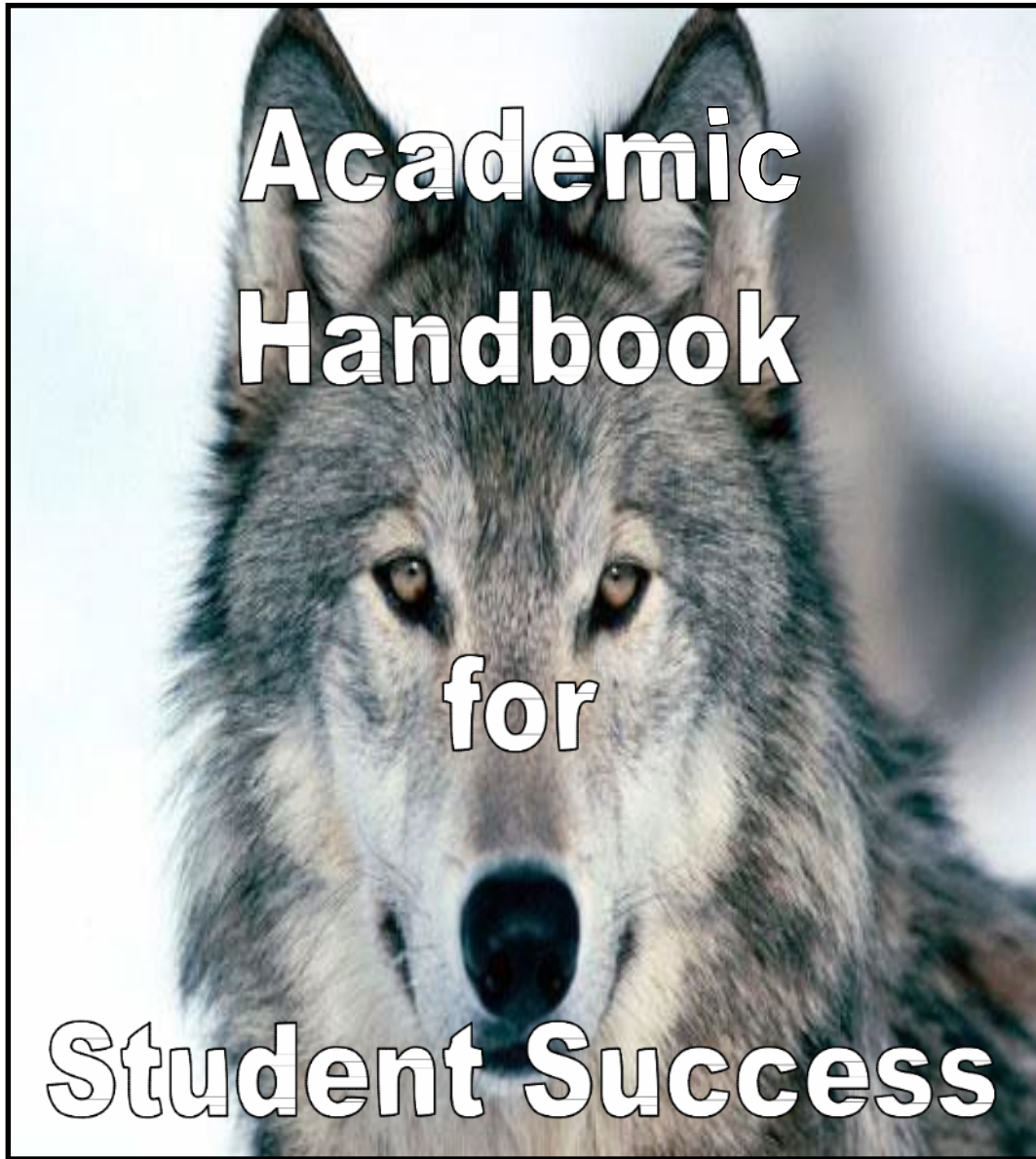


WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

**Waxahachie Global High School
An Early College High School**



**COURSE CATALOG
2022-2023**

Waxahachie Independent School District

Vision Statement

Our Vision is to be a district where innovation thrives and growth is limitless.

Mission Statement

“Waxahachie ISD’s dynamic, focused educational experiences will produce graduates who will positively impact the world.”

Our Core Values

- We **value** choices because they make us unique and are critical to learning.
- 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.
- We **value** relationships that broaden learning experiences and enrich our community.

Our Goals

Waxahachie ISD is driven to provide excellence in education for all students. In order to reach the goal of 100% of students attaining graduation, the strategic planning committee developed the following goals.

1. We will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.
2. We will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.
3. We will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.
4. We will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.
5. We will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.
6. Waxahachie ISD will allocate resources to ensure that students, parents, and the community receive optimal educational services

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Waxahachie Independent School District

Dr. Bonnie Cain, Superintendent

Dr. David Averett, Executive Director of Secondary Learning

Sean Cagle, Director of Fine Arts

WISD Secondary Campuses

Waxahachie Global High School

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Waxahachie High School

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Waxahachie High School of Choice

Dr. Al Benskin, Principal
1000 N. HWY 77
Waxahachie, TX 75165
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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:

Mr. Lee Auvenshine, Title IX Administrator
411 Gibson Street
Waxahachie, Texas 75165
(972) 923-4631

Waxahachie Independent School District

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 approximately 9,000 students structured in 15 campuses.

The *Academic Handbook for Student Success* has been designed to provide curriculum information for secondary students of Waxahachie Global 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 Global High School

Waxahachie Global High School (WGHS) is one of less than two hundred and fifty 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 open- enrollment selections are made using a lottery system in the spring prior to the students' freshman year.

At Waxahachie Global High School, early college high school students are simultaneously earning both a high school diploma and an Associate's Degree or two years of college credit toward a Bachelor's Degree. Whatever their prior experience, early college high school students are challenged and supported to develop the knowledge, skills and behaviors that lead to success in college.

Waxahachie Global High School, in conjunction with Institutes of Higher Education, envisions a unique learning environment that represents community interests and student needs:

- Students have the opportunity to become core complete or earn up to two years of transferable college credit while in high school.
- Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn two years of tuition-free college credit.
- The years to a postsecondary degree are compressed.
- WGHS provides academic and social supports that help students succeed in a challenging course of study.
- Learning takes place in, personalized learning environments that demand rigorous, high-quality work and provide extensive support.
- To be considered for acceptance in WGHS, students are encouraged to complete Algebra I in the 8th Grade

Beginning their Freshman year, student schedules will include dual credit classes. **Enrollment in these classes is contingent upon a student taking the TSI exam for college entrance.** Additional dual credit courses offered to the student are based on the student having passed the TSI exam. See the school's guidance counselor for additional information.

House Bill 5 (HB5) Graduation Requirements

“Now all high school students will have an opportunity to explore, to discover their interests, and to leave high school better prepared for future success.”

Degree requirements introduce endorsements which enable students to explore career opportunities in high school, and in some cases, receive certifications and advanced degrees in specified areas.

Texas High School Degree Begins with the Foundation Program

All students must successfully complete the Foundation Program to graduate from high school. The Foundation Program includes 22 credits in these areas:

Foundation Program



Foundation Program for Texas High School Graduates	
• English/Language Arts (ELA)	4 credits
• Mathematics	3 credits
• Science	3 credits
• Social Studies	3 credits
• Languages other the English (LOTE)	2 credits
• Physical Education	1 credit
• Fine Arts	1 credit
• Electives	<u>5 credits</u>
Total	22 credits

Recommended:
Foundation Program
With *Endorsement*



Foundation Program for Texas High School Graduates with Endorsement	
• English/Language Arts (ELA)	4 credits
• Mathematics	4 credits
• Science	4 credits
• Social Studies	3 credits
• Languages other the English (LOTE)	2 credits
• Physical Education	1 credit
• Fine Arts	1 credit
• Endorsement Courses	_____
• Electives	_____
Total	26 credits
*Courses needed to earn an endorsement and electives to complete 26 credits.	



In addition to the Foundation Program, students will select an ENDORSEMENT on their degree plan from one of the five areas:	
• Science, Technology, Engineering and Math (STEM)	
• Business and Industry	
• Public Services	
• Arts and Humanities	
• Multidisciplinary Studies	

Endorsement Areas

The ENDORSEMENT allows students to become college and career ready.

Endorsement Frequently Asked Questions:

How do I receive an ENDORSEMENT I like?

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.

Distinguished Achievement

Students to be considered for the Top 10% automatic college admission must graduate with Distinguished Achievement. To receive Distinguished Achievement, students must have:

1. Successful completion of Algebra II
2. Graduate with an Endorsement

Performance Acknowledgements

Performance acknowledgements are denoted on a student's transcript and provide recognition for the students who have one of the following:

- Score a 3 or better on an AP Exam
- Dual Credit students must have completed 12 credit hours with a GPA of 3.0 or higher; or earn an associate degree while in school.
- Bilingualism or Bi-literacy certification upon completion of test.
- ACT and SAT score (SAT reading and math - 1250 or better) or ACT composite of 28 or better)
- Earn a National Certification

ENDORSEMENT AREAS

Science, Technology, Engineering and Math (STEM)

- CTE STEM/Engineering
- Cybersecurity
- Math
- Science
- Combination

Business and Industry

- 3D Animation and Video Game Design

Public Services

- Education & Training
- Health Science

Multidisciplinary Studies

- 4 Advanced credits from within one or more Endorsement Areas; or
- 4 credits in each of the Foundation subject areas; to include English IV & Chemistry and/or Physics; or
- 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

If you would like further information about the available graduation plans, see the link below to the TEA Website for clarification.

<http://tea.texas.gov/graduation-requirements/hb5.aspx>

Foundation High School Program

The Foundation High School Program allows a student to earn an endorsement in one of five areas:

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

Each endorsement includes 26 credits, 22 of which comprise the foundation core.

“High school prepared” junior high students will possess:

- an understanding of academic and technical requirements for each endorsement,
- a working knowledge of the 16 nationally recognized career clusters and
- the study skills necessary for 21st century college and career readiness.

Changing Graduation Plans

A student, the student’s parent or other person standing in parental relation to the student, and a school counselor or school administrator must agree in writing that the student should be permitted to change any plan. A student may not opt out of an endorsement until after their sophomore year per TAC 74.11D.

Though a student may discuss a change of plan at any time with their counselor, changes to the plan and their schedule may only be made at designated times. Classes may not be dropped to gain an off period.

High School Grade Classifications

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

WISD High School grade classifications are based on the cumulative total of credits earned:

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

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.

