

2025-2026 WHS COURSE SELECTION GUIDE



WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Waxahachie High School

Waxahachie High School of Choice

Billy Bates Career and Technical Education Center

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

In Waxahachie ISD, our vision is to be a district where innovation thrives and growth is limitless.

- We value choices because they make us unique and are critical to learning.
 - We value a collaborative culture that honors all who positively impact the lives of our students.
- We value an environment of belonging that respects individual differences and ensures equality for all.
- We value relationships that broaden learning experiences and enrich our community.

OUR VISION IS TO BE A DISTRICT WHERE INNOVATION THRIVES AND GROWTH IS LIMITLESS.

CHOICES

We value **choices** because they make us unique and are critical to learning.

COLLABORATION

We value a **collaborative culture** that honors and supports all who positively impact the lives of our students.

We value an environment of **belonging** that respects individual differences and ensures equality for all.

BELONGING

We value relationships that broaden learning experiences and enrich our **community**.

COMMUNITY

Table of Contents

Waxahachie Independent School District	4
General Introduction	5
House Bill 5 (HB5) Graduation Requirements	6
What is an endorsement?	7
Five Categories of Performance Acknowledgments	8
High School Grade Classifications	10
Waxahachie ISD Grade Point Average (GPA) Scales	10
Class Ranking System	11
Graduation Honor Cords and Regalia	11
College, Career, Military Readiness (CCMR)	14
Naval Junior Reserve Officer Training Corp (NJROTC)	15
Advanced Placement/Dual Credit Course Information	18
WISD Approved Courses Exempt from No-Pass, No-Play	20
General Information about the High School Program	21
Course Selection Process	23
Assessments	23
College Bound Students	25
Other Means to Gain Course Credit	27
Early Graduation	28
Special Education Programs	28
Waxahachie High School Course Descriptions	31
English Language Arts	32
English Language Arts Electives	35
Mathematics	38
Science	42
Science Electives	45
Social Studies	47
Social Studies Electives	51
Languages Other than English (LOTE)	54
Fine Arts	58
Art	58
Band	62
Theatre	64
Dance	67
Choir	68
Music Studies	69
Physical Education/Athletics	70
Physical Education/NJROTC	71
Athletics	71
Girls Athletics	71
Boys Athletics	73
Career and Technical Education	76
Career and Technical Education Course Descriptions	84

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The Waxahachie Independent School District does not discriminate on the basis of sex, handicap, race, color, national origin or age in the educational programs or activities which it operates, as required by Title IX, Section 504, Title VI, the Age Discrimination Act and the Americans with Disabilities Act (ADA). The district's nondiscrimination policy extends to admission or access to treatment or employment in its programs and activities within its jurisdiction. For information about student rights or grievance procedures, contact:

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General Introduction

Waxahachie ISD is located in Waxahachie, Texas, a suburban community serving as the county seat for Ellis County, which adjoins Dallas County's southern boundary. Waxahachie ISD is a district of 11,000+ students structured in 17 campuses.

The Academic Handbook for Student Success has been designed to provide curriculum information for secondary students at Waxahachie High School. The purpose of this course catalog is to assist students in making course selections that will meet their personal needs for grades 9-12, as well as to satisfy high school graduation requirements. Students are encouraged to consult with their parents or guardians and the school counselors to choose courses that will prepare them for post-secondary opportunities and provide academic challenges.

Waxahachie High School

Waxahachie High School (WHS) serves students in grades 9-12 and provides an educational program designed to prepare students as thoroughly as possible for a successful transition into post-secondary education. In addition to providing a strong academic program, Waxahachie High School offers a broad range of co-curricular and extracurricular experiences for all students.

Waxahachie Global High School

Waxahachie Global High School (GHS) is one of less than two hundred Early College High Schools (ECHS) across the state of Texas. A personalized, engaging, and relevant learning environment is provided for the 100 plus students per grade population, grades 9-12. Students may apply to attend WGHS, and selections are made in the spring before the students' freshman year.

Waxahachie High School of Choice

High School of Choice (HSoC), a drop-out prevention/credit recovery school, serves WISD high school students, grades 11-12, in a non-traditional setting that provides credit recovery opportunities for students who are at risk of not graduating. The educational program continues coursework, which will meet high school graduation requirements as required by the Texas Education Agency. Admission to HSoC is by application and approval by the HSoC review committee. Students interested in applying to HSoC need to refer to the program requirements for more information on the campus website.

Billy Bates Career and Technical Education Center

The Billy Bates Career and Technical Education Center serves WISD students in grades 9-12 by embracing quality instructional partnerships with business and industry to successfully prepare students for the challenges of post-secondary education and a globally competitive workplace. The center embraces a philosophy of involvement and teamwork, providing career pathways through Achieve Texas, where students acquire skills preparing them for the world of work.

House Bill 5 (HB5) Graduation Requirements

Texas High School Degree Begins with the Foundation High School Program

The Foundation High School Program (FHSP), along with EOC assessments, will make up the basic requirements for graduation and requires students to complete a minimum of 22 credits including courses in English, Math, Social Studies, Science, World Languages, Fine Arts, Physical Education, and Electives. 19 TAC 74.12(a)–(b)

The program contains up to four parts:

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

The 22 credit Foundation Plan coursework includes:

- | | |
|--------------------------------------|-----------|
| • English/Language Arts (ELA) | 4 credits |
| • Mathematics | 3 credits |
| • Science | 3 credits |
| • Social Studies | 3 credits |
| • Language other than English (LOTE) | 2 credits |
| • Physical Education | 1 credit |
| • Fine Arts | 1 credit |
| • Elective courses | 5 credits |

The Foundation High School Program PLUS Endorsement requires 26 credits. An endorsement is earned by completing the FHSP, which must include an additional 4th math credit, a 4th science credit, and completing a coherent sequence of courses in an endorsement area.

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the automatic admission law. 19 TAC 74.11(f) Please check with the university to determine their automatic admission requirements.

Distinguished Level of Achievement

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

Performance Acknowledgements

- Dual credit course
- Bilingualism and biliteracy
- PSAT, ACT's Plan, SAT, or ACT
- Advanced Placement
- Earning a nationally or internationally recognized business or industry certification or license

If you would like further information about the available graduation plans, visit the link below to the TEA Website for clarification. <http://tea.texas.gov/graduation-requirements/hb5.aspx>

Endorsement

A student entering Grade 9 shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement. Endorsements are made up of four courses or four or more credits taken in a coherent sequence providing advanced or more in-depth knowledge and skills in a curriculum area. Junior high school students should explore career information related to the endorsement areas listed below so they may begin to think about what areas they will want to take more in-depth coursework during their educational career in high school. After performing meaningful college and career research, students will select an endorsement and then meet with their counselor to develop an individualized graduation plan that meets the student's post-secondary goals and fulfills the requirements of the selected endorsement.

ENDORSEMENT AREAS

Science, Technology, Engineering, Math (STEM)

All areas must include Physics.

- CTE STEM courses
- Computer Science
- Math
- Science
- A combination of no more than two of the categories listed above

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Cosmetology & Barbering
- Business Management and Administration
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics
- Journalism (English Electives)

Multidisciplinary Studies

- 4 Advanced credits from within one or more Endorsement Areas
- 4 credits in each of the core subject areas (to include English IV, Chemistry, and/or Physics)
- 4 Advanced Placement (AP) or Dual Credit (DC) courses in the following; English, Math, Science, Social Studies, Economics, Language Other Than English (LOTE) and/or Fine Arts

Public Services

- Education and Training
- Health Science
- Human Services
- Law and Public Safety
- Naval Junior Reserve Officer Training Corp (NJROTC)

Arts and Humanities

- Social Studies
- Four levels in the same Languages Other Than English (LOTE)
- Two levels each of two languages in Languages Other Than English (LOTE)
- American Sign Language (ASL)
- Courses from one or two categories (art, dance, music, and theater) in fine arts

Process for changing graduation/endorsement plan

A student may graduate under the Foundation High School Program *without* earning an endorsement **only** under the following conditions:

- **Timing:**
This option is available after the student's sophomore year.
- **Counselor Advisement:**
The student and the student's parent or guardian must be advised by a school counselor regarding the specific benefits of graduating with an endorsement.
- **Parent/Guardian Permission:**
The parent or guardian must submit written permission to the school counselor, using the official TEA-approved form, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

Five Categories of Performance Acknowledgments for Graduation

Performance acknowledgments are denoted on a student's transcript and provide recognition for students who have met the criteria outlined below:

(a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:

- (1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
- (2) an associate degree while in high school.

(b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

- (A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
- (B) satisfying one of the following:

- (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
- (ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
- (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
- (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:
 - (I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - (II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
 - (III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

(2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

- (A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- (B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

(c) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:

- (1) a score of 3 or above on a College Board Advanced Placement examination; or
- (2) a score of 4 or above on an International Baccalaureate examination.

(d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

- (1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
 - (2) achieving the ACT® readiness benchmark score on at least three of the five subject tests on the ACT Aspire™ examination;
 - (3) earning a total score of at least 1350 on the SAT®; or
 - (4) earning a composite score on the ACT® examination of 28 (excluding the writing subscore).
- (e) A student may earn a performance acknowledgment on the student's transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license as follows.
- (1) A student may earn a performance acknowledgment with:
 - (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - (B) performance on an examination sufficient to obtain a government-required credential to practice a profession.
 - (2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - (A) a national or international business, industry, or professional organization;
 - (B) a state agency or other government entity; or
 - (C) a state-based industry association.
 - (3) Certifications or licensures for performance acknowledgements shall:
 - (A) be age appropriate for high school students;
 - (B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - (C) include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - (D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Statutory Authority: The provisions of this §74.14 issued under the Texas Education Code, §§7.102(c)(4); 28.002; 28.018; and 28.025. **Source:** The provisions of this §74.14 adopted to be effective July 8, 2014, 39 TexReg 5149; amended to be effective August 22, 2016, 41 TexReg 5040; amended to be effective August 27, 2018, 43 TexReg 4190.

High School Grade Classifications

Total state credits earned determine a student's grade classification. Students graduating under the Foundation with an Endorsement plan must earn a minimum of 26 credits, or 22 credits under the foundation plan, which satisfy requirements for a Texas high school graduation diploma.

WISD High School grade classifications are based on the cumulative total of state credits earned: Students are classified at the beginning of the school year. Classifications will remain the same throughout the school year unless corrections are necessary due to clerical errors. Early graduates may be classified as seniors at the end of the first semester of their third year of high school.

High School Grade Classification	Credits to be earned
Freshman – 9th Grade	0 – 6.0
Sophomore – 10th Grade	6.5 – 12.5
Junior – 11th Grade	13 – 19
Senior – 12th Grade	19.5 - 26

Class Ranking System

Grade Point Averages (GPA) are calculated using the scale (Table 1.1) by the student's earned grade each semester. The grade points awarded for each course are listed as the "GPA Type" in the course catalog handbook. **Note:** Courses taken at the junior high level, and/or prior to the fall of the student's freshman year, will receive credit for graduation but will not earn GPA. For example, Pre-AP Algebra I taken at the junior high will count as a credit towards graduation but will not be used in the computation of class rank. However, Algebra I taken in grades 9-12 counts toward graduation credit and in computing class rank.

According to Waxahachie Board Policy [EIC (LOCAL)] Class rank for all students in grades 10–12 shall be calculated three times per year, following the first full semester, the second full semester, and at the completion of all summer school programs. Official class rankings for students in grade 9 shall be calculated only after the completion of the second full semester and all summer school programs.

The calculation of class rank shall exclude grades earned in or by credit by examination, (with or without prior instruction); credit recovery courses, and distance learning courses not approved for this purpose.

While numerous individual courses are listed as receiving GPA points, these lists may not be all-inclusive. Any course eligible to serve as core academic subject area; English, science, math, or social studies, will be included in every student's GPA calculation if they have taken a course. District-approved distance learning courses in these subjects, including approved courses taken through the Texas Virtual School Network (TxVSN), shall be included in class rank calculations. The calculation of class rank shall **exclude** grades earned in or by credit by examination, (with or without prior instruction); summer school courses, **except** summer school courses taken for acceleration; and distance learning courses not approved for this purpose. Summer school courses for acceleration are on level and will be calculated on the 4.0 grade scale.

Weighted GPA 6.0 (1.1) will be given to all Pre-AP/AP courses that fulfill a core academic subject area required for graduation, all dual credit courses that fulfill core academic subject area, and other selected courses identified as "Advanced."

Weighted 6.0 Grade Scale (1.1)

Numeric Grade	Advanced Courses	On Level Courses	Letter Grade
97-100	6.0	4.0	A
93-96	5.75	3.75	A
90-92	5.50	3.50	A
85-89	5.25	3.25	B
80-84	5.0	3.0	B
75-79	4.50	2.50	C
70-74	4.0	2.0	C
0-69	0	0	F

Class rank will be calculated on the third Friday in September, January, and June. Current graduating Senior class rank will be calculated five working days from the date of graduation.

Valedictorian and Salutatorian

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using the weighted 6.0 grade scale (1.1) based on grades available at the end of the fifth six-weeks grading period of the senior year. The cumulative average of the fourth and fifth six-weeks grades shall be used as the semester grade for this calculation.

Dual credit grades earned during the final semester of a student's senior year shall not be included in the calculation of class rank for determining local honors.

Applications to Institutes of Higher

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law using a 4.0 grade scale (1.2) (TEC §51.803).

The District's eligibility criteria for local graduation honors shall apply only to local recognition based on the 6.0 weighted grade scale (1.1) and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

4-Point Grade Scale (1.2)

Letter Grade	Numeric Grade	GPA Points
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
F	0-69	0

Graduation Honor Cords and Regalia

Honor Cords, to be worn at graduation, may be earned by meeting specific criteria in areas below. Some cords may be subject to fees. You must be a member in good standing of each student organization to receive the cord for graduation and represent this participation. Only cords and regalia approved and or listed may be worn at graduation.

Academic Decathlon

Cord Requirements: Membership on Academic Decathlon Team; participation in at least one practice meet and the Regional Meet

Cord Color: Red, Silver, and Blue

Advanced Journalism

Cord requirements: Three years in journalism

Cord color: Light Purple (Lilac)

AP Exam Honor Cord/Sash

Cord requirements- Two or more exams with a score of 3-4 earns a cord

Two or more exams with 5 earn a sash

ASL Honor Society

Cord requirements: Current ASLHS member with a 3.5 GPA in ASL and completed five community service hours for the Deaf Community

Cord color: Red, White, and Blue

Carter Blood Care

Cord requirements: Donation of two units of blood during senior year

Cord color: Red

CCMR (College, Career, Military Readiness) Cord

Cord requirements: CCMR complete

Cord color: Green and Black

Cherokee Charmers

Cord requirements: Four years of drill team participation

Cord color: Pink

Cosmetology

Cord requirements: Students must complete the module requirements and the 1000 hour requirement for licensure.

Cord color: Light Pink

FFA

Cord requirements: Member 4 years & must compete in at least one Leadership Development Event, Career Development Event, or participate in a Supervised Ag Experience (show project).

Cord color: National blue (for members) National blue and corn gold (for officers)

Fine Arts

Cord requirements: 4 years of band and or color guard (or combination of both)

Cord color: Pink

Health Science

Cord requirements: Students must pass the Industry Based Certification exam for CCMA, EMT and Pharmacy Tech.

Cord color: Burgundy

Interact Club

Cord requirements: 25 hours of service in Interact
Cord color: Blue and gold intertwined

International Thespian Society

Cord requirements- students must acquire 60 ITS points through involvement in theatre production on and behind the stage
Cord color: Blue Stole with ITS emblem on the front

Mathematics

Cord requirements: 5 math courses, excluding Enrichment and STAAR Enhancement Labs. Two of the five math courses must be either AP Statistics or have Algebra 2 as a prerequisite.
Cord color: Purple

National Honor Society

Cord requirements: Be in good standing as a senior in the WHS chapter of NHS.
Cord color: White Stole with NHS emblem on the front

Science

Cord requirements: 5 science courses excluding STAAR Enrichment Lab
Cord color: SPECTRUM (rainbow color)

Social Studies

Cord requirements: 5 social studies courses excluding STAAR Enhancement Lab
Cord color: Orange

Sociedad Honoraria Hispánica (Spanish Honor Society)

Cord Requirements: Students must take at least 2 Spanish courses, complete AP Spanish 4 or 5, maintain appropriate conduct while in school, maintain a B or higher in all classes with the exception of Advanced/AP classes, which require a 75 or higher.
Cord color: Red and gold cords for AP Spanish 4, Red stole for AP Spanish 5

Société Honoraire de Français (French Honor Society)

Cord Requirements: Students must have had two years French and inducted as a member of SHF, complete Advanced French 3 or 4, maintain appropriate conduct while in school, maintain a B or higher in all classes with the exception of Advanced/AP classes which require a 75 or higher.
Cord color: Blue, White, and Red

Student Council

Cord requirements: Member of Student Council in good standing
Cord color: Blue and Gold

TAFE

Cord requirements: Minimum standards include membership, attendance, participation, academics and conduct
Cord color: Red and Royal Blue

TSA

Cord requirements: These are minimum standards. Advisors may modify to stricter standards if needed.

- Chapter Attendance - Minimum of 75% attendance at mandatory local chapter meetings (Sr. year)
- Membership - Minimum of one year
- Academics - 2.5 GPA or higher on the 4.0 scale
- Participation - Must participate in at least one of the following activities:
- Fundraising
- Officer/Leadership Team/National Qualifier

- Service
- Conduct - Student should exemplify the following characteristics: Character, Service, and Leadership

Cord color: Royal Blue, Silver, and Red

College, Career, Military Readiness (CCMR)

CCMR stands for College, Career, and Military Readiness, which is a program in Texas that helps high school students prepare for college, careers, or the military. CCMR includes:

- Curriculum: Rigorous coursework
- Career exploration: Programs of study and internships
- Military readiness: Fitness training and leadership development

CCMR is supported by state guidelines, partnerships with higher education organizations and businesses, and collaborations with schools, employers, and communities.

CCMR can be met through the following methods:

- College Ready
 - o Meet criteria on applicable AP exams
 - 3 on AP Exam
 - o Meet TSIA2 criteria
 - Mathematics: 950 OR 910-949 + diagnostic score of 6
 - ELAR: 945-990 + Essay of at least 5 OR 910-944, diagnostic score of 5 or 6, and Essay of 5-8
 - o Complete a course for dual credit (3 hours or more in ELAR/mathematics or 9 hours or more in any subject)
 - o SAT - At least a 480 on Reading & Writing **and** at least a 530 on Mathematics
 - o ACT - Combined score of 40 or higher on English and Reading and a Mathematics score of 22 or higher.
- Career Ready
 - o Earn Industry Based Certification (IBC) through CTE courses and complete an aligned program of study.
 - o Level 1 or Level 2 certificate awarded by an institute of higher education in any workforce education area.
 - o Graduate with completed IEP and workforce readiness as determined by the ARD committee.
- Enlist in the military
 - o Air Force, Army, Coast Guard, Navy, Marine Corps

Seniors will not be afforded the opportunity for “off periods” until they have demonstrated College, Career, or Military Readiness.

Students are advised to contact their counselor for questions related to scheduling and eligibility.

Naval Junior Reserve Officer Training Corp (NJROTC)

What is NJROTC?

Waxahachie High School is accredited with the NJROTC (Naval Junior Reserve Officer Training Corps) program. The curriculum focuses on citizenship, leadership, maritime heritage, naval operations, and other naval topics. Classroom instruction is supplemented by activities like community service, athletics, drill competitions, and field trips. The Navy provides resources such as textbooks, uniforms, and instructor salaries.

What Do NJROTC/NNDC Do?

The NJROTC/NNDC program plays a vital role in shaping the character and future of high school students. It promotes patriotism and responsible citizenship, instilling a deep respect for leadership and authority. Through its curriculum, NJROTC/NNDC encourages students to complete their high school education and pursue higher education, while also fostering a commitment to community service. The program emphasizes personal honor, self-discipline, and leadership skills, providing education on national security and insights into military careers. Moreover, NJROTC/NNDC offers a positive alternative to destructive decisions and promotes a drug-free lifestyle.

Student Enrollment Eligibility

Students must meet the following to be eligible for NJROTC at WHS.

- Must be in grades 9-12 at the host school
- Physically qualified for physical education
- Selected by the NJROTC/NNDC instructor with principal's approval
- Maintain good academic and conduct standards
- Comply with grooming standards
- Special NJROTC/NNDC cadets can participate in activities but don't count towards unit requirements

Benefits of NJROTC/NNDC

The NJROTC/NNDC program emphasizes the importance of education by encouraging high school graduation and providing free ACT/SAT preparation, with 60% of graduating cadets pursuing higher education. Cadets in the program demonstrate improved behavior, higher attendance, and enhanced life skills, all while fostering teamwork, self-discipline, and a healthy lifestyle. Additionally, the program strengthens cadets' understanding of national security and civic responsibility, which in turn improves the military's image within the community. Those who complete three years in the program may qualify for advanced enlistment rank, and senior instructors have the opportunity to nominate cadets for appointments to the U.S. Naval Academy.

NJROTC/NNDC cadets engage in various activities that reinforce classroom learning through hands-on experiences, such as parades, community service, competitions, leadership training, orientation visits to military bases, and cruises aboard naval vessels.

Advanced Placement and Dual Credit Enrollment

Predictors of Success

The College Board identifies motivation as the key factor in being a successful Pre-AP/AP student. Other factors, which are also important, and include having a strong foundation and interest in the subject matter covered. The Pre-AP Program is a program offered to schools by the College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, learning checkpoints, and collaborative educator workshops. They are designed to support all students across varying levels of abilities through focus. Participating schools receive an official Pre-AP designation for each course and the opportunity to bring engaging, meaningful, foundational coursework to all their students across varying levels of abilities. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills.

When a student takes the AP exam in May, students who earn a score of 2 or higher on an AP Exam are more likely to enroll in a four-year college compared to academically similar students who did not take an AP exam in high school.

Pre-Advanced Placement (Pre-AP), Advanced Placement Program (AP), Advanced, and Dual Credit Focus on three critical goals:

- Increasing rigor
- Promoting equity
- Developing critical knowledge and skills

WISD strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP.

Benefits of Pre-AP, AP and Dual Credit for Students:

- Prepare for success in college by taking college-level courses while still in high school
- Explore advanced topics — study in greater depth
- Develop advanced skills — form disciplined study habits
- Build confidence in capability to succeed in college
- Opportunity to earn awards and scholarships and improve chances of college admission
- Opportunity to earn college credit or advanced placement
- Possible tuition savings
- Appropriate placement in college courses
- Flexibility to pursue double major in college, combined B.A./M.A. programs

Pre-AP and AP Course Offerings

In AP classes, just like in college, students face new challenges and learn new skills in the subjects students care about. By taking an AP course and scoring successfully on the related AP Exam, students can save on college expenses. Most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. **Classes offered are contingent on staffing and enrollment.**

- The **Pre-AP Program (grades 7-12)** is a program offered to schools by the College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, and learning checkpoints. They are designed to support all students across varying levels of abilities through focus. Participating schools receive an official Pre-AP designation for each course and the opportunity to bring engaging, meaningful, foundational coursework to all their students across varying levels of abilities. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills.

