

Waltrip HS Course Catalog 2023 - 2024



Houston Independent School District

S.P. Waltrip High School

1900 West 34th Street

Houston, Texas 77018-6186

Rhonda Honore', Principal

Office: 713-688-1361

Fax: 713-957-7743

<http://www.houstonisd.org/waltrip>

TABLE OF CONTENTS



| | |
|---|----|
| ENGLISH | 4 |
| English I * | 4 |
| Pre-AP English I * | 4 |
| English II * | 4 |
| Pre-AP English II * | 4 |
| English III | 5 |
| AP English Language and Composition | 5 |
| English IV | 5 |
| AP English Literature and Composition | 5 |
| English IV / HCC Dual Credit ENGL 1301 | 6 |
| English IV / HCC Dual Credit ENGL 1302 | 6 |
| College Readiness and Study Skills | 6 |
| College Transition | 6 |
| Communication Applications/Professional Communications | 7 |
| Debate I and II | 7 |
| Humanities | 7 |
| Journalism | 7 |
| Reading I and II | 8 |
| Reading I, II and III (English as a Second Language) | 8 |
| Reading Interpretation I, II, III and III | 8 |
| MATHEMATICS | 9 |
| Algebra I * | 9 |
| Pre-AP Algebra I * | 9 |
| Strategic Learning for High School Mathematics | 9 |
| Mathematical Models with Applications | 10 |
| Geometry | 10 |
| Pre-AP Geometry | 10 |
| Algebra II | 10 |
| Pre-AP Algebra II | 11 |
| Advanced Quantitative Reasoning | 11 |

| | |
|---|----|
| Precalculus | 11 |
| AP Precalculus | 11 |
| AP Calculus AB | 12 |
| Statistics | 12 |
| AP Statistics | 12 |
| SCIENCE | 13 |
| Biology * | 13 |
| Pre-AP Biology * | 13 |
| Chemistry or Pre-AP Chemistry | 13 |
| Physics | 14 |
| Physics (HADV) | 14 |
| Physics I: Mechanics, Heat, and Sound + Lab (OnRamps) | 14 |
| AP Physics 1: Algebra-Based | 15 |
| Aquatic Science | 15 |
| Anatomy and Physiology | 15 |
| Forensic Science | 15 |
| AP Chemistry | 16 |
| Biology (OnRamps) | 16 |
| AP Biology | 16 |
| Environmental Systems | 16 |
| AP Environmental Science | 16 |
| SOCIAL STUDIES | 17 |
| World Geography Studies | 17 |
| World History Studies | 17 |
| AP Human Geography | 18 |
| AP World History | 18 |
| United States History Studies Since 1877* | 18 |
| AP United States History* | 18 |
| United States Government | 19 |
| AP U.S. Government and Politics | 19 |
| Economics with Emphasis on the Free Enterprise System and Its Benefits | 19 |
| AP Macroeconomics | 20 |



| | | | |
|--|----|--|----|
| Economics (OnRamps) | 20 | Technical Theatre III | 28 |
| Psychology | 20 | Theatre Arts IV | 28 |
| Sociology | 20 | Theatre Production I | 28 |
| AP Psychology | 21 | Theatre Production II | 28 |
| Personal Financial Literacy | 21 | Theatre Production III | 29 |
| Ethnic Studies: Mexican American Studies | 21 | Theatre Production IV | 29 |
| Ethnic Studies: African American Studies | 21 | FINE ARTS: VISUAL ARTS | 30 |
| JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC) | 22 | Art I | 30 |
| JROTC I | 22 | Art II: Painting | 30 |
| JROTC II | 22 | Art III and IV: Painting | 30 |
| JROTC III | 22 | Art II, III and IV: Ceramics | 30 |
| JROTC IV | 22 | AP Studio Art | 30 |
| PHYSICAL EDUCATION | 23 | AP Art History | 30 |
| Lifetime Fitness and Wellness Pursuits | 23 | LANGUAGES OTHER THAN ENGLISH | 31 |
| Lifetime Recreation and Outdoor Pursuits | 23 | French I / French II | 31 |
| Skill-Based Lifetime Activities | 23 | Spanish I / Spanish II | 31 |
| HEALTH EDUCATION | 23 | Pre-AP French III | 31 |
| Health Education | 23 | Spanish III | 31 |
| ATHLETICS | 24 | Spanish for Native Speakers I and II | 31 |
| FINE ARTS: PERFORMING ARTS | 25 | AP French Language and Culture | 32 |
| Dance Drill Team I – IV | 25 | AP Spanish Language and Culture | 32 |
| Dance I – IV | 25 | AP Spanish Literature and Culture | 32 |
| Band I, Ensemble I and Choir I | 25 | CAREER & TECHNICAL EDUCATION | 33 |
| Band II, Ensemble II and Choir II | 25 | Automotive | 33 |
| Band III, Ensemble III and Choir III | 25 | Business Management | 34 |
| Band IV, Ensemble IV and Choir IV | 26 | Digital Communications | 35 |
| Music Theory | 26 | Engineering | 36 |
| Theatre Arts I | 26 | Graphic Design and Multimedia | 37 |
| Theatre Arts II | 26 | Healthcare Therapeutic | 38 |
| Theatre Arts III | 27 | COLLEGE AND CAREER PROGRAMS | 39 |
| Theatre Arts IV | 27 | GRADUATION REQUIREMENTS | 42 |
| Technical Theatre I | 27 | HISD GRADE LEVEL CLASSIFICATION | 43 |
| Technical Theatre II | 27 | | |

**ALL COURSES ARE WORTH 1 CREDIT
UNLESS OTHERWISE IDENTIFIED**



English I *

Students practice all forms of writing in this course. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade, to report and to describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students interpret the possible influences of the historical context on a literary work.