Waxahachie ISD Grade Point Average (GPA) Scales

6-Point Grade Scale

Table 1.1

Letter Grade	Numeric Grade	Regular GPA Points	Honors GPA Points
A	97-100	4.00	6.00
A	93-96	3.75	5.75
A	90-92	3.50	5.50
B	85-89	3.25	5.25
B	80-84	3.00	5.00
C	75-79	2.50	4.50
C	70-74	2.00	4.00
F	0-69	0	0

4-Point Grade Scale

Table 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

Transfer Conversion Scale
Table 1.3

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

On all Scales <70 = No GPA or Credit

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 (CASA); English, science, math, or social studies, will be included in every student’s GPA calculation if they have taken a course. Weighted GPA (6.0) will be given to all AP courses that fulfill a Core Academic Subject Area, all Dual credit courses that fulfill Core Academic Subject Area, and other selected courses identified as “honors”.

Class Ranking System

Grade Point Averages (GPA) are calculated using the scale (Table 1.1, 1.2, 1.3) 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: Some courses receive credit for graduation, but do not earn GPA. For example, Algebra I taken at the junior high counts as a credit towards graduation, but is not used to compute class rank. However, Algebra I taken in grades 9-12 counts toward graduation credit and in computing class rank.

The 6.0 scale is used for ranking purposes. The 4.0 scale is used for those students whose planned college enrollment requires GPA to be calculated on a 4.0 scale. Class ranking is calculated three times a year, following the first full semester, second full semester, and the completion of all **approved** summer school credit programs. According to Waxahachie Board Policy EIC(LOCAL)- X, “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.” **To receive prior approval, the student must apply through the counseling office.** Upon completion, these courses shall be placed on the official WISD Transcript. 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.

Valedictorian, Salutatorian, and Distinguished Scholar Honors shall be based on the student's cumulative grade point average calculated at the final progress report within final grading period. Students in grades 9-12 may request their GPA and class ranks from the Registrar's office following the end of each semester.

Valedictorian and Salutatorian

The student graduating from Global High School with the highest cumulative grade point ranking deemed the valedictorian. The student with the second highest cumulative grade point ranking will be deemed salutatorian. The valedictorian and salutatorian must attend Global High School for three consecutive school years. Early graduates shall not be considered for valedictorian and salutatorian.

In order to determine the Valedictorian and Salutatorian, cumulative grade point rankings will be calculated at the end of the third grading period of the student's senior year. Grade point averages (GPA) will be computed to three decimal points. In case of a tie for Salutatorian, there will be a Distinguished Honor Graduate Award.

Graduation Honor Cords

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.

- | | |
|------------------------------------|---------------------------------------|
| • Valedictorian | Gold Medal with Blue & White Ribbon |
| • Salutatorian | Silver Medal with Blue & White Ribbon |
| • Top Ten | Bronze Medal with Blue & white Ribbon |
| • National Merit Finalist | Scholar Medal with Blue Ribbon |
| • National Honor Society | White/Blue Stole |
| • Class Officer | Blue Stole |
| • Student Council | Blue Stole |
| • Navarro Associate Degree | Red & Black Cord |
| • College (24+ Hours) | Red & White Cord |
| • Science (5+ Courses) | Green Cord |
| • Technology (3+ Courses) | Green & Blue Cord |
| • Engineering (3+ Courses) | Blue & Silver Cord |
| • Mathematics (5+ Courses) | Blue Cord |
| • Foreign Language (4+ Courses) | Green & Silver Cord |
| • Community Service (60+ Hours) | White Cord |
| • Carter Blood Care (2+ Donations) | Red Cord |
| • Rotary Interact Club | Blue & Gold Cord |
| • Technology Student Association | Red, Silver, & Blue Cord |
| • FIRST Robotics | Black Cord |
| • Eagle Scout | Red, White, & Blue Cord |
| • U.S. Navy | Navy & Gold Cord |
| • U.S. Air force | Double blue & Silver Cord |
| • Military | Purple |
| • WISD Mentor Program | Blue, Green & White Cord |
| • PLTW | Blue Stole with White Lettering |
| • National Arts Honor Society | Rainbow Cord |

Advanced Placement/Dual Credit Course Information

Advanced Placement (AP) courses provide rigor and complexity as determined by the guidelines of the College Board. Students taking AP courses may receive college credit by achieving a score of 3 or higher on the Advanced Placement Exam. It is recommended that the student check with universities they are considering for the university’s specific requirements in accepting Advanced Placement course credit as earned college hours prior to enrolling in AP courses. 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 may be required to take the AP Exam. Students will be responsible for all examination fees.

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 test. 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 WGHS partners with Navarro College, and the University of Texas at Tyler.
Who teaches the course?	AP courses are taught by highly qualified Waxahachie ISD teachers who receive special training from College Board.	Dual credit courses are taught by highly qualified teachers, 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. Students at Global High School attend college for free under the ECHS agreement 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.
What is the cost of the course?	AP courses do not have a fee, however there is a fee for the test. The test is historically below under \$100. If the score requirement is met for your college of interest, the college could award you between 3 and 6 hours of credit for the price of that one test.	Global High School students do not pay to attend Navarro or U.T. Tyler to complete courses within their educational track. Courses outside of the student’s academic track are not covered by our MOU and could be charged at the current college rate. WISD would also not be responsible for the book in those classes.
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/

Predictors of Success for Advanced Placement and Dual Credit Enrollment

The College Board identifies motivation as the key factor in being a successful Pre-AP/AP/ Dual Credit students. Other factors, which are also important, include having a strong foundation and interest in the subject matter being covered.

Advanced Placement (AP) Course Offerings

In AP classes, just like in college, you'll face new challenges and learn new skills in the subjects you care about. All with the support of your classmates and teachers. By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. (Information cited from College Board)

*Note: Classes offered are contingent on staffing and enrollment. ***Some AP Courses do not earn GPA.***

Per recommendation of the College Board, there are no summer reading assignments, but there may be a suggested reading list compiled by a teacher. Therefore, WISD is adopting the policy of NO summer assignments. There are no grades issued for these suggested assignments and shall not be used to prevent a student's entrance into a class.

AP Testing Criteria - Grades 9-12

WISD feels strongly about the importance of taking the AP exam, thus has committed to helping students with a reduction in cost. The normal exam fee is \$94. Students pay a \$50 fee for the first exam and \$45 for each additional exam, which is less than half price. AP exam orders will take place in October/November. All exams will be ordered through Total Registration and require full payment prior to 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 who have completed their sophomore year or received special permission granted by the district 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 that have not met the acceptable dual credit tests must take a College Placement Exam (TSI Assessment). Students who are exempt from one part of the placement test will be required to take the TSI Assessment in the other areas prior to enrolling for related college courses. ***All students must take the TSI for dual credit admissions.*** TSI will be offered at WGHS prior to student course selections. Please check with your counselor for specific test dates.

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 (TSIA-2) exam, or equivalent substitution scores.

Requirements for Juniors and Seniors

For eleventh and twelfth grade students, the score requirements are as follows:

Test	Score Explanation / Requirements
<p align="center">TSI-2 11th or 12th Grade</p>	<p>College Readiness scores for each area of the TSI Assessment</p> <ul style="list-style-type: none"> • ELAR- a placement score of at least 945, and an essay score of at least a 5, or • A placement score of less than 945, and an ABE Diagnostic level of at least 5, and an essay score of at least 5, Math – a placement score of at least 950, and an essay score of at least a 5, or a placement score greater or • A placement score less than 950, and an ABE Diagnostic level of at least 6.
<p align="center">STAAR End-of Course (EOC) 11th Grade only</p>	<p>An English II EOC score of 4000 or higher shall exempt for both the reading and writing sections of the TSI Assessment. An Algebra I EOC score of 4000 or higher and a passing grade in Algebra II and/or a 4000 or higher on the Algebra II EOC shall exempt for the mathematics section of the TSI Assessment</p>
<p align="center">PSAT / NMSQT 11th Grade</p>	<p>A combined score of 1070 on the PSAT/NMSQT with a minimum of 500 on the critical reading and/or mathematics test relevant to the courses to be attempted.</p>
<p align="center">ACT 12th Grade only</p>	<p>A composite score of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 19 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.</p>
<p align="center">SAT 12th Grade only</p>	<p>SAT administered March 2016 and later: Evidence-Based Reading and Writing (EBRW) minimum score of 480, Mathematics minimum score of 530 (no combined score needed).</p>

For dual credit, students who are dropped by the institution of higher learning, will remain in the scheduled class, but will receive grades on the 4.0 scale.

Technical dual credit:

For technical dual 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 TSI testing is needed for the type of technical dual credit that is being sought.

Note: 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 TSI examination prior to 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 Global High School offers the following courses for credit and GPA for Dual Credit. To satisfy one year of high school mathematics or science credit requires two semesters of completion from the approved list.

Students are prohibited from retaking a DC course for the purpose of increasing their final grade. The student's initial grade will be placed on the high school transcript unless they are re-taking/re-enrolling because they earned a failing grade. A student can potentially earn two different final grades, as the college and high school calendars follow different grading time periods.

ALL DC courses will follow the institution of higher education's grading policy.

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

Once enrolled in a dual credit course, the drop date and tuition reimbursement policy are determined by the college. It is very important that students 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 Navarro College by the college's established deadline.

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

Students must meet Texas Education Agency passing standards to participate in extracurricular activities. The state allows districts to identify courses which 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 III, DC English III, AP English Literature IV, DC British Literature, DC Research and Technical Writing
Mathematics	Pre-AP Geometry, Pre-AP Algebra II, Pre-Calculus, Pre-AP Pre-Calculus, DC Pre-Calculus, AP Calculus AB, AP Computer Science, AP Statistics
Science	Pre-AP Biology, AP Biology, DC Biology, Pre-AP Chemistry, AP Chemistry, DC Chemistry, AP Physics 1, AP Physics 2, DC Geology
Social Studies	AP World History, AP US History, DC US History, AP U.S. Government, AP Economics, AP Human Geography, DC Government, DC Economics, DC Texas Government, DC Psychology,
Foreign Language	Pre-AP Spanish III, AP Spanish IV, AP Spanish V, Pre-AP French III, AP French IV
OTHER	AP Studio Art: Drawing, Indian Scholar Dual Credit Courses (in English Language arts, mathematics, social studies, science and languages other than English)

Additional Honors/ 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 honors/advanced courses when a minimum grade of 60 is earned:

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

Advanced Courses Minimum Grade Requirement: In February 2019, the WISD Board of Trustees approved a policy to require students in advanced courses on the *WISD Approved Courses Exempt from No Pass No Play* list to maintain a grade of 60 to participate in extracurricular activity. The board provided a one-time waiver for students in advanced classes who are failing with a minimum grade of 55 for one grade check during a school year. For more information on this requirement and applying a waiver, please contact your campus principal, counselor or extracurricular coach/director. *This requirement will begin in the 2019-20 school year.*

Additional Academic Information

Family and 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, and participate in the Family and Community Service Class offered to senior students. WISD awards a Cord to be worn at graduation for students who have accumulated 60 or more hours of approved and documented community service in grades 9–12. For students to receive graduation honors in community service, the following guidelines must be met:

- Request approval for community service hours prior to performing the community service activity.
- Hours accumulated away from the campus must be documented and confirmed with the signature of a supervisor.
- Hours must be performed in grades 9–12
- Students must keep a journal describing the activities performed and its impact on the student and the community.
- Students must submit all required documentation to the community service coordinator by the end of the fall semester of the student's senior year.

