MUS3ORCH A
Grade(s): 11-12
Prerequisite(s): Orchestra II, by audition only
Credit(s): 1.0

Non-Varsity Orchestra (Music IV)
Local Course #: 511532
TEA #: 03150800
Course Code: MUS4ORCH A
Grade(s): 12
Prerequisite(s): Orchestra III, by audition only
Credit(s): 1.0

Varsity Orchestra (Music IV)
Local Course #: 511531
TEA #: 03150800
Course Code: MUS4ORCH A
Grade(s): 12
Prerequisite(s): Orchestra III, by audition only
Credit(s): 1.0

VOCAL MUSIC

These classes are designed for students who have not previously had choir or do not have independent sight reading skills. Students enrolled in these classes will be expected to participate in a fall, Christmas, and spring concert, as well as civic performances throughout the year. Students are expected to go to UIL competition, but may do so if the appropriate level of musicianship is reached. As students advance through the levels of the courses offered below, the strand grows in scope and rigor.

Concert Choir I
Local Course #: 511301
TEA #: 03150900
Course Code: MUS1CHOR
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Concert Choir II
Local Course #: 511302
TEA #: 03151000
Course Code: MUS2CHOR
Grade(s): 9-12
Prerequisite(s): Concert Choir I
Credit(s): 1.0

Concert Choir III
Local Course #: 511303
TEA #: 03151100
Course Code: MUS3CHOR
Grade(s): 9-12
Prerequisite(s): Concert Choir II
Credit(s): 1.0

Concert Choir IV
Local Course #: 511304
TEA #: 03151200
Course Code: MUS4CHOR
Grade(s): 9-12
Prerequisite(s): Concert Choir III
Credit(s): 1.0

MEN’S CHOIR COURSES (Guy’s Glee)
These classes are designed for students who have previous experience in choir and have sight reading skills. Students enrolled in these classes will be expected to participate in a fall, Christmas, and spring concert, as well as civic performances throughout the year. Students are expected to go to UIL competition, but only if the appropriate level of musicianship is reached.

Music Choir I (Guy’s Glee)
Local Course #: 511311
TEA #: 03150900
Course Code: MUS1CHOR
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Music Choir II (Guy’s Glee)
Local Course #: 511312
TEA #: 03151000
Course Code: MUS2CHOR
Grade(s): 10-12
Prerequisite(s): Music I Choir (Guy’s Glee)
Credit(s): 1.0
WOMEN’S CHOIR COURSES

(Girls Glee I-II, Women’s Select I-IV)
These classes are designed for students who have previous experience in choir and have sight reading skills. Students enrolled in these classes will be expected to participate in a fall, Christmas, and spring concert, as well as civic performances throughout the year. Students are expected to go to UIL competition, but only if the appropriate level of musicianship is reached.

Girls Glee I (Music I Vocal Ensemble)
Local Course #: 511321
Course Code: MUS1VOEN
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Girls Glee II (Music II Vocal Ensemble)
Local Course #: 511322
Course Code: MUS2VOEN
Grade(s): 9-12
Prerequisite(s): Music I Vocal Ensemble (Girls Glee I), Open by Audition Only, Sight reading Knowledge
Credit(s): 1.0

Girls Glee III (Music III Vocal Ensemble)
Local Course #: 511323
Course Code: MUS3VOEN
Grade(s): 9-12
Prerequisite(s): Music I Vocal Ensemble (Girls Glee I), Open by Audition Only, Sight reading Knowledge
Credit(s): 1.0

Girls Glee IV (Music IV Vocal Ensemble)
Local Course #: 511324
Course Code: MUS4VOEN
Grade(s): 9-12
Prerequisite(s): Music I Vocal Ensemble (Girls Glee I), Open by Audition Only, Sight reading Knowledge
Credit(s): 1.0

Women’s Select I
Local Course #: 511331
Course Code: MUS1VOEN
Grade(s): 9
Prerequisite(s): Previous Choir Experience, by audition only, Sight-reading Knowledge
Credit(s): 1.0

Women’s Select II
Local Course #: 511332
Course Code: MUS2VOEN
Grade(s): 10-12
Prerequisite(s): Music I Vocal Ensemble (Girls Glee I / Women’s Select I), by audition only
Credit(s): 1.0

Women’s Select III
Local Course #: 511333
Course Code: MUS3VOEN
Grade(s): 11-12
Prerequisite(s): Music II Vocal Ensemble (Girls Glee II / Women’s Select II), Proficient sight-reading knowledge, by audition only
Credit(s): 1.0

Women’s Select IV
Local Course #: 511334
Course Code: MUS4VOEN
Grade(s): 9-12
Prerequisite(s): Music III Vocal Ensemble (Women’s Select III), Proficient sight-reading knowledge, by audition only
Credit(s): 1.0

Bel Canto I
Students develop mature vocal quality and sight-reading skills. Bel Canto is a choir class designed for intermediate alto/soprano singers.
Local Course #: 511341
Course Code: MUS1CHOR
Grade(s): 9-12
Prerequisite(s): Audition
Credit(s): 1.0

Bel Canto II
Students develop mature vocal quality and sight-reading skills. Bel Canto is a choir class designed for intermediate alto/soprano singers.
Local Course #: 511342
Course Code: MUS2CHOR
Grade(s): 10-12
Prerequisite(s): Audition and/or teacher placement.
Credit(s): 1.0

Bel Canto III
Local Course #: 511343
Course Code: MUS3CHOR
Grade(s): 10-12
Prerequisite(s): Audition and/or teacher placement.
Credit(s): 1.0

Bel Canto IV
Local Course #: 511344
Course Code: MUS4CHOR
Grade(s): 10-12
Prerequisite(s): Audition and/or teacher placement.
Credit(s): 1.0
**VARSITY MIXED CHOIR COURSES**
(A' Capella I-IV, Show Choir I-IV)

These classes are designed for the most advanced choral students. These students must be able to demonstrate excellent sight reading skills. Students enrolled in this class will be expected to participate in a fall, Christmas, and spring concert, as well as civic performances throughout the year. Students will be expected to improve sight reading skills daily, as well as pass all classes. As students advance through the levels of the courses offered below, the strand grows in scope and rigor.

**A' Capella I Intermediate Mixed Choir**
Local Course #: 511351
TEA #: 03150900
Course Code: MUS1CHOR
Grade(s): 9-12
Prerequisite(s): by audition only, Sight-reading Knowledge, Choir experience
Credit(s): 1.0

**A' Capella II Intermediate Mixed Choir**
Local Course #: 511352
TEA #: 03151000
Course Code: MUS2CHOR
Grade(s): 10-12
Prerequisite(s): Choir I, by audition only, Sight-reading Knowledge
Credit(s): 1.0

**A' Capella III Intermediate Mixed Choir**
Local Course #: 511353
TEA #: 03151100
Course Code: MUS3CHOR
Grade(s): 11-12
Prerequisite(s): Choir II, by audition only, Sight-reading Knowledge
Credit(s): 1.0

**A' Capella IV Intermediate Mixed Choir**
Local Course #: 511354
TEA #: 03151200
Course Code: MUS4CHOR
Grade(s): 12
Prerequisite(s): Choir III, by audition only, Sight-reading Knowledge
Credit(s): 1.0

**SHOW CHOIR COURSES**

Show choir courses are for students who are concurrently enrolled in another course within the choir program. Students in this course will perform live performance shows and learn vocal precision in coordination with elements of stage choreography, dance elements and some musical theatre foundations. Students must audition for acceptance into this class. Students must maintain academic eligibility.

**Show Choir I (Music I Vocal Ensemble)**
Local Course #: 510361
TEA #: 84500850
Course Code: MUS1VOEN
Grade(s): 9-12
Prerequisite(s): by audition only, concurrently enrolled in an additional intermediate or advanced choir.
Credit(s): 1.0 - Local Credit only / Not in GPA

**Show Choir II (Music II Vocal Ensemble)**
Local Course #: 510362
TEA #: 84500851
Course Code: MUS2VOEN
Grade(s): 9-12
Prerequisite(s): by audition only, concurrently enrolled in an additional intermediate or advanced choir.
Credit(s): 1.0 - Local Credit Only / Not in GPA

**Show Choir III (Music III Vocal Ensemble)**
Local Course #: 510363
TEA #: 84500852
Course Code: MUS3VOEN
Grade(s): 9-12
Prerequisite(s): by audition only, concurrently enrolled in an additional intermediate or advanced choir.
Credit(s): 1.0 - Local Credit Only / Not in GPA

**Show Choir IV (Music IV Vocal Ensemble)**
Local Course #: 510364
TEA #: 84500854
Course Code: MUS4VOEN
Grade(s): 9-12
Prerequisite(s): by audition only, concurrently enrolled in an additional intermediate or advanced choir.
Credit(s): 1.0 - Local Credit Only / Not in GPA

**MUSIC THEORY COURSES**
(Music Theory I-II, AP Music Theory)

These classes are designed for students who are considering majoring in music in college. It is an advanced class that begins with reviewing basic pitch and rhythmic notation. Throughout the course, intervals, chord structure and movement, scale structures, ear training, sight singing, and part writing are learned in progression. This is not a general music class and is recommended for students seriously considering music as a career.

**Music I Theory**
Local Course #: 511101
TEA #: 03155400
Course Code: MUS1THY
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 1.0

**Music II Theory**
Local Course #: 511102
TEA #: 03155500
Course Code: MUS2THY
Grade(s): 10-12
Prerequisite(s): Music Theory I
Credit(s): 1.0

**Advanced Placement Music Theory**

Students engage in college level instruction that develops the rudiments and terminology of music including: notation, intervals, scales and keys, chords, meter organization, and rhythmic patterns. The course emphasizes topics such as harmony, texture, form, and music history. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course#: 531005
TEA #: A3150200
Course Code: APMUSTHY
Grades: 11-12
Prerequisite: Placement test, previous participation in at least 1 music-related class
Credit(s): 1.0
THEATRE ARTS
THEATRE INTRODUCTORY COURSES
(Theatre Arts I-II)
Theatre Arts courses are designed for students to explore the curricular strands of acting, voice, movement, rehearsal and performance, theatre history, technical theatre, and the analysis of plays and characters. Students are expected to participate in performance based projects, and other projects as assigned. As students advance through the levels of the courses offered below, the strand grows in scope and rigor.

Theatre Arts I
Local Course #: 511601
TEA #: 03250100
Course Code: TH1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Theatre Arts II
Local Course #: 511602
TEA #: 03250200
Course Code: TH2
Grade(s): 9-12
Prerequisite(s): Theatre I
Credit(s): 1.0

Theatre Arts III
Local Course #: 511603
TEA #: 03250300
Course Code: TH3
Grade(s): 9-12
Prerequisite(s): Theatre II
Credit(s): 1.0

TECHNICAL THEATRE COURSES
(Technical Theatre I-II)
These courses include study of theatre production and skills. Aesthetic growth and appreciation of the theatrical events are emphasized. The study of design and stagecraft techniques will continue. Students will demonstrate skills in design, scenic properties, lighting, costumes, make-up and sound. Students may serve as crew heads for theatre productions.

Technical Theatre I
Students explore and apply a myriad of technical theatre concepts and skills. Students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
Local Course #: 511605
TEA #: 03250500
Course Code: TH1TECH
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Technical Theatre II
Students explore and apply a myriad of technical theatre concepts and skills. Students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
Local Course #: 511606
TEA #: 03250600
Course Code: TH2TECH
Grade(s): 10-12
Prerequisite(s): Technical Theatre I
Credit(s): 1.0

Technical Theatre II: Design for Theatre
Students examine the application of technologies used in live productions. The course emphasizes sound, lighting, stagecraft, advanced rigging and stage management. To apply the concepts taught, after school involvement in productions and other after school events is required.
NOTE: Students are required to work after school.
Local Course #: 511611
TEA #: 03253500
Course Code: TTH2DES
Grades(s): 10-12
Prerequisite(s): Technical Theatre I and Instructor approval.
Credit(s): 1.0

Technical Theatre II: Costume Construction
Students combine theories of design techniques with construction of costumes and accessories for both class projects and actual productions.
Local Course #: 511621
TEA #: 03252900
Course Code: TTH2COS
Grades(s): 10-12
Prerequisite(s): Technical Theatre I and Instructor Approval.
Credit(s): 1.0

Technical Theatre II: Theatre Management
Students study performing arts management, including financial management, marketing, and advancement/community engagement for non-profit arts organizations. Students take coursework in design or technical areas, business ethics, and dramatic criticism. Students participate in the production season in a variety of areas, including house management and professional internships.
Local Course #: 511631
TEA #: 03253800
Course Code: TTH2MGT
Grades(s): 10-12
Prerequisite(s): Technical Theatre I or Theatre I and Instructor approval.
Credit(s): 1.0

Technical Theatre II: Stagecraft
Students combine theories of design and stagecraft techniques with construction and operation of technical elements: scenery, sound, lighting, and other vital theatrical properties. To apply the concepts taught, after school involvement in productions and other after school events is required.
Local Course #: 511641
TEA #: 03252600
Course Code: TTH2SC
Grades(s): 10-12
Prerequisite(s): Technical Theatre I and/or Instructor approval.
Credit(s): 1.0