Pre-AP English I *

This course prepares students for work in the Advanced Placement program by providing in-depth studies of literary units by genre, including poetry, drama, nonfiction, short stories, research, and novels. Students will engage in critical reading and will write in a variety of forms, with special emphasis on literary units by genre, including poetry, drama, nonfiction, short stories, research, and novels.

English II *

Students practice all forms of writing in this course. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Pre-AP English II *

This course prepares students for work in the Advanced Placement program by providing in-depth studies of thematic literary units that combine poetry, drama, nonfiction, short stories, research, and novels. Students will engage in critical reading and will write in a variety of forms, with special emphasis on literary analysis and persuasive essays.

**STAAR EOC end-of-course exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. For graduation requirements, students must meet standard on all five EOC subjects - English I, English II, Biology, Algebra I, and U.S. History. The admission, review and dismissal (ARD) committee for a student who receives special education services will determine whether that student will take STAAR, STAAR Modified, or STAAR Alternate and if it will be required for graduation.*



English III

Students practice all forms of writing in this course. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. 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 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

AP English Language and Composition

An introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. An advanced placement course in English consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

Prerequisite: Pre-AP English II

English IV

Students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. 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. Students interpret the possible influences of the historical context on a literary work.

AP English Literature and Composition

An introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. An advanced placement course in English consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

**English IV / HCC Dual Credit ENGL 1301**

A course devoted to improving the student's writing and critical reading. The course involves writing essays for a variety of purposes from personal to academic, including an introduction to argumentation, critical analysis, and the use of sources. We discuss and practice writing the process, from researching to drafting, revising, and editing, and we do this both individually and collaboratively. We focus on effective rhetorical choices, including audience, purpose, arrangement, and style. We utilize the academic essay as a means of learning, communicating, and critical analysis.

Prerequisite: A satisfactory EOC or TSIA2 score

English IV / HCC Dual Credit ENGL 1302

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: A satisfactory EOC score or completion of English 1301

College Readiness and Study Skills**Credit: 0.5**

In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

College Transition

Designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods. Students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to learn how to excel in a post-secondary environment in grades 9-12



Communication Applications/Professional Communications

Credit: 0.5

Developed in conjunction with members of the business community, this is a course designed to provide students with the necessary skills to communicate effectively in both social and professional situations. Students will be able to use the skills and information learned in this course in the real world. Students will learn how to listen effectively. Students will also practice interviewing techniques.

Debate I and II

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

Humanities

An interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations.

Journalism

Students write in a variety of forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.



Reading I and II

Offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional level and independent-level texts that cross the content areas.

Reading I, II and III (English as a Second Language)

A reading course for high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Reading Interpretation I, II, III and III

Reading course to comply with TEC §7.028(b), TEC §38.003 and TAC §74.28 for students identified with dyslexia and related disorders. Each school must provide access to the services of a teacher for their identified students. The teacher must be trained in dyslexia and related disorders.

MATHEMATICS



Algebra I *

Provides the foundation concepts for high school mathematics. Students will be introduced to algebraic thinking and will use symbols to study relationships among quantities. They will be introduced to the relationship between equations and functions and will receive the tools for algebraic thinking as well as the training to use technology to model mathematical situations to solve meaningful problems. Foundations will be laid for all functions, with emphasis on linear and quadratic.

Pre-AP Algebra I *

In this advanced and rigorous course, students will explore real-life application of mathematic concepts, including functional relationships, linear functions, quadratic and non-linear functions, patterns, algebraic thinking and reasoning, measurement, and probability/statistics. The curriculum and the instructional strategies will facilitate critical thinking and problem-solving skills. Cooperative learning, project-based learning, and inquiry-based learning will be common practices in this challenging course.

Strategic Learning for High School Mathematics

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans. State elective credit only; no mathematics credit awarded.

**STAAR EOC end-of-course exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. For graduation requirements, students must meet standard on all five EOC subjects - English I, English II, Biology, Algebra I, and U.S. History. The admission, review and dismissal (ARD) committee for a student who receives special education services will determine whether that student will take STAAR, STAAR Modified, or STAAR Alternate and if it will be required for graduation.*

MATHEMATICS



Mathematical Models with Applications

Provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

Prerequisite: Algebra I; May be taken concurrently with Geometry

Geometry

Provides an opportunity to do geometric thinking and spatial reasoning. The student will study properties and relationships of all geometric figures relating to zero, one, two, and three dimensions and will be introduced to the relationship between geometry & other mathematics with other disciplines.

Prerequisite: Algebra I

Pre-AP Geometry

Teaches the required course content of Geometry and will give students additional opportunities for a more in-depth exploration of the elements of geometry. Students will be able to independently investigate the effects of geometry on the real world with the use of computer-enhanced constructions and modeling. **Prerequisite: Algebra I**

Algebra II

Allows students to continue to build on the algebraic skills of analysis of data and the foundations of Algebra I. It shows a connection between algebra and geometry and illustrates how the tools of one can be used to solve problems in the other. The course includes in-depth studies and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. **Prerequisite: Algebra I**

MATHEMATICS



Pre-AP Algebra II

Contains the required content of Algebra II and extends knowledge to include more extensive data analysis and problem solving necessary to be successful in the AP mathematics program. Students learn how to become successful independent thinkers and problem-solvers. The course includes in-depth studies and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. **Prerequisite: Algebra I**

Advanced Quantitative Reasoning

Students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. **Prerequisites: Geometry and Algebra II**

Precalculus

The preparation course for calculus that approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. **Prerequisites: Geometry and Algebra II**

AP Precalculus

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. AP Calculus AB is an advanced placement course in mathematics consisting of a full academic year of work in calculus as prescribed by the College Board Advanced Placement Program found [here](#). **Prerequisites: Algebra I, Geometry, and Algebra II.**

