



# Waltrip High School

## Course Catalog 2026 - 2027

Houston Independent School District  
S.P. Waltrip High School  
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## Academic Program Categories

### Academic Program Categories include:

Grade Level

Advanced Placement (AP)

Dual Credit (DC) ▪ Dual Enrollment (DE)

English for Speakers of Other Languages (ESOL)

Gifted & Talented (GT)

Sheltered Instruction

Special Education

### Grade Level

Grade level meet the requirements as set forth by the Texas Education Agency as academic Grade Level courses. Each course has a set of Texas Essential Knowledge and Skills (TEKS) that students must learn in the course. Enrollment in programs other than Grade Level requires special consideration.

### AP - Advanced Placement

AP courses are college-level courses based on College Board curriculum. They are fast-paced and require more academic dedication and homework than Grade Level courses. They are rigorous and challenging and build high-level critical thinking skills in specific content areas, culminating in a College Board AP exam. Weighted grades are awarded for AP courses in the four core subject areas (Language Arts, Math, Science, and Social Studies), and AP World Languages. Participation in these courses is outlined in the AAC/AP Parent/Student Contract.

### DC ▪ DE—Dual Credit ▪ Dual Enrollment

A student may enroll in academic and/or technical courses for college credit while simultaneously earning high school credit in 10<sup>th</sup> – 12<sup>th</sup> grade. These are rigorous college-level courses which require more homework than Grade Level classes. The student must meet qualifications (see page 9 for additional details). Grades for these courses appear on both the student's high school transcript and college transcript. Weighted grades are awarded for DC/DE courses.

### English for Speakers of Other Languages (ESOL)

This program is designed to meet the needs of Emergent Bilinguals (EBs). EBs receive intensive instruction in English from certified English as Second Language (ESL) teachers trained in recognizing and addressing language differences. This program is an integral part of the total school program and is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) as required by the state. Placement in these classes is determined by the Language Proficiency Assessment Committee (LPAC).

### Gifted and Talented (GT)

Students identified as “Gifted and Talented” through the district selection process generally take AP courses with teachers who have been trained to differentiate instruction to meet the needs of this population. Differentiation includes providing for GT students’ preferences for abstract learning, in-depth research and complex content. Students may be referred for GT testing by contacting the counselor’s office. The secondary GT identification process takes place in the spring for services to begin the following school year. Students may be identified to receive GT services in Language Arts/Social Studies, Mathematics/Science, or in all four core subject areas.

### Sheltered Instruction

Sheltered instruction occurs in general education content-specific classes offered to Emergent Bilinguals (EBs) for state credit in high school. A sheltered content class incorporates second language acquisition strategies and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in sheltered instruction.

The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on modifying the instructional pacing and methods and accommodating materials for instruction.

### Special Education

For eligible students, course placement is determined by the Admission, Review and Dismissal (ARD) Committee, given consideration of present levels of performance and individual program goals.

## Credit Requirements and GPA

Credit requirements for graduation must all be state-approved. The calculation of a high school student's grade point average for rank in class is based on grade points assigned as follows:

Level	A	B	C	D	F
<b>Numeric Grade</b>	90–100	80–89	75–79	70–74	Below 70
<b>Advanced</b>	5	4	3	2	0
<b>Grade Level</b>	4	3	2	1	0

### Grade Point Average (GPA)

- Is determined by dividing the total grade points by the number of semester courses.
- Both grades, the failing grade and the retake grade, for courses repeated to regain credit are included in calculating the GPA.
- Grades from high school courses brought forward from middle school do not count in high school GPA

**Class Rank and Grade Point Average (GPA)** are calculated using the semester averages from ninth, tenth, eleventh, and first semester of the twelfth grade.

### Grade Level Classification in High School

The number of credits required for classification purposes follows University Interscholastic League (UIL) guidelines. All students entering high school from middle school will be classified as 9th graders for the first year regardless of the number of high school credits earned in middle school or through credit by examination.

The following chart indicates the number of credits required for each grade level in high school.

Credits Earned	Classification (year)
0–5.5	Grade 9 (Freshman)
6–11.5	Grade 10 (Sophomore)
12–17.5	Grade 11 (Junior)
18 or more	Grade 12 (Senior)

## Graduation Requirements

To graduate from high school, students in our district typically complete the Foundation High School Program with a Distinguished Level of Achievement (DLA). This requires students to complete 26 credits and choose an endorsement— an area of focus based on a student’s post-secondary goals, interests and future career plans.

The school district advocates for students to graduate with a Distinguished Level of Achievement (DLA) to ensure students receive a well-rounded education aligned with their career interests and post-secondary goals. A student must earn a DLA distinction to be admitted to a Texas public university under the Top 10% automatic admission law.

If a student is unable to complete the requirements to receive a DLA distinction, students may graduate under the Foundation High School Program without endorsement requirements. If a student would like to graduate under a Foundation High School Program plan without any endorsement, they must make this decision after their sophomore year.

### Additional Graduation Requirements

- Instruction on Proper Interaction with Peace Officers
  - Students must receive instruction in proper interaction with police officers at least once before graduation from high school.
- Instruction in Cardiopulmonary Resuscitation (CPR)
  - Students must receive instruction in CPR at least once in grades 7-12 before graduation.
- Apply and Submit a minimum of three college applications.
- Free Application for Federal Student Aid (FAFSA)
  - Students must either complete and submit an application to either FAFSA or the Texas Application for State Financial Aid (TASFA); or submit a signed opt-out form.

### College, Career and Military Readiness (CCMR)

All Waltrip High School graduates are expected to meet at least one of the Texas College, Career and Military Readiness standards prior to graduation.

Indicators include

- Meeting criteria scores on common college readiness exams such as SAT, ACT, and TSIA2, as well as AP and IB exams.
  - A student meets CCMR if he or she scores a 3 on any AP exam;
- CTE students who complete their program of study while earning an aligned Industry-Based Certification related to that program area qualify for a CCMR indicator.
  - A student meets CCMR by both completing a program of study and earning an aligned Industry-Based Certification from an approved list, or earning a Level I or II Certificate in any workforce education area.
- Enlistment in the US Armed Forces has been reinstated as an indicator starting with the Class of 2023.
- Other indicators can be met through completing dual credit courses or College Prep courses.
  - If a student qualified for Dual Credit through an eligibility which does not also meet CCMR then the student can meet CCMR by earning sufficient college hours through the dual credit course(s):
    - 3 college hours in either English or Math; or
    - 9 college hours in any subject(s).
- Particular indicators apply to students with disabilities.
  - Any Special Education student graduating with a Foundation HSP diploma with an endorsement or the Distinguished Level of Achievement meets CCMR. Additionally,

students with disabilities who graduate under special graduation plans qualify for the CCMR indicator:

- Graduation Plan 54: Completion of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services
- Graduation Plan 55: Completion of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services
- Student scheduling may be adjusted by the campus to accommodate special courses for students who have not met a standard.

### **Graduation Ceremony**

In order to participate in the graduation ceremony, each student must have met all graduation requirements, including passing all required courses and mastery of appropriate state assessments or approved alternate assignments.

## **High School Graduation Program Plans**

**The High School Graduation program contains up to four parts:**

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

### **Foundation High School Program**

It is important for students and parents to understand what the graduation requirements are so that appropriate course selection can be made. All students graduate under the Foundation High School Program. Students who are receiving special education services may have other options as determined by the Admission, Review and Dismissal (ARD) Committee. The Foundation requirements requires 22 credits.

### **Distinguished Level of Achievement Program**

Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. *The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law. The DLA requirements requires 26 credits.*

#### **Distinguished Level of Achievement**

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement - 2 additional Elective credits aligned to endorsement curriculum requirements
- Any curriculum requirements associated with a chosen endorsement (typically a combination of 4 core and / or elective courses)

#### **Performance Acknowledgments**

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

### **Advantages of Distinguished Level of Achievement Program**

- Opportunity to earn an endorsement in an area of interest
- More college and university options and more financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Strong foundation to successfully complete an industry workforce credential or college degree

Requirements are subject to change at the state and district level. Updates to the state requirements can be found at: <https://tea.texas.gov/academics/graduation-information>

## AP CAPSTONE™ DIPLOMA PROGRAM

Based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. AP Seminar is a prerequisite for AP Research.

