WACO ISD
COURSE CATALOG

A Guide to High School Program offerings

WACO INDEPENDENT SCHOOL DISTRICT

2024-25

www.wacoisd.org

WACO INDEPENDENT SCHOOL DISTRICT

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WACO ISD

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WACO ISD

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WACO INDEPENDENT SCHOOL DISTRICT

WELCOME TO HIGH SCHOOL PLANNING!

HOW TO USE THE COURSE CATALOG

What careers would you like to explore?

The Course Catalog is designed for students to use with their counselors and parents/guardians as they plan for high school. The catalog will outline guidance on the credit system, scheduling, GPA, and how to choose courses that match your interests while still meeting the requirements for graduation.

Take some time to read through pages 7-21 which describe the options available to students then begin your journey of exploration by using the chart on the next page.

Start by using page 13 as your guide for the required coursework. Choose the courses you would like to take for these requirements and fill them in on the chart then choose the courses for pathways and activities that you are interested in exploring. Use the listing and descriptions to give you an idea of what the course is about and what it requires. Your counselor will help you refine this plan when you meet with them.

WACO INDEPENDENT SCHOOL DISTRICT

NOTE: All underlined text in the catalog is linked to either another area of the catalogue or to outside sources of information.

BUILDING YOUR PLAN

WACO INDEPENDENT SCHOOL DISTRICT

Year 1	Year 2	Year 3	Year 4

CREDITS IN HIGH SCHOOL

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Why do credits matter?

Courses taken in high school are worth anywhere from 0.5 to 3 credits, depending upon the course. For most courses, the credits are awarded by semester parts. Semester grades can be averaged to a passing grade for a full credit.

Students earn credits through:

- face to face classes
- credit recovery program
- or credit by exam

Minimum credits needed for grade level:

Below 6 = 9th grade
6 credits = 10th grade
12 credits = 11th grade
18 credits = 12th grade

State law dictates passing as a 70% out of 100%
Link to Waco ISD Grading Policy

Attendance and Credits

If a student's attendance falls below 90% days of being present, the student will need to follow the guidelines for recovering the course if it is a passing grade. This can include an appeal.
Students may only recover courses for attendance in the semester following the credit loss.

CREDIT IN HIGH SCHOOL

WACO INDEPENDENT SCHOOL DISTRICT

Credit by Exam

A student may earn credits toward graduation through credit by exam (CBE). TEA sets the rules for CBE. The district testing coordinator schedules test dates. Students wishing to apply for CBE should see their counselor to discuss the impact on their 4-year plan. For example, the NCAA does NOT accept CBEs for course credit.
Credit may be earned two ways:

Credit by Exam with prior instruction:
Student must earn at least a 70 on the credit by exam.
Grades earned will not be included in the student's GPA.

Credit by Exam without prior instruction (Test for Acceleration)
Student must receive a grade of 80.
Grades earned will not be included in the student's GPA.

A maximum of two opportunities to earn credit through credit by exam will be permitted. After failing two attempts to pass a specific exam, credit must be earned by retaking the course.

WACO INDEPENDENT SCHOOL DISTRICT

SCHEDULES

Student, Teacher & Course Schedules

Students may be enrolled in up to eight class periods per semester. Teacher schedules are determined by the requests for courses that students make and the availability of teachers. Teachers are assigned to teach specific courses and sections only after the students' choices have been used to develop the school's master schedule. Students should choose the courses they will take without expectation that a specific teacher will be assigned to teach that class.

Non-Credit Courses

Non-credit courses do not count toward the 26 state credits needed to complete graduation requirements. Courses that would not earn credit include but are not limited to:

Student Assistant
Select Special Education Courses

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SCHEDULES

Schedule Changes

Students are expected to make informed and wise decisions during the course selection process as they review their 4-year plan each year with their counselor. If a change is necessary, the request should be initiated with the student's counselor. When a student changes from one subject to another, the grade in the new course is incomplete until the student has completed the necessary make-up work.

The following policy governs dropping a course:

1. A student must be enrolled as a full-time student.
2. Students enrolled in Pre-Advanced, Pre-AP, or AP classes may request a level change to the equivalent standard course after a conference with counselor and/or someone from Advanced Academics. Parent/Guardian consent for this change **must** be obtained. Level change request forms will be available in the 7th week and at the end of the first semester of a course. Please note that not all AP courses have a level change option.
3. Any other schedule changes (drop/add) must occur during the first ten days of each semester.
4. Schedule changes will be reviewed on an individual basis.

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PLANNING FOR GRADUATION

In Texas, high school students are required to fulfill certain graduation requirements in order to receive a diploma. The current graduation plan in Texas is called the Foundation High School Program (FHSP), which was implemented in 2014 and revised in 2019.

Under the FHSP, students must complete a total of 22 credits, which include:

- Four credits of English language arts
- Three credits of math (including Algebra I, geometry, and Algebra II or an equivalent course)
- Three credits of science (including biology, chemistry and/or physics))
- Three credits of social studies (including U.S. history, world history, US government and economics or personal financial literacy and economics)
- Two credits of a language other than English
- One credit of fine arts
- One credit of physical education
- Five additional elective credits

In order to plan for meeting these requirements, students must complete a personal graduation plan (PGP) with the help of their counselors and parents. The PGP is completed by the end of the students' freshman year and is designed to help students choose courses and extracurricular activities that will prepare them for their post-high school goals, whether that be college, a career, or military service.

See TEA Graduation Toolkit for parents and students to learn more..

WACO INDEPENDENT SCHOOL DISTRICT

PLANNING FOR GRADUATION

The Foundation High School Program diploma includes options for a student to personalize their high school journey in order to have opportunities to experience content and activities related to their prospective career choices and activities.

To enhance their career/college exploration, students will be enrolled in courses for one or more endorsement categories including Multidisciplinary, Business & Industry, STEM, Public Service and Arts and Humanities. By law, students may not opt out of an endorsement until the end of their sophomore year. These course pathways are designed to help students explore various disciplines as they consider their postsecondary options. Students in Waco ISD are encouraged to pursue more than one endorsement. All endorsement pathways required 4 credits of math and 4 credits in science as well as a minimum of 26 credits.

Students can earn a Foundation High School Diploma with Endorsement(s) at the Distinguished Level of Achievement, which requires additional coursework and demonstrates a higher level of achievement. To graduate at the Distinguished Level, students must meet the requirements for one or more endorsements and have earned credit for Algebra II.

Performance acknowledgements can also be earned as a part of a student's diploma. These include: scores on college readiness testing, advanced placement testing, industry certifications, bilingual/biliteracy criteria, dual credit 12+ hours with 3.0+, and earning an Associate's degree while in high school.

By law, students must also complete a "Speech" requirement to graduate. Waco ISD considers a student's first completed English credit to fulfill this requirement since this is part of the TEKS for those courses. Also, a student must complete their FAFSA or a TEA Exception form to graduate as of 2022.

WACO INDEPENDENT SCHOOL DISTRICT

GRADUATION PLANS

	FOUNDATION	FOUNDATION + ENDORSEMENT	DISTINGUISHED LEVEL OF ACHIEVEMENT + ENDORSEMENT Eligible for Top 10% Automatic Admission
English	**4 credits** • English I • English II • English III • An advanced English course	**4 credits** • English I • English II • English III • An advanced English course matching endorsement	**4 credits** • English I • English II • English III • An advanced English course
Mathematics	**3 credits** • Algebra I • Geometry • An additional math course	**4 credits** • Algebra I • Geometry • Two additional math courses matching endorsement	**4 credits** • Algebra I • Geometry • Algebra II • An advanced math course
Science	**3 credits** • Biology • IPC, Chemistry, or Physics • An advanced science course	**4 credits** • Biology • IPC, Chemistry, or Physics • 3rd advanced science course • 4th advanced science course	**4 credits** • Biology • IPC, Chemistry, or Physics • 3rd advanced science course • 4th advanced science course
Social Studies	**3 credits** • World Geography or World History • U.S. History • Government/Economics	**3 credits** • World Geography or World History • U.S. History • Government/Economics	**3 credits** • World Geography or World History • U.S. History • Government/Economics
Physical Education	**1 credit** (PE or designated alternative)	**1 credit** (PE or designated alternative)	**1 credit** (PE or designated alternative)
Languages Other than English	**2 credits** • In same language	**2 credits** • In same language	**2 credits** • In same language
Fine Arts	**1 credit**	**1 credit**	**1 credit**
Electives	**5 credits**	**5 credits**	**7 credits**
TOTAL	**22**	**26**	**26**

NOTE: The state of Texas also requires a student to complete their FAFSA or sign an Exception for in order to graduate.

ENDORSEMENTS

Endorsements are a prescribed cluster of classes which allow the student to explore an area they are interested in for postsecondary experiences more deeply. Students are encouraged to choose more than one endorsement category. Endorsements can range from health sciences to band. They can be earned in five categories:

- Multidisciplinary
- STEM
- Arts & Humanities
- Business & Industry
- Public Services

The following is a description of the offerings for Waco ISD students.

Multidisciplinary

- Four credits in each of the four core areas of Math, Social Studies, Science (must include Chemistry or Physics) and English (must include English IV or AP/Dual credit)
- Four credits of Advanced Placement and/or dual credit from the following areas: English, Math, Science, Social Studies, Economics, World Languages or Fine Arts

Science, Technology, Engineering and Math (STEM)

- A pathway of 4 or more CTE courses in STEM Career Cluster - See Academies
- In addition to Algebra I, Geometry and Algebra II, two courses for which Algebra II is a prerequisite
- In addition to Biology, Chemistry, and Physics, two additional science courses

ENDORSEMENTS

Arts & Humanities

- Five credits in Social Studies
- Four levels of one World Language
- Two levels of two different World Languages
- A sequence of four Fine Arts courses in the same discipline area
- A sequence of two Fine Arts courses in the same discipline from two different areas

Business & Industry

- A pathway of 4 or more CTE courses in the Business & Industry Career Cluster - *See Academies*
- A pathway at the Greater Waco Advanced Manufacturing Academy
- Four English courses to include 3 levels of: Mock Trial, Debate or Yearbook

Public Service

- A pathway of 4 or more CTE courses in the Law and Public Services Career Cluster - See Academies
- A pathway at the Greater Waco Advanced Health Care Academy
- A pathway at the Future Educators Academy
- A pathway in the Future Heroes Academy
- Four years of JROTC

WACO INDEPENDENT SCHOOL DISTRICT

PLANNING FOR
GRADUATION

Texas State Law and WISD district policies relating to courses, grading, and grade point average are reviewed from year to year with regard to the awarding of weighted credit.

Only courses that are part of the core four-year sequence including:

- **English Language Arts**
- **Mathematics,**
- **Science,**
- **Social Studies, and**
- **World Languages.**

Tier I	Tier II	Tier III	Tier IV
General Courses	Pre AP and Pre-Advanced Courses	Dual Credit Courses	Advanced Placement (and transferred IB) Courses
1.00	1.10	1.15	1.20

Waco ISD GPA and Ranking Policy can be found in the Grading Policy guidelines or in the Board Policy Manual

COLLEGE TESTING

WACO INDEPENDENT SCHOOL DISTRICT

Prior to enrollment in a Texas public college or university, students must meet the Texas Success Initiative benchmarks for either SAT, ACT or TSIA2 set by Texas Higher Education Coordinating Board (THECB). To learn more about the new Digital SAT format and scoring. Go to College Board's SAT Suite of Assessments.

All Waco ISD students are strongly encouraged to test for college admission and scholarships. Knowing what tests are required/recommended is critical to preparation. Currently, Waco ISD offers students the opportunity to take the PSAT in grades 8, 9, 10 and 11 for National Merit Scholarship qualification. Additionally, the school-day SAT is offered to students in grades 11 and 12. If a student would like to take the ACT exam, they should speak with the College, Career and Military Readiness specialist about how to sign up and if they qualify for a fee waiver.

PSAT and SAT Entrance Tests

The Preliminary Scholastic Aptitude Test (PSAT) serves as the National Merit Qualifying Test (NMSQT) and provides students an opportunity to take a shortened version of the SAT to serve as a predictor of students' scores on the SAT. Waco ISD administers the PSAT in grades 8, 9, 10 and 11 for all students at no cost to the student. Parents can apply to see if their child qualifies for accommodations. Waco ISD provides SAT testing for all juniors at no personal expense. Juniors take the PSAT in the fall to initially qualify for the national merit status. Juniors who perform exceptionally might be eligible for National Merit competition. Spring SAT scores provide confirmation of National Merit qualification.

Waco ISD's Superintendent Scholars program is designed to recognize and support students performing in the top 15% nationally on PSAT exams in grades 8 through 11. More than just recognition, the program groups students into specialized training to encourage continued growth so that they might become eligible for national recognition on the 10th and 11th grade National Merit Scholarship Qualifying Tests (PSAT 10/11 NMSQT). By supporting continued growth and college readiness, this program also builds a culture of striving for excellence within the district.

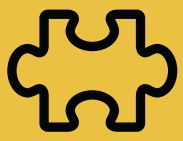
Proving College Readiness on the TSIA2 (Texas Success Initiative 2 Assessments)

The Texas Success Initiative Assessments (TSIA2) in English Language Arts and Mathematics is another exam used for students prove they are ready for college-level credit-bearing coursework, including community colleges. The purpose of these assessments is to assess the reading, writing and mathematics skills that entering freshmen-level students should possess to perform effectively in undergraduate programs in Texas public colleges and universities. Students in Waco ISD take the Reading/Writing at the end of English II and the Math at the end of Algebra II. This provides the high school time to help remediate students through tutoring or College Preparatory courses in their senior year. An appropriate passing score on this assessment is required before students can enroll in dual-credit courses offered through the district. Students who wish to enroll in the Future Educators Academy or the Accelerate Program will need to take the TSIA2 exam in 8th grade and consult with their counselor.

ADVANCED ACADEMICS

Advanced Academics is a comprehensive program that allows high school students to explore rigorous coursework beyond the traditional curriculum. The program includes several options, such as Pre-AP courses, Advanced Placement (AP) courses, Dual Credit courses, Advancement Via Individual Determination (AVID), and ATLAS, a GT-focused middle school program at Tennyson Middle School.

Pre-AP courses are designed to prepare students for Advanced Placement coursework. These courses are taught by high school teachers who have received specialized training and allow students to learn and practice the skills necessary for success in AP courses. The Pre-AP curriculum is rigorous and emphasizes critical thinking, analysis, and problem-solving.



Advanced Placement (AP) courses are college-level courses that are taught in high school. These courses are taught by trained high school teachers and follow a curriculum set by the College Board. Students who successfully complete AP courses have the opportunity to earn college credit by taking the corresponding AP exam at the end of the course. AP courses are known for their rigor and are highly valued by colleges and universities. Colleges and universities have the option of accepting the AP exam results for college credit.

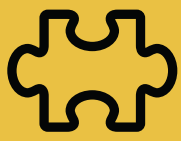
Students enrolled in an AP course are required to take the AP exam.

ADVANCED ACADEMICS

Dual Credit courses allow high school students to earn college credit while still in high school. These courses are typically taught by college instructors and require a higher level of coursework than traditional high school classes. Students who successfully complete Dual Credit courses can earn college credits that can be transferred to many colleges and universities.

Advancement Via Individual Determination (AVID) is a program designed to help students who are traditionally underrepresented in higher education prepare for and succeed in college. AVID elective courses focus on study skills, time management, organization, and other essential academic skills. AVID students are required to be enrolled in advanced courses including Pre AP, Dual Credit or Advanced Placement courses. Additionally, AVID students receive support from trained tutors and participate in college readiness activities.

Overall, the Advanced Academics program provides students with a challenging academic experience that prepares them for college and beyond. Whether students choose to take Dual Credit courses, Advanced Placement courses, or participate in the AVID program, they will be equipped with the skills and knowledge necessary to succeed in higher education.



HIGHER EDUCATION PARTNERSHIPS

WACO INDEPENDENT SCHOOL DISTRICT

DUAL CREDIT

Dual credit refers to a scheduling arrangement through which a high school student may receive college-level instruction and simultaneously earn both high school and college credit. Only accommodations accepted by McLennan Community College will be provided in dual credit courses. Eligible students are those who:

- Meet the approved college/university requirements
- Gain approval of their high school academic counselor
- Are full-time students at Waco ISD

Students may take courses during the summer. Waco ISD is responsible for all costs related to the dual credit process. Waco ISD is responsible for transportation to and from the course site. Consult the counselor for specific requirements concerning dual credit.

Link to Waco ISD Higher Education Partnerships MOU page

Link to McLennan Community College page

HIGHER EDUCATION PARTNERSHIPS

WACO INDEPENDENT SCHOOL DISTRICT

PTECH - *Future Educators Academy*

The Future Educators Academy is an early college high school model that allows students to earn an Associate's degree in Education upon graduation from high school. During high school, students are enrolled in dual credit and Advanced Placement courses as well as internship opportunities with elementary students. This program is a partnership between WISD high schools and McLennan Community College. After graduation, students can earn their Bachelor's degree from Tarleton State University or Texas Tech University. Waco ISD has pledged to give graduates of the program preference in hiring once they complete their teaching certification. Students are also eligible to earn an Industry Based Certification for Teacher Aide 1.

Please see the course plan for the degree in Appendix D.

ACCELERATE

The Accelerate program allows students to pursue accelerated learning while in high school through concurrent enrollment in college courses at MCC. Students will take a combination of Pre AP, AP and Dual Credit courses, leading to a liberal arts associate's degree.

Please see the course plan for the degree plan in Appendix C.

COURSE LISTINGS

Look through the list of options for each subject area. Each course has a link to take you do a description of the class. Take note of the requirements and grade levels as you begin to build your plan.

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ENGLISH LANGUAGE ARTS

English Language Arts (ELA) is a critical subject area for high school students that encompasses a variety of language-related skills such as reading, writing, speaking, listening, and critical thinking. In this subject, students are exposed to various literary genres such as fiction, non-fiction, poetry, drama, and media. They are also taught to analyze and interpret these texts to derive deeper meanings and themes.

In high school ELA, students are expected to refine their reading comprehension and critical thinking skills through the study of more complex texts, including classic and contemporary literature. They are also taught to develop their writing skills, including the ability to write various types of essays, such as argumentative, expository, and narrative. Additionally, students are expected to develop their oral communication skills by engaging in class discussions, debates, and presentations.

Throughout their high school ELA education, students are encouraged to engage in creative expression by writing their own narratives, poetry, and plays. They are also expected to apply their understanding of literary devices and techniques to create compelling and effective writing.
Overall, high school ELA is a crucial subject that helps students develop their language skills, analytical thinking, and creativity. It prepares them for college and beyond by teaching them to read, write, and think critically about complex texts and ideas.

STAAR/EOC requires students to complete two end-of-course exams in English I and II.

COURSE LIST

English Language Arts

WACO INDEPENDENT SCHOOL DISTRICT

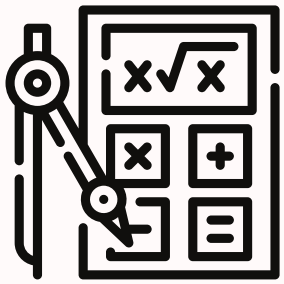
Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
English I		9	1
English I PreAP		9	1
English to Speakers of Other Languages I	Based on LPAC decision	9	1
Reading 1	8th grade STAAR	9	1
English II		10	1
English II PreAP		10	1
English to Speakers of Other Languages II	Based on LPAC decision	10	1
Reading 2	English I EOC performance	10	1
English Language Development and Acquisition I or II	Based on LPAC decision	9-12	1
English III		11	1
AP English Language		11	1
English III Dual Credit			
English IV		12	1
English IV Dual Credit		12	1

COURSE LIST

English Language Arts

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
AP English Literature		12	1
College Preparatory Course English Language Arts	TSIA2/ACT/SAT score indicating not college ready	12	1
Communication Applications		9-12	1
Debate I		9-12	1
Debate II	Debate I	10-12	1
Debate III	Debate II	11-12	1
Public Speaking I (Mock Trial)		9-12	1
Public Speaking II (Mock Trial)	Public Speaking I	10-12	1
Public Speaking III (Mock Trial)	Public Speaking II	11-12	1
Independent Study in Speech (4th course for Debate and Public Speaking)	Debate III or Public Speaking III	12	1
Independent Study in Speech II (for students who are in both Debate and Mock Trial)	Debate III or Public Speaking III	12	1



WACO INDEPENDENT SCHOOL DISTRICT

MATHEMATICS

Mathematics is an essential subject that plays a crucial role in our daily lives. It is the study of numbers, quantities, and shapes and involves logical reasoning, problem-solving, and critical thinking. In high school, mathematics is typically divided into several branches, including algebra, geometry, trigonometry, calculus, and statistics.