- **AP (grades 9-12)** courses differ from regular high school courses in that instructors use an advanced curriculum outlined by the College Board and authorized through the College Board's audit process. AP courses provide college-level instruction and culminate in AP exams that are designed by the College Board. Students who earn an appropriate score on the AP exam may receive college credit. Please check with your potential universities to understand AP transfer requirements. Below is a link that may assist you in determining your college or university's AP Credit acceptance policy:
<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>
- **Advanced courses** are core classes that are not guided by College Board but are foundational in preparation for AP and dual credit classes.

Parents and students must sign and return a student parent agreement prior to registering for Pre-AP, AP, advanced or dual credit class to be enrolled in the advanced class. These classes are open enrollment; however, parents and students are encouraged to review the class rigor and expectations both during the school day as well as outside the school day in regard to the level of expectation and time commitment. Please consult with the counselor if you have any questions. We recommend a "meets grade level" standard or higher on the STAAR/EOC as a good success indicator.

AP Testing - Grades 9-12

WISD feels strongly about the importance of taking the AP exam. AP exam orders will take place in October/November. Semester courses taken in the second semester will be ordered in March. All payments for exams will be collected through a third party vendor and require full payment before ordering exams. Due to deadlines for ordering exams, students must meet all due dates for ordering as well as making payment.

Dual Credit Courses (DC)

The Dual Credit Program at WISD offers an opportunity for high school students to take college-level academic courses for high school and college credit simultaneously. Courses offered will be based upon written agreement between WISD, their institution of higher education, and must meet the Texas Education Code provisions relating to courses for joint high school and college credit.

Students must meet all requirements for enrollment at their institution of higher education for both semesters and will be required to enroll through the college's business office. **Students are responsible for all required fees, tuition, and books for both semesters by the deadlines given by the college. Failure to obtain required supplies could result in being dropped from the course.** Students must meet qualifying scores on the TSIA2 College Placement Exam, SAT or ACT. Students will be required to meet one of these qualifications prior to enrolling for related college courses. TSIA2 will be offered at WHS before student course selections.

Advanced Placement/Dual Credit Course Information

Below is a link that may assist you in determining your college or university's AP Credit acceptance policy: <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

Students taking an AP course are encouraged to take the AP Exam.

What is the difference between AP Courses and Dual Credit Courses?

FAQ	AP Courses	Dual Credit Courses
What are the courses like?	AP courses are challenging, with the curriculum audited and certified by the College Board, which is the same entity that produces the SAT. Work in these classes is college-level.	Dual credit courses are also college-level courses. Each dual credit course is audited and certified by an area college through a written agreement with the District. Currently, WHS partners with Navarro College.
Who teaches the course?	AP courses are taught by highly qualified Waxahachie ISD teachers who receive special training from College Board.	Highly qualified teachers teach dual credit courses, generally, Waxahachie ISD staff, who have a minimum of 18 graduate hours in the subject area they teach, and who serve as adjunct faculty to the partner college or university.
How do I get college credit for the course?	AP credit is given based on the score the student earns on the AP test at the end of the course. AP tests are scored on a scale of 1 to 5, with a 3 or above generally considered passing, depending on the requirements from the college of interest. Information about AP credit and placement policies at many colleges and universities is available at www.collegeboard.com/ap/creditpolicy	In a Dual Credit course, high school students are "dually enrolled" in the college that is certifying the class. The student pays for the credit at the beginning of the course, and the grade is recorded on both the high school transcript and the college transcript. As long as the student meets the minimum grade requirement, credit is awarded at completion of the course.
How do I know if the credit will transfer to my college of interest?	The College Board website has a link to college policies regarding AP credit and placement. Please visit www.collegeboard.com/ap/creditpolicy	Visit the Texas Common Course Numbering System website at https://www.tccns.org/
What grade can I begin taking these classes, and do I need to take a test to get in?	AP courses are offered at all grade levels. There is no college-ready testing requirement to take an AP course.	Students must take and meet the standard on a TSIA2 test in order to qualify to take dual credit. Please ask a school counselor for more information on the TSIA2 testing.
What is the cost comparison of AP and Dual Credit?	AP testing fee scale as determined by WISD.	Tuition and fees as determined by the post secondary institution.

What are the eligibility requirements to take a dual credit class?

For admittance into dual credit coursework, students must meet eligibility requirements set forth by the Texas Higher Education Coordinating Board. This includes minimum scores in the areas of reading, writing, and mathematics on the Texas Success Initiative (TSIA2) exam or equivalent substitution scores. Alternate tests for enrollment are determined on the requirements of the institute of higher education.

The score requirements are as follows:

Test	Score Explanation / Requirements
TSIA2	College Readiness scores for each area of the TSIA2 Assessment - Mathematics: 950 OR 910-949 + diagnostic score of 6 - ELAR: 945-990 + Essay of at least 5 OR 910-944, diagnostic score of 5 or 6, and Essay of 5-8
ACT	Combined score of 40 or higher on English and Reading and a Mathematics score of 22 or higher.
SAT	A combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSIA2 Assessment, and/or 500 on the mathematics test shall be exempt for the mathematics section of the TSIA2 Assessment.

For dual credit, students who are dropped by the institution of higher learning will be, appropriately scheduled by their school counselor based on graduation requirements.

Dual Technical credit:

For dual technical credit, entrance criteria are determined by the type of program or certification the course leads to, and whether the student is seeking coursework beyond a Level 1 certification. Please see the CTE Director and/or CTE Counselor to determine whether TSIA2 testing is needed for the type of dual technical credit that is being sought.

Fees, Tuition, and Deadlines

WISD accepts no responsibility for a college's acceptance of dual credit transfer courses. Students are responsible for payment of all required fees, tuition, and books for both semesters by the deadlines provided by the institute of higher education. Prospective students are also responsible for taking the TSIA2 examination before admission into dual credit coursework. Students placed in DAEP may not be able to continue enrollment in a dual credit course due to rules regarding required class attendance for higher education entities.

Dual Credit (DC) Course Offerings

Waxahachie High School offers dual credit courses for both high school and college credit. Unless a failing grade is earned, students are prohibited from retaking/re-enrolling in the same DC course to increase their final grade. Both final grades will be placed on the high school transcript. All DC courses will follow the institution of higher education's grading policy. Students must meet all requirements for enrollment at their college for both semesters and will be required to enroll through the College Business Office. Students are responsible for all required fees, tuition, and books for both semesters by the deadlines given by their college. Dual credit courses follow Navarro College grading guidelines and expectations.

Once enrolled in a dual credit course, can a student get a schedule change?

Once enrolled in a dual credit course, the college determines the drop date and tuition reimbursement policy. Students must know this information and understand how a dropped course may affect their high school graduation plans. Also, students should be aware that Texas Senate Bill 1231 limits the number of classes a student may drop during his/her college career. If a student chooses to drop a dual credit course, it is the student's responsibility to ensure that all required drop/withdrawal forms are submitted to the approved post secondary institution by the established college deadline.

Summer Dual Credit College programs

Students can receive authorization to attend summer college credit programs **with prior approval through the campus counseling office**. Prior approval is important to assure that courses taken will meet WISD graduation standards and is especially important for student-athletes who are trying to meet standards of the NCAA Clearinghouse. **Upon completion of these APPROVED classes, these courses shall be placed on the official WISD Transcript.**

High school credit can be earned for **APPROVED** summer courses taken at the approved post-secondary institution and will be added to the transcript and counted towards GPA. Course availability at the approved post-secondary institution is contingent on staffing and enrollment. **To receive high school credit, a counselor's approval is required prior to ALL summer course enrollment.**

WISD Approved Courses Exempt from No-Pass, No-Play

Students must meet the Texas Education Agency, passing standards to participate in extracurricular activities. The state allows districts to identify courses that may be exempt from these passing standards. The following courses have been approved by TEA for exemption from the passing standards.

Language Arts	Pre-AP English I, Pre-AP English II, AP English Language and Composition III, DC English Composition III and IV, AP English Literature and Composition IV, DC British Literature, DC Research and Technical Writing
Mathematics	Pre-AP Geometry with Statistics, Advanced Algebra II, AP Pre-Calculus, DC Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Computer Science, AP Statistics, DC Statistics, DC College Algebra
Science	Pre-AP Biology, AP Biology, DC Biology, Pre-AP Chemistry, AP Chemistry, DC Chemistry, AP Physics 1, AP Physics 2, DC Geology, DC Anatomy and Physiology, DC Advanced Animal Science, AP Environmental Science
Social Studies	AP World History: Modern, AP US History, DC US History, AP U.S. Government and Politics, AP Economics, AP Human Geography, DC Government, DC Economics, DC Texas Government, DC Psychology, AP European History
Foreign Language	Advanced Spanish III, AP Spanish IV Language and Culture, AP Spanish V Literature and Culture, Advanced French III, AP French IV Literature and Culture
Other	AP Art & Design, AP Music Theory, AP Art Drawing, AP Art 2D, AP Art 3D

UIL's Waivable Courses Approved by WISD for the No Pass/No Play Policy

In the TEA & UIL *Side by Side Eligibility for Extracurricular Activities Guide* found at <https://www.uil texas.org/policy/tea-uil-side-by-side> and in the WISD Board of Trustees Policy FM (LEGAL), More information about the No Pass/No Play procedure may be found in the *Side by Side Guide* and in the FM (LEGAL) Board Policy.

Additional Advanced Courses:

In addition to the exemptions granted by 19 TAC 74.30, the District shall grant exemptions to students enrolled in the following junior high advanced courses when a minimum grade of 60 is earned:

1. Pre-Algebra (when enrolled in the course before grade 8)
2. Pre-AP Algebra I (when enrolled in the course before grade 9)
3. Pre-AP Geometry with Statistics (when enrolled in the course before grade 9)

Advanced Courses Minimum Grade Requirement:

WISD follows an established grading guideline that allows students enrolled in advanced courses listed on the WISD Approved Courses Exempt list to remain eligible for extracurricular activities with a minimum grade of 60, exempting them from the "No Pass, No Play" rule. Additionally, the guideline includes a **one-time waiver per school year** for students in these advanced courses who have a grade between 55-59 at a grade check.

For more information about the UIL waiver or to apply for a UIL waiver, please contact your campus counselor, coach/director or campus principal for more information.

General Information about the High School Program

Community Service

Community Service is not a requirement for graduation; however, it is an important part of the scholarship and college admission process. WISD promotes opportunities for students to do community service outside of school in grades 9-12. Many of our WHS clubs and organizations provide opportunities for our students to participate in community service options throughout the school year. Please check with your coach or club sponsor for details.

Foreign Exchange Students

The Waxahachie ISD foreign exchange program provides students from other countries the opportunity to learn about the history of the United States, and the workings of our government and to become more fluent in both written and spoken English. Students are encouraged to take an active part in the academic process and to experience the social culture of youth in the WISD.

WISD will limit the number of foreign exchange students to a maximum of five (5) foreign exchange students per high school per year. Foreign exchange students shall not be permitted to enroll in Waxahachie High School of Choice. Placements will be made on a first come, first served basis. The foreign exchange organization representative will contact the WISD Director of Educational Support & Counseling after March 1 and prior to August 1 to inquire whether any openings are available at a particular high school, and if so, to begin the placement process.

Foreign exchange students must be between 16 years of age and a Junior at the time of enrollment and will only be accepted for one calendar year, and they must be enrolled on or before the first day of school in the fall semester and will not be approved for a single semester. The foreign exchange student must have been enrolled in high school in his or her home country the semester preceding the exchange. In addition, each student must have at least a B average and sufficient command of the English language. No exchange student who has completed the equivalent of the 12th grade in his or her home country, has received a diploma or a certificate of graduation, or is considered eligible for college or university placement will be eligible to attend a WISD high school.

Foreign exchange students will be classified as an 11th grade and will take all required 11th grade core classes except for the following: Students will be enrolled in 11th grade US History in the fall semester and 12th grade Government in the spring semester. The foreign exchange student will not receive a high school diploma or an academic transcript from WISD. They will, however, receive a certificate of attendance and may be permitted to participate in senior level (12th grade) events/activities at the discretion of the campus principal or designee.

Foreign exchange students are subject to WISD attendance and discipline regulations and policy and are expected to participate fully in their classes. Students must be in attendance at least 90 percent of days each course is offered to receive credit.

Waxahachie ISD has established guidelines to assist foreign exchange organizations, foreign exchange students and host families in understanding the district's foreign exchange program. For additional information and enrollment, contact the Waxahachie ISD Department of Counseling.

High School Courses Taken at the Junior High Level

Students may earn high school credits with successful completion of designated courses offered in junior high. Course work completed before the start of the fall semester of the student's freshmen year will count as credit, but the grade earned will not be included when calculating rank.

Transfers into the District

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District. Students transferring into the District shall receive the numerical grade that was earned in courses at another school.

The district shall accept all credits earned toward state graduation requirements by students in state-accredited school districts. Weighted GPA credits for transfer students will be included in the student's weighted GPA only if the course is offered as an advanced or honors course at the high school level in WISD.

All students transferring in from accredited schools may receive credit upon verification of an official transcript. Students transferring in from a non-accredited school will be reviewed on a case by case basis. Additionally, students transferring into WISD with a grade of P on any course work will receive a P (Pass) for their grade, and any student transferring into WISD with a grade of F will receive an F (Fail) for their grade.

Transfer Conversion Scale

Numeric Grade	Letter Grade
98	A+
95	A
92	A-
88	B+
85	B
82	B-
78	C+
77	C
75	C-
74	D+
72	D
70	D-
60	F

Students not willing to accept this verification process will be able to take Credit by Examination (CBE) to earn credit for courses required for graduation.

Passing a Class

Students must achieve a final grade average of 70 to receive course credit. WISD averages semester courses for a full year; for example, a student might fail one semester and yet pass the class for the year if the full year's average is 70 or higher. For UIL eligibility, district approved designated advanced courses may be eligible with a standard lower than 70; however, a credit will not be earned for an overall grade of less than 70. Students dropping from a Dual Credit, Pre-AP, Advanced or AP class before the end of the semester will carry the grade earned to the regular class with no grade average or grade point average adjustments.

Graduation

To participate in graduation, students must meet state requirements by May of their senior year. Students must meet all course requirements and pass all required state testing to participate in WISD high school graduation ceremonies. Students meeting all requirements for graduation after the spring graduation ceremony may be allowed to walk in a subsequent graduation ceremony if offered by the district.

Career and Technical Education

Career and Technical Education (CTE) programs are designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and post-secondary opportunities, career preparation and advancement, meaningful work, and active citizenship. CTE programs are designed based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. You can find detailed information using the [CTE Planning Guide](#).

Course Selection Process

STEP ONE – Prepare for the annual individual conference with the counselor.

In high school, there is an annual individual conference scheduled for the student to visit with the school counselor to discuss current status and future plans. The 4-year graduation plan is reviewed and possibly revised. Post-secondary plans, including career goals and educational opportunities, will be addressed.

STEP TWO – Review the campus choice sheet and the course catalog for helpful information.

A student should select courses that will fulfill graduation requirements and inform about possible future career goals. Selections should be checked carefully to see if the prerequisites for courses of interest are met. There will be opportunities to become familiar with graduation plans, programs of study and all course offerings through classroom and parent presentations.

A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

1. The student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
2. The student's parent or person standing in parental relation to the student files with a school counselor written permission, [on a form adopted by TEA](#), ([Spanish](#)) allowing the student to graduate under the foundation high school program without earning an endorsement.
19 TAC 74.11(e)

Schedule Changes

Students may submit a schedule change request form prior to the new semester in accordance with the established deadlines to help ensure all changes are complete prior to the start of the semester.

Once the fall or spring semester starts, changes will only be made if one of the following criteria are met:

- Did not receive a course required for graduation.
- Already earned credit for class or equivalent (Night School, Credit Recovery)
- Enrolled in a course for which you have not met the prerequisite.
- Computer/Scheduling error (missing a class, unbalanced schedule, etc.)
- Need to repeat a class which was failed

No schedule change requests will be accepted after the established deadline.

Canceling Courses and Course Availability

WISD reserves the right to cancel a course listed in the Course Description Handbook if pre-registration indicates there will be insufficient enrollment or if certified staff is not available. Please check with the school's counseling office if you have any questions.

Assessments

State of Texas Assessments of Academic Readiness (STAAR)

The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed the STAAR program in response to requirements set forth by the 80th and 81st Texas legislature. STAAR is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed. Regardless of enrolled grade level, students should take STAAR EOC assessments (Algebra I, English I, English II, Biology, and U.S. History) as they are completing the corresponding courses since these assessments are required for high school graduation based on TEC §39.025. In general, students must pass (Approaches Grade Level) five STAAR EOC assessments—Algebra I, English I, English II,

Biology, and U.S. History—to earn a high school diploma from a Texas public or charter school as required in TEC §39.025. TEC §28.0211(a-1) requires school districts to provide accelerated instruction in the applicable subject area each time a student fails to pass (i.e., who does not achieve Approaches Grade Level) an assessment administered. For more information about the STAAR program, visit the STAAR Resources webpage at <http://tea.texas.gov/student/assessment/staar/>

HB 1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying students must be:

- Assigned a TIA designated teacher for the subsequent school year in the applicable subject area;
OR
- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
 - No less than 15 or 30 hours depending on student performance and is provided in the summer or at least once per week in the school year;
 - Limited to two subjects per year, prioritizing math and RLA;
 - Provided in a group of no more than four students, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes effective instructional materials designed for supplemental instruction;
 - Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

Pre-College and College Assessments

It is the desire of WISD for all students to attend post-secondary training regardless of career aspirations. WISD will pay for PSAT/NMSQT exams for 10th grade students. Juniors may register for PSAT/NMSQT for a fee. WISD will pay for PSAT/NMSQT exams for Junior students who have a total score in the 95th percentile from their 10th grade PSAT/NMSQT administration. Additionally, schools are entitled to a reimbursement for the cost of the administration of one college preparation assessment (SAT, ACT, or TSIA) **per** student taken either in the spring of the student's junior year or during their senior year. Any subsequent test will be the financial responsibility of the student.

Pre-ACT

Pre-ACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, and reading. Results help predict future success on the ACT test, and provide both current achievement and projected future ACT scores on the familiar 1-36 ACT score scale. Any sophomore student registered to take the PSAT will automatically be enrolled to take the Pre-ACT. This test will be administered on a scheduled school day.

ACT

The ACT® assesses high school students' general educational development and their ability to complete college-level work.

The ACT is administered in approximately three hours. For student costs, please refer to the following link www.actstudent.org.

- The multiple-choice tests cover four skill areas: English, mathematics, and reading..
- The Writing Test, which is optional, measures skill in planning and writing a short essay.

Students may access information at www.actstudent.org. Registration packets are available in the counseling office. Students may access the online application at: www.act.org.

PSAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides first hand practice for the SAT Reasoning Test and is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT measures critical reading skills, math problem-solving skills and writing skills.

The PSAT is used as a predictor of success on the SAT, and is offered in October of each school year at Waxahachie High School. Students in grade 9 who elect to take the exam will be responsible for paying the testing fee.

SAT

The SAT Reasoning Test is a standardized test that evaluates reading, writing/language, and math which may be used as a predictor for college success. The current SAT Reasoning Test is administered in approximately four hours. For student costs please refer to the following link www.collegeboard.org. The test is scored in two 800-point sections with a possible combined score of 1600.

Students may access information and find the online registration at <http://www.collegeboard.org>. The WHS College Board high school code number is 447-382. The SAT test center code number for Waxahachie HS is 44-888. Flyers are available in the counseling office for area SAT preparation courses.

Accessing Student Scores

Students ACT and SAT scores are accessible by logging into the students personal College Board or ACT account. School counselors and administrators do not have access to student scores.

College Bound Student Information

College Bound Students

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

Texas Success Initiative (TSIA2)

In order to meet the eligibility requirements of our higher institution partners and to establish that our students are qualified to perform entry-level college course work, WISD requires students to take the Texas Success Initiative (TSIA2) unless exemption criteria has been met. This test is provided free of charge to our students when taken at WHS. We do not pay for the test if it is taken at any other site; however, if a student chooses to take the TSIA2 at another site, their institute of higher learning will accept those scores. For more information, please check with your counselor for the dates that these tests are given.

College Visits

It is recommended students visit prospective colleges during the summer prior to their junior and senior high school year. Students may schedule up to two college visits during his/her junior year and also senior year with prior approval. Proof of actual college visits must be submitted to the campus attendance clerk. It is recommended that students make appointments with the admissions, financial aid, and housing offices, as well as the departmental office of their intended area of study.

Letters of Recommendation

Students should schedule an appointment with their College and Career Advisor or counselor to complete the counselor's portion of a college application at least three weeks before the college submission date. Students should submit a resume with a minimum of two teacher report forms prior to scheduling an appointment with their College and Career Advisor or counselor. Please check the link below for university admission deadlines: <http://www.collegesimply.com/guides/application-deadlines/>

The Texas Common Application

The Texas Common Application for Freshman Admission may be used to apply to any Texas public college or university, and may be accessed at applytexas.org, where it can be completed and submitted electronically.

Financial Aid

All students are required to complete a Free Application for Federal Student Aid (FAFSA). The FAFSA/TASFA application will be available online during the fall semester of the student's senior year. Students should work with their parents to complete all information in a timely manner. WHS will offer an informational parent night along with support to complete the application process. FAFSA information and the application may be found at <https://studentaid.gov/>

In accordance with Texas Education Code (TEC), §28.0256, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

Visit the Federal Student Aid webpage to learn more, or to apply for aid. For more information regarding the TASFA, please visit the Texas Application for State Financial Aid webpage.

A student may opt out of the financial aid application graduation requirement if:

- a parent or guardian submits a signed form;
- the student is 18 years of age or older and submits a signed form; or
- counselor authorizes the student to decline to complete and submit the application for good cause.

[Financial Aid Application Opt-Out Form](#)

[Financial Aid Application Opt-Out Form - SPANISH](#)

Scholarships

The counseling office maintains files of local and nationally recognized scholarships. Information can be found at [WISD Scholarships](#). Parents are advised to avoid scholarship services who request fees.

University-based scholarship opportunities can be found through prospective university websites. Application dates may vary. Please refer to the university website for deadlines and information.

Financial aid and scholarship information is available to all students in the counselor's office.

College-Bound Student Athletes

Students interested in pursuing athletics at the collegiate level need to start preparing in 9th grade. To give student athletes the most opportunities at the next level, 16 NCAA Core Courses (4 per year), should be taken between 9-12th grade, (see the list of NCAA approved Core Courses below). Academics need to be a priority, because without the right courses, the necessary grades, and the needed SAT/ACT scores, there will be no playing at the next level no matter the athlete's talent.