MATHEMATICS



AP Calculus AB

A course that explores the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. AP Calculus AB is an advanced placement course in mathematics consisting of a full academic year of work in calculus as prescribed by the College Board Advanced Placement Program found [here](#). **Prerequisite: Precalculus**

Statistics

Students broaden their knowledge of variability and statistical processes. Students study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

Prerequisite: Algebra I

AP Statistics

Statistics AP provides students the opportunity to meet the content requirements for Advanced Placement Statistics as prescribed in the College Board Advanced Placement Program [here](#). Students are expected to have a good working knowledge of a graphics calculator. **Prerequisites: Geometry and Algebra II**

SCIENCE



Biology *

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology 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 Biology *

This course provides challenging scientific problem-solving experiences and encourages thinking, inquiry, and integrative applications of scientific concepts. It focuses on biology as a viable, creatively changing experience having impact upon life. Topics covered in the course will include molecules and cells, heredity and environment, and organisms and populations.

Chemistry or Pre-AP Chemistry

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. **Prerequisite: Biology**

**STAAR EOC end-of-course exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. For graduation requirements, students must meet standard on all five EOC subjects - English I, English II, Biology, Algebra I, and U.S. History. The admission, review and dismissal (ARD) committee for a student who receives special education services will determine whether that student will take STAAR, STAAR Modified, or STAAR Alternate and if it will be required for graduation.*

SCIENCE



Physics

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

Prerequisites: Algebra I is suggested

Physics (HADV)

In this Physics course, students will explore topics that will serve as a foundation for future studies in science and engineering. The main goal of is to guide the students to understand how the Universe works and also to understand, demonstrate, use and apply the concepts of Physics to the daily real-life world using the scientific method, Algebra, and Trigonometric principles to describe it. Topics include Newtonian Mechanics, thermodynamics, waves and optics, electricity, magnetism, and atomic and nuclear physics. Students will perform experiments and interpret the results of their observations. They will also do activities that involve the assessment of experimental errors and uncertainties. This course will also help all students develop the quantitative and reasoning skills that will prepare them for college and future careers.

Prerequisites: Algebra I is suggested

Physics I: Mechanics, Heat, and Sound + Lab (OnRamps)

Introduces big ideas in physics, such as Newtonian mechanics, as well as solid and fluid mechanics, oscillations, waves, sound, and heat. Taken together, the topics reinforce the general idea that the behavior of many systems in the world can be described precisely with simple mathematics. General Physics Laboratory I—the course's lab component—engages students in both guided and open inquiry investigations of physical principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills. Students will experience a high-quality curriculum designed by the faculty at UT Austin. Students can earn up to four hours of UT Austin credit, with feedback and assessment provided by UT Austin course staff.

Prerequisites: Algebra I, Geometry, Algebra II or Precalculus (recommended)

SCIENCE



AP Physics 1: Algebra-Based

An algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory. An advanced placement course in science consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

Prerequisites: Algebra I, Geometry and concurrently taking Algebra II

Aquatic Science

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

Anatomy and Physiology

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. **Prerequisites: Biology and a second science credit.**

Forensic Science

Introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Students must meet the 40% laboratory and fieldwork requirement. **Prerequisites: Biology and Chemistry**



AP Chemistry

This course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. An advanced placement course in science consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

Prerequisites: Chemistry and Algebra II

Biology (OnRamps)

Molecular and cellular biology is the focus of this introductory biology course. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. **Prerequisites: Biology and Chemistry**

AP Biology

An introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. An advanced placement course in science consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#). **Prerequisites: Biology and Chemistry**

Environmental Systems

In this course, 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 biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; the relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

AP Environmental Science

This course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. Requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. An advanced placement course in science consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

Prerequisites: Algebra I, Biology, and Chemistry



World Geography Studies

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 with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. 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.

World History Studies

A survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people. 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 constitutional 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.

SOCIAL STUDIES



AP Human Geography

An introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. An advanced placement course in social studies consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

AP World History

Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. An advanced placement course in social studies consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

United States History Studies Since 1877*

Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. 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 popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP United States History*

An introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. An advanced placement course in social studies consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

SOCIAL STUDIES



United States Government

Credit: 0.5

This course focuses 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. This course is the culmination of the civic and governmental content and concepts studied from kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course 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. Students 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 constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP U.S. Government and Politics

Credit: 0.5

An introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. An advanced placement course in social studies consisting of a full academic semester of work as prescribed by the College Board Advanced Placement Program found [here](#).

Economics with Emphasis on the Free Enterprise System and Its Benefits

Credit: 0.5

The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

SOCIAL STUDIES



AP Macroeconomics

Credit: 0.5

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. An advanced placement course in social studies consisting of a full academic semester of work as prescribed by the College Board Advanced Placement Program found [here](#).

Economics (OnRamps)

Credit: 0.5

Introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics.

Psychology

11th and 12th graders only

Credit: 0.5

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

Sociology

11th and 12th graders only

Credit: 0.5

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

SOCIAL STUDIES



AP Psychology

11th and 12th graders only

Credit: 0.5

Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. An advanced placement course in social studies consisting of a full academic semester of work as prescribed by the College Board Advanced Placement Program found [here](#).

Personal Financial Literacy

Credit: 0.5

An interactive and research-based course that teaches students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. Also includes instruction in methods of paying for college and other postsecondary education and training along with completing the FAFSA.

Ethnic Studies: Mexican American Studies (An elective)

Students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

Ethnic Studies: African American Studies (An elective)

Students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions.