Foreign Exchange Students

Foreign Exchange Students enrolling in Waxahachie ISD will take all required 11th grade core classes except for the following: Students will be enrolled in 11th grade U.S. History in the fall semester and 12th grade Government in the Spring semester.

High School Courses Taken at the Junior High Level

Students may earn high school credits with successful completion of designated courses offered at the 8th grade level. 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

The district shall accept all credits earned toward state graduation requirements by students in state accredited school districts. *Advanced GPA credits for transfer students will be included in WISD GPA only if the course is offered as an advanced or honors course at the high school level in WISD.* Credits awarded by a previous school with a grade lower than 70 will receive credit in WISD, but will not be calculated in their GPA.

All students transferring in from accredited schools may receive credit upon verification of an official transcript. Students transferring in from a, or non-accredited schools 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 70 for their grade and any student transferring into WISD with a grade of F will receive a 60 for their grade.

Students not willing to accept this verification process will be able to take Credit by Examination (CBE).

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 designated courses approved by the WISD Board of Trustees may be eligible with a standard lower than 70; however, credit will not be earned for an overall grade of less

than 70. Students dropping from a Dual Credit, Pre-AP or AP class prior to the end of the semester will carry the grade earned to the regular class with no grade average or grade point average adjustments.

Graduation

In order 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.

Course Scheduling

The Waxahachie ISD Counseling Department will make every effort to advise students in the selection of appropriate classes, based on their career goals, interests and graduation requirements. However, students' course selections are ultimately the responsibility of the students and their parents/legal guardian.

All high school students will pre-register for the following school year in early spring. Scheduling concerns may be addressed prior to schedule change request deadlines. Students are encouraged to plan their coursework in sequential order and in line with their established graduation plan.

An endorsement may be changed at any time by contacting the student's academic counselor and completing the approved TEA form, but schedules shall only be changed at the end of a semester. Any change to the Foundation Plan without an endorsement requires a meeting with the student, the academic counselor, the parent and approval by an administrator.

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 first 5 school days.

AP and DC Credit Class Changes

WHS strongly believes that Pre-AP, AP, and Dual Credit courses provide enhanced academic opportunities for students that will assist them in future academic or nonacademic pursuits. At the same time, the District recognizes that students may experience initial surprise or difficulty in managing the increased course requirements. A struggling student and his/her parent/legal guardian should schedule a conference with the

teacher in order to create strategies to be implemented over a period of time that will help in the student's success.

- The purpose of a Pre-AP course is to prepare students for college-level work, which they will experience in AP classes. Pre-AP courses focus on skill development, habits of mind, and in-depth preparation in a subject area that is necessary to master the skills required to achieve success in AP courses. Other characteristics of advanced courses include content immersion, a fast pace, and assessment of performance at the analysis and synthesis levels.
- AP courses differ from regular high school courses in that instructors use advanced curricula that is 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 successfully complete AP exams may receive college credit.
- Dual credit courses are college level classes. Dual Credit courses are the same class that you would have if you attended the college accrediting the course. Again, students need to exhibit the maturity level and responsibility of someone taking a college level class. Payment is due to Navarro by June 1st. The grade will go on both the students HS and college transcript and cannot be taken for a higher grade at the HS level unless the student failed to earn credit. It's always recommended that you check with your potential universities to make sure the credit will transfer.

Parents and students must sign and return a memorandum of understanding prior to registering for Pre-AP, AP or Dual Credit Class. While our upper level honor classes are open enrollment, we encourage you 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 check with your student's counselor if you have any questions. We recommend a "meets grade level" standard or higher on the STAAR/EOC as a good success indicator.

Students will not be enrolled in Pre-AP, AP, or DC courses until this commitment letter is signed by the student and the parent/guardian.

Please review and commit to the guidelines and recommendations below to be enrolled in a Pre-AP, AP, and DC course. Both students and parents/guardians please acknowledge each statement by initialing in the spaces and signing the commitment letter.

1. I recognize that I have to demonstrate independence and responsibility. I must meet the highest standards of performance in any honors or advanced placement course. Honors classes typically require 1-1/2 times as much homework as non-honors college preparatory classes. Each advanced placement course may require as much as five hours of homework weekly.
2. I know that I am committed and cannot transfer or drop Pre-AP/ AP until nine weeks, if all criteria are met. Changes at semester will be reviewed based on input from the teacher, student performance (completion of course assignments and/or frequency of tutorials), and availability of space in regular courses. A parent/student/teacher meeting is required. Dual Credit classes will follow Navarro registration policies, drop and payment deadlines.
3. I realize that by enrolling in an AP course, I am expected to take the AP exam in May. Students will either be required to take the AP exam or semester AP exam. No exemptions are allowed. Students earning a 3, 4 or 5 on the AP exam will be reimbursed for the cost of the test.

Note: Discounts may be provided when registering for AP exams. Please check with your teacher or counselor for more information.

1. Do not solely equate success in junior high honors courses to high school honors classes. It's important to look at STAAR scores, PSAT scores, honors class averages, work ethic, benchmark data, etc. The pace, rigor, and expectations of a HS honor course are very different.
2. I understand this class offers increased rigor and challenge, and I agree to request help when I need it and to attend tutorials if I fall behind in class assignments or experience difficulty with course content.
3. I understand that my success in this Pre-AP/AP/Dual Credit course is primarily my responsibility. I commit to attend class, study and do well on exams/quizzes/projects and turn in assignments on time.
4. I understand and agree it is my responsibility to notify the teacher immediately to set up a meeting to help find solutions to my progress and success.
5. Students who elect to take an AP course for which there is no academic equivalent will be required to remain in the course.

While we expect students to be very successful in Pre-AP, AP, or dual credit courses, it is important to take a close look at the student's total course load and commitments to other activities when choosing how many courses to take during a semester. For some students, the best way to begin moving into these courses is by beginning with one until they better understand the expectations and time commitments involved.

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 an insufficient enrollment or if certified staff is not available. Additionally, not all courses are offered at each school. Please check with the school's counseling office if you have any questions.

Assessments

State of Texas Assessments of Academic Readiness (STAAR)

Beginning in the 2011-2012 school year, STAAR replaced the Texas Assessment of Knowledge and Skills (TAKS) assessment and is used for the 5 End-of-Course assessments (English I, English II, Biology I, Algebra I and U.S. History) and the new grade 3-8 assessments mandated by House Bill 3 in the 2009 Legislative session. Students in the graduating class of 2015 were the first students who were required to meet the end-of-course testing requirements, as well as pass their classes, in order to earn a diploma. The new tests are significantly more rigorous than previous tests and measure a student's performance as well as academic growth. The grade 3-8 STAAR tests in reading and mathematics, by law, must be linked from grade-to-grade to performance expectations for the English II and Algebra II End-of-Course assessments.

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 any sophomore or junior who enrolls in PSAT and for sophomores wanting to take PreACT. Additionally, WISD will pay for one of either the ACT or the SAT in the student's junior or senior year. It is the student's responsibility to submit a reimbursement form along with proof of payment and exam results. Any subsequent tests will be the responsibility of the student.

American College Test (ACT)

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

The ACT Test 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, reading, and science.
- 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. Student may access the online application at: www.act.org.

Preliminary Scholastic Aptitude Test (PSAT)

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides firsthand 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. Any student in grades 9 will pay approximately \$15.00.

Scholastic Aptitude Test (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.sat.collegeboard.org. The SAT essay is an optional portion of the test which is scored in two, 800-point sections, with a possible combined score of 1600.

Students may access information and find the online registration at: www.collegeboard.com. The WHS College Board high school code number is 447-373. The SAT test center code number for Waxahachie HS is 44-888. Flyers are available in the counseling office for area SAT preparation courses.

Pre-ACT

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

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 more college for additional college admissions and career path information, visit the Global High School Counselor.

Texas Success Initiative (TSI Assessment/2)

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 (TSI). This test is provided free of charge to our students when taken at WGHS. We do not pay for the test if it is taken at any other site; however, if a student chooses to take the TSIA-2 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 high school senior 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 the curriculum area of interest.

Letters of Recommendation

Students should schedule an appointment with their 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 counselor. Since some colleges have December/January deadlines, it is recommended that requests be completed by early-November. Below is a great link for college application deadlines. As always, it's best to check directly with the university. <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 www.applytexas.org where it can be completed and submitted electronically. Paper copies are also available in the counselor's office.

Financial Aid & Scholarships

Financial Aid and Scholarship information is available to all students in the counselor's office. The counseling office maintains files of scholarship, and also maintains information at www.hs.wisd.org. Additional financial aid information may be found through the financial aid office at colleges or universities. Students who apply for need-based financial aid are required to complete a Free Application for Federal Student Aid (FAFSA). The FAFSA Application is available online in October of the student's senior year. Students should work with their parents to complete all information in a timely manner. FAFSA information and the application may be found at www.fafsa.ed.gov. Merit based scholarships are not based on financial information, but rather merit or talent in a curricular or civic-based area. Parents are advised to avoid scholarship services who request fees. WGHS will offer an informational parent night along with support to complete the application process. Please contact the school counseling office if you have questions. For more information on academic scholarships, contact Krissi Mechelay, Post-Secondary Student Advisor – Academic.

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 www.eligibilitycenter.org. To register with the NAIA eligibility center (this should be done at the end of junior year) and find more information, go to www.playnaia.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.

For further information, visit the 'Recruiting' tab on the WHS Athletics' web page (found under 'Student Life'). The student's counselor will provide the necessary information for Core Course selections. Assistance with becoming and maintaining eligibility, being recruited, and being prepared to play at the collegiate level begins with a post-secondary student advisor for extracurricular courses.