### Sample Course Guide for Distinguished Level of Achievement Program Graduation Plan

<b>English (4 credits)</b>	English I, II, III, IV AP or Dual Credit
<b>Math (4 credits)</b>	Algebra I ▪ Algebra II ▪ Geometry ▪ 1 Advanced Math
<b>Science (4 credits)</b>	Biology ▪ Chemistry or Physics ▪ 2 Advanced Sciences
<b>Social Studies (4 credits)</b>	World History ▪ World Geography ▪ U.S. History ▪ U.S. Government (one-half credit) ▪ Economics (one-half credit)
<b>Languages other than English (2 credits)</b>	Spanish or French
<b>Physical Education (one credit) ▪ Fine Arts (one credit) ▪ Health (one-half credit) Electives (5.5 Credits) with Endorsement ▪</b>	

## Distinguished Level of Achievement

26 Credits • Algebra II Required • Eligible for Top 10% Automatic Admissions to Texas Public Universities

### 22 Credits for the Foundation High School Program

### Requirements of 1 Endorsement

(including 4<sup>th</sup> credit of Math and Science and 2 additional electives)



# Endorsement Programs of Study

An endorsement consists of a sequence of courses that are grouped together by interest or related careers. When starting high school, students choose at least one endorsement with help from teachers, counselors, and their families as part of their Personal Graduation Plan (PGP). Students must choose an endorsement in their freshman year.

- S.T.E.M. (Science, Technology, Engineering, Math): This endorsement is ideal for students interested in careers related to health sciences, engineering, robotics, technology or software systems.
- Business & Industry: This endorsement caters to students interested in various sectors such as business, communications, marketing, finance, manufacturing, information technology, transportation, and advanced journalism.
- Public Services: This endorsement is designed for students interested in education, government, health science, law enforcement, fire science, and JROTC programs.
- Arts & Humanities: This endorsement is for students drawn to the fine arts, literature, languages, or social studies.
- Multidisciplinary Studies (a mix of subjects): This endorsement is a flexible option suitable for students with broad interests, and requires advanced courses from various subject areas that prepare a student for postsecondary education.

Endorsements help students take classes that match their interests and prepare them for college and career options. As part of the PGP process, school counselors will provide students & families more details of available classes under each endorsement to help them decide which endorsement option is best for the student.

## Endorsements

Please see your grade level counselor for endorsements on Waltrip campus and those offered at [Barbara Jordan Career Center](#).

**Students can choose from 5 endorsement areas**

Some programs require courses to be taken at Barbara Jordan Career Center (BJ)

- Science, Technology, Engineering and Mathematics (STEM)**
  - Career and Technical Education (CTE) courses related to STEM
  - Mathematics
  - Science
  - Combination of no more than two of the categories listed above
- Business and Industry (one of the following or a combination of areas)**
  - Architecture and Construction (BJ)
  - Hospitality and Tourism (BJ)
  - Information Technology (BJ)
  - Manufacturing (BJ)
  - Technology Applications (BJ)
  - Technology and Communications (BJ)
  - Business Management and Administration
  - Transportation or Distribution and Logistics (BJ)
  - English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook (BJ)
- Public Service (one of the following)**
  - Health Science
  - Health Science - Pharmacy & Health Informatics (BJ)
  - Junior Reserve Officer Training Corps (JROTC)
- Arts and Humanities (one of the following)**
  - 2 levels each in two languages other than English (LOTE)
  - 4 levels in the same LOTE
  - Courses from one or two areas (music, theater, art, dance) in fine arts
  - English electives not included in Business and Industry
  - Social Studies
- Multi-Disciplinary Studies (one of the following)**
  - 4 advanced courses from other endorsement areas
  - 4 credits in each foundation subject area, including English IV and chemistry and/or physics
  - 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

## Advanced Academics • Post-Secondary Opportunities

Advanced Placement (AP), Dual Credit (DC), and Dual Enrollment (DE), classes offer college and work preparation for students while they are still in high school. Students are encouraged to take advanced classes and exams in order to prepare for college and for possible college credit. Receiving college credit while still in high school can save thousands of dollars on college tuition and also enhance the likelihood of college success. Students should be independent learners as instruction is fast paced, in-depth, complex, and abstract. The expectations of these courses are based on higher rigor which include but not limited to work outside of class. These courses begin the students' college transcript.

	Advanced Placement	Dual Credit with Houston City College	Dual Enrollment with UT OnRamps
<b>Description</b>	Students take college-level courses that prepare them for the exam to earn college credit.	Students earn high school and college credit simultaneously by successfully completing Houston Community College (HCC) Courses.	Students earn high school credit while potentially earning college credit.
<b>Awarding of College Credit</b>	College credit is awarded by individual universities based on the score of the AP Exam taken at the end of the course. Number of credit hours varies based on the course and the exam score. Students take the AP exam at the end of their course to try to earn college credit.	High school and college credit is awarded when the student passes the course. Students can earn up to 4-college credit hours/course upon successful completion of course. College credit is earned upon successful completion of the course.	Students receive high school credit when they successfully complete the course. Students may elect to accept the 3 college credit hours if they qualify for and pass the college portion of the course. Students may accept college credit upon successful completion of the course.
<b>Instructor and Location</b>	High school teachers trained by the College Board in their content areas AP courses are taught in the high school.	Taught by college instructors and/or high school teachers who serve as adjunct HCC professors Dual Credit courses are taught at the high school, or at the HCC campus.	A high school instructor teaches the high school course, and a college instructor of record leads the distance college course. UT OnRamps Dual Enrollment course are taught on the high school campus.
<b>College Credit Acceptance</b>	Accepted throughout the nation but check with individual college/ university for their AP exam score acceptance policy. Public Texas universities are required to award credit.	Accepted at Texas public institutions. Check with the individual college/university for academic requirements.	Accepted at Texas public institution, and many private universities. Check with your individual college/university for academic requirements.
<b>Eligibility and Registration Process</b>	Any student with appropriate pre-requisites may take AP courses.	Students must meet College Readiness	Students must meet College Readiness
<b>Cost and Textbooks</b>	Textbooks and exams are provided by HISD.	Tuition fees and textbooks are paid by HISD.	Tuition fees and textbooks are paid by HISD.
<b>High School GPA Impact</b>	Classes are weighted.	Classes are weighted.	Classes are weighted.

## Post Secondary Opportunities - Advanced Placement

The Advanced Placement® Program (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. The AP Program develops college-level courses that high schools can choose to offer and corresponding AP Exams that are administered once a year.

- AP courses are available in seven subject categories.
- Each AP course is modeled on a comparable introductory college course in the subject. Learn how AP courses are developed.
- Each course culminates in a standardized college-level assessment, or AP Exam.
- AP Exams are given in May each year at testing locations all over the world.
- Schools must be authorized by the AP Course Audit to offer approved AP courses and use the “AP” designation.
- Benefits: Earn college credit and/or skip introductory courses in college. Most four-year colleges and universities in the United States as well as many institutions in more than 100 other countries grant students credit, placement, or both for qualifying AP Exam scores. For details on college acceptance visit: <https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

Reference: <https://apcentral.collegeboard.org/about-ap/ap-a-glance>

Advance Placement Courses Offered (full course description in course description section):

ARTS	MATH AND COMPUTER SCIENCE
AP Drawing	AP Calculus AB
AP CAPSTONE DIPLOMA PROGRAM	AP Precalculus
AP Research	AP Statistics
AP Seminar	Pre-AP Geometry with Statistics
ENGLISH	AP Calculus BC
AP English Language and Composition	SCIENCES
Pre-AP English 2	AP Environmental Science
AP English Literature and Composition	AP Chemistry
HISTORY AND SOCIAL SCIENCES	AP Biology
AP African American Studies	Pre-AP Chemistry
AP Psychology	WORLD LANGUAGES AND CULTURES
AP United States History	AP Spanish Language and Culture
AP Human Geography	
AP Macroeconomics	
AP United States Government and Politics	
AP World History: Modern	
Pre-AP World History and Geography	

## Post Secondary Opportunities - Dual Credit

Houston ISD offers eligible high school students the opportunity to earn both high school and college credit at the same time through Dual Credit courses in partnership with Houston City College (HCC) at no cost to families.