**STAAR EOC end-of-course exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. For graduation requirements, students must meet standard on all five EOC subjects - English I, English II, Biology, Algebra I, and U.S. History. The admission, review and dismissal (ARD) committee for a student who receives special education services will determine whether that student will take STAAR, STAAR Modified, or STAAR Alternate and if it will be required for graduation.*

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)



A federal program sponsored by the United States Armed Forces which prepares students for leadership roles while making them aware of their rights, responsibilities, and privileges as Americans. The mission of JROTC is to “Motivate Young People to be Better Citizens”. The program promotes graduation from high school, secondary school education and provides instructional opportunities which benefit the student, community, and nation. Wearing the military uniform once a week is a requirement to participate in JROTC. While in uniform, cadets must meet the minimum appearance standards listed in the appropriate regulation.

JROTC I

Study leadership theory and application, foundation for success, communication/study skills, citizenship, military customs and courtesies, physical training, drill, map reading, and the history and objective of JROTC. **Can be used to satisfy PE credit.**

JROTC II

Study of wellness, fitness and first aid, drug awareness, ethical values and principals of good citizenship in American history and Government. Demonstrate knowledge of drill, map reading and physical training, with emphasis on methods of instruction.

Prerequisite: Army JROTC I.

JROTC III

Study of leadership strategies, foundation of success, managing conflict, career planning, financial planning, citizenship in American history and government with continued practical work in leadership, drill, technology awareness, and methods of instruction, map reading and physical training. **Prerequisite: Army JROTC II.**

JROTC IV

Demonstrate leadership potential as a role model, coach, counselor, management skill and assistant instructor. Study service to the Nation and financial planning, with continue practical work in drill, technology awareness, physical training and command and staff principles. **Prerequisite: JROTC III**

PHYSICAL EDUCATION



Lifetime Fitness and Wellness Pursuits

Offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

Lifetime Recreation and Outdoor Pursuits

Provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

Skill-Based Lifetime Activities

Offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course. (A) Target games are activities in which students send an object toward a target. (B) Striking and fielding games are activities in which students strike an object in order to score points within a game. (C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective. (D) Rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm. (E) Innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

HEALTH EDUCATION

Health Education

Credit: 0.5

Health education includes a study of the body and its functions related to wellness. The study encompasses emotional, physical, mental health, appropriate behavior, and the characteristics of a natural personality. Emphasis is placed on teenage decisions concerning the use of tobacco, alcohol, and other drugs. Other subject areas are accident prevention, emergency care, communicable and non-communicable diseases, environmental health, and community health resources. Students also investigate current health issues.

ATHLETICS



General Description

Students are expected to participate in the varsity level sport to be allowed in the athletic period. (EX: If you are in the football athletic period, it is expected that you play football! Year-long sports specific development, weight room and speed training and video study. Students must complete an annual sports physical. Head coach signature is required.

Waltrip has the following sports teams:

- Football
- Boys' and Girls' Basketball
- Baseball
- Softball
- Boys' and Girls' Soccer
- Volleyball
- Tennis
- Golf
- Swimming
- Boys' and Girls' Track and Field
- Boys' and Girls' Cross Country Running



FINE ARTS: PERFORMING ARTS



Dance Drill Team I – IV

This course will stress proper stretching and conditioning of the entire body as students practice basic techniques for hands, arms, dance steps, and marching. Students also will learn more advanced skills, including leaps and turns, high kick technique, and stunts. Students will develop flexibility, strength, coordination, and rhythmic ability. Drill Team members will perform at a variety of school functions. **Can be used in place of PE.**

Dance I – IV

In these courses, students develop an awareness of the body's movement using sensory information while dancing. Students develop knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles and execute technical dance skills in these genres and styles.

Band I, Ensemble I and Choir I

Students will compare and contrast elements of music through literature selected for performance and/or listening. They will further their study by performing expressively, from memory and notation, a vivid repertoire of music representing styles from diverse cultures. Students will be given the opportunity to sight-read ensemble parts, to create a variety of musical phrases, and to listen to and classify music by style and/or by historical period. Students will be expected to design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.

Band II, Ensemble II and Choir II

Students will compare and contrast music forms of literature selected for performances and/or listening. Students will exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles. Students will be given the opportunity to classify aurally presented music by genre, style, and historical period. Students also will design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances. **Prerequisite: Band I, Ensemble I and Choir I**

Band III, Ensemble III and Choir III

Students are given the opportunity to perform appropriate literature expressively. They learn to exhibit accurate intonation and rhythm, fundamental skills and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble. Students also exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts. In these courses, students read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters. Students also learn to improvise musical melodies and to compose or arrange segments of vocal or instrumental pieces. **Prerequisite: Band II, Ensemble II and Choir II**

FINE ARTS: PERFORMING ARTS



Band IV, Ensemble IV and Choir IV

In level IV music courses, students demonstrate independence in interpreting music through the performance of appropriate literature. Students analyze musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology. Level IV students are expected to perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult. Students learn to classify representative examples of music by style and by historical period or culture. They also have the opportunity to evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement.

Prerequisite: Band III, Ensemble III and Choir III

Music Theory

Music Theory involves the study of music, but without emphasis on individual and corporate performance by students.

Theatre Arts I

In level I courses, students are exposed to the elements of drama and the conventions of theatre. Students will focus on the skills of improvisation; employ stage movement to convey thought, feelings, and actions; and define and give examples of theatrical conventions. Students will learn to analyze a character from a script, describing physical, intellectual, emotional, and social dimensions. They also will improvise, write, and refine monologues, scenes, and vignettes to convey meaning to the audience. Students will develop an understanding of the historical and cultural influences on theatre and analyze the roles of live theatre, film, television, and electronic media in American society.

Theatre Arts II

In level II courses, students will use the elements of drama and the conventions of theatre. Students will focus on the analysis of dramatic structure and genre and will identify examples of theatrical conventions in theatre, film, television, and electronic media. Students improvise and write dialogue that reveals character motivation and analyze characters from various genres and media. Students also analyze historical and cultural influences on theatre. Students will apply the concepts of evaluation to theatre in written and oral form with precise and specific observations.