To be recruited and receive an offer at a NCAA Division I or II, or NAIA level school, the athlete must register with the eligibility center. To register with the NCAA eligibility center (this should be done during sophomore year) and find more information, go to web3.ncaa.org/ecwr3/. To register with the NAIA eligibility center (this should be done at the end of junior year) and find more information, go to play.mynaia.org/. To play at a NCAA Division III school or junior college, the student must graduate high school and meet the individual school's admission requirements to be considered as an athlete at their school.

Assistance with becoming and maintaining eligibility, being recruited, and being prepared to play at the collegiate level begins with the WISD NCAA Advisor located in the WISD Athletic Department.

***Note: Prospective college-bound athletes should be aware that NCAA programs do not recognize high school credits earned by Credit by Examination (CBE) or many other courses taken by alternative methods. Also, Waxahachie High School and the post-secondary student advisor can only provide information, guidance, and support, and the NCAA and NAIA Eligibility Centers make all determinations of eligibility status for a student-athlete.*

NCAA Approved Core Courses

To search for a high school's list of NCAA courses please use the following link at [NCAA High School Portal](http://NCAA_High_School_Portal). You can search by the high school's six-digit NCAA High School Code or six-digit CEEB/ACT Code or you may search by city/state and high school name. Please contact the Athletic Department and speak with the WISD NCAA Advisor for more information.

NCAA High School Code	447382
CEEB Code	447382

Other Means to Gain Course Credit

Correspondence Courses

Distance Learning

Students may earn up to **two** credits toward graduation by correspondence. WISD accepts courses from Texas Tech and the University of Texas. Seniors must complete any distant learning course required for graduation at least one semester before the semester in which they graduate. This is to ensure that the final grade has been received and added to the student's transcript before class ranking is calculated.

WISD offers students an opportunity to take online coursework via accredited programs such as Edgenuity, Apex or the Texas Virtual Network (TxVSN). **Prior approval is required by the WISD counseling office for participation and acceptance of credits before enrolling in a correspondence or online course.**

Credit by Examination (CBE)

All CBE's must be taken the prior semester in which the student wants to earn credit. We will not remove a course from a student's schedule pending exam results.

CBE with prior instruction: Students may earn credits by examination (CBE) in any academic course that is required for graduation if the student has had prior instruction but has not successfully passed the course. The state of Texas Education Agency has determined four testing windows that school districts will offer CBE's testing. WISD administers CBE tests in conjunction with the Texas Tech University Independent School District (TTUISD) and /or the University of Texas at Austin UT High School 4 times a year. The school district will determine and publicize in the community at the beginning of each school year the CBE testing dates that will take place between January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31. A student may take a specific examination only once during each testing window and may not attempt to earn CBE for a specific high school course more than two times. The testing institution will report CBE scores to the school district and the student within approximately 4- 6 weeks. A student in any Grades 6-12 may be given credit for an academic subject in which he or she had prior instruction if the student scores an average of 70% or higher is achieved on

both semesters of the CBE that has been approved by the school district board of trustees for the applicable course. Exam fees apply and will be paid by the student to WISD before the exam.

*Students that are denied credit due to excessive absences may not take a Credit by Exam to regain credit for that course.

Note: Prospective college-bound athletes should be aware that NCAA programs do not recognize high school credits earned by Credit by Examination (CBE).

CBE without prior instruction: Students may earn credit by examination (CBE) in any academic course that is required for graduation other than courses that require a state assessment for End of Course (EOC) completion if the student **has not had** prior instruction in that subject area. The state of Texas Education Agency has determined four testing windows that school districts will offer CBE's testing. WISD administers CBE tests in conjunction with the Texas Tech University Independent School District (TTUISD) and /or the University of Texas at Austin UT High School 4 times a year. The school district will determine and publicize in the community at the beginning of each school year the CBE testing dates that will take place between January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31. A student may take a specific examination only once during each testing window and may not attempt to earn CBE for a specific high school course more than two times. There is no charge for a first-time CBE for acceleration purposes; Second attempts will be paid for by the student's parent or guardian. The testing institution will report CBE scores to the school district and the student in approximately 4-6 weeks. If an average of 80% or higher is achieved on both semesters of the CBE that has been approved by the school district board of trustees for the applicable course, the student is given credit for the course, and the school district must enter the examination score on the student's transcript.

Early Graduation

Mid-Year/Early Graduates

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. Students who plan to graduate at the end of the fall semester must meet with their counselor to develop an early graduation plan. Students must complete all coursework and state assessment criteria outlining credits required for graduation. Students must have written parent/legal guardian sign consent for early graduation.

Three-Year High School Graduates

Students who plan to graduate within three years must discuss a three-year graduation plan to their counselor prior to their junior year. Students must have written parent/legal guardian sign consent. Three-year graduates will be considered seniors at the beginning of the second semester of their third year in high school. **Three-year graduates will not be considered for valedictorian or salutatorian of the graduating class, nor will they be included in the senior GPA and ranking until their last semester.** Students must complete all coursework and state assessment criteria to graduate under a three-year plan.

Texas FIRST Diploma Program

The Texas Higher Education Coordinating Board has established the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college if they meet the requirements to graduate early from high school and earn a diploma with a distinguished level of achievement. Find more information and the requirements at: [Texas First Diploma](#)

By successfully completing the required credits based on the graduation plan chosen to graduate (*Distinguished Level of Achievement, Foundation High School Program plus Endorsement, or Foundation High School Program*) as outlined in the student's four-year plan, within 3 school years.

Special Education Programs

"The Individuals with Disabilities Education Act of 2004 (IDEA) is the federal law that governs the special education process. One of the main purposes of IDEA is to ensure that children with disabilities have

available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Special education means specially designed instruction to meet the unique needs of a child with a disability. Related services are special services needed to support students' special education services so they can make progress to meet their academic and functional goals. Related services can include services such as occupational therapy, physical therapy, speech-language therapy, counseling services, orientation and mobility services, and/or transportation

services.” (Parent’s Guide to the Admission, Review, and Dismissal Process, July 2018)

Placement, support and services are based on the individual needs of the student and determined by the Admission, Review, and Dismissal Committee (ARD) in the Individualized Education Plan (IEP). Educational programming and placement decisions are always made on an individual basis as determined by appropriate assessment data. After a student’s IEP has been developed, the ARD Committee considers where the required services can best be implemented. The general education classroom is the primary placement option that is always considered first. Students are removed only as far from this setting as their individual needs dictate.

Courses & Programs for WHS

Advanced Support provides specialized guidance and support to general education teachers working with students who have an Individualized Education Program (IEP). Advanced Support is provided by a certified special education teacher who serves as a consultant, offering expertise and ongoing support to the general education teacher(s) and students with IEPs. The role of the consultant is multifaceted. They provide direction and feedback regarding the specific needs of the student. This includes adapting lessons, identifying appropriate accommodations and instructional strategies tailored to the student’s needs, ensuring instructional support is effectively implemented within the general education setting, and consultations with students to ensure they are progressing academically in the general education setting. Through this consultative approach, the special education teacher equips the general education teacher (s) with the knowledge, resources, and guidance necessary to effectively support the inclusion of students with special needs within the general education curriculum and classroom to ensure appropriate modifications*, accommodations, and evidence-based practices are consistently implemented, fostering an inclusive and supportive learning environment for all students.

In-Class Support

In class support is a service delivery model that provides individualized support to students with special needs while remaining fully integrated members of the general education setting. A key feature of In-class support is the collaborative partnership between general and special education teachers. The special education staff works under the guidance of the general education teacher to support all students in the classroom. Within this inclusive environment, support is provided to meet the unique needs of students with IEPs. In-class support offers a powerful instructional model that minimizes distractions and fragmentation caused by pulling students out of the classroom for services. Instead, students are able to receive the individualized accommodations, modifications*, and specialized interventions they require seamlessly within the general education setting, fostering full participation and integration. In-class support aims to create a supportive and inclusive learning environment where students with diverse needs can access the general education curriculum and receive targeted assistance, enabling them to progress academically and develop essential skills alongside their peers.

Resource Classroom

The Resource* classroom is a specialized setting that provides individualized modified instruction and support. A certified special education teacher serves students who require more intensive interventions and modifications to the general education curriculum, as outlined in their IEP. The special education teacher delivers instruction focused on core academic areas with an emphasis on skill acquisition, acceleration, and remediation. The curriculum is based on the student’s enrolled grade-level Texas Essential Knowledge and Skills (TEKS), but instruction is tailored to each student’s IEP goals and objectives. The smaller group setting and specially designed instruction are designed to meet the unique needs of each student more effectively. The Resource classroom aims to provide students with the targeted support and accommodations they need to access the curriculum, progress academically, and develop the skills necessary for success in the mainstream educational setting and beyond.

Positive Behavior Support Environment (PBSE)

PBSE provides specialized services for students with severe, ongoing behavioral challenges that interfere with their learning, even when using other additional aids and services. The goal is to teach positive alternatives that enable students to develop the social-emotional skills needed to succeed in mainstream academic settings and the community. The PBSE classroom emphasizes teaching socially appropriate coping strategies to replace disruptive behaviors. The focus is on proactively building skills in emotional regulation, problem-solving, decision-making, and relationship-building so students can navigate social situations and meet behavioral expectations. Tailored Life Management instruction helps students directly build competencies in managing emotions, communicating effectively, and making responsible choices. Lessons are targeted to each student's needs and delivered across various settings. The objective is for students to develop interpersonal skills that allow them to positively participate in social and educational environments so they can transition back into standard classes full-time. The PBSE environment enables students to learn critical behaviors and strategies while continuing an age-appropriate general curriculum. By teaching social-emotional intelligence, self-discipline, and positive social responses, the goal is that students gain the skills to successfully integrate into mainstream classes and communities.

Structured Learning Environment (SLE)

SLE provides support for students who struggle with communication, social skills, work behaviors, and abstract thinking. The primary goal is to close learning and social gaps so that students can succeed academically and socially in mainstream classes without extensive Special Education services over time. SLE support incorporates positive behavioral reinforcement, replacement behavior strategies, and developing perspective-taking skills. The focus is on building skills for students to thrive in grade-level general education as much as possible based on their IEP. Many SLE students spend the majority of the school day in mainstream classes. SLE classrooms across the district align in structure to provide individualized support while promoting integration into the broader student community. Each student's program is developed by their IEP team to meet their needs, with the philosophy of fitting the program around the child rather than making the child fit a standardized program. The end goal is for students who receive SLE services to develop the behavioral, communicative, social, and cognitive tools to participate fully in general education and grade-level academics with minimal Special Education support. SLE equips students with strategies and skills so they can successfully integrate into mainstream learning and the community to the maximum extent possible.

Life Skills Environment*

Life Skills is a specialized educational setting designed to meet the unique needs of students in grades 9-12 with significant cognitive disabilities. This self-contained program provides an alternative curriculum that emphasizes functional academics and vocational opportunities tailored to each student's abilities and goals. The classroom environment is structured around principles of direct, intensive, and individualized instruction to help students acquire, maintain, and generalize essential skills across various domains (school, home, community). Appropriate and purposeful inclusive opportunities in the general education settings are also provided when appropriate. Academic instruction focuses on prerequisite, vertically aligned skills in functional academics, self-help, domestic, vocational, communication, social, and behavioral areas. The overarching goal of the Life Skills Environment is to equip students with cognitive disabilities with the functional and vocational training necessary for increased independence and successful transition to post-secondary life to the maximum extent possible.

18+ Program

The 18+ program offers transition services for students ages 18-22 that have completed all credit, curriculum, and state assessment requirements and will be graduating under option 89.1070 (b)2 or (b)(3)(A-D). Participation is IEP driven and based solely on post-secondary goals identified for the student. The student's Admission, Review and Dismissal Committee (ARDC) determines eligibility and the scope of 18+ services. Completion of the IEP, as determined by the ARDC, results in the cessation of services.

**TAC 89.1070 (c)(1-3)*

A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title

with or without modified curriculum;

(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum or with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee; and

(3) performs satisfactorily as established in the TEC, Chapter 39, on the required end-of-course assessment instruments unless the student's ARD committee determines that satisfactory performance is not necessary.

2025-26 WHS COURSE OFFERINGS & COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

English I

Grade Placement: 9

ENG 1 – TEA Code: 03220100

WHS Course #: 0100

GPA Type: 4.0

Credit: 1.0

English I provides a year-long program of interrelated language skills with study in the areas of reading, writing, speaking, and listening. It includes a study of literature, personal and creative writing, and introductory research skills. Students write about literature from all genres, participate in class discussions, and present oral reports. Grammar, mechanics, and spelling are given appropriate review necessary for effective writing. This course will prepare students to take the state mandated English I end of course exam.

Pre-AP English I

Grade Placement: 9

ENG 1 – TEA Code: 03220100

WHS Course #: 0101

GPA Type: 6.0

Credit: 1.0

Recommended Prerequisite: 8th grade Advanced English

Pre-AP English I focuses on the reading, writing, and language skills that have immediate relevance for students and that will be essential for their future coursework. Texts take center stage in the Pre-AP English I classroom, inspiring and preparing all students for close, critical reading and analytical writing. The course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences, building this foundational skill en-route to more sophisticated, longer-form analyses. This course will prepare students to take the state mandated English I end of course exam.

English I for Speakers of Other Languages (ESOL I)

Grade Placement: 9

ENG1SOL – TEA Code: 03200600

WHS Course#: 0113

GPA Type: 4.0

Credit: 1.0

Student must be identified as Limited English Proficiency (LEP)

ESOL I provides a year-long program of interrelated language skills with study in the areas of reading, writing, speaking, and listening using ESL methodology. It includes a study of literature, personal and creative writing, and introductory research skills. This course receives English I Credit.

English II

Grade Placement: 10

ENG 2 – TEA Code: 03220200

WHS Course #: 0102

GPA Type: 4.0

Credit: 1.0

In English II, students strengthen their skills in reading analysis and communication. Students read and write daily, engaging activities that build on existing skills as they comprehend and analyze text, write multiple modes, research, listen, and speak. This course focuses on the concept of culture and community and examines how these influences shape identity and perspective. Students read and analyze works of world literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in persuasive and argumentative texts, both print and non-print. Students deconstruct writing prompts and write essays that incorporate perspectives from multiple sources. Students develop their independent learning skills as they respond to opportunities for self-evaluation. Through the use of multiple learning and instructional strategies, students acquire not only the knowledge they need but also the confidence in their abilities to learn and communicate effectively in real-world situations. This course will prepare students to take the state mandated English I end of course exam.

Pre-AP English II
Grade Placement: 10
ENG 2 – TEA Code: 03220200
WHS Course #: 0103
GPA Type: 6.0
Credit: 1.0

Recommended Prerequisite: Pre-AP English I

English 2 builds on the foundation of English 1, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of the author's craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. This course will prepare students to take the state mandated English I end of course exam.

English II for Speakers of Other Languages (ESOL II)

Grade Placement: 10
ENG2SOL – TEA Code: 03200700
WHS Course #: 0114
GPA Type: 4.0
Credit: 1.0

Student must be identified as Limited English Proficiency (LEP)

ESOL II provides a year-long integrated study of the four skills required for effective communication: reading, writing, speaking, and listening. It includes the study of literature through various genres. This course receives local credit.

English III

Grade Placement: 11
ENG 3 - TEA Code: 03220300
WHS Course #: 0104
GPA Type: 4.0
Credit: 1.0

English III provides a chronological survey of American Literature from the beginning of literary development in the United States through contemporary times and integrates writing skills with the study of literature and the research process. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early and late 20th century. Students learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

AP English Language and Composition (ENG III equivalent)

Grade Placement: 11
APENGLAN – A3220100
WHS Course #: 0105
GPA Type: 6.0
Credit: 1.0

Recommended Prerequisite: Pre AP English II

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods

Dual Credit (DC) English Composition (ENG III equivalent)

Grade Placement: 11
ENG 3 – TEA Code: 03220300
WHS Course #: 0112
GPA Type: 6.0
Credit: 1.0

College Credit: 6

Students will earn credits in WHS English III and ENGLISH 1301 and 1302 for Navarro College. Upon successful completion, students will earn 6 college hours from Navarro College. ENGL 1301 and 1302 COMPOSITION AND RHETORIC includes study of grammatical and rhetorical principles as applied in written composition; study of nature and function of language; and study of rhetorical modes as description, narration, process, comparison, contrast, definition, classification, persuasion, argument, and critical review. ENGL 1301 and 1302 COMPOSITION AND RHETORIC includes a more complex study of rhetorical principles developing the critical essay and formal research paper. Selected readings, used as a springboard for writing, include poetry, short story, and drama.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

English IV

Grade Placement: 12

ENG 4 – TEA Code: 03220400**WISD Course #: 0106****GPA Type: 4.0****Credit: 1.0**

English IV provides a survey of English literature tracing the development of literary forms and movements through the reading of representative selections from significant British writers. The course also includes an intense study of composition and research skills. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

AP English Literature and Composition (ENG IV equivalent)**Grade Placement: 12****APENGLIT – TEA Code: A3220200****WHS Course #: 0107****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite AP English III**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Dual Credit (DC) English Composition (ENG IV equivalent)**Grade Placement: 12****ENG 4 – TEA Code: 03220400****WHS Course #: 0109****GPA Type: 6.0****Credit: 1.0****College Credit: 6 hrs.**

Students will earn credits in WHS English III and ENGLISH 1301 and 1302 for Navarro College. Upon successful completion, students will earn 6 college hours from Navarro College. ENGL 1301 and 1302 COMPOSITION AND RHETORIC includes study of grammatical and rhetorical principles as applied in written composition; study of nature and function of language; and study of rhetorical modes as description, narration, process, comparison, contrast, definition, classification, persuasion, argument, and critical review. ENGL 1301 and 1302 COMPOSITION AND RHETORIC includes a more complex study of rhetorical principles developing the critical essay and formal research paper. Selected readings, used as a springboard for writing, include poetry, short story, and drama.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) British Literature I (ENG IV equivalent)**Grade Placement: 12****ENG 4 – TEA Code: 03220400****WHS Course #: 2106****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.****Prerequisite: ENGL 1301 and 1302**

Students will earn credits for WHS English IV and in BRITISH LITERATURE 2322 through Navarro College. Upon successful completion, students will earn 3 college hours from Navarro College. Students will survey significant works of British Literature from the Medieval to Restoration and Romantic period to the present.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Technical and Business Writing (ENG IV equivalent)**Grade Placement: 12****ENG 4 – TEA Code: 03220400****WHS Course #: 2106B****GPA Type: 6.0****Credit: 0.5****College Credit: 3****Prerequisite: ENGL 1301 and 1302**

Students will earn credits for WHS English IV and in TECHNICAL AND BUSINESS WRITING 2311 through Navarro College. Upon successful completion, students will earn 3 college hours from Navarro College. TECHNICAL AND BUSINESS WRITING is an intensive study of and practice in professional settings and will focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Students will practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

ENGLISH LANGUAGE ARTS ELECTIVES

Debate I

Grade Placement: 10-12

DEBATE 1 – TEA Code: 03240600

WHS Course #: 0138

GPA Type: None

Credit: 1.0

Students learn skills in all forms of debate, including research and development of negative cases, negative case rebuttal, and oratory. Debate students learn the basics of Cross-Examination (Policy) and Lincoln-Douglass (Value) debate formulas. Students have the opportunity to advance from novice to championship competition as skills increase, through research and development of strategic cases in competition against debaters from other schools.

Debate II

Grade Placement: 11-12

DEBATE 2 – TEA Code: 03240700

WHS Course #: 0139

GPA Type: None

Credit: 1.0

Prerequisite: Debate I

Students in Debate II will strengthen their skills in the debate program by researching, organizing, composing, and evaluating debate materials for presentation to new debate students, as well as preparation for competitive debating. Students have the opportunity to advance from novice to championship competition as skills increase, through research and development of strategic cases in competition against debaters from other schools. A minimum of two tournaments, including UIL participation, is required.

Debate III

Grade Placement: 11-12

DEBATE 3 - TEA Code: 03240800

WHS Course #: 0140

GPA Type: None

Credit: 1.0

Prerequisite: Debate II

Students in Debate III will strengthen their skills in the debate program by researching, organizing, composing, and evaluating debate materials for presentation to new debate students, as well as preparation for competitive debating. Students have the opportunity to advance from novice to championship competition as skills increase through research and development of strategic cases in competition against debaters from other schools. A minimum of two tournaments, including UIL participation, is required.

Creative Writing

Grade Placement: 11-12

CREAT WR – TEA Code: 03221200

WHS Course#: 0183

GPA Type: None if used as an elective.

Regular – 4.0 if used as 4th English

Credit: 1.0

Prerequisite: English I, English II, & English III if used as 4th English credit

Course may be selected as a fourth English credit but may not meet requirements for college admission depending on higher learning institution and intended degree plan. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. Students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their writing, as well as the writing of others, ensures that students completing this course can analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

Journalism**Grade Placement: 9-12****JRNLSM – TEA Code: 03230100****WHS Course #: 0160****GPA Type: None****Credit: 1.0**

Journalism is an introduction to basic journalistic skills, including newspaper writing and yearbook compilation, with emphasis on writing. Students enrolled in Journalism write in a variety of forms for different audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism have the opportunity to develop the basic skills needed for the production of a newspaper and yearbook.

Advanced Journalism – Media Staff I**Grade Placement: 10-12****NP1- TEA Code: 03230140****WHS Course #: 0161****GPA Type: None****Credit: 1.0****Prerequisite: Journalism**

Members of the media staff will be chosen from Journalism students through applications and teacher recommendations. Students enrolled in Media Staff I have the opportunity to use Journalism skills to produce the school's newspaper, The Arrow, and the school's yearbook, The Chief, as well as take photographs. Students must have completed the Journalism I or PC Journalism class before applying for Media Staff.

Advanced Journalism – Media Staff II**Grade Placement: 11-12****NP2 - TEA Code: 03230150****WHS Course #: 0162****GPA Type: None****Credit: 1.0****Prerequisite: Journalism and one year newspaper experience**

Members of the Media Staff II will be chosen from Media Staff I students who want to continue working with the yearbook and newspaper. Students must have completed Media Staff I before signing up for Media Staff II.

Advanced Journalism – Media Staff III**Grade Placement: 12****NP3 - TEA Code: 03230160****WHS Course #: 0163****GPA Type: None****Credit: 1.0****Prerequisite: Journalism and two years' newspaper experience**

Members of the Media Staff III will be chosen from Media Staff II students who want to continue working with the yearbook and newspaper. Students must have completed Media Staff II before signing up for Media Staff III.

Advanced Broadcast Journalism I**Grade Placement: 10****BRCTJOR1 - TEA Code: 03231900****WHS Course #: 0187****GPA Type: None****Credit: 1.0**

Broadcast journalism I is an introductory course designed to provide news and entertainment to the students/community of WISD. Students will be introduced to the concept of media literacy, examine the responsibilities/ethics of broadcast journalists, and explore the history of radio and television. Additionally, students will be trained in digital video camera techniques, including the basics of shooting and electronically editing video stories. This class collaborates with the print and online publications (newspaper & yearbook) classes to combine/converge print media with broadcast media, for publication on the Internet and social media.