Technical Theatre III
Students explore and apply a myriad of technical theatre concepts and skills. Students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
Local Course #: 511607
TEA #: 03251100
Course Code: TH3TECH
Grade(s): 10-12
Prerequisite(s): Technical Theatre II
Credit(s): 1.0
Technical Theatre III: Advanced Design for Theatre
Students make informed choices in the process of creating live productions. The course emphasizes the study of sound, lighting, stagecraft, rigging, design, and production management. As students move through this sequence, success is measured by observing students’ abilities to synthesize and adapt knowledge to solve ever-larger production problems, typically through increased responsibility for production leadership. To apply the concepts taught, extensive after school involvement in productions and other after-school events is required.
NOTE: Students are required to work after school.
Local Course #: 511612
TEA #: 03253600
Course Code: TTH3ADES
Grades(s): 11-12
Prerequisite(s): Technical Theatre I Design for Theatre and Instructor approval
Credit(s): 1.0

Technical Theatre III: Advanced Costume Construction
Students combine theories of design techniques with construction of costumes and accessories for both class projects and actual productions. Students may serve as crew heads for various theatre productions throughout the year. Participation in UIL Technical Design Contest is expected.
Local Course #: 511622
TEA #: 03253000
Course Code: TTH3ACOS
Grades(s): 11-12
Prerequisite(s): Technical Theatre II Costume Construction and Instructor approval.
Credit(s): 1.0

Technical Theatre III: Advanced Theatre Management
Students gain in-depth knowledge of all aspects of producing and presenting theatre. The course emphasizes management principles, personnel management, marketing and fund raising, event planning, finances, and the use of technology in arts and cultural management.
Local Course #: 511632
TEA #: 03253900
Course Code: TTH3AMGT
Grades(s): 11-12
Prerequisite(s): Technical Theatre II: Theatre Management and Instructor approval.
Credit(s): 1.0

Technical Theatre III: Advanced Stagecraft
Students explore and apply a myriad of technical theatre concepts and skills. Students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
Local Course #: 511608
TEA #: 03251200
Course Code: TTH4TECH
Grade(s): 10-12
Prerequisite(s): Technical Theatre III
Credit(s): 1.0

Technical Theatre IV: Advanced Design for Theatre
Students make informed choices in the process of creating live productions. The course emphasizes the study of sound, lighting, stagecraft, rigging, design, and production management. After school involvement in productions and other after-school events is required.
NOTE: Students are required to work after school.
Local Course #: 511613
TEA #: 03253700
Course Code: TTH4ADES
Grades(s): 12
Prerequisite(s): Technical Theatre III: Design for Theatre and Instructor approval.
Credit(s): 1.0

Technical Theatre IV: Advanced Costume Construction
Students expand the theories of design techniques and construction of costumes and accessories for theatrical productions for both class projects and actual productions. Students may serve as crew heads for various theatre productions throughout the year. Participation in UIL Technical Design Contest is expected.
Local Course #: 511623
TEA #: 03253100
Course Code: TTH4ACOS
Grades(s): 11-12
Prerequisite(s): Technical Theatre III Costume Construction and Instructor Approval.
Credit(s): 1.0

Technical Theatre IV: Advanced Theatre Management
Students develop marketing, public relations, subscription sales campaigns, budgets, fund raising, grant writing, proposal development, contracts, project management, research, corporate structure, and resource management. The course emphasizes a broad perspective on the arts in America, operating an arts organization in today’s business environment, and an introduction to international issues of arts and culture management.
Local Course #: 511633
TEA #: TTH4AMGT
Course Code: 03254000
Grades(s): 12
Prerequisite(s): Technical Theatre III: Advanced Theatre Management and Instructor approval.
Credit(s): 1.0

Technical Theatre IV: Advanced Stagecraft
Students expand theories of design and stagecraft techniques with construction and operation of various technical elements. The course emphasizes scenery, sound, lighting, and properties. Students may serve as crew heads for various theatre productions throughout the year. Participation in UIL Technical Design Contest is expected.
Local Course #: 511643
TEA #: 03252800
Course Code: TTH4ASC
Grades(s): 11-12
Prerequisite(s): Technical Theatre II Stagecraft and Instructor Approval
Credit(s): 1.0
THEATRE PRODUCTION COURSES

Theatre production courses are advanced level theatre arts courses and focus instruction on concepts and skills in acting, vocal production, directing, program production and stage management. Understanding of technical theatre and design elements are included in these courses. The production and study of full length plays, acting and directing theory and participation in campus shows / UIL One-Act Play are the objectives of theatre production. Students will audition, rehearse, and perform in a production selected by campus theatre director(s) throughout the academic year.

Theatre Production I
Local Course #: 511651
TEA #: 03250700
Course Code: TH1PROD A
Grade(s): 9-12
Prerequisite(s): Recommended: Theatre Arts I, by audition only
Credit(s): 1.0

Theatre Production II
Local Course #: 511652
TEA #: 03250800
Course Code: TH2PROD A
Grade(s): 10-12
Prerequisite(s): Theatre Production I + Open by Audition Only
Credit(s): 1.0

Theatre Production III
Local Course #: 511653
TEA #: 03250900
Course Code: TH3PROD
Grade(s): 11-12
Prerequisite(s): Theatre Production II, Theatre Arts II, Tech Theatre II, and by audition only
Credit(s): 1.0

Theatre Production IV
Local Course #: 511654
TEA #: 03251000
Course Code: TH4PROD
Grade(s): 12
Prerequisite(s): Theatre Production III, by audition only
Credit(s): 1.0

SPECIALIZED THEATRE COURSES

These courses are designed to depart from the broader view of theatre production and instead focus on the specific skills required of advanced thespians.

Acting Methods
Students explore student directing, musical theatre, One-Acts, Shakespearean plays, classical selections and Children’s Theatre. Students will be required to audition for all main stage school plays. The course will involve production work and work after school hours.

Local Course #: 511660
TEA #: N1170123
Course Code: ACTMET1
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

TECHNOLOGY APPLICATIONS

Digital Design and Media Production
Students employ computer operating systems, software applications, and communication networking components. The student is expected to develop technical documentation related to desktop publishing.

Local Course #: 411201
TEA #: 03580400
Course Code: TADTP
Grade(s): 11-12
Prerequisite(s): None
Credit(s): 1.0

Computer Science I
Students develop the beginning concepts and skills related to the following: programming, methodology, programming languages, data types and structures, algorithms, applications of computing, computer systems, and social implications of computers.

Local Course #: 411211
TEA #: 03580200
Course Code: TACS1
Grade(s): 11-12
Prerequisite(s): Algebra I
Credit(s): 1.0

Computer Science II
Students write software independently. The software must use integrated file searches, sorts, and mergers. The student must produce at least one game, menu executable program, and one student-selected program. Programs must be converted to executable files that can be easily used.

Local Course #: 411212
TEA #: 03580300
Course Code: TACS2
Grade(s): 11-12
Prerequisite(s): Algebra I & Computer Science I
Credit(s): 1.0

Advanced Placement Computer Science A
Students engage in college level instruction that develops their ability to analyze algorithms, develop and use data structures, and study typical applications of computer software. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Counts as a 3rd or 4th Mathematics credit
Local Course #: 431004
TEA #: A3580100
Course Code: APTACSA
Grade(s): 11-12
Prerequisite(s): Algebra I and Computer Science I
Credit(s): 1.0

Advanced Placement Computer Science Principles
Students engage in college level instruction that develops their ability to use computational tools to analyze large data sets, visualize, and draw conclusions from trends. The course emphasizes student creativity, effective communication, and collaboration. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Local Course #: 431005
TEA #: A3580300
Course Code: APCSPRIN
Grade: 9-12
Prerequisite: Algebra I
Credit(s): 1.0
Reserve Officers Training Corps (LET I)
Students maximize potential for individual success through learning and self-management by developing leadership skills, effective relationships with peers, adults, and the community (conflict resolution and service learning), correlating rights and the responsibilities of citizenship to purposes of our government, and relating historical events to choices and responsibilities Americans have today. Extracurricular activities include providing color guards, concession stands, and participating in community parades, drills, and rifle teams.

Can count for HS PE credit
Local Course #: 711001
TEA #: 03160100
Course Code: ROTC 1
Grade(s): 9-12
Credit(s): 1.0

Reserve Officers Training Corps II (LET II)
Students build on the leadership and personal skills introduced in the first year. The course emphasizes wellness through nutrition, physical fitness, substance abuse prevention, and applying physical and political geography to build global awareness. The wearing of the uniform and participating in extracurricular activities are the same as for LET I, Students may be scheduled in similar sections per the JROTC MOI.

Course Code: ROTC 2
Grade(s): 9-12
Prerequisite: ROTC 1
Credit(s): 1.0
Local Course #: 711002
TEA #: 03160200

Reserve Officers Training Corps III (LET III)
Students continue building on the first two years with additional leadership focus towards staff training, team building and program management. The course emphasizes public speaking, assembling personalized career portfolios, and creating college action plans. The wearing of the uniform and participating in extracurricular activities are the same as for LET I, Students may be scheduled in similar sections per the JROTC MOI

Local Course #: 711003
TEA #: 03160300
Course Code: ROTC 3
Grade(s): 9-12
Prerequisite: ROTC 2
Credit(s): 1.0

Reserve Officers Training Corps IV (LET IV)
Students continue building on previous curriculum by mentoring junior cadets and assisting in the instruction of LET I-III classes. LET IVs continue to develop leadership skills and are responsible for the planning of special unit events such as the annual military ball and awards programs. Must have recommendation from ROTC instructors.

Local Course #: 711004
TEA #: 03160400
Course Code: ROTC 4
Grade(s): 9-12
Prerequisite: ROTC 3
Credit(s): 1.0
ATHLETICS
Students develop an appreciation for health-related fitness and for teamwork and fair play for a lifestyle beyond high school. Competency in two or more team sports is required.

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<th>PEIMS Number</th>
<th>TEA Course</th>
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Cheerleading (Local)  
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- PES00013  
- PES00014
### Drill Team

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*enroll in Zero hour and fine arts*

### Dance

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### Physical Education

The basic purpose of this course is to motivate students to strive for lifetime fitness with an emphasis on the health-related components of physical fitness.

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A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation. Competency in two or more aerobic activities is required.

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<td>1</td>
</tr>
</tbody>
</table>

Emphasis is placed upon students' selection of activities that promote respect for the environment and that can be enjoyed for a lifetime. Competency in two or more outdoor education activities is required.

<table>
<thead>
<tr>
<th>Adventures/Outdoor Education</th>
<th>PEIMS Number</th>
<th>TEA Course</th>
<th>WISD #</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PES00053</td>
<td>PEADA</td>
<td>711053</td>
<td>1</td>
</tr>
</tbody>
</table>

**Individual and Team Sports (non-competitive) only take for one credit**

Students are expected to participate in a wide variety of sports that promote health-related fitness.

<table>
<thead>
<tr>
<th>Individual Sports</th>
<th>PEIMS Number</th>
<th>TEA Course</th>
<th>WISD #</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PES00055</td>
<td>PEITS</td>
<td>711054</td>
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</tbody>
</table>
WISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to WISD Policy (Legal and Local), Regulation and Practice as of August 2017. For current information regarding district policy please refer to the Waco Independent School District website at www.wacoisd.org or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.
The Achieve Texas College and Career Initiative centers on establishing career clusters in schools as a strategy for improving high school completion rates and college and workforce readiness. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic and social support, relevant teaching and learning designed to promote postsecondary success, and effective educators and leaders.

Career clusters are a way of reorganizing learning around programs of study that will prepare students for an ever more competitive global economy. Texas has adopted the U.S. Department of Education’s Career Clusters System. The sixteen broad career clusters and multiple programs of study support the Governor’s Industry Cluster Initiative, which identifies high-growth/high-paying jobs for the 21st-century Texas economy. Achieve Texas offers guidance to help students plan their educational experience based on their career goals and allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, an associate’s degree, a bachelor’s degree, or technical certification. Career programs of study represent a recommended sequence of courses based on a student’s personal interests and career goals. The idea is to connect what students learn in school every day to what they aspire to do tomorrow, thus increasing engagement with school and motivation to achieve.

Most programs of study contain courses that allow for the awarding of college credit through completion of courses articulated with McLennan Community College & Texas State Technical College or other post-secondary institutions.

Career and Technical Education (CTE) Cluster Areas

- Architecture
- Arts, AV Technology and Communications
- Business Management and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Students take the courses included in a program of study in a coherent sequence to maximize the effectiveness of the learning. Course sequences have been developed by each campus.