Some academic courses may require TSI assessment scores to ensure students are ready for college-level work.

CTE Dual Credit courses are limited to programs of study offered at each student's campus. A student may enroll in academic and/or technical courses for college credit before graduating from high school.

Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. There is no limit on the number of credits a student may earn in this manner. Students will apply and courses are taught through the Houston City College system.

Houston City College (HCC) provides high school students the opportunity to earn college credit and high school credit through concurrent enrollment with HCC while still in high school. Dual Credit classes are taught by educators who are expected to mirror the profile of a traditional college instructor (e.g., credentials, course rigor) and classroom (e.g., instructional materials/equipment).

Houston City College (HCC) dual credit students are expected to attend all classes regularly, as they are considered college students. Instructors monitor attendance daily, and students may be dropped from a course after accumulating excessive absences. A student may be dropped from a course after missing more than 12.5% of total class hours, including lectures and labs.

Dual Credit Courses Offered (full course description in course description section):

Core Subject Area - Courses - HCC	College Course Name
English 4	ENGL 1301 - Composition I
English 4	ENGL 1302 - Composition II
Elective - Humanities	HUMA 1301 - Humanities
Elective - Humanities	HUMA 1302 - Humanities
Fine Art - Art	ARTS 1311 - Design I (2-Dimensional Design)
Fine Art - Art	ARTS 1301 - Art Appreciation
Social Studies - Government	GOVT 2305 - Federal Government
Social Studies - Government	GOVT 2306 - Texas Government
Elective - College Transitions	EDUC 1300 - Learning Frameworks
Math - Math for Business & Social Sciences	MATH 1324 - Math for Business & Social Sciences
Elective - Speech	SPCH 1311 - Introduction to Speech Communication

**For more information on dual credit with HCC please visit:**

<https://www.hccs.edu/programs--courses/high-school-programs/dual-credit/>

## Post Secondary Opportunities - Dual Enrollment

Another option through which high school students can earn college credit is the OnRamps Dual Enrollment program through the University of Texas at Austin. OnRamps is an innovative Dual Enrollment program dedicated to preparing students for postsecondary success.

Dual Enrollment courses developed by the University of Texas at Austin. Students earn separate high school and college grades.

Dual Enrollment Courses align the academic and social expectations of high school to college is key for students' postsecondary readiness and success. OnRamps dual enrollment courses, which span Science, Technology, Mathematics, Arts, and the Humanities, are designed by University Faculty with just that in mind and prepare them to be successful at public higher education institutions across the state of Texas and beyond.

College credit is awarded by UT Austin and can transfer to other institutions.

- Each course is taught using a hybrid delivery.
- Students meet university-level college readiness standards and can earn UT Austin credit from a UT faculty member and high school credit from their local teacher.
- The high school grade includes all homework, projects, and tests assigned during the course.
- The college grade includes only those tests and projects included in the University's college course

Core Subject Area - Courses - OnRamps	College Course Name
Social Studies - Economics (semester course)	ECO 304K - ECON 2302 - Economics
Social Studies - US History (year long course)	HIS 315K - HIST 1301 - U.S. History
Science - College Physics I + Lab (year long course)	PHY 302K PHY 102M - PHYS 1301 PHYS 1101 - Physics
Science - College Biology (year long course)	BIO 311C BIO 106M - BIOL 1306 BIOL 1106 - Biology + Lab
Fine Art/CTE - Audio Video (year long course)	AET 304 - ARTS 1301 - Arts and Entertainment Technologies
Math - College Algebra (year long course)	M 301 - MATH 1314 - College Algebra

**For more information on dual enrollment with OnRamps please visit:**

<https://onramps.utexas.edu/>

## 42 Hour Core Block Opportunity at Waltrip High School

New this year to Waltrip, we are offering the opportunity for students to earn 42 Hours from a combination of postsecondary opportunities, to complete the core curriculum required of college freshman.

The Texas Higher Education Coordinating Board (THECB) is excited to introduce Texas Direct. Texas Direct provides seamless transfer degree pathways between two- and four-year institutions.

Students who complete the Texas Core Curriculum and Field of Study at any public two-year institution automatically qualify to receive an associate degree – the Texas Direct Transfer Degree. They are also qualified to transfer their courses as a block applied directly to their selected major. A combination of three post-secondary opportunities can complete the core 42-hour block. Transferred to HISD's partnering college; Houston City College.

Students who successfully completes the 42 semester credit hour core curriculum at a Texas public institution of higher education (Houston City College), that block of courses must be substituted in transfer to any other Texas public institution of higher education (U of H, Texas A&M, UT and more) for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take additional core curriculum courses at the receiving institution (TAC Title 19 Part I Chapter §4.28).

For more information <https://www.highered.texas.gov/texas-direct/>

Core Courses by Component Area	Waltrip Course Offerings for the 42 hr Core Curriculum Block		
	Dual Credit	Dual Enrollment	Advanced Placement
Communication (6 hours)	English 4A & 4B - 12 <sup>th</sup> ENGL 1301 & 1302		AP English Lang & Comp *Score 4 - 11 <sup>th</sup> ENGL 1301 AP English Literature & Comp *Score 4 - 12 <sup>th</sup> ENGL 1302
Mathematics (3 hours)	INSMTH-1324 DCH MATH 1324 Math for Business and Social 10 <sup>th</sup> – 12 <sup>th</sup>	Algebra 1 A & B / MTHH557A - 10 <sup>th</sup> – 12 <sup>th</sup> MATH 1314 College Algebra	AP Precalculus *Score 3 - 10 <sup>th</sup> -11 <sup>th</sup> MATH 2412   Precalculus AP Statistics *Score 3 MATH 1342   Statistics - 10 <sup>th</sup> – 12 <sup>th</sup> AP Calculus AB *Score 3 MATH 2413   Calculus I - 11 <sup>th</sup> – 12 <sup>th</sup>
Life and Physical Sciences (6 hours)		Physics IA&B/ PHYS A DCH OR - 11 <sup>th</sup> PHYS 1301 & PHYS 1101 Biology A & B/ SRD2 DCH OR BIO- 12 <sup>th</sup> BIO 1306 & BIOL 1106	AP Physics 1 *Score 3 - 11 <sup>th</sup> PHYS 1401   College Physics I AP Biology *Score 3 - 11 <sup>th</sup> – 12 <sup>th</sup> BIOL 1406 & 1407 General Biology I & II
Language, Philosophy & Culture (3 hours)	HUMANIT B DCH - 12 <sup>th</sup> HUMA 2323 *Prerequisite ENGL 1301		AP World History *Score 3 - 10 <sup>th</sup> HIST 2121 & 2322 World Civilizations I & II
Creative Arts (3 hours)	ART APP A DCH - 10 <sup>th</sup> – 11 <sup>th</sup> ARTS 1301 - Art Appreciation ART 1A-1311 DCH ARTS 1311 - Design I (2-Dimensional Design) - 10 <sup>th</sup> – 11 <sup>th</sup> HUMANIT A DCH ELAH546A HUMA 1301 - 12 <sup>th</sup>	AV PROD DCH OR - 10 <sup>th</sup> – 11 <sup>th</sup> Arts & Entertainment Technologies AET 304 = ARTS 1301	
American History (6 hours)		US History A & B/ USHIST A DCH OR - 11 <sup>th</sup> HIST 1301 & 1302	AP United States History *Score 4 - 11 <sup>th</sup> HIST 1301 & 1302   US History I & II AP African American Studies *Score 3 - 10 <sup>th</sup> – 12 <sup>th</sup> HIST 2381 & 2382   African American History I & II
Government/Political Science (6 hours)	US GOVT-DCH - 12 <sup>th</sup> GOVT 2305 - Federal Government SPTSS 1 – DCH- 12 <sup>th</sup> GOVT 2306 - Texas Government		AP US Government *Score 3 - 12 <sup>th</sup> GOVT 2305
Social & Behavioral Sciences (3 hours)		Eco/ ECON DCH OR - 12 <sup>th</sup> ECON 2302	AP Macroeconomics *Score 3 - 12 <sup>th</sup> ECON 2302   Principles of Microeconomics
Component Option (6 hours)	COLL TRAN A or B DCH - 10 <sup>th</sup> – 12 <sup>th</sup> EDUC 1300 INSMTH-1324 DCH 10 <sup>th</sup> – 12 <sup>th</sup> MATH 1324 Math for Business and Social COMM APPS – DCH 10 <sup>th</sup> – 12 <sup>th</sup> SPCH 1311 - Introduction to Speech Communication		AP Calculus BC *Score 4 - 11 <sup>th</sup> – 12 <sup>th</sup> MATH 2413 & 2414   Calculus I & II AP Spanish Language & Culture *Score 3 - 11 <sup>th</sup> – 12 <sup>th</sup> SPAN 1411 & 1412   Beginning Spanish I & II