Advanced Broadcast Journalism II**Grade Placement: 10****BRCTJOR2 - TEA Code: 03231901****WHS Course #: 0188****GPA Type: None****Credit: 1.0****Prerequisite: Broadcast Journalism I, Media Staff I (Yearbook/Newspaper)**

Broadcast journalism II is an advanced course that continues to provide students with the opportunity to explore a wide range of audio and video production technologies and techniques. Over the course of the school year, students will be able to create an

assortment of audio and video production projects, which include news, entertainment, and school-wide announcements. Students will be required to have familiarity and past experience with media production, as they are expected to primarily work independently with teacher facilitation. This class collaborates with the print and online publications (newspaper & yearbook) classes to combine /converge print media with broadcast media, for publication on the Internet and social media.

Advanced Broadcast Journalism III

Grade Placement: 10

BRCTJOR3 - TEA Code: 03231902

WHS Course #: 0189

GPA Type: None

Credit: 1.0

Prerequisite: Broadcast Journalism II, Media Staff 2 (Yearbook/Newspaper)

Broadcast journalism III is an advanced course that continues to provide students with the opportunity to explore a wide range of audio and video production technologies and techniques. Over the course of the school year, students will be able to create an assortment of audio and video production projects, which include news, entertainment, and school-wide announcements. Students will be required to have familiarity and past experience with media production, as they are expected to primarily work independently with teacher facilitation. This class collaborates with the print and online publications (newspaper & yearbook) classes to combine/converge print media with broadcast media, for publication on the Internet and social media.

Dual Credit (DC) Public Speaking

Grade Placement: 11-12

PUBSPKG1 - TEA Code: 03240900

WHS Course #: 01355

GPA Type: None

Credit: 0.5

College Credit: 3 hrs.

Note: Students may not enroll in Communication Applications and DC Public Speaking

Students will earn credits in WHS Communication Applications (Speech) and PUBLIC SPEAKING 1315 through Navarro College. Upon successful completion, students will earn 3 college hours from Navarro College. SPCH 1315 PUBLIC SPEAKING - Students will be introduced to research, composition, organization, delivery, and analysis of informative and persuasive speeches for various purposes and occasions. Emphasis is placed on developing the students' abilities in the presentation of ideas.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Academic Decathlon

Grade Placement: 9-12

LC SC SU - TEA Code: 85000xxx

WHS Course #: 0151

GPA Type: None

Credit: 1.0 local credit only

Prerequisite: Application and conference with sponsor

Academic Decathlon is an intense study in ten academic areas to include seven objective tests, two speeches (prepared and impromptu) and an essay. Students will compete for 9 positions and 1 alternate for the regional January meet. The competing team will consist of three "A" average students, three "B" average students and three "C" average students. Though a class will be scheduled for Academic Decathlon, some evening sessions are required. State and national competitions are also available for qualifying schools. Scholarships of varying increments can be earned by winning teams and individuals at the State level of competition. Students must meet UIL eligibility rules to participate in the competitions. This class will be offered during the normal school day if staffing and enrollment permits and will receive a local credit and will not fulfill graduation requirements.

MATHEMATICS

Algebra I

Grade Placement: 9

ALG 1 – TEA Code: 03100500

WHS Course #: 0204

GPA Type: 4.0 (taken for the first time as a 9th grader)

Credit: 1.0

Prerequisite: 8th grade math or equivalent

Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents.

Financial Mathematics

PEIMS Code: 13018000 (FINMATH)

WHS Course #: 17288

GPA Type: 4.0

Grade Placement: 10–12

Credit: 1.0

Prerequisite: Algebra I

Financial Mathematics is a course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. Note: This course satisfies a math credit requirement.

Geometry

Grade Placement: 9-10

GEOM – TEA Code: 03100700

WHS Course #: 0206

GPA Type: 4.0

Credit: 1.0

Prerequisite: Algebra I

Students will begin to focus on more precise terminology, symbolic representation, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical arguments and constructions; proof and congruence; similarity, proof and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand.

Pre-AP Geometry with Statistics

Grade Placement: 9-10

GEOM – TEA Code: 03100700

WHS Course #: 0207

GPA Type: 6.0

Credit: 1.0

Recommended Prerequisite: Algebra I

Pre-AP Geometry with Statistics is designed to provide students with a meaningful conceptual bridge between algebra and geometry to deepen their understanding of mathematics. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy.

Algebraic Reasoning

Grade Placement: 10-12

ALGREA – TEA Code: 03102540

WHS Course #: 0203

GPA Type: 4.0

Credit: 1.0

Prerequisites: Algebra I

Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build skills into the workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets

Algebra II**Grade Placement: 10-12****ALG 2 - TEA Code: 03100600****WHS Course #: 0208****GPA Type: 4.0****Credit: 1.0****Prerequisites: Algebra I and Geometry**

Students build on their previous algebraic skills. Students will broaden their knowledge of quadratic functions and exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations, and inverses in both mathematical and real-world situations.

Advanced Algebra II**Grade Placement: 10-12****ALG 2 - TEA Code: 03100600****WHS Course #: 0209****GPA Type: 6.0****Credit: 1.0****Prerequisite: Algebra I and Geometry**

Advanced Algebra II is designed for those students who show an advanced aptitude for mathematics. This course will cover the regular content of Algebra II and extend in both content and depth including Trigonometric functions and their graphs, identities and equations. A TI-83 or TI-84 graphing calculator is required for home use in this course.

Precalculus**Grade Placement: 11-12****PRE CALC – TEA Code: 03101100****WHS Course #: 0210****GPA Type: 4.0****Credit: 1.0****Prerequisite: Geometry and Algebra II**

Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at high levels in both mathematical and real-world situations. This course provides the necessary foundation for advanced placement or college calculus.

AP Precalculus**Grade Placement: 11-12****PRE CALC - TEA Code: A3100100****WHS Course #: 0238****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite: Geometry and Algebra II**

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses.

AP Calculus AB**Grade Placement: 11-12****APCALCAB – TEA Code: A3100101****WHS Course #: 0212****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite: Pre-Calculus**

All students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses that should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions..

AP Calculus BC**Grade Placement: 11-12****APCALCAB – TEA Code: A3100102****WHS Course #: 0213****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite: Pre-Calculus**

All students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses that should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. AP

Calculus BC is similar to AP Calculus AB. AP Calculus BC focuses on topics covered in both first- and second-semester college calculus classes. It explores the same concepts and applications, only it adds a few new topics. In other words, AP Calculus BC covers more content than AP Calculus AB, though both courses require you to apply the same skills. All topics in the eight units of AP Calculus AB are included in AP Calculus BC. However, AP Calculus BC contains two additional units (Units 9 and 10), plus some extra topics in Units 6–8. Both courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential.

Statistics

Grade Placement: 10-12

STATS – TEA Code: 03102530

WHS Course #: 0215

GPA Type: 4.0

Credit: 1.0

Prerequisite: Algebra I and Geometry

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

AP Statistics

Grade Placement: 11-12

APSTATS – TEA Code: A3100200

WHS Course #: 0219

GPA Type: 6.0

Credit: 1.0

Recommended Prerequisite: Algebra II

The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Dual Credit (DC) College Algebra

Grade Placement: 11-12

INSTUMTH – TEA Code: 03102500

WHS Course #: 0233A

GPA Type: 6.0

Credit: 0.5

College Credit: 3 hrs.

Students will earn credits in WHS College Algebra and MATH 1314 through Navarro College. Upon successful completion students will earn 3 college hours from Navarro College. Topics include an in-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Elementary Statistical Methods

Grade Placement: 11-12

INSTUMTH – TEA Code: 03102500

WHS Course #: 0233B

GPA Type: 6.0

Credit: 0.5

College Credit: 3 hrs.

Students will earn credits in WHS Statistics and MATH 1342 through Navarro College. Upon successful completion students will earn 3 college hours from Navarro College. Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Precalculus**Grade Placement: 11-12****PRE CALC - TEA Code: 03101100****WHS Course #: 0228****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.****Prerequisite: Algebra II and Geometry**

Students will earn credits in WHS Precalculus and MATH 2412 through Navarro College. Upon successful completion students will earn 6 college hours from Navarro College.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

AP Computer Science A Math**Grade Placement: 11-12****APTACSAM – TEA Code: A3580110****WHS Course #: 17925****GPA Type: 6.0****Credit: 1.0**

Recommended Prerequisite: Algebra I. Recommended students are comfortable with functions and the concepts found in the uses of functional notations such as $f(x) = x + 2$ and $f(x) = g(h(x))$

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. ***This course satisfies a math credit requirement for students on the Foundation High School Program.***

Mathematical Models with Applications**Grade Placement: 10-12****MTHMOD TEA Code: 03102400****WHS Course #: 0218****GPA Type: 4.0****Credit: 1.0****Prerequisite: Algebra I**

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

College Preparatory Mathematics (HB5)**Grade Placement: 12****CPMAT - TEA Code: CP111200****WHS Course #: 0234****GPA Type: 4.0****Credit: 1.0 - Local****Prerequisite: Algebra I**

This course may be taken as the fourth mathematics credit. College Preparatory Mathematics is a rigorous course that will include student learning outcomes and objectives in the following areas: Elementary Algebra and Functions, Intermediate Algebra and Functions, Geometry and Measurement; and Data Analysis, Statistics, and Probability. Students receiving a grade of at least 70 in the CPMC will be exempt from the TSI at any partnering institution for the period of 24 months after graduation. Successful completion of the course does not guarantee admission to partnering institutions of higher education.

SCIENCE

Biology

Grade Placement: 9

BIO – TEA Code: 03010200

WHS Course #: 0300

GPA Type: 4.0

Credit: 1.0

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

Pre-Advanced Placement (Pre-AP) Biology

Grade Placement: 9

BIO – TEA Code: 03010200

WHS Course #: 0301

GPA Type: 6.0

Credit: 1.0

Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving. The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences.

Dual Credit (DC) Biology for science majors

Grade Placement: 11 or 12

BIO – TEA Code: 13037220

WHS Course#: 17564 A

GPA Type: 6.0

Credit: 0.5

College Credit: 4 hrs.

Prerequisite: Biology and Chemistry. Must meet eligibility requirements for dual credit. College Algebra or concurrent enrollment in higher-level mathematics is recommended.

Students will earn credits in WHS Biology and BIOL 1406, 3 lecture/1 lab (4 cr.)- through Navarro College. Upon successful completion, students will earn 4 college hours from Navarro College.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Biology for science majors

Grade Placement: 11 or 12

BIO – TEA Code: 13037220

WHS Course#: 17564 B

GPA Type: 6.0

Credit: 0.5

College Credit: 4 hrs.

Prerequisite: Biology and Chemistry. Must meet eligibility requirements for dual credit. College Algebra or concurrent enrollment in higher-level mathematics is recommended.

Students will earn credits in WHS Biology and BIOL 1407, 3 lecture/1 lab (4 cr.)- through Navarro College. Upon successful completion, students will earn 4 college hours from Navarro College.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

AP Biology

Grade Placement: 11-12

AP-BIO – TEA Code: A3010200

WHS Course #: 0309

GPA Type: 6.0

Credit: 1.0

Recommended Prerequisite: Successful completion of high school courses in biology and chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Integrated Physics and Chemistry (IPC)**Grade Placement: -12****IPC – TEA Code: 03060201****WHS Course #: 0303****GPA Type: 4.0****Credit: 1.0**

Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy and matter. For at least 40% of the instructional time will be laboratory or hands-on activities. Integrated Physics and Chemistry must be taken prior to Chemistry and Physics to count as a fourth science.

Chemistry**Grade Placement: 10-12****CHEM – TEA Code: 03040000****WHS Course #: 0319****GPA Type: 4.0****Credit: 1.0****Prerequisite: 1 Unit of HS Science and Algebra I**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Chemistry topics include: characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Pre-AP Chemistry**Grade Placement: 10-12****CHEM – TEA Code: 03040000****WHS Course #: 0305****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite: 1 Unit of HS Science and Algebra I**

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. The Pre-AP Chemistry course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences

AP Chemistry**Grade Placement: 11-12****AP-CHEM – TEA Code: A3040000****WHS Course #: 0306****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite: Successful completion of a general high school chemistry course and Algebra II**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

AP Chemistry Lab**Grade Placement: 11-12****LOC SCI – TEA Code: 84800XXX****WHS Course #: 0307****GPA Type: None (Grade for the lab included in AP Chemistry grade.)****Credit: 0.5 - Local****Concurrent enrollment in AP Chemistry**

AP Chemistry Lab covers the AP Chemistry curriculum through laboratory work requiring synthesis and advanced level lab techniques. A lab fee may be required. This course normally occurs during zero hour.

Dual Credit (DC) Chemistry for non-science majors**Grade Placement: 11 or 12****CHEM – TEA Code: 13037200****WHS Course #: 17562 A****GPA Type: 6.0****Credit: 0.5****College Credit: 4 hrs.****Prerequisite: Biology and Chemistry** - College Algebra or concurrent enrollment in higher-level mathematics is recommended.

Students will earn credits in WHS Chemistry and CHEM 1405, 3 lecture/1 lab (4 cr.)- through Navarro College. Upon successful completion, students will earn 4 college hours from Navarro College.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Chemistry for non-science majors

Grade Placement: 11 or 12

CHEM – TEA Code: 13037200

WHS Course #: 17562 B

GPA Type: 6.0

Credit: 0.5

College Credit: 4 hrs.

Prerequisite: Biology and Chemistry - College Algebra or concurrent enrollment in higher-level mathematics is recommended. Students will earn credits in WHS Chemistry and CHEM 1407, 3 lecture/1 lab (4 cr.)- through Navarro College. Upon successful completion, students will earn 4 college hours from Navarro College.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Physics

Grade Placement: 10-12

PHYSICS – TEA Code: 03050000

WHS Course #: 0312

GPA Type: 4.0

Credit: 1.0

Prerequisite: Algebra I

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

AP Physics I: Algebra based

Grade Placement: 11-12

PHYSICS – TEA Code: A3050003

WHS Course #: 0314

GPA Type: 6.0

Credit: 1.0

Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

AP Physics II: Algebra based

Grade Placement: 11-12

APPHYS1 – TEA Code: A3050004

WHS Course #: 0315

GPA Type: 6.0

Credit: 1.0

Students should have completed AP Physics 1 or a comparable introductory physics course and should have taken or be concurrently taking pre-calculus or an equivalent course. AP Physics II is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply the science practices.

AP Environmental Science

Grade Placement: 11-12

APENVIR – TEA Code: A3020000

WHS Course #: 0317

GPA Type: 6.0

Credit: 1.0

Students should have completed two years of high school laboratory science—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also

have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science. The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Although there are no specific AP Environmental Science labs or field investigations required for the course, it is required that students have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.

Environmental Systems

Grade Placement: 9-12

ENVIRON SYS – TEA Code: 03020000

WHS Course #: 0331

GPA Type: 4.0

Credit: 1.0

Prerequisite: 1HS Life Science and 1 HS Physical Science

Environmental Systems is a science class that uses topics introduced in prior science courses to study the environments that exist on Earth. The course focuses on a variety of topics including: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and changes in ecosystems; and changes in Earth environments.

SCIENCE ELECTIVES

Aquatic Science

Grade Placement: 11-12

AQUASCI – TEA Code: 03030000

WHS Course #: 0337

GPA Type: 4.0

Credit: 1.0

Prerequisite: Biology: Suggested prerequisite: Chemistry or concurrent enrollment in Chemistry

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical- thinking and problem-solving skills.

Astronomy

Grade Placement: 11-12

ASTRMY – TEA Code: 03060100

WHS Course #: 0335

GPA Type: 4.0

Credit: 1.0

Prerequisite: 1 Unit of HS Science

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

Earth Systems Science

Grade Placement: 11-12

ESS – TEA Code: 03060150

WHS Course #: 0310

GPA Type: 4.0

Credit: 1.0

Prerequisite: Algebra I and 2 high school credits of science.

The Earth Systems Science course is designed to build on students' prior knowledge and skills to develop their understanding of Earth's systems including the atmosphere, hydrosphere, geosphere, and biosphere. These systems interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

Dual Credit (DC) Geology – Earth Sciences for Non-Science Majors I**Grade Placement: 11-12****ESS – TEA Code: 13037210****WHS Course #: 17563 A****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.****Prerequisite: Biology and Chemistry. Must meet eligibility requirements for dual credit.**

Students will earn credits in WHS Geology and GEOL 1401 through Navarro College. DC Geology I is the introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations. Please check with the university or college of interest to ensure that they will accept this class as college credit.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Geology – Earth Science for Non-Science Majors II**Grade Placement: 11-12****ESS – TEA Code: 13037210****WHS Course #: 17563 B****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.****Prerequisite: Biology and Chemistry, and DC GEOL 1401. Must meet eligibility requirements for dual credit.**

Students will earn credits in WHS Geology and GEOL 1402 through Navarro College. DC Geology II is an extension of the study of geology, astronomy, meteorology, and oceanography focusing on natural resources hazards and climate variability. Activities will focus on methods used to collect and analyze data related to natural resources hazards and climate variability. Please check with the university or college of interest to ensure that they will accept this class as college credit.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Science Enrichment Lab**Grade Placement: 9-12****LOC SCI – TEA Code: 84800XXX****WHS Course #: 0329****GPA Type: None****Credit: 1.0**

Science enrichment Lab is a laboratory-based course designed to provide conceptual science instruction for students to achieve a higher level of performance in their science skills. This course may be scheduled concurrently with required science classes, based on the previous year's STAAR scores, and does not fulfill a required Science graduation credit.

Advanced Animal Science (CTE)**Grade Placement: 11-12****ADVANCSC – TEA Code: 13000700****WHS Course #17047****GPA Type: 4.0****Credit 1.0****Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended Veterinary Medical Applications.**

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards.

A Dual Credit option is available for this course through Navarro College, allowing students to earn 3 college credit hours per semester with a weighted GPA of 6.0.

Forensic Science (CTE)**Grade Placement: 11-12****FORENSCI – TEA Code: 13029500****WHS Course #: 17473****GPA Type: 4.0****Credit: 1.0****Prerequisite: Biology and Chemistry**

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

investigation can be experimental, descriptive, or comparative.

Anatomy and Physiology (CTE)

Grade Placement: 11-12

ANATPHYS – TEA Code: 13020600

WHS Course #: 17328

GPA Type: 4.0

Credit: 1.0

Prerequisite: Biology and a second science credit. Recommended A course from the Health and Science career cluster.

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

A Dual Credit option is available for this course through Navarro College, allowing students to earn 3 college credit hours per semester with a weighted GPA of 6.0.

Medical Microbiology (CTE)

Grade Placement: 11-12

MICRO – TEA Code: 13020700

WHS Course #: 17329

GPA Type: 4.0

Credit: 1.0

Prerequisite: One credit in Biology and one credit in Chemistry, Integrated Physics and Chemistry, or Physics. The recommended prerequisite- A course from the Health Science Career Cluster

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

SOCIAL STUDIES

World Geography Studies

Grade Placement: 9

W GEO – TEA Code: 03320100

WHS Course #: 0400

GPA Type: 4.0

Credit: 1.0

Prerequisite: None

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

AP Human Geography

Grade Placement: 9

APHUMGEOW – TEA Code: A3360100

WHS Course #:0415

GPA Type: 6.0

Credit: 1.0

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History Studies

Grade Placement: 10

W HIST – TEA Code: 03340400

WHS Course #: 0401

GPA Type: 4.0

Credit: 1.0

Students are provided an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

AP World History

Grade Placement: 10

APWHIST – TEA Code: A3370100

WHS Course #: 0402

GPA Type: 6.0

Credit: 1.0

Recommended Prerequisite: AP Human Geography

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

United States History**Grade Placement: 11****US HIST – TEA Code: 03340100****WHS Course #: 0403****GPA Type: 4.0****Credit: 1.0**

Content of this required course includes significant events, issues, and conflicts after Reconstruction; emphasizing present-day political, economic and social issues rooted in the past. Using the textbook, primary documents and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. This course builds on knowledge and concepts acquired in 8th Grade History, and includes historical concepts, citizenship principles and skills necessary for understanding how the past relates to the present and future. This course will prepare students to take the state-mandated U.S. History End of Course Exam.

AP United States History**Grade Placement: 11****APUSHIST – TEA Code: A3340100****WHS Course #: 0404****GPA Type: 6.0****Credit: 1.0****Recommended Prerequisite: AP World History and/or AP Human Geography**

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Dual Credit (DC) United States History**Grade Placement: 11****US HIST – TEA Code: 03340100****WHS Course #: 0413****GPA Type: 6.0****Credit: 1.0****College Credit: 6 hrs.**

DC U.S. History completes both WHS requirements for U.S. History and earns 6 college hours from Navarro College for American History 1301 AND American History 1302. In American History 1301, students review the political, economic, social, military, cultural and intellectual history of the United States from the discovery of America through the American Civil War in 1865. The major developments of the Federal Republic, Westward Expansion, and growth of Democracy, Sectionalism, and cultural developments are emphasized in this survey. In American History 1302, content includes Reconstruction, Industrialization, World War I, the Great Depression, Roosevelt's New Deal, World War II, the Cold War and the War on Terror. Topics and class activities are designed to explain the present by probing and understanding the past. DC US History follows Navarro College grading guidelines and expectations.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Economics**Grade Placement: 12****ECO-FE – TEA Code: 03310300****WHS Course #: 04020****GPA Type: 4.0****Credit: 0.5**

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts with a focus on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses, analyze the interaction of supply, demand, and price, and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries, and technological innovations on the national economy and economic policy is an integral part of the course. Students apply critical- thinking skills to create economic models and to evaluate economic-activity patterns.

Personal Financial Literacy and Economics**Grade Placement: 11-12****PFLECO – TEA Code: 03380083****WHS Course #: 0407****GPA Type: None****Credit: 0.5**

**This course cannot be taken for graduation credit if the student has already taken Personal Financial Literacy elective (course ID #0419)*

Personal Financial Literacy and Economics builds on and extends the economic content and concepts studied in Kindergarten-Grade 12 social studies in Texas. The course provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. The course also builds on and extends the personal finance content and concepts studied in Kindergarten-Grade 8 in mathematics in Texas. It is an integrative course that applies the same economic way of thinking developed to making choices about how to allocate scarce resources in an economy to how to make them at the personal level. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy.