Prerequisite: Theatre I

FINE ARTS: PERFORMING ARTS



Theatre Arts III

In level III courses, students develop creative expression through performance. Students portray believable characters in improvised and scripted scenes of various styles. They also improvise and write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme. Students learn to construct and operate the technical elements of theatre safely and effectively. Students apply the concepts of evaluation to performances and evaluate theatre, film, television, and electronic media with depth and complexity. **Prerequisite: Theatre Arts II**

Theatre Arts IV

In level IV courses, students refine methods of creative expression and performance. Students create and sustain believable characters. They outline and create imaginative scripts and scenarios that include motivated character, unique dialogue, conflict, and resolution for theatre, film, or television. Students design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively, and individually. Students can also trace historical and cultural developments in theatrical styles and genres and to apply evaluation concepts to performances, comparing literary and dramatic criticism. In this level, students compare the nature, components, elements, and communication methods of theatre, music, art, and dance and compare more than one art form in a specific culture or historical period. **Prerequisite Theatre II, Theatre III**

Technical Theatre I

Students are exposed to basic principles of theatrical design, such as unity balance, proportion, and color; explore their understanding by building 3-dimensional models of sets and scenery; drafting floor plans; and drawing set elevations. Students explore the historical and aesthetic evolution of scenic design and technical theatre by studying the works of significant artists. (Requires prior approval)

Technical Theatre II

Students focus on the constructions and design of sets and scenery; apply principles of theatrical design, such as unity, balance, proportion, and color with “hands-on” applications in both class and production work. Students participate in costume design, makeup, and period hair styling after intensive study of scripts to determine the playwright’s intent. They learn the job responsibilities of traditional crews and support the staff who demonstrate accountability for their assignments. Students also practice continual self-evaluation in addition to receiving evaluations from crew leaders, peers, and their teacher. (Requires instructor approval) **Prerequisite: Theatre I**

FINE ARTS: PERFORMING ARTS



Technical Theatre III

Students concentrate on integrating all facets of theatrical productions to ensure the successful production of a theatrical event and begin to change their focus from operation and construction to design. Students develop problem-solving and critical thinking skills and use creative initiative in projecting and evaluating unique approaches to specific tasks. Students focus on an area of special interest within technical theatre such as costume design or makeup. They describe and research vocational careers in technical theatre, locating training and apprenticeships. (Requires instructor approval)

Prerequisite: Theatre Arts II

Theatre Arts IV

Students develop problem-solving and critical thinking skills and use creative initiative in projecting and evaluation unique approaches to a specific task. They focus on an area of special interest within technical theatre, such as costume design or makeup. Students apply knowledge of historical and cultural influences on their work; describe and research vocational careers in technical theatre and locate training and apprenticeships.

Prerequisite Theatre II, Theatre III

Theatre Production I

Students participate in critique, listening and commenting to other, and keep journals or production notebooks. They are involved with a specific aspect of the production, such as cast, technical, crew, stage manager, stage crew, costume designer, wardrobe mistress, and props set designer, publicity, or support staff. Students establish historical cultural and societal influences in each production.

Prerequisite: Audition or Instructor Approval

Theatre Production II

Students understand the type, style, and genre of selections slated for production. They understand the historical cultural and societal influences on selections designated for production. Students keep a journal or production book, compile a portfolio that represents all high school theatrical experiences and begin to gather materials that can be used in a resume.

Prerequisite: Audition or Instructor Approval, and Production I

FINE ARTS: PERFORMING ARTS



Theatre Production III

Students assume leadership roles and serve as role models for other students. They describe the interrelationship of at least two areas of production and use personal experiences, script study, and previous theatrical experiences to contribute to a final production. Students use historical and cultural information, such as the time-period genre, cultural and sociological implications, theatrical conventions, and characterizations, to inform productions. They make written observations about effective strategies and support recommendations and constructive comments with rationales and citations from the script.

Prerequisite: Audition or Instructor Approval, and Production II

Theatre Production IV

Students take leadership roles in aspects of play production that extend beyond the realm of assigned responsibility. They demonstrate collaboration skills by participating in mixed production teams. They understand the role that each technical aspect of wardrobe or costume set design contributes to the production. Students examine historical, cultural, and social influences on theatre; theatrical conventions of each genre and the importance of these factors in understanding and communicating playwrights' intents.

Prerequisite: Audition or Instructor Approval, and Production III

FINE ARTS: VISUAL ARTS



Art I

Introduction to visual art techniques and mediums. Year-long course that explores the multiple aspects of visual art creation including drawing, painting, and sculpture.

Art II: Painting

Introduction to painting medium. Year-long course that specifically explores the painting medium including acrylic, watercolor, and printmaking. Drawing will be a foundational element of the course.

Prerequisite: Art I.

Art III and IV: Painting

Advanced painting class. Year-long course that focuses on exploring personal and unique style. Students will use techniques used in Art II painting to express open-ended creative themes.

Prerequisite: Art II Painting

Art II, III and IV: Ceramics

Year-long courses that introduces students to the ancient craft of working with clay. Students will experience hand-building techniques including pinch, coil, and slab. Wheel throwing is introduced with expectations for basic levels of achievement, including cylinder, bowl, and plate forms. As the levels progress, experimentation with basic techniques will lead to more freedom and individual creativity. Informal group critiques and instructor demonstrations will reinforce student learning.

Art I is a prerequisite for Art II: Ceramics, which is a prerequisite for Art III: Ceramics, which is a prerequisite for Art IV: Ceramics

AP Studio Art

(11th and 12th only)

Advanced Placement class to earn college credit in visual art. Students will use a variety of mediums and styles to create a portfolio for submission to the College Board. Assignments are student-driven. Pre-requisite- At least two years of art in any capacity.