Offerings are subject to change as new information and updates become available.

## Montessori Learning at Waltrip

Our two-year Montessori high school program reimagines what advanced learning can look like in a public Texas high school. Designed for 9th and 10th grade students, it blends rigorous, advanced-level English and Social Studies with the Montessori philosophy of independence, purpose, and real-world connection.

Students don't just study literature and history—they engage deeply with big ideas, lead seminars, conduct original research, and connect their learning to contemporary issues. Through interdisciplinary projects and student-driven inquiry, they build critical thinking, communication, and leadership skills that prepare them for college and beyond.

This program offers the best of both worlds: the academic challenge families expect from advanced courses, and the autonomy, creativity, and relevance that Montessori education is known for—empowering students to take ownership of their learning and graduate as thoughtful, capable citizens.

To qualify for the high school Montessori program, all students must have documented experience in a Montessori program during their elementary or middle school years. Montessori students will be cohorted with their peers and scheduled into Montessori English I and II advanced level courses, as well as Montessori World Geography and World History. Students will have their choice of course level for math and science courses. All Montessori students will also meet regularly as a program for enrichment and connect as a group.

## Other Learning Opportunities: Original Credit and Credit Recovery

We understand that students occasionally need opportunities to earn credit outside of the traditional classroom. Original and credit recovery options available to HISD students are described below:

### Credit by Examination (CBE)

Credit by exam gives students the chance to show what they already know by taking a test. The district covers the cost of CBE tests during the designated windows, if a student needs an exam outside of the window, parents will be responsible for the cost. CBEs are offered four times during each school year, students may attempt a subject no more than twice. ***Please grade level counselor for registration information.*** For more information on CBEs: <https://www.houstonisd.org/schools-academics/academics/student-assessment-2/cbe>

### Credit Recovery

Students who have failed classes needed for graduation have several options to recover the lost credits. Students have the option of retaking failed courses during the regular school day if sufficient room exists in their schedule. Students should work with the counselor to determine if this option is feasible. Online Learning: students in grades 9-12 are eligible to earn and/or recover credit by taking courses through our Online Learning Program, Edgenuity.

## Testing Information

### STAAR End-of-Course (EOC) Assessments

EOC assessments are required for graduation in the following courses: English I, English II, Algebra I, Biology, and U.S. History. These assessments are taken in the spring semester of the year the course is first taken. If unsuccessful, students have additional opportunities to pass.

### Armed Services Vocational Aptitude Battery Test

Students in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test at their campus and consult with a military recruiter. Please contact your campus counselor for schedule and information about this opportunity.

### College Pathway/Entrance/Placement Exams

#### Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT (known as the PSAT) is scheduled in October. It is administered at no charge to freshmen, sophomores, and juniors during the school day.

#### SAT Reasoning Test (College Entrance Exam)

The SAT is one of two college entrance exams required by most colleges and universities. The SAT tests verbal and mathematics reasoning skills and writing ability. Scores range from 200 to 800 on each section. A score of 500 on each section is generally in the top 50%. The SAT is given on Saturdays approximately 7 times a year. Registration with the College Board is required approximately six weeks in advance.

<http://www.collegeboard.com/student/testing/sat/reg.html>

#### Advanced Placement (AP) Exams

The College Board AP exams are given once a year, in May, during the school day. Each exam covers college level content in a specific course. The tests consist of both multiple choice open-ended and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or better. Registration takes place in the fall (late

September through early November) through the College Board AP Classroom student platform. Questions about registration can be directed to the campus Advanced Placement Coordinator.

### **Texas Success Initiative Assessment (TSIA2) Placement Testing**

The State of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking any courses that count towards a college degree. Students may be exempt from TSIA2 with specified scores on the SAT, ACT, or PSAT. Students are encouraged to check with the state college/university for specific placement testing requirements. Meeting TSIA2 standards is also required before taking any dual credit classes.

### **TELPAS/TELPAS ALT**

The Texas Education Agency (TEA) designed the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate to assess the progress that emergent bilingual (EB) students make in learning the English language.

For practice tests, visit <https://www.texasassessment.gov/practice-tests.html>.

For test score release dates and to view scores, visit <https://www.texasassessment.gov/families.html>.

**For More Information visit HISD testing site:**

<https://www.houstonisd.org/schools-academics/academics/student-assessment-2>

## Course Descriptions

This section of the course catalog outlines offerings, credits, prerequisites and some basic information on each course. Course offerings are subject to change each year. A variety of courses will be offered to provide students with choices to meet graduation requirements. Each campus will provide students and parents a list of courses available for students to select during the course selection process. If a course is unable to be offered, the campus will notify students and parents.

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

## ENGLISH

### English I \*

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

**Grade(s):** 9      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### Pre-AP English I \*

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

**Grade(s):** 9      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### English II \*

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English I

### **Pre-AP English II \***

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English I

### **English III**

Students practice all forms of writing in this course. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English II

### **AP English Language and Composition**

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

**Grade(s):** 10 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Pre-AP English II

### **English IV**

Students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

**Grade(s):** 11- 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English III

### **AP English Literature and Composition**

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

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English III

**English IV - Dual Credit ENGL 1301**

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

**Grade(s):** 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English III and a satisfactory EOC or TSIA2 score.

**English IV - Dual Credit ENGL 1302**

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English III and a satisfactory EOC score or completion of English 1301.

**College Transition - Dual Credit EDUC 1301**

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

**Grade(s):** 9-12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

**College Transition (One Goal Year 1)**

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

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**College Readiness and Study Skills (One Goal Year 2)**

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

**Grade(s):** 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** College Transition

**Communication Applications/Professional Communications - Dual Credit SPCH 1311 - Introduction to Speech Communication**

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

**Grade(s):** 10-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Humanities - Dual Credit HUMA 1301 & & HUMA 2323**

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

**Grade(s):** 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** ENGL 1301

**Reading I and II**

Offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional level and independent-level texts that cross the content areas. \*This course is assigned by counselors based on data. Counselors will communicate with student/ parent/guardian if this course is needed.