AP Macroeconomics**Grade Placement: 12****APMACECO – TEA Code: A3310200****WHS Course #: 04070****GPA Type: 6.0****Credit: 0.5****Recommended Prerequisite: AP U.S. History or DC U.S. History**

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Dual Credit (DC) Macroeconomics**Grade Placement: 12****ECO-FE – TEA Code: 03310300****WHS Course #: 04060****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.**

Students will complete both the requirements for WHS Economics as well as receive 3 college hours of Principles of Economics 2301. This course covers analysis of the economy as a whole, national income, money, banking and monetary policy, public finance and fiscal policy, economic stabilization policies, and international trade. This course also provides a study of current economic problems. DC Macroeconomics follows Navarro College grading guidelines and expectations.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

United States Government**Grade Placement: 12****GOVT – TEA Code: 03330100****WHS Course #: 04030****GPA Type: 4.0****Credit: 0.5**

Students focus on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant study is on the U.S. Constitution, its underlying principles and ideas, the form of government it created, and how the U.S. system of government compares with other political systems around the world. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States in order to analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students will use critical-thinking skills to create a product on a contemporary government issue.

AP United States Government and Politics**Grade Placement: 12****APUSGOVT – TEA Code: A3330100****WHS Course #: 04090****GPA Type: 6.0****Credit: 0.5****Recommended Prerequisite: AP U.S. History or DC U.S. History**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Project Requirement: The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

Dual Credit (DC) American Government**Grade Placement: 12****GOVT – TEA Code: 03330100****WHS Course #: 04040****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.**

DC United States Government earns both a high school credit and 3 college hours from Navarro College for Government 2305. This class is designed to examine such topics as power, authority, structure of political institutions, constitutions, as well as impact of technology on government and society. GOVT 2305 American National Government –Students will study the organization, function and nature of the national government. Emphasis placed on rights, privileges and obligations of citizenship, as set forth by Constitution, by statutory law of national Congress and by judicial interpretation.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Texas Government/Social Studies Advanced Studies**Grade Placement: 11-12****GOVT – TEA Code: 03380001****WHS Course #: 04041****GPA Type: 6.0****Credit: 0.5****College Credit: 3 hrs.**

In DC Texas Government/Social Studies Advanced Studies, an elective course, students conduct in- depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, 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. GOVT 2306 (3 Cr.) Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter- governmental relations, political participation, the election process, public policy, and the political culture of Texas.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

SOCIAL STUDIES ELECTIVES

Psychology**Grade Placement: 11-12****PSYCH – TEA Code: 03350100****WHS Course #: 04200****GPA Type: None****Credit: 0.5**

In Psychology students will study the science of behavior and mental processes. Students will examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

AP Psychology**Grade Placement: 11-12****APPSYCH – TEA Code: A3350100****WHS Course #: 04210****GPA Type: None****Credit: 0.5**

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Dual Credit (DC) Psychology**Grade Placement: 11-12****PSYCH – TEA Code: 03350100****WHS Course #: 04220****GPA Type: None****Credit: 0.5****College Credit: 3 hrs.**

Students in Dual Credit Psychology will complete both the requirements of an elective high school credit and Psychology 2301, earning 3 college hours through Navarro College. PSYC 2301 General Psychology – A survey in the major topics in psychology which introduces the study of behavior and the factors that determine and assess behavior. DC Psychology follows Navarro College grading guidelines and expectations.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Dual Credit (DC) Sociology**Grade Placement: 11-12****SOC – TEA Code: 03370100****WHS Course #: 04191****GPA Type: None****Credit: 0.5****College Credit: 3 hrs.**

Students in Dual Credit Sociology will complete both the requirements of an elective high school credit and Sociology 1301, earning 3 college hours through Navarro College. Students are responsible for all required fees, tuition and books by the deadlines given by Navarro. SOCI 1301 Introduction to Sociology – The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

Sociology**Grade Placement: 11-12****SOC – TEA Code: 03370100****WHS Course #: 04190****GPA Type: None****Credit: 0.5**

Sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will learn the importance and role of culture, social structure, socialization, and social change in today's society.

Personal Financial Literacy**Grade Placement: 10-12****PFL – TEA Code: 03380082****WHS Course #: 0419****GPA Type: None****Credit: 0.5**

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.

AP European History
Grade Placement: 11-12
APEHIST – TEA Code: A3340200
WHS Course #: 0412
GPA Type: 6.0
Credit: 1.0

Recommended Prerequisite: AP Human Geography

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

LANGUAGES OTHER THAN ENGLISH (LOTE)

French I

Grade Placement: 9-12

FREN 1 – TEA Code: 03410100

WHS Course #: 0127

GPA Type: None

Credit: 1.0

French I begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of oral drills, vocabulary building, simple composition and readings, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the francophone (French-speaking) world and its impact on North America.

French II

Grade Placement: 10-12

FREN 2 – TEA Code: 03410200

WHS Course #: 0128

GPA Type: None

Credit: 1.0

Prerequisite: French I

French II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs and folklore of the francophone (French-speaking) world. Course work includes oral drills, vocabulary building, dialogue, reading authentic and cultural materials, creative and expository writing, and A-V presentations.

Advanced French II

Grade Placement: 10-12

FREN 2 – TEA Code: 03410200

WHS Course #: 0121

GPA Type: None

Credit: 1.0

Prerequisite: French I

Advanced French 2 is an interactive course that builds upon the foundation of grammar and vocabulary built up in French 1. Students will begin to produce more complex language as the year progresses, as well as expand their knowledge of francophone cultures and cultural exports.

Advanced French III

Grade Placement: 11-12

FREN 3 – TEA Code: 03410300

WHS Course #: 0129

GPA Type: None

Credit: 1.0

Prerequisite: French II

French III completes the program of language required for the distinguished diploma plan, with emphasis on increasing oral and auditory proficiency, reading comprehension skills and accurate written communication. The course provides opportunities to enhance the student's understanding of French cultures through a wide range of study including film, literature, art, history, geography, and authentic materials. Students will learn structures necessary to interact socially, to request and to receive information in a variety of situations and to negotiate the action of others. An increase in the amount of preparation and study time should be expected for successful completion of the course.

AP French (IV) Language and Culture

Grade Placement: 11-12

APFRLAN – TEA Code: A3410100

WHS Course #: 0130

GPA Type: None

Credit: 1.0

Recommended Prerequisite: Advanced French III

AP French Language is a college level course taught at the high school in which students explore the advanced development of oral and auditory skills, written communication, and reading comprehension. Special discussions will take place frequently based on current events, French history, literature, and real-life situations. The course covers special problems and topics in grammar, vocabulary and stylistics, including idioms. Students will begin interpreting and analyzing representative works of literature including short stories, poems, and novels. Prepares students to take the Advanced Placement French Language Examination.

Spanish I**Grade Placement: 9-12****SPAN 1 – TEA Code: 03440100****WHS Course #: 0120****GPA Type: None****Credit: 1.0**

Spanish I begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of oral drills, vocabulary building, simple composition and reading assignments, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the Spanish-speaking world and its impact on North America.

Spanish II**Grade Placement: 9-12****SPAN 2 – TEA Code: 03440200****WHS Course #: 0123****GPA Type: None****Credit: 1.0****Prerequisite: Spanish I**

Spanish II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, dialogue reading of authentic and cultural material, creative and expository writing and audiovisual presentations.

Advanced Spanish II**Grade Placement: 9-12****SPAN 2 – TEA Code: 03440200****WHS Course #: 0122****GPA Type: None****Credit: 1.0****Prerequisite: Spanish I**

Advanced Spanish II is designed to prepare the student to continue into Advanced Spanish III with an increased emphasis on written and oral second language production. This course is designed to establish a strong foundation of second language control to ensure success in the more advanced levels in order to achieve advanced placement at the university level. Students will learn structures necessary to interact socially, request and receive information in a variety of situations, and negotiate the actions of others. Course work for Advanced Spanish II is challenging and requires a commitment to intensive study and preparation by the dedicated student.

Advanced Spanish III**Grade Placement: 9-12****SPAN 3 – TEA Code: 03440300****WHS Course #: 0124****GPA Type: None****Credit: 1.0****Prerequisite: Spanish II with a grade of 85 or higher**

Spanish III Advanced completes the program required for the distinguished diploma plan and is recommended for students who have experienced great success in language study or are planning to take the advanced placement course of study at level four. Students enrolling in Advanced will be required to produce, in impromptu and prepared formats, oral presentations of extended length which demonstrates complex syntax and grammatical structures. Reading comprehension skills will be expanded through analysis of a variety of literary and expository texts. Increased auditory proficiency will be developed through the study of authentic audio-visual materials including movies, documentaries, television and radio broadcasts, and music. Course work for Advanced Spanish III is challenging and requires a commitment to intensive study and preparation by the dedicated student.

AP Spanish (IV) Language and Culture**Grade Placement: 9-12****APSPALAN – TEA Code: A3440100****WHS Course #: 0126****GPA Type: None****Credit: 1.0****Recommended Prerequisite: Spanish III or Advanced Spanish III**

AP Spanish Language and Culture focuses on the advanced development and the integration of oral and auditory skills, written communication, and reading comprehension. Through the study of cultural, artistic, literary, and contemporary issues and mediums, students will have the opportunity to develop their skills to the intermediate high proficiency level. Students will frequently take part in discussions, informal conversations, and prepared formal presentations based on current events, literature, and real life situations.

Students will analyze and interpret representative works of literature including short stories and poems, and will develop oral fluency through extensive work with advanced topics in grammar, extensive vocabulary, and stylistics, including idioms. Prepares students for the Advanced Placement Spanish Language Examination.

AP Spanish (V) Literature and Culture**Grade Placement: 9-12****American Sign Language 2****Grade Placement: 10****APSPALIT – TEA Code: A3440200****WHS Course #: 0136****GPA Type: None****Credit: 1.0**

AP Spanish Literature and Culture is an Advanced Placement course designed to introduce students to a representative sample of Hispanic literary works. Students will read and analyze works of literature including poetry, prose, drama, and short stories. In addition, students will participate in Spanish discussions and debates, as well as write essays in Spanish regarding these works, their themes and genres. Prepares students for the Advanced Placement Spanish Literature Examination.

American Sign Language I**Grade Placement: 9****ASL1 – TEA Code: 03980100****WHS Course #: 0198****GPA Type: None****Credit: 1.0**

ASL incorporates manual components with no verbal and/or written form. ASL includes handshapes, movements, and other grammatical features needed to form signs and sentences, and parts combine to make wholes. It is not a simplified language and contains structures and processes that English does not. ASL I is an introduction to American Sign Language and the Deaf Community. The main emphasis is on expressive skills (signing) while developing receptive skills (interpreting). The student will be guided in recognizing the relationship of ASL to the spoken language and will develop a cultural appreciation for the Deaf Community. In ASL I, students are expected to have their voice off 70% of the time.

American Sign Language II**Grade Placement: 10****ASL2 – TEA Code: 03980200****WHS Course #: 0199****GPA Type: None****Credit: 1.0****Prerequisite: ASL I**

ASL II is a continuation of ASL I. The main emphasis is on expressive skills (signing) while developing receptive skills (interpreting). The student will be guided in recognizing the relationship of ASL to the spoken language and will develop a cultural appreciation for the Deaf Community. In ASL II, students are expected to have their voice off 100% of the time.

American Sign Language III**Grade Placement: 11****ASL3 – TEA Code: 03980300****WHS Course #: 0200****GPA Type: None****Credit: 1.0****Prerequisite: ASL II**

ASL III is a continuation of ASL II. The main emphasis is on expressive skills (signing) while developing receptive skills (interpreting). The student will be guided in recognizing the relationship of ASL to the spoken language and will develop a cultural appreciation for the Deaf Community.

American Sign Language IV**Grade Placement: 11****ASL4 – TEA Code: 03980400****WHS Course #: 0201****GPA Type: None****Credit: 1.0****Prerequisite: ASL III**

ASL IV is a continuation of ASL III. The main emphasis is on expressive skills (signing) while developing receptive skills (interpreting). The student will be guided in recognizing the relationship of ASL to the spoken language and will develop a cultural appreciation for the Deaf Community.

Computer Science I LOTE**Grade Placement: 10-12****PEIMS Code: 03580200 (TACST)****WHS Course#: 17901****GPA Type: None****Credit: 1.0****Prerequisite: Algebra I and Foundations of Cybersecurity**

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

AP Computer Science A LOTE**Grade Placement: 11-12****APTACSAM – TEA Code: A3580120****WHS Course #: 17926****GPA Type: NONE****Credit: 1.0****Recommended Prerequisite: Algebra I. Recommended students are comfortable with functions and the concepts found in the uses of functional notations such as $f(x) = x + 2$ and $f(x) = g(h(x))$**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. ***This course satisfies a math credit requirement for students on the Foundation High School Program.***

FINE ARTS

ART

Visual Arts – Art 1

Grade Placement: 9-12

ART 1 – TEA Code: 03500100

WHS Course #: 0687

GPA Type: None

Credit: 1.0

Students will be introduced to the visual arts and art history. Students will work with a variety of materials and techniques as they learn drawing skills, basic painting techniques, printmaking techniques, and basic three dimensional design. Students will also study art history as it can be applied to painting, printmaking, and sculpture.

Art 2 Painting

Grade Placement: 9-12

ART2PATG – TEA Code: 03500600

WHS Course #: 0601

GPA Type: None

Credit: 1.0

Prerequisite: Visual Arts – Art 1

This course is designed to allow students to explore drawing, painting, and printmaking within guidelines set up by the instructor. Students will work with a variety of media that may include: acrylics, pastels, charcoal, watercolors, block printing, and screen printing. Students will begin developing personal aesthetics as they analyze the elements and principles of design used in artwork from history and other cultures. Students are encouraged to keep or have a sketchbook for the duration of the course.

Art 2 Ceramics

Grade Placement: 9-12

ART2CRMC – TEA Code: 03500900

WHS Course #: 0602

GPA Type: None

Credit: 1.0

Prerequisite: Visual Arts – Art 1

This course introduces students to three-dimensional art through the use of clay, and other materials. Students learn multiple construction techniques including wheel throwing. Glaze chemistry, design, history, and various ceramic processes will be covered. Students are encouraged to purchase clay.

Art 2 Drawing

Grade Placement: 9-12

ART2DRAW – TEA Code: 03500500

WHS Course #: 0592

GPA Type: None

Credit: 1.0

Prerequisite: Visual Arts – Art 1

This course emphasizes continued development of rendering skills (line, texture, value, space) and expressive qualities (movement, mood, theme) in drawing from direct observation, photographs, and imagination. Students explore a variety of subjects in a variety of media (pencil, charcoal, pastels, ink). Students are encouraged to keep or have a sketchbook for the duration of the course.

Art 2 Sculpture

Grade Placement: 9-12

ART2SCLP – TEA Code: 03501000

WHS Course #: 0810

GPA Type: None

Credit: 1.0

Prerequisite: Visual Arts – Art 1

Art 2 Sculpture is designed for students to further develop their skills in three-dimensional based media and processes. This course provides students with opportunities to experiment with three-dimensional media such as clay, paper-mache, plaster, cardboard, wire, fibers, etc. In sculpture 2, we will study and make connections with both historical and contemporary artists.

Art 3 Painting**Grade Placement: 10-12****ART3PATG – TEA Code: 03501400****WHS Course #: 0603****GPA Type: None****Credit: 1.0****Prerequisite: Art 2 Painting**

This course is designed to allow advanced students to further explore art media and theories. Students will work within guidelines established by the instructor and will produce work in two-dimensional media. Students will focus on a medium in order to gain a better understanding and improve technique with the material. Also, students will further develop personal aesthetics and themes by writing an artist's statement and compiling a portfolio. Students are encouraged to keep or have a sketchbook for the duration of the course.

Art 3 Ceramics**Grade Placement: 10-12****ART3CRMC – TEA Code: 03501800****WHS Course #: 0604****GPA Type: None****Credit: 1.0****Prerequisite: Art 2 Ceramics**

Art 3 Ceramics students continue to work with clay and other materials to improve and enhance individual skills, knowledge, and personal aesthetic. Students will develop portfolios and take part in community art projects. Students are required to purchase clay.

Art 3 Drawing**Grade Placement: 10-12****ART3DRAW – TEA Code: 03501300****WHS Course #: 0593****GPA Type: None****Credit: 1.0****Prerequisite: Art 2 Drawing**

This course emphasizes continued development of rendering skills (line, texture, value, space) and expressive qualities (movement, mood, theme) in drawing from direct observation, photographs, and imagination. Students explore a variety of subjects in a variety of media (pencil, charcoal, pastels, ink). Students will further develop personal aesthetics and themes by writing an artist's statement and compiling a portfolio. Students are encouraged to keep or have a sketchbook for the duration of the course.

Art 3 Sculpture**Grade Placement: 9-12****ART3SCLP – TEA Code: 03501900****WHS Course #: 0811****GPA Type: None****Credit: 1.0****Prerequisite: Art 2 Sculpture**

Art 3 Sculpture 2 is designed for students to further develop their skills in three-dimensional based media and processes. This course provides students with opportunities to experiment with three-dimensional media such as clay, paper-mache, plaster, cardboard, wire, fibers, etc. from their work in Sculpture 1. Students will further develop personal aesthetics and themes by writing an artist's statement and compiling a portfolio.

Art 4 Painting**Grade Placement: 11-12****ART4PATG – TEA Code: 03502400****WHS Course #: 06051****GPA Type: None****Credit: 1.0****Prerequisite: Art 3 Painting**

This course is designed to allow advanced students to further explore art media and theories. Students will work within guidelines established by the instructor and will produce work in two-dimensional media. Focus will be on a medium in order to gain a better understanding and improve technique with the material and will further develop personal aesthetics and themes by adding to a portfolio for instructor review in preparation for post-secondary education. Students are encouraged to keep or have a sketchbook for the duration of the course.

Art 4 Ceramics**Grade Placement: 11-12****ART4CRMC – TEA Code: 03502700****WHS Course #: 0605****GPA Type: None****Credit: 1.0****Prerequisite: Art 3 Ceramics**

Art 4 Ceramics students will work with clay and other materials to improve and enhance individual skills and knowledge. Students will further develop personal aesthetics and themes and will continue compiling a portfolio for instructor review in preparation for post-secondary education. Students will take part in community art projects. Students are required to purchase clay.

Art 4 Drawing**Grade Placement: 11-12****ART4DRAW – TEA Code: 03502300****WHS Course #: 0594****GPA Type: None****Credit: 1.0****Prerequisite: Art 3 Drawing**

This course emphasizes continued development of rendering skills (line, texture, value, space) and expressive qualities (movement, mood, theme) in drawing from direct observation, photographs, and imagination. Students explore a variety of subjects in a variety of media (pencil, charcoal, pastels, ink). Students will further develop personal aesthetics and themes and will continue compiling a portfolio for instructor review in preparation for post-secondary education. Students are encouraged to keep or have a sketchbook for the duration of the course.

Art 4 Sculpture**Grade Placement: 9-12****ART2DRAW – TEA Code: 03502800****WHS Course #: 0812****GPA Type: None****Credit: 1.0****Prerequisite: Art 3-Sculpture**

Art 4 Sculpture is designed for students to finalize mastery of their skills in three-dimensional based media and processes. This course is the culminating instructional setting for highly rigorous, three-dimensional media such as clay, paper-mache, plaster, cardboard, wire, fibers, etc. from their work in Sculpture 2.

DC Art Appreciation ARTS 1301**Grade Placement: 11-12****ART1APP – TEA Code: 03500110****WHS Course #: 0688****GPA Type: None****Credit: 0.5****College Credit: 3 hrs.**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. Textbook required. MINIMUM OF 3 TESTS, POSSIBLE OTHER WRITING REQUIREMENTS. SATISFIES VISUAL ARTS CORE REQUIREMENT.

Dual credit courses follow Navarro College grading guidelines and expectations. (See page 17 for more information)

AP Drawing**Grade Placement: 11-12****APSTARTD – TEA Code: A3500300****WHS Course #: 0690****GPA Type: None****Credit: 1.0**

Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Light, shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth can be addressed. Abstract, observational, and inventive works through a variety of means, which could include painting, printmaking, mixed media, etc. may be used. Work will be divided into three sections of the portfolio including quality, concentration, and breadth

AP 2-D Art and Design**Grade Placement: 11-12****AP2DDP – TEA Code: A3500400****WHS Course #: 0672****GPA Type: None****Credit: 1.0**

Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Purposeful decision-making about how to use the elements and principles of art in an integrative way to demonstrate mastery of 2-D is required. Mediums and processes could include graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

AP 3-D Art and Design**Grade Placement: 11-12****APSTARTD – TEA Code: A3500500****WHS Course #: 0675****GPA Type: None****Credit: 1.0**

Students develop a portfolio addressing sculptural issues. Portfolios will demonstrate an understanding of design principles as they relate to depth and space through any 3-D approach including figurative or nonfigurative. Mediums and processes could include sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

Art Appreciation**Grade Placement: 9-12****ART1APP – TEA Code: 03500110****WHS Course #: 0688****GPA Type: None****Credit: 1.0**

Art Appreciation is a survey of the history of visual art from Prehistoric to modern art. Students begin with an introduction to the basic principles of art, and the elements of design, and learn how to critique and compare works of art. Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. This course fulfills the state's requirement of 1 Fine Art credit for high school. Students will be required to create several projects throughout the year, and are expected to fully participate in the daily activities of the class.

BAND

The "Spirit of Waxahachie" Indian Band offers classes designed for beginning, intermediate and advanced band students. All bands require participation in concerts, contests and festivals throughout the school year including marching band, fall concerts, Christmas concerts, All Region Band, UIL Solo and Ensemble, UIL Concert and Sight Reading and spring concerts. Additional performing opportunities will be added to the band calendar throughout the school year. Each member is encouraged to maintain excellence in citizenship, grade point average and be actively involved in other school activities.

The "Spirit of Waxahachie" Indian Marching Band is comprised of the band students enrolled in Wind Ensemble, Symphonic Band and Concert Band. The Marching Band performs at all varsity football games and related activities, and participates in various marching competitions and civic performances in the area. All band members will be expected to attend all rehearsals and performances. The Marching Band rehearses daily before and after school hours. The Marching Band is a part of the total band program. Enrollment in the total program is required.

Note: Students enrolled in these courses will receive PE Waivers for fall participation in Marching Band.

Color Guard instruction will include movement basics, equipment basics on flag and rifle, performance analysis, basic design, and choreography. This course is designed to introduce the principles of dance as a discipline and an art form while establishing a basic knowledge of movements. The focus of the class will be placed on proper body alignment, balance, and the ability to learn a new movement style, musicality, and memory. Activities include preparations and rehearsals for marching band performances, individual performances, festivals, school activities and Winter Guard competitions. This will be accompanied by an emphasis placed on the development of total body fitness. **Note- Color Guard can be used to meet graduation requirements for PE **OR** Fine Arts. Ask your counselor for more information.*

Color Guard I

Grade Placement: 9

SUBMB – TEA CODE: PES00012

WHS Course #: 0630

Credit: 1.0

Prerequisite: Audition

Color Guard III

Grade Placement: 11

SUBMB – TEA CODE: PES00012

WHS Course #: 0632

Credit: 1.0

Prerequisite: Audition

Color Guard II

Grade Placement: 10

SUBMB – TEA CODE: PES00012

WHS Course #: 0631

Credit: 1.0

Prerequisite: Audition

Color Guard IV

Grade Placement: 12

SUBMB – TEA CODE: PES00012

WHS Course #: 0633

Credit: 1.0

Prerequisite: Audition

Wind Ensemble/Instrumental Ensemble is the varsity performing ensemble in the band program and meets on "A" days during the fall and spring semester. Students in Wind Ensemble I, II, III or IV must be enrolled concurrently with Instrumental Ensemble I, II, III, or IV, which meets on "B" days. Students in this band are expected to perform and rehearse at the highest level of their ability. Members are expected to be enrolled in private lessons, participate in the All-Region Band Auditions, Solo & Ensemble Contest and be leaders in other performing ensembles such as Jazz Band, Brass Choirs, Woodwind Choirs and Percussion Ensemble. The Wind Ensemble will set the standard of excellence for musical performance, integrity and professionalism. This ensemble frequently performs at various school, civic and other concert band festivals and events. Members are expected to attend and participate in all scheduled events including before and after school sectionals and additional rehearsals. Auditions and other criteria will determine membership.