BASIC

INTERMEDIATE

In many programs of study, articulated college credit is dependent upon completion of the correct sequence of courses.
COLLEGE READINESS

AVID 1
Students participate in the AVID elective to address key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. The main curriculum in the AVID elective is derived from Strategies for Success, College and Careers, and the Writing Curriculum.
Local Course #: 811011
TEA #: N1290001
Course Code: AVID1
Grade(s): 9
Prerequisite(s): Recommended to begin in 9th grade
Credit(s): 1.0

AVID 2
Students participate in the AVID elective to address key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. The main curriculum in the AVID elective is derived from Strategies for Success, College and Careers, and the Writing Curriculum.
Local Course #: 811012
TEA #: N1290002
Course Code: AVID2
Grade(s): 10
Prerequisite(s): AVID 1
Credit(s): 1.0

AVID 3
Students participate in the AVID elective to address key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. The main curriculum in the AVID elective is derived from Strategies for Success, College and Careers, and the Writing Curriculum.
Local Course #: 811013
TEA #: N1290030
Course Code: AVID3
Grade(s): 11
Prerequisite(s): AVID 2
Credit(s): 1.0

AVID 4
Students participate in the AVID elective to address key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. The main curriculum in the AVID elective is derived from Strategies for Success, College and Careers, and the Writing Curriculum.
Local Course #: 811014
TEA #: N1290035
Course Code: AVID4
Grade(s): 12
Prerequisite(s): AVID 3
Credit(s): 1.0

CAREER PREPARATION

Career Preparation I
Students participate in this work-based instructional arrangement to develop essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology specific training area that has already been approved and assigned a course number. Students will receive general employability skills as a group. However, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job-specific training assignments in the classroom or participate in job shadowing or internship.
Local Course #: 913001
TEA #: 12701305
Course Code: CAREERP1
Grade(s): 11-12
Prerequisite(s): Students must have a job as a part of this class
Credit(s): 3.0

Career Preparation II
Students participate in the second year of Career Preparation to develop essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.
Local Course #: 913002
TEA #: 12701405
Course Code: CAREERP2
Grade(s): 11-12
Prerequisite(s): Students must have a job as a part of this class
Credit(s): 3.0
ARCHITECTURE

Principles of Architecture
Students receive an overview of the various fields of architecture, interior design, construction science, and construction technology while attempting to achieve proficiency in decision making and problem solving, essential skills for lifelong learning. Students use personal, educational, and professional information to set realistic career & educational goals.

Local Course #: 911711
TEA #: 13004210
Course Code: PRINARCH
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Architectural Design I
Students gain knowledge and skills needed to enter careers in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture.

Local Course #: 911712
TEA #: 13004600
Course Code: ARCHDSN1
Grade(s): 10-12
Prerequisite(s): Principles of Architecture, Algebra I and English I
Credit(s): 1.0

Architectural Design II (Advanced)
Students gain sharpen knowledge and skills needed to enter careers in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture.

Local Course #: 912713
TEA #: 13004700
Course Code: ARCHDSN2
Grade(s): 11-12
Prerequisite(s): Architectural Design I and Geometry
Credit(s): 2.0

Interior Design
Students address psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. They use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in the industry.

Local Course#: 911714
TEA#: 13004300
Course Code: INTERDSN
Grade(s): 10-12
Prerequisite(s): Algebra I and English I
Credit(s): 1.0

Practicum in Architectural Design (Advanced)
Students receive occupationally-specific learning to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

Local Course#: 912715
TEA#: 13004800
Course Code: PRACADS1
Grade(s): 12
Prerequisite(s): Architectural Design II
Credit(s): 2.0

ARTS, AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIONS:
INFORMATION TECHNOLOGY

Principles of Arts, Audio/Video Technology, and Communications
Students develop creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication to understand the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Local Course #: 911003
TEA #: 13008300
Course Code: PRINAAVTC
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Animation I
Students develop an understanding of the history and techniques of the animation industry in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in animation span all aspects of motion graphics.

Local Course #: 911011
TEA #: 13008300
Course Code: ANIMAT1
Grade(s): 10-12
Prerequisite(s): Recommended Principles of Arts, Audio/Video Technology & Communications or Art I.
Credit(s): 1.0

Animation II (Advanced)
Students create two- and three-dimensional animations in addition to developing an understanding of the history and techniques of the animation industry in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in animation span all aspects of motion graphics.

Local Course #: 912012
TEA #: 13008410
Course Code: ANILAB2
Grade(s): 11-12
Prerequisite(s): Animation I
Credit(s): 2.0

Practicum in Animation (Advanced)
Students create two- and three-dimensional animations in addition to developing an understanding of the history and techniques of the animation industry in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in animation span all aspects of motion graphics. The instruction also assists students seeking careers in the animation industry.

Local Course #: 912013
TEA #: 13008450
Course Code: PRACCANI1
Grade(s): 12
Prerequisite(s): Animation II
Credit(s): 2.0
Commercial Photography I
Students develop an understanding of the commercial photography industry with a focus on creating quality photographs, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market.
Local Course #: 911021
TEA #: 13009100
Course Code: CPHOTO1
Grade(s): 10-12
Prerequisite(s): Principles of Arts, Audio/Video Technology, and Communications
Credit(s): 1.0

Commercial Photography II (Advanced)
Students develop an advanced technical understanding of the commercial photography industry with a focus on producing, and presenting professional quality photographs. Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market.
Local Course #: 912022
TEA #: 13009210
Course Code: CPHLAB1
Grade(s): 11-12
Prerequisite(s): Commercial Photography I
Credit(s): 2.0

Practicum in Commercial Photography (Advanced)
Students develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market.
Local Course #: 912023
TEA #: 13009250
Course Code: PRACCOH1
Grade(s): 12
Prerequisite(s): Commercial Photography II
Credit(s): 2.0

Audio/Video Production I
Students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in audio and video technology and film production span all aspects of the audio/video communications industry.
Local Course #: 911031
TEA #: 13008500
Course Code: AVPROD1
Grade(s): 10-12
Prerequisite(s): Principles of Arts, Audio/Video Technology, and Communications
Credit(s): 1.0

Audio Video Production II (Advanced)
Students develop an advanced understanding of the industry in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications cluster. Careers in audio and video technology and film production span all aspects of the audio/video communications industry.
Local Course #: 912032
TEA #: 13008610
Course Code: ADVAVPRO
Grade(s): 11-12
Prerequisite(s): Audio Video Production I
Credit(s): 2.0

Practicum in Audio Video Productions (Advanced)
Students fine tune to skills needed to pursue a career in this field. Students are self-starters, often work independently and are led under the instruction of the teacher. Students can earn an upper-level industry certification.
Local Course #: 912033
TEA #: 13008700
Course Code: PRACAVP1
Grade(s): 12
Prerequisite(s): Audio Video Production II
Credit(s): 2.0

Graphic Design & Illustration I
Students develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in graphic design and illustration span all aspects of advertising and visual communications industry.
Local Course #: 911041
TEA #: 13008800
Course Code: GRAPHDI1
Grade(s): 10-12
Prerequisite(s): Recommended Principles of Arts, Audio/Video Technology, & Communications
Credit(s): 1.0

Graphic Design & Illustration II (Advanced)
Students develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster.
Local Course #: 912042
TEA #: 13008910
Course Code: GRDLAB2
Grade(s): 11-12
Prerequisite(s): Graphic Design & Illustration I
Credit(s): 2.0

Practicum in Graphic Design (Advanced)
Students delve deeper into concepts and processes of Graphic Design for print and web. Adobe Creative Suite with projects in editorial, web, and motion graphic design can be mastered.
Local Course #: 912043
TEA #: 13009000
Course Code: PRACGRD1
Grade(s): 12
Prerequisite(s): Graphic Design and Illustration II
Credit(s): 2.0
### BUSINESS MANAGEMENT AND ADMINISTRATION: FINANCE & MARKETING

#### Accounting I
Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information.

**Local Course #: 911211**  
**Course Code: ACCOUNT1**  
**Grade(s):** 10-12  
**Prerequisite(s):** Principles of Business, Marketing, & Finance  
**Credit(s):** 1.0

#### Accounting II
Students investigate the field of accounting at an advanced level, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

Counts as a 3rd Mathematics credit  
**Local Course #: 911212**  
**Course Code: ACCOUNT2**  
**Grade(s):** 11-12  
**Prerequisite(s):** Accounting I  
**Credit(s):** 1.0

#### Advertising
Students gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, ethical, and legal issues of advertising, historical influences, strategies, and media decision processes.

**Local Course #: 915221**  
**Course Code: ADVERTIS**  
**Grade(s):** 10-12  
**Prerequisite(s):** Recommended Principles of Business, Marketing, and Finance  
**Credit(s):** 0.5

#### Financial Mathematics
Students apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. Students will integrate career and post-secondary education planning into financial decision making.

Counts as a 3rd Mathematics credit  
**Local Course #: 911201**  
**Course Code: FINMATH**  
**Grade(s):** 10-12  
**Prerequisite(s):** Algebra I  
**Credit(s):** 1.0

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

**Local Course #: 911231**  
**Course Code: BUSIM1**  
**Grade(s):** 9-12  
**Prerequisite(s):** None  
**Credit(s):** 1.0

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

**Local Course #: 911232**  
**TEA #:** 13011500  
**Course Code: BUSIM2**  
**Grade(s):** 10-12  
**Prerequisite(s):** Business Information Management I  
**Credit(s):** 1.0

#### Social Media Marketing
Students investigate how the marketing community measures success in the new world of social media by learning to manage a successful social media presence for an organization; techniques for gaining customer and consumer buy-in to achieve their marketing goals; selection of the social media platforms to engage consumers; as well as to monitor and measure the results of these efforts. Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy.

**Local Course #: 915222**  
**TEA #:** 13034650  
**Course Code: SMEDMKTG**  
**Grade(s):** 10-12  
**Prerequisite(s):** Recommended Principles of Business, Marketing, and Finance  
**Credit(s):** 0.5

#### Fashion Marketing
Students discover the various business functions in the fashion industry by gaining a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

**Local Course #: 915223**  
**TEA #:** 13034300  
**Course Code: FASHMKTG**  
**Grade(s):** 10-12  
**Prerequisite(s):** Recommended Principles of Business, Marketing, and Finance  
**Credit(s):** 0.5

#### Financial Analysis
Students apply technical skills to develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

**Local Course #: 911202**  
**TEA #:** 13016800  
**Course Code: FINANAL**  
**Grade(s):** 11-12  
**Prerequisite(s):** Accounting I  
**Credit(s):** 1.0

#### Principles of Business, Marketing, and Finance
Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

**Local Course #: 911204**  
**TEA #:** 13011200  
**Course Code: PRINBMF**  
**Grade(s):** 9-11  
**Prerequisite(s):** None  
**Credit(s):** 1.0
Sports & Entertainment Marketing
Students understand the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans.
Local Course #: 915224
TEA #: 13034600
Course Code: SPORTSEM
Grade(s): 10-12
Prerequisite(s): Recommended Principles of Business, Marketing, and Finance
Credit(s): 0.5

Business English
Students recognize, evaluate, and prepare for a rapidly evolving global business environments that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students are expected to plan, draft, and complete written compositions on a regular basis, editing papers for clarity, engaging language, and the correcting conventions and mechanics of written English to produce final, error-free drafts for business reproduction.
Counts as a 4th English credit
Local Course #: 911203
TEA #: 13011600
Course Code: BUSENGL
Grade(s): 12
Prerequisite(s): English III, if used as 4th English
Credit(s): 1.0

Practicum in Business Management
Students receive supervised practical application of previous learning through paid or unpaid practicum experiences at a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace to transition successfully into the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, develop a foundation in economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs, while incorporating broad base knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.
Local Course #: 912233
TEA #: 13012200
Course Code: PRACBM
Grade(s): 11-12
Prerequisite(s): 3 credits of Business/Finance
Credit(s): 2.0

EDUCATION AND TRAINING

Human Growth and Development
Students examine human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
Local Course #: 911301
TEA #: 13014300
Course Code: HUGRDEV
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Counseling & Mental Health
Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.
Local Course #: 911302
TEA #: 13024600
Course Code: COUNSMH
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 1.0

Instructional Practices in Education and Training (Advanced)
Students participate in a field-based internship that provides background knowledge of child and adolescent development as well as principles of effective teaching and training practices.
Local Course #: 912303
TEA #: 13014400
Course Code: INPREDTR
Grade(s): 11-12
Prerequisite(s): Counseling & Mental Health
Credit(s): 2.0

Practicum in Education & Training (Advanced)
Students participate in an advanced field-based internship that provides background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school- and high school-aged students.
Local Course #: 912304
TEA #: 13014500
Course Code: PRACEDTR
Grade(s): 12
Prerequisite(s): Instructional Practices in Education and Training
Credit(s): 2.0
**LAW AND PUBLIC SERVICE**

**Forensic Science**
Students employ a scientific approach to investigate crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. They learn terminology and investigative procedures for crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Counts as 3rd or 4th Science credit
Local Course #: 911402
TEA #: 13029500
Course Code: FORENSCI
Grade(s): 11-12
Prerequisite(s): Biology and Chemistry
Credit(s): 1.0

**Law Enforcement I**
Students overview the functions, organization, and history of local, state, and federal law enforcement, including Constitutional law, the U.S. legal system, criminal law, terminology, and crime classifications.