Algebra is the branch of mathematics that deals with symbols and the rules for manipulating those symbols to solve equations and explore relationships between variables. Geometry is the branch of mathematics that studies the shapes, sizes, and positions of objects in space. Trigonometry is a branch of mathematics that studies angles and their relationships to the sides of triangles. Calculus is a branch of mathematics that studies the study of change and accumulation rates. Finally, statistics is the branch of mathematics that involves data collection, analysis, interpretation, and presentation.

Studying mathematics in high school provides numerous benefits, including improved critical thinking and problem-solving skills, enhanced logical reasoning, and better quantitative and analytical abilities. These skills are essential in academic settings and highly valued in many professional fields, such as finance, engineering, computer science, and data analysis. This is why there are options for mathematics courses within career pathways.

Mathematics is also a subject that can be both challenging and rewarding. It requires patience, persistence, and a willingness to learn and explore new concepts. By studying mathematics in high school, students can develop confidence in their abilities to solve problems and tackle challenges, which can serve them well throughout their lives.

Overall, mathematics is a fascinating subject that is essential for understanding the world around us. Whether you want to pursue a career in a math-related field or improve your critical thinking and problem-solving skills, studying mathematics in high school can provide numerous benefits that will last a lifetime.

STAAR/EOC requires students to complete one end-of-course exam in Algebra I.

COURSE LIST

Mathematics

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Algebra I		9	1
Algebra I PreAP		9	1
Strategic Learning for High School Math (not available for state math requirements, will be state elective)	8th grade STAAR performance	9	1
Algebraic Reasoning	Algebra 1	10-12	1
Geometry	Algebra 1	10-12	1
Geometry PreAP	Algebra 1	10-12	1
Math Models	Algebra 1	10-12	1
Financial Math	Algebra 1	10-12	1
Algebra II	Algebra 1	10-12	1
Algebra II PreAP	Algebra 1	10-12	1
College Preparatory Course Math	TSIA2/ACT/SAT score indicating not college ready	12	1
Statistics	Algebra I	11-12	1

COURSE LIST

Mathematics

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Precalculus	Algebra 1, Geometry and Algebra II	11-12	0.5-1
Precalculus Pre-Advanced *(2023-24 school year)*	Algebra 1, Geometry and Algebra II	11-12	0.5-1
Precalculus DC	Algebra 1, Geometry and Algebra II	11-12	0.5-1
AP Precalculus *(beginning 2024-25 school year)*	Algebra 1, Geometry and Algebra II	11-12	1
AP Calculus AB	Precalculus	12	1
AP Statistics	Geometry, Algebra II	11-12	1
Applied Math for Technical Professionals (GWAMA only)	Recommended: Algebra I and Geometry	11-12	1
Mathematics for Medical Professionals (GWAHCA only)	Geometry and Algebra II	11-12	1

See CTE for other options for Math credit that are part of Career Pathways

WACO INDEPENDENT SCHOOL DISTRICT

SCIENCE

Science is the study of the natural world and the processes that govern it. In high school, science courses typically cover several fields, including biology, chemistry, physics, and earth science. These courses aim to give students a deep understanding of the physical and natural phenomena that shape our world.

The life sciences study living organisms, from microscopic bacteria to complex ecosystems. Through studying life sciences, students can learn about the basic principles of life, including genetics, cell structureand function, evolution, and ecology.
The physical sciences study matter and its properties, including the behavior of atoms and molecules, chemical reactions, and the composition of different substances. Other topics in physical science include the study of the natural laws that govern the behavior of matter and energy, including motion, force, and energy.

Studying science in high school provides numerous benefits, including a deeper understanding of the natural world, improved critical thinking and problem-solving skills, and engaging in informed decision-making regarding climate change and public health issues. Science also prepares students for future academic and professional pursuits in fields such as medicine,engineering, environmental science, and scientific research.

Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making
comparisons; comparative investigations, which include collecting data with variables manipulated to compare results; and experimental investigations, which involve processes similarto comparative investigations but in which a control is identified.

Whether you are interested in exploring the intricacies of the human body, understanding the chemical reactions that power our world, or investigating the forces that shape the earth and its ecosystems, studying science in high school can provide a solid foundation for lifelong learning and engagement.

STAAR/EOC requires students to complete one End-of-Course Exam in Biology.

COURSE LIST

Science

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Biology		9-10	1
Biology PreAP		9	1
Environmental Systems	Biology Recommended prerequisite or corequisite: Chemistry or IPC	10-11	1
Integrated Physics and Chemistry	Criteria based upon 8th grade STAAR Science performance data	9-10	1
Chemistry	Algebra 1 and one credit of HS science (preferred Biology)	10-12	1
Chemistry PreAP	Algebra 1 and one credit of HS science (preferred Biology)	10	1
Principles of Technology	One credit of HS science and Algebra I	10-12	1
Physics	Recommended: Algebra 1 as a prerequisite or corequisite	10-12	1
Anatomy and Physiology	Biology and second science Recommended: a course from the Health Science Cluster	10-12	1
Aquatic Science	Biology Recommended prerequisite or corequisite: Chemistry or IPC	11-12	1
Astronomy	Algebra 1 and Chemistry or IPC	11-12	1

COURSE LIST

Science

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Food Science (Culinary students)	Three credits of science including Biology and Chemistry	12	1
Forensic Science	Biology and Chemistry or IPC or Physics Recommended prerequisite or corequisite: a course from Law, Public Safety, Corrections and Security Career Cluster	11-12	1
Scientific Research & Design	Biology and Chemistry or IPC or Physics	11-12	1
Pathophysiology	Biology and Chemistry Recommended: a course from the Health Science Career Cluster	11-12	1
AP Biology	Recommended: Biology and Chemistry	11-12	1
AP Chemistry	Recommended: Chemistry and Algebra II	11-12	1
AP Environmental Systems	Recommended: Algebra 1 and two years of lab science	11-12	1
AP Physics I: Algebra Based	Recommended: Algebra I and Geometry Recommended corequisite: Algebra II	11-12	1
AP Physics II: Algebra Based (Beginning 2024-25)	Recommended: AP Physics I Recommended corequisite: Precalculus	11-12	1

WACO INDEPENDENT SCHOOL DISTRICT

SOCIAL STUDIES

Social studies is an interdisciplinary subject that encompasses various fields, including history, geography, economics, political science, sociology, and anthropology. In high school, social studies courses aim to provide students with a broad understanding of human society, its institutions, and its interactions. One of the primary goals of social studies is to teach students about the past and how it shapes the present. By studying history, students can gain a deeper understanding of the events and movements that have shaped human civilization from ancient times to the modern era.

Through the study of geography, students can learn about the physical and cultural characteristics of different regions of the world and how they influence human societies.

Economics is another critical component of social studies, providing students with an understanding of how resources are allocated and how societies create and distribute wealth.

Political science teaches students about government institutions, political systems, and civic engagement. Sociology and anthropology are focused on the study of human behavior, culture, and society, providing students with an understanding of how societies are organized and how individuals and groups interact.

Studying social studies in high school provides numerous benefits, including a deeper understanding of the world around us, enhanced critical thinking skills, and the ability to engage in informed civic participation. Social studies also prepares students for future academic and professional pursuits in fields such as history, law, political science, international relations, and social work.

Social studies is a fascinating subject that can provide students with a comprehensive understanding of human behavior and its interactions within societies. Whether interested in exploring the past, understanding current events, or preparing for future academic and professional pursuits, studying social studies in high school can provide a solid foundation for lifelong learning and engagement.

STAAR/EOC requires students to complete one End-of-Course Exam in US History.

COURSE LIST

Social Studies

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
World Geography		9-10	1
AP Human Geography		9-12	1
World History		9-10	1
AP World History		9-12	1
US History		10-12	1
US History DC		11-12	1
AP US History		10-12	1
Economics		11-12	0.5
Economics DC		11-12	0.5
AP Macroeconomics		11-12	0.5
Personal Financial Literacy and Economics		11-12	0.5

COURSE LIST

Social Studies

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Government		11-12	0.5
Government DC		11-12	0.5
AP US Government and Politics		11-12	0.5
AP European History		10-12	1
Special Topics in Social Studies DC (Texas Gov't)		10-12	0.5
AP Psychology		11-12	0.5
Psychology DC		9-12	0.5
Sociology		9-12	0.5
Sociology DC		9-12	0.5
AP African American Studies		9-12	1

WACO INDEPENDENT SCHOOL DISTRICT

WORLD LANGUAGES

Learning a world language in high school is a valuable experience that can provide numerous personal, academic, and professional benefits. Those taught in Waco ISD include Spanish, French, German, and American Sign Language (ASL).

Spanish is the world's second most commonly spoken language, with over 500 million speakers.It is the official languageof 21 countries, including Spain, Mexico, and much of Central and South America. Spanish is a relatively easy language to learn for English speakers, with many cognates and a straightforward grammar structure. Studying Spanish in high school can provide opportunities for cultural exchange, travel, and career paths in industries such as healthcare, education, and business.

French is the official language of over 29 countries and is spoken by over 300 million people worldwide. It is also the official language of the United Nations, the European Union, and the International Olympic Committee. French has a reputation for being a romantic and sophisticated language, and studying it in high school can provide access to French culture, literature, and art. French can also be a valuable language for diplomacy, fashion, and cuisine careers.

German is the most widely spoken language in the European Union and is spoken by over 100 million people worldwide. It is the official language of Germany, Austria, and parts of Switzerland and is known for its complex grammar and extensive vocabulary. German can be a challenging language to learn, but it can open doors to careers in engineering, science, and technology. Studying German in high school can also provide opportunities for cultural exchange and travel.

American Sign Language (ASL) is a visual language used by the deaf and hard-of-hearing community in the UnitedStates and Canada.It is a unique languagewith its own grammar, syntax, and vocabulary and is an essential tool for communication and community buildingwithin the deaf community. Studying ASL in high schoolcan provide a greater understanding and appreciation for deaf culture and career opportunities in fields such as social work, education, and advocacy.

Learning a world language in high school can provide numerous personal, academic, and professional benefits. Whether you choose Spanish, French, German, or ASL, studying a world language can open doors to new cultures, people, and opportunities that will last a lifetime.

COURSE LIST

World Languages

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Spanish I		9-12	1
Native Speakers Spanish I		9-12	1
Spanish I Pre-Advanced		9-12	1
Spanish II	Spanish I or demonstrated proficiency	9-12	1
Native Speakers Spanish II	Spanish I or demonstrated proficiency	9-12	1
Spanish II Pre-Advanced	Spanish I or demonstrated proficiency	9-12	1
Spanish III Pre-Advanced	Spanish II or demonstrated proficiency	9-12	1
AP Spanish Language	Spanish III or demonstrated proficiency	9-12	1
AP Spanish Literature	AP Spanish Language or Spanish IV or demonstrated proficiency	9-12	1

COURSE LIST

World Languages

WACO INDEPENDENT SCHOOL DISTRICT

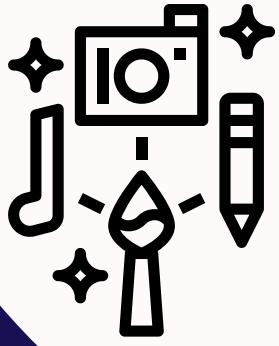
Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
French I		9-12	1
French I Pre-Advanced		9-12	1
French II	French I or demonstrated proficiency	10-12	1
French II Pre-Advanced	French I or demonstrated proficiency	10-12	1
French III Pre-Advanced	French II or demonstrated proficiency	11-12	1
AP French Language	French III or demonstrated proficiency	11-12	1
German I		9-12	1
German I Pre-Advanced		9-12	1
German II	German I or demonstrated proficiency	10-12	1
German II Pre-Advanced	German I or demonstrated proficiency	10-12	1
German III Pre-Advanced	German II or demonstrated proficiency	11-12	1
AP German Language	German III or demonstrated proficiency	11-12	1

COURSE LIST

World Languages

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
American Sign Language I		9-12	1
American Sign Language II	American Sign Language I	10-12	1
American Sign Language III	American Sign Language I and II	11-12	1
American Sign Language IV	American Sign Language I, II and III	12	1
See Computer Science courses in CTE - each can be used for LOTE credit			



WACO INDEPENDENT SCHOOL DISTRICT

FINE ARTS

Fine arts is a subject area that encompasses a variety of creative disciplines, such as visual arts, music, theater, and dance. In high school, students can study and develop their skills in one or more of these areas.

Visual arts courses allow students to explore various mediums, such as drawing, painting, sculpture, and digital art. They learn fundamental techniques and principles of design, including color theory, composition, and perspective. Students also develop their creativity and expressiveness through personal projects and assignments.

In music classes, students learn to read and write music, understand music theory and history, and play various instruments such as guitar, piano, or drums. They also have opportunities to participate in school bands, orchestras, or choruses, where they develop teamwork and performance skills.

Theater courses introduce students to the world of acting, stage design, and production. They learn about the history of theater, script analysis, and character development. Students also practice improvisation, public speaking, and collaboration in creating and performing plays.

Dance classes teach students various dance styles, including ballet, modern, jazz, and hip-hop. They learn to understand the body's movement and develop coordination, balance, and rhythm skills. Students also develop their performance skills and creativity in choreography.

High school fine arts courses, allow students to develop their creativity, self-expression, and critical thinking skills. Through exploring different mediums and techniques, they gain an appreciation for the arts and learn to communicate their ideas and emotions in various ways.

Waco ISD encourages and supports student participation in UIL events for Fine Arts.

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Fine Arts

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Art I		9-12	1
PreAP Art I	Teacher recommendation	9	1
Art II Drawing	Art I	10-12	1
Art II Painting	Art I	10-12	1
Art II Sculpture	Art I	10-12	1
Art III Drawing	Art II Drawing	10-12	1
Art III Painting	Art II Painting	10-12	1
Art III Sculpture	Art II Sculpture	10-12	1
Art IV Drawing	Art III Drawing	10-12	1
Art IV Painting	Art III Painting	10-12	1
Art IV Sculpture	Art III Sculpture	10-12	1
AP Art 2D	Recommended prerequisite: Art II	10-12	1
AP Art 3D	Recommended prerequisite: Art II	10-12	1
AP Studio Art	Recommended prerequisite: Art II	10-12	1
Art Appreciation DC		9-12	1

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Fine Arts

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Theatre I		9-12	1
Technical Theatre I		9-12	1
Theatre Production I		9-12	1
Theatre II	Theatre I	10-12	1
Technical Theatre II: Stagecraft	Technical Theatre I	10-12	1
Technical Theatre II: Design for the Theatre	Technical Theatre I	10-12	1
Technical Theatre II: Management	Technical Theatre I	10-12	1
Theatre Production II	Technical Theatre I	10-12	1

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Fine Arts

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Theatre III	Theatre II	11-12	1
Technical Theatre III: Advanced Stagecraft	Technical Theatre II: Stagecraft	11-12	1
Technical Theatre III: Advanced Design for the Theatre	Technical Theatre II: Design for the Theatre	11-12	1
Technical Theatre III: Advanced Management	Technical Theatre II: Management	11-12	1
Theatre Production III	Theatre Production II	11-12	1
Theatre IV	Theatre III	12	1
Technical Theatre IV: Advanced Stagecraft	Technical Theatre III: Advanced Stagecraft	12	1
Technical Theatre IV: Advanced Design for the Theatre	Technical Theatre III: Advanced Design for the Theatre	12	1
Technical Theatre IV: Advanced Management	Technical Theatre III: Advanced Management	12	1
Theatre Production IV	Theatre Production III	12	1

COURSE LIST

Fine Arts

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Sub Non-Varsity Band I		9-12	1
Sub Non-Varsity Band II	Sub Non-Varsity Band I	10-12	1
Sub Non-Varsity Band III	Sub Non-Varsity Band II	11-12	1
Sub Non-Varsity Band IV	Sub Non-Varsity Band III	12	1
Non-Varsity Band I		9-12	1
Non-Varsity Band II	Non-Varsity Band I	10-12	1
Non-Varsity Band III	Non-Varsity Band II	11-12	1
Non-Varsity Band IV	Non-Varsity Band III	12	1
Varsity Band I	Audition only	9-12	1
Varsity Band II	Varsity Band I	10-12	1
Varsity Band III	Varsity Band II	11-12	1
Varsity Band IV	Varsity Band III	12	1
Color Guard I		9-12	1
Color Guard II	Color Guard I	10-12	1
Color Guard III	Color Guard II	11-12	1
Color Guard IV	Color Guard III	12	1

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Fine Arts

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Mariachi Band I	Audition only and additional band required	9-12	1
Mariachi Band II	Mariachi Band I	10-12	1
Mariachi Band III	Mariachi Band II	11-12	1
Mariachi Band IV	Mariachi Band III	12	1
Jazz Band I	Audition only and additional band required	9-12	1
Jazz Band II	Jazz Band I	10-12	1
Jazz Band III	Jazz Band II	11-12	1
Jazz Band IV	Jazz Band III	12	1
Steel Drum Band I	Additional music course required	9-12	1
Steel Drum Band II	Steel Drum Band I	10-12	1
Steel Drum Band III	Steel Drum Band II	11-12	1
Steel Drum Band IV	Steel Drum Band III	12	1

COURSE LIST

Fine Arts

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Non-Varsity Orchestra I		9-12	1
Non-Varsity Orchestra II	Non-Varsity Orchestra I	10-12	1
Non-Varsity Orchestra III	Non-Varsity Orchestra II	11-12	1
Non-Varsity Orchestra IV	Non-Varsity Orchestra III	12	1
Varsity Orchestra I	Audition only	9-12	1
Varsity Orchestra II	Varsity Orchestra I	10-12	1
Varsity Orchestra III	Varsity Orchestra II	11-12	1
Varsity Orchestra IV	Varsity Orchestra III	12	1
Piano I		9-12	1
Piano II	Piano I	10-12	1
Piano III	Piano II	11-12	1
Piano IV	Piano III	12	1
AP Music Theory		9-12	1

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Fine Arts

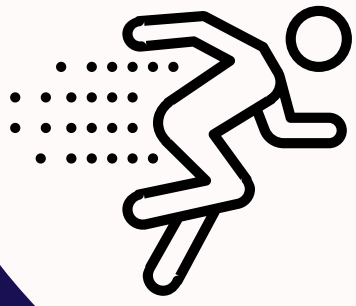
Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Concert Choir I		9-12	1
Concert Choir II	Concert Choir I	10-12	1
Concert Choir III	Concert Choir II	11-12	1
Concert Choir IV	Concert Choir III	12	1
Men's Choir I	Audition only	9-12	1
Men's Choir II	Men's Choir I	10-12	1
Men's Choir III	Men's Choir II	11-12	1
Men's Choir IV	Men's Choir III	12	1
Women's Select I	Audition only	9-12	1
Women's Select II	Women's Select I	10-12	1
Women's Select III	Women's Select II	11-12	1
Women's Select IV	Women's Select III	12	1
Bel Canto I	Audition only	9-12	1
Bel Canto II	Bel Canto I	10-12	1
Bel Canto III	Bel Canto II	11-12	1
Bel Canto IV	Bel Canto III	12	1

COURSE LIST

Fine Arts

WACO INDEPENDENT SCHOOL DISTRICT

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Mixed Varsity Choir I	Audition only and additional choir required	9-12	1
Mixed Varsity Choir II	Mixed Varsity Choir I	10-12	1
Mixed Varsity Choir III	Mixed Varsity Choir II	11-12	1
Mixed Varsity Choir IV	Mixed Varsity Choir III	12	1
A Cappella Mixed Choir I	Audition only and additional choir required	9-12	1
A Cappella Mixed Choir II	A Cappella Mixed Choir I	10-12	1
A Cappella Mixed Choir III	A Cappella Mixed Choir II	11-12	1
A Cappella Mixed Choir IV	A Cappella Mixed Choir III	12	1
Show Choir I (Counts as a PE credit if needed)	Audition only and additional choir required	9-12	1
Show Choir II	Show Choir I	10-12	1
Show Choir III	Show Choir II	11-12	1
Show Choir IV	Show Choir III	12	1
Dance I		9-12	1
Dance II	Dance I	10-12	1
Dance III	Dance II	11-12	1
Dance IV	Dance III	12	1



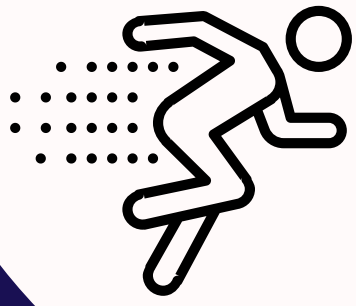
WACO INDEPENDENT SCHOOL DISTRICT

PHYSICAL EDUCATION

Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish physical education daily can provide students with the ability and confidence to be physically active for a lifetime.