Wind Ensemble I

Grade Placement: 9

MUS1BAND – TEA Code: PES00012 Fall

MUS1BAND – TEA Code: 03150100 Spring

WHS Course #: 0618

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Wind Ensemble III

Grade Placement: 11

MUS3BAND – TEA Code: PES00012 Fall

MUS3BAND – TEA Code: 03150300 Spring

WHS Course #: 0620

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Wind Ensemble II

Grade Placement: 10

MUS2BAND - TEA Code: PES00012 Fall

MUS2BAND – TEA Code: 03150200 Spring

WHS Course #: 0619

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Wind Ensemble IV

Grade Placement: 12

MUS4BAND – TEA Code: PES00012 Fall

MUS4BAND – TEA Code: 03150400 Spring

WHS Course #: 0621

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Symphonic Band/Instrumental Ensemble is the second performing ensemble in the band program and meets on "A" days during the fall and spring semester. Students in Symphonic Band I, II, III or IV must be enrolled concurrently with Instrumental Ensemble I II, III, or IV, which meets on "B" days. Students in this band are expected to perform and rehearse at the highest level of their ability. Members are encouraged to be enrolled in private lessons, to participate in the UIL Solo and Ensemble Contest and be leaders in other performing ensembles. This ensemble frequently performs at various school, civic and other symphonic band festivals and events. Members are expected to attend and participate in all scheduled events including before and after school sectionals and additional rehearsals. Auditions and other criteria will determine membership.

Symphonic Band I

Grade Placement: 9

MUS1BAND – TEA Code: PES00012 Fall

MUS1BAND – TEA Code: 03150100 Spring

WHS Course #: 0610

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Symphonic Band II

Grade Placement: 10

MUS2BAND - TEA Code: PES00012 Fall

MUS2BAND - TEA Code: 03150200 Spring

WHS Course #: 0611

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Symphonic Band III

Grade Placement: 11

MUS3BAND – TEA Code: PES00012 Fall

MUS3BAND – TEA Code: 03150300 Spring

WHS Course #: 0612

GPA Type:

None Credit: 1.0

Prerequisite: Audition

Symphonic Band IV

Grade Placement: 12

MUS4BAND – TEA Code: PES00012 Fall

MUS4BAND – TEA Code: 03150400 Spring

WHS Course #: 0613

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Concert Band/Instrumental Ensemble is the third performing ensemble in the band program and meets on "A" days during the fall and spring semester. Students in Concert Band I, II, III or IV must be enrolled concurrently with Instrumental Ensemble I II, III, or IV, which meets on "B" days. Students in this band are expected to perform and rehearse at the highest level of their ability. Members are encouraged to be enrolled in private lessons, to participate in the UIL Solo and Ensemble Contest and be leaders in other performing ensembles. This ensemble frequently performs at various school, civic and other concert band festivals and events. Members are expected to attend and participate in all scheduled events including before and after school sectionals and additional rehearsals. Auditions and other criteria will determine membership.

Concert Band I

Grade Placement: 9

MUS1ORCH – TEA Code: PES00012 Fall

MUS1ORCH – TEA Code: 03150500 Spring

WHS Course #: 0614

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Concert Band II

Grade Placement: 10

MUS2ORCH – TEA Code: PES00012 Fall

MUS2ORCH – TEA Code: 03150600 Spring

WHS Course #: 0615

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Concert Band III

Grade Placement: 11

MUS3ORCH – TEA Code: PES00012 Fall

MUS3ORCH – TEA Code: 03150700 Spring

WHS Course #: 0616

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Concert Band IV

Grade Placement: 12

MUS4ORCH – TEA Code: PES00012 Fall

MUS4ORCH – TEA Code: 03150800 Spring

WHS Course #: 0617

GPA Type: None

Credit: 1.0

Prerequisite: Audition

Jazz Orchestra is the top-performing jazz ensemble in the band program. Students in this band are expected to perform and rehearse at the highest level of their ability. Members are expected to be enrolled in private lessons, participate in the All-Region Jazz Band Auditions, Solo & Ensemble Contest and be leaders in other performing ensembles. Students will explore the history of jazz, develop improvisational skills, learn basic jazz theory and perform solos with the band. The Jazz Orchestra will set the standard of excellence for musical performance, integrity and professionalism. Members are expected to attend and participate in all scheduled events, including before and after school sectionals and additional rehearsals when scheduled.

Jazz Orchestra I
Grade Placement: 9
MUS1JZBN – TEA Code: 03151300
WHS Course #: 0622
GPA Type: None
Credit: 1.0
Prerequisite: Audition

Jazz Orchestra II
Grade Placement: 10
MUS2JZBN – TEA Code: 03151400
WHS Course #: 0627
GPA Type: None
Credit: 1.0
Prerequisite: Audition

Jazz Orchestra III
Grade Placement: 11
MUS3JZBN – TEA Code: 03151500
WHS Course #: 0628
GPA Type: None
Credit: 1.0
Prerequisite: Audition

Jazz Orchestra IV
Grade Placement: 12
MUS4JZBN – TEA Code: 03151600
WHS Course #: 0629
GPA Type: None
Credit: 1.0
Prerequisite: Audition

THEATRE

Theatre Arts 1

Grade Placement: 9-12

TH1 – TEA Code: 03250100

WHS Course #: 0606

GPA Type: None

Credit: 1.0

Prerequisite: None

Theatre Arts 1 general areas of study include but are not exclusive to the following: performance skills of improvisation, pantomime, mime, voice and diction, stage movement and acting. Additional areas explored are history of the theatre and careers in theatre. Technical aspects discussed are design concepts of lighting, sound, scenery, props, makeup, costumes and publicity. Students will be involved in many performance projects and written and visual projects throughout the year.

Playwriting teaches students the craft of writing monologues, scenes, short plays, and scripts, with the exciting opportunity to see their work produced on stage through collaboration with production classes. As students progress, they will focus on longer original pieces, such as a full-length play or two long one-act plays (40-60 pages), exploring advanced concepts like characterization, dialogue, structure, and scene development. The course emphasizes developing creative habits, refining critical and analytical skills, and responding to both peer and contemporary works, allowing students to build on their skills and refine existing scripts.

Theatre Arts 3 – Playwriting 1

Grade Placement: 11-12

TH4PLAY – TEA Code: 03251600

WHS Course #: 0695

GPA Type: None

Credit: 1.0

Theatre Arts 4: Playwriting 2

Grade Placement: 10-12

TH3PLAY – TEA Code: 03251500

WHS Course #: 0689

GPA Type: None

Credit: 1.0

Prerequisite: Playwriting 1

Technical Theatre I offers students the opportunity to explore diverse forms of storytelling and production while developing creativity, intellectual curiosity, critical thinking, problem-solving, and collaboration skills. Through participation in various theatrical experiences, students will gain a deeper understanding of themselves and their role in the world.

Technical Theatre I

Grade Placement: 9-12

TH1 – TEA Code – 03250500

WHS Course # - 0664

GPA Type: None

Credit: 1.0

Technical Theatre III

Grade Placement: 11-12

TH1 – TEA Code – 03251100

WHS Course # - 0678

GPA Type: None

Credit: 1.0

Prerequisite – Technical Theatre I & II

Technical Theatre II

Grade Placement: 10-12

TH1 – TEA Code – 03250600

WHS Course # - 0677

GPA Type: None

Credit: 1.0

Prerequisite – Technical Theatre I

Technical Theatre IV

Grade Placement: 12

TH1 – TEA Code – 03251200

WHS Course # - 0676

GPA Type: None

Credit: 1.0

Prerequisite – Technical Theatre I-III

Technical Theatre- Stage Make-Up teaches advanced techniques for using make-up as a theatrical tool. Students will explore its application and demonstrate their ability to create effective make-up designs. They will also be responsible for stage make-up in various theatre productions. This course may be taken for up to three years..

Technical Theatre II – Stage Make-Up I

Grade Placement: 10-12

TTH2MAKE – TEA Code – 03253200

WHS Course # - 0661

GPA Type: None

Credit: 1.0

Technical Theatre III – Stage Make-Up II

Grade Placement: 10-12

TTH3MAKE – TEA Code – 03253300

WHS Course # - 0662

GPA Type: None

Credit: 1.0

Prerequisite – Stage Make-Up

Technical Theatre- Costume Construction is designed to teach advanced costume construction techniques. Students will be responsible for building costumes for various theatre productions. Costume construction may be taken for three years.

Technical Theatre II - Costume Construction II

Grade Placement: 10-12
TTH2COS – TEA Code: 03252900
WHS Course #: 0665
GPA Type: None
Credit: 1.0

Technical Theatre III - Advanced Costume Construction III

Grade Placement: 11-12
TTH3COS – TEA Code: 03253000
WHS Course #: 0666
GPA Type: None
Credit: 1.0
Prerequisite: Costume and Construction I

Technical Theatre IV - Advanced Costume Construction IV

Grade Placement: 12
TTH4COS – TEA Code: 03253100
WHS Course #: 0667
GPA Type: None
Credit: 1.0
Prerequisite: Advanced Costume and Construction I

Theatre Production is an advanced class for actors including class time as well as production hours. This class would have both academic as well as hands-on learning components. In addition, each student will participate in the Fall Show production and a student lead production in the spring. Each semester the class will do an in-depth study of acting methods. The class will read and analyze at least two plays per semester. The students will be required to work on each main stage production.

*****Auditions for Theatre Arts II-IV will be held in early Spring.**

Theatre Production I

Grade Placement: 9-12
TH1PROD – TEA Code: 03250700
WHS Course #: 0607
GPA Type: None
Credit: 1.0

Theatre Production II

Grade Placement: 10-12
TH2PROD – TEA Code: 03250800
WHS Course #: 0608
GPA Type: None
Credit: 1.0

Theatre Production IV

Theatre Production III

Grade Placement: 11-12
TH3PROD – TEA Code: 03250900
WHS Course #: 0609
GPA Type: None
Credit: 1.0

Grade Placement: 12

TH4PROD – TEA Code: 03251000
WHS Course #: 0596
GPA Type: None
Credit: 1.0

Actors Studio general areas of study include but are not exclusive to the following: performance skills of improvisation, pantomime, mime, voice and diction, stage movement and acting. Additional areas explored are history of the theatre and careers in theatre. Technical aspects discussed are design concepts of lighting, sound, scenery, props, makeup, costumes and publicity. Students will be involved in many performance projects and written and visual projects throughout the year. Students will study improvisation as it enhances character analysis, pantomime, mime, voice and diction, audition techniques and production techniques.

*****Auditions for Actors Studio will be held in early Spring.**

Theatre Arts 1 - Actors Studio

Grade Placement: 9-12
TH1 – TEA Code: 03250100
WHS Course #: 0590
GPA Type: None
Credit: 1.0

Theatre Arts 2- Actors Studio

Grade Placement: 10-12
TH2 – TEA Code: 03250200
WHS Course #: 0597
GPA Type: None
Credit: 1.0

Black Box Theatre Arts 2 Black Box Theatre Arts 2, 3, and 4 are progressive continuations of Theatre Arts 1, each building on the previous level with an emphasis on advanced acting styles, techniques, and critical script and character analysis. Students will further develop their skills in improvisation, character analysis, pantomime, mime, voice and diction, audition techniques, and production methods. *****Auditions for Black Box Theatre Arts 2 Productions will be held in early spring.**

Theatre Arts 2 - Black Box Production

Grade Placement: 10-12
TH3 – TEA Code: 03250200
WHS Course #: 0581
GPA Type: None
Credit: 1.0

Theatre Arts 4- Black Box Production

Grade Placement: 11-12
TH4 – TEA Code: 03250400
WHS Course #: 0599
GPA Type: None
Credit: 1.0

Theatre Arts 3 - Black Box Production

Grade Placement: 10-12
TH3 – TEA Code: 03250300
WHS Course #: 0598
GPA Type: None
Credit: 1.0

MUSICAL THEATRE I-IV is a production course that introduces the disciplines of musical theatre. Creative acting exercises, basic vocal technique and dance will be explored and culminate with a class performance. This course will help prepare students for a career in musical theatre. Students will review the history of musicals, assess different career options and receive training in audition techniques and resume preparation. The course will also provide instruction on the three main elements of musical theatre song, drama and dance – and create a framework in which these are blended into an individualized performance style. Prerequisite: Teacher approval and audition in early spring before enrollment period. ***There is a fee required for all Musical Theatre Classes.*** *****Auditions for Music Theatre I-IV will be held in early spring.**

Musical Theatre I

Grade Placement: 9-12
MUSTH1 – TEA Code: 03251900
WHS Course #: 0683
GPA Type: None
Credit: 1.0

Musical Theatre III

Grade Placement: 11-12
MUSTH3 – TEA Code: 03252100
WHS Course #: 0685
GPA Type: None
Credit: 1.0

Musical Theatre II

Grade Placement: 10-12
MUSTH2 – TEA Code: 03252000
WHS Course #: 0684
GPA Type: None
Credit: 1.0

Musical Theatre IV

Grade Placement: 12
MUSTH4 – TEA Code: 03252200
WHS Course#: 0686
GPA Type: None
Credit: 1.0

DANCE

Dance is designed to introduce the principles of dance as a discipline and an art form while establishing a basic knowledge of movements. The focus of the class will be placed on proper body alignment, balance, and ability to learn a new movement style, musicality, and memory. These skills will then be combined into standard dance combinations. This will be accompanied by an emphasis placed on the development of total body fitness, and will prepare for dance performance.

DANCE I

Grade Placement: 9-12

TEA Code: 03830100

WHS Course #: 05311

GPA Type: None

Credit: 1.0

DANCE II

Grade Placement: 9-12

TEA Code: 03830200

WHS Course #: 03512

GPA Type: None

Credit: 1.0

DANCE III

Grade Placement: 9-12

TEA Code: 03830300

WHS Course #: 05313

GPA Type: None

Credit: 1.0

DANCE IV

Grade Placement: 9-12

TEA Code: 03830400

WHS Course #: 05314

GPA Type: None

Credit: 1.0

Cherokee Charmers attend and perform at all Varsity football games in addition to Varsity Basketball games & Volleyball games. The Charmers participate in parades, community activities, spring shows, and fundraisers. Membership costs are approximately \$800-\$1050. In order to be selected as a Charmer, specific guidelines relating to participation, citizenship and academics must be met and maintained. Time outside of the regular school day is required for practices and performances. Every student involved in the WISD Athletics Program will be required to have a physical evaluation prior to participation.

Tryout required *Note: Students enrolled in this course will receive PE Waiver for fall participation.

Cherokee Charmers I

Grade Placement: 9-12

SUBDT – TEA Code: PES00014 Fall

SUBDT – TEA Code: 03833700 Spring

WHS Course #: 05401 / SS0540

GPA Type: None

Credit: 1.0

Cherokee Charmers II

Grade Placement: 9-12

SUBDT – TEA Code: PES00014 Fall

SUBDT – TEA Code: 03833800 Spring

WHS Course #: 05402 / SS0540

GPA Type: None

Credit: 1.0

Cherokee Charmers III

Grade Placement: 9-12

SUBDT – TEA Code: PES00014 Fall

SUBDT – TEA Code: 03833900 Spring

WHS Course #: 05403 / SS0540

GPA Type: None

Credit: 1.0

Cherokee Charmers IV

Grade Placement: 9-12

SUBDT – TEA Code: PES00014 Fall

SUBDT – TEA Code: 03834000 Spring

WHS Course #: 05404 / SS0540

GPA Type: None

Credit: 1.0

Team Maidens – JV Drill

Grade Placement: 9-11

SUBDT – TEA Code: PES00014 Fall

SUBDT – TEA Code: 03833700 Spring

WHS Course #: 05701 / SS0540

GPA Type: None

Credit: 1.0

CHOIR

The mission of the WHS Choral Department is to develop and enhance the vocal abilities and skills of our students. Students are challenged to instill self-discipline, teamwork, superior performance conduct, and demonstrate actions of young responsible musicians while exploring inspirational connections to singing. Choir students are also encouraged to maintain excellence in citizenship, academic grades, and be actively involved in campus organizations and activities. All choir classes will explore music in different languages and cultures, develop music theory skills, implement vocal technique and learn how to expressively sing.

Bella Voce I-IV (Open to all treble voices)

Bella Voce is designed for beginning treble voiced (primarily female) students who desire to develop their singing skills, musicianship, and music reading ability. This course will develop music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. Members in this ensemble are encouraged to participate in the TMEA All State Choir Auditions and in UIL Solo and Ensemble.

Bella Voce I (Non-Auditioned)

Grade Placement: 9

MUS1CHOR – TEA Code: 03150900

WHS Course #: 0699

GPA Type: None

Credit: 1.0

Bella Voce II (Non-Auditioned)

Grade Placement: 10

MUS2CHOR - TEA Code: 03151000

WHS Course#: 0635

GPA Type: None

Credit: 1.0

Bella Voce III (Non-Auditioned)

Grade Placement: 11

MUS3CHOR – TEA Code: 03151100

WHS Course #: 0636

GPA Type: None

Credit: 1.0

Bella Voce IV (Non-Auditioned)

Grade Placement: 12

MUS4CHOR – TEA Code: 03151200

WHS Course #: 0637

GPA Type: None

Credit: 1.0

Hachie Men's Choir I-IV (Open to all Tenor/Bass Voices)

This course is designed for beginning and intermediate tenor/bass voiced (primarily male) students who desire to develop their singing skills, musicianship, and music reading ability. This course will develop music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. Members in this ensemble are encouraged to participate in the TMEA All State Choir auditions and in UIL Solo and Ensemble.

Hachie Men's Choir I (Non-Auditioned)

Grade Placement: 9

MUS1CHOR – TEA Code: 03150900

WHS Course #: 0730

GPA Type: None

Credit: 1.0

Hachie Men's Choir II (Non-Auditioned)

Grade Placement: 10

MUS2CHOR – TEA Code: 03151000

WHS Course #: 0731

GPA Type: None

Credit: 1.0

Hachie Men's Choir III (Non-Auditioned)

Grade Placement: 11

MUS3CHOR – TEA Code: 03151100

WHS Course #: 0732

GPA Type: None

Credit: 1.0

Hachie Men's Choir IV (Non-Auditioned)

Grade Placement: 12

MUS4CHOR – TEA Code: 03151200

WHS Course #: 0733

GPA Type: None

Credit: 1

Voca Lyrica I-IV (Director approval)

This section of choir is designed for treble voiced students (primarily female) who were members of a varsity middle school choir or have completed one year in Bella Voce. This course places a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Members in this choir will participate in the TMEA All-State process and are encouraged to participate in Solo & Ensemble.

Voca Lyrica I (Director Approval)

Grade Placement: 9

MUS1CHOR – TEA Code: 03150900

WHS Course #: 0652

GPA Type: None

Credit: 1.0

Voca Lyrica III (Director Approval)

Grade Placement: 11

MUS3CHOR – TEA Code: 03151100

WHS Course #: 0654

GPA Type: None

Credit: 1.0

Voca Lyrica II (Director Approval)

Grade Placement: 10

MUS2CHOR – TEA Code: 03151000

WHS Course #: 0653

GPA Type: None

Credit: 1.0

Voca Lyrica IV (Director Approval)

Grade Placement: 12

MUS4CHOR – TEA Code: 03151200

WHS Course #: 0655

GPA Type: None

Credit: 1.0

Catori Chorale I-IV (Director approval)

This course is designed to challenge the most skilled, self-disciplined, and highly motivated choir students. Members of this group will have regularly scheduled tribe time rehearsals and some after school rehearsals. This advanced section of choir requires the students to have completed at least one year in an advanced section of high school choir. Members in this choir will participate in the TMEA All-State process and in Solo & Ensemble. Members are subject to dismissal from this ensemble if they are consistently ineligible, do not comply with requirements, exhibit a lack of commitment, and/or demonstrate insubordination and attitudes which do not contribute to the success and progress of the ensemble. Prerequisite: Audition and director's approval.

Catori Chorale I (Director Approval)

Grade Placement: 9
MUS1CHOR – TEA Code: 03150900
WHS Course #: 0638
GPA Type: None
Credit: 1.0

Catori Chorale II (Director Approval)

Grade Placement: 10
MUS1CHOR – TEA Code: 03150900
WHS Course #: 0639
GPA Type: None
Credit: 1.0

Catori Chorale III (Director Approval)

Grade Placement: 11
MUS1CHOR – TEA Code: 03150900
WHS Course #: 0640
GPA Type: None
Credit: 1.0

Catori Chorale IV (Director Approval)

Grade Placement: 12
MUS1CHOR – TEA Code: 03150900
WHS Course #: 0641
GPA Type: None
Credit: 1.0

Show Choir – (Director approval)

This vocal ensemble is comprised of students who are selected by audition from the advanced choirs. Members in this ensemble must also take this course in conjunction with an advanced choir. This ensemble has an elevated visibility on campus as well as within the community; and students selected must exhibit talent, dependability, good attitude, motivation, and excellent citizenship. Students will be required to perform outside of school hours, and they must maintain eligibility. Members are subject to dismissal from this ensemble if they are consistently ineligible, do not comply with requirements, exhibit a lack of commitment, and/or demonstrate insubordination and attitudes which do not contribute to the success and progress of the ensemble. Class size is limited to 15 to 25 students.

Show Choir I (Director Approval)

Grade Placement: 9
MUS2VOEN – TEA Code: 03152100
WHS Course #: 0656
GPA Type: None
Credit: 1.0
Prerequisite: Approval from director

Show Choir II (Director Approval)

Grade Placement: 10
MUS2VOEN – TEA Code: 03152200
WHS Course #: 0657
GPA Type: None
Credit: 1.0
Prerequisite: Approval from director

Show Choir III (Director Approval)

Grade Placement: 11
MUS2VOEN – TEA Code: 03152300
WHS Course #: 0658
GPA Type: None
Credit: 1.0
Prerequisite: Approval from director

Show Choir IV (Director Approval)

Grade Placement: 12
MUS2VOEN – TEA Code: 03152400
WHS Course #: 0659
GPA Type: None
Credit: 1.0
Prerequisite: Approval from director

MUSIC STUDIES

AP Music Theory

Grade Placement: 11-12
LC SC SU – TEA Code: A3150200
WHS Course #: 0673
GPA Type: None
Credit: 1.0 local credit only

Prerequisite: Prospective students should be able to read and write musical notation and have foundational performance skills with voice or an instrument.