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

# MATHEMATICS

## **Algebra I \***

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2  
**Prerequisite:** None

## **Pre-AP Algebra I \***

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2  
**Prerequisite:** None

## **Geometry**

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

**Grade(s):** 9-11      **Credits:** 1      **Semesters:** 2  
**Prerequisite:** Algebra I

## **Pre-AP Geometry**

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

**Grade(s):** 9-11      **Credits:** 1      **Semesters:** 2  
**Prerequisite:** Algebra I

## **Algebra II**

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2  
**Prerequisite:** Algebra I

## **Pre-AP Algebra II**

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2  
**Prerequisite:** Algebra I

### **College Algebra - Dual Enrollment UT OnRamps - MATH 1314**

The OnRamps College Algebra course is uniquely designed to encourage students to ask questions, collaborate with peers, and learn to persist through challenges as they explore function families: linear, absolute value, quadratic, polynomial, radical, rational, exponential and logarithmic. This course builds a firm foundation for future college-level mathematics courses. Students go beyond memorizing formulas to understand the “why” behind them and work together to apply previously learned concepts to make new discoveries and connections.

**Grade(s):** 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I, Algebra II

### **AP Pre Calculus**

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students are expected to have a good working knowledge of a graphics calculator.

**Grade(s):** 10 -12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I, Geometry, and Algebra II

### **AP Calculus BC**

Calculus BC is an advance placement course in mathematics consisting of a full academic year of work in expanding from Calculus AB as prescribed by the College Board Advance Placement Program. AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. AP Calculus BC helps you prepare further study in mathematics and other disciplines, such as engineering, computer science, or economics.

**Grade(s):** 10 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Precalculus

### **AP Statistics**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students are expected to have a good working knowledge of a graphics calculator.

**Grade(s):** 10 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Geometry and Algebra II

### **Algebraic Reasoning**

Algebraic Reasoning is one-credit Texas high school math course, designed for students who have passed Algebra I, focusing on strengthening mathematical processes, numerical patterns, and functional relationships.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I

## SCIENCE

### Biology

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### Pre-AP Biology \*

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### Intergraded Physics and Chemistry

Integrated Physics and Chemistry (IPC) is a high school course where students conduct field and laboratory investigations to explore force, motion, energy, and matter. It emphasizes scientific inquiry, engineering practices, and critical thinking to solve real-world problems.

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### Chemistry or Pre-AP Chemistry

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Biology

### Physics

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

**Grade(s):** 10 -11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I is suggested

### **AP Physics 1: Algebra-Based**

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

**Grade(s):** 10 - 11    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Algebra I, Geometry and concurrently taking Algebra II

### **Physics I + Lab • Dual Enrollment UT OnRamps PHYS 1301, PHYS 110**

This algebra-based (non-calculus) course in mechanics fulfills a general physics requirement and lays important conceptual groundwork for STEM majors.

Students study topics such as Newtonian mechanics (motion, force, energy and rotation), solid and fluid mechanics, oscillations, waves, sound and heat. The lab component provides hands-on investigations to connect these concepts with real-world experience.

**Grade(s):** 11    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Algebra I and either Geometry or Algebra II required; concurrent enrollment of Precalculus recommended

### **Anatomy and Physiology**

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

**Grade(s):** 9-10    **Credits:** 1    **Semesters:** 2

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

### **Forensic Science**

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

**Grade(s):** 9-10    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Biology and Chemistry

### **Biology I + Lab • Dual Enrollment • UT OnRamps BIOL 1306, BIOL 1106**

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

**Grade(s):** 12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Biology and Chemistry

**AP Biology**

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Biology and Chemistry

**Environmental Systems**

In this course, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; the relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

**Grade(s):** 11 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**AP Environmental Science**

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

**Grade(s):** 10 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I, Biology, and Chemistry

## SOCIAL STUDIES

### World Geography Studies

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### World History Studies

A survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### AP Human Geography

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**AP World History**

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

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**United States History Studies Since 1877\***

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

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**AP United States History\***

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

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**U.S. History • Dual Enrollment • UT OnRamps HIST 1301, HIST 1302**

In these two sequential courses, students explore the scope and depth of the American experience. The fall semester covers America's colonial beginnings through the Civil War. The spring semester explores 1865 through the beginning of the 21st century. Working with primary source evidence to draw their own conclusions, students construct historical arguments, analysis and interpretations of the past — and have an opportunity to discover their own passions about history.

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** English I and English II

### **United States Government**

This course focuses on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **AP U.S. Government and Politics**

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

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **Economics with Emphasis on the Free Enterprise System and Its Benefits**

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

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **AP Macroeconomics**

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

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **Economics • Dual Enrollment • UT OnRamps ECON 2302**

This single-semester course is available in fall or spring. It introduces the principles, models and conditions that influence our economy and explores how consumers, businesses and governments make and evaluate economic decisions. In addition to studying core concepts like scarcity, opportunity costs, supply and demand, market structures, competition and behavioral economics, students also learn about economics in business, entrepreneurship and their own personal lives.

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **Government • Dual Credit HCC GOVT 2305**

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.

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** ENGL 1301

### **Government • Dual Credit HCC GOVT 2306**

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

**Grade(s):** 12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** ENGL 1301

### **Psychology**

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

**Grade(s):** 11-12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **AP Psychology**

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

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **Sociology**

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

**Grade(s):** 11-12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

**Personal Financial Literacy**

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

**Grade(s):** 9-12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

**Ethnic Studies: Mexican American Studies (An elective)**

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

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Ethnic Studies: AP African American Studies**

Students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. An advanced placement course in social studies consisting of a full academic year of work as prescribed by the College Board Advanced Placement Program

**Grade(s):** 10 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

## LANGUAGES OTHER THAN ENGLISH

### **French I / French II Spanish I / Spanish II**

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

**Grade(s):** 9 - 10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **French III Honors**

This course is open to students who have successfully completed their second year of French. Students will continue to practice the four communication skills: speaking, listening, reading, and writing. Students will also concentrate on more advanced grammar concepts, verb tenses, and vocabulary. Additionally, you will study the culture of France.

**Grade(s):** 10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **Spanish III Honors**

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

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **AP Spanish Language and Culture**

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

**Grade(s):** 11 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

## FINE ARTS - PERFORMING ARTS

### **Dance Performance Ensemble I – IV (Dance Team)**

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

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Try our and Instructor Approval

### **Dance I – IV**

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

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **MARCHING BAND**

The Marching Band is a musical marching unit that meets during the first semester. The ensemble comprises woodwinds, brass, percussion, and a color guard. Membership requires total dedication and maximum effort in all aspects of marching, playing, rehearsal, and performance. Membership in the marching band requires strenuous physical exercise and the ability to play the difficult literature encountered in the activity. All students enrolled in the band program are required to march, including those eligible to audition for the color guard. The Marching Band performances include football games, marching competitions, parades, and special performances. Extra rehearsals will be held outside of class time, including evening rehearsals, morning rehearsals, and sectionals. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **Band I, Ensemble I and Choir I**

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

**Grade(s):** 9      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **Band II, Ensemble II and Choir II**

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

**Grade(s):** 10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Band I, Ensemble I and Choir I

### **Band III, Ensemble III and Choir III**

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

**Grade(s):** 11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Band II, Ensemble II and Choir II

### **Band IV, Ensemble IV and Choir IV**

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

**Grade(s):** 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Band III, Ensemble III and Choir III

### **WIND ENSEMBLE:**

The Wind Ensemble is the primary performing organization in the instrumental music department during the winter and spring. Membership is by audition and/or placement at the discretion of the band director. The Wind Ensemble is comprised of students with the performing ability necessary to play up to Grade V literature or higher. Wind Ensemble must audition for All-Region and All-City Band. Extra rehearsals will be held outside of class time, including evening rehearsals, morning rehearsals, and sectionals. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **SYMPHONIC BAND:**

The Symphonic Band is comprised of students with the performing ability necessary to perform Grade III music. Membership is by audition only and/or placement at the discretion of the band director. Auditioning for All-City is highly recommended. All-Region auditions are optional. Extra rehearsals will be held outside of class time, including evening rehearsals, morning rehearsals, and sectionals. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

## **CONCERT BAND**

The Concert Band is comprised of students with little to no prior experience. The purpose of this ensemble is to build individual musicianship, while also developing ensemble skills. Membership is by audition only and/or placement at the discretion of the band director. Auditioning for All-City is highly recommended. All Region auditions are optional. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9 - 10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

## **JAZZ BAND**

Students may elect to audition for Jazz band. The premier group in the jazz program is the Jazz@1900 Big Band. This group is comprised of students auditioned by the band director. The other jazz groups are strictly on a volunteer basis and rehearse before, during, and after school. The jazz band plays for community events and performs throughout the year. Big Horns is a newly formed group with members appointed by the band director. This class is designed to help lay a strong foundation in tone, intonation, rhythm, tempo, dynamics, articulation, harmony, phrasing, style, improvisation, jazz music theory, and history.