According to state rules, students cannot earn more than 4 credits in PE. In Waco ISD, there are various ways for students to earn their one physical education (PE) credit while participating in other activities. These include:

- Athletics - being enrolled in an Athletics class for participation in a sport results in a PE credit
- Marching Band - the first two fall semesters of Band result in a credit of PE
- Cheerleading - the credit for Cheerleading 1 is a PE credit
- Drill Team - the first credit for Drill Team is a PE credit
- Show Choir - the first credit for Show Choir is a PE credit
- Junior Reserve Officers' Training Corps (JROTC) - the first credit of JROTC is a PE credit



WACO INDEPENDENT SCHOOL DISTRICT

ATHLETICS

Waco ISD Athletic Participation Procedure and Process

To join Waco ISD athletics teams students must complete the following steps:

- Obtain a current physical and turn that physical into the sports head coach.
  https://www.uiltexas.org/files/athletics/PrePhysFormRvsd2.21.pdf

- Parent or guardian must complete Waco ISD rank one medical documents:
  https://wacoisd.rankonesport.com/New/NewInstructionsPage.aspx

- Obtain written or email approval from your teams head coach to join the team

- Confirm approval with your school counselor and have athletics added to your schedule

Any questions or concerns in regards to Waco ISD athletic participation procedures please reach out to:

Linden.Heldt@wacoisd.org
(Waco High, Tennyson Middle School, Carver Middle School)

Kaeron.Johnson@wacoisd.org
(University High, Cesar Chavez Middle School)

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Physical Education

Texas UIL website

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Athletic Trainer	Application required	9-12	1
Baseball 1-4	Pending coach approval Physical required	9-12	1
Basketball 1-4	Pending coach approval Physical required	9-12	1
Cross-Country 1-4	Pending coach approval Physical required	9-12	1
Football 1-4	Pending coach approval Physical required	9-12	1
Golf 1-4	Pending coach approval Physical required	9-12	1
Soccer 1-4	Pending coach approval Physical required	9-12	1
Softball 1-4	Pending coach approval Physical required	9-12	1
Tennis & Team Tennis 1-4	Pending coach approval Physical required	9-12	1
Track & Field 1-4	Pending coach approval Physical required	9-12	1
Volleyball 1-4	Pending coach approval Physical required	9-12	1

If you're interested in college Athletics, take a look at the **NCAA Eligibility Center** to help build your 4 year plan. You can use Appendix E to see what is approved for your high school.

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Physical Education courses and substitution courses

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Lifetime Fitness and Wellness Pursuits		9-12	1
Lifetime Recreation and Outdoor Pursuits		9-12	1
Skill-Based Lifetime Activities		9-12	1
Cheerleading (Only one state credit can be awarded for Cheer)	Pending tryouts	9-12	1
Drill Team	Pending tryouts	9-12	1
Substitute Marching Band	Completion of Marching Band I, A in fall and Marching Band II, A in fall of the next year will earn this one full credit for the student's PE	9-10	1
Substitute JROTC	Completion of one credit for JROTC will earn one full credit of PE	9-12	1

COURSE LIST

JROTC

WACO INDEPENDENT SCHOOL DISTRICT

The Junior Reserve Officers' Training Corps (JROTC) is a program that provides high school students with leadership training and character development. The program is sponsored by the United States Armed Forces and is designed to promote patriotism, leadership, and good citizenship. JROTC programs are typically offered in high schools across the United States and are open to students in grades 9 through 12. The program is voluntary and provides students with opportunities to develop leadership skills, participate in community service projects, and learn about military history and traditions.

JROTC programs typically offer a variety of activities and experiences, including drill and ceremony, marksmanship training, physical fitness training, leadership development, and community service projects. The program also provides students with opportunities to compete in academic and physical competitions at the local, regional, and national levels.

One of the primary goals of JROTC is to prepare students for leadership roles in their communities and future careers. JROTC programs provide students with opportunities to develop teamwork skills, critical thinking, and problem-solving abilities, as well as self-discipline and a strong work ethic.
Participation in JROTC can also lead to scholarship opportunities for students who choose to pursue higher education. Many universities offer scholarships specifically for JROTC students, and the program can also provide students with valuable experience and skills that can help them succeed in a variety of careers, including the military, law enforcement, and public service.

Overall, JROTC is an excellent program that provides high school students with valuable leadership and character development opportunities. Whether you are interested in a future military career or simply want to develop valuable skills and experiences, JROTC can provide you with the training and opportunities you need to succeed.

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
JROTC 1		**9-12**	**1**
JROTC 2	**JROTC 1**	**10-12**	**1**
JROTC 3	**JROTC 2**	**11-12**	**1**
JROTC 4	**JROTC 3**	**12**	**1**

OTHER COURSES

WACO INDEPENDENT SCHOOL DISTRICT

Programs to Support Student Growth & Leadership

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
PAL 1	There are no specific prerequisites for PAL; however, a genuine interest in leadership, peer support, and community engagement is highly encouraged. Students should possess a willingness to collaborate, empathize with others, and contribute positively to their school community.	11-12	1
PAL 2	PAL 1	11-12	1
AVID 1	Acceptance into program or previous enrollment from middle school AVID Corequisite: Advanced course	9	1
AVID 2	AVID 1 Corequisite: Advanced course	10	1
AVID 3	AVID 2 Corequisite: Advanced course	11	1
AVID 4	AVID 3 Corequisite: Advanced course	12	1

OTHER COURSES

WACO INDEPENDENT SCHOOL DISTRICT

Classes Available to All Students to Explore

Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
Interpersonal Studies		9-12	0.5
Professional Communications		9-12	0.5
Child Development	Recommended prerequisite: Principles of Human Services or Principles of Education and Training	10-12	1
Dollars & Sense	Recommended prerequisite: Principles of Human Services	11-12	0.5
Family and Community Services	Recommended prerequisite: Principles of Human Services	10-12	1
Lifetime Nutrition & Wellness (UHS only)	Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science	9-12	0.5
Money Matters	Recommended prerequisite: Principles of Business, Marketing, and Finance	9-12	1
College Transitions DC	Needs approval from CCMR specialist	9-12	1

WACO INDEPENDENT SCHOOL DISTRICT

CAREER & TECHNOLOGY EDUCATION

The Waco Independent School District (ISD) Career and Technology Education (CTE) Program is a comprehensive educational initiative designed to empower students with the knowledge, skills, and experiences necessary for success in their chosen career paths. This program, implemented within the Waco ISD high schools, aims to provide students with a strong foundation in technical and practical skills, along with relevant academic knowledge, to prepare them for post-secondary education, workforce entry, or entrepreneurial endeavors. Students will be able to obtain Industry

The Waco ISD CTE Program offers a diverse range of career-focused courses and pathways, allowing students to explore various industries and professions. These pathways cover a broad spectrum of disciplines, including but not limited to:

- Business and Marketing
- Health Science
- Information Technology
- Science, Technology, Engineering, and Mathematics (STEM)
- Architecture and Construction
- Hospitality and Tourism
- Manufacturing
- Transportation, Distribution, and Logistics
- Arts, Audio/Video Technology, and Communications
- Human Services
- Finance

Through a combination of engaging classroom instruction, hands-on projects, and real-world experiences, students in the Waco ISD CTE Program gain valuable insights into their chosen career fields. They acquire essential technical skills specific to their areas of interest while also developing critical thinking, problem-solving, teamwork, and communication skills that are universally applicable.

WACO INDEPENDENT SCHOOL DISTRICT

CAREER & TECHNOLOGY EDUCATION

The WISD CTE program fosters a collaborative learning environment, encouraging students to actively engage with industry professionals, mentors, and peers. It also establishes partnerships between high schools, post-secondary institutions, and local businesses to provide students with internships, apprenticeships, and work-based learning opportunities. This connection with industry experts enables students to acquire firsthand knowledge, stay abreast of emerging trends, and develop a network of professional contacts.

The Waco ISD CTE Program recognizes the importance of academic rigor alongside technical proficiency. Therefore, it integrates core academic subjects, such as mathematics, English, and science, into its curriculum, ensuring students receive a well-rounded education that prepares them for both college and careers.

Upon successful completion of the program, students in the Waco ISD CTE Program will possess industry-recognized certifications, advanced technical skills, and a solid foundation for further education or immediate entry into the workforce. Whether students choose to pursue higher education or begin their careers directly, the Waco ISD CTE Program provides them with a competitive edge, setting them on a path toward success and lifelong learning.

In summary, the Waco ISD Career and Technology Education Program empowers students to explore their interests, gain practical skills, and make informed decisions about their future careers. By combining academic knowledge, technical expertise, and real-world experiences, this program prepares students to thrive in the dynamic and evolving workforce of today and tomorrow within the Waco community.

To learn more about TEA's programs of student, go to their CTE page.

Academy of Audio/Video Production

The Audio/Video Production program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Successful completion of the Digital Communications program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

Work-Based Learning and Expanded LearningOpportunities

Exploration Activities	Work-Based Learning Activities
• Participate in SkillsUSA • Summer Internship	•YouTube Productions •Video Announcements •WISD TV

Industry-Based Certifications

- Adobe Certified Professional in Premiere Pro

Postsecondary Opportunities

Associates Degrees
•Recording Arts Technology/Technician
•Cinematography and Film/Video Production
•Radio and Television Broadcasting Technology/Technician
•Music Technology
Bachelor's Degrees
•Recording Arts Technology/Technician
•Cinematography and Film/Video Production
•Radio and Television
•Agricultural Communication/Journalism
Master's, Doctoral, and Professional Degrees
•Communications Technology/Technician
•Cinematography and Film/Video Production
•Radio and Television
•Agricultural Communication/Journalism

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,56	79	27%
Camera Operators, Television, Video, and Motion	2	129	9%
Picture Audio and Video Equipment Technicians	$50,02	757	29%
Film andVideo Editors	4	118	23%
	$40,58		
	1		
	$47,38		
	2		

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Arts, AV Technology and Communication

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Arts, AV Technology & Communication		9-10	1
2	Audio Video Production I	Recommended prerequisite: Principles of Arts, AV Technology & Communication	9-12	1
3	Audio Video Production II/Lab	AV Production I Recommended corequisite: AV Production II Lab	10-12	2
4	Practicum in Audio Visual Production	AV Production II and AV Production II Lab	11-12	2

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Arts, AV Technology & Communication		9-10	1
2	Commercial Photography I		9-12	1
3	Commercial Photography II/Lab	Recommended prerequisites: Commercial Photography I and Commercial Photography I Lab Recommended corequisite: Commercial Photography II Lab	10-12	2
4	Practicum in Commercial Photography	Commercial Photography II and Commercial Photography II Lab and teacher recommendation	11-12	2

Academy of Graphic Design & Commercial Photography

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in SkillsUSA • Summer Internship • ~~Community Service~~ Projects	• Sports Media • YouTube Productions • Yearbook

Industry-Based Certifications

- Adobe Certified Professional Certifications

Postsecondary Opportunities

Associates Degrees
- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees
- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees
- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,82	1,43	15%
Multimedia Artists and Animators	4	3 186	21%
	$67,39		
	2	Revised –January 2024	

Academy of Animation

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

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

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in SkillsUSA • Community Service Projects	• YouTube Productions • Summer Internship

Industry-Based Certifications

- Adobe Certified Professional Certifications

Postsecondary Opportunities

Associates Degrees
- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees
- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees
- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,82	1,43	15%
Multimedia Artists and Animators	4	3 186	21%
	$67,39		
	2	Revised –January 2024	

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Arts, AV Technology and Communication

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Arts, AV Technology & Communication		9-10	1
3	Graphic Design and Illustration I	Recommended prerequisite: Principles of Art, AV Technology & Communication	10-12	1
3	Graphic Design and Illustration II/Lab	Graphic Design and Illustration I Recommended corequisite: Graphic Design and Illustration II Lab	10-12	2
4	Practicum in Graphic Design	Graphic Design and Illustration II and Graphic Design II Lab	10-12	2

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Arts, AV Technology & Communication		9-10	1
2	Animation I (WHS only)	Art I or Principles of Arts, AV Technology & Communication	10-12	1
3	Animation II/Lab (WHS only)	Animation I Recommended corequisite: Animation II Lab	11-12	2
4	Practicum in Animation (WHS only)	Animation II and Animation II Lab	11-12	2

Academy of Automotive Technology

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Successful completion of the Automotive program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
•Participate in SkillsUSA •Summer Internship	•Hands-on work in campus automotive shop

Industry-Based Certifications

- ASE Entry Level

Postsecondary Opportunities

Associates Degrees

•Autobody/ Collision and Repair Technology/ Technician
•Medium/Heavy Vehicle and Truck Technology/ Technician
•Mechanical Engineering/ Mechanical Technology/ Technician

Bachelor's Degrees

•Mechanical Engineering/ Mechanical Technology/ Technician

Master's, Doctoral, and Professional Degrees

•Mechanical Engineering

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,14	1,45	25%
Automotive Service Technician and Mechanics	4	6	18%
	$38,45	5,55	
	9	7	

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Automotive Technology

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Transportation Systems		9-10	1
2	Automotive Basics		10-12	1
3	Automotive Technology I: Maintenance and Light Repair	Recommended prerequisite: Automotive Basics	10-12	2
3	Automotive Technology I DC	CTE Dean Approval Recommended prerequisite: Automotive Basics	11-12	2
4	Automotive Technology II: Automotive Service	Automotive Technology I: Maintenance and Light Repair	11-12	2
4	Automotive Technology II DC	CTE Dean Approval Automotive Technology I: Maintenance and Light Repair and teacher recommendation	12	2
4	Practicum in Transportation	Auto Basics	11-12	2

Academy of Business & Finance

The Business and Finance program of study teaches CTE learners how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.

Successful completion of the Accounting and Financial Services program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

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

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
•Participate in Future Business Leaders of America •Summer Internships	•Vita Income Tax Preparation •Educator's Credit Union Trojan Branch

Industry-Based Certifications

- Intuit QuickBooks Certified User

Postsecondary Opportunities

Associates Degrees
•Real Estate
•Financial, General
•Financial Planning and Services
•Certified Income Specialist

Bachelor's Degrees
• Accounting
•Financial, General
•Financial Planning and Services
•Certified Income Specialist

Master's, Doctoral, and Professional Degrees
•Financial Accounting
•Business Administration
•Financial Planning

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Accountants and Auditors	$71,469	14,436	22%
Loan Officers	$68,598	2,419	19%
Personal Financial Advisors	$86,965	1,861	52%
Administrative service Managers	$96,138	2,277	21%
Insurance Underwriters	$66,206	594	14%

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Business, Marketing and Finance at University HS

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Business, Marketing and Finance		9-10	1
1	Business Information Management I		9-12	1
2	Accounting I	Recommended prerequisite: Principles of Business, Marketing and Finance or Business Information Management I	10-12	1
3	Accounting II (Math credit)	Accounting 1	11-12	1
3	Financial Analysis	Accounting 1	11-12	1
3	Project-Based Research I - Banking		11-12	1
4	Project-Based Research II - Banking		12	2
4	Practicum in Entrepreneurship	2 credits in the Business, Marketing and Finance career cluster	11-12	2
4	Career Preparation I (course and work periods)	CTE Dean Approval	11-12	3
4	Career Preparation II (course and work periods)	Career Preparation I	12	3

Academy of Business & Entrepreneurship

The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

Successful completion of the Entrepreneurship program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

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

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
•Participate in Future Business Leaders of America •Summer Internships	•Industry based training

Industry-Based Certifications

- Entrepreneurship

Postsecondary Opportunities

Associates Degrees
•Business Administration and Management • Business/Commerce
•Public Administration
•Business Management
Bachelor's Degrees
•Business Administration and Management • Business/Commerce
•Public Administration
•Management Science
Master's, Doctoral, and Professional Degrees
•Business Administration and Management • Business/Commerce
•Public Administration

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	$107,640	18,679	20%
Management Analysts	$87,651	4,706	32%
Managers, All Others	$113,110	1,794	26%

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Business, Marketing and Finance
at Waco High School

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Business, Marketing and Finance		9-10	1
2	Sports and Entertainment Marketing	Recommended prerequisite: Principles of Business, Marketing and Finance	9-12	0.5
2	Virtual Business		10-12	0.5
3	Social Media Marketing	Recommended prerequisite: Principles of Buiness, Marketing and Finance	9-12	0.5
3	Advertising	Recommended prerequisite: Principles of Buiness, Marketing and Finance	9-12	0.5
3	Business Management		10-12	1
4	Practicum in Entrepreneurship	2 credits in the Business, Marketing and Finance career cluster	11-12	2
4	Career Preparation I (course and work periods)	CTE Dean Approval	11-12	3
4	Career Preparation II (course and work periods)	Career Preparation I	12	3

Academy of Education & Training

The Education & Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Successful completion of the Teaching and Training program of study will fulfill the requirements of the Public Service endorsement.

Offered At:

WACO ISD FUTURE EDUCATORS ACADEMY

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
•Participate in the Texas Association of Future Educators	•Practicum in Waco ISD Schools •Student Tutors

Industry-Based Certifications

- Educational Aide I

Postsecondary Opportunities

Associates Degrees

•Teacher Education
•Education, General (or specific subject area)
•Special Education
•Health and Physical Education/Fitness

Bachelor's Degrees

•Bilingual and Multilingual Education
•Education, General (or specific subject area)
•Special Education
•Health and Physical Education/Fitness

Master's, Doctoral, and Professional Degrees

•Instruction and Learning
•Educational Leadership and Administration, General
•Special Education
•Social and Philosophical Foundations of Education

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/Technical Education	$54,51	6,40	15%
Career and Technical Education Teachers, Secondary School	0	7 719	9%
Special Education Teachers, Secondary School	$56,380	980	18%
	0		

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Education and Training

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Education and Training		9-10	1
2	Human Growth and Development	Recommended prerequisite: Principles of Education and Training	10-12	1
3	Instructional Practices	At least one credit in a course from the education and Training career cluster Recommended prerequisites: Principles of Education and training, Human Growth and Development or Child Development	11-12	2
4	Practicum in Education and Training	Instructional Practices Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Child Development	11-12	2

If you're interested in a career in education, ask your counselor about the Future Educators Academy where you can graduate with an Associates Degree.

See Appendix E

Academy of Law and Criminal Justice

The Law and Criminal Justice program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

Successful completion of the Law and Public Service program of study will fulfill the requirements of the Public Service endorsement.