AP Art History

(11th and 12th only)

An introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. An advanced placement course in fine arts consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#). Satisfies Fine Arts requirement for graduation.

LANGUAGES OTHER THAN ENGLISH



French I / French II

Spanish I / Spanish II

In levels I and II courses (novice levels), students will demonstrate an understanding of simple, clearly spoken, and written language. Students will develop an understanding of the practices and perspectives of the cultures studied; use the language to obtain, reinforce, or expand knowledge of other subject areas; demonstrate an understanding of the influence of language and culture on another; and use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.

Pre-AP French III

Spanish III

Levels III and IV foreign language courses (intermediate levels), emphasize the use of language for active communication. The objectives of these courses are the ability to understand the spoken language in various contexts; a vocabulary in that language which is sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary; and the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both the written and spoken language. These courses seek to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines and to emphasize extensive training in the organization and writing of compositions.

Spanish for Native Speakers I and II

This college preparatory course is for students whose home language is Spanish. In this first level of the Spanish for Spanish-speakers program, the student will develop their reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. In this class, the student will be introduced to the study of grammar and literature of the Spanish language. The student will be expected to participate orally through debates, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on the advanced paragraph and the three-paragraph essay. The differences between formal and informal language, both oral and written, will be stressed throughout the year.

Each course is one semester and worth 1 credit.

LANGUAGES OTHER THAN ENGLISH



AP French Language and Culture

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. An advanced placement course in fine arts consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

AP Spanish Language and Culture

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). An advanced placement course in fine arts consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

AP Spanish Literature and Culture

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. An advanced placement course in fine arts consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program found [here](#).

CAREER & TECHNICAL EDUCATION



Automotive

Course Sequence

9th Grade ~ Principles of Transportation Systems

In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

10th Grade ~ Energy and Power of Transportation Systems

Energy and Power of Transportation Systems will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. The businesses and industries of the Transportation, Distribution, and Logistics Career Cluster are rapidly expanding to provide new career and career advancement opportunities. Performance requirements will include academic and technical skills. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling, and electrical. Students will also need to understand the logistics used to move goods and services to consumers, as well as the components of transportation infrastructure.

11th ~ Automotive Technology I

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

INDUSTRY CERTIFICATION - ASE Automotive Service Excellence (ASE), OSHA

CAREER & TECHNICAL EDUCATION



Business Management

In Conjunction with 3DE Junior Achievement

Course Sequence:

9th Grade ~ Principles of Business, Marketing, and Finance

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

10th Grade ~ Business Information Management I/Lab

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.

11th ~ Business Information Management II/Lab

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

12th ~ Business Management

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

INDUSTRY CERTIFICATION - Microsoft Office Specialist and & Entrepreneurship

CAREER & TECHNICAL EDUCATION



Digital Communications

Course Sequence

9th Grade ~ Principles of Arts, A/V Technology, and Communications

In the Principles of Art, Audio/Video Technology & Communications course, students will gain experience in computer & technology applications and become proficient in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in courses like Records & Film, Printing Technology and much more.

10th Grade ~ Audio/Video Production I

It provides students an understanding of the careers in the Audio / Video technology field. Students will learn to all aspects of video production. Students in this class will produce a variety of video productions such as Movie Trailers, Music Videos, Short Movies and News Production. Students will learn aspects of television production and serve in different jobs and positions in the Audio Video Industry.

11th ~ Audio Video Production II

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

12th ~ Practicum of Audio/Video Production

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment.

INDUSTRY CERTIFICATION - Adobe Certified Associate Certifications

CAREER & TECHNICAL EDUCATION



Engineering

Course Sequence

9th Grade ~ Principles of Applied Engineering

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

10th Grade ~ Manufacturing Engineering Technology

Manufacturing Engineering Technology I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

11th ~ Engineering Design and Presentation I

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

12th ~ Practicum in STEM

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

INDUSTRY CERTIFICATION – Autodesk/AutoCAD ~ CSWA – Certified SolidWorks Associate – NCCER

CAREER & TECHNICAL EDUCATION



Graphic Design and Multimedia

In Conjunction with Houston Community College
Course Sequence

9th Grade ~ Digital Media

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

10th Grade ~ Graphic Design and Illustration I/Lab

HCC Dual Credit ARTC 1305 and 1302

Students will develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

11th ~ Graphic Design and Illustration II/Lab

HCC Dual Credit ARTC 1309 and IMED 1316

Students focus on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

12th ~ Digital Art and Animation

HCC Dual Credit ARTC 1353 and ARTC 1313

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations.

INDUSTRY CERTIFICATION - Adobe Certified Associate Certifications

CAREER & TECHNICAL EDUCATION



Healthcare Therapeutic

Course Sequence

9th Grade ~ Principles of Health Science

Principles of Health Science course scope and sequence within the Health Science Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

10th Grade ~ Medical Terminology

Medical Terminology course scope and sequence within the Health Science Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

11th ~ Health Science Theory/Health Science Clinical

Health Science Theory course scope and sequence within the Health Science Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

12th ~ Medical Assisting

Students will gain knowledge of therapeutic modalities, insurance filing procedures, medical terminology, clinical pharmacology, body systems, vital signs and measurements, human relations, lab procedures, performing and assessing an ECG, conducting patient education, financial bookkeeping, administrative duties, and medical law and ethics.