Extra rehearsals will be held outside of class time, including evening rehearsals, morning rehearsals, and sectionals. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

## **COLORGUARD**

The Color Guard class is designed to provide students with an outlet for musical expression and performance through flag, rifle, saber, and dance to many different types of music genres. All members of the class must participate in the Fall Marching Band. Marching band participation includes marching training, rehearsals throughout the summer, summer band camp, outside-of-the-school day rehearsals, and performances throughout the fall semester. The Colorguard is a part of the Waltrip Marching Band. The Colorguard performs at all varsity football games and community events and competes in marching contests. All students enrolled in the colorguard class during the spring semester must participate in "Winterguard" according to their proficiency as determined by audition and instructor placement. Extra rehearsals will be held outside of class time, including evening rehearsals, morning rehearsals, and sectionals. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9 - 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

## **MARIACHI ENSEMBLE**

Introducing our Mariachi Ensemble, a performing group new to the Waltrip scene in 2023. Our mission is to bring the unique and exciting sounds of mariachi music to your community events and celebrations. Our talented, young musicians will bring the energy and spirit of Mexican culture to every show. Students will learn performance practices and playing techniques and apply them to performance repertoire appropriate for this group. Instrumentation for this ensemble includes, but is not limited to, violin, guitarron, vihuela, trumpet, acoustic guitar, and voice. We invite you to join us for a one-of-a-kind performance that is sure to get your toes tapping and your heart singing. Extra rehearsals will be held outside of class time, including evening rehearsals, morning rehearsals, and sectionals. All rehearsals and performances are part of the student's grade.

**Grade(s):** 9- 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **Theatre Arts I**

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

**Grade(s):** 9 - 10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

### **Theatre Arts II**

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

**Grade(s):** 10 -11      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Theatre I

### **Theatre Arts III**

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

**Grade(s):** 11 -12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Theatre Arts II

### **Theatre Arts IV**

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

**Grade(s):** 12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Theatre II, Theatre III

### **Technical Theatre I**

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

**Grade(s):** 9 - 10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Instructor Approval

### **Technical Theatre II**

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

**Grade(s):** 10 - 11    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Instructor approval and Theatre I

### **Technical Theatre III**

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

**Grade(s):** 11 - 12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Instructor approval and Theatre II

### **Technical Theatre IV**

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

**Grade(s):** 12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Theatre II, Theatre III

### **Production Theatre**

Theatre Production students use learned skills to produce works of Theatre as actors or technicians.

**Grade(s):** 9    **Credits:** 1    **Semesters:** 2

**Prerequisite:** None

### **Theatre Production I**

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

**Grade(s):** 9 – 10    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Audition or Instructor Approval

### **Theatre Production II**

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

**Grade(s):** 10 - 11    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Audition or Instructor Approval, and Production I

### **Theatre Production III**

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

**Grade(s):** 11 - 12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Audition or Instructor Approval, and Production II

### **Theatre Production IV**

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

**Grade(s):** 12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Audition or Instructor Approval, and Production III

## **FINE ARTS - VISUAL ARTS**

### **Art I**

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

**Grade(s):** 9 -12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** None

### **Art II: Painting**

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

**Grade(s):** 10    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Art I

### **Art III and IV: Painting**

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

**Grade(s):** 11 -12    **Credits:** 1    **Semesters:** 2

**Prerequisite:** Art II Painting

### **Art II, III and IV: Ceramics**

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

**Grade(s):** 10 - 12    **Credits:** 1    **Semesters:** 2

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

**Art • Dual Credit ARTS 1311 - Design I (2-Dimensional Design)**

An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design. This beginning studio course explores the fundamentals of two-dimensional design: line, shape, texture, value, color and composition. A variety of media will be used.

It explores the fundamentals of two-dimensional design including line, shape, texture, color, value and composition. A variety of media will be used. Recommended but not required as a first studio course.

**Grade(s):** 10 -12    **Credits:** .5    **Semesters:** 1

**Prerequisite:** Instructor Approval.

**Art • Dual Credit ARTS 1301 - Art Appreciation**

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. This introduction to the visual arts is a global investigation of artistic styles, methods of artistic production and media. Various works will be analyzed and defined in relation to the formal elements and the principles of design. Universal themes are studied within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts.

Students will also develop critical thinking and observational skills through the creation of hands-on art projects. This course satisfies the creative arts or component area option of the HCC core.

**Grade(s):** 10-12    **Credits:** .5    **Semesters:** 1

**Prerequisite:** None

## JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

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

### JROTC I

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

**Grade(s): 9                      Credits: 1                      Semesters: 2**

**Prerequisite:** None

### JROTC II

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

**Grade(s): 10                      Credits: 1                      Semesters: 2**

**Prerequisite:** Army JROTC I

### JROTC III

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

**Grade(s): 11                      Credits: 1                      Semesters: 2**

**Prerequisite:** Army JROTC II

### JROTC IV

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

**Grade(s): 12                      Credits: 1                      Semesters: 2**

**Prerequisite:** Army JROTC III

## HEALTH FITNESS AND ATHLETICS

### **Lifetime Fitness & Wellness Pursuits Foundations of Personal Fitness A or B**

Description Lifetime Fitness and Wellness Pursuits course offers exposure to relevant approaches for the foundation of healthy living, personal fitness and lifetime wellness strategies. Students will acquire the knowledge and skills to show an assessed level of learning for application of these concepts to continue beyond High School. Students will exhibit an understanding of differentiated programs, competencies.

**Grade(s):** 9-12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **Lifetime Recreation and Outdoor Pursuits A or B**

Description Students enrolled in adventure outdoor education Lifetime Recreation and Outdoor Pursuits are expected to develop competency in multiple life-long recreational and outdoor education activities pursuits that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for and connections to nature and the environment and that can be enjoyed for a lifetime.

**Grade(s):** 9-12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **Skill-Based Lifetime Activity A or B**

Description Physical Education: Skill-Based Lifetime Activities will teach basic skills, enhance knowledge about sports, exercise, and other forms of physical activity to develop immediate and lifelong benefits and enjoyment of regular physical activity across the lifespan.

**Grade(s):** 9 -12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

### **Health Education**

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

**Grade(s):** 9 -12      **Credits:** .5      **Semesters:** 1

**Prerequisite:** None

## ATHLETICS

Students are expected to participate in the varsity level sport to be allowed in the athletic period. (EX: If you are in the football athletic period, it is expected that you play football! Year-long sports specific development, weight room and speed training and video study. Students must complete an annual sports physical. Head coach signature is required (must have an updated physical dated after May 19, 2026 to participate).

1. Football
2. Boys' and Girls' Basketball
3. Baseball
4. Softball
5. Boys' and Girls' Soccer
6. Volleyball
7. Tennis
8. Golf
9. Swimming
10. Boys' and Girls' Track and Field
11. Boy's and Girl's Cross Country Running

**Grade(s):** 9 -12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Try out and Coaches Approval

## CAREER & TECHNICAL EDUCATION

### Business, Marketing and Finance Career Cluster

*In Conjunction with 3DE*

*Dual Credit Pathway ▪ Pending District Approval*

**Endorsement:** Business and Industry

**Statewide Program of Study:** Entrepreneurship

**Industry Certification (s):** Entrepreneurship and Small Business

#### **Principles of Business, Marketing, and Finance**

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

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

#### **Entrepreneurship 1**

This course is designed to provide a foundation to plan, design, and start a profitable business venture. Students in Entrepreneurship will learn how to analyze the competition in order to develop a comprehensive business plan, as well as, determine the market potential for a new business idea. Membership in, DECA, the national organization for marketing students, is encouraged. This is the companion course to Business Law and it is recommended that both courses be taken in the same year.