Offered At:

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Career Exploration Service Learning	• Career Related Training

Industry-Based Certifications

- Non-Commissioned Security Officer Level II License

Postsecondary Opportunities

Associates Degrees

- Criminal Justice/Safety Studies/Law Enforcement Administration
- Criminal Justice/Police Science
- Corrections Criminalistics andCriminal Science

Bachelor's Degrees

- Criminal Justice/Safety Studies/Law Enforcement Administration
- Criminal Justice/Police Science
- Juvenile Corrections
- Cyber/Computer Forensics and Counterterrorism

Master's, Doctoral, and Professional Degrees

- Criminal Justice/Safety Studies/Law Enforcement Administration
- Natural Resources
- Law Enforcement and Protective Services

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	$60,11	5,24	13%
Probation Officers and Correctional Treatment	2	1 793	9%
Officers Correctional Officers and Jailers	$44,05	4,68	9%
Immigration and Customs Inspectors	4	3	9%
First-Line Supervisors of Police and Detectives	$40,18	1,23	25%
	6	6 253	
	$78,10		
	4		

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Law and Public Service

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Law, Public Safety, Corrections and Security		9-10	1
2	Law Enforcement I	Recommended prerequisite: Principles of Law, Public Safety, Corrections and Security	10-12	1
3	Correctional Services	Recommended prerequisite: Principles of Law, Public Safety, Corrections and Security	10-12	1
3	Forensic Psychology	Recommended prerequisite: Law Enforcement I and Psychology	11-12	1
4	Forensic Science (Science credit)	Biology and Chemistry or IPC or Physics (beginning 2023-24)	11-12	1
4	Practicum in Law, Public Safety, Corrections and Security	At least two credits from the Law and Public Service career cluster	11-12	2

Future Heroes Academy

The Future Heroes Academy focuses on training CTE learners to respond to emergency situations, such as medical emergencies and fire-based emergencies. Students will learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

Successful completion of the Emergency Services program of study will fulfill the requirements of the Public Service endorsement.

Offered At:

Work-Based Learning and Expanded LearningOpportunities

Exploration Activities	Work-Based Learning Activities
•Service Learning •Dual credit •Earn as Associate Degree	•Career Related Training

Industry-Based Certifications

- Basic Structure Fire Protection
- Emergency Medical Technician -Basic

Postsecondary Opportunities

Associates Degrees

•Emergency Medical Technology/Technician (EMT Paramedic)
•Fire Prevention and Safety Technology/Technician
•Fire Science/Firefighting

Bachelor's Degrees

•Emergency Medical Technology/Technician (EMT Paramedic)
•Natural Resources Law Enforcement and Protective Services

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Firefighters	$50,14	2,30	13%
Fire Inspectors and	9	9 161	14%
Investigators Emergency	$54,78	1,88	31%
Medical Technicians	7	0	
	$34,09	Revised –January 2024	
	1		

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Law and Public Service

Future Heroes Academy

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Law, Public Safety, Corrections and Security		9-10	1
2	Disaster Response	Recommended prerequisite: Principles of Law, Public Safety, Corrections and Security	10-12	1
3	Firefighter I	Recommended prerequisite: Principles of Law, Public Safety, Corrections and Security	10-12	2
3	Medical Terminology DC			
4	Emergency Medical Technician Basic DC	Biology Recommended prerequisites: Principles of Law, Public Safety, Corrections; and Anatomy and Physiology	11-12	2
4	Firefighter II	Firefighter I Recommended prerequisite: Principles of Law, Public Safety, Corrections and Security	11-12	2
4	Practicum in Law, Public Safety, Corrections and Security DC	At least two credits from the Law and Public Service career cluster	11-12	2
4	Project-Based Research DC		11-12	1

Academy of Culinary Arts

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

Successful completion of the Culinary Arts program of study will fulfill the requirements of the Business and Industry endorsement.

Offered At:

Coming in 2025

Work-Based Learning and Expanded LearningOpportunities

Exploration	Work-Based Learning Activities
• Participate in competitions and demonstrations	• Trojan Café • Catering for community and district events

Industry-Based Certifications

- Certified Fundamentals Cook
- ServSafe Manager
- ServSafeFood Handler

Postsecondary Opportunities

Associates Degrees

- Hotel and Restaurant Management
- Restaurant Culinary and Catering Management
- Hospitality Administration/ Management, General
- Culinary Arts/ Chef Training

Bachelor's Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Culinary Science and Food Service Management

Master's, Doctoral, and Professional Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Business Administration Management, General

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

Revised –January 2024

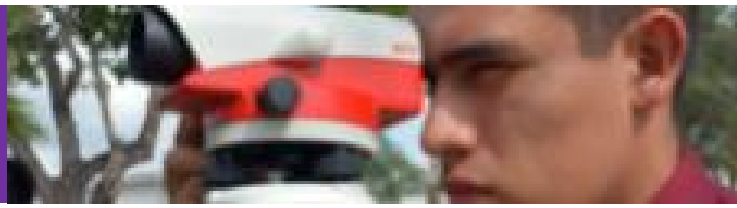
COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Hospitality and Tourism
at University High School

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Introduction to Culinary Arts		9-10	1
2	Culinary Arts	Recommended prerequisite: Principles of Hospitality and Tourism or Introduction to Culinary Arts	10-12	2
3	Advanced Culinary Arts	Culinary Arts	11-12	2
4	Practicum in Culinary Arts	Culinary Arts	11-12	2

Academy Of Engineering



The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Successful completion of the Engineeringprogram of study will fulfill the requirements of the Business and Industry or STEM endorsement if the math and science requirements are met.

Offered At:

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

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in SkillsUSA competitions	• Intern at an engineering firm • Shadow a machinist

Industry-Based Certifications

- Autodesk Certified Professional User in Autodesk

Postsecondary Opportunities

Associates Degrees

- Electrical and Electronics Engineering
- Drafting and Design Technology/ Technician, General
- Engineering Technology

Bachelor's Degrees

- Electrical and Electronics Engineering
- CAD/CADD Drafting and/or Design Technology/ Technician
- Bioengineering and Biomedical Engineering
- Construction Engineering Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Mechanical Engineering
- Bioengineering and Biomedical Engineering

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,84	481	9%
Industrial Engineers	3	1,263	10
Mechanical Engineers	$97,074	1,535	%
Chemical Engineers	$91,107 $112,819	474	1% 9%
Electrical Engineers	$98,405	1,137	% 105

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Engineering
at University High School

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Introduction to Engineering Design (Project Lead The Way)		9	1
1	Principles of Applied Engineering		9-10	1
2	Digital Electronics (Math credit)	Algebra I and Geometry	10-12	1
2	Engineering Science (Science credit)	Algebra I, Biology and one credit in a course from the STEM Career Cluster Recommended: Geometry, and IPC or Chemistry or Physics	10-12	1
3	Computer Integrated Manufacturing (Project Lead The Way)		9-12	1
3	Engineering Design and Presentation (Rockets 1)	Algebra I Recommended prerequisite: Principles of Applied Engineering	10-12	1
4	Practicum in Science, Technology, Engineering and Mathematics (STEM)	Algebra I and Geometry Recommended prerequisites: two STEM career cluster credits	12	2
4	Engineering Design Problem Solving (Rockets 2) (Science credit)	Algebra I and Geometry and at least one credit in a Level 2 or higher in the STEM career cluster	11-12	1

Greater WacoAdvanced Healthcare Academy

The Greater Waco Advanced Healthcare Academy introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. Students complete offsite clinical training at local healthcare facilities as part of their coursework. Our partner facilities require current immunizations, drug screening, TB skin test, and a background check. Transportation is provided from a student's home campus to the GWAHCA facility and offsite locations.

Successful completion of the Healthcare Therapeutic program of study will fulfill the requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met.

Greater Waco Advanced Healthcare Academy
7200 Viking Drive
Waco, Texas 76710
(254)399-6654

www.wacoisd.org/gwahca
www.facebook.com/GWAHCA

The Greater Waco Advanced Health Care Academy (GWAHCA) is a unique and innovative collaborationbetween the local hospitals, community partners, and the Waco Independent School District. We offer a challenging learning environment to foster student success in the healthcare industry and prepare students for future health care careers.

Work-Based Learning and Expanded LearningOpportunities

Exploration Activities	Work-Based Learning Activities
• Participate in Health Occupation Students of America	• Volunteer at a community wellnesscenter,hospital, assisted living, or nursing home

Industry-Based Certifications

- Certified Clinical Medical Assistant
- Certified Nurse Aide (CNA)
- Pharmacy Technician
- Community Health Worker

Postsecondary Opportunities

Associates Degrees
- Dental Hygienist
- Medical/Clinical Assistant

Bachelor's Degrees
- Dental Hygienist

Master's, Doctoral, and Professional Degrees
- Dentist
- Physician Assistant
- Family and GeneralPractitioners
- Pharmacist

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,07	1,151	30%

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Health Science

Greater Waco Advanced Health Care Academy

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Health Science		9	1
2	Medical Terminology		9-12	1
3	Health Science Theory/Clinical	Biology	11-12	21
3	Clinical Ethics	Recommended prerequisites: Principles of Health Science and a course from the Health Science cluster	11-12	1
3	Anatomy & Physiology (Science credit)	Biology and second science Recommended: a course from the Health Science Cluster	11-12	1
4	Practicum in Health Science	Health Science Theory and Biology	11-12	2
4	Math for Medical Professionals (Math credit)	Geometry and Algebra II	11-12	1
4	Pathophysiology (Science credit)	Biology and Chemistry Recommended: a course from the Health Science Career Cluster	11-12	1
4	Medical Microbiology (Science credit)	Biology and Chemistry Recommended prerequisite: a course from the Health Science Career Cluste	11-12	1

Academy of UAV Robotics

Unmanned Aerial Vehicles

The Academy of UAV Robotics focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. This program of study also introduces CTE learners to the occupations and education opportunities related to operating or designing an unmanned aircraft using a ground-based controller and the systems of communications between the controller and the aircraft. CTE concentrators may work in a variety of fields of engineering.

Successful completion of the Academy of UAV Robotics will fulfill the requirements of the Business and Industry or STEM endorsement if the math and science requirements are met.

Greater Waco Advanced Manufacturing Academy 2401 J.J. FlewellenRoad
Waco, Texas 76704
(254)412-7900

www.wacoisd.org/gwama
www.facebook.com/GreaterWacoAMA

The Greater Waco Advanced ManufacturingAcademy provides the curriculum, equipment,qualified instructors, tools, and business partnersnecessary to train the highly skilled workforce thatadvanced manufacturers need.

Work-Based Learning and Expanded LearningOpportunities

Exploration Activities	Work-Based Learning Activities
• Participate in SkillsUSA	• Work at a local business or industry apprenticeship

Industry-Based Certifications

- FAA Part 107 Remote Drone Pilot

Postsecondary Opportunities

Associates Degrees

- Electromechanical
- Engineering/Technology Certified Quality Technician
- Industrial Mechanics and Maintenance Technology
- Airline Pilots, Copilots, and Flight Engineers

Bachelor's Degrees

- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

Master's, Doctoral, and Professional Degrees

- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Electro-Mechanical Assemblers	$30,160	951	9%
Industrial Machinery Mechanics	$49,816	3,788	27%
Aerospace Engineering and Operation Technicians Avionics Technicians	$60,757	114	9%
	$59,114	170	9%

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

NEW for 2024-25! Academy of UAV Robotics

Greater Waco Advanced Manufacturing Academy

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Applied Engineering		9-10	1
2	Introduction to Aerospace and Aviation		9-11	1
2	Robotics I	Recommended prerequisite: Principles of Applied Engineering	9-10	1
3	Introduction to Unmanned Aerial Vehicles (UAV)	Recommended prerequisites: Principles of Transportation	10-12	1
3	Robotics II (Math credit)	Robotics I	11-12	1
4	Practicum in Manufacturing		12	2
4	Scientific Research & Design	Biology and Chemistry or IPC or Physics	11-12	1

Academy of Welding

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

Successful completion of the Welding program of study will fulfill the requirements of the Business and Industry endorsement.

Greater Waco Advanced Manufacturing Academy 2401 J.J. FlewellenRoad
Waco, Texas 76704
(254)412-7900

www.wacoisd.org/gwama
www.facebook.com/GreaterWacoAMA

The Greater Waco Advanced ManufacturingAcademy provides the curriculum, equipment,qualified instructors, tools, and business partnersnecessary to train the highly skilled workforce thatadvanced manufacturers need.

Work-Based Learning and Expanded LearningOpportunities

Exploration Activities	Work-Based Learning Activities
• Participate and compete in SkillsUSA • TSTC Dual Enrollment	•Forklift Driver's License •OSHA 10 •Industry Production

Industry-Based Certifications

- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding

Postsecondary Opportunities

Associates Degrees
•Certified Welder or Welder Inspector
•Machine Shop Technology/Assistant
•Operations Management and Supervision
•Occupational Safety and Health Technology/Technician

Bachelor's Degrees
•Welding Engineering Technology/Technician
•Biomedical Technology/Technician
•Operations Management and Supervision
•Environmental Health

Master's, Doctoral, and Professional Degrees
•Welding Engineering Technology/Technician
•Occupational Health and Industrial Hygiene
•Operations Management and Supervision
•Environmental Health

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	$40,040	280	9%

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Welding

Greater Waco Advanced Manufacturing Academy

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Manufacturing	Recommended prerequisite: Algebra I or Geometry	9-10	1
2	Occupational Safety & Environmental Technology I	Recommended prerequisite: Principles of Transportation Systems or Principles of Manufacturing	10-12	1
2	Introduction to Welding	Recommended prerequisite or corequisite: Algebra I	9-12	1
3	Welding I	Recommended prerequisites: Algebra I, Principles of Manufacturing or Introduction ot Welding	10-12	2
3	Welding I Dual Credit	Approval by GWAMA Dean	11-12	2
3/4	Practicum in Manufacturing - Welding		11-12	2
4	Welding II	Welding I Recommended prerequisite: Algebra I or Geometry Recommended corequisite: Welding II Lab	11-12	2
4	Welding II Dual Credit	Approval by GWAMA Dean	12	2
3/4	Practicum in Manufacturing - Welding 2	Practicum in Manufacturing - Welding	12	2

Academy of Construction Science

The Academy of Construction Science explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study also includes exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

Successful completion of the Carpentry program of study will fulfill the requirements of the Business and Industry endorsement.

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The Greater Waco Advanced ManufacturingAcademy provides the curriculum, equipment,qualified instructors, tools, and business partnersnecessary to train the highly skilled workforce thatadvanced manufacturers need.

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Participate in SkillsUSA • Community Service Opportunities	•Forklift Driver's License •Tiny Home Construction

Industry-Based Certifications

- NCCER Core

Postsecondary Opportunities

Associates Degrees
- Carpentry/Carpenter
- Industrial Mechanics and Maintenance Technology

Bachelor's Degrees
- Construction Science

Master's, Doctoral, and Professional Degrees
- Construction Management

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Carpenters	$35,922	5,031	26%
Cost Estimators	$63,939	2,239	21%

Revised –January 2024

COURSE LIST

WACO INDEPENDENT SCHOOL DISTRICT

Academy of Construction

Greater Waco Advanced Manufacturing Academy

Year	Course Title	Prerequisite(s)/ Co-Requisite(s)	Grade Level(s)	Credit(s)
1	Principles of Manufacturing	Recommended prerequisite: Algebra I or Geometry	9-10	1
2	Construction Technology I		10-12	2
3	Construction Technology II	Construction Technology I	11-12	2
4	Practicum in Construction Technology	Construction Technology II	12	2

WACO INDEPENDENT SCHOOL DISTRICT

APPENDIX A
COURSE DESCRIPTIONS

On the following pages, you will find detailed descriptions of the courses offered in Waco ISD.

This can help you understand the content of the courses as you plan for your future.

ENGLISH LANGUAGE ARTS

English I

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

Pre-Advanced Placement English I

Students engage in learning all the essential knowledge and skills of English I while exploring works in greater depth. Students interact with increasingly challenging texts and write in multiple rhetorical modes. The enhanced curriculum includes additional work outside of class and builds the necessary skills for success in AP classes and post-secondary education. Literary emphasis includes short stories, novels, drama, and poetry.
This course will require an End of Course Exam.

English II

English II extends the reading comprehension and communication skills acquired in English I. Through the integration of listening, speaking, reading, writing, and thinking, students increase the ability to analyze works of world literature and utilize various perspectives in their compositions.
This course will require an End of Course exam.

Pre-Advanced Placement English II

Students engage in learning all the essential knowledge and skills of English II in greater depth in order to better understand how writers and speakers manipulate language for specific purposes. Students develop argumentative writing and research skills that incorporate evidence and details to support a claim. Outside reading assignments focus on preparing students for Advanced Placement courses. There is a summer reading assignment for this course.
This course will require an End of Course Exam.

ENGLISH LANGUAGE ARTS

English I for Speakers of Other Languages

The English for Speakers of Other Languages (ESOL) I course is designed for Emergent Bilingual students at the beginning to intermediate levels of English language proficiency and may be substituted for English I as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). ESOL I embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research and has additional student expectations to support second language acquisition. ESOL I embeds the critical processes and features of second language acquisition and provides appropriate instruction to enable Emergent Bilingual students to meet these standards. Additionally, students in ESOL I, engage in academic learning conversations, read and write on a daily basis, and are provided with opportunities for cross-curricular content and student choice. *This course will require an End of Course exam.*

English Language Development and Acquisition I

The English Language Development and Acquisition (ELDA) TEKS are designed to provide instructional opportunities for recent immigrant students with little or no English proficiency. ELDA I addresses the cognitive, linguistic, and affective needs of Emergent Bilinguals (EBs). To this effect, students who have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests and/or taking ESOL I will be recommended for ELDA I. The goal of the ELDA I course is to enable students to become increasingly more proficient in English in all four language domains. The ELDA I course validates a student's native language and culture as a valuable resource and as a foundation to attain the English language. Moreover, it develops social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. The recommended corequisite for ELDA I is ESOL I; however, the course may be paired with other state-approved English language arts and reading courses as appropriate.

For more information on Emergent Bilingual resources at high school, visit our department page.

ENGLISH LANGUAGE ARTS

English II for Speakers of Other Languages

TThe English for Speakers of Other Languages (ESOL) II course is designed for Emergent Bilingual students at the beginning to intermediate levels of English language proficiency and may be substituted for English II as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). ESOL II embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research and has additional student expectations to support second language acquisition. ESOL II embeds the critical processes and features of second language acquisition and provides appropriate instruction to enable Emergent Bilingual students to meet these standards. Additionally, students in ESOL II, engage in academic conversations, read and write on a daily basis, and are provided with opportunities for cross-curricular content and student choice.

This course will require an End of Course exam.

English Language Development and Acquisition II

ELDA II is designed to provide instructional opportunities for recent immigrant students with little or no English proficiency. The ELDA II course builds on the foundational English language acquisition skills addressed in ELDA I and is intended for students who have taken and completed ELDA I. ELDA II addresses the cognitive, linguistic, and affective needs of Emergent Bilingual. To this effect, the ELDA II course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. Students who have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests and/or are taking ESOL II will be recommended for ELDA II. The goal of the ELDA II course is to enable students to become increasingly more proficient in English in all four language domains. ELDA II course validates a student's native language and culture as a valuable resource and as a foundation to attain the English language. Moreover, it develops social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. The recommended corequisite for ELDA II is ESOL II; however, the course may be paired with other state-approved English language arts and reading courses as appropriate.

For more information on Emergent Bilingual resources at high school, visit our department page.