INDUSTRY CERTIFICATION – Pharmacy Technician in Conjunction with Houston Community College

COLLEGE AND CAREER PROGRAMS



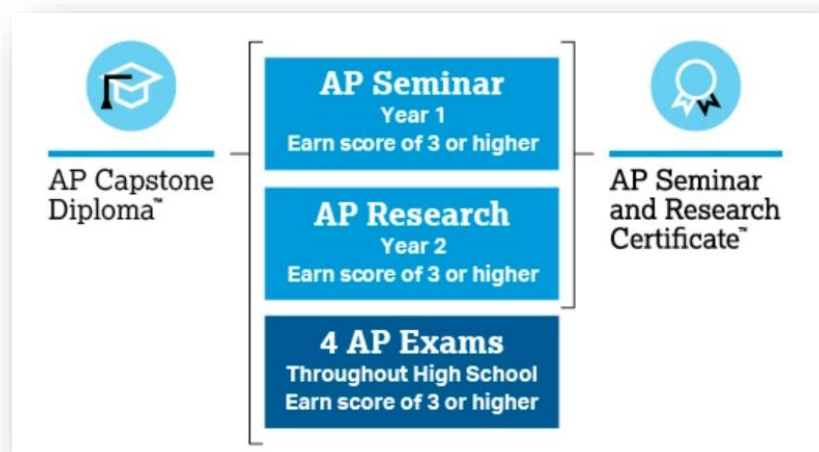
ADVANCED PLACEMENT ® (AP)

The AP Program enables willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year. Each AP course is modeled on a comparable introductory college course in the subject. Each course culminates in a standardized college-level assessment, or AP Exam. AP Exams are given in May each year on Waltrip's campus. Student taking AP courses may be able to help students stand out on college applications, earn college credit or skip introductory courses in college. Most four-year colleges and universities grant students' credit, placement, or both for qualifying AP Exam scores.

AP CAPSTONE™ DIPLOMA

Based on two yearlong AP courses: [AP Seminar](#) and [AP Research](#). These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. AP Seminar is a prerequisite for AP Research.



COLLEGE AND CAREER PROGRAMS



PREPATORY ADVANCED PLACEMENT (PRE-AP) **HOUSTON ISD ADVANCED (HADV)**

Pre-AP is designed to be accessible to all students. Back mapped from College Board's AP Program, Pre-AP grade-level instruction develops skills for future success with AP.

Students in HISD Advanced (HADV) classes receive instruction that addresses the grade-level learning objectives along with additional skill sets and strategies designed to help students acquire analytical thinking and communication skills necessary for success in advanced courses.

MONTESSORI ADOLESCENT EDUCATION

We offer students in the 9th and 10th grades a fully integrated curriculum that emphasizes the connections that link the primary content areas. Students are challenged to look beyond the classroom to find unique ways to demonstrate and apply their learning.

RESEARCH & TECHNOLOGY MAGNET (RTM)

Designed for students interested in the varied fields of technology. Students will enroll in one technology course plus two Pre-AP or AP courses per year. RTM students may choose one of three technology pathways which include Geographic Information Systems (GIS), Graphic Design & Multimedia Arts or Engineering, while completing a comprehensive college-preparatory pathway of academics.

3DE JUNIOR ACHIEVEMENT

3DE's instructional model is case methodology, which is a model used in many colleges and universities, including Harvard Business School. We've taken that model and adapted it for high school. It is a four-year school within Waltrip High School formed through a partnership between Houston Independent School District, Junior Achievement, and business partners in the community. In 3DE, rigorous academic courses are delivered by 3DE teachers who foster an engaging and interdisciplinary environment focused on critical thinking and driving student success.

COLLEGE AND CAREER PROGRAMS



DUAL CREDIT OVERVIEW

Dual Credit courses are designed by Houston Community College (HCC) professors and taught by HISD staff who are credentialed as adjunct professors with Houston Community College. Dual credit instructors teach with the same postsecondary standards of college-level learning experience and postsecondary standards of quality, depth, and complexity. The student will receive 3 hours of college credit for each semester completed. Student are enrolled with HCC, and this enrollment begins their college transcript. The grade they receive will be on both their HISD and HCC transcript.

Course offered at Waltrip

| HISD Class | College Class | Status of class offered |
|--------------------------------------|-------------------------|-------------------------|
| English IV | ENG 1301 and 1302 | Current |
| Graphic Design and Illustration on I | ARTC 1305 and 1302 | Current |
| Graphic Design and Illustration on I | ARTC 1309 and IMED 1316 | Current |
| Digital Arts and Animation | ARTC 1353 and ARTC 1313 | Current |

DUAL ENROLLMENT OVERVIEW

OnRamps courses are designed by The University of Texas at Austin Faculty to replicate a rigorous, college-level learning experience and to meet postsecondary standards of quality, depth, and complexity. As a number of OnRamps courses are offered over a full year, the concepts that would typically be covered in one semester can be deeply developed over a longer period of time to promote student learning.

How OnRamps Works

- OnRamps students are enrolled in both a high school course led by a high school teacher and a distance college course led by a college instructor of record.
- Each OnRamps high school teacher is solely responsible for evaluating and awarding the student's grade.
- Each college instructor of record—approved by the University's associated academic department for each course—is solely responsible for evaluating and awarding the student's college grade.
- The number and type of assignments for the college course will vary based on the course. Each course syllabus will contain information specific to that course.
- Students can earn college credit in high school by passing the distance college course. Once a credit is earned, students can elect to accept or reject the college credit.

Course offered at Waltrip

| HISD Class | College Class | Status of class offered |
|--------------------------------|-------------------------------|-------------------------|
| US History | HIST 1301/HIST 1302 | Current |
| Scientific Research and Design | Biology BIOL 1306 + BIOL 1106 | Proposed |
| Economics | ECON 2302 | Proposed |

GRADUATION REQUIREMENTS

HISD PERSONAL GRADUATION PLAN

- Students will enter the 26-credit Distinguished Level of Achievement Plan with an endorsement. This plan includes Algebra II, which will make them eligible for automatic admission into state universities, if they graduate in the top 10 percent of their class.