Local Course #: 911403
TEA #: 13029300
Course Code: LAWENF1
Grade(s): 10-12
Prerequisite(s): Principles of Law, Public Safety, Corrections & Security
Credit(s): 1.0

**Courts Systems and Practices**
Students gain an overview of the federal and state court systems by identifying the roles of judicial officers and trial processes, from pretrial to sentencing, and examining the types and rules of evidence.

Local Course #: 911404
TEA #: 13029600
Course Code: COURTSP
Grade(s): 12
Prerequisite(s): Law Enforcement I
Credit(s): 1.0

**Principles of Law, Public Safety, Corrections & Security**
Students discover professions in security, law enforcement, corrections, fire and emergency management services by examining the responsibilities and roles of police, courts, corrections, private security, and emergency services.

Local Course #: 911401
TEA #: 13029200
Course Code: PRINLPCS
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

**Correctional Services**
Students prepare for certification as correctional officers by learning the roles and responsibilities of correctional officers, relevant rules, regulations, laws, defensive tactics, restraint techniques, and first aid for correctional settings.

Local Course #: 911405
TEA #: 13029700
Course Code: CORRSRVS
Grade(s): 11-12
Prerequisite(s): Law Enforcement I
Credit(s): 1.0

**Practicum in Law, Public Safety, Corrections and Security**
Students participate in supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Local Course #: 911406
TEA #: 13030105
Course Code: PRACLPS1
Grade(s): 11-12
Prerequisite(s): Principles of Law and Public Safety and one other advanced Criminal Justice class.
Credit(s): 1.0

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**HEALTH SCIENCE**

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

Counts as a 3rd or 4th Science credit
Local Course #: 911502
TEA #: 13020600
Course Code: ANATPHYS
Grade(s): 11-12
Prerequisite(s): 2 HS science credits, including Biology
Credit(s): 1.0

**Medical Terminology**
Students learn the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Local Course #: 911503
TEA #: 13020299
Course Code: MEDTERM
Grade(s): 10-12
Prerequisite(s): None
Credit(s): 1.0

SEE Courses under Greater Waco Advanced Health Care Academy for 3rd and 4th year courses.
CULINARY ARTS

Food Science
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for consumers.
Counts as a 3rd or 4th Science credit
Local Course #: 911602
TEA #: 13023000
Course Code: FOODSCI
Grade(s): 11-12
Prerequisite(s): 3 HS science credits, including Biology and Chemistry
Credit(s): 1.0

Introduction to Culinary Arts
Students learn the fundamentals and principles of cooking and the science of baking, including management and production skills and techniques. Students can pursue a national sanitation certification, Texas culinary specialist certification, or any other appropriate industry certification.
Local Course #: 911601
TEA #: 13022550
Course Code: INTCULART
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Culinary Arts
Students enhance fundamentals and principles of the art of cooking and the science of baking, management, production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification.
Local Course #: 912603
TEA #: 13022600
Course Code: CULARTS
Grade(s): 10-12
Prerequisite(s): Introduction to Culinary Arts
Credit(s): 2.0

Advanced Culinary Arts (Advanced)
Students extend the content and enhance skills introduced in Culinary Arts by working in the kitchen the majority of the time. Students will learn high-level, industry driven content to prepare them for success in higher education, certifications and/or immediate employment. They will increase depth of knowledge and experience in specific areas, including baking, protein selection, advanced nutrition and sustainability. Students will have an understanding of front and back of the house roles and how these areas work together to create a successful operation. Prepare for national certifications that will provide you an advantage for scholarships, college admittance and employment.
Local Course #: 912604
TEA #: 13022650
Course Code: ADCULART
Grade(s): 11-12
Prerequisite(s): Culinary Arts
Credit(s): 2.0

Practicum in Culinary Arts
Students participate in a unique practicum that provides occupationally-specific opportunities that combine classroom instruction with actual business and industry experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.
Local Course #: 912605
TEA #: 13022700
Course Code: PRACCUL
Grade(s): 12
Prerequisite(s): Culinary Arts
Credit(s): 2.0

SCIENCE, TECHNOLOGY, ENGINEERING & MATH

Principles of Applied Engineering
Students overview of the various fields of science, technology, engineering, mathematics, and their interrelationships. Students will use 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 and will be able to make informed decisions regarding a coherent sequence of subsequent courses.
Local Course #: 911731
TEA #: 13036200
Course Code: PRAPPENG
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0

Digital Electronics
Students learn applied logic through work with electronic circuitry, which students also construct and test for functionality.
Counts as a 3rd math credit
Local Course #: 911741
TEA #: 13037600
Course Code: DE
Grade(s): 10-12
Prerequisite(s): Principles of Applied Engineering and Geometry
Credit(s): 1.0

Computer Integrated Manufacturing (PLTW)
Students enhance computer modeling skills by applying principles of robotics and automation to create models of three-dimensional designs.
Local Course #: 911722
TEA #: N1303748
Course Code: CIM
Grade(s): 11-12
Prerequisite(s): Digital Electronics (PLTW)
Credit(s): 1.0

Engineering Design and Problem Solving
Students solve problems, moving from well-defined to more open-ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options, promoting interest in and understanding of career opportunities in engineering.
Counts as a 3rd or 4th Science credit
Local Course #: 911733
TEA #: 13037300
Course Code: ENGDPRS
Grade(s): 11-12
Prerequisite(s): Geometry, Recommended 2 HS STEM credits
Credit(s): 1.0

Introduction to Engineering Design (PLTW)
Students use a design development process while enriching problem-solving skills; students create and analyze models using specialized computer software.
Local Course #: 911732
TEA #: N1303742
Course Code: ED
Grade(s): 9-12
Prerequisite(s): None
Credit(s): 1.0
**Principles of Technology**
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems are described in terms of space, time, energy, and matter. Students study laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristic behavior of waves. Students apply physics concepts and perform experiments.  
Counts as a 2nd, 3rd or 4th Science credit  
Local Course #: 911721  
TEA #: 13037100  
Course Code: PRINTECH  
Grade(s): 10-12  
Prerequisite: 1 credit of HS science and Algebra I  
Credit(s): 1.0

**Scientific Research and Design**
Students explore systems’ basic properties—space, time, energy, and matter—as in the area of rocketry. Change and constancy occur in systems as observable, measurable, modeled patterns. These patterns help to make predictions that can be scientifically tested.  
Counts as a 3rd or 4th Science credit  
Local Course #: 911700  
TEA #: 13037200  
Course Code: SCIRD  
Grade(s): 10-12  
Prerequisite(s): Biology, Chemistry, IPC or Physics  
Credit(s): 1.0

**Engineering Design and Presentation**
Students demonstrate employability skill/professional standards as required by industry. This course involves team projects, develops skills for managing a project, practices safe and proper work habits, applies concepts of sketching and skills associated with computer-aided drafting/design, using engineering design methodologies. Students build prototypes with appropriate tools, materials, & techniques.  
Local Course #: 911734  
TEA #: 13036500  
Course Code: ENGOSPR  
Grade(s): 12  
Prerequisite(s): Algebra I, Introduction to Engineering Design, Digital Electronics, and Computer Integrated Manufacturing  
Credit(s): 1.0

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**TRANSPORTATION, DISTRIBUTION, AND LOGISTICS**

**Principles of Transportation Systems**
Students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.  
Local Course #: 911101  
TEA#: 13039250  
Course Code: PRINTRSP  
Grade(s): 9-12  
Credit(s): 1.0

**Automotive Basics**
Students discover the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Performance requirements will include academic and technical skills.  
Local Course #: 911102  
EA #: 13039550  
Course Code: AUTOBASC  
Grade(s): 10-12  
Prerequisite(s): Principles of Transportation Systems  
Credit(s): 1.0

**Automotive Technology I: Maintenance and Light Repair (Advanced)**
Students gain knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.  
Local Course #: 912103  
TEA #: 13039600  
Course Code: AUTOTECH1  
Grade(s): 11-12  
Prerequisite(s): Automotive Basics  
Credit(s): 2.0

**Automotive Technology II: Automotive Service (Advanced)**
Students gain advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.  
Local Course #: 912104  
TEA #: 13039700  
Course Code: AUTOTECH2  
Grade(s): 12  
Prerequisite(s): Automotive Technology I  
Credit(s): 2.0
GWAMA COURSE DESCRIPTIONS

Introduction to Welding
Students discover the three basic welding processes, industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. The class will provide students with the knowledge, skills, and technologies required for employment in welding industries as well as develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.
Local Course: G911940
TEA #: 13032250
Course Code: INTRWELD
Grade(s): 9-10
Prerequisite(s): None.
Credit(s): 1.0

Welding I
Students gain the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system in order to apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.
Local Course #: G942941
TEA #: 13032300
Course Code: WELD1
Grade(s): 10-12
Prerequisite(s): Algebra and Introduction to Welding.
Credit(s): 2.0

Welding II
Students develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.
Local Course #: G942942
TEA # 13032400
Course Code: WELD2
Grade(s): 11-12
Prerequisite(s): Welding I, Recommended Algebra I and Geometry.
Credit(s): 2.0

Practicum in Manufacturing/Lab in Welding
Students gain further advanced knowledge and skills specific to those needed to enter the workforce as welders or prepare for a postsecondary degree in welding. Students build on knowledge from Advanced Welding lab.
Local Course #: G912943
TEA #: 13033000
Course Code: EXPRMAN1
Grade(s): 11-12
Prerequisite(s): Welding II with lab
Credit(s): 3.0

AC/DC Electronics
Students demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students explore career opportunities, employer expectations, and educational needs in the electronics industry.
Local Course #: G941921
TEA #: 13036800
Course Code: ACDCELEC
Grade(s): 10-12
Prerequisite(s): Recommended Principles of Applied Engineering
Credit(s): 1.0

Chemistry
Students explore the uses of the periodic chart in regard to chemical and physical properties of elements, atomic structure, atomic bonding, writing formulas, naming elements and compounds, balancing equations, and doing mathematical calculations.
Counts as a 2nd, 3rd or 4th Science credit

Solid State Electronics
Students demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students will transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.
Local Course #: G941922
TEA #: 13036900
Course Code: SOSTELEC
Grade(s): 10-12
Prerequisite(s): AC/DC Electronics
Credit(s): 1.0

Robotics I
Students demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.
Local Course #: G911923
TEA #: 13037000
Course Code: ROBOTIC1
Grade(s): 10-12
Prerequisite(s): Recommended Principles of Applied Engineering
Credit(s): 1.0

Robotics II
Students demonstrate further knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.
Counts as a 3rd Mathematics credit
Local Course #: G911924
TEA #: 13037050
Course Code: ROBOTIC2
Grade(s): 11-12
Prerequisite(s): Robotics I
Credit(s): 1.0
Practicum in STEM
Students gain further advanced knowledge and skills specific to those needed to enter the work force or prepare for a postsecondary degree. Students build on knowledge from the Robotics II course.

Local Course #: G912925
TEA #: 13037400
Course Code: EXPRSTEM1
Grade(s): 11-12
Prerequisite: Robotics II and Solid State Electronics
Credit(s): 2.0

Practicum in Construction Technology
Students gain further advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on knowledge from Construction Technology and are introduced to exterior and interior finish out skills.

Local Course: 912932G
TEA #: 13005250
Course Code: EXPRCT1
Grade(s): 12
Prerequisite(s): Construction Technology II
Credit(s): 2.0

Algebra II
Students develop algebraic thinking, symbolic reasoning, and problem solving strategies and techniques which began in Algebra I. The focal points of Algebra II are quadratic and square root functions, rational functions, and exponential and logarithmic functions. The use of a graphing calculator is required.

Counts as a 3rd or 4th Mathematics credit
Local Course #: G211003
TEA #: 03100600
Course Code: ALG 2
Grade(s): 9-12
Prerequisite(s): Geometry
Credit(s): 1.0

Precision Metal Manufacturing I
Students gain the knowledge, skills, and technologies required for employment in metal technology systems. This course may also address a variety of materials in addition to metal such as plastics, ceramics, and wood. Students develop knowledge of the concepts and skills related to these systems in order to apply to personal and career development.

Local Course #: G942911
TEA #: 13032500
Course Code: PREMMAN1
Grade(s): 11-12
Prerequisite: None
Credit(s): 2.0

Precision Metal Manufacturing II
Students enhance the technical knowledge and skills learned in Precision Metal Manufacturing by allowing students the opportunity to explore career preparation that has resulted from the rapid advances in technology and career demands in high-skill, high-wage opportunities. Advanced Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in a globally competitive manufacturing environment. This course may also address a variety of materials in addition to metal such as plastics, ceramics, and wood. Students need to develop concepts and skills related to this system in order to apply them to personal and professional development.

Local Course #: G912912
TEA #: 13032600
Course Code: PREMMAN2
Grade(s): 12
Prerequisite(s): Precision Metal Manufacturing I
Credit(s): 2.0

Practicum in Manufacturing with Lab in Precision Metal
Students gain further advanced knowledge and skills specific to those needed to enter the work force or prepare for a postsecondary degree. Students build on knowledge from Precision Metal Manufacturing lab.