ENGLISH LANGUAGE ARTS

English as a Second Language (ESL) Reading I

The ESL Reading I course is designed for high school Emergent Bilingual students in Grade 11 who are at the beginning to intermediate levels of English language proficiency and have completed ELDA I and ELDA II. ESL Reading I addresses the academic and language acquisition needs of Emergent Bilingual students who benefit from additional foundational literacy support and are still in the process of attaining full English language proficiency. The course embeds the critical processes and features of second language acquisition and provides appropriate instruction to enable Emergent Bilingual students to meet these standards. Moreover, it allows Emergent Bilingual students to progressively build foundational literacy skills that enable them to meaningfully participate in their core-curriculum courses. Additionally, students in ESL Reading I, engage in academic discourse, read and write on a daily basis, and are provided with intensive differentiated literacy support at their level through age appropriate, high interest literacy intervention, that is designed for Emergent Bilingual students. The ESL Reading I course may be taken concurrently with a corequisite state-approved English language arts course, as appropriate.

English as a Second Language (ESL) Reading II

The ESL Reading II course is designed for high school Emergent Bilingual students in Grade 12 who are at the beginning to intermediate levels of English language proficiency and have completed ELDA I and ELDA II. ESL Reading II addresses the academic and language acquisition needs of Emergent Bilingual students who benefit from additional foundational literacy support and are still in the process of attaining full English language proficiency. The course embeds the critical processes and features of second language acquisition and provides appropriate instruction to enable Emergent Bilingual students to meet these standards. Moreover, it allows Emergent Bilingual students to progressively build foundational literacy skills that enable them to meaningfully participate in their core-curriculum courses. Additionally, students in ESL Reading II, engage in academic discourse, read and write on a daily basis, and are provided with intensive differentiated literacy support at their level through age appropriate, high interest, literacy intervention that is designed for Emergent Bilingual students. The ESL Reading II course may be taken concurrently with a corequisite state-approved English language arts course, as appropriate.

For more information on Emergent Bilingual resources at high school, visit our department page.

ENGLISH LANGUAGE ARTS

Reading I, II, III

Reading I, II, III 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. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

English III

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

Advanced Placement English Language and Composition (AP English III)

Students plan, draft, and revise analytical and argumentative writing with a focus on research, evidence, and rhetoric as support. They read and analyze the rhetorical elements in various genres, especially nonfiction, from various historical periods and disciplines. There is a summer reading assignment for this course.

Read more about the course - College Board course details

ENGLISH LANGUAGE ARTS

English IV

In English IV, students engage in an in-depth review of language skills and a study of increasingly challenging British literature to improve reading comprehension. Students' writing skills will be coordinated with the literary study and emphasize the gathering of information for a formal report.

English III/IV Dual Credit - Composition I

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

Advanced Placement English Literature and Composition (AP English IV)

Students analyze a wide variety of imaginative literature to deepen their understanding of the ways writers use language to provide meaning and pleasure as well as write a literary analysis, with emphasis on critical writing. There is a summer reading assignment for this course. See summer reading list.

Read more about the course - College Board course details

College Preparatory Course English Language Arts

This course is for students who do not have a score of "college ready" as determined by THECB on SAT/ACT/TSIA2. (See College Testing) Students will strengthen the critical reading and academic writing skills needed to comprehend and interact with college-level texts and to produce original college-level writing in standard written English through the processes of generating ideas, drafting, organizing, revising, and editing. Students will engage in extensive instruction emphasizing basic reading and writing skills to develop their ability to perform at the college-level.

ENGLISH LANGUAGE ARTS

Communication Applications

For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. In this ELA elective course, students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Debate I

Through an emphasis on various formats of debate including policy debate and Lincoln-Douglas debate, students learn about argumentation and rhetoric development on diverse political topics as well as how to think and listen critically to express ideas in a constructive and efficient format. The course requires tournament participation, student-led research, and after school rehearsal.

Debate II

Students refine skills acquired in Debate I while expressing ideas in relation to a debate case. Through an emphasis on speech writing, practice debates, and various formats of debate, students enhance their writing and speaking skills. The course requires tournament participation, student-led research, and after school rehearsal.

Debate III

Students refine skills acquired in Debate I and II while expressing ideas in relation to a debate case. Through an emphasis on various forms of debate, speech writing, and practice debates, students develop writing and speaking skills. The course requires tournament participation, student-led research, and after-school rehearsal.

ENGLISH LANGUAGE ARTS

Public Speaking I - Mock Trial

Students learn the concepts and skills related to preparing public messages, analyzing and evaluating these messages, and applying vital critical thinking and problem-solving processes. Students discover how to blend the techniques into an overall presentation that effectively presents a position. The course emphasizes Texas Civil and Criminal Codes. Students will audition for roles in the Waco HS Mock Trial team to participate in regional and state competitions as well as the Rotary Challenge.

Public Speaking II - Mock Trial

Students learn the concepts and skills related to preparing public messages, analyzing and evaluating these messages, and applying vital critical thinking and problem-solving processes. Students develop knowledge of our legal system, and exercise communication and the art of advocacy. The course emphasizes the mechanics of a trial and the fundamentals of trial techniques. Students discover how to blend the techniques into an overall presentation that effectively presents a position. Students will audition for roles in the Waco HS Mock Trial team to participate in regional and state competitions as well as the Rotary Challenge.

Public Speaking III - Mock Trial

Students build on skills learned in Mock Trial II. The course emphasizes the mechanics of a trial and the fundamentals of trial techniques. Students discover how to blend the techniques into an overall presentation that effectively presents a position. Students will audition for roles in the Waco HS Mock Trial team to participate in regional and state competitions as well as the Rotary Challenge.

Independent Study in Speech

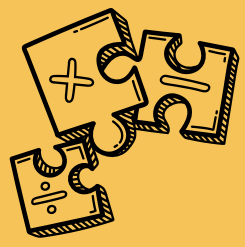
This course will serve as the capstone for student learning in the Debate pathway or the Mock Trial pathway. Students will implement their learned content for the pathway in an advanced methodology. Students in the Public Speaking pathway will audition for roles in the Waco HS Mock Trial team to participate in regional and state competitions as well as the Rotary Challenge.

Students who are enrolled in both Debate and Mock Trial classes may also have Independent Study in Speech II.

MATHEMATICS

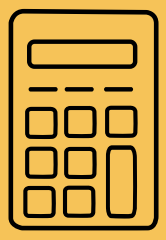
Algebra I

Students develop algebraic thinking and symbolic reasoning, use functions to represent and model problem situations, and analyze and interpret relationships in various situations. The course emphasizes linear functions but introduces quadratic and other nonlinear functions. .
Algebra I is a prerequisite for all other math courses.
This course will require an End of Course Exam.



Pre-Advanced Placement Algebra I

Students develop algebraic thinking and symbolic reasoning, use functions to represent and model problem situations, and analyze and interpret relationships in various situations, while they explore these topics more deeply to prepare for a higher-level strand to be ready for AP Precalculus and AP Calculus. The course emphasizes linear functions but introduces quadratic and other nonlinear functions.
Algebra I is a prerequisite for all other math courses.
This course will require an End of Course Exam.

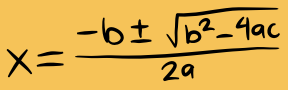


Strategic Learning for High School Math

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. Students in Strategic Learning will be concurrently enrolled in Algebra I. *This course is an approved state elective, not a Math credit.*

Algebraic Reasoning

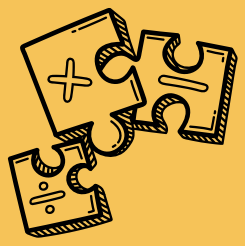
Students continue to develop mathematical reasoning related to algebraic understandings and processes and deepen a foundation for studies in subsequent mathematics courses. The course emphasizes knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube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



MATHEMATICS

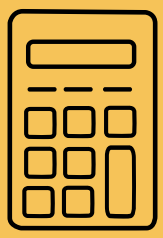
Geometry

Students develop geometric thinking, spatial reasoning, practical understanding of geometric figures and their properties, relationship between geometry and other mathematics/disciplines, and tools for geometric thinking by solving meaningful problems, manipulating and transforming figures, analyzing relationships, and proving theorems.



Pre-Advanced Placement Geometry

Students engage in learning all the essential knowledge and skills of Geometry I to deepen the connection between algebra and geometry. Students focus on high-level application, problem-solving, and higher-order thinking skills. The course is designed to prepare students to take Pre-Advanced Algebra II and Pre-Advanced Placement Precalculus.
Students who completed Algebra I in middle school successfully are encouraged to enroll in this level of Geometry.



Math Models

Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. The course emphasizes real-life application problems involving money, data, chance, patterns, music, design, and science.

Financial Math

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

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

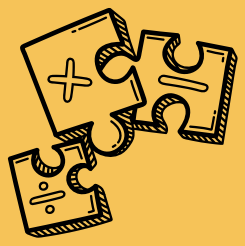
Algebra II

Students continue to develop algebraic thinking, symbolic reasoning, and problem-solving strategies and techniques which began in Algebra I. The course emphasizes quadratic and square root functions, rational functions, exponential and logarithmic functions.

MATHEMATICS

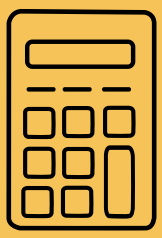
Pre-Advanced Placement Algebra II

Students engage in learning all the essential knowledge and skills of Algebra II to deepen the understanding of content in preparation for Precalculus and AP Calculus. Students focus on high-level application, problem-solving, and higher-order thinking skills. The course is designed to prepare students to take Pre-Adv. Precalculus.



College Preparatory Course Mathematics

This course is for students who do not have a score of "college ready" as determined by THECB on SAT/ACT/TSIA2. (See College Testing) Students will strengthen their math skills needed to be successful in College Algebra and other college mathematics courses.

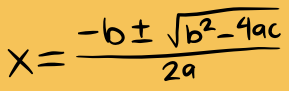


Statistics

Statistics is a practical mathematics that applies to a variety of fields of study. Students will study how data is collected, analyzed and interpreted in different representations and in real world situations. Probability is explored through experimental and theoretical contexts.

Precalculus

Students utilize symbolic reasoning and analytical methods to represent mathematical situations, express generalizations and analyze relationships between mathematical concepts using representations, tools and technology to model functions and solve real-life problems.



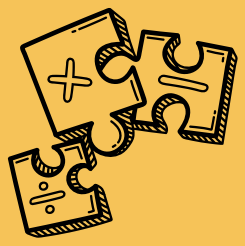
Precalculus Pre-Advanced - *2023-24 school year*

Students explore essential knowledge of Pre-Calculus in greater depth, utilizing symbolic reasoning and analytical methods to represent math situations, express generalizations and analyze relationships between concepts. The course prepares students to take Advanced Placement Calculus AB. Use of a graphing calculator required.

MATHEMATICS

Precalculus Dual Credit - Math 1314, 1316 or 2412

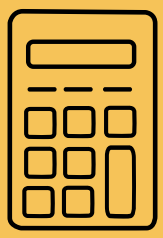
An integrated treatment of the concepts necessary for calculus beginning with a review of algebraic and transcendental functions including trigonometric functions. Topics also include the binomial theorem, analytic geometry, vector algebra, polar and parametric equations, mathematical induction and sequences and series.



Advanced Placement Precalculus

starting 2024-25 school year

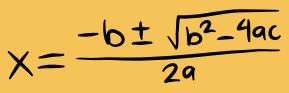
Taking AP Precalculus prepares students for other college-level mathematics and science courses include AP Calculus. Content explored will include algebraically manipulating functions, equations, and expressions; communicating with precise language, and providing rationales for conclusions; and translating mathematical information between representations.



Advanced Placement Calculus AB

Students explore connections between mathematical expressions to develop ideas, definitions, formulas, and theorems to build arguments and justify conclusions. Students regularly use technology to justify the relationship between functions, confirm their work, experiment, and interpret results.

Read more about the course - College Board course details



Advanced Placement Statistics

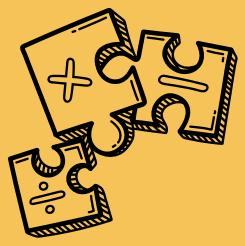
Students learn concepts/tools for collecting, analyzing and drawing conclusions from data, emphasizing data exploration, sampling and experimentation, anticipating patterns, and statistical inferencing. The course prepares students to take the Advanced Placement exam to potentially earn college credit.

Read more about the course - College Board course details

MATHEMATICS

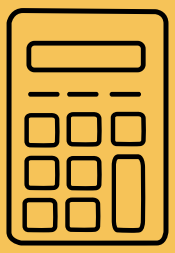
Applied Math for Technical Professionals

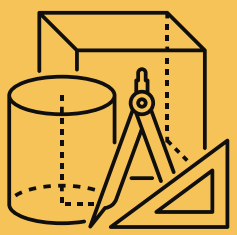
Students use situations relating to technical applications to make connections with mathematics and the workplace by learning the skills necessary to communicate using mathematics through hands-on activities that allow students to model, explore, and develop abstract concepts applicable to technical careers. (GWAMA only)

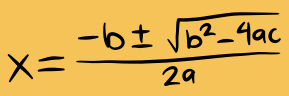


Mathematics for Medical Professionals

The Mathematics for Medical Professionals course is designed to serve as a mathematics course guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions. (GWAHCA only)







SCIENCE

Biology

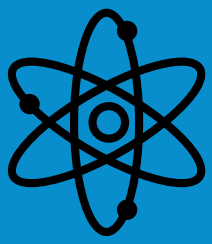
Students learn laboratory science through a variety of activities designed to teach basic biological concepts such as functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers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

Pre-Advanced Placement Biology

Students engage in learning the essential knowledge and skills of Biology while engaging in real-world data analysis and problem-solving. Students examine the process of evolution and the diversity and unity of life, biological systems and the transformation of energy, response and adaptation to stimuli, and genetic mechanisms to maintain biological systems. This course prepares students to take the Advanced Placement Biology course. *This course will require an End of Course Exam.*

Environmental Systems

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



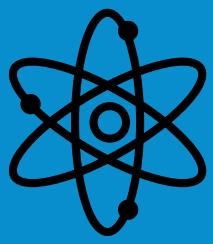
SCIENCE

Integrated Physics and Chemistry

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Chemistry

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



Pre-Advanced Placement Chemistry

Students develop a deeper understanding of matter and energy at the molecular level. This course integrates content with science practices to refine macroscopic observations, integrate mathematics to model chemical phenomena, and demonstrate scientific knowledge through analytical reading and writing. This course prepares students to take the Advanced Placement Chemistry course.

Principles of Technology (CTE Physics option)

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

Physics

Students explore matter and energy through a laboratory-oriented approach, emphasizing the four universal forces and solving problems relating to gravity, electromagnetic and nuclear forces.

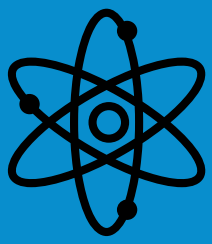
SCIENCE

Anatomy and Physiology

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

Aquatic Science

Students study interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Students strengthen their critical thinking and problem-solving skills through investigations and field work. The emphasis of this course includes freshwater or marine aspects of Aquatic Science, depending on the natural resources available near the school.



Astronomy

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

Food Science (Culinary students)

Students conduct investigations using scientific methods and making informed decisions to study the nature of foods, causes of deterioration, principles underlying food processing and improvement of foods for consumers.

Forensic Science

Students investigate the crimes of assault, abuse and neglect, domestic violence, accidental death, and homicide to uncover the psychology of criminal behavior, emphasizing terminology and scientific investigative procedures used at a crime scene, questioning, interviewing, criminal behavior characteristics and truth detection.

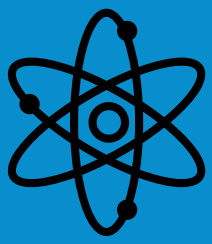
SCIENCE

Scientific Research and Design

Students engage in scientific research and design in the area of rocketry or unmanned aerial vehicle. The course emphasizes a focus on systems, including space, time, energy, matter, change, and constancy. Students apply their research and observations to make educated predictions. (offered in the UHS Engineering Academy or at the Greater Waco Advanced Manufacturing Academy)

Pathophysiology

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



Advanced Placement Biology

Students engage in college-level instruction that develops their understanding of science as a process, evolution, energy transfer, continuity and change, the relationship of structure to function, regulation, interdependence in nature, and science technology and society.

Read more about the course - College Board course details

Advanced Placement Chemistry

Students explore ideas such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Read more about the course - College Board course details

SCIENCE

Advanced Placement Environmental Systems

Students engage in the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Read more about the course - College Board course details

Advanced Placement Physics I: Algebra Based

Students will learn about the foundational principles of physics as they explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Hands-on laboratory work to investigate phenomena are integral parts of this course.

Read more about the course - College Board course details

Advanced Placement Physics II: Algebra Based

Students will expand their understanding of physics as they explore topics such as fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

Read more about the course - College Board course details

SOCIAL STUDIES

World Geography

Students study the interaction of people and cultures with the physical environments in the major areas of the world. Students explore various regions of the world, studying the governments, arts, and resources. The course emphasizes Western Europe, Eastern Europe, Middle East, Sub-Saharan Africa, Asia, and Latin America and physical geography.

Advanced Placement Human Geography

Students consider how humans have changed the surface of the Earth by examining human population patterns, migration, and land use. Students connect geographic concepts to real-life scenarios, deepen their understanding of maps, tables, infographics, and landscapes, learn to see patterns in data, and use geographic scales to understand spatial relationships.

Read more about the course - College Board course details

World History

Students develop an understanding of ancient, medieval, and modern times. The course emphasizes modern times. A background of world events is presented to the student to help understand current events and world problems

Advanced Placement World History

Students analyze historical sources to make connections and develop arguments to understand world history from 1200 CE to the present. Students explore ideas such as humans and the environment, cultural development and interactions, governance, economic systems, social interactions and organizations, and technology and innovation. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement.

Read more about the course - College Board course details

SOCIAL STUDIES

United States History

Students study significant people, issues, and events after 1877. The course emphasizes present day issues that have roots in the past. The major topics of this course are the effects of Reconstruction on the South; the rise of big government; immigration; U.S. as a world power; the Progressive Movement; World War I; the Roaring Twenties; the Thirties; rise of dictators; World War II; the Cold War; and the struggles of the U.S. in the contemporary world. *This course will require an End of Course Exam.*

United States History Dual Credit - HIST 1301/1302

The first semester traces the American nation from the English colonization to the close of the Civil War through Reconstruction. The second semester covers from the end of Reconstruction to the present. Students completing both semesters satisfy the high school US History graduation credit requirement. *This course will require an End of Course Exam.*

Advanced Placement US History

Students analyze history from 1491 CE to the present to develop historical arguments such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; and American and regional culture. Emphasis is given to preparation for the Advanced Placement exam on which students may earn college credit or advanced placement. *This course will require an End of Course Exam.*

Read more about the course - College Board course details

Economics

Students develop understanding and appreciation of principles of economics and fundamentals of the American free enterprise system, emphasizing forms of business enterprise, role of labor, marketing goods and services, pricing and advertising, financing businesses, money and banking, economic stabilization policies and insurance as an investment fund and producer of consumer services.

SOCIAL STUDIES

Economics Dual Credit - ECON 2301

Students analyze the whole economy, including measurement and determination of aggregate demand and supply, national income, inflation, and unemployment. Students completing the course satisfy the high school economics graduation credit requirement.

Advanced Placement Macroeconomics

This one-semester course covers the principles of economics that apply to an economic system as a whole with particular emphasis on the study of national income and price determination. Students also develop familiarity with economic performance measures, economic growth, and international economics.

Read more about the course - College Board course details

Personal Financial Literacy and Economics

Students learn to make informed financial decisions by setting personal financial goals, using financial statements to assess and monitor financial well- being, analyzing compensation from employment, evaluating consumption decisions and learning how saving and investing create wealth and build assets. Students completing the course satisfy the high school economics graduation credit requirement.

US Government

Students study the development and mechanics of the United States government. The course emphasizes foundations of American government, federalism, legislative branch, executive branch, and the judicial branch.

SOCIAL STUDIES

US Government Dual Credit - GOVT 2305

Students examine the origin and development of the U.S. Constitution, structure and powers of the national government, including the legislative, executive, and judicial branches; federalism, political participation; the national election process; public policy; civil liberties; and civil rights.