***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 Student Services 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

English	English I, Pre-AP English I, English II, Pre-AP English II , English III, AP English Language III, DC English Composition III, English IV, AP English Literature IV, DC English Composition IV, Communication Applications, Debate 1, 2, 3 and Journalism
Mathematics	Algebra I, Geometry, Pre-AP Geometry, Algebra II, Pre AP Algebra II, Pre-Calculus, Pre-AP Pre-Calculus, DC Pre-Calculus, Calculus, AP Calculus AB, AP Statistics, DC Statistics, Algebraic Reasoning, AP Computer Science, Statistics
Science	Biology, Pre-AP Biology, AP Biology, Integrated Physics and Chemistry, Chemistry, DC Biology, Pre-AP Chemistry, AP Chemistry, Physics, AP Physics I, AP Physics II, Anatomy and Physiology, DC Geology, Forensic Science, Earth & Space Science, DC Geology, Medical Microbiology, Principles of Technology
Social Studies	World Geography, World History, AP World History, US History, AP US History, DC US History, Government, AP U.S. Government, Economics, AP Macroeconomics, DC Macroeconomics, AP Human Geography, DC Government, Sociology/Psychology, DC Psychology
Foreign Language	Spanish 1-3, Pre-AP Spanish III, AP Spanish IV, AP Spanish V, French 1-3, Pre-AP French III, AP French IV, ASL 1-3

Other Means to Gain Course Credit

Correspondence

The Correspondence Program at WISD offers an opportunity for high school students to take off-campus correspondence courses for high school credit. Students may earn up to **two** credits toward graduation by correspondence. WISD accepts correspondence courses from Texas Tech and the University of Texas and approval must be obtained from a counselor prior to enrolling in a correspondence course. It is the student's responsibility to pay for correspondence courses and books and to follow all rules and regulations required by the correspondence school. Students may be enrolled in only one correspondence course at a time and grades earned in the course shall be used in GPA calculations and class ranking. *Seniors must complete any correspondence course required for graduation at least one semester prior to 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 also offers students an opportunity to take online coursework via accredited programs such as Odysseyware, Apex, The Texas Virtual Network (TxVSN), or other approved WISD accredited programs. Prior approval is required for participation and acceptance of credits.

Credit by Examination (CBE)

All CBE's must be taken the prior semester in which the student is wanting 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 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.* CBE scores will be reported by the testing institution to the school district and to the student within approximately 4- 6 weeks. A student in any of 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 prior to 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 University of Texas at Austin UT High School 4 times a year. The school district will determine and publicized 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. CBE scores will be reported by the testing institution to the school district and to 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

Students who plan to graduate at the end of the fall semester of their senior year must submit an Early Graduation Plan to their counselor no later than the spring semester of their junior year. Students must have written parent/guardian consent and have met with their counselor to discuss the early graduation plan.

Three-Year High School Graduates

Students who plan to graduate within three years must submit a Three-Year Graduation Plan to their counselor prior to the first semester of their junior year. Students must have written parent/guardian consent and have met with their counselor to discuss the early graduation plan. 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 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.

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 the student’s 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*, March 2015

Placement, supports and services are based on the individual needs of the student and determined by the Admission, Review and Dismissal Committee (ARDc) 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 ARDc 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.

- In-Class Support: Inclusion
- In-Class Support: Co-Teaching
- Learning Lab
- Pro-Inclusion Lab (PRO)
- Modified Curriculum (M)
- Life Skills Alternative Curriculum (T)
- Vocational Adjustment Cooperative (VAC)
- Elevate 18+ Program

Courses & Programs

Special Education Courses & Programs for WISD

In-Class Support services are available to meet the individual needs of students in general education settings. Students receive consultative, direct and/or indirect support from special education staff within the general education classroom. A paraprofessional may provide support under the direct supervision of the teacher as specified in the IEP. Specially designed instruction is required. Students receive course credit.

Co-Teach courses are taught in the general education environment with both a certified general education teacher and certified special education teacher. The general education teacher and special education teacher share responsibility for the lesson planning, the instruction and the progress monitoring of ALL students in the classroom. Students receive course credit.

Learning Lab is an instructional and behavior support service including identified special education students who receive their primary instruction in the general education setting. The Learning Lab teachers and paraprofessionals offer a wide variety of services in collaboration with the general education classroom teacher in order to provide the interventions and strategies necessary for students with disabilities to master curriculum objectives. The Learning Lab teacher obtains lesson plans, materials, etc., to plan a quality support system for the student. The program provides academic support service for students receiving course credit.

Pro-Inclusion Program is for students who have a designated accommodation or specified frequency and duration of intensive behavior support described in their IEP. The program is individualized, flexible and provides positive behavioral support services for students receiving general or modified curriculum course credit. Students who need additional help in maintaining appropriate behavior may be supported by the special education teacher and/or paraprofessionals. Students for whom this service is planned by the ARD committee follow their IEP determined class schedule and may access the support of the special education teacher when the student or his/her classroom teacher sees the need for help in maintaining appropriate behaviors as specified in the student's Behavior Intervention Plan (BIP).

Modified Curriculum* courses are taught in a Special Education classroom. Instruction in this classroom setting is individualized and based upon the student's IEP goals and objectives which are linked to the student's enrolled grade-level TEKS. These services are available for students who need more intensive individualized instruction with modifications to the general education curriculum. The emphasis is on core academic areas with the focus directed towards skill acquisition, acceleration, and/or remediation. Students work toward mastery of individually developed IEP objectives in classes instructed by certified special education teachers. Students served in this classroom setting are typically multiple years behind their enrolled grade-level, require intensive interventions and receive modifications of the grade level curriculum.

Structured Instruction Program is a highly structured, supportive learning environment designed for the unique needs of students for whom academic, communication and behavior needs cannot be met in other settings. The classroom is designed to serve students that demonstrate significant deficits in social interactions, communication, organization and/or self-regulation skills. Students in this setting may or may not be receiving instruction at a modified* level.

Life Skills 18+Program at Global: is a self-contained program designed for students who demonstrate significant cognitive disabilities and require an alternate curriculum. The emphasis of the Life Skills program is to provide functional academics and vocational opportunities. An IEP is developed for every student based on the student's academic abilities, cognitive skills, social and behavior needs, and functional skills needed to increase independence. Students in this program access curriculum through prerequisite skills. Instruction is provided in both individual and small group settings.

18+ Programs* are designed for students that have completed their course credit and EOC graduation requirements, but will continue to receive services in order to complete their Individualized Education Program (IEP) for the purpose of gaining independent living, self-help, employability, education and recreation/ leisure skills. The student's ARD committee will determine the best 18+ program to meet the student's individualized needs.

Elevate (18+) is a cooperative program designed for students with cognitive deficits who are enrolled in Waxahachie, Midlothian or Red Oak ISDs. Students enrolled in Elevate will spend a half day on campus at Navarro College taking courses that focus on improving vocational-related reading and communication skills, basic computer skills, and develop employment and job search skills. The other half of the day is spent on a job site with a job coach. Upon completion of the Level I and Level II programs, a Continuing Education Certificate of Completion will be awarded as well as the official high school diploma.

Global High School 18+ Program is designed for students with cognitive deficits enrolled in WISD. Students enrolled in this program will spend a portion of their day exploring a variety of on-site job training opportunities, real-world skill application and volunteer work in the local community. Instruction in the classroom setting is designed to improve skills in independent living, self-help, prevocational or leisure activities. Continuation in the program will be determined at least annually based on ARD committee reviews and mastery of the IEP.

**Students graduating with modified or alternate courses are not eligible to graduate under the Foundation with an Endorsement Graduation Plan if one or more of the endorsement classes are modified curriculum. Students who graduate on the Foundation Graduation Plan are not eligible for automatic admission into a Texas four-year university, however, may be eligible for Junior College or Career Technology Schools.*

English Language Arts				
Course Name	Credits	Grade Level	GPA	Prerequisite
Pre-AP English I	1	9	Honors	None
Pre-AP English II	1	10	Honors	Pre AP English I
English III	1	11	Regular	English II or PAP English II
Dual Credit English III Composition	1	11	Honors	Recommended Prerequisite: English II or equivalent, and must meet college readiness standards
English IV	1	12	Regular	English I, English II, & English III
Dual Credit- British Literature 2322	0.5	12	Honors	Prerequisite: Dual Credit (DC) English III, and must meet college readiness standards
Dual Credit- British Literature 2323	0.5	12	Honors	Prerequisite: Dual Credit (DC) English III, and must meet college readiness standards
Debate I	1	10-12	None	None
Dual Credit Creative Writing	1	10-12	Regular	English I
Journalism I	1	10-12	Regular	Recommended Prerequisite: 85 + in English I
Journalism II	1	11-12	Regular	Recommended Prerequisite: English I and Journalism I
Dual Credit Technical Writing	1	11-12	Honors	English I, English II, English III, ENG 1301 Must meet eligibility requirements for dual credit.

Waxahachie Global High School

Course Descriptions

ENGLISH LANGUAGE ARTS

Pre-AP English I

ENG 1 - 03220100

Grade Level: 9

GPA Type: Honors

Credit: 1

Course #: 0100

Prerequisite: None

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, introductory research skills, and the development of a writing portfolio. 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.

Pre-AP English II *

ENG 2 - 03220200

Grade Level: 10

GPA Type: Honors

Credit: 1 credit

Course #: 0102

Prerequisite: English I or equivalent

English II provides a year-long integrated study of the four skills required for effective communication: reading, writing, speaking and listening. Students continue the development of a writing portfolio, and read extensively in multiple genres from world literature. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

English III

ENG 3 - 03220300

Grade Level: 11

GPA Type: Regular

Credit: 1 credit

Course #: 0104

Prerequisite: English II or equivalent

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.

Dual Credit (DC) English Composition (for juniors; ENG III equivalent)

ENG 3 - 03220300

Grade Level: 11

GPA Type: Honors

Credit: 1 credit

Course #: 0112

Prerequisite: English II or equivalent, and must meet college readiness standards

Students will earn credits in WGHS English III and in ENGLISH 1301 and ENGLISH 1302 through Institute of Higher Education. Upon successful completion students will earn six college hours from Institute of Higher Education. Students must meet all requirements for enrollment at Navarro for both semesters.

ENGL 1301 COMPOSITION AND RHETORIC I 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 1302 COMPOSITION AND RHETORIC II 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 (DC) English Composition (for seniors; ENG IV equivalent)

ENG 4 - 03220400

Grade Level: 11

GPA Type: Honors

Credit: 1 credit

Course #: 0109

Prerequisite: English III or equivalent, and must meet college readiness standards

Students will earn credits in WGHS English IV and in ENGLISH 1301 and ENGLISH 1302 through Institute of Higher Education. Upon successful completion students will earn six college hours from Institute of Higher Education. Students must meet all requirements for enrollment at Navarro for both semesters.

ENGL 1301 COMPOSITION AND RHETORIC I 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 1302 COMPOSITION AND RHETORIC II 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.

English IV

ENG 4 - 03220400

Grade Level: 12

GPA Type: Regular

Credit: 1 credit

Course #: 0106

Prerequisite: English III or equivalent

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 post-modern 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.