HISD Distinguished Level of Achievement (DLA) Requirements for Personal Graduation Plan (PGP) For Students Entering 9th Grade in or after 2014-2015



Student ID _____ First Name: _____ Last Name _____
Campus: Campus 9th Grade Entry Year _____ Date Initiated _____ Date Amended _____

Endorsement selections include: Arts & Humanities (AH), Business & Industry (BI), STEM (S), Public Service (PS), and Multi-Disciplinary Studies.

| English: 4 Whole Credits | | | LOTE: 2 Whole Credits | | | My Graduation Plan Type is: | | | | | | | | | | | | | | | | | | | | |
|--|-----------------|---|--|--|--|---|---|----------------------------------|-------|-----------------|------------|----|--|---|-----|--|---|------|--|---|------|--|---|------|--|---|
| English 1 or SOL 1 | | | 1 st Year | | | <input type="checkbox"/> Foundation 22 | <input type="checkbox"/> Distinguished 26 | <input type="checkbox"/> See IEP | | | | | | | | | | | | | | | | | | |
| English 2 or SOL 2 | | | 2 nd Year | | | My Post High School plans are to: (Select all that apply) <input type="checkbox"/> Two Year College <input type="checkbox"/> Four Year College <input type="checkbox"/> Employment <input type="checkbox"/> Military <input type="checkbox"/> Other _____ | | | | | | | | | | | | | | | | | | | | |
| English 3 | | | Elective | | | | | | | | | | | | | | | | | | | | | | | |
| English 4 | | | Elective | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math: 4 Whole Credits | | | Math: 4 Whole Credits | | | Post-Secondary Testing: (Select all that apply) <input type="checkbox"/> PSAT <input type="checkbox"/> TSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Other _____ | | | | | | | | | | | | | | | | | | | | |
| Algebra 1 | | | Algebra 1 | | | | | | | | | | | | | | | | | | | | | | | |
| Geometry | | | Geometry | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra 2 | | | Math Models | | | | | | | | | | | | | | | | | | | | | | | |
| Adv. Quantitative Reasoning | | | Algebra 2 | | | My Career Interest: _____ | | | | | | | | | | | | | | | | | | | | |
| No Math Models after Algebra 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science: 4 Whole Credits | | | Social Studies: 4 Whole Credits | | | Endorsement 1: 4 Whole Credits Select one: AH <input type="checkbox"/> BI <input type="checkbox"/> S <input type="checkbox"/> PS <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | |
| Biology | | | World Geography | | | | | | | | | | | | | | | | | | | | | | | |
| Chemistry | | | World History | | | | | | | | | | | | | | | | | | | | | | | |
| Physics | | | US History | | | | | | | | | | | | | | | | | | | | | | | |
| AP Environmental Systems | | | Government | | | Endorsement 2: 4 Whole Credits Select one: AH <input type="checkbox"/> BI <input type="checkbox"/> S <input type="checkbox"/> PS <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | |
| | | | Economics | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IPC does NOT count as Advanced Science IPC can NOT be taken after Chemistry | | | | | | Multi-Disciplinary Studies Endorsement: 4 Whole Credits | | | | | | | | | | | | | | | | | | | | |
| PE Health: 1 PE, 0.5 Health | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PE (elective) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Arts: 1 Whole Credit | | | | | | Career & Technical Education Pathway Sequence | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CTE AND/OR Other Electives: 5.5 Total Credits Combined | | | Other Electives | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th><th>Pathway Courses</th><th>Completion</th></tr> </thead> <tbody> <tr> <td>MS</td><td></td><td>A <input type="checkbox"/> B <input type="checkbox"/></td></tr> <tr> <td>9TH</td><td></td><td>A <input type="checkbox"/> B <input type="checkbox"/></td></tr> <tr> <td>10TH</td><td></td><td>A <input type="checkbox"/> B <input type="checkbox"/></td></tr> <tr> <td>11TH</td><td></td><td>A <input type="checkbox"/> B <input type="checkbox"/></td></tr> <tr> <td>12TH</td><td></td><td>A <input type="checkbox"/> B <input type="checkbox"/></td></tr> </tbody> </table> | | | Grade | Pathway Courses | Completion | MS | | A <input type="checkbox"/> B <input type="checkbox"/> | 9TH | | A <input type="checkbox"/> B <input type="checkbox"/> | 10TH | | A <input type="checkbox"/> B <input type="checkbox"/> | 11TH | | A <input type="checkbox"/> B <input type="checkbox"/> | 12TH | | A <input type="checkbox"/> B <input type="checkbox"/> |
| Grade | Pathway Courses | Completion | | | | | | | | | | | | | | | | | | | | | | | | |
| MS | | A <input type="checkbox"/> B <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| 9TH | | A <input type="checkbox"/> B <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| 10TH | | A <input type="checkbox"/> B <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| 11TH | | A <input type="checkbox"/> B <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| 12TH | | A <input type="checkbox"/> B <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | ALL courses in the CTE pathway sequence should be listed | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |

Student has ARD/IEP to support exit.

Student has submitted an Opt-Out of Endorsement form signed by parent or guardian.

| | |
|-----|----|
| Yes | No |
| Yes | No |

The importance of a High School graduation plan that includes one or more endorsements and the distinguished level of achievement and the importance of Post-Secondary Education, automatic college admission and eligibility for financial aid have been explained to me.

Student Signature _____ Parent Signature _____ Counselor/ Administrator Signature _____

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/ or gender expression in its educational or employment programs and activities.



HISD GRADE LEVEL CLASSIFICATION

| Classification | 9 th grade (Freshman) | 10 th grade (Sophomore) | 11 th grade (Junior) | 12 th grade (Senior) |
|----------------------|-------------------------------------|---------------------------------------|------------------------------------|------------------------------------|
| Number of credits | 0 – 5.5 credits | 6 – 11.5 credits | 12 – 17.5 credits | 18 + credits |