Advanced Placement United States Government and Politics

Students examine key concepts and institutions of the political system and culture of the United States in order to connect political concepts to real-life situations, analyze data to find patterns and trends, and explain the impact and implications of certain U.S. Supreme Court decisions. Students analyze text and visual sources before developing a claim and supporting it in an essay.

Read more about the course - College Board course details

Advanced Placement European History

Students will study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. by analyzing texts, exploring sources, and other historical evidence. Students will also compose essays expressing historical arguments.

Read more about the course - College Board course details

Special Topics in Social Studies Dual Credit - GOVT 2306

Students examine the development of the Texas constitution, structure and powers of state/local government, federalism and inter-governmental relations, political participation, election process, public policy and political culture of TX.

SOCIAL STUDIES

Advanced Placement Psychology

Students explore the ideas, theories, and methods of the scientific study of behavior and mental processes through the examination of psychological concepts and data from research studies. Students connect psychological concepts and theories to real-life scenarios, analyze research studies, and interpret data

Read more about the course - College Board course details

Psychology Dual Credit - PSYC 2301

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

Students investigate 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.

Sociology Dual Credit - SOCI 1301

Students investigate 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.

Advanced Placement African American Studies - *Pilot 2023-24 school year*

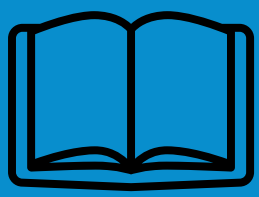
In this pilot course, students will explore the history and heritage of African Americans through critical reading and discussion. This course is not fully structured by College Board. For more information, go to AP Central.

WORLD LANGUAGES

Language Level I:
French I, German I or Spanish I

The Level 1 course for any world language focuses on the Interpretive, Interpersonal, and Presentational modes of communication which include understanding of print and audio material, speaking and writing exchanges with another person, and presentations in written and spoken formats.

Level I includes an introduction to basic grammar concepts, vocabulary building strategies, and cultural background. By the end of this course students should be able to communicate at a Novice Mid to Novice High level. This means the students will be able to participate in conversations and maintain social interactions about familiar and predictable topics in everyday situations using learned and recombined phrases and short sentences. Additionally, students will have online access to the textbook, homework assignments, videos, and other resources.



Language Level II:
French II, German II or Spanish II
Note: Students must complete two levels of the same language for graduation requirements

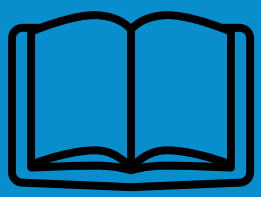
Level II in a World Language will focus on developing communicative skills to reach the ACTFL proficiency levels of Novice High to Intermediate Low. The three modes of communication (interpersonal, interpretive, and presentational) will be developed through classroom conversation, listening to and reading authentic resources for comprehension, and writing in a variety of formats (i.e. email , text messages and short essays). Major emphasis will be placed on communicative skills. In addition, students will have online access to the textbook, homework assignments, videos, and other resources.

WORLD LANGUAGES

Language Level I - Pre-Advanced: French I, German I or Spanish I

The Level 1 course for any world language focuses on the Interpretive, Interpersonal, and Presentational modes of communication which include understanding of print and audio material, speaking and writing exchanges with another person, and presentations in written and spoken formats. Students will explore these topics more deeply in order to prepare for exploring the content of the language at the Advanced Placement level.

Level I includes an introduction to basic grammar concepts, vocabulary building strategies, and cultural background. By the end of this course students should be able to communicate at a Novice Mid to Novice High level. This means the students will be able to participate in conversations and maintain social interactions about familiar and predictable topics in everyday situations using learned and recombined phrases and short sentences. Additionally, students will have online access to the textbook, homework assignments, videos, and other resources.



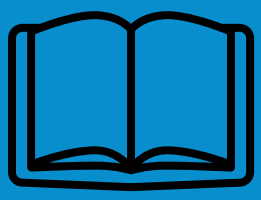
Language Level II - Pre-Advanced: French II, German II or Spanish II

Level II in a World Language will focus on developing communicative skills to reach the ACTFL proficiency levels of Novice High to Intermediate Low. The three modes of communication (interpersonal, interpretive, and presentational) will be developed through classroom conversation, listening to and reading authentic resources for comprehension, and writing in a variety of formats (i.e. email , text messages and short essays). Major emphasis will be placed on communicative skills. In addition, students will have online access to the textbook, homework assignments, videos, and other resources. Students will explore these topics more deeply in order to prepare for exploring the content of the language at the Advanced Placement level.

WORLD LANGUAGES

Language Level III - Pre-Advanced:
French III, German III or Spanish III

The goal of world language courses at the Pre-Advanced Level III is to help students achieve Intermediate Mid proficiency. Intermediate Mid students can speak and write about topics they read and hear and can read and discuss stories. This course utilizes authentic audio-visual and literary resources to strengthen the students' mastery of spoken and written language as well as promote understanding and appreciation for culture and heritage. The reading of short stories and a novel are intertwined with a review of previous grammar structures as well as the introduction of new grammar concepts, which together provide a rich foundation for language production. Additionally, students are introduced to art, music as well as cultural practices. Class is conducted almost entirely in the language and students are expected to communicate as much as possible in the language being explored. This course prepares students for the Advanced Placement courses in French, German, or Spanish.

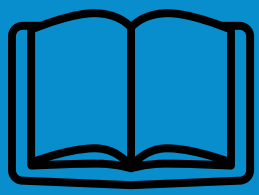


WORLD LANGUAGES

Advanced Placement French Language and Culture

The AP French 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 French 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 French. The AP French 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).

Read more about the course - College Board course details



Advanced Placement German Language and Culture

The AP German 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 German 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 German. The AP German 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).

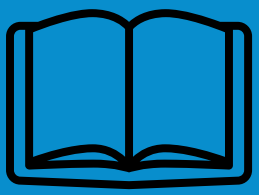
Read more about the course - College Board course details

WORLD LANGUAGES

Advanced Placement 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).

Read more about the course - College Board course details



Advanced Placement Spanish Literature and Culture

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

Read more about the course - College Board course details

WORLD LANGUAGES

American Sign Language I, II, III, IV

ASL is a signed language where the modes of communication involve different skills than written and/or spoken languages. ASL is not a formal written language; glossing is the term used to describe a chosen written system of symbols devised to transcribe signs and nonmanual signals to an English equivalent. Since ASL information is received visually and not in an auditory manner, communication skills in ASL are defined as follows:

(A) interpretive listening and reading targets are called interpretive receptive;

(B) one-to-one interpersonal targets are called receptive and expressive; and

(C) one-to-many presentational speaking is expressed through signs and the target is presentational expressive.

ASL difficulty has been determined by standards of the Foreign Service Institute and Defense Language Institute as a Level IV out of four (Level IV being the most difficult). The American Sign Language Teachers Association (ASLTA) states the challenge to ASL is primarily in the modality of learning.

ASL Level I proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, novice mid; interpersonal expressive, novice mid; interpretive receptive, novice high; and presentational expressive, novice high.

ASL Level II proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, novice mid; interpersonal expressive, intermediate low; interpretive receptive, intermediate low; and presentational expressive, intermediate mid.

ASL Level III proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, intermediate mid; interpersonal expressive, advanced low; interpretive receptive, intermediate low; and presentational expressive, advanced low.

ASL Level IV proficiency levels, as defined by ACTFL and ASLTA, are as follows: interpersonal receptive, intermediate high; interpersonal expressive, advanced high; interpretive receptive, intermediate high; and presentational expressive, advanced high.

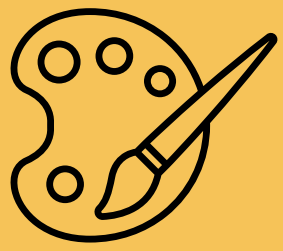
FINE ARTS: VISUAL ARTS

Art I

The first step for general education students, this class provides a foundation for advanced courses. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two & three-dimensional design, and digital art. Student artwork will reflect aesthetics & cultural and historical contexts. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

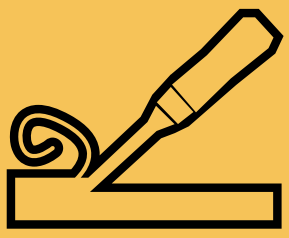
PreAP Art 1

In this course, emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two & three-dimensional design, and digital art. Students focus on the process of producing creative work that demonstrates a range of skills, habits, and/or dispositions in a final product. This course introduces analysis and interpretation, discussion of art, reflective writing, and experimentation. This course prepares students for Advanced Placement Studio Art.



Art II Drawing

A second-year course that provides an opportunity for students to expand on the drawing and concepts introduced in Art 1. Emphasis is placed on experiences with design principles, material techniques, and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various drawing media like graphite, charcoal, colored pencil, marker and other materials.



Art III Drawing

A third-year course that provides an opportunity for students to expand on the drawing and concepts developed in Drawing II. Emphasis is placed on experiences with design principles, material techniques, and drawing skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various drawing media like graphite, charcoal, colored pencil, marker and other materials.

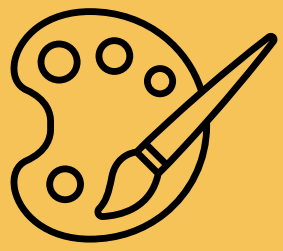
FINE ARTS: VISUAL ARTS

Art IV Drawing

A fourth-year course that provides an opportunity for students to expand on the drawing and concepts developed in Drawing II. Emphasis is placed on experiences with design principles, material techniques, and drawing skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various drawing media like graphite, charcoal, colored pencil, marker and other materials.

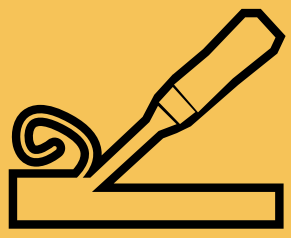
Art II Painting

A second-year course that provides an opportunity for students to expand on the painting concepts introduced in Art 1. Emphasis is placed on experiences with design principles, material techniques, and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various media like ink, water color, acrylic, oil paints and other materials.



Art III Painting

A third-year course that provides an opportunity for students to expand on the painting concepts introduced in Painting II. Emphasis is placed on experiences with design principles, material techniques, and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various media like ink, water color, acrylic, oil paints and other materials.



Art IV Painting

A fourth-year course that provides an opportunity for students to expand on the painting concepts introduced in Painting II. Emphasis is placed on experiences with design principles, material techniques, and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various media like ink, water color, acrylic, oil paints and other materials.

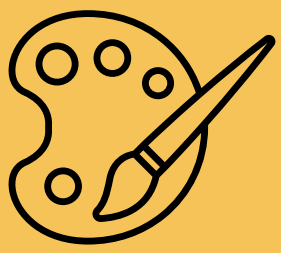
FINE ARTS: VISUAL ARTS

Art II Sculpture

A second-year course that provides an opportunity for students to expand on the sculpture concepts introduced in Art I. Emphasis is placed on experiences with design principles, material techniques, and sculpture skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various media like paper, wire, cardboard, clay, found objects and other media.

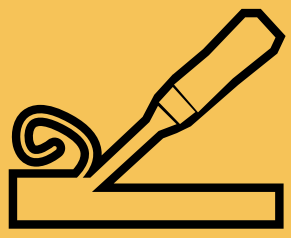
Art III Sculpture

A third-year course that provides an opportunity for students to expand on the sculpture concepts introduced in Art I. Emphasis is placed on experiences with design principles, material techniques, and sculpture skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various media like paper, wire, cardboard, clay, found objects and other media.



Art IV Sculpture

A fourth-year course that provides an opportunity for students to expand on the sculpture concepts introduced in Art I. Emphasis is placed on experiences with design principles, material techniques, and sculpture skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in-depth problems to solve creatively while becoming more adept through broad exposure to various media like paper, wire, cardboard, clay, found objects and other media.



Art Appreciation Dual Credit - ARTS 1301

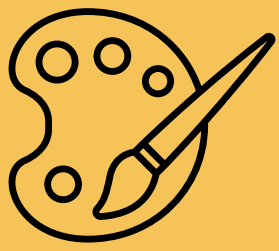
Art Appreciation is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Art History courses are a chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the present day.

FINE ARTS: VISUAL ARTS

Advanced Placement Art 2D

Students demonstrate understanding of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking. Emphasis is given to the preparation and submission of a portfolio at the end of the school year. AP Art Studio Design 2D does not have a written exam, but students may earn college credit or advanced placement.

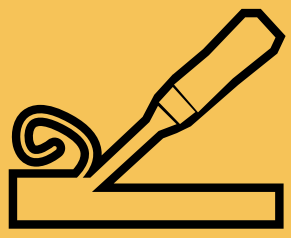
Read more about the course - College Board course details



Advanced Placement Art 3D

Students demonstrate understanding of 3D-design principles—unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space—through visual elements (mass, volume, color/light, form, plane, line, texture) in various media. Emphasis is given to the preparation and submission of a portfolio at the end of the school year. AP Art Studio Design 3D does not have a written exam, but students may earn college credit or advanced placement.

Read more about the course - College Board course details



Advanced Placement Studio Art

Students improve their skills as researchers, experimenters, and college-level artists by investigating a particular visual interest or problem, displaying a range of approaches to the formal, and reflecting technical and expressive means through quality, concentration, and breadth (range of approaches). Emphasis is given to the preparation and submission of three portfolios at the end of the school year: 2-D Design, 3-D Design, and Drawing. AP Art Studio does not have a written exam, but students may earn college credit or advanced placement.

Read more about the course - College Board course details

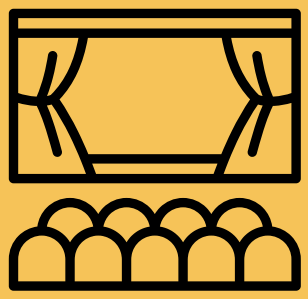
FINE ARTS: THEATRE ARTS

Theater I

This course is a survey course of the development of the theatre, the history of the theatre and the basic principles of acting. Students explore and apply theatre skills as they exercise and develop creativity, intellectual curiosity, critical thinking, problem solving and collaboration. Participation and evaluation of theatrical experiences allow students to develop an understanding of self and their role in the world.

Technical Theatre I

Students explore and apply technical theatre skills as they exercise and develop creativity, intellectual curiosity, critical thinking, problem solving and collaboration. Participation and evaluation of theatrical experiences allow students to develop an understanding of self and their role in the world.



Theatre Production I

Theatre Production helps students to learn the skills involved in producing works for the stage. Students explore all aspects of production including cast, technical crews for various elements, design for props, set and wardrobe as well as publicity and support staff.

Theatre II

This course builds upon Theatre I, focusing on a deeper understanding of the development of the theatre, the history of the theatre and the basic principles of acting. Students explore and apply theatre skills as they exercise and develop creativity, intellectual curiosity, critical thinking, problem solving and collaboration. Participation and evaluation of theatrical experiences allow students to develop an understanding of self and their role in the world.

FINE ARTS: THEATRE ARTS

Technical Theater II: Stagecraft

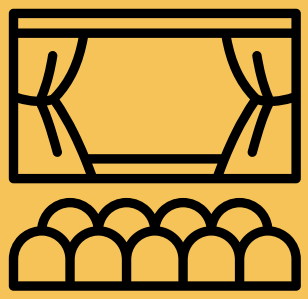
Students combine theories of design and stagecraft techniques with construction and operation of technical elements: scenery, sound, lighting, and other vital theatrical properties.

NOTE: To apply the concepts taught, after school involvement in productions and other afterschool events is required.

Technical Theatre II: Design for the Theatre

Students examine the application of technologies used in live productions. The course emphasizes sound, lighting, stagecraft, advanced rigging and stage management. To apply the concepts taught, after school involvement in productions and other afterschool events is required.

NOTE: To apply the concepts taught, after school involvement in productions and other afterschool events is required.



Technical Theatre II: Theatre Management

Students study performing arts management, including financial management, marketing and advancement/community engagement for non- profit arts organizations by completing coursework in design or technical areas, business ethics and dramatic criticism.

NOTE: Students participate in the production season in a variety of areas, including house management and two professional internships.

Theatre Production II

Theatre Production II extends student understanding of skills explored in Theatre Production I including aspects of production including cast, technical crews for various elements, design for props, set and wardrobe as well as publicity and support staff.

FINE ARTS: THEATRE ARTS

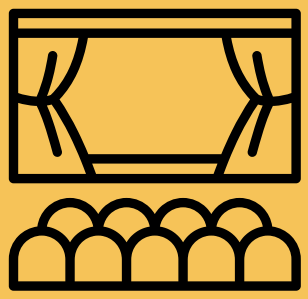
Theater III

This course builds upon Theatre II, focusing on a deeper understanding of the development of the theatre, the history of the theatre and the basic principles of acting. Students explore and apply theatre skills as they exercise and develop creativity, intellectual curiosity, critical thinking, problem solving and collaboration. Participation and evaluation of theatrical experiences allow students to develop an understanding of self and their role in the world.

Technical Theater III: Advanced Stagecraft

Students expand theories of design and stagecraft techniques with construction and operation of various technical elements: scenery, sound, lighting, and properties. Students may serve as crew heads for various theatre productions throughout the year.

NOTE: Participation in the UIL Technical Design Contest is expected.



Technical Theatre III: Advanced Design for the Theatre

Students make informed choices in the process of creating live productions. The course emphasizes the study of sound, lighting, stagecraft, rigging, design, and production management. As students move through this sequence, success is measured by observing students' abilities to synthesize and adapt knowledge to solve ever- larger production problems, typically through increased responsibility for production leadership.

NOTE: To apply the concepts taught, extensive after-school involvement in productions and other afterschool events is required.

Technical Theatre III: Advanced Theatre Management

Students gain in-depth knowledge of all aspects of producing and presenting theatre, emphasizing management principles, personnel management, marketing and fund raising, event planning, finances and the use of technology in arts and cultural management.

NOTE: To apply the concepts taught, extensive after-school involvement in productions and other afterschool events is required.

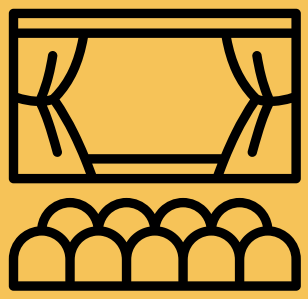
FINE ARTS: THEATRE ARTS

Theater Production III

Theatre Production III extends student understanding of skills explored in Theatre Production II including aspects of production including cast, technical crews for various elements, design for props, set and wardrobe as well as publicity and support staff.

Theater IV

This course builds upon Theatre II, focusing on a deeper understanding of the development of the theatre, the history of the theatre and the basic principles of acting. Students explore and apply theatre skills as they exercise and develop creativity, intellectual curiosity, critical thinking, problem solving and collaboration. Participation and evaluation of theatrical experiences allow students to develop an understanding of self and their role in the world.



Technical Theatre IV: Advanced Stagecraft

Students expand theories of design and stagecraft techniques with construction and operation of various technical elements by emphasizing scenery, sound, lighting and stagecraft properties. Students may serve as crew heads for various theatre productions throughout the year.

NOTE: Participation in UIL Technical Design Contest is expected.

Technical Theatre IV: Advanced Design for the Theatre

Students make informed choices in the process of creating live productions. The course emphasizes the study of sound, lighting, stagecraft, rigging, design, and production management. After school involvement in productions and other after school events is required.

NOTE: To apply the concepts taught, extensive after-school involvement in productions and other afterschool events is required.

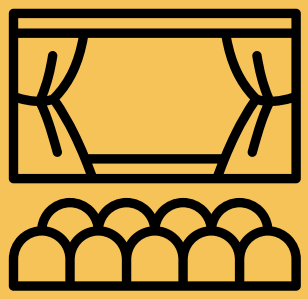
FINE ARTS: THEATRE ARTS

Technical Theater IV: Advanced Theatre Management

Students develop marketing, public relations, subscription sales campaigns, budgets, fund raising, grant writing, proposal development, contracts, project management, research, corporate structure, and resource management. The course emphasizes a broad perspective on the arts in America, operating an arts organization in today's business environment, and an introduction to international issues of arts and culture management.