Local Course #: G912913
TEA #: 13033000
Course Code: EXPRMAN1
Grade(s): 11-12
Prerequisite(s): Precision Metal Manufacturing II
Credit(s): 2.0

Statistics and Business Decision Making
Students use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students determine the appropriateness of methods used to collect data to ensure validity.

Counts as a 3rd or 4th Mathematics credit
Local Course #: G911901
TEA #: 13016900
Course Code: STATSRM
Grade(s): 10-12
Prerequisite(s): Algebra II
Credit(s): 1.0

Engineering Mathematics
Students solve and model robotic design problems using various mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programs.

Counts as a 3rd or 4th Mathematics credit
Local Course #: G911735
TEA #: 13036700
Course Code: ENGMTH
Grade(s): 10-12
Prerequisite(s): Algebra II
Credit(s): 1.0

Geometry
Students continue to develop algebraic thinking, symbolic reasoning, and problem solving strategies and techniques which began in Algebra I. The course emphasizes geometric thinking, spatial reasoning, geometric figures and their properties, the relationship between geometry, other mathematics, and disciplines; and the tools for geometric thinking. Students engage in solving meaningful problems by representing figures, transforming figures, analyzing relationships, and proving theorems. The use of a graphing calculator is required.

Local Course #: G211002
TEA #: 03100700
Course Code: GEOM
Grade(s): 9-12
Prerequisite(s): Algebra I
Credit(s): 1.0

Principles of Technology
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations.

Counts as a 2nd, 3rd or 4th Science credit
Local Course #: G911721
TEA #: 13037100
Course Code: PRINTECH
Grade(s): 10-12
Prerequisite(s): 1 credit of HS science and Algebra I.
Credit(s): 1.0
Engineering Design and Problem Solving
Students integrate skills learned in previous mathematics and science courses through an emphasis on solving problems, moving from well-defined toward more open-ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. This course promotes interest in and understanding of career opportunities in engineering.
Counts as a 4th Science credit
Local Course #: G911733
TEA #: 13037300
Course Code: ENGDPRS
Grade(s): 11-12
Prerequisite(s): Geometry, Recommended 2 HS STEM credits
Credit(s): 1.0

Construction Technology I
Students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.
Local Course #: G912931
Course Code: CONTECH1
Grade(s): 10-12
Prerequisite(s): None.
Credit(s): 2.0

Practicum in Construction Technology
Students gain further advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on knowledge from Construction Technology and are introduced to exterior and interior finish-out skills.
Local Course: G912932
TEA #: 13005260
Course Code: PRACCT1
Grade(s): 12
Prerequisite(s): Construction Technology I
Credit(s): 2.0

Practicum in Construction Technology
Students gain further advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on knowledge from Construction Technology and are introduced to exterior and interior finish-out skills. Local Course: G912933
TEA #: 13005260
Course Code: EXPRCT2
Grade(s): 12
Prerequisite(s): Practicum in Construction Technology
Credit(s): 2.0

Pre-Calculus
Students continue to build on the Algebra I, Algebra II, and geometry foundations by using symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and analyze the relationships between mathematical concepts. The course emphasizes using a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and equations and solve real-life problems. The use of a graphing calculator is required.
Counts as a 3rd or 4th Mathematics credit
Local Course #: G211000
TEA #: 03101100
Course Code: PRECALC
Grade(s): 11-12
Prerequisite(s): Algebra II and Geometry
Credit(s): 1.0

GWAHCA COURSE DESCRIPTIONS

Anatomy & Physiology
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of systems for maintaining homeostasis.
Counts as a 3rd or 4th Science credit
Local Course #: H911801
TEA #: 13020410
Course Code: ANATPHYS
Grade(s): 11-12
Prerequisite(s): 2 HS science credits, including Biology and Medical Terminology
Credit(s): 1.0

Health Science Theory/Health Science Clinical
Students venture into the hospital for observation of real professionals and real patients, discovering the importance of confidentiality, compassion, ethics, and the vast world of medicine.
Local Course #: H912802
TEA #: 13020505
Course Code: EXPRHLS
Grade(s): 11
Prerequisite(s): Health Science Theory and Biology
Credit(s): 3.0

Extended Practicum in Health Science
Students apply previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students can earn certifications in Advanced CAN, EKG and Phlebotomy.
Local Course #: H913806
TEA #: 13020505
Course Code: EXPRHLS
Grade(s): 11
Prerequisite(s): Health Science Theory and Biology
Credit(s): 3.0

Practicum in Health Science
Students apply previously studied knowledge and skills in advanced settings. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Advanced CAN, EKG and Phlebotomy
Local Course #: H912805
TEA #: 13020510
Course Code: PRACHLS2
Grade(s): 12
Prerequisite(s): Principles of Health Science, Health Science Theory and Biology
Credit(s): 2.0

Practicum in Health Science
Students apply previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students can earn certifications in Advanced CAN, EKG and Phlebotomy.
Local Course #: H913806
TEA #: 13020505
Course Code: EXPRHLS
Grade(s): 11
Prerequisite(s): Health Science Theory and Biology
Credit(s): 3.0
Project-Based Research I
Students examine major world health problems and emerging technologies as
solutions to these medical concerns. It is designed to improve students’
understanding of the cultural, infrastructural, political, educational, and
technological constraints and inspire ideas for appropriate technological
solutions to global medical care issues.
Local Course #: H911803
TEA #: 12701500
Course Code: PROBS1
Grade(s): 11-12
Prerequisite(s): Anatomy & Physiology
Credit(s): 1.0

Project-Based Research II
Students examine advanced world health problems and emerging technologies
as solutions to these medical concerns.
Local Course #: H911805
TEA #: 12701510
Course Code: PROBS2
Grade(s): 12
Prerequisite(s): Project-Based Research I
Credit(s): 1.0

Pathophysiology
Students conduct laboratory and field investigations, use scientific methods
during investigations, and make informed decisions using critical thinking and
scientific problem solving. Students in Pathophysiology study disease processes
and how humans are affected. Emphasis is placed on prevention and treatment
of disease. Students will differentiate between normal and abnormal physiology.
Counts as a 3rd or 4th Science credit
Local Course #: H911804
EA #: 13020800
Course Code: PATHO
Grade(s): 12
Prerequisite(s): Biology and Chemistry
Credit(s): 1.0
APPENDICES

A: Approved Dual Credit Courses for McLennan Community College
B: STAAR / EOC Reporting Categories
C: WISD Articulated Credit
D: Course Sequence for AP-Level Courses
E: Advanced Placement Course Offerings
F: College & Career Readiness
G: WISD Academies
H: Middle School Course Sequence
I: Fine Arts Sequences for High School
J: JROTC Sequence for High School
K: House Bill 5 and High School Graduation Requirements
L: ACCELERATE Early Degree Plan pathways
APPENDIX A

Vital Information about Dual Credit Courses

The Dual Credit (DC) program offers college-level courses to high school students, potentially allowing those students to earn college credit. Through an agreement with a neighboring higher education credit-granting school, secondary schools provide students the opportunity to show their mastery of course material throughout the semester rather than on a single examination. Currently, WISD has dual credit agreements through both McLennan Community College and Texas State Technical College. Dual Credit courses are open to students meeting the qualifying guidelines in the Texas Success Initiative and who are willing to complete the rigorous work required to pass the course. Students enrolled in a Dual Credit section of a course can sit for the AP exam for that course if they so desire.

Advantages
The main advantage of Dual Credit coursework is its ability to prepare students for college both by allowing them to participate in college-level courses and allowing them to contribute to their college GPAs while still in high school. A two-year study conducted by McLennan Community College from 2012-2014 found that Dual Credit students enroll in more credit hours per semester, achieve a higher GPA, return the following year to continue coursework, and graduate faster than those without the Dual Credit experience. Students arriving at MCC with Dual Credit course hours graduated with an Associate’s Degree at a five times higher rate than those students who did not take Dual Credit. Credits earned through the local higher education institution can then be transferred to the students’ colleges of choice for articulation into their degree programs.

Students who take Dual Credit coursework can save both time and money. Credits accrued through DC participation can save up to a year in college tuition (and even more for some students). Dual credit offerings in WISD offer parents the opportunity to save up to the equivalent of two years of college tuition and living expenses (up to $100,000 depending upon the 4-year school chosen by the student). Students should check with their colleges of interest to determine what courses will transfer for their chosen degree program.

Finally, students taking Dual Credit classes receive an additional grade weighting for the course on their GPAs. Because the average grade in Dual Credit classes is lower than the grade the same students would earn in an on-level class, DC courses are weighted with a 1.15 on the GPA so that they do not adversely impact a student’s academic performance.

Preparation
The content of the Dual Credit courses is more sophisticated than that of typical high school courses. Students who enter these courses should have strong reading, writing and test-taking skills and have had practice in analyzing content, drawing comparisons, and reasoning through problems. Students who are not skilled in these areas must be more highly motivated to overcome their deficiencies while taking these more rigorous courses. The earlier students prepare for DC courses (typically through Pre-AP coursework), the more likely they will experience success.

Cost
If students take a Dual Credit course in Waco ISD and receive free or reduced lunch, there will be no charge for the course. If students do not receive free or reduced lunch, McLennan Community College income guidelines might also exempt students from payment. For those not covered under the MCC Tuition waiver, WISD will cover the cost of the tuition, fees, and books for any course that is (1) covered under the Memorandum of Understanding with McLennan Community College or Texas State Technical College; (2) meets the requirements for a student’s high school graduation/endorsement plan or future degree plan; and (3) does not repeat a credit for which the district has already paid for the student to get (i.e., ENGL 1301 will not be a covered class if a student has already taken and passed Advanced Placement English Language and Composition and received a score above a 3 since these earn the same college credit).

Credit
Dual Credit classes are accepted differently by different colleges; this acceptance is usually dependent upon where the course was taken and who served as the instructor. Therefore, students are encouraged to check with the admissions officers of their colleges of choice to determine what classes are transferrable for credit.
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<th>WISD Code</th>
<th>Approved College Course</th>
<th>Service ID/High School Course</th>
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<th># Credits</th>
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<td>ACCT 2301 Principles of Financial Accounting</td>
<td>13016800 Financial Analysis</td>
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<td>13011200 Principles of Business, Marketing and Finance</td>
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APPENDIX B

STAAR/EOC Reporting Categories

The State of Texas requires every public school district to assess a student’s mastery of the state curriculum standards, otherwise known as the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency (TEA) has implemented a new assessment model known as State of Texas Assessments of Academic Readiness (STAAR) that has replaced the Texas Assessment of Knowledge and Skills (TAKS) Assessments. For grades 3-8, the STAAR program assesses the same subjects that were assessed in TAKS. At the high school level, grade-specific assessments have been replaced with a series of 5 End-of-Course (EOC) Assessments: Algebra I, English I, English II, Biology, and U.S. History. Middle school students and entering 9th graders in 2011-2012 and thereafter will need to take EOC Assessments for any courses they are enrolled.

The STAAR/EOC reporting categories listed below consist of readiness standards, defined as those TEKS considered critical for success in the current grade or subject and important for preparedness in the grade or subject that follows, and supporting standards.

**Reading (STAAR) Grade 6, 7, 8**
Reporting Category 1: Understanding/Analysis across Genres
Reporting Category 2: Understanding/Analysis of Literary Texts
Reporting Category 3: Understanding/Analysis of Informational Texts

**Social Studies (STAAR) Grade 8**
Reporting Category 1: History
Reporting Category 2: Geography and Culture
Reporting Category 3: Government and Citizenship
Reporting Category 4: Economics, Science, Technology, and Society

**Writing (STAAR) Grade 7**
Reporting Category 1: Composition
Reporting Category 2: Revision
Reporting Category 3: Editing (Writing)

**US History (EOC)**
Reporting Category 1: History
Reporting Category 2: Geography and Culture
Reporting Category 3: Government and Citizenship
Reporting Category 4: Economics, Science, Technology, and Society

**Mathematics (STAAR) Grade 6, 7, 8**
Reporting Category 1: Numbers, Operations, and Quantitative Reasoning
Reporting Category 2: Patterns, Relationships, and Algebraic Reasoning
Reporting Category 3: Geometry and Spatial Reasoning
Reporting Category 4: Measurement
Reporting Category 5: Probability and Statistics

**Algebra I (EOC)**
Reporting Category 1: Functional Relationships
Reporting Category 2: Properties and Attributes of Functions
Reporting Category 3: Linear Functions
Reporting Category 4: Linear Equations and Inequalities
Reporting Category 5: Quadratic and Other Nonlinear Functions

**Science (STAAR) Grade 8**
Reporting Category 1: Matter and Energy
Reporting Category 2: Force, Motion, and Energy
Reporting Category 3: Earth and Space
Reporting Category 4: Organisms and Environments

**Biology (EOC)**
Reporting Category 1: Cell Structure and Function
Reporting Category 2: Mechanisms of Genetics
Reporting Category 3: Biological Evolution and Classification
Reporting Category 4: Biological Processes and Systems
Reporting Category 5: Interdependence within Environmental Systems
APPENDIX C

Waco ISD Articulated Courses

Sometimes courses taught at Waco High School and University High School are very similar to the courses taught at Texas State Technical College and McLennan Community College. To keep students from having to take courses at college that repeat courses they have already taken, Waco ISD participates in the Statewide Articulated Credit system that allows students to reclaim credit earned for these courses at any public college state wide, as long as students finish the course with a grade of 80 or above. Courses offered are dependent upon whether the course teacher was certified under this system.