AP Music Theory covers introductory college music theory coursework that addresses topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

PHYSICAL EDUCATION AND ATHLETICS

Physical education classes give students the opportunity to participate in a variety of activities that stress lifetime fitness programs.

Physical Education Requirements - Students must earn one (1.0) credits in Physical Education. The credit may be from any combination of the following one-half (0.5) to one (1) credit courses:

- Foundations of Personal Fitness
- Aerobic Activities
- Team or Individual Sports

In accordance with local policy, credit for any of the courses listed above may be earned through participation in the following activities:

- Athletics
- Appropriate private or commercially-sponsored physical activity programs conducted on or off campus.

In accordance with local district policy, up to one (1) credit for any of the courses listed above may be earned through participation in any of the following activities:

- Drill Team
- Marching Band
- Cheerleading

All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.

Team and Individual Sports are courses that introduce intramural activities and fitness for life. This course offers instruction in knowledge of flag football, basketball, volleyball, soccer, hockey, softball, Frisbee football, etc. Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports courses are less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

The Athletic Program is designed to develop successful student athletes with strong character and high standards. Students in the athletic program realize that success is measured physically but foremost academically. Every student involved in the WISD Athletics Program will be required to have a physical evaluation prior to participation. In addition, all members of extracurricular teams must comply with regulations found in the WISD's Substance Abuse Policy for Extra-Curricular Activities. A copy of these forms must be on file with the Athletic Trainer, as well as any other forms required for each specific activity.

PHYSICAL EDUCATION

Physical Education – Skilled-based Lifetime Activities

Grade Placement: 9-12

SBLIFE – TEA Code: PES00056

WHS Course #: 05020

GPA Type: None

Credit: 1.0

Lifetime Fitness and Wellness Pursuits

Grade Placement: 10-12

LIFEFIT – TEA Code: PES00051

WHS Course #: 05025

GPA Type: None

Credit: 1.0

Lifetime Recreation and Outdoor Pursuits

Grade Placement: 9-12

LIFEROP – TEA Code: PES00053

WHS Course #: 0545

GPA Type: None

Credit: 1.0

This course is designed to explore and develop skills in activities associated with camping, hiking and other outdoor activities.

NJROTC

The NJROTC/NNDCC program, guided by the Naval Service Training Command, spans four years and includes a mix of classroom instruction and activity periods. The curriculum involves three academic sessions and two activity periods per week, totaling 72 hours of classroom instruction and 48 hours of activities, equating to one credit per year. Curriculum subjects focus on: Citizenship: Emphasizes responsible citizenship. Naval Orientation: Introduction to Navy customs and traditions. Naval Operations/Organization: Overview of naval strategy and operations. Naval History: U.S. Navy history from the colonial era to the present. Navigation: Basics of piloting and navigation. Seamanship: Fundamentals of seamanship and ship handling. Leadership and Ethics: Ongoing leadership development and ethical training. Nautical Astronomy: Astronomy for navigation. Electronics: Basics of electronics for communication and weapons systems. Oceanography: Study of ocean systems. College and Career Readiness: Preparation for post-high school education and careers. Personal Finance: Financial planning basics. Cyber Security: Introduction to digital security and careers. Space Exploration: History and future of space programs. Drills and Ceremonies: Military drills and parade ceremonies. Physical Fitness: Promoting healthy lifestyles.

NJROTC/NNDCC

Grade Placement: 9-12

SUBJ1 – TEA Code: PES00004

WHS Course # 0546

GPA Type: None

Credit: 1.0 PE Credit

NJROTC/NNDCC

Grade Placement: 9-12

JROTC2 – TEA Code: 03160200

WHS Course # 0547

GPA Type: None

Credit: 1.0 PE Credit

NJROTC/NNDCC

Grade Placement: 9-12

JROTC3 – TEA Code: 03160300

WHS Course # 0548

GPA Type: None

Credit: 1.0 PE Credit

NJROTC/NNDCC

Grade Placement: 9-12

JROTC4 – TEA Code: 03160400

WHS Course # 0549

GPA Type: None

Credit: 1.0 PE Credit

ATHLETIC TRAINER

Athletic Trainer / Study Skills

Grade Placement: 9-12

PE TEA Code: 84200XXX

WHS Course #: Athletic Trainer 0574

WHS Course #: No credit 0575

WHS Course #: Study Skills 0576

GPA Type: None

Credit: 1.0 - Local

Student athletic training is a full year class that involves hands-on experience on the field and in the training room. This class is designed for students interested in fields such as athletic training, physical therapy, or medicine. This co-ed class will involve practice and game coverage, first aid and emergency care, and team travel. An application is required. In addition, all trainers must complete one year of the sports medicine class.

GIRLS ATHLETICS

****Please Note**** Every student involved in the WISD Athletics Program will be required to have a physical evaluation prior to participation.

Volleyball / Volleyball Study Skills

Grade Placement: 9-12

WHS Course #: 05141, 05142, 05143, 05144, SS 0515

GPA Type: None

Credit: 1.0

Tryout required

This course meets during fall and spring semesters as one class and includes a Study Skills class.. In-season practices are after school hours with some tournaments scheduled for Saturdays. Tryouts for the team will be held during the summer. This course will include a Study Skills class.

Girls Basketball / Basketball Study Skills

Grade Placement: 9-12

WHS Course #: 05081, 05082, 05083, 05084, SS 0509

GPA Type: None

Credit: 1.0

Tryout required

This course meets during fall and spring semesters as one class and includes Study Skills. Tryouts for the team will be held during the school year.

Cheerleading

Grade Placement: 9-12

WHS Course #: 05301, 05302, 05303, 05304

GPA Type: None

Credit: 1.0

Tryout required *Note: Students enrolled in this course will receive PE Waiver for fall participation.

Cheerleading meets as one class during the fall and spring semesters. This is a year round sport, in which squad members are responsible for leading school spirit at designated athletic contests and activities. Participation in competitions will require time outside of regular school hours and dates. In order to be selected to the squad, specific guidelines relating to participation, citizenship, and academics must be met and maintained. Cheerleading involves the athletic abilities of stunting, gymnastics, cheer jumps, and dancing. Experience in any of these areas is beneficial in being selected to a squad. Tryouts take place in the spring for the following year's Cheerleading squads.

Cross Country / Cross Country Study Skills

Grade Placement: 9-12

WHS Course #: 05431, 05432, 05433, 05434, SS 0544

GPA Type: None

Credit: 0.5

Tryout required

This class meets daily during the fall semester only. Practices begin one hour before the school day begins. The girls' cross-country events are a two- mile run, and the training regimen is an excellent way to get in shape for all other athletic sports. All runners will compete in Saturday competitions with the cross-country season ending in November. This course will include a Study Skills class.

Track and Field (after school)

Grade Placement: 9-12

WHS Course #: 05411, 05412, 05413, 05414

GPA Type: None

Credit: 0.5

Tryout required

Track is for girls who want to learn track and field skills and participate in UIL track and field meets. This is a spring only sport and meets after school. All runners will compete in Track Meet competitions. Students should contact one of the Track and Field coaches if they are interested in participating in this sport.

Track and Field (During the school day)

Grade Placement: 9-12

WHS Course #: 05411, 05412, 05413, 05414

GPA Type: None

Credit: 1.0

Tryout required

Girls wanting to participate in track during B7 must be pre-approved by the Head Track Coach and cannot have another athletic period already taken in their class schedule. Track is for girls who want to learn track and field skills and participate in UIL track and field meets.

Golf / Study Skills**Grade Placement: 9-12****WHS Course #: 05121, 05122, 05123, 05124, SS 0513****GPA Type: None****Credit: 1.0****Tryout required**

Golf is a competitive sport with students representing the school in tournaments. Students must have a basic understanding of the game. This class meets every day and will include a Study Skills class. Practices extend past the regular school day; therefore, transportation is needed to and from practices which are held daily at the Waxahachie Country Club. Student tryouts for the golf team are held during the fall and students must have the coach's approval to register for the class. The girls' team is limited to 15 players. Varsity Golf will meet every day.

Swimming**Grade Placement: 9-12****WHS Course #: 05991, 05992, 05993, 05994****GPA Type: None****Credit: 1.0****Tryout required**

Swimming is a UIL sport in which participants are involved in both fall and spring semesters. Practices are held before or after school at the SAGU. Students must participate in practices in order to participate in swim meets (9th Period).

Soccer / Study Skills**Grade Placement: 9-12****WHS Course #: 05521, 05522, 05523, 05524, SS 0552****GPA Type: None****Credit: 1.0****Tryout required**

This class meets every day during the fall and spring semesters with the competitive season running from January to April. Tryouts for the team will be held during the first two weeks of the school year, and are open to any female athlete. Practices are held after school and current academic eligibility is a prerequisite to participate in tryouts. This course will include a Study Skills class.

Softball / Study Skills**Grade Placement: 9-12****WHS Course #: 05201, 05202, 05203, 05204, SS 0521****GPA Type: None****Credit: 1.0****Tryout required**

This class meets daily during 4th and 8th periods during the fall and spring semesters with practices continuing after school hours. The competitive season runs from January to May. Tryouts will be held to determine the JV and Varsity teams. Tryouts for softball begin the last Monday of January. This course will include a Study Skills class.

Tennis / Study Skills**Grade Placement: 9-12****WHS Course #: 05221, 05222, 05223, 05234, SS 0523****GPA Type: None****Credit: 1.0****Tryout required**

This is a UIL sport that includes a junior varsity and varsity class. This class meets daily. The junior varsity class includes those who would like to learn a lifetime recreational sport and those with some experience in tennis. The players with stronger abilities and experience will play in competitive matches with other schools as well as tournaments. There may be additional practices for those who compete in UIL for the junior varsity team. For the varsity class, the coach will determine the members through tryouts and selections based on experience and potential. This class meets every day during 4th and 8th period with practices continuing after school hours. Students may compete in fall team tennis and spring individual tennis. This course will include a Study Skills class.

BOYS ATHLETICS

****Please Note**** Every student involved in the WISD Athletics Program will be required to have a physical evaluation prior to participation.

Baseball / Study Skills

Grade Placement: 9-12

Course #: 05101, 05102, 05103, 05104, 05105, SS 0511

GPA Type: None

Credit: 1.0

Tryout required

This class meets daily during the fall and spring semesters. Student enrollment must be approved by the Coach with students furnishing their own equipment including cleats, pants, shorts, sleeves, gloves, etc. The practices are held at Richards Park and students must provide their own transportation. This course will include a Study Skills class. Every student involved in the WISD Athletics Program will be required to have a physical evaluation prior to participation. Note: Freshman and JV Baseball meet after school (9th period) in the spring.

Basketball / Study Skills

Grade Placement: 9-12

GPA Type: None

Credit: 1.0

Course #: 05061, 05062, 05063, 05064, SS 0507

Tryout required

This class meets daily during the fall and spring semesters. Team tryouts will be conducted following the football season each school year; however, tryouts for those who were not in the program the previous year will be held the first two weeks of school. A coach's signature is required to participate in off-season and students should contact one of the basketball coaches if they are interested in basketball. This course will include a Study Skills class.

Cross Country

Grade Placement: 9-12

GPA Type: None

Credit: 1.0

Course #: 05431, 05432, 05433, 05434, SS 0544

Tryout required

This class meets daily during the fall semester only. Practices begin one hour before the school day begins. The cross-country season ends in November. The boys' cross-country events are a three-mile run, and the training regimen is an excellent way to get in shape for all other athletic sports. All runners will compete on Saturday competitions with the cross-country season ending in November.

Track and Field

Grade Placement: 9-12

GPA Type: None Credit: 1.0

Course #: 05421, 05422, 05423, 05424, SS 0542

Tryout required

Track is for boys who want to learn track and field skills and participate in UIL track and field meets. This is a spring only sport and meets after school (9th period). All runners will compete in track meet competitions with some meets held on Saturdays. Students should contact one of the Track and Field coaches if they are interested in participating in this sport.

Football / Study Skills

Grade Placement: 9-12

GPA Type: None Credit: 1.0

Course #: 05041, 05042, 05043, 05044, SS 0505

Tryout required

This class meets every day during the fall and spring semesters with additional practice time required Mondays through Saturdays. This course will include a Study Skills class. Students may participate in additional sports other than football with no schedule change required. Seniors participating in another sport should register for the additional sport prior to the spring semester. Seniors who do not participate in a sport in the spring should register for a second semester academic elective prior to the spring semester. Junior Varsity games are played on Thursday nights. Varsity games are played on Thursdays, Fridays, or Saturdays.

Additional requirements for football include, but are not limited to: UIL physical exam Transportation to and from practice UIL and WISD, Residency Requirements, Indian Football Dress code, Indian Football Code of Conduct, Successful completion of Off-Season Program, Head coach approval, UIL Acknowledgements and Releases, UIL Academic Eligibility.

Golf / Study Skills**Grade Placement: 9-12****GPA Type: None Credit: 1.0****Course #: 05121, 05122, 05123, 05124, SS 0513****Tryout required**

Golf is a competitive sport with students representing the school in tournaments. Students must have a basic understanding of the game. Practices extend past the regular school day; therefore, transportation is needed to and from practices which are held daily at the Waxahachie Country Club. Student tryouts for the golf team are held during the fall and students must have the Coach's approval to register for the class. The boys' team is limited to 15 players. Varsity Golf will meet every day and will include a Study Skills class.

Soccer / Study Skills**Grade Placement: 9-12****GPA Type: None Credit: 1.0****Course #: 05181, 05182, 05183, 05184, SS 0518****Tryout required**

This class meets daily during the fall and spring semesters with the competitive season running from January to April. Practices are held after school and current academic eligibility is a prerequisite to participate in tryouts. Soccer is offered for prospective JV and Varsity players with teams selected in late November. All 9th graders will begin on the JV team. This course will include a Study Skills class.

Tennis / Study Skills**Grade Placement: 9-12****GPA Type: None****Credit: 1.0****Course #: 05167, 05168, 05169, 05170, SS 0517****Tryout required**

This is a UIL sport that includes a junior varsity and varsity class. The junior varsity class includes those who would like to learn a lifetime recreational sport and those with some experience in tennis. The players with stronger abilities and experience will play in competitive matches with other schools as well as tournaments. There may be additional practices for those who compete in UIL for the junior varsity team. For the varsity class, the coach will determine the members through tryouts and selections based on experience and potential. This class meets every day during 4th and 8th period with practices continuing after school hours. Students may compete in fall team tennis and spring individual tennis.

Swimming**Grade Placement: 9-12****GPA Type: None****Credit: 1.0****Course #: 05991, 05992, 05993, 05994****Tryout required**

Swimming is a UIL sport in which participants are involved in both fall and spring semesters. Practices are held after school at SAGU. Students must participate in practices in order to participate in swim meets (9th Period)

Partners in PE (Peer Assistance for Students with Disabilities 1,2)**Grade Placement: 9-12****WHS Course #: 1442, 1445****GPA Type: None****Credit: 1.0 *NOTE- this class is an elective credit and WILL NOT meet PE graduation requirements.**

Inclusionary PE program featuring supervised peer tutors working with students with disabilities who cannot meet the requirements of regular physical education because of physical, social, emotional or behavior limitations. The program encourages physical activity, increase in knowledge of health and fitness strategies, and assists in the acquisition of individual lifetime recreation activities and/or skills associated with team sports.



Career and Technical Education “Professional Learning for ALL Students”

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

Waxahachie ISD Division of Career and Technical Education

(Public Notification of Nondiscrimination in Career and Technical Education Programs)

Waxahachie ISD offers career and technical education programs from the 16 nationally established career cluster areas. Admission to these programs is based on career interest, aptitude and schedule availability. It is the policy of Waxahachie ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of Waxahachie ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Waxahachie ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Sean Cagle or Section 504 Coordinator, Ginger Robinson, at 411 Gibson St. 972.923.4614.

(Notificación Pública de No Discriminación en Programas Vocacionales
Career and Technical Education Programs)

Waxahachie ISD ofrece programas vocacionales en (tipo de programa). La admisión a estos programas se basa en (criterio para admisión). Es norma de Waxahachie ISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Es norma de Waxahachie ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Waxahachie ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, (Sean Cagle), 972.923.4614 y/o el Coordinador de la Sección 504, (Ginger Robinson), 972.923.4614.

Dual Credit in Career and Technical Education

The Career and Technical Education Dual Credit Program is a collaboration between WISD and several institutes of higher education, including Navarro College and Tarleton State University. This program allows WISD students to earn college credit while pursuing their high school education. Participating students can work toward an Associate of Applied Science (A.A.S.) degree or certificate in their chosen field, earning both college and high school credit in selected Career and Technical Education classes. Students will receive a grade report from both WHS and their respective colleges. For the latest information on available dual credit courses, please consult your school counselor or CTE Coordinator. **Tuition and fees may apply to dual credit courses.**

Certification and Licensure

Earning an industry-based certification has many benefits including a sense of accomplishment, a highly valued professional credential and helps students achieve higher entry-level salaries. Valid reliable industry certifications are also evidence of technical skill attainment and are an important component of a CTE program of study as well as the CCMR School accountability. All CTE Programs in WISD lead to an industry certification or post-secondary degree.

Listed below are the certifications or licenses that a student may complete while enrolled at Waxahachie ISD. Certifications may require an additional fee for processing and testing. Additional certifications will be added as opportunities for our students arise.

Certification or License:

Adobe Certified Professional in Visual Design
Adobe Certified Professional in Visual Design using Adobe Photoshop
Adobe Certified Professional in Print and Digital Media using Adobe InDesign
Adobe Certified Professional in Digital Video using Adobe Premiere Pro
ASE Entry-Level Automobile Brakes
ASE Entry-level Automobile Maintenance Light and Repair
ASE Entry-level Automobile Electronic/Electrical Systems
ASE Entry level Automobile Suspension and Steering
ASE Refrigerant Recovery and Recycling
Autodesk Certified Professional or User AutoCAD
AWS D9.1 Sheet Metal Welding
AWS D1.1 Structural Steel
Class A Barber License
Clinical Medical Assistant
Cosmetology Operator License
Educational Aide I
Elanco Veterinary Medical Applications
Emergency Medical Technician
Entrepreneurship and Small Business
Information Technology Specialist in Networking
NCCER Core Level I
Microsoft Office Specialist Word - Microsoft Word Expert
Microsoft Office Specialist Excel - Microsoft Excel Expert
Pharmacy Technician
ServSafe Manager
Texas State Floral Association Level I/Skills Knowledge-Based

Business & Industry Endorsement

Agriculture, Food, and Natural Resources

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.



Agribusiness

Course #	Course Name	Credit(s)
17040	Principles of Agriculture, Food, and Natural Resources	1
17048	Professional Standards in Communications in Agribusiness	1
17049	Agribusiness Management and Marketing	1
17098	Agriculture Leadership and Communication OR	1
17087	Practicum in Agriculture, Food, and Natural Resources OR	1
17030	Career Preparation for Programs of Study	3

Animal Science

Course #	Course Name	Credit(s)
17040	Principles of Agriculture, Food, and Natural Resources	1
17043	Small Animal Management AND	0.5
17044	Equine Science	0.5
17041	Livestock Production	1
17045	Veterinary Medical Application OR	1
17047	Advanced Animal Science	2

Agricultural Technology and Mechanical Systems

Course #	Course Name	Credit(s)
17040	Principles of Agriculture, Food, and Natural Resources	1
17079	Agriculture Mechanics and Metal Technologies	1
17081/ 17082	Agriculture Structures Design and Fabrication/ Lab	1 or 2
17084	Agricultural Equipment Design and Fabrication OR	2
17030	Career Preparation for Programs of Study	3

Plant Science

Course #	Course Name	Credit(s)
17040	Principles of Agriculture, Food, and Natural Resources	1
17076	Greenhouse Operations and Production OR	1
17070	Floral Design	1
17070	Horticulture Science OR	1
17097	Advanced Floral Design	1
17087	Practicum in Agriculture, Food, and Natural Resources	2

Architecture and Construction

The Architecture and Construction Career Cluster® focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.



Carpentry

Course #	Course Name	Credit(s)
17111	Principles of Construction	1
17126	Construction Technology I	2
17127	Construction Technology II	2
17030	Career Preparation for Programs of Study	3

Arts, Audio Visual Technology and Communication

The Arts, A/V Technology and Communications (AAVTC) Career Cluster® focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.



Digital Communications

Course #	Course Name	Credit(s)
17160	Principles of Arts, Audio/Video Technology, & Communications	1
17169	Audio/Video Production I	1
17171	Audio/Video Production II	1
17172	Audio/Video Production II w/lab	2
17173	Practicum in Audio/Video Production	2
17175	Practicum in Audio/Video Production	2
17030	Career Preparation for Program of Study	3

Graphic Design and Interactive Media

Course #	Course Name	Credit(s)
17160	Principles of Arts, Audio/Video Technology, & Communications	1
17177	Graphic Design and Illustration I	1
17179	Graphic Design and Illustration II OR	1
17185	Commercial Photography I	1
17181	Practicum in Graphic Design and Illustration	2
17030	Career Preparation for Program of Study	3

Business, Marketing and Finance

The Business, Marketing, and Finance Career Cluster® focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.



Business Management

Course #	Course Name	Credit(s)
17230	Principles of Business, Marketing and Finance	1
17352	Entrepreneurship I	1
17241	Business Management	1

17246	Practicum in Entrepreneurship	2
17030	Career Preparation for Program of Study	3

Hospitality and Tourism

The Hospitality and Tourism Career Cluster® focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Culinary Arts

Course #	Course Name	Credit(s)
17363	Introduction to Culinary Arts	1
17364	Culinary Arts	2
17365	Advanced Culinary Arts	2
17730	Career Preparation for Program of Study	3

Manufacturing

The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Welding

Course #	Course Name	Credit(s)
17501	Introduction to Welding	1
17502	Welding I	2
17503	Welding II	2
17030	Career Preparation for Program of Study	3

Transportation, Distribution and Logistics

The Transportation, Distribution, and Logistics Career Cluster® focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Automotive and Collision Repair

Course #	Course Name	Credit(s)
17619	Automotive Basics	1
17620	Automotive Technology I: Maintenance and Light Repair	2
17621	Automotive Technology II: Automotive Service OR	2
17030	Career Preparation for Program of Study	3



Public Service Endorsement

Education and Training

The Education and Training Career Cluster® focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.



Teaching and Training

Course #	Course Name	Credit(s)
17260	Principles of Education and Training	1
17261	Human Growth and Development	1
17262	Instructional Practices in Education	2
17263	Practicum in Education and Training	2
17030	Career Preparation for Program of Study	3

Health Science

The Health Science Career Cluster® focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.