NOTE: To apply the concepts taught, extensive after-school involvement in productions and other afterschool events is required.

Theatre Production IV



Theatre Production IIV extends student understanding of skills explored in Theatre Production III including aspects of production including cast, technical crews for various elements, design for props, set and wardrobe as well as publicity and support staff.

NOTE: To apply the concepts taught, extensive after-school involvement in productions and other afterschool events is required.

FINE ARTS: PERFORMING ARTS

Sub Non-Varsity Band I, II, III, IV

Students learn the basics of marching and playing their instrument, catching up on fundamentals and habits that were missed during band camp or other time away from their instrument, all while learning Life-Long Skills and Values. This class allows for more focused small group instruction. Students should be prepared to frequently rehearse and perform outside of the school day. Students will have access to school provided equipment. Students should have previous band or instrumental experience. Seek approval from the band directors.

Non-Varsity Band I, II, III, IV

Students continue to develop their instrumental and musical skills. They will learn to march and play, build individual practice habits, learn proper ensemble etiquette, advance their technical, music literacy, and music theory knowledge up to a UIL Grade 3 level, perform in a variety of musical styles (stands tunes, lyrical, technical, marches, etc.), all while learning Life-Long Skills and Values. Students should be prepared to frequently rehearse and perform outside of the school day. Students will have access to school provided equipment. Seek approval from the band directors.

NOTE: Students should have previous band instrumental experience and are required to attend summer band camp.

Varsity Band I, II, III, IV

Students further develop and refine their instrumental and musical skills. They will learn leadership skills, how to march and play at a UIL Division I level, exhibit consistent individual practice habits, audition for TMEA Honor Band, exhibit proper ensemble etiquette in a large group and solo/ensemble setting (UIL S&E), advance their technical, music literacy, and music theory knowledge up to a UIL Grade 5 level, perform in a variety of musical styles (stands tunes, lyrical, technical, marches, etc.), all while learning Life-Long Skills and Values. Students should be prepared to frequently rehearse and perform outside of the school day. Students will have access to school provided equipment. Seek approval from the band directors.

NOTE: Students should have previous band instrumental experience and are required to attend summer band camp.

FINE ARTS: PERFORMING ARTS

Color Guard I, II, III, IV

Students will learn to dance and perform with and without equipment. They will learn fundamentals of dance, flag, swing flag, rifle, and/or sabre. They will participate and compete with the Marching Band in the fall, as a Winter Guard in the Winter, and as soloists/small ensembles in the Spring, as well as perform in other various community events as requested (i.e. pep rallies). Through the medium of Visual performance, they will also learn Life-Long Skills and Values.

NOTE: Students should be prepared to frequently rehearse and perform outside of the school day. Students will have access to school provided equipment. Students do not require prior experience, but are required to attend summer band camp. Please confirm with the guard director.

FINE ARTS: PERFORMING ARTS

Mariachi Band I, II, III, IV

Students discover the sections that make up the mariachi and prepare to audition for placement into the mariachi performance groups and are expected to attend rehearsals as scheduled by the director.

NOTE: Beginning with Mariachi Band II, students refine music and vocal skills to participate in productions and competitions. Students are expected to compete in various UIL and festival contests in addition to community/public performances.

Jazz Band I, II, III, IV

Students will develop a harmonic, melodic, and scalar vocabulary, allowing for them to improvise and accompany improvisation. They will hear and perform a wide variety of musical styles, including: Rock, Ballad, Funk, Swing, Blues, Latin, etc. They will enhance their musical/instrumental skills beyond their Concert Band experience, performing in a big band and combo or small group jazz setting. Students will also learn how various styles of music relate to other subjects, their culture, and the world.

NOTE: Students should be prepared to occasionally rehearse and perform outside of the school day. Students will have access to district provided equipment. Students should be simultaneously enrolled in another ensemble (band, orchestra, or choir preferred). Specific music experience on a Jazz instrument is recommended but not required. Please confirm with the Jazz Band director.

Steel Drum Band I, II, III, IV

Students will learn to play on district owned steel drums. They will learn the history and background of this unique musical ensemble, perform in the community throughout the year, and learn music theory and form via music reading and authentic rote teaching/learning. They will also learn how to properly treat, move, and load equipment. Students should be prepared to occasionally rehearse and perform outside of the school day using district provided equipment. Students should be simultaneously enrolled in another ensemble (band, choir, orchestra, color guard, theatre) but do not need percussion or other prior music experience. Please confirm with the steel drum director.

FINE ARTS: PERFORMING ARTS

Non-varsity Orchestra I, II, III, IV

Comprised of students with minimal previous orchestra experience, this orchestra features the study of intermediate string techniques and musicianship skills in preparation for upper level musical ensembles. Students play a wide variety of music of different genres and playing styles. Through daily exercises and repertoire, students learn intermediate to advanced string skills, music theory, and an understanding of orchestral ensemble techniques, which they can apply to all aspects of music making.

Varsity Orchestra I, II, III, IV

The varsity orchestra is made up of students with multiple years of experience in orchestra. This ensemble plays more difficult music of many genres and styles, and is a more advanced continuation of Non-Varsity Orchestra. Emphasis is placed on individual musical growth and how it connects to the larger ensemble. Students deepen their knowledge of string skills, music theory, and gain the ability to play advanced string technique with confidence and proficiency. This ensemble participates in several events within Waco ISD and outside the district.

Piano I

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

Piano II, III, IV

Students learn intermediate and advanced concepts in theory, develop piano skills and write original musical compositions. Individual practice outside class is expected. Students in this class must play piano at an intermediate level and read music.

Advanced Placement Music Theory

Students learn intermediate and advanced concepts in theory, develop piano skills and write original musical compositions. Individual practice outside class is expected. Students in this class must play piano at an intermediate level and read music.

Read more about the course - College Board course details

FINE ARTS: PERFORMING ARTS

Concert Choir I, II, III, IV

This choir consists of students who have an intermediate foundation of skills in the areas of vocal technique and sight-singing. Students learn to sing using applied vocal techniques, develop music-reading abilities using solfege and number systems, discover music from other cultures and appropriate language pronunciation and performance practices. Students are expected to sing in 2-3 part harmony and will begin developing independent melodic recognition and performance skills.

This is an intermediate course and requires previous choral classroom experience or recommendation by choir director. Participants are expected to participate in UIL Choir contests.

Men's Choir I, II, III, IV

Students learn to sing using applied vocal techniques, develop music-reading abilities using solfege and number systems, discover music from other cultures and appropriate language pronunciation and performance practices and apply basic music theory concepts to create songs and musical composition.

This is a beginner course for Tenor, Baritone, or Bass vocal ranges. Participants are expected to participate in UIL Choir contests.

Women's Select I, II, III, IV

Students learn to sing using applied vocal techniques, develop music-reading abilities using solfege and number systems, discover music from other cultures and appropriate language pronunciation and performance practices, and apply basic music theory concepts to create songs and musical compositions. Students are expected to sing in 3-4 part harmony and independently hold their individual parts. Class size is kept small and students are at the most 4 people per part.

NOTE: This is an extra-curricular, intermediate class for Soprano or Alto vocal ranges. Students will be placed according to audition results. Students may be required to participate in UIL Choir contests.

FINE ARTS: PERFORMING ARTS

Bel Canto I, II, III, IV

This choir consists of students who may have had choir experience, but will learn proper vocal techniques, as well as sight-reading skills to prepare them to be strong, independent musicians. This can be a beginner course for students who have no background in choral music.

NOTE: This choir consists of Soprano or Alto vocal ranges and will attend UIL Concert and Sight Reading contests in the spring.

Mixed Varsity I, II, III, IV

This choir consists of students who have a strong foundation of skills in the areas of vocal technique and sight-singing. Chorale members will be responsible for diving deeper into the musicality and artistry of intermediate-difficult choral repertoire and beautifully blending within their section and the ensemble as a whole.

These students are held to high academic and professional standards.

NOTE: This choir performs in the community and for district events.

A Cappella Mixed Choir I, II, III, IV

Students learn to sing using applied vocal techniques, develop music-reading abilities using solfege and number systems, discover music from other cultures and appropriate language pronunciation and performance practices, and apply basic music theory concepts to create songs and musical compositions.

Students are expected to sing in 3-4 part harmony and independently hold their individual parts.

NOTE: This is an advanced class. Students are auditioned and must participate in UIL Contests. Simultaneous enrollment in a second choir class is typically required.

FINE ARTS: PERFORMING ARTS

Show Choir I, II, III, IV

This extracurricular choir consists of students simultaneously enrolled in one of the other choir offerings.

Students perform as an ensemble that both signs and dances. Students will be required to put in physical effort, therefore allowing this ensemble to serve as a physical education credit where applicable. Styles span all of music history, but primarily consist of renaissance, contemporary, jazz, pop, gospel, and musical theater. This ensemble travels the most in the community and is the "Ambassador" of the HS Choir program.

This is an advanced extracurricular class. This is an SABT ensemble and does not participate in UIL contests.

NOTE: Completion of one credit of this course can be used as a PE credit.

Dance I, II, III, IV [*Drill Team*]

This is a drill team course. Students will participate in both curricular and extra-curricular activities as part of this course. Students will develop self-confidence and awareness through dance movement and acquire fundamental skills in modern jazz, tap, ballet, drill team, and dramatic dance. They will also be provided opportunities to participate in dance techniques by presenting creative expression through dance.

NOTE: Attendance at rehearsals and performances outside of the school day may be required.

NOTE: Completion of one credit of this course can be used as a PE credit.

PHYSICAL EDUCATION

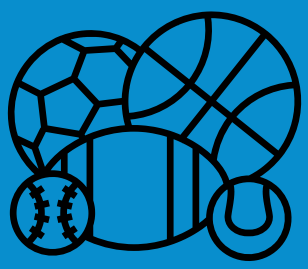
Lifetime Fitness and Wellness Pursuits

The Lifetime Fitness and Wellness Pursuits course 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

The Lifetime Recreation and Outdoor Pursuits course 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.

Skills-Based Lifetime Activities



The Skill-Based Lifetime Activities course 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.

OTHER ELECTIVE COURSES

Peer Assistance and Leadership (PAL)

Peer Assistance and Leadership (PAL) is an interactive and engaging course designed to develop students' leadership skills, enhance their understanding of peer support, and foster a positive school community. This class empowers students to become peer leaders who provide assistance, guidance, and support to their fellow classmates, promoting a culture of empathy, inclusivity, and personal growth.

Course Objectives include developing leadership skills, fostering peer support, enhancing interpersonal skills, promoting community engagement, and developing personal growth and self-reflection

Course Activities and Projects:
Peer Mentoring: Students will engage in one-on-one mentoring relationships with fellow students, providing guidance and support in various areas such as academics, social skills, and personal development.

Community Service Projects: Students will collaborate to plan and execute community service initiatives that address local needs, promoting civic engagement and social responsibility.

Leadership Development Workshops: Students will participate in workshops and training sessions focused on leadership skills, team building, effective communication, and problem-solving.

Peer Support Discussions: Students will engage in group discussions to explore topics such as mental health, bullying prevention, conflict resolution, and diversity and inclusion, fostering understanding and empathy among peers.

Assessment and Evaluation:
PAL emphasizes a holistic approach to assessment, considering both individual and group contributions. Students will be evaluated based on their active participation, leadership initiatives, reflective journals, project outcomes, and peer feedback.

PAL provides an enriching opportunity for students to develop valuable skills that will benefit them throughout their academic and personal lives. By empowering students to become leaders and supportive peers, this course fosters a positive and inclusive school environment that promotes growth, well-being, and success for all.

OTHER ELECTIVE COURSES

AVID 1, 2, 3 and 4

Advancement Via Individual Determination (AVID) is a series of courses that prepare students for college readiness and success. Students receive instruction using a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities around college and career opportunities and explore their own student agency, giving students voice and often choice in how they learn.

AVID I

AVID I serves as a review of the AVID philosophy and strategies. Students work on academic and personal goals, communication, and adjusting to the high school setting. Students increase their awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for and participate in college entrance and placement exams while refining study skills and test taking, note-taking, and research techniques. Students take an active role in field trips and guest-speaker preparations and presentations. College research includes financial topics and building their knowledge of colleges and careers of interest.

AVID II

AVID II students refine the AVID strategies to meet their independent needs and learning styles. Students continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school and community involvement, they refine their time management and study skills accordingly. Students expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis focuses on specific strategies to understand complex texts. Lastly, students narrow down their college and careers of interest based on personal interests and goals.

OTHER ELECTIVE COURSES

AVID 1, 2, 3 and 4

AVID III

AVID III focuses on writing and critical thinking skills expected of first- and second-year college students. In addition to the academic focus of AVID III, there are college-bound activities, methodologies, and tasks that should be undertaken during the third year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID IV

AVID IV focuses on writing and critical thinking expected of first- and second-year college students. Students complete a final research essay project from research conducted in AVID III. In addition to the academic focus of the AVID IV, there are college-bound activities, methodologies, and tasks that should be achieved during the fourth year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID IV students are required to develop and present a portfolio representing their years of work in the AVID program.

For more information on the AVID program, please visit their site.

AVID
Proven Achievement.
Lifelong Advantage.

AVID AT A GLANCE
for Parents & Families

What is AVID?

AVID, Advancement Via Individual Determination, helps schools and teachers make learning more meaningful and engaging. Research tells us that the most powerful influence on academic achievement is a caring teacher. When students care and connect to both their learning and their teacher, they will succeed!

AVID for Elementary Schools

Putting future leaders on an early path to success in school

AVID Elementary engages young learners and provides them with the critical skills to become confident, independent thinkers who have a thirst for learning. Teachers use AVID strategies to provide students with:

- ☑ Proven ways to succeed in school
- ☑ **W**riting to learn, **I**nquiry, **C**ollaboration, **O**rganization, and **R**eading to learn
- ☑ Note-taking and time management skills
- ☑ Best ways to work together inside and outside of the classroom

AVID for Middle and High Schools

Moving future leaders toward college success and beyond

AVID's teaching strategies and curriculum build positive teacher-student relationships to ensure student success schoolwide. AVID Elective students:

- ☑ Enroll in advanced courses (AP®)
- ☑ Receive academic instruction and tutorial support
- ☑ Strengthen their writing skills
- ☑ Improve study and organization skills
- ☑ Gain "college knowledge"
- ☑ Visit colleges and explore careers

Nationally, AVID students excel in success metrics, which is impressive given the adversity they face.

- Low socioeconomic status
- Underrepresented race/ethnicity
- Parents have no college experience

98% graduate from high school

93% complete four-year college entrance requirements

79% are accepted into four-year colleges

88% persist into their second year of college

Doesn't your student deserve the AVID experience?

For more information, **contact your school** and ask about their AVID program.

OTHER ELECTIVE COURSES

Interpersonal Studies

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

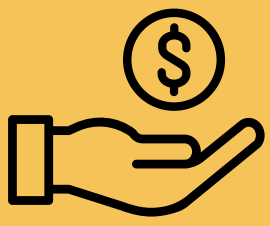
Professional Communications

Students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, personal and professional presentations.

Child Development

Students participate in a technical laboratory course addressing child growth and development from prenatal through school-age children, equipping students with skills to promote the well-being and healthy development of children.

NOTE: Students in the Future Educators Academy should not take this course as it will be a dual credit course in their plan.



Dollars and Sense

Students focus on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

Family and Community Services

Students participate in a laboratory-based course using real and meaningful community-based direct service or service-learning experiences while interacting with and providing services to individuals, families and the community, with emphasis placed on developing and enhancing organizational and leadership skills and characteristics.

OTHER ELECTIVE COURSES

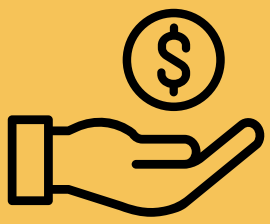
Lifetime Nutrition and Wellness

This one-semester course introduces students to skills that enable them to lead healthy lives. Students will explore and learn the function and care of body systems and the effects of alcohol, tobacco, and drugs on these systems. Students also study first aid and sexually transmitted diseases.

Money Matters

Students investigate money management from a personal financial perspective. This course is similar in content to the required Personal Financial Literacy and Economics.

College Transitions DC



Students study the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies, serving as the conceptual basis for the introduction of college-level student academic strategies. Students use instruments (such as learning inventories) to identify their own strengths and weaknesses as strategic learners.

NOTE: This course is for students exploring extended dual credit work.

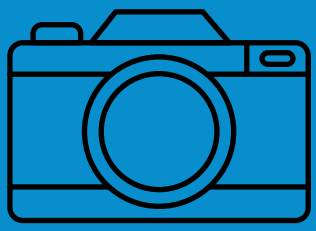
CTE: ACADEMY OF ARTS, AV TECHNOLOGY AND COMMUNICATION

Principles of Arts, AV Technology & Communication

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

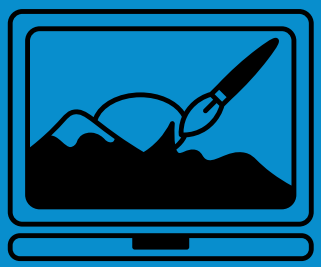
Audio Video Production I

Students develop an understanding of the industry with a focus on pre- production, production, and post-production audio and video activities in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in audio and video technology and film production span all aspects of the audio/video communications industry.



Audio Video Production II/Lab

Students develop an advanced understanding of the industry in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications cluster. Careers in audio and video technology and film production span all aspects of the audio/video communications industry.



Practicum in Audio Video Production

Students fine tune to skills needed to pursue a career in this field. Students are self-starters, often work independently and are led under the instruction of the teacher. Students can earn an upper-level industry certification.

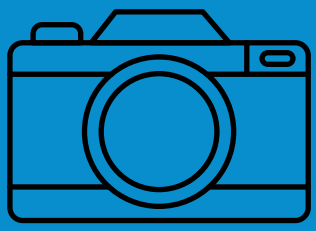
CTE: ACADEMY OF ARTS, AV TECHNOLOGY AND COMMUNICATION

Principles of Arts, AV Technology & Communication

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

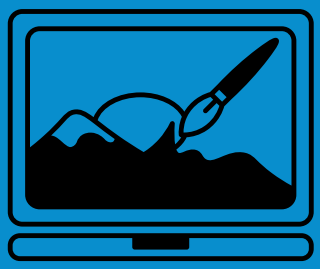
Commercial Photography

Students develop an understanding of the commercial photography industry with a focus on creating quality photographs, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market.



Commercial Photography II/Lab

Students develop an advanced technical understanding of the commercial photography industry with a focus on producing and presenting professional quality photographs. Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market.



Practicum in Commercial Photography

Students develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market.

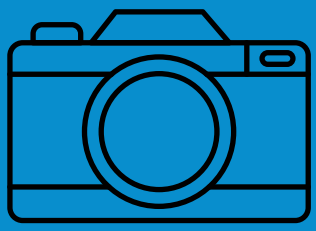
CTE: ACADEMY OF ARTS, AV TECHNOLOGY AND COMMUNICATION

Principles of Arts, AV Technology & Communication

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

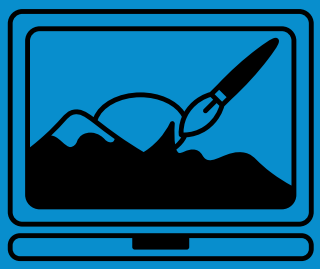
Graphic Design and Illustration I

Students develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Careers in graphic design and illustration span all aspects of advertising and visual communications industry.



Graphic Design and Illustration II/Lab

Students develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster.



Practicum in Graphic Design

Students delve deeper into concepts and processes of Graphic Design for print and web. Adobe Creative Suite with projects in editorial, web, and motion graphic design can be mastered.