DC British Literature

ENG 4 - 03220400

Grade Level: 12

GPA Type: Honors

Credit: 1 credit

Course #: 0106

Prerequisite: English III or equivalent

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 post-modern 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

Dual Credit (DC) Creative Writing

ENG 4 - 03221200

Grade Level: 12

GPA Type: Regular

Credit: 0.5 credit

Course #:

Prerequisite: English 1301, 1302

The writing of fiction is the focus of this course. Included are the short story, poetry, and short drama.

Dual Credit (DC) Technical Writing

ENG 4 - 03221100

Grade Level: 12

GPA Type: Regular

Credit: 0.5 credit

Course #:

Prerequisite: English III or equivalent

Intensive study of and practice in professional settings. 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. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

Journalism I

Grade Placement: 10-12

JRNLISM – TEA Code: 03230100

Course #: 0160

GPA Type: None

Credit: 1.0

Prerequisite: An average of 85 or above in English

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.

Journalism II

ENG 03230110

Grade Level; 11-12

GPA Type: None

Credit: 1

Course #: 0168

Prerequisite: English I, Journalism I

Students study and apply the journalistic skills and processes necessary to produce a yearbook. Students will develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, advertising, and creative writing. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

Students enrolled in Journalism have the opportunity to develop the basic skills needed for the production of a newspaper and yearbook.

Debate and Speech				
Course Name	Credits	Grade Level	GPA	Prerequisite
Professional Communications	0.5	10-12	Regular	None
Dual Credit Public Speaking	0.5	9-12	Honors	None
Debate	1	10-12	Regular	None

SPEECH

Professional Communications

PROFCOMM – 13009900

Grade Level: 10-12

GPA Type: Regular

Credit: .5

Course #: 17209

Prerequisite:

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Dual Credit (DC) Public Speaking

PUBSPKG1 - 03240900

Grade Level: 9-12

GPA Type: Honors

Credit: .5 credit

Course #: 01355

Prerequisite: None

Students will earn credits in WGHS Communication Applications (Speech) and in PUBLIC SPEAKING 1315 through Institute of Higher Education. Upon successful completion students will earn 3 college hours from Institute of Higher Education. Students must meet all requirements for enrollment at Navarro for both semesters and will be required to enroll through the Counseling office.

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 presentation of ideas.

DEBATE

Debate I

Grade Placement: 10-12

DEBATE 1 – TEA Code: 03240600

Course #: 0138

GPA Type: Regular

Credit: 1.0

Prerequisite: None

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.

Mathematics				
Course Name	Credits	Grade Level	GPA	Prerequisite
Algebra I	1	9	Regular	8 th grade math or equivalent
Pre-AP Geometry	1	9-10	Honors	Algebra I
Algebraic Reasoning	1	10-12	Regular	Algebra I
Pre-AP Algebra II	1	10-12	Honors	Algebra I, Geometry
Pre-Calculus	1	11-12	Regular	Geometry and Algebra II
Dual Credit Pre-Calculus	1	11-12	Honors	Algebra II and Geometry Must meet eligibility requirements for dual credit.
Dual Credit Calculus	1	11-12	Honors	Pre-Calculus
Dual Credit Statistics	1	11-12	Honors	Algebra II Must meet eligibility requirements for dual credit.

MATHEMATICS

Algebra I

ALG 1 - 03100500

Grade Level: 9

GPA Type: Regular

Credit: 1 credit

Course #: 0204

Prerequisite: None

Algebra I will emphasize the study of linear functions. Students will use functions to represent and model problem situations and to analyze and interpret relationships. Topics include graphing, solving equations and inequalities, systems of linear equations and problem solving. Quadratic and non-linear functions will be introduced. *Students making below*

80 in Algebra I are recommended to take both Mathematical Models with Applications (MMA) and Geometry during their sophomore year.

Pre-AP Geometry *

GEOM - 03100700

Grade Level: 9-10

GPA Type: Honors

Credit: 1 credit

Course #: 0206

Prerequisite: Algebra I

Geometry uses a variety of representations (concrete, pictorial, algebraic, and coordinate) to expand the understanding of geometric structure, patterns, dimensionality, congruence and similarity. Graphing calculators will be used occasionally in this course. Technology programs will be integrated throughout the course.

Pre-AP Algebra II

ALG 2 - 03100600

Grade Level: 10-12

GPA Type: Honors

Credit: 1 credit

Course #: 0208

Prerequisites: Algebra I, Geometry

Algebra II uses a variety of representations (concrete, numerical, algorithmic and graphical) to expand the understanding of functions, the relationship between algebra and geometry, quadratic, square root, rational, exponential and logarithmic functions. A TI-83 or TI-84 graphing calculator is required for home use in this course.

Algebraic Reasoning

ALGREA – TEA Code: 03102540

Grade Placement: 10-12

Course #: 0203

GPA Type: Regular

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 to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

Dual Credit (DC) Pre-Calculus OFFERED THROUGH UT TYLER

PRE CALC - 03101100

Grade Level: 11-12

GPA Type: Honors

Credit: 1 credit

Course #: 0228

Prerequisite: Algebra II or Honors Algebra II

DC Pre-Calculus will fulfill both the requirements of high school Pre-Calculus and earn 6 college hours in MATH 1314 COLLEGE ALGEBRA and MATH 1316 PLANE TRIGONOMETRY. Upon successful completion students will earn six college hours from the Institute of Higher Education (IHE).

MATH 1314 COLLEGE ALGEBRA - Students will study linear equations and inequalities, second-degree relations and functions, polynomial functions, rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants and sequences and series.

MATH 1316 PLANE TRIGONOMETRY - Students will study definition and use of trigonometric functions; solution of right triangles and oblique triangles; use of degree measure and radian measure; application of angular velocity and acceleration; fundamental identities; graphs of trigonometric functions; solutions of trigonometric equations with complex numbers and vectors.

Dual Credit (DC) Calculus OFFERED THROUGH UT TYLER

INSTUMTH - 03102500
Grade Level: 11-12
GPA Type: Honors
Credit: 1 credit
Course #: 0225
Prerequisite: Pre-Calculus

DC Calculus will fulfill both the requirements of high school Calculus and earn 4 college hours in CALCULUS I through Institute of Higher Education. In addition to covering the content of the 1st year of Calculus, this course covers selected topics in- depth and introduces further content including integration techniques, as well as an expanded number of differential equations. Students must remain in this course the entire year to receive credit for INDEPENDENT STUDY IN MATH and 6.0 GPA points.

MATH 2413 CALCULUS I with ANALYTIC GEOMETRY – Students will study limits, analytic geometry, derivatives and curve sketching, anti-derivatives, including trigonometric functions, definite integrals and applications of definite integrals.

MATH 2414 CALCULUS II with ANALYTIC GEOMETRY –
This course is a continuation of MATH 2413.

Dual Credit (DC) Statistics I and II OFFERED THROUGH UT TYLER

INSTMTH2 - 03102501
Grade Level: 11-12
GPA Type: Honors
Credit: .5 credit (semester course)
Course #: 0220
Prerequisite: Algebra II or Honors Algebra II

Statistics DC will fulfill the requirements of high school Statistics and earn 3 college hours in ELEMENTARY STATISTICAL METHODS 1342 through Institute of Higher Education upon successful completion students will earn three college hours from Institute of Higher Education. Students taking DC Statistics will receive a High School credit for INDEPENDENT STUDY IN MATH.

MATH 1342 ELEMENTARY STATISTICAL METHODS - Students will present and interpret data, probability, sampling, correlation and regression, analysis of variance and the use of statistical software.

Science				
Course Name	Credits	Grade Level	GPA	Prerequisite
Pre-AP Biology	1	9	Honors	Recommended Prerequisite: Yearly averages of 80 or higher in 8 th grade science and math are recommended
Pre-AP Chemistry	1	10-12	Honors	Prerequisite: Biology
Physics	1	10-12	Regular	Prerequisite: Biology
Pre-AP Physics	1	11-12	Honors	Prerequisite: Biology
Dual Credit Intro Chemistry I	1	10-12	Honors	Prerequisite: Biology
Advanced Career Science I	1	10-12	Regular	Prerequisite: Biology or Pre-AP Biology; Suggested prerequisite: Chemistry or concurrent enrollment in Chemistry.
Advanced Career Science II	1	11-12	Regular	Prerequisite: Biology or Pre-AP Biology, Chemistry or Pre-AP Chemistry, and Algebra I
Engineering Science (POE)	1	10	Regular	Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics. Recommended prerequisite: Geometry
Engineering Science (POE) College Credit	1	10	Honors	Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics. Recommended prerequisite: Geometry

SCIENCE

Pre-AP Biology

BIO - 03010200

Grade Level: 9

GPA Type: Honors

Credit: 1 credit

Course #: 0301

Prerequisite: Yearly averages of 80 or higher in 8th grade science and math are recommended.

Honors Biology extends students' experiences in conducting field and laboratory investigations, using scientific methods during investigations, and making informed decisions using critical-thinking and scientific problem-solving. Students study a variety of topics that 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-AP Chemistry

CHEM - 03040000

Grade Level: 10-12

GPA Type: Regular

Credit: 1 credit

Course #: 0319

Prerequisite: Biology or IPC

Students conduct field and laboratory 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: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

Dual Credit Intro Chemistry I

OFFERED THROUGH NAVARRO COLLEGE

CHEM - 03040000

Grade Level: 10-12

GPA Type: Honors

Credit: 1 credit

Course #: 0319

Students conduct field and laboratory 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: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

Physics

PHYSICS - 03050000

Grade Level: 10-12

GPA Type: Regular

Credit: 1 credit

Course #: 0312

Prerequisite: Biology

Students are introduced to fundamental concepts in the areas of mechanics, light, sound, heat, electricity, magnetism and nuclear phenomena. Students acquire data by using his senses and instrumentation. Student investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials in the laboratory and field.

Honors Physics

PHYSICS -

Grade Level: 10-12

GPA Type: Honors

Credit: 1 credit

Course #: 0312

Prerequisite: Biology

Students are introduced to fundamental concepts in the areas of mechanics, light, sound, heat, electricity, magnetism and nuclear phenomena. Students acquire data by using his senses and instrumentation. Student investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials in the laboratory and field.