**Grade(s):** 10-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Principles of Business, Marketing, and Finance (Recommended)

#### **Entrepreneurship 2**

Entrepreneurship 2 is an advanced course designed to provide students with the knowledge and skills necessary to succeed as entrepreneurs in an innovative marketplace. Building on the foundations of entrepreneurship, this course guides students through the process of taking a business idea from concept to implementation. Students will learn how to develop comprehensive business plans, conduct market research, and strategize for business growth and sustainability. Emphasis is placed on real-world application, with opportunities for students to collaborate closely with teachers, local industry leaders, and community members. By the end of the course, students will have the tools and confidence to launch and operate their own businesses, preparing them for success in a free enterprise system..

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Entrepreneurship 1

#### **Practicum of Entrepreneurship**

This course applies classroom learning and experiences to real-world business problems and opportunities, while expanding skill sets and professional relationships as a real or simulated business owner. Students will prepare for an entrepreneurial career and implement personal and interpersonal skills to strengthen individual performance in the workplace and society.

**Grade(s):** 11-12      **Credits:** 2      **Semesters:** 2

**Prerequisite:** Principles of Business, Marketing, and Finance (Recommended) Entrepreneurship (Recommended)

## CAREER & TECHNICAL EDUCATION



At S. P. Waltrip High School in Houston ISD, 3DE is embedded within the CTE Entrepreneurship pathway as a four-year sequence spanning 9th through 12th grade. Rather than operating as a standalone offering, 3DE lives inside the existing CTE course structure — enriching each course with real-world case challenges, industry partner engagements, and experiential learning that builds year over year.

### 9th Grade • Principles of Business, Marketing, and Finance

Students are introduced to the 3DE model through foundational case challenges developed with industry partners. They begin building their professional identity while exploring entrepreneurial thinking and business fundamentals.

### 10th Grade • Entrepreneurship I

Students apply business concepts through applied case challenges, focusing on business planning, feasibility research, and presenting solutions to industry panels.

### 11th Grade • Entrepreneurship II

Students take on more complex, industry-driven challenges involving market research, minimum viable product development, and full business plan presentations in collaboration with Houston-area companies.

### 12th Grade • Practicum in Entrepreneurship

Senior students engage in a consultancy model by partnering with a real business or organization to identify a challenge and present actionable recommendations. This is the culminating experience of the 3DE pathway.

Across all four years, students have the opportunity to engage with industry partners, participate in field experiences, and grow through the 3DE Ambassador Program (a student leadership tier that develops peer facilitators and campus culture-builders).

## CAREER & TECHNICAL EDUCATION

### Engineering Career Cluster

*Dual Credit Pathway • Pending District Approval*

**Endorsement:** STEM

**Statewide Program of Study:** Engineering Foundations

**Industry Certification (s):** Autodesk Certified User AutoCAD, Certified SOLIDWORKS Associate (CSWA) - Academic

#### **Principles of Applied Engineering**

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

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

#### **Manufacturing Engineering Technology I**

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

**Grade(s):** 10-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I

#### **Engineering Design and Presentation**

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

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Algebra I and at least one credit in a course from the Engineering career cluster

#### **Practicum in Engineering**

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

**Grade(s):** 11-12      **Credits:** 2      **Semesters:** 2

**Prerequisite:** Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster

## CAREER & TECHNICAL EDUCATION

### Health Science Career Cluster

*Dual Credit Pathway Option ▪ Must meet College Requirements for Dual Credit Option*

**Endorsement:** Public Services Endorsement

**Statewide Program of Study:** Diagnostic and Therapeutic Services

**Industry Certification (s):** Medical Assistant

#### **Principles of Health Science**

This course gives an overview of the health care industry. Topics include health careers, medical ethics, therapeutic communication, medical terminology, abbreviations, emergency care, nutrition, anatomy and physiology, and disease processes.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

#### **Medical Terminology**

This course introduces students to medical terminology used in the health care industry. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in the medical field. Students are encouraged to join HOSA (Health Occupations Students of America).

**Grade(s):** 10-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

#### **Health Science Theory**

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experience for continued knowledge and skill development. This students in this course do not participate in clinical rotations with local hospitals.

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** One credit in biology and at least one credit in a course from the Health Science career cluster, Medical Terminology

#### **Medical Assistant**

This course applies classroom learning and experiences to real-world business problems and opportunities, while expanding skill sets and professional relationships as a real or simulated business owner. Students will prepare for an entrepreneurial career and implement personal and interpersonal skills to strengthen individual performance in the workplace and society.

**Grade(s):** 11-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** Anatomy and Physiology, Medical Terminology

Houston City College | Houston Independent School District

Level I Certificate - Medical Scribe Crosswalk

HISD Program of Study - Diagnostic and Therapeutic Services

Year	Semester	PEIMS Course #	High School Course Name	Level	High School Credits	College Course Number	College Course Name	College Credits	Contact Hours
9th	Spring	13020200	Principles of Health Science B	1	0.5	HPRS 1201	Introduction to Health Professions	2	32
10th	Fall	13020300	Medical Terminology A	2	0.5	MDCA 1313	Medical Terminology	3	48
10th	Spring	13020300	Medical Terminology B	2	0.5	MDCA 1343	Medical Insurance	3	48
10th	Fall	13011400	Foundations of Business Communication and Technologies A	1	0.5	ITSC 1309	Integrated Software Applications I	3	48
10th	Spring	13011401	Foundations of Business Communication and Technologies B	1	0.5	MDCA 1372	Electronic Medical Record Documentation for Scribes	3	48
11th	Fall	N1302121	Clinical Ethics A	3	1	HPRS 1304	Basic Health Profession Skills	3	80
11th	Spring	N1302121	Clinical Ethics B	3	1	MDCA 1205	Medical Law and Ethics	2	32
12th	Fall	13020500	Practicum in Health Science A	4	1	MDCA 1409	Anatomy and Physiology for Medical Assistants	4	64
12th	Spring	13020500	Practicum in Health Science B	4	1	MDCA 1265	Practicum (or Field Experience) Medical/Clinical Assistant	2	224
<b>Total</b>			<b>High School Credits</b>		<b>6.5</b>		<b>College Credit Hours</b>	<b>25</b>	

## **CAREER & TECHNICAL EDUCATION**

### **Programs are offered at Barbara Jordan Career Center (BJCC)**

Barbara Jordan Career Center (BJCC) is Houston ISD's premier hub for Career and Technical Education, offering students access to cutting-edge programs that lead to high-demand, living-wage careers. As the district expands its CTE offerings, BJCC is growing into a modern center for innovation where students can explore their passions, gain real-world experience, and build the skills that open doors to college, careers, and financial independence.

BJCC is undergoing a multi-year expansion that will transform the center into a state-of-the-art learning environment featuring redesigned instructional spaces, advanced manufacturing and robotics labs, an outdoor drone area, and specialized equipment that mirrors today's fastest-growing industries. These upgrades allow students to train on tools and technologies typically found only in professional settings.

Programs of study include high-demand fields such as cybersecurity, health sciences, culinary arts, teaching, automotive technology, construction, electrical, HVAC, plumbing, welding, and more—each selected because they lead to strong career opportunities and living-wage jobs.

#### **Logistics and Transportation to BJCC**

Core courses are taken at Waltrip and students are transported to BJCC for the CTE course during the school day.