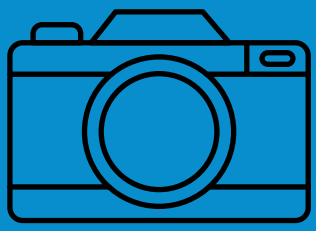
CTE: ACADEMY OF ARTS, AV TECHNOLOGY AND COMMUNICATION

Principles of Arts, AV Technology & Communication

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

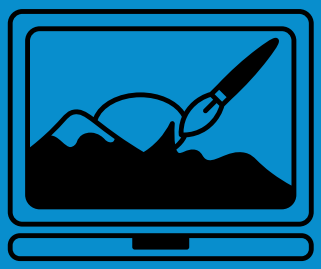
Animation I

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



Animation II/Lab

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



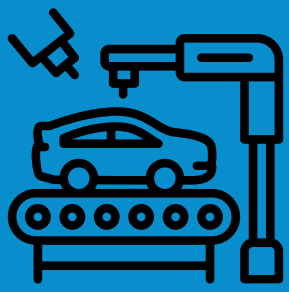
Practicum in Animation

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

CTE: ACADEMY OF AUTOMOTIVE TECHNOLOGY

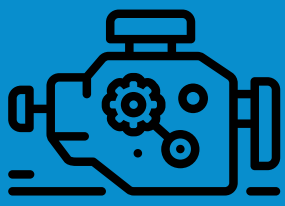
Principles of Transportation Systems

Students practice safe application, design, production and assessment of products, services, and systems, including the history, laws/regulations and common practices used in the logistics of warehousing & transport systems.



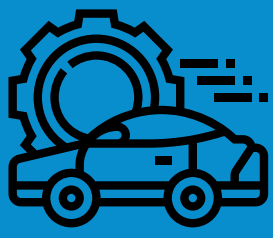
Automotive Basics

Students discover the interaction between various vehicle systems, logistics used to move goods and services to consumers, and components of transportation infrastructure.



Automotive Technology I: Maintenance and Light Repair [Also available in Dual Credit]

Students explore the function of the major automotive systems and principles of diagnosing and servicing these systems: repair, maintenance and diagnosis.



Automotive Technology II: Automotive Service [Also available in Dual Credit]

Students investigate the function of major automotive systems and the principles of diagnosing and servicing these systems.

Practicum in Transportation

The Automotive program of study teaches students how to repair and refinish automobiles and service various types of vehicles. In the Practicum course, students learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

CTE: ACADEMY OF BUSINESS, MARKETING AND FINANCE (UHS)

Principles of Business, Marketing and Finance

Students explore economies and private enterprise systems, the impact of global business, marketing of goods/services, advertising, and product pricing by analyzing the sales process & financial management principles.

Business Information Management I

Students strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education by applying technical skills to address business applications of emerging technologies, create word-processing documents, develop spreadsheets, formulate a database, and make an electronic presentation using software.

Accounting I

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

Accounting II

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

This course counts as a math credit.

CTE: ACADEMY OF BUSINESS, MARKETING AND FINANCE (UHS)

Financial Analysis

Students explore the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs as well as develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

Project Based Research I and II - Banking

In Banking and Financial Services, students will develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent employees and entrepreneurs. Students will incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

Students enrolled in this course will experience working at the on-campus bank.

CTE: ACADEMY OF BUSINESS, MARKETING AND FINANCE (UHS)

Practicum in Entrepeneurship

The Practicum of Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. The course focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education.

Career Preparation I and II (CTE Dean Approved)

Students participate in this work-based instructional arrangement to develop essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology specific training area that has already been approved and assigned a course number. Students will receive general employability skills as a group. However, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job-specific training assignments in the classroom or participate in job shadowing or internship.

CTE: ACADEMY OF BUSINESS, MARKETING AND FINANCE (WHS)

Principles of Business, Marketing and Finance

Students explore economies and private enterprise systems, the impact of global business, marketing of goods/services, advertising, and product pricing by analyzing the sales process & financial management principles.

Sports and Entertainment and Marketing

Students learn the marketing concepts and theories that apply to sports/sporting events and entertainment by exploring basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals and implementation of sports and entertainment marketing plans.

Virtual Business

Students launch a virtual business by creating a web presence, conducting online/off-line marketing, examining contracts appropriate for an online business, demonstrating project-management & book-keeping skills, maintaining business records, and understanding business legal issues.

Social Media Marketing

Students investigate marketing success by managing a successful social media presence for an organization; techniques for gaining customer & consumer buy-in to achieve goals; selection of platforms to engage consumers; and ways to monitor/measure results of these efforts.

Advertising

Students discover techniques used in current print, broadcast, and digital media advertising as well as the social, ethical & legal issues, historical influences, strategies and media decision processes.

CTE: ACADEMY OF BUSINESS, MARKETING AND FINANCE (WHS)

Business Management

The Business Management course seeks to develop sound management concepts within students, as management plays a role in any future employment opportunity. Students are able to analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, and production/operation). Effective management requires decision-making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students learn the four basic functions of management: planning, organizing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Practicum in Entrepeneurship

The Practicum of Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. The course focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education.

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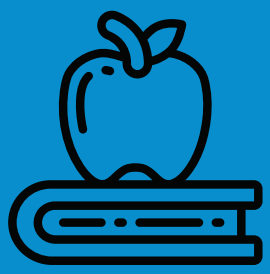
CTE: ACADEMY OF EDUCATION AND TRAINING

Principles of Education and Training

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.



Human Growth and Development

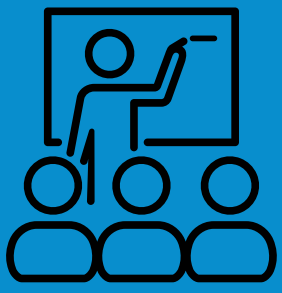
Students examine human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Instructional Practices

Students participate in a field-based internship that provides background knowledge of child and adolescent development as well as principles of effective teaching and training practices.

Practicum in Education and Training

Students participate in an advanced field-based internship that provides background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school- and high school-aged students.



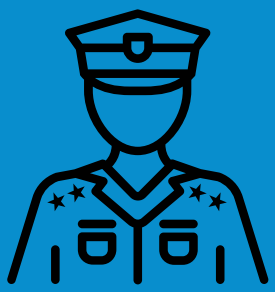
If you're interested in a career in education, ask your counselor about the Future Educators Academy where you can graduate with an Associates Degree.

See Appendix E

CTE: ACADEMY OF LAW AND PUBLIC SERVICES

Principles of Law, Public Safety, Corrections and Security

Students discover professions in security, law enforcement, corrections, fire and emergency management services by examining the responsibilities and roles of police, courts, corrections, private security, and emergency services.



Law Enforcement I

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

Correctional Services

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

Forensic Psychology

Students learn basic structured psychological investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis, and probability forecasting.

Forensic Science

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

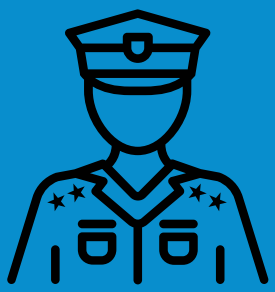
Practicum in Law, Public Safety, Corrections and Security

Students participate in supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security

CTE: ACADEMY OF LAW AND PUBLIC SERVICES
FUTURE HEROES ACADEMY

Principles of Law, Public Safety, Corrections and Security

Students discover professions in security, law enforcement, corrections, fire and emergency management services by examining the responsibilities and roles of police, courts, corrections, private security, and emergency services.



Disaster Response

Students discover disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive.

Firefighter I

Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety.

Medical Terminology DC

Students learn the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to future courses in the EMT pathway.

CTE: ACADEMY OF LAW AND PUBLIC SERVICES *FUTURE HEROES ACADEMY*

Emergency Medical Technician Basic DC

Emergency Medical Technician (EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course.

Firefighter II

Firefighter II is the second course in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will demonstrate proper use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems.

Practicum in Law, Public Safety, Corrections and Security DC

Students participate in supervised practical application of previously studied knowledge and skills in dual credit Clinical EMT course.

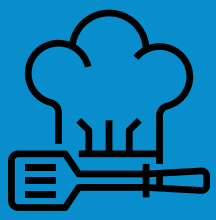
Project Based Research DC

This dual credit course is Simulation in Respiratory Care through MCC.

CTE: ACADEMY OF HOSPITALITY AND TOURISM (UHS)

Introduction to Culinary Arts

Students learn the fundamentals & principles of cooking and science of baking, including management and production skills & techniques, allowing them to test for a national sanitation, Texas culinary specialist, or other industry certification.



Culinary Arts

Students enhance fundamentals & principles of the art of cooking and science of baking, management, production skills and techniques, allowing them to test for a national sanitation, Texas culinary specialist, or other industry certification.

Advanced Culinary Arts

Students increase depth of knowledge & experience in baking, protein selection, advanced nutrition and sustainability, as well as understand front and back of the house roles and how these areas work together to create a successful operation.

Practicum in Culinary Arts

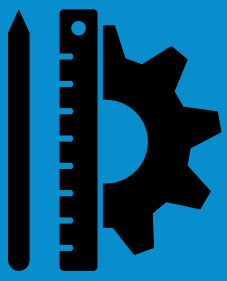
Students participate in occupationally opportunities that combine classroom instruction with actual business & industry experiences, integrating academic and career & technical education with the goal of preparing students with a variety of skills in a fast-changing workplace.

Look for Culinary Arts to expand to Waco HS when we move into the new facilities in 2025-26

CTE: ACADEMY OF ENGINEERING (UHS)

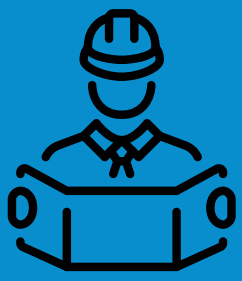
Introduction to Engineering Design (Project Lead the Way)

Students use a design development process while enriching problem-solving skills; students create and analyze models using specialized computer software.



Principles of Applied Engineering

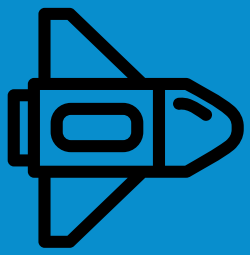
Students overview of the various fields of science, technology, engineering, mathematics, and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses.



Digital Electronics

Students learn applied logic through work with electronic circuitry, which students also construct and test for functionality.

This course counts for a math credit.



Engineering Science

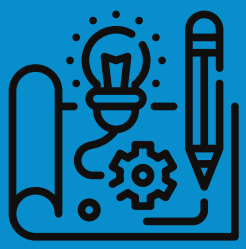
Students employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations to develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

This course counts for a science credit.

CTE: ACADEMY OF ENGINEERING (UHS)

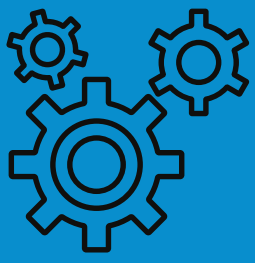
Computer Integrated Manufacturing (Project Lead The Way)

Students enhance computer modeling skills by applying principles of robotics and automation to create models of three-dimensional designs.



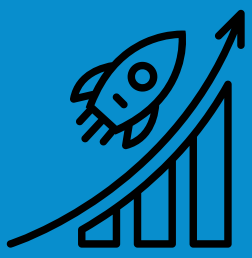
Engineering Design and Presentation (Rockets 1)

Students demonstrate employability skills/professional standards as required by industry by completing team projects while utilizing skills for managing a project, safe and proper work habits, concepts of sketching and skills associated with computer-aided drafting/design and engineering design methodologies.



Practicum in Science, Technology, Engineering and Mathematics (STEM)

Students participate in field experiences that focus on planning, managing, and providing scientific research and professional and technical services, such as physical science, social science, and engineering, including laboratory testing services and research and development services.



Engineering Design and Problem Solving (Rockets 2)

Students explore systems' basic properties—space, time, energy, and matter—as in the area of rocketry. Change and constancy occur in systems as observable, measurable, modeled patterns used to make scientifically tested predictions.

This course counts for a science credit.

CTE: ACADEMY OF HEALTH SCIENCE
GREATER WACO ADVANCED HEALTH CARE ACADEMY

Principles of Health Science

Students develop advanced knowledge and skills related to a wide variety of health careers through hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies, such as clinical rotation and career preparation learning. Students should recognize that quality health care depends on working well with others.

Medical Terminology

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

Health Science Theory/Clinical

Students venture into the hospital for observation of professionals and patients, discovering the importance of confidentiality, compassion and ethics in medicine.

Clinical Ethics

The Clinical Ethics course is a practical review of a discipline that provides a structured approach to assist health professionals in identifying, analyzing, and resolving ethical issues that arise in clinical practice. Students analyze ongoing developments in advanced medical technology. The course may raise awareness of or concerns about the ethical dimensions of clinical care. Students will leave the course with a practical awareness of how to respect diverse perspectives on ethics, morals, and values in healthcare.

CTE: ACADEMY OF HEALTH SCIENCE
GREATER WACO ADVANCED HEALTH CARE ACADEMY

Anatomy and Physiology

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving, while studying the structure and function of the human body and the interaction of systems for maintaining homeostasis.

This course counts as a science credit.

Practicum in Health Science

Students apply previously studied knowledge and skills in advanced settings. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The course focuses on the Pharmacy Technicians and Certified Clinical Medical Assistants.

Math for Medical Professionals

Students gain fluency & understanding of medical mathematics by extending & applying the mathematical skills necessary for health science professions.

This course counts as a math credit.

CTE: ACADEMY OF HEALTH SCIENCE
GREATER WACO ADVANCED HEALTH CARE ACADEMY

Pathophysiology

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

This course counts for a science credit.

Medical Microbiology

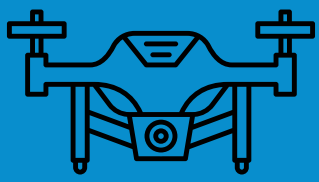
The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. (40% laboratory and fieldwork requirement)

This course counts as a science credit.

CTE: ACADEMY OF UNMANNED AERIAL VEHICLE ROBOTICS
GREATER WACO ADVANCED MANUFACTURING ACADEMY

Principles of Applied Engineering

This course 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 have an understanding of 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.



Introduction to Aerospace and Aviation

This course will provide the foundation for advanced exploration in the areas of professional pilot, aerospace engineering, and unmanned aircraft systems. Students will learn about the history of aviation, from Leonardo da Vinci's ideas about flight to the Wright brothers and the space race. Along the way, students will learn about the innovations and technological developments that have made today's aviation and aerospace industries possible. The course includes engineering practices, the design process, aircraft structure, space vehicles past and present, and a look toward future space exploration. Students will also learn about the wide variety of exciting and rewarding careers available to them.

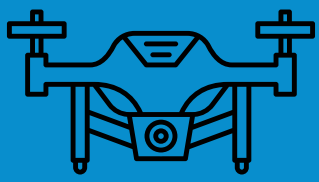
Robotics I

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

CTE: ACADEMY OF UNMANNED AERIAL VEHICLE ROBOTICS
GREATER WACO ADVANCED MANUFACTURING ACADEMY

Introduction to Unmanned Aerial Vehicles (UAV)

This course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry.



Robotics II

Students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

This course counts as a math credit.

Practicum in Manufacturing - UAV

This capstone course is designed to give students supervised practical application of previously studied knowledge and skills.

CTE: ACADEMY OF WELDING
GREATER WACO ADVANCED MANUFACTURING ACADEMY

Principles of Manufacturing

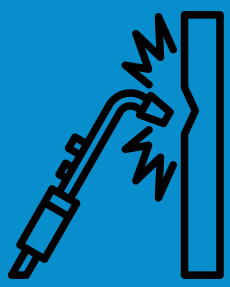
Students study manufacturing technology, allowing them to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

Occupational Safety & Environmental Technology

Students investigate the field of Occupational Safety and Health Administration and Environmental Technology, which is charged with the tasks of ensuring business and industry provide safe workplaces free from hazards and bringing about a reduction in the occurrence of job-related injuries and fatalities, by using safety to increase employee safety and health, reduce workers' compensation insurance costs and medical expenses, decrease payout for return-to-work programs, reduce faulty products, and lower costs for job accommodations for injured workers.

Introduction to Welding

Students discover three basic welding processes, industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards for employment in welding industries. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.



CTE: ACADEMY OF WELDING
GREATER WACO ADVANCED MANUFACTURING ACADEMY

Welding I

Students gain the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system in order to apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems.

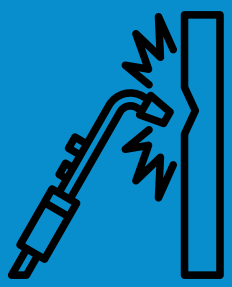
Welding II

Students develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Manufacturing I and II - Welding

Students gain advanced knowledge and skills specific to those needed to enter the work force as welders or prepare for a postsecondary degree in welding.

This course can be taken twice.



Welding I and II - Dual Credit

The Welding Technology Dual Enrollment Program through Texas State Technical College (TSTC) is an advanced educational opportunity that equips students with the skills and knowledge necessary to excel in the field of welding. This program, designed for high school students, offers a unique blend of academic coursework and hands-on welding experience, allowing participants to earn college credits while still in high school. Graduates of this program emerge with a strong foundation in welding theory, safety practices, and real-world welding skills, positioning them for a successful career in the ever-growing welding industry. With a curriculum tailored to industry standards, the Welding Technology Dual Enrollment Program prepares students for a promising future in this essential field.

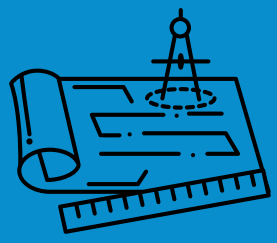
CTE: ACADEMY OF CONSTRUCTION
GREATER WACO ADVANCED MANUFACTURING ACADEMY

Principles of Manufacturing

Students study manufacturing technology, allowing them to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

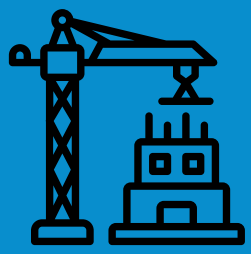
Construction Technology I

Students gain knowledge and skills specific to those needed to enterthe work force as carpenters or building maintenance supervisors orprepare for a postsecondary degree in construction management,architecture, or engineering. Students acquire knowledge and skillsin safety, tool usage, building materials, codes, and framing.



Construction Technology II

Students gain further knowledge and needed specific skills to enterthe work force as carpenters or building maintenance supervisors orfor a postsecondary degree in construction management,architecture or engineering. Students acquire information aboutsafety, tools, building materials, codes and framing.



Practicum in Construction Technology

Students gain further advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or prepare for apostsecondary degree in construction management, architecture, or engineering. Studentsbuild on knowledge from Construction Technology and are introduced to exterior and interiorfinish-out skills.

WACO INDEPENDENT SCHOOL DISTRICT

APPENDIX B

SCHEDULING SUPPLEMENT

For Counselor Use

This section lists all available courses with the state and local code numbers that counselors will use for scheduling students in Waco ISD's 4 year planning system.

Final Course list spreadsheet

WACO INDEPENDENT SCHOOL DISTRICT

APPENDIX C

ACCELERATE PROGRAM

Take a look at the coursework and requirements for 4 years for students who choose to participate in the Accelerate program which enables a student to graduate with an Associate's degree while in high school.

Be sure to check with the CCMR Specialist on the campus.

WACO INDEPENDENT SCHOOL DISTRICT

APPENDIX D

FUTURE EDUCATORS ACADEMY 4 YEAR PLAN

This section outlines the coursework and requirements for 4 years for students who choose to participate in the Future Educators Academy.

WACO ISD FUTURE EDUCATORS ACADEMY

WACO INDEPENDENT SCHOOL DISTRICT

APPENDIX E

NCAA COURSES APPROVED FOR WACO ISD

Approved course list for Waco ISD