Advanced Career Science I

SCIRD2- 13037210

Grade Level: 11-12

GPA Type: Regular

Credit: 1 credit

Course #: 17563

Prerequisite: Biology, Chemistry, Integrated Physics and Chemistry (IPC) or Physics. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

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 II or III". Some examples of courses that may be taken are DC Biology

Advanced Career Science II

SCIRD2- 13037220

Grade Level: 11-12

GPA Type: Honors

Credit: 1 credit

Course #: 17564

Prerequisite: Biology, Chemistry, Integrated Physics and Chemistry (IPC) or Physics. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

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 II or III". Some examples of courses that may be taken are DC Chemistry

Engineering Science (POE)

ENGSCIEN – 13037500

Grade Level: 10

GPA Type: Regular 4.0

Credit: 1 credit

Course #: 17570

Recommended Prerequisite: IED

Mandatory Prerequisite: Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics. Recommended prerequisite: Geometry. Students must meet the 40% laboratory and fieldwork requirement. **This course satisfies a high school science graduation requirement.**

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Engineering Science (POE) – College Credit Eligible

ENGSCIEN – 13037500

Grade Level: 10

GPA Type: Advanced 6.0

Credit: 1 credit

Course #: 16330

Recommended Prerequisite: IED; required for all sophomores

Mandatory Prerequisite: Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics. Recommended prerequisite: Geometry. Students must meet the 40% laboratory and fieldwork requirement. **This course satisfies a high school science graduation requirement.**

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. **Students in this section must meet the entrance criteria by earning an acceptable score in the IED end of course exam to make them eligible for transcribed credit.**

Social Studies				
Course Name	Credits	Grade Level	GPA	Prerequisite
Pre-AP World Geography	1	9-10	Honors	None
Pre-AP World History	1	9-10	Honors	None
United States History	1	10-11	Regular	Prerequisite -- One of the following: World History, AP World History, World Geography or AP Human Geography
DC US History	1	10-11	Honors	Prerequisite -- One of the following: World History or World Geography Must meet eligibility requirements for dual credit.
Economics	.5	12	Regular	Prerequisite: U.S. History, AP U.S. History or DC U.S. History
DC Macroeconomics	.5	12	Honors	Prerequisite: U.S. History, AP U.S. History or DC U.S. History Must meet eligibility requirements for dual credit.
US Government	.5	12	Regular	Prerequisite: U.S. History, AP U.S. History or DC U.S. History
DC Government	.5	12	Honors	Prerequisite: U.S. History, AP U.S. History, DC U.S. History Must meet eligibility requirements for dual credit.
DC Texas Government/ Social Studies Advanced Studies	.5	12	Honors	Must meet eligibility requirements for dual credit.
DC Sociology	.5	11-12	None	Must meet eligibility requirements for dual credit.
DC Psychology	.5	11-12	None	Must meet eligibility requirements for dual credit.
Personal Financial Literacy	.5	9-12	None	None

SOCIAL STUDIES

Advanced World Geography Studies *

W GEO - 03320100

Grade Level: 9-10

GPA Type: Honors

Credit: 1 credit

Course #: 0400

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 land forms, 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.

Advanced World History Studies *

W HIST - 03340400

Grade Level: 9-10

GPA Type: Honors

Credit: 1 credit

Course #: 0401

Prerequisite: None

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.

Students who meet eligibility requirements for Dual Credit Western Civilization prior to the beginning of the second semester may receive 3 college hours from Institute of Higher Education for Western Civilization, HIST 2312 for successful completion of the second semester of World History Studies.

United States History

US HIST - 03340100

Grade Level: 10-11

GPA Type: Regular

Credit: 1 credit

Course #: 0403

Prerequisite: World History

In this course, which is the second part of a two-year study of United States History that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic

and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Dual Credit (DC) United States History

US HIST - 03340100

Grade Level: 11

GPA Type: Honors

Credit: 1 credit Course

#: 0413

Prerequisite: World History

DC U.S. History completes both WGHS requirements for U.S. History and earns 6 college hours from Institute of Higher Education 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.

Economics

ECO-FE - 03310300

Grade Level: 12

GPA Type: Regular

Credit: .5 credits

Course #: 04020

Prerequisite: U.S. History, or DC U.S. History

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied 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 and 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 thinking skills to create economic models and to evaluate economic-activity patterns.

Dual Credit (DC) Macroeconomics

ECO-FE - 03310300

Grade Level: 12

GPA Type: Honors

Credit: .5 credit

Course #: 04060

Prerequisite: U.S. History, or DC U.S. History

Students will complete both the requirements for WGHS 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 as well as public finance, economic stabilization policies, inter-national trade. This course also provides a study of current economic problems.

ECON 2301 PRINCIPLES OF ECONOMICS - Students will analyze the economy as a whole, national income, money and banking and monetary policy, public finance and fiscal policy, economic stabilization policies and growth and related current economic problems.

United States Government

GOVT - 03330100
Grade Level: 11-12
GPA Type: Regular
Credit: .5 credit
Course #: 04030

Prerequisite: U.S. History or DC U.S. History

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, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States and 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 examine the relationship between governmental policies and the culture of the United States through examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Dual Credit (DC) American Government

GOVT - 03330100
Grade Level: 11-12
GPA Type: Honors
Credit: .5 credit
Course #: 04040
Prerequisite: U.S. History, or DC U.S. History

DC United States Government earns both a high school credit and 3.0 college hours from Institute of Higher Education for GOVERNMENT 2305. Students are provided a basis for critical analysis of the beliefs, institutions, and policies of American government and political systems. Emphasis will be placed on rights, privileges and obligations of citizenship as set forth in the Constitution, laws passed by Congress and through judicial interpretation. The different levels and branches of government will be analyzed by their structure in comparison to other political systems.

GOVT 2305 AMERICAN NATIONAL GOVERNMENT – Students will study 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. Designed to examine such topics as power, authority, structure of political institutions, constitutions, as well as impact of technology on government and society. Uses behavioral objectives which emphasize involvement of students and instructors in the learning process.

Personal Financial Literacy

Grade Placement: 10-12
PFL – TEA Code: 03380082
GPA Type: None
Credit: 0.5
Course #: 0419
Prerequisite: None

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 post-secondary education and training.

Dual Credit (DC) Psychology

PSYCH – 03350100

Grade Level: 11-

12

GPA Type:

Honors

Credit: .5 credits

Course #: 04220

Prerequisite: None

Students in Dual Credit Psychology will complete both the requirements of an elective high school credit and PSYCHOLOGY 2301, earning 3 college hours through Institute of Higher Education.

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.

Dual Credit (DC) Sociology

SOC-03370100

Grade Level;

11-12

GPA Type:

Honor

Credit: .5

Course #: 04191

Students in Dual Credit Sociology will complete both the requirements of an elective high school credit and SOCIOLOGY 1301 earning 3 college hours through Institute of Higher Education.

Languages Other Than English				
Course Name	Credits	Grade Level	GPA	Prerequisite
Spanish I	1	9-12	None	None
Spanish II	1	9-12	None	Spanish I
DC Spanish I (Spanish III)	1	10-12	None	Must meet eligibility requirements for dual credit
DC Spanish II (Spanish IV)	1	11-12	None	Dual Credit Spanish I
Latin I	1	9-12	None	None
Latin II	1	10-12	None	Latin I

FOREIGN LANGUAGES

Spanish I

SPAN 1 - 03440100
 Grade Level: 8-12
 GPA Type: None
 Credit: 1 credit
 Course #: 0120
 Prerequisite: None

Spanish I begin 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

SPAN 2 - 03440200
 Grade Level: 9-12
 GPA Type: None
 Credit: 1 credit
 Course #: 0123
 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.

Dual Credit (DC) Spanish I (Spanish III)

SPAN 1 - 03440100
 Grade Level: 11-12
 GPA Type: None
 Credit: 1 credit
 Course #: 0134
 Prerequisite: None

DC Spanish I will complete the BEGINNER'S SPANISH1411 earning 4 college hours through Institute of Higher Education, and 1 credit of Spanish III at the high school.

SPAN 1411 BEGINNER'S SPANISH I – Students will study the essentials of Spanish: pronunciation, basic vocabulary, common idioms and functional grammar. Emphasis is on the development of ability to speak and read simple Spanish silently with a fair degree of speed and accuracy.

Dual Credit (DC) Spanish II (Spanish IV)

SPAN 2 - 03440200

Grade Level: 11-12
GPA Type: None
Credit: 1 credit
Course #: 0135
Prerequisite: DC Spanish I

DC Spanish II will complete both the requirements of a foreign language high school credit and BEGINNER'S SPANISH 1412 earning 4 college hours through Institute of Higher Education, and 1 credit of Spanish IV at the high school.

SPAN 1412 BEGINNER'S SPANISH II – A continuation of SPAN 1411. Students will study the essentials of Spanish: pronunciation, basic vocabulary, common idioms and functional grammar. Emphasis is on the development of ability to speak and read simple Spanish silently with a fair degree of speed and accuracy.

Latin I

03430100

Grade Level: 9-12
GPA Type: None
Credit: 1.0 credit
Course #:
Prerequisite: None

This elective course is based on the TEKS for LOTE (Languages Other than English). The objectives will include communication through listening, reading and writing; information and skills culture through Roman History and Mythology; and comparisons with the English Language.

Latin studies are recommended for those interested in the areas of law, science, medicine, language, ancient and medieval history or religion as a college major. In addition, Latin Vocabulary studies should greatly improve students' SAT scores as well as their grammatical skills.

Latin II

03430200

Grade Level: 9-12
GPA Type: None
Credit: 1.0 credit
Course #:
Prerequisite: Latin I

This elective course is based on the TEKS for LOTE (Languages Other than English). The objectives will include communication through listening, reading and writing; information and skills culture through Roman History and Mythology; and comparisons with the English Language.

Latin studies are recommended for those interested in the areas of law, science, medicine, language, ancient and medieval history or religion as a college major. In addition, Latin Vocabulary studies should greatly improve students' SAT scores as well as their grammatical skills.

Fine Arts				
Course Name	Credits	Grade Level	GPA	Prerequisite
Visual Arts (Art 1)	1	10-12	None	None
Art 2 Painting	1	10-12	None	Visual Arts
Art 2 Ceramics	1	10-12	None	Visual Arts
DC Art Appreciation	1	10-12	None	None
Dance I	1	10-12	None	None

FINE ARTS

DC Art Appreciation

ART 1 - 03500100
Grade Level: 10
GPA Type: None
Credit: 1 credit
Course #: 0687
Prerequisite: None

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 designs. Students will also study art history as it can be applied to the painting, printmaking, and sculpture.

Visual Arts

ART 1 - 03500100
Grade Level: 10-12
GPA Type: None
Credit: 1 credit
Course #: 0687
Prerequisite: None

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 designs. Students will also study art history as it can be applied to the painting, printmaking, and sculpture.