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<td>UHS</td>
<td>911204</td>
<td>Marlayna Botello</td>
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<td>Debra Augeri</td>
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<td>Wanda Johnson</td>
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<td>Shamika Massington</td>
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<td>Lori Palladino</td>
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<td>Bama Moore</td>
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<td>Welding 2</td>
<td>GWAMA</td>
<td>G912941</td>
<td>Fabian Lara</td>
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</table>
APPENDIX D

Recommended Course Sequences Leading to AP-level or Dual Credit Courses

**English/ Language Arts**

- Pre-AP ELA 6 or ELA 6
- Pre-AP ELA 7 or ELA 7
- Pre-AP ELA 8 or ELA 8
- Pre-AP ELA 9 or ELA 9
- Pre-AP ELA 10 or ELA 10
- AP English Language and Composition
- AP English Literature and Composition or DC English

**Mathematics**

- Pre-AP Math 6 or Math 6
- Pre-AP Math 7 or Math 7
- Pre-AP Geometry
- Pre-AP Algebra II
- Pre-AP PreCalculus
- AP Calculus AB or AP Statistics

**Social Studies**

- Pre-AP World Cultures 6 or World Cultures 6
- Pre-AP Texas History 7 or Texas History 7
- Pre-AP US History 8 or US History 8
- AP Human Geography
- AP World History
- AP US History or DC US History
- AP Government or DC Government & Economics

**Science**

- Pre-AP Science 6 or Science 6
- Pre-AP Science 7 or Science 7
- Pre-AP Science 8 or Science 8
- Pre-AP Biology
- Pre-AP Chemistry
- Pre-AP Physics
- AP Biology or AP Chemistry or AP Environmental Science or DC Science course

**Visual Art**

- Art I
- Art II
- AP Studio Art: Drawing/Two-Dimensional/ or Three-Dimensional
- AP Art History or/and AP Studio Art: Drawing/Two-Dimensional/ or Three-Dimensional
APPENDIX E

Vital Information about Advanced Placement Courses

The Advanced Placement (AP) program offers college-level courses to high school students, potentially allowing those students to earn college credit. Cooperating secondary schools and colleges provide students the opportunity to show their mastery of course material on the Advanced Placement examinations that are given in May of each school year. Participating colleges grant credit or advanced placement in coursework to student who perform well on these examinations. Advanced Placement courses are open to all students willing to complete the rigorous work required to pass the examinations. All students enrolled in an Advanced Placement section of a course will be required to sit for the AP exam for that course.

Advantages
The main advantage of Advanced Placement coursework is its ability to prepare students for college. College Board studies have shown that those who take AP classes, even if the AP test is not passed for the courses, earn a higher average grade point average and graduate from college with a 4-year degree at a higher rate than those who do not take AP courses.

Scoring well on an AP examination can also reap several rewards. First, students can receive a performance acknowledgement or earn the Multidisciplinary Studies endorsement on their diplomas. They can also receive acknowledgements from the College Board as an AP Scholar (students who receive a score of 3 or higher on at least 3 AP tests), an AP Scholar with Honor (students who receive a score of 3 or higher on at least 4 AP tests with a 3.25 average score) or an AP Scholar with Distinction (students who receive a score of 3 or higher on at least 4 AP tests with a 3.5 average score).

Additionally, students who take AP exams may receive college credit that can save them both time and money. Credit on AP exams can save up to $1,500 in college tuition alone and/or count as college credit for one or more courses. Some parents have saved the equivalent of a year of college tuition and living expenses (up to $60,000 depending upon the 4-year school chosen by the student) through earned AP credit. Students should check with their colleges of interest to determine what AP score is needed for course credit.

Finally, students taking Advanced Placement classes receive an additional grade weighting for the course on their GPAs. Because the average score in Advanced Placement classes is lower than the grade the same students would earn in an on-level class, AP courses are weighted with a 1.15 on the GPA so that they do not adversely impact a student’s academic performance.

Preparation
The content of the Advanced Placement courses is more sophisticated than that of typical high school courses. Students who enter these courses should have strong writing and test-taking skills and have had practice in analyzing content, drawing comparisons, and reasoning through problems. They should be able to read perceptively and independently. On each of the Advanced Placement examinations, at least part of the total score is dependent upon the student’s ability to write clearly. Students who are not skilled in these areas must be more highly motivated to overcome their deficiencies while taking these more rigorous courses. The earlier students prepare for AP courses (typically through Pre-AP coursework), the more likely they will experience success.

Cost
If students take an Advanced Placement course in Waco ISD, there will be no charge for the required AP examination.

Credit
Advanced Placement classes are translated differently by different colleges (public versus private) in different states (TX versus rest of U.S.) for different students (majors versus non-majors in the area tested). For instance, public schools will typically accept a score of 3 for credit while private schools will require a 4 or 5. In Texas, House Bill 1992 was signed into law in June 2015 states that a Texas “institution of higher education may not require a score of more than three unless the institution’s chief academic officer determines, based on evidence, that a higher score on the examination is necessary to indicate a student is sufficiently prepared to be successful in a related, more advanced course for which the lower-division course is a prerequisite.” In this case, a student majoring in Biology might be required to earn a 4 or 5 on the AP Biology examination, whereas a student who is a non-Biology major might only need a score of 3 to receive credit. Therefore, students are encouraged to check with the admissions officers of their colleges of choice to determine what scores are necessary for credit.
A few examples are included below to show how Advanced Placement scores are translated:

<table>
<thead>
<tr>
<th>AP Test</th>
<th>Baylor University Minimum Score (Course Credited)</th>
<th>University of Texas Minimum Score (Course Credited)</th>
<th>Texas A&amp;M Minimum Score (Course Credited)</th>
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<tbody>
<tr>
<td>AP Biology</td>
<td>5 (Biology 1305-1105 and Biology 1306-1106)</td>
<td>5 (BIO 311C, BIO 311D)</td>
<td>4-5 (BIO111, BIO112)</td>
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<td>4 (Biology 1401)</td>
<td>4 (BIO 301L, 301M)</td>
<td>3 (BIOL 113 and 123)</td>
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<tr>
<td>AP English Language</td>
<td>4-5 (English 1302)*</td>
<td>3-5 (RHE 306)</td>
<td>4-5 (ENGL 104 and ENGL 241)</td>
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<td>3 (ENGL 104)</td>
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<tr>
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<td>4-5 (Math 1321)</td>
<td>5 (M 408C) 3-4 (M 408K)</td>
<td>4-5 (MATH 151)</td>
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<td>3 (MATH 131)</td>
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<tr>
<td>AP World History</td>
<td>4-5 (History 1305 and History 1307)</td>
<td>3-5 (HIS 301F or HIS301G)</td>
<td>3-5 (HIST 104)</td>
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*only with ACT English 29+ or SAT Critical Reading 670+

As you can see from the chart, the requirements by school are varied and the amount of credit varies as well. Therefore, students are always advised to research the policies of their colleges of interest to ensure Advanced Placement score articulation.
# Waco ISD AP Course Offerings

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<th>WISD Course #</th>
<th>Courses Description</th>
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<td>831001</td>
<td>Advanced Placement Seminar</td>
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<td>Advanced Placement English Language and Composition (AP English III)</td>
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<td>131002</td>
<td>Advanced Placement English Literature and Composition (AP English IV)</td>
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<td>Advanced Placement Calculus</td>
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<td>231001</td>
<td>Advanced Placement Statistics</td>
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<tr>
<td>431004</td>
<td>Advanced Placement Computer Science A</td>
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<td>431005</td>
<td>Advanced Placement Computer Science Principles</td>
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<td>431003</td>
<td>Advanced Placement Environmental Science</td>
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<td>431001</td>
<td>Advanced Placement Biology</td>
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<td>Advanced Placement Chemistry</td>
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<td>Advanced Placement World History</td>
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<td>Advanced Placement Spanish Literature (Spanish VI)</td>
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<td>Advanced Placement Art History</td>
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<td>Advanced Placement Studio Art: Two-Dimensional Design</td>
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<td>Advanced Placement Studio Art: three-Dimensional Design</td>
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<td>531005</td>
<td>Advanced Placement Music Theory</td>
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*Please note course offerings vary from campus to campus and from year to year. Please consult your counselor.

For more information on AP courses visit
http://www.collegeboard.org
Waco ISD Academies

Greater Waco Advanced Academies

The Greater Waco Advanced Academies strive to achieve:

- Improved student achievement through career-centered learning
- Increase student opportunities through a variety of technical offerings
- Provide students with expanded choices in educational opportunities
- Create new professional opportunities for teachers
- Hold students accountable for meeting measurable outcomes

Students will:

- Attend introductory classes at their home campus during the 9th and 10th grades.
- Attend GWAMA ½ day during 10th / 11th / 12th grades
- Earn Skills Certificates upon graduation

Students must complete an application to attend. (See your counselor)

The GWAMA is a multi-school district campus designed in partnership with Waco League, TSTC, MCC and local business and industry partners.
### Academy of Welding

<table>
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<tr>
<th>Year 1 GWAMA</th>
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<td><strong>Welding I (G942941)</strong></td>
<td><strong>Welding II (G942942)</strong></td>
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### Academy of Precision Metal Manufacturing

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<td><strong>Precision Metal Manufacturing I (G942911)</strong></td>
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<td><strong>Practicum in Manufacturing with Lab (Precision Metal) (G912913)</strong></td>
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### Academy of Electronics and Robotics

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<td><strong>Robotics I (G911923)</strong></td>
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### Academy of Construction Science

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<td><strong>Construction Technology I (G912931)</strong></td>
<td><strong>Construction Technology II (G912932)</strong></td>
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(year 1 and 2) 1 Math per year from Geometry or Algebra II or Stats & Risk Management or Engineering Math or Pre-Calculus (year 1 and 2)

1 Science per year from Principles of Technology or Chemistry or Scientific Research & Design (year 3 TBD based on student need)
Taken at Waco High or University High

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<tr>
<td><strong>Principles of Health Science (911501)</strong></td>
<td><strong>Counseling and Mental Health (911302)</strong></td>
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Taken at GWAHCA

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<tr>
<td><strong>Health Science Theory/Health Science Clinical (H912802)</strong></td>
<td><strong>Project-Based Research (H911803)</strong></td>
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<td><strong>Anatomy &amp; Physiology (H911801)</strong></td>
<td><strong>Practicum in Health Science (H912805)</strong></td>
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<td><strong>Practicum in Health Science Ext (H913806)</strong></td>
<td><strong>Pathophysiology (H911804)</strong></td>
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### Waco ISD High School Career Academies

#### Academy of Education and Training

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<tr>
<td><strong>Human Growth and Development (911301)</strong></td>
<td><strong>Counseling and Mental Health (911302)</strong></td>
<td><strong>Instructional Practices in Education and Training (912303)</strong></td>
<td><strong>Practicum in Education and Training (912304)</strong></td>
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**Human Growth and Development (911301)**
- Counseling and Mental Health (911302)
- Instructional Practices in Education and Training (912303)
- Practicum in Education and Training (912304)

#### Academy of Automotive Technology

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<tr>
<td><strong>Principles of Transportation Systems (911101)</strong></td>
<td><strong>Automotive Basics (911102)</strong></td>
<td><strong>Automotive Technology I: Maintenance &amp; Light Repair (912103)</strong></td>
<td><strong>Automotive Technology II: Automotive Service (912104)</strong></td>
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**Automotive Basics (911102)**
- Automotive Technology I: Maintenance & Light Repair (912103)
- Automotive Technology II: Automotive Service (912104)

#### Academy of Law & Criminal Justice

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<td><strong>Principles of Law, Public Safety, Corrections &amp; Security (911401)</strong></td>
<td><strong>Law Enforcement 1 (911403)</strong></td>
<td><strong>Correctional Services (911404)</strong></td>
<td><strong>Court Systems &amp; Practices (911405)</strong></td>
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<tr>
<td><em>Business Information Management, Forensic Science</em></td>
<td><em>Strongly Recommended for the Academy of Criminal Justice</em></td>
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**Law Enforcement 1 (911403)**
- Correctional Services (911404)
- Court Systems & Practices (911405)
## Academy of Arts and AV Production Waco and University High Schools

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**Principles of Arts, Audio/Video Technology and Communications (911003)**

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<th>Audio Video Productions 1 (911031)</th>
<th>Audio Video Productions II/ Audio Video Productions Lab (912713)</th>
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**Graphic Design and Illustration I (911041)**

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<th>Graphic Design and Illustration II/ Graphic Design and Illustration Lab (912042)</th>
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**Commercial Photography I (911021)**

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**Animation I (911011)**

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<table>
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*Strongly Recommended for the Academy of Arts and AV Productions*