Exercise Science, Wellness, and Restoration

Course #	Course Name	Credit(s)
17345	Principles of Health Science	1
17345	Principles of Exercise Science and Wellness	1
17321	Medical Terminology	1
17346	Kinesiology I	1
17322	Health Science Theory	1
17347	Kinesiology II	1
17328	Anatomy and Physiology	1
17030	Career Prep Program of Study	1

Diagnostic and Therapeutic Services

Course #	Course Name	Credit(s)
17320	Principles of Health Science	1
17321	Medical Terminology	1
17322	Health Science Theory OR	1
17328	Anatomy and Physiology	1
17328	Anatomy and Physiology OR	1
17329	Medical Microbiology OR	1
17332	Pharmacology	1
17332	Practicum in Health Science	2
17488	EMT Basics	2

Human Services

The Human Services Career Cluster® focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.



Cosmetology

Course #	Course Name	Credit(s)
17403	Introduction to Cosmetology	1
17404	Cosmetology I	2
17405	Cosmetology II	2

Barbering

Course #	Course Name	Credit(s)
17403	Introduction to Cosmetology	1
17409	Barbering I	2
17410	Barbering II	2

Family and Community Services

Course #	Course Name	Credit(s)
17397	Family and Community Services	1

Law Enforcement

The Law and Public Service Career Cluster® focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.



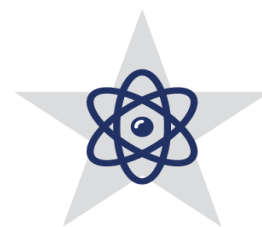
Law Enforcement

Course #	Course Name	Credit(s)
17470	Principles of Law, Public Safety, Corrections and Security	1
17471	Law Enforcement I – Criminal Investigations	1
17472	Law Enforcement II OR	1
17476	Correctional Services	1
17473	Forensic Science OR	1
17476	Correctional Services	1

Fire Science

Course #	Course Name	Credit(s)
17484	Disaster Response	1

17306	National Security	1
17478	Firefighter I	2
17479	Firefighter II	3
17488	EMT Basics	2



Science, Technology, Engineering and Mathematics Endorsement

STEM

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Cybersecurity

Course #	Course Name	Credit(s)
17917	Foundations of Cybersecurity	1
17901	Computer Science I	1
17925/17926	AP Computer Science A (Math/LOTE Credit) OR	1
17433	Networking	1
17030	Career Prep for Program Study	2

Engineering

Course #	Course Name	Credit(s)
17550	Principles of Applied Engineering	1
17554	Engineering Design and Presentation	1
17555	Advanced Engineering Design and Presentation	2

Career and Technical Education Course Descriptions

(Listed in order by course number)

Career Preparation for Programs of Study/Extended Career Preparation

Grade Placement: 11-12

PEIMS Code: 12701141 (EXCPPS1)

WHS Course #: 17030

Credit: 3

Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed. A student's employment experience connected with this course must be related to the student's program of study.

Career Preparation for Programs of Study provides additional opportunities for students to develop business and industry employment experiences, which must be related to the student's current program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation for Programs of Study expands on Career Preparation General by increasing rigor, supporting student attainment of academic standards, and effectively preparing students for college and career success.

Career Preparation I/Extended Career Preparation

Grade Placement: 11-12

PEIMS Code: 12701131 (EXCPGEN1)

WHS Course #: 17021

Credit: 3

Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed.

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation II/Extended Career Preparation

Grade Placement: 12

PEIMS Code: 12701132 (EXCPGEN2)

WHS Course #: 17023

Credit: 3

Prerequisite: Career Preparation I. Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed.

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Principles of Agriculture, Food, and Natural Resources

Grade Placement: 9-10

PEIMS Code: 13000200 (PRINAFNR)

WHS Course #: 17040

Credit: 1

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

Livestock Production

Grade Placement: 11-12

PEIMS Code: 13000300 (LIVEPROD)

WHS Course #: 17041

Credit: 1

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

Small Animal Management

Grade Placement: 10-12

PEIMS Code: 13000400 (SMANIMGT)

WHS Course #: 17043

Credit: 0.5

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

Equine Science

Grade Placement: 10-12

PEIMS Code: 13000500 (EQUINSCI)

WHS Course #: 17044

Credit: 0.5

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

Veterinary Medical Applications

Grade Placement: 12

PEIMS Code: 13000600 (VETMEDAP)

WHS Course #: 17045

Credit: 1

Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

Advanced Animal Science

Grade Placement: 11-12

PEIMS Code: 13000700 (ADVANSCI)

WHS Course #: 17047

Credit: 1

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards.

A Dual Credit option is available for this course through Tarleton State University earning 3 college credit hours for the course.

Professional Standards and Communication in Agribusiness

Grade Placement: 10-12

PEIMS Code: 13000800 (PROSAFNR)

WHS Course #: 17048

Credit: 1

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

Agribusiness Management and Marketing

Grade Placement: 11-12

PEIMS Code: 13000900 (AGRBUSMM)

WHS Course #: 17049

Credit: 1

Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Floral Design

Grade Placement: 10-12

PEIMS Code: 13001800 (FLORAL)

WHS Course #: 17070

Credit: 1

Course Lab Fee: \$40

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

Horticulture Science**Grade Placement: 12****PEIMS Code: 13002000 (HORTISCI)****WHS Course #: 17074****Credit: 1****Prerequisite: At least one credit in a course from the AFNR career cluster.**

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. **A Dual Credit option is available for this course through Tarleton State University earning 3 college credit hours for the course.**

Greenhouse Operation and Production**Grade Placement: 10–12****PEIMS Code: 13002050 (GREOP)****WHS Course #: 17076****Credit: 1**

Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Agricultural Mechanics and Metal Technologies**Grade Placement: 10–12****PEIMS Code: 13002200 (AGMECHMT)****WHS Course #: 17079****Credit: 1****Prerequisite: Recommended Principles of Agriculture, Food, and Natural Resources**

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

Agricultural Structures Design and Fabrication**Grade Placement: 11–12****PEIMS Code: 13002300 (AGSDF)****WHS Course #: 17081****Credit: 1****Prerequisite: Recommended Agricultural Mechanics and Metal Technologies**

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Structures Design and Fabrication with Lab**Grade Placement: 11–12****PEIMS Code: 13002310 (AGSDFLAB)****WHS Course #: 17082****Credit: 2****Prerequisite: Recommended Agricultural Mechanics and Metal Technologies**

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication with Lab**Grade Placement: 12****PEIMS Code: 13002360 (AGEQDFLAB)****WHS Course #: 17084 (with lab)****Credit: 2****Prerequisite: Recommended Agricultural Mechanics and Metal Technologies**

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

Practicum in Agriculture, Food, and Natural Resources**Grade Placement: 11–12****PEIMS Code: 13002500 (First Time Taken) (PRACAFNR1)****WHS Course #: 17087****Credit: 2**

Prerequisite: Recommended A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

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

Advanced Floral Design

Grade Placement: 10-12

PEIMS Code: N1300270 (ADVFLDS)

WHS Course #: 17097

Credit: 1

Prerequisite: Floral Design.

Course Lab Fee: \$40

Advanced Floral Design focuses on building advanced skills in floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event.

Agriculture Leadership, Research and Communications

Grade Placement: 12

PEIMS Code: N1300266 (AGLRC)

WHS Course #: 17098

Credit: 1

Prerequisite: At least one credit in a course from the AFNR career cluster.

Agriculture Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, principles, and communicate agricultural positions effectively with all stakeholders.

Principles of Construction

Grade Placement: 9-12

PEIMS Code: 13004220 (PRINCON)

WHS Course # 17111

Credit: 1

Course Lab Fee: \$20

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I

Grade Placement: 10-12

PEIMS Code: 13005100 (CONTECH1)

WHS Course #: 17126

Credit: 2

Prerequisite: Recommended Principles of Construction or Principles of Architecture.

Course Lab Fee: \$30

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Construction Technology II

Grade Placement: 11-12

PEIMS Code: 13005200 (CONTECH2)

WHS Course #: 17127

Credit: 2

Prerequisite: Recommended Principles of Construction and Construction Technology I

Course Lab Fee: \$30

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

Principles of Arts, Audio/Video Technology, and Communications**Grade Placement: 9-10****PEIMS Code: 13008200 (PRINAAVTC)****WHS Course #: 17160****Credits: 1**

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

Audio/Video Production I**Grade Placement: 10-12****PEIMS Code: 13008500 (AVPROD1)****WHS Course #: 17169****Credits: 1****Prerequisite: Recommended Principles of Arts, Audio/Video Technology, and Communications. None.****Course Lab Fee: \$25**

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio/Video Production II**Grade Placement: 11-12****PEIMS Code: 13008600 (AVPROD2)****WHS Course #: 17171****Credits: 1****Prerequisite: Audio/Video Production I****Course Lab Fee: \$25**

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and postproduction products. This course may be implemented in an audio format or a format with both audio and video.

Audio/Video Production II w/Lab**Grade Placement: 11-12****PEIMS Code: 13008510 (AVPROD2)****WHS Course #: 17172****Credits: 1****Prerequisite: Audio/Video Production II****Course Lab Fee: \$25**

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and postproduction products. This course may be implemented in an audio format or a format with both audio and video.

Practicum in Audio/Video Production**Grade Placement: 12****PEIMS Code: 13008700 (First Time Taken) (PRACAVP1)****WHS Course # 17173****Credits: 2****Prerequisites: Audio/Video Production II w/Lab****Course Lab Fee: \$25**

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design and Illustration I**Grade Placement: 10-12****PEIMS Code: 13008800 (GRAPHDI1)****WHS Course #: 17177****Credits: 1****Prerequisite: Recommended Principles of Arts, Audio/Video Technology, and Communications**

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

Graphic Design and Illustration II

Grade Placement: 11–12

PEIMS Code: 13008900 (GRAPHDI2)

WHS Course #: 17179

Credits: 1

Prerequisite: Graphic Design and Illustration I

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

Practicum in Graphic Design and Illustration

Grade Placement: 12

PEIMS Code: 13009000 (First Time Taken) (PRACGRD1)

WHS Course #: 17181

Credits: 2

Prerequisites: Graphic Design and Illustration II

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Principles of Business, Marketing, and Finance

Grade Placement: 9–10

PEIMS Code: 13011200 (PRINBMF)

WHS Course #: 17230

Credits: 1

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

Entrepreneurship 1

Grade placement: 10-12

PEIMS Code: 13011101 (ENTPR1)

WHS course #17532

Credits 1

Entrepreneurship 1 will introduce students to the fundamentals of starting and managing a business. Students will explore key concepts such as business planning, marketing strategies, financial management, and innovative problem-solving. The course emphasizes creativity, critical thinking, and leadership skills while guiding students through developing a business idea into a viable plan. **A Dual Credit option is available for this course through Tarleton State University earning 3 college credit hours for the course.**

Business Management

Grade Placement: 11–12

PEIMS Code: 13012100 (BUSMGT)

WHS Course #: 17241

Credits: 1

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. **A Dual Credit option is available for this course through Tarleton State University earning 3 college credit hours for the course.**

Practicum of Entrepreneurship

Grade Placement: 11-12

PEIMS code : 13011111 (PRACENTR)

WHS Course Code # 17246

Credits 2

Prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a CTE program of study.

Practicum in Entrepreneurship allows students to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of

career areas. Practicum experiences occur in a paid or unpaid arrangement and various locations appropriate to the student's need for the work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study. **A Dual Credit option is available for this course through Tarleton State University earning 3 college credit hours for the course.**

Principles of Education and Training

Grade Placement: 9–10

PEIMS Code: 13014200 (PRINEDTR)

WHS Course #: 17260

Credit: 1

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Human Growth and Development

Grade Placement: 10–12

PEIMS Code: 13014300 (HUGRDEV)

WHS Course #: 17261

Credit: 1

Prerequisite: Recommended Principles of Education and Training.

Human Growth and Development is an examination of human development across the lifespan with emphasis on 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.

Instructional Practices in Education

Grade Placement: 11–12

PEIMS Code: 13014400 (INPRAC)

WHS Course #: 17262

Credit: 2

Prerequisite: One credit from the Education and Training cluster.

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Practicum in

Practicum in Education and Training

Grade Placement: 12

PEIMS Code: 13014500 (PRACEDT1)

WHS Course #: 17263

Credit: 2

Prerequisite: Instructional Practices

Practicum in Education and Training is a field-based internship that provides students 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, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

Principles of Health Science

Grade Placement: 9–10

PEIMS Code: 13020200 (PRINHLSC)

WHS Course #: 17320

Credit: 1

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

Medical Terminology**Grade Placement: 10–12****PEIMS Code: 13020300 (MEDTERM)****WHS Course #: 17321****Credit: 1**

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

Health Science Theory**Grade Placement: 11–12****PEIMS Code: 13020400 (HLTHSCI)****WHS Course #: 17322****Credit: 1****Prerequisites: Biology and one course from the Health Science cluster and recommended Medical Terminology.**

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

Practicum in Health Science**Grade Placement: 12****PEIMS Code: 13020500 (PRACHLS1)****WHS Course #: 17324****Credit: 2****Prerequisites: Health Science Theory and Biology****Course Fee: Approximately \$150 subject to change**

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

Anatomy and Physiology**Grade Placement: 11–12****PEIMS Code: 13020600 (ANATPHYS)****WHS Course #: 17328****GPA Type: 4.0****Credit: 1****Prerequisite: Biology and a second science credit. Recommended A course from the Health and Science career cluster.**

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

A Dual Credit option is available for this course through Navarro College earning 3 college credit hours per semester.

Medical Microbiology**Grade Placement: 11–12****PEIMS Code: 13020700 (MICRO)****WHS Course #: 17329****GPA Type: 4.0****Credit: 1****Prerequisites: Biology and Chemistry. Recommended A course from the Health Science career cluster**

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.

Pharmacology**Grade Placement: 12****PEIMS Code: 13020950 (PHARMC)****WHS Course #: 17332****Credit: 1****Prerequisites: Pharmacology, one credit in Biology, one credit in Chemistry, and at least one credit in a level 2 or higher course from the Health Science career cluster.**

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

Principles of Exercise Science and Wellness

Grade Placement: 9-10**PEIMS Code: N1302107 (EXSCIWL)****WHS Course #: 17345****Credit: 1**

The Principles of Exercise Science and Wellness course is designed to provide an overview of the occupations, the study of body movement, health behavior, systems to develop exercise and wellness regimens, and current research and development in the Exercise Science and Wellness industry.

Kinesiology I**Grade Placement: 10-12****PEIMS Code: N1302104 (KINE1)****WHS Course #: 17346****Credit: 1**

This course is designed to introduce students to the basic concepts of Kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.

Kinesiology II**Grade Placement: 10-12****PEIMS Code: N1302124 (KINE2)****WHS Course #: 17347****Credit: 1****Prerequisite: Recommended Kinesiology 1**

The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

Introduction to Culinary Arts**Grade Placement: 9-10****PEIMS Code: 13022550 (INCULART)****WHS Course #: 17363****Credit: 1**

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts**Grade Placement: 10-12****PEIMS Code: 13022600 (CULARTS)****WHS Course #: 17364****Credit: 2****Prerequisite: Recommended Introduction to Culinary Arts**

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Advanced Culinary Arts**Grade Placement: 11-12****PEIMS Code: 13022650 (ADCULART)****WHS Course #: 17365****Credit: 2****Prerequisite: Culinary Arts**

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Family and Community Services**Grade Placement: 12****PEIMS Code: 13024900 (FAMCOSRV)****WHS Course #: 17397****Credit: 1**

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Introduction to Cosmetology**Grade Placement: 10****PEIMS Code: 13025100 (INTCOSMO)****WHS Course #: 17403****Credit: 1****Course Lab Fee: \$60**

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

Cosmetology I**Grade Placement: 11****PEIMS Code: 13025200 (COSMET1)****WHS Course #: 17404****Credit: 2****Prerequisite: Recommended Introduction to Cosmetology****Course Lab Fee: \$200**

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

Cosmetology II**Grade Placement: 12****PEIMS Code: 13025300 (COSMET2)****WHS Course #: 17405****Credit: 2****Prerequisite: Cosmetology I****Course Lab Fee: \$175**

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

Barbering I**Grade Placement: 11****PEIMS Code: N1302534 (BARBER1)****WHS Course #: 17409****Credit: 1****Prerequisite: Introduction to Cosmetology****Course Lab Fee: \$200**

Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.

Barbering II**Grade Placement: 12****PEIMS Code: N1302535 (BARBER2)****WHS Course #: 17410****Credit: 1****Prerequisite: Barbering I****Course Lab Fee: \$175**

Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that

launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.

Principles of Law, Public Safety, Corrections, and Security

Grade Placement: 9–10

PEIMS Code: 13029200 (PRINLPCS)

WHS Course #: 17470

Credit: 1

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

Law Enforcement I

Grade Placement: 10–12

PEIMS Code: 13029300 (LAWENF1)

WHS Course #: 17471

Credit: 1

Prerequisite: Recommended Principles of Law, Public Safety, Corrections, and Security.

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

A Dual Credit option is available for this course through Navarro College earning 3 college credit hours per semester.

Law Enforcement II

Grade Placement: 11–12

PEIMS Code: 13029400 (LAWENF2)

WHS Course #: 17472

Credit: 1

Prerequisite: Recommended Law Enforcement I.

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

A Dual Credit option is available for this course through Navarro College earning 3 college credit hours per semester.

Forensic Science

Grade Placement: 11–12

PEIMS Code: 13029500 (FORENSCI)

WHS Course #: 17473

GPA Type: 4.0

Credit: 1

Prerequisites: One credit in Biology, one credit in Chemistry, Integrated Chemistry, and Physics (IPC), or Physics.

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. ***This course satisfies a science credit requirement for students on the Foundation High School Program.***

Correctional Services

Grade Placement: 11–12

PEIMS Code: 13029700 (CORRSRVS)

WHS Course #: 17476

Credit: 1

Prerequisite: Recommended Principles of Law & Public Safety

In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

A Dual Credit option is available for this course through Navarro College earning 3 college credit hours per semester.

Practicum in Law Enforcement, Public Safety, and Corrections

Grade Placement: 12

PEIMS Code: 13030100 (CORRSRVS)

WHS Course #: 17480

Credit: 2

Prerequisite: N/A

This course provides students with real world experience in legal and criminal justice settings. Students apply classroom knowledge through hands-on activities, such as case studies, legal research and mock trials, while exploring careers in the legal profession.

Disaster Response

Grade Placement: 10-11

PEIMS Code: N1303011 (CORRSRVS)

WHS Course #: 17480

Credit: 2

Prerequisite: Principles of Law, Public Safety, Corrections, and Security

This course introduces strategies and procedures

ADD National Security

ADD Firefighter 1

ADD Firefighter 2

ADD EMT Basics

Introduction to Welding

Grade Placement: 9-12

PEIMS Code: 13032250 (INTRWELD)

WHS Course #: 17501

Credit: 1

Prerequisite: Recommended or Corequisite: Algebra I

Course Lab Fee: \$40

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: 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. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. 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.

Welding I

Grade Placement: 10-12

PEIMS Code: 13032300 (WELD1)

WHS Course #: 17502

Credit: 2

Prerequisite: Recommended Algebra I and Introduction to Welding

Course Lab Fee: \$40

Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system 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 prepare students for future success.

A Dual Credit option is available for this course through Navarro College earning 4 college credit hours per semester.

Welding II

Grade Placement: 11-12

PEIMS Code: 13032400 (WELD2)

WHS Course #: 17503

Credit: 2

Prerequisites: Welding I. Recommended Algebra I or Geometry.

Course Lab Fee: \$40

Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate 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.

A Dual Credit option is available for this course through Navarro College earning 4 college credit hours per semester.

Principles of Applied Engineering

Grade Placement: 9–10**PEIMS Code: 13036200 (PRAPPENG)****WHS Course #: 17550****Course Lab Fee: \$15**

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Engineering Design and Presentation**Grade Placement: 11–12****PEIMS Code: 13036500 (ENGDSPIR1)****WHS Course #: 17554****Credit: 1****Prerequisite: Algebra I. Recommended Principles of Applied Engineering****Course Lab Fee: \$15**

Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Advanced Engineering Design and Presentation**Grade Placement: 11–12****PEIMS Code: 13036600 (ENGDSPIR2)****WHS Course #: 17555****Credit: 2****Prerequisites: Algebra I and Geometry. Principles of Applied Engineering or Engineering Design and Presentation I****Course Lab Fee: \$15**

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

Dual Credit (DC) Scientific Research and Design – Advanced Career Science I, II, III**Grade Placement: 11–12****PEIMS Code: 13037200 (SCRIDI) - WHS Course 17562 DC Chemistry****PEIMS Code: 13037210 (SCRID2) - WHS Course 17563 DC Geology****PEIMS Code: 13037220 (SCRID3) - WHS Course 17564 DC Biology****GPA Type: 6.0****Credit: 1****College Credit: 4 hrs.****Prerequisite: Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics**

Course description(s): Offered with partnering post-secondary institutions, Advanced Career Science is recommended for students in Grades 11–12, seeking an advanced fourth science alternative aligned with their individual career goals. Prerequisite: Biology, Chemistry and Physics. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement. All Dual Credit requirements must be met and pre-approval received prior to enrollment. This course may be based in a Science or Career & Technical Education (CTE) program area. An application is available through the Counselors or CTE office. The high school transcript will record the class as “Scientific Research and Design I, II or III”.

Automotive Basics**PEIMS Code: 13039550 (AUTOBASC)****WHS Course #: 17619****Grade Placement: 10–12****Credit: 1**

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

Automotive Technology I: Maintenance and Light Repair**Grade Placement: 11-12****PEIMS Code: 13039600 (AUTOTEC1)****WHS Course #: 17620****Credit: 2****Prerequisite: Recommended Automotive Basics.**

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

Automotive Technology II: Automotive Service**Grade Placement: 11-12****PEIMS Code: 13039700 (AUTOTEC2)****WHS Course #: 17621****Credit: 2****Prerequisites: Automotive Technology I: Maintenance and Light Repair.**

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

Foundations of Cybersecurity**Grade Placement: 9-10****PEIMS code: 03580850 (TAFCYB)****WHS Course #: 17917****Credit: 1**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Computer Science I**Grade Placement: 10-12****PEIMS Code: 03580200 (TACSI)****WHS Course#: 17901****Credit: 1****Prerequisite: Algebra I**

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

AP Computer Science A- MATH/LOTE (See Math Section)**Grade Placement- 11-12****PEIMS Code: A3580110 (APTACSAM)/A3580120 (APTACSAL)****WHS Course#: 17925 Math/17926 LOTE****Credit: 1**

Prerequisite: Algebra I. Prerequisite: Algebra I. Recommended students are comfortable with functions and the concepts found in the uses of functional notations such as $f(x) = x + 2$ and $f(x) = g(h(x))$

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. ***This course satisfies a math credit requirement for students on the Foundation High School Program.***

Networking

Grade Placement: 10-12

PEIMS Code: 13027400 (NETWK)

WHS Course#: 17433

Credit: 1

Prerequisite: Algebra I

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

END OF COURSE CATALOG