Art II / Painting

ART2PATG - 03500600
Grade Level: 10-12
GPA Type: None
Credit: 1 credit
Course #: 0601
Prerequisite: Visual Arts

This course is designed to allow students to explore drawing, painting, print making and three-dimensional designs within guidelines setup up by the instructor. Students will work with a variety of mediums including acrylics, pastels, charcoal, pen and ink, block printing, serigraphy, during the two-dimensional design portion of the curriculum. Students will produce three-dimensional designs and figures. Students will learn the four basic techniques of three dimensional design and sculpture. The techniques will be applied using readily available and inexpensive materials including paper, paper Mache, plaster, wood and clay.

Art II / Ceramics

ART2CRMC – 03500900
Grade Level: 10-12
GPA Type: None
Credit: 1 credit
Course #: 0602
Prerequisite: Visual Arts

This course introduces students to art through the use of clay. Students learn construction techniques with an emphasis on wheel throwing; glaze chemistry, design, history and processes will be covered. Students will be required to purchase clay at \$5.25 per 25 pounds.

Dance I

Principles of Dance – 03830100
Grade Level: 10-12
GPA Type: None
Credit: 1 credit
Course #: 05311
Prerequisite: None

This course introduces students to cultural, historical, and artistic diversity connected to dance. The student is expected to: A. Analyze the characteristics of dances from several diverse cultures; B. Perform dance phrases or dances from several time periods with an understanding of historical and social contexts; and C. Identify historical figures and their significance in dance history.

Theater				
Course Name	Credits	Grade Level	GPA	Prerequisite
Theater Arts 1	1	9-12	None	None
Theater Arts 2	1	10-12	None	Audition
Theater Arts 3	1	10-12	None	Audition

Theater

Theater Arts 1

Grade Placement: 9-12
 TH1 – TEA Code: 03250100
 WGHS 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.

Theatre Arts II - Acting Studio

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

Theatre Arts 2 is a continuation of Theatre Arts 1 with special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students will also continue their study of improvisation as it enhances character analysis, pantomime, mime, voice and diction, audition techniques and production techniques.

Theatre Arts III - Black Box Production I

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

Theatre Arts III is a continuation of Theatre Arts II with special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students will also continue their study of improvisation as it enhances character analysis, pantomime, mime, voice and diction, audition techniques and production techniques.

Other Electives				
Course Name	Credits	Grade Level	GPA	Prerequisite
Fitness Walking I	0.5	9-12	None	None
Fitness Walking II	0.5	9-12	None	None
Foundations of Personal Fitness	0.5	9-12	None	None
Student Council Leadership	1	9-12	None	None

PHYSICAL EDUCATION

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) credit courses. In accordance with local policy, credit for any of the courses listed below may be earned through participation in appropriate private or commercially-sponsored physical activity programs conducted on or off campus. 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-bases course more than once. No more than four substitution credits may be earned.

Fitness Walking I and II

Fitness Walking I and II will complete both the requirements 0.5 elective high school PE Equivalent credits each, as well as KINE 1146 and KINE 1147

Foundations of Personal Fitness

Grade Level” 9-12
 GPA Type: None
 Credit: 0.5
 Course # PES 05010

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Student Council Leadership

Grade Level: 9-12
 GPA Type: None
 Credit: 1 credit
 Course #:
 Prerequisite: None



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, Lee Auvenshine or Section 504 Coordinator, Ginger Robinson, at 411 Gibson St..972.923.4614.

Notificación Publica 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, (Lee Auvenshine), 972.923.4614 y/o el Coordinador de la Sección 504, (Ginger Robinson), 972.923.4614.



Achieve Texas

Achieve Texas is an education initiative designed to prepare all 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 through meaningful work and active citizenship.

Achieve Texas is a system designed to help students make wise educational choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to post-secondary opportunities.

Sixteen Career Clusters of the States’ Career Clusters Initiative (www.careerclusters.org) provide the foundation for restructuring instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies and magnet schools. Career Pathway models have been developed for each of the Career Clusters and represent a recommended sequence of coursework based on a student’s interest or career goal.

The course description catalog lists WISD courses by career clusters. Achieve Texas provides an organizational framework for all Texas schools in career & technical educational objectives.

New CTE Essential Knowledge and Skills

In the fall of 2017, WISD, on direction from TEA, Texas State Legislature and the State Board of Education (SBOE) will be implementing revised essential knowledge and skills for career and technical education courses.

The SBOE appointed writing teams to make recommendations for revisions to the CTE Texas Essential Knowledge and Skills (TEKS). This process activates statewide in all districts.

Some courses in this catalog will be offered for the first time in the 2017-2018 school year. A change to course offerings, credit allotments and other specific program criteria is likely as the implementation process moves forward. WISD is committed to offering rigorous and challenging CTE programs for all students.

The 16 Career Clusters

Career Clusters provide an organization of instruction and student experiences grouped within the 16 broad categories that encompass virtually all occupations from entry through professional levels. The sixteen clusters are:



The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture and other plant and animal products/resources.



Designing, planning, managing, building and maintaining the built environment.



Designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.



Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.



The Education and Training cluster prepares students for entry into any of three areas: corporate training, early childhood education, or teacher.



Planning, services for financial and investment planning, banking, insurance and business financial management.



Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state and federal levels.



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.



Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.



Preparing individuals for employment in career pathways that relate to families and human needs.



Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia and Systems Integration Services.



Planning, managing, and providing legal, public safety, protective services and homeland security including professional and technical support services.



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.



Planning, managing and performing marketing activities to reach organizational objectives.



Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services and research and development services.



Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

CAREER AND TECHNICAL POST-SECONDARY ARTICULATION PROGRAMS



Dual Credit Technical Courses

The Dual Credit Technical program is a cooperative between WISD and Navarro College designed to give students an opportunity to earn credits toward an Associates of Applied Science Degree or Certificate in a chosen technical field. Participating students may earn college and high school credit in selected Career and Technical classes concurrently and receive a grade report from both WGHS and Navarro College.

WISD CTE Dual Credit Areas with Navarro College

- Accounting I and II
- Ag. Mechanics
- Ag. Facilities
- Manufacturing
- Welding I & II
- Business Management
- Business Information Systems
- Child/ Human Growth & Development
- Computer Maintenance
- Audio Video Production
- Animation
- Networking
- Education & Training
- Cosmetology
- Law and Public Safety

Waxahachie I.S.D.
Career and Technical Education Courses



CTE Universal Electives

The following CTE courses are common and may be used in sequencing with all Career Clusters.

Course #	Course	Credit
Work Based Learning		
17021	Extended Career Prep I	3
17023	Extended Career Prep II	3
Project Based learning		
17025	Project-Based Research (first time)	1
17026	Project-Based Research (second time)	1
17027	Project-Based Research (third time)	1
17024	Applied Mathematics for Technical Professionals	1
Innovative		
	Employability Skills	1

CTE Math & Science Alternatives

The following CTE courses may be used in certain instances to fulfill graduation requirements in academic areas. Students should always consult their counselors and academic advisors before registering for these courses.

Course #	Course	Credit
Math		
17287	Statistics and Decision Making	1
Science		
17561	Physics in STEM (Principles of Technology)	1
17047	Advanced Animal Science	1
17473	Forensic Science	1

17328	Anatomy and Physiology	1
17329	Medical Microbiology	1
17562	Scientific Research and Design	1
17563	Advanced Career Science I – <u>Dual Credit Only</u>	1
17564	Advanced Career Science II - <u>Dual Credit Only</u>	1

Courses by Career Cluster Area

Practicum and Project based research courses are offered as internships, WBL, subject area pre- labs and/or independent study. Students must complete the appropriate application and gain approval before being scheduled in these courses.

A student may not be enrolled in a course, for which they have not met the mandatory prerequisite.

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.

Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Students may repeat Practicum courses once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Students may repeat Project based learning courses once for credit, up to three times, provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

When addressing the related field, Career Preparation I or II and Project-Based Research may be used as the final course in an endorsement requiring a coherent sequence of four CTE Credits.

The Foundation High School Program and CTE

All incoming 9th grade students will follow state graduation requirements as outlined in House Bill 5. The Foundation High School Program allows a student to earn an endorsement in one of five areas:

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

Each endorsement includes 26 credits, 22 of which comprise the foundation core.

All CTE courses belong to one of the 16 nationally recognized career clusters as identified in the Texas Administrative code; Title 19, Part 2, chapter 130, subchapters A-P. Each Cluster of courses directly correlates to one of the five Foundation High School Program endorsements.

STEM, Business & Industry and Public service endorsements may be earned by completing a coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses must be selected from Chapter 130 of the Texas Administrative Code (relating to Texas Essential Knowledge and Skills for Career and Technical Education), Chapter 127, TAC, (relating to Texas Essential Knowledge and Skills for Career Development), or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from a course within the endorsement area or Career Preparation I or II and Project based learning in Chapter 127.

STEM:

Science, Technology, Engineering, and Mathematics

Business & Industry:

Agriculture, Food, and Natural Resources
Architecture and Construction
Arts & Audio/Video Technology
Business Management and Administration
Finance
Hospitality and Tourism
Information Technology
Manufacturing
Marketing
Transportation, Distribution, and Logistics

Public Services:

Education and Training
Government and Public Administration
Health Science
Human Services
Law, Public Safety, Corrections, and Security

Multi-Disciplinary:

Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence.

In order to earn an endorsement under the Foundation High School Program using a CTE option, a student must complete a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The final course in the sequence must be obtained from one of the CTE career clusters listed in the endorsement area for which the student plans to graduate.

STEM Endorsement Clusters

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.



Course #	Course	Grade Level	Credit
17917	Principles of Cybersecurity	9-12	1
17572	Introduction to Engineering Design (PLTW)	9	1
17570	Engineering Science (PLTW) – Earns science credit and counts in GPA	11-12	1
16330	CCE Engineering Science (PLTW) - College Credit Eligible	11-12	1
17557	AC/DC Electronics	10-12	1
17559	Robotics I	10-12	1
17575	Civil Engineering (PLTW)	10-12	1
17576	Computer Integrated Manufacturing (PLTW)	10-12	1
17573	Aerospace Engineering (PLTW)	10-12	1
17577	Engineering Design and Development (PLTW) - Capstone	12	1

Business and Industry Endorsement Clusters

Arts & A/V Technology

The Arts, Audio/Video Technology, and Communications 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.



Course #	Course	Grade Level	Credit
	Arts & A/V Technology		
17161	Animation I	10-12	1
17163	Animation	11-12	1
17177	Graphic Design and Illustration I	10-12	1
17209	Professional Communications	10-12	0.5

Information Technology

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.