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## Academy of Sales and Marketing Waco High School

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**Principles of Business, Marketing and Finance (911204)**

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<th>Advertising (915221)</th>
<th>Sports Entertainment Marketing (915224)</th>
<th>Social Media Marketing (915222)</th>
<th>Business Information Management (911231)</th>
<th>Practicum in Business Management 1 (912233) (School Store)</th>
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| All Above - Advanced       | All Above - Advanced |

Page | 82
### Academy of Architecture Waco High

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<td><strong>Principles of Architecture (911711)</strong></td>
<td><strong>Architectural Design I (911712)</strong></td>
<td><strong>Interior Design I (911714)</strong></td>
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*Business Information Management*  
*Recommended for the Academy of Architecture*

### Academy of Business and Finance University High School

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*Business Information Management*  
**Recommended for the Academy of Business and Finance**

### Academy of Culinary Arts University High School

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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-12th</td>
<td>10th - 12th</td>
<td>11th - 12th</td>
<td>12th</td>
</tr>
<tr>
<td><strong>Introduction to Culinary Arts (911601)</strong></td>
<td><strong>Culinary Arts (912603)</strong></td>
<td><strong>Advanced Culinary Arts (912604)</strong></td>
<td><strong>Practicum In Culinary Arts (912605)</strong></td>
</tr>
<tr>
<td>1 credit</td>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>Food Science (C625) (Science Credit)</td>
<td>Advanced</td>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

*Business Information Management*  
**Recommended for the Academy of Culinary Arts**

---

Page | 83
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-12th</td>
<td>10th - 12th</td>
<td>11th - 12th</td>
<td>12th</td>
</tr>
<tr>
<td><strong>Introduction to Engineering (PLTW) (911732)</strong></td>
<td><strong>Digital Electronics (PLTW) (911741)</strong></td>
<td><strong>Computer Integrated Manufacturing (PLTW) (911722)</strong></td>
<td><strong>Engineering Design &amp; Presentation (911734)</strong></td>
</tr>
<tr>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

**Rocketry - Engineering Companion Academy**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th - 11th</td>
<td>10th - 12th</td>
<td>12th</td>
</tr>
<tr>
<td><strong>Principles of Applied Engineering (911731)</strong></td>
<td><strong>Scientific Research and Design (911700)</strong>*</td>
<td><strong>Engineering Design &amp; Problem Solving (911733)</strong>*</td>
</tr>
<tr>
<td>1 credit</td>
<td>1 Science credit</td>
<td>1 Science Credit</td>
</tr>
</tbody>
</table>

*Can count as a 3rd or 4th science credit*
## Middle School Course Sequences

### Middle School Offerings

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>PE</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th Grade</strong></td>
<td>English</td>
<td>Reading</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
<td>PE</td>
</tr>
<tr>
<td><strong>7th Grade</strong></td>
<td>English</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
<td>PE/Athletics</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>8th Grade</strong></td>
<td>English</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
<td>PE*/Athletics</td>
<td>Select 2 of 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Fine Arts*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Spanish*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Other Elective Offered</td>
</tr>
</tbody>
</table>

*Offered for High School Credit
**APPENDIX H**

**Fine Arts Sequences for High School**

### Theatre Arts Sequence for High School

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Arts I (511601) or</td>
<td>Theatre Arts II (511602) or</td>
<td>Theatre Productions III (511653)</td>
<td>Theatre Productions IV (511654)</td>
</tr>
<tr>
<td>Technical Theatre I (511605) or</td>
<td>Technical Theatre II (511606) or</td>
<td>*Audition required</td>
<td>*Audition required</td>
</tr>
<tr>
<td>Theatre Productions I (511651) *Audition required</td>
<td>Theatre Productions II (511652) *Audition required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocal Performance Sequence for High School

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Choir 510361**</td>
<td>Show Choir 510362**</td>
<td>Show Choir 510363**</td>
<td>Show Choir 510364**</td>
</tr>
<tr>
<td>A’Cappella 511351*</td>
<td>A’Cappella 511352*</td>
<td>A’Cappella 511353*</td>
<td>A’Cappella 511354*</td>
</tr>
<tr>
<td>Women’s Select I 511331*</td>
<td>Women’s Select II 511332*</td>
<td>Women’s Select III 511333*</td>
<td>Women’s Select IV 511334*</td>
</tr>
<tr>
<td>Girls’ Glee 511321*</td>
<td>Girls’ Glee 511322*</td>
<td>Girls’ Glee 511323*</td>
<td>Girls’ Glee 511324*</td>
</tr>
<tr>
<td>Guys’ Glee 511311*</td>
<td>Guys’ Glee 511312*</td>
<td>Guys’ Glee 511313*</td>
<td>Guys’ Glee 511314*</td>
</tr>
<tr>
<td>Concert Choir 511301</td>
<td>Concert Choir II 511302</td>
<td>Concert Choir III 511303</td>
<td>Concert Choir IV 511304</td>
</tr>
<tr>
<td>Music Theory I 511101</td>
<td>Music Theory II 511102</td>
<td>AP Music Theory 531005</td>
<td></td>
</tr>
</tbody>
</table>

*Requires Audition  ** Requires concurrent enrollment in A’Cappella, Women’s Select, or Girls’/Guys’Glee

### Instrumental Performance Sequence for High School

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varsity Band 511411</td>
<td>Varsity Band 511421</td>
<td>Varsity Band 511431</td>
<td>Varsity Band 511441</td>
</tr>
<tr>
<td>Non-Varsity Band 551502</td>
<td>Non-Varsity Band 511512</td>
<td>Non-Varsity Band 511522</td>
<td>Non-Varsity Band 511532</td>
</tr>
<tr>
<td>Sub Non-Varsity Band 511413</td>
<td>Sub Non-Varsity Band 511423</td>
<td>Sub Non-Varsity Band 511433</td>
<td>Sub Non-Varsity Band 511443</td>
</tr>
</tbody>
</table>

*All band students will be auditioned and placed in the appropriate band section. Jazz Band (requires concurrent enrollment in Marching Band)*

**Jazz Band**

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazz Ensemble I 511401</td>
<td>Jazz Ensemble II 511402</td>
<td>Jazz Ensemble III 511403</td>
<td>Jazz Ensemble IV 511404</td>
</tr>
</tbody>
</table>

**Orchestra**

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchestra I 551502</td>
<td>Orchestra II 511512</td>
<td>Orchestra III 511522</td>
<td>Orchestra IV 511532</td>
</tr>
<tr>
<td>Orchestra I 511501</td>
<td>Orchestra II 511511</td>
<td>Orchestra III 511521</td>
<td>Orchestra (Varsity) 511531</td>
</tr>
</tbody>
</table>

**Mariachi**

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariachi 511211</td>
<td>Mariachi 511212</td>
<td>Mariachi 511213</td>
<td>Mariachi 511214</td>
</tr>
</tbody>
</table>

**Piano**

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano 511201</td>
<td>Piano 511202</td>
<td>Piano 511203</td>
<td>Piano 511204</td>
</tr>
</tbody>
</table>
# Visual Arts Sequence for High School

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art II 511002</td>
<td>Art III 511003</td>
<td>Art IV 511004</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Art I 511001*</td>
<td>AP Studio Art Drawing 531001</td>
<td>AP Studio Art Drawing 531001</td>
<td>AP Studio Art Drawing 531001</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>AP Studio Art Design 2D, 531002</td>
<td>AP Studio Art Design 2D, 531002</td>
<td>AP Studio Art Design 2D, 531002</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>AP Studio Art Design 3D, 531003</td>
<td>AP Studio Art Design 3D, 531003</td>
<td>AP Studio Art Design 3D, 531003</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>AP Art History 531004</td>
<td>AP Art History 531004</td>
<td>AP Art History 531004</td>
</tr>
</tbody>
</table>

*Higher initial art placement possible by permission of the instructor*
# House Bill 5 Foundation High School Program Requirements

A student must earn at least 22 credits to complete the Foundation High School Program. A student must demonstrate proficiency in the following core courses:

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Four credits</th>
<th>• English I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• English II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• English III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced English course from following list*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Three credits</th>
<th>• Algebra I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced mathematics course from following list*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Three credits</th>
<th>• Biology, AP Biology, or IB Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• IPC or advanced lab-based science course from second Science credit list*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced lab-based science course from third Science credit list subject to prerequisites (one credit or combo of two half credits) *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Three credits</th>
<th>• World History, World Geography, or AP Human Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• U.S. Government (half credit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Economics (half credit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages other than English</th>
<th>Two credits</th>
<th>• Two levels in same language (two credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Two levels of computer science from Computer Science I, II, and III, AP Computer Principles or AP Computer Science (two credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specified substitutions for particular students (e.g., if ARD determines) *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If determined to likely be unsuccessfully in the second year of a foreign language, a student may substitute Special Topics in Language and Culture; World History or World Geography (whichever was not taken to fulfill the Social Studies requirement above) or Computer Programming. The determination must be agreed to by the teacher of the first year of the foreign language, the principal and the parent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>One Credit</th>
<th>• Four course options*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Specified substitutions (e.g. drill team) *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>One Credit</th>
<th>• Options in art, dance, music, theatre, digital art &amp; animation, AP Art or Music Theory &amp; animation*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Community-based program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Keyboarding Proficiency</th>
<th>One Credit</th>
<th>• Business Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Students will take Microsoft Office Word Expert workforce certification to obtain College Career Military Readiness graduation status.</td>
</tr>
</tbody>
</table>

| Speech Proficiency      |            | • Students in Waco ISD who have not enrolled in and completed the Professional Communications course shall demonstrate the speech proficiency required under House Bill 5 legislation through participation in any CTE capstone course, English I, II or III, Speech, Mock Trial, Academic Decathlon, or AVID. |

<table>
<thead>
<tr>
<th>Electives</th>
<th>Five Credits</th>
<th>• TEKS–based options*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• AP and IB options*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dual credit options*</td>
</tr>
</tbody>
</table>

* Course lists for the various subject areas are included on following pages.
Foundation High School Program Requirements

Mathematics—Third Credit Option

The third credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements from the following courses:

*Mathematical Models with Applications
*Digital Electronics
  Algebra II
  Precalculus
  Algebraic Reasoning
  AP Statistics
  AP Calculus AB
  AP Computer Science
  Engineering Mathematics
  Statistics & Risk Management

Dual Credit Math Courses: College Algebra, Trigonometry, Pre-Calculus, Calculus, Math for Business and Economic Analysis or Elementary Statistical Methods

*Note: Courses with asterisk may be taken before or after a student’s fourth math credit if seeking an endorsement.

Science—Second Credit Option

The second science credit must be selected from the following laboratory-based courses:

Integrated Physics and Chemistry (IPC)
Chemistry
AP Chemistry
IB Chemistry
Physics
Principles of Technology
AP Physics 1: Algebra-Based

Science—Third Credit Option

The third science credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:

Chemistry
Physics
Aquatic Science
Earth and Space Science
Environmental Systems
AP Biology
AP Chemistry
AP Environmental Science
Anatomy and Physiology
Medical Microbiology
Pathophysiology
Food Science
Forensic Science
Principles of Technology
Scientific Research and Design
Engineering Design and Problem Solving
Principles of Engineering

Dual Credit Science Courses: Biology for Majors or Non-Majors, General Chemistry, Chemistry for Non-Majors, Zoology, Anatomy and Physiology, Microbiology, Pathophysiology, Earth Science, Physical Geology, College Physics, Astronomy, and General Physics.

English—Fourth Credit Option

The fourth English credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements from the following courses:

English IV
Creative Writing
Research and Technical Writing
Public Speaking III
Communication Applications
Advanced Journalism: Newspaper III
Advanced Journalism: Yearbook III
College Preparatory English
Foundation High School Program Requirements

Languages Other than English Substitutions
If a student, in completing the first credit of LOTE, demonstrates he or she is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:

- Special Topics in Language and Culture
- World History Studies or World Geography Studies (whichever has not been completed for the foundation social studies requirement)
- A different language course
- Computer programming languages

Note: The teacher of the first language other than English course, ARD committee, or §504 committee must agree to the determination regarding a student’s ability to complete the second credit of foreign language.

A student, who due to a disability, is unable to complete two credits in the same language in LOTE, may substitute:

- A combination of two credits from English language arts, mathematics, science, or social studies.
- Two credits in career and technical education or technology applications

Note: The student’s ARD committee, or §504 committee must agree to the determination regarding a student’s ability to complete the LOTE credit requirements.

Physical Education
The P.E. credit may be selected from any combination of the following one-half to one credit courses:

- Foundations of Personal Fitness
- Adventure/Outdoor Education
- Aerobic Activities
- Team or Individual Sports

The following substitution courses may count toward the P.E. credit if the course provides 100 minutes of moderate to vigorous activity per five-day week and is not being used to satisfy another graduation requirement:

- Athletics, Junior Reserve Officer Training Corps (JROTC), and appropriate private or commercially sponsored physical activity programs conducted on or off campus that meet specified conditions and are approved by the commissioner of education
- Drill Team, Marching Band, and Cheerleading

Note: No more than four credits may be earned through any combination of substitutions.