#### **For More Information please visit:**

<https://www.houstonisd.org/p/~board/district-news/post/hisd-expanding-access-to-16-high-demand-career-programs-through-barbara-jordan-career-center>

### **BJCC Programs**

#### **Automotive (DC)**

The Automotive Technology Program provides training and experience in the principles of automotive diagnosis and repair. Areas of study include: braking systems, steering and suspension systems, all-wheel alignment, engine overhaul, and basic electricity, including starting and charging systems. Advanced students use computerized test equipment to diagnose charging, ignition, fuel injection, and computerized engine control systems. Students will learn both basic and advanced technical skills and essential worker traits to secure and retain employment in the automotive and related fields. During the year, students participate in community service activities for school and community groups. The automotive technology program is a certified course recognized for its excellence and students earn dual-credit hours through a local community college.

**Grade(s):** 9-10      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** ASE Student - Maintenance and Light Repair, ASE Student – Electrical, ASE Student – Brakes ASE Student - Steering and Suspension

#### **Courses:**

9th grade - Automotive Basics DCH

10th grade - Automotive Basics DCH

11th grade - Automotive Basics DCH (Fall), Energy and Power of Transportation Systems DCH (Spring)

12th grade - Automotive Technology IA DCH (Fall), Automotive Technology IB DCH (Spring)

All Students in this Pathway are Required to Apply to HCC

## **Construction Technology**

The Construction Technology Program provides training and experience in the principles of safety, appropriate tools, and techniques required for entry level in the construction field. Students gain experience following the National Center for Construction Education Research (NCCER) Core curriculum and applying their learning to hands-on experience in the lab. Students will visit job sites and interact with business partners as well. Students are also exposed to blueprint reading and computer-aided design (CAD) software. There are many available opportunities in the Houston area for careers in the construction industry. Many students in this pathway also participate in Skills USA, a student career and technical organization.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** NCCER Core

**Courses:**

9th grade - Principles of Construction

10th grade - Principles of Construction, Principles of Architecture

12th grade - Mill and Cabinet Making Tech A, Mill and Cabinet Making Tech B

## **Culinary Arts**

The Culinary Arts program prepares students for a career in cooking, baking, catering, customer service, and/or restaurant management. In this program students are exposed to a variety of Culinary Arts industry career paths that best fits the student's S.I.P.'s (Strengths, Interest, Passions). Our career pathway prepares students to step into the work-force or pursue their passion for cooking beyond high school by attending a culinary school or program offered by a 2-or-4 year college. Common topics covered in culinary schools/programs include baking, catering, desserts, handling and choosing fresh meats and vegetables, ethnic cuisines, knife skills, food safety and sanitation, and restaurant management. A graduate of a cooking school/program is expected to be able to perform in a professional kitchen successfully, and many cooking schools/programs offer chef placement services to assist their graduates. Culinary careers can follow many paths. About 60% of all culinary workers find jobs in restaurants and eating and drinking establishments. Approximately 20% work in cafeterias inside hospitals, corporations, nursing homes, and universities. The remainder work in hotels, grocery stores, or other locations. Students will explore career avenues, choices, and educational requirements required to achieve their individual career success.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** ServSafe Manager

**Courses:**

9th grade - Principles of Hospitality DCH

10th grade - Principles of Hospitality DCH

11th grade - Principles of Hospitality DCH, Foundations of Restaurant Management DCH

12th grade - Culinary Arts A and B

All 9th - 11th Grade Students in this Pathway are Required to Apply to HCC

## **Cybersecurity**

In the fall of 2025, we will be offering a Cybersecurity pathway. This pathway begins in 9th grade and culminates with an opportunity to earn a certificate in via CompTia, offering students a unique opportunity to gain practical skills and knowledge in the field of network security. Throughout their coursework, students engage in hands-on activities, learning about network design, implementation, and troubleshooting. They also explore topics such as network security, wireless networking, and cloud computing. By the end of the program, students are well-prepared to take the appropriate certification exam, which validates their expertise and opens doors to various career opportunities in Cybersecurity. This program not only equips students with valuable technical skills but also enhances their problem-solving abilities and prepares them for further education or entry-level positions in the tech industry.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** CompTia

### **Courses:**

9th Grade - Fund of Comp Science DCH

10th Grade - Fund of Comp Science DCH, Internetworking Tech DCH

All Students in this Pathway are Required to Apply to HCC

## **Education and Training**

Childcare and Education are two of the largest areas of growth for prospective employment in Texas over the next decade. It is predicted that Texas will need more than 130,000 new teachers by 2030 due to retirements and growth. In this program, students will learn about the process of becoming certified as a Child Development Associate, essentially learning how to teach and support the growth of preschool-age children. Additionally, through coursework, students who turn 18 by August following graduation will also be eligible for assistance to apply for the Educational Aide I certificate through the Texas Education Agency, setting them on a path to continue their education while working in educational settings..

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** Educational Aide I

### **Courses:**

9th grade - Principles of Education and Training

10th grade - Principles of Education and Training

11th grade - Principles of Education and Training, Child Development

12th grade - Instructional Practices A and B

## **Electrical Technology**

This is an online, distance learning pathway. Students will use VR headsets and an online curriculum to learn principles of electrical technology. Students can apply to TDLR to begin accumulating hours for the journeyman electrician credential. Upon successful completion of this program, students will be eligible to be hired by our business partner (or assisted to be hired by another company) to continue training in the electrical field..

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** Trio Pre-Apprentice Certificate

### **Courses:**

9th grade - Principles of Construction

10th grade - Principles of Construction, Electrical Tech I

11th grade - Principles of Construction, Electrical Tech I

12th grade - Electrical Tech II A and B

## **Health Science**

The Health Science Program teaches students the terminology used in the medical field and students gain exposure to the health care system. Careers in health professions are growing rapidly and look to only be more numerous during the next decade. Students learn the history of medicine, safe practices used by medical professionals, communications skills, ethics, and leadership. Students are provided with classroom, laboratory, online, and practicum experiences to learn to work in various health care settings. Students also have the opportunity to participate in Career and Technical Student Organizations, such as Skills USA, to compete for local, state, and national awards.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** Certified Clinical Medical Assistant

### **Courses:**

9th grade - Principles of Health Science

10th grade - Principles of Health Science, Medical Terminology

11th grade - Medical Terminology, Anatomy and Physiology

12th grade - Practicum in Health Science A and B

## **Heating, Air Conditioning, and Ventilation (HVAC)**

We are excited to announce the launch of our new HVAC program, designed to follow the Texas Career and Technical Education (CTE) program of study. This comprehensive program equips students with the skills and knowledge needed to excel in the HVAC industry, covering essential topics such as system design, installation, maintenance, and troubleshooting. Students will be well-prepared to enter the workforce with NCCER Core or Employment Ready certifications in the HVAC field, a profession that is in high demand in the Houston area. The average wage for HVAC technicians in Houston is approximately \$29.59 per hour, with opportunities for overtime and career advancement. Join us to start your journey towards a rewarding career in HVAC!.

**Grade(s):**    **Credits:** 1    **Semesters:** 2

9-12

**Prerequisite:** None

**Industry Certification (s):** Certified Clinical Medical Assistant

### **Courses:**

9th grade - Principles of Construction

## **Welding**

The Welding program provides students the opportunity to learn processes, techniques, and proper weld positions utilized in commercial construction and other fabrication industries. Through a combination of classroom instruction and hands-on welding projects, students learn various welding positions, safety protocols, and the use of welding equipment. Students earn 16 or more credits toward completion of the Structural Welding certificate at Houston Community College. Business partners who hire welders put them through a weld test first; we prepare students to be the best welders they can be.

**Grade(s):** 9-12      **Credits:** 1      **Semesters:** 2

**Prerequisite:** None

**Industry Certification (s):** 16 credits towards a Structural Welding certificate at HCC

### **Courses:**

9th grade - Introduction to Welding DCH

10th grade - Introduction to Welding DCH

11th grade - Principles of Manufacturing DCH (Fall), Introduction to Welding DCH (Spring)

12th grade:

Practicum of Manufacturing DCH A and B

All Students in this Pathway are Required to Apply to HCC