Course #	Course	Grade Level	Credit
17430	Principles of Information Technology	10-12	1
17439	Computer Programming I	10-12	1
17440	Computer Programming II	10-12	1
17431	Computer Maintenance	10-12	1
17433	Networking	10-12	1
17435	Computer Technician Practicum	10-12	2

Public Services Endorsement Clusters



Course #	Course	Grade Level	Credit
17260	Principles of Education and Training	9-10	1
17261	Human Growth and Development	10-12	1



Course #	Course	Grade Level	Credit
17320	Principles of Health Science (DC)	9-10	1
17321	Medical Terminology	10-12	1
17328 / 17344	Anatomy and Physiology (DC)	11-12	2



Course #	Course	Grade Level	Credit
17397	Family and Community Services	12	1

Career and Technical Education Course Descriptions (Listed in order by course number)

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.

Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Students may repeat Practicum courses once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. Students may repeat Project based learning courses once for credit, up to three times, provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

When addressing the related field, Career Preparation I or II and Project based learning may be used as the final course in an endorsement requiring a coherent sequence of four CTE Credits.

Project Lead the Way (PLTW) & TEA STEM Engineering Courses

Introduction to Engineering Design (IED)

IED – N1303742

Grade Level: 9

GPA Type: None

Credit: 1 credit

Course #: 17572

Prerequisite: None; required for all freshmen

Introduction to Engineering Design teaches students problem solving skills, which are high in demand across all career fields and have been declared a top propriety of the National Council of Teachers of Mathematics. IED students develop project management skills and follow the engineering design process when completing their projects. This improves the students' communication habits and increases their confidence and ability to solve complex and open-ended problems, which reflect the type of problems they will face in the "real world". Over time, students learn how to benefit from diversity and work efficiently within teams and across teams, and presentation skills are also improved. This course deepens the students' understanding of concepts they are learning in other courses, such as measurement and spatial reasoning, and current engineering topics, such as nanotechnology, are explored. Autodesk Inventor, a 3D software package, helps prepare students for the world of engineering design while promoting creativity and innovation. This class is required for incoming freshmen.

Engineering Science (POE)

ENGSCIEN – 13037500

Grade Level: 10

GPA Type: Regular 4.0

Credit: 1 credit

Course #: 17570

Recommended Prerequisite: IED

Mandatory Prerequisite: Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics.

Recommended prerequisite: Geometry. Students must meet the 40% laboratory and fieldwork requirement.

This course satisfies a high school science graduation requirement.

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to

create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Engineering Science (POE) – College Credit Eligible

ENGSCIEN – 13037500

Grade Level: 10

GPA Type: Advanced 6.0

Credit: 1 credit

Course #: 16330

Recommended Prerequisite: IED; required for all sophomores

Mandatory Prerequisite: Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics.

Recommended prerequisite: Geometry. Students must meet the 40% laboratory and fieldwork requirement.

This course satisfies a high school science graduation requirement.

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. **Students in this section must meet the entrance criteria by earning an acceptable score in the IED end of course exam to make them eligible for transcribed credit.**

Computer Integrated Manufacturing (CIM)

CIM-N1303748

Grade Level: 11-12

GPA Type: None

Credit: 1 credit

Course#: 17576

Prerequisite: Introduction to Engineering Design and/or Civil Engineering

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Robotics I

ROBOTICS- 13037000

Grade Level: 11-12

GPA Type: None

Credit: 1 credit

Course #: 17559

Recommended Prerequisite: Introduction to Engineering Design, Civil Engineering or Principles of Applied Engineering

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Principles of Cybersecurity

PEIMS Code: N1302810 (CYBRSEC)

WGHS Course #: 17917

Grade Placement: 9-12

Credit: 1

Prerequisite: None

Course description:

This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and develop and implement security policies to mitigate those risks. Students will examine trends in cyberattacks, common vulnerabilities, and the emergence of cyber terrorism.

Civil Engineering and Architecture (CEA)

CEA – N1303747
Grade Level: 11-12
GPA Type: None
Credit: 1 credit
Course #: 17575
Prerequisite: IED or POE

Civil Engineering and Architecture, a specialty engineering course offered at Global High, focuses on a long-term project that involves the development of a local property site. The course models the real-world experiences that civil engineers and architects experience when developing property. Students use Rivet, which is a state of the art 3D design software package from AutoDesk, to help them design solutions. After studying the fields of architecture and civil engineering, students learn the basics of project planning (site selection, soil testing, etc.), and site planning (best use of space, utilities, landscaping, water supply, wastewater management, etc.). They learn how to survey land, using auto levels to calculate elevations and horizontal distances. In addition, students explore building design and architecture (architectural styles, green design, sustainability, floor plans, schedules, mechanical design, electrical design, plumbing, etc). Finally, an introduction to structural engineering (roof systems, columns, beams, girders, foundations, etc.) is also included.

Aerospace Engineering (AE)

AE – N1303745
Grade Level: 11-12
GPA Type: None
Credit: 1 credit
Course #: 17573
Prerequisite: IED or POE

Aerospace Engineering exposes students to the world of aeronautics, flight, and the field of aerospace engineering. Hands-on projects will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, and propulsion. Flight simulation software is used to help create a virtual learning environment that reflects "real world" conditions. In addition, the physics of space science, principles of aeronautics, structures and materials, and systems engineering are explored.

Engineering Design and Development (CAPSTONE Project) (PTLW)

EDD-N1303749
Grade Level: 12
GPA: None
Credit: 1 credit
Course#: 17577

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific

decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

Arts, A/V Technology, and Communications Cluster Courses

Animation I

ANIMAT1 – 13008300

Grade Level: 10-12

GPA Type: None

Credit: 1

Course #: 17161

Global High Recommended Prerequisite: Principles of Information Technology

Careers in animation span all aspects of motion graphics. Within this context, 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 history and techniques of the animation industry.

Animation II

ANIMAT2 – 13008300

Grade Level: 10-12

GPA Type: None

Credit: 1

Course #: 17163

Prerequisite: Animation I

Careers in animation span all aspects of motion graphics. Within this context, 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 history and techniques of the animation industry.

Graphic Design and Illustration I

GRAPHDI1 – 13008800

Grade Level: 10-12

GPA Type: None

Credit: 1

Course #: 17177

Global High Recommended Prerequisite: Principles of Information Technology

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. 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.

Public Service Cluster Courses

Principals of Health Science (DC) Dual Credit

PRINHS –

Grade Level: 9-10

GPA Type: Honors

Course # 17320

Credit: 1

Prerequisite: None

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 health care industry.

Medical Terminology

TSDS PEIMS Code: 13020300 (MEDTERM)

WHS Course #: 17321

Grade Placement: 10–12

Credit: 1 Prerequisite: None

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.

Anatomy and Physiology

TSDS PEIMS Code: 13020600 (ANATPHYS)

WHS Course #: 17328 / 17344 Dual Credit

Grade Placement: 11–12

Credit: 1

Prerequisite: Biology and a second science credit. Recommended Prerequisite: 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.

Principles of Education and Training

TSDS PEIMS Code: 13014200 (PRINEDTR)

WHS Course #: 17260

Grade Placement: 9–10

Credit: 1

Prerequisite: None

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

TSDS PEIMS Code: 13014300 (HUGRDEV)

WHS Course #: 17261

Grade Placement: 10–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: 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.

Family and Community Services

FAMCOSRV – 13024900

Grade Level: 12

Credit: 1

Course #: 17397 Prerequisite: none

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact 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.

Information Technology Cluster Courses

Business Information Management I

PEIMS Code: 13011400 (BUSIM1)

Grade Placement: 8-12

GPA Type: None

Credits: 1

WGHS Course #: 17232

Prerequisite: None

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

Principles of Information Technology

PRINIT – 13027200

Grade Level: 9

GPA Type: None

Credit: 1

Course #: 17430

Prerequisite: None; required for all incoming freshmen.

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Computer Programming I

COMPPRO1 – 13027600

Grade Level: 10-12

GPA Type: None

Credit: 1

Course #: 17439

Recommended Prerequisite: Principles of Information Technology

In Computer Programming I, students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies.

Computer Programming II

COMPPRO2 – 13027700

Grade Level: 11-12

GPA Type: None

Credit: 1

Course #: 17440

Prerequisite: Computer Programming I

In Computer Programming II, students will expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students will analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies.

Computer Maintenance

COMPMTN - 13027300

Grade Level: 10-12

GPA Type: None

Credit: 1

Course #: 17431

Recommended Prerequisite: Principles of Information Technology

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance

Networking

NETWRK - 13027400

Grade Level: 10-12 GPA Type: None Credit: 1

Course #: 17433

Recommended Prerequisite: Principles of Information Technology

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Computer Technician Practicum

COMPT1 - 13027500

Grade Level: 11-12

GPA Type: None

Credit: 1

Course #: 17435

Prerequisite: Computer Maintenance and/or Networking

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.

Project Based Research for CTE

PROBS1, 2 & 3 – 12701500, 12701510 & 12701520

Grades Level: 11 - 12

Credit: 1 Credit

Course #: 17025, 17026 & 17027

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in- depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Students may repeat this course with different course content for up to three credits.

A Problems and Solutions course must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team.

Written project plans must be on file in a student's folder for a student participating in a Problems and Solutions course. Your district may count a student in a Problems and Solutions course for contact hours on the first day of enrollment, provided the student's project plans are on file in the student's folder within 15 instructional days of the student's enrollment date. A student whose project plans are not on file in his or her folder within this time period may be counted for contact hours beginning on the first day the project plans are filed.

The Problems and Solutions course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. The student and teacher must meet for instruction at least once each week for the purpose of project planning, reporting, evaluation, and supervision and coordination. The student must use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, and compile a project presentation and evaluation results. A project progress evaluation for each student grading period is required for the student to earn contact hours for that reporting period.

Advanced Career Science I & II– Dual Credit Only

(Scientific Research and Design II and III)

Course # - 17563 & 17564

Service ID (PEIMS) # - 13037210 & 13037220

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 II or III".

This course will receive weighted GPA on the 6-point scale.

General Studies A. S. (Associates of Science) and A.A. (Associates of Arts)

Student: _____

TSIA: _____

ENGLISH -6 hrs.	ENGL	1301	1302
HISTORY -6 hrs.	HIST	1301	1302
GOV'T -6 hrs.	GOVT	2305	2306

ARTS- 3 hrs.	ARTS	1301	
SPEECH- 3 hrs.	SPCH	1315	
HUMANITIES- 3 hrs.	ENGL	2307	2311
SOC/BEHAV- 3 hrs.	ECON	2301	
	PSYC	2301	
	SOCI	1301	

SCIENCE- 8hrs	BIOL	1406	1407		
	CHEM	1405	1407	1411	1412

COSC- 3 hrs.	COSC	1301			
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MATH- 3 hrs.	MATH	1314	1316	2342	2413	2414
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GENERAL STUDIES ELECTIVES

A.S.
Math- 3 hrs
12 hrs of Electives

A.A.
Foreign Language- 4 hrs
11 hrs of Electives