A student who is unable to participate in P.E. due to disability or illness may substitute:

- An academic elective credit in English language arts, mathematics, science, or social studies
- Locally developed physical education course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate [pursuant to TEC, §28.002(g-1)]

Note: The determination about a student’s ability to participate must be made by the ARD or §504 committee, or if a committee is not applicable, one established by the district of persons with appropriate knowledge of the student.

Fine Arts
The fine arts credit may be selected from the following courses subject to prerequisite requirements:

- Art, Level I, II, III, or IV
- Dance, Level I, II, III, or IV
- Music, Level I, II, III, or IV
- Theatre, Level I, II, III, or IV
- Digital Art and Animation
Foundation High School Program Requirements

**Electives**

*The elective credits must be selected from:*

- High school courses *not required* for graduation under the foundation plan.
- JROTC (1–4 credits)
- College Board AP and IB courses:
  - A single course may not count toward more than one credit for graduation
  - If an AP or IB course is substituted for a required course, that course may *not* satisfy a requirement for an advanced course, but *may* count for both a required course and an endorsement
  - May satisfy elective credit requirements
- Dual Credit Courses may satisfy requirements for required courses, advanced courses, electives, and endorsements
House Bill 5 Endorsement Requirements

Overall Endorsement Requirements

- A student shall specify an endorsement the student intends to earn upon entering Grade 9.
- A district shall permit a student to enroll in courses under more than one endorsement before the student’s junior year and to choose, at any time, to earn an endorsement other than the one previously indicated.
- A student must earn at least 26 credits to earn an endorsement.

Science Technology Engineering Mathematics Endorsement

A student must complete Algebra II, chemistry, and physics and one of the following:

1. A coherent sequence of courses for four or more credits in CTE. The final course in the sequence must be selected from the STEM career cluster.

2. A coherent sequence of four credits in computer science selected from the following courses:
   - Fundamentals of Computer Science
   - Computer Science I
   - Computer Science II
   - Computer Science III
   - AP Computer Science

3. A total of five credits in mathematics by successfully completing Algebra I, geometry, Algebra II, and two additional mathematics courses for which Algebra II is a prerequisite.

4. A total of 5 credits in science by successfully completing biology, chemistry, physics, & two additional science courses.

5. In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the three areas listed in (1), (2), (3), and (4)

Mathematics—Fourth Credit Option

The fourth credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements from the following courses:

- Algebra II
- Precalculus
- Algebraic Reasoning
- AP Statistics
- AP Calculus AB
- AP Computer Science
- AP Computer Principles
- Engineering Mathematics
- Statistics & Business Decision Making
- College Preparatory Mathematics

Dual Credit Math Courses: College Algebra, Trigonometry, Pre-Calculus, Calculus, Math for Business and Economic Analysis or Elementary Statistical Methods

*Note: Courses with asterisk may be taken before or after a student’s fourth math credit if seeking an endorsement.
Science—Fourth Credit Option

The fourth science credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:

<table>
<thead>
<tr>
<th>Chemistry</th>
<th>AP Biology</th>
<th>Dual Credit Science Courses: Biology for Majors or Non-Majors, General Chemistry, Chemistry for Non-Majors, Zoology, Anatomy and Physiology, Microbiology, Pathophysiology, Earth Science, Physical Geology, College Physics, Astronomy, and General Physics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>AP Chemistry</td>
<td></td>
</tr>
<tr>
<td>Aquatic Science</td>
<td>AP Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>Anatomy and Physiology</td>
<td></td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>Medical Microbiology</td>
<td></td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>Principles of Engineering</td>
<td></td>
</tr>
<tr>
<td>Food Science</td>
<td>Principles of Technology</td>
<td></td>
</tr>
<tr>
<td>Forensic Science</td>
<td>Scientific Research and Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering Design and Problem</td>
<td></td>
</tr>
</tbody>
</table>

Business and Industry Endorsement

A student must complete one of the following:

(1) A coherent sequence of courses for four or more credits in CTE. The final course in the sequence must be selected from one of the following CTE clusters.
- Arts, Audio/Video Technology, & Communications
- Business Management & Administration
- Transportation, Distribution, & Logistics
- Marketing
- Information Technology
- Manufacturing
- Hospitality & Tourism
- Finance

(2) Four English elective credits by selecting three levels in one of the following areas:
- Advanced Broadcast Journalism
- Advanced Journalism: Newspaper
- Advanced Journalism; Yearbook
- Public Speaking
- Debate

(3) Four technology applications credits by selecting from the following:
- Digital Design and Media Production
- Digital Art and Animation
- Digital Video and Audio Design
- Web Design

(4) A coherent sequence of four credits from (1), (2), or (3)

Public Services Endorsement

A student must complete one of the following:

(1) A coherent sequence of courses for four or more credits in CTE. The final course in the sequence must be selected from one of the following CTE career clusters:
- Education & Training
- Government & Public Administration
- Health Science
- Human Services
- Law, Public Safety, Corrections, & Security

(2) Four courses in Junior Reserve Officer Training Corps (JROTC)
Endorsement Requirements

Arts & Humanities Endorsement

A student must complete one of the following:
(1) A total of five social studies credits
(2) Four levels of the same language in a language other than English
(3) Two levels of the same language in languages other than English and two levels of a different foreign language
(5) A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by the commissioner
(6) Four English elective credits by selecting from the following:
   • English IV
   • Independent Study in English
   • Creative Writing
   • Research and Technical Writing
   • Humanities
   • AP English Literature and Composition
   • Communication Applications

Multidisciplinary Studies Endorsement

A student must complete one of the following:
(1) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence.
(2) Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics.
(3) Four credits in AP or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.
APPENDIX J

House Bill 5 Distinguished Level of Achievement and Performance Acknowledgements

Distinguished Level of Achievement:
To earn a diploma that notes Distinguished Level of Achievement as is required to be admitted to a Texas public university under the Top 10 Percent automatic admission law, students must complete the following requirements:

- Complete the Foundation program requirements (22 credits)
- Earn 4 credits in math, including a credit for Algebra II
- Earn 4 credits in science
- Complete at least one endorsement

Performance Acknowledgements
Students may earn performance acknowledgements that will be recorded on their final transcripts by showing outstanding performance in a number of ways:

- Dual Credit – students must complete at least 12 hours of academic dual credit coursework (including advanced technical credit courses and locally articulated courses) with a grade equivalent of 3.0 or higher on a 4.0 scale.
- Associate degree – students must earn an associate degree while in high school
- Bilingualism/Biliteracy – students must complete all English language arts requirements and maintain a GPA equivalent of an 80 or higher on a 100 scale, and either
  - (A) complete three credits in a language other than English with a minimum GPA of an 80 on a 100 scale; OR
  - (B) demonstrate proficiency in the TEKS for Level IV or higher in a language other than English with a minimum GPA of an 80 on a 100 scale; OR
  - (C) complete at least 3 credits in foundation subject areas in a language other than English with a minimum GPA of an 80 on a 100 scale.
- Advanced Placement – earn a score of 3 or above on a College Board Advanced Placement exam
- PSAT/NMSQT – earn a score that qualifies for recognition as a commended scholar or higher
- SAT – earn a composite score of at least 1310
- ACT – earn a composite score of at least 28
- Workforce certification – obtain a nationally or internationally recognized business or industry certification or obtain a government-required credential to practice a profession. These certifications must be endorsed by either a national or international business, industry or professional organization; a state agency or government entity; or a state-based industry organization.

Native Spanish speakers who chose to take AP Spanish Language have the opportunity to earn not one but two performance acknowledgements. Waco ISD grading policy states that students who take and pass the AP Spanish Language examination with a 3 or higher without having taken the prior courses will be awarded earned credit for Spanish I, II, and III in addition to the credit earned for Advanced Placement Spanish Language and Culture. This would allow a student to earn both the Advanced Placement and the Biliteracy acknowledgements.
## ALLIED HEALTH PATHWAY

Allied Health @ The Greater Waco Advanced Health Care Academy, Associate of Arts  
61 hours + available CNA certification

### PUBLIC SERVICES & MULTI-DISCIPLINARY ENDORSEMENTS

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<th>Fall Semester</th>
<th>Dual Credit</th>
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# BUSINESS PATHWAY

**General Business**, Associate of Arts with a Field of Study of Business Core Complete – 65 hours

**STEM, BUSINESS AND INDUSTRY, ARTS & HUMANITIES & MULTI-DISCIPLINARY ENDORSEMENTS**

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## CRIMINAL JUSTICE

**Criminal Justice, Associate of Arts with a Field of Study of Criminal Justice Core Complete – 71 hours**

**STEM, PUBLIC SERVICES & MULTI-DISCIPLINARY ENDORSEMENTS**

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**LIBERAL ARTS PATHWAY**

**Liberal Arts Transfer, Associate of Arts Core Complete – 63 hours**

**ARTS & HUMANITIES and MULTI-DISCIPLINARY ENDORSEMENTS**

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<td>Elective</td>
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# SCIENCE TRANSFER PATHWAY

**General Science Transfer, Associate of Science Core Complete – 72 hours**

**STEM, PUBLIC SERVICES & MULTI-DISCIPLINARY ENDORSEMENTS**

<table>
<thead>
<tr>
<th>Dual Credit</th>
<th>Fall Semester</th>
<th>Dual Credit</th>
<th>Spring Semester</th>
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<tr>
<td></td>
<td>PreAP English I</td>
<td>PreAP English I</td>
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<tr>
<td></td>
<td>PreAP Algebra or PreAP Geometry*</td>
<td>PreAP Algebra or PreAP Geometry*</td>
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<td></td>
<td>PreAP Biology</td>
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<td>AP World History</td>
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<td></td>
<td>Foreign Language I or II</td>
<td>Foreign Language I or II</td>
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<tr>
<td>YES</td>
<td>EDUC 1300 – Learning Frameworks</td>
<td>YES</td>
<td>ARTS 1301 – Art Appreciation or MUSI 1306 – Music Appreciation or DRAM 1310 – Theatre Appreciation</td>
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<td></td>
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<tr>
<td></td>
<td>PreAP English II</td>
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<td>PreAP Geometry or PreAP Algebra II*</td>
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<td>PreAP Chemistry</td>
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<tr>
<td>YES</td>
<td>HIST 1301 – U.S. History to 1865</td>
<td>YES</td>
<td>HIST 1302 – U.S. History since 1865</td>
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<td>Foreign Language II or III or Elective</td>
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<td>YES</td>
<td>BCIS 1305 – Business Computer Applications</td>
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<td>SPCCH 1315 – Public Speaking</td>
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<td>YES</td>
<td>ENGL 1301 – Composition I</td>
<td>YES</td>
<td>ENGL 1302 – Composition II</td>
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<td>TRAVEL TO MCC</td>
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<td>YES</td>
<td>MATH 1314 – College Algebra*</td>
<td>YES</td>
<td>MATH 1316 – Trigonometry*</td>
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<td>YES</td>
<td>BIOL 1406 – Biology for Science Majors</td>
<td>YES</td>
<td>BIOL 1407 – Biology for Science Majors II</td>
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<td>BIOL 1407 – Biology for Science Majors II LAB</td>
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<tr>
<td>YES</td>
<td>GOVT 2305 – U.S. Government and Politics</td>
<td>YES</td>
<td>GOVT 2306 – Texas Government</td>
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<td>ENGL 2328 – American Literature: Civil War to Present</td>
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<td>CHEM 1411 – General Chemistry I</td>
<td>YES</td>
<td>PHYS 1401 – College Physics I</td>
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<td>YES</td>
<td>CHEM 1411 – General Chemistry I LAB</td>
<td>YES</td>
<td>PHYS 1401 – College Physics I LAB</td>
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<td>YES</td>
<td>MATH 2412 – Pre-Calculus Mathematics</td>
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<td>ECON 2301 - Macroeconomics</td>
<td>YES</td>
<td>PHIL 1301 – Introduction to Philosophy</td>
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</table>
HAVE A QUESTION?
Just call us!

Need help finding a phone number?
Call WISD at 254.755.9473

Or checkout our website at www.wacoisd.org

Questions?................................................................................................................................................................. Contact Person?

General campus functions, Student conduct, Attendance ................................................................. Campus Principal
Individual counseling, Support groups, Educational and Career Planning ........................................... School Counselor
Standardized Test Results, Community Resources, Parenting Skills .................................................... School Counselor
Student Grades/Progress, Course Content, Classroom Discipline, Homework ........................................... Teachers
General Curriculum Information .............................................................................................................. Instructional Specialists
Hygiene, Immunizations, Vision and Hearing, Illness, Health-Related Issues ............................................ Nurse
Volunteer Services ..................................................................................................................................... PTA President/Members
Current Books, Research and Supplementary Reading, Parenting Literature ........................................ Librarian School
Lunch Program, Nutrition Requirements ...................................................................................................... Cafeteria Manager
Bus Routes .................................................................................................................................................................. Transportation
Student Misconduct, Drug and Alcohol Problems, Discipline Problems ................................................... Campus Police