Waller
Independent School District

2027 - 2028

Junior High Course Offerings
Descriptions & Information

www.wallerisd.net

2027 – 2028

Waller I.S.D. Junior High
Course Offerings and Descriptions

Waller
Independent School District

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Mission Statement

Waller ISD believes that all students will be successful learners and graduate with skills that will allow them to compete in the 21st century workplace. It is therefore the intent of the District to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

WALLER I.S.D. JUNIOR HIGH
REGISTRATION INFORMATION

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General Registration Information

New Students

All students new to the school district should report to the registrar's office with the documents listed below:

1. Birth certificate

2. Immunization records as follows:
   Immunization records from a previous school
   Or
   A validated document of immunization issued by a public health clinic or one signed by a licensed physician.

   IMMUNIZATION REQUIREMENTS

   A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

   - Proof of DT booster and/or second measles vaccine must be presented to the school nurse at the beginning of the semester in which they are due. Parents and students will be notified when vaccines are due. Immunization requirements differ for elementary school children. See elementary school nurse.

3. Copy of the student's academic record from the previous school

4. A copy of his/her STAAR Confidential Student Report for the most recent test administration (students enrolling from another Texas school)

5. Social Security number

6. Proof of residency in the district (lease agreement, proof of home ownership, etc.)

7. Documentation of participation in any special programs (Special Education, 504, Gifted and Talented, and ESL.)

2027-2028 Waller I.S.D. Junior High Course Offerings

This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, § § 97.61-97.72. This chart is not intended as a substitute for consulting the TAC, which has other provisions and details. The Department of State Health Services is granted authority to set immunization requirements by the Education Code, Chapter 38, Health & Safety, Subchapter A, General Provisions.

<table>
<tr><th rowspan="2">Vaccine Required
(Attention to notes and footnotes)</th><th colspan="3">Minimum Number of Doses Required by Grade Level</th><th>NOTES</th></tr>
<tr><th>K – 6th</th><th>7th</th><th>8th - 12th</th><th></th></tr>
<tr><td>Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap)[1]</td><td>5 doses or 4 doses</td><td>3 doses primary series and 1 Tdap/Td booster within last 5 years</td><td>3 doses primary series and 1 Tdap/Td booster within last 5 years</td><td>For K - 6th grade: 5 doses or diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the 4th birthday. However, 4 doses meet the requirement if the 4th dose was received on or after the 4th birthday.
For 7th grade: 1 dose of Tdap is required if at least 5 years have passed since the last dose of tetanus-diphtheria-containing vaccine.
For 8th – 12th grade: 1 dose of Tdap is required when 10 years have passed since the last dose of tetanus-diphtheria-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.</td></tr>
<tr><td>Polio[1]</td><td colspan="3">4 doses or 3 doses</td><td>For K - 12th grade: 4 doses of polio; 1 dose must be received on or after the 4th birthday. However, 3 doses meet the requirement if the 3rd dose was received on or after the 4th birthday.</td></tr>
<tr><td>Measles, Mumps, and Rubella[1,2] (MMR)</td><td>2 doses of MMR</td><td colspan="2">2 doses of measles and 1 dose each of rubella and mumps vaccine</td><td>The 1st dose of MMR must be received on or after the 1st birthday. For K -6th grade, 2 doses of MMR are required.</td></tr>
<tr><td>Hepatitis B[2]</td><td colspan="3">3 doses</td><td>For students aged 11-15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage and type of vaccine must be clearly documented. (Two 10 mcg/1.0 ml of Recombivax). If Recombivax was not the vaccine received, a 3-dose series is required.</td></tr>
<tr><td>Varicella[1,2,3]</td><td colspan="3">2 doses</td><td>The first dose of varicella must be received on or after the 1st birthday.
For K - 12th grade: 2 doses are required.</td></tr>
<tr><td>Meningococcal</td><td></td><td colspan="2">1 dose</td><td>For 7th – 12th grade, 1 dose of meningococcal vaccine is required upon enrollment. For students 11-12 years of age entering 7th grade, 1 dose of meningococcal vaccine is required.</td></tr>
<tr><td>Hepatitis A[1,2]</td><td>2 doses</td><td colspan="2"></td><td>The 1st dose of hepatitis A must be received on or after the 1st birthday.
For K - 8th grade: 2 doses are required.
Special note: a child will not be considered delinquent in this series until 18 months have elapsed since receiving the 1st dose.</td></tr>
</table>

[1]Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.
[2]Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella or serologic evidence of infection is acceptable in place of vaccine.
[3]Previous illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing working such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

Waller ISD Graduation Plan- Class of 2031 and after
(Students Entering High School in 2027-2028 and Thereafter)

Discipline	Credits	Foundation Plan with Endorsements *
English	4	English I English II English III 4th Year English Course**
Mathematics	4	Algebra I Geometry 3rd Year Mathematics Course** 4th Year Mathematics Course**
Science	4	Biology IPC, Chemistry or Physics 3rd Year Science Course** 4th Year Science Course**
Social Studies	3	World Geography, World History, or Economics US History US Government (½ credit) Personal Financial Literacy (½ credit) or Personal Financial Literacy and Economics (½ credit)
Language Other Than English (LOTE)	2	Spanish I, II or French I, II or Computer Science I, II
Fine Arts	1	Music, Art, Theatre, Dance, Choir, or Introduction to Floral Design
Physical Education (or equivalent)	1	Students may substitute the fall semester of marching band, cheerleading, or a full year of AFJROTC, Athletics, Drill Team I or Pre-Drill.
Elective Courses	7	Must be state approved courses and include at least two additional credits in an endorsement area.
Total Credits	26	

*Waller ISD students are encouraged to take Chemistry or Physics, as well as an additional Social Studies course to qualify for the Multidisciplinary Four by Four Endorsement.

*A student may graduate under the Foundation High School Program (22 credits) without earning an Endorsement with proper documentation and parent signature after the sophomore year. ** Refer to the list of eligible courses in the Course Offerings within each subject area

Endorsements

Students shall specify in writing an endorsement the student intends to earn upon entering Grade 9. Students must earn at least twenty-six (26) credits to earn an endorsement:

- Must demonstrate proficiency for the foundation high school program (22 credits)
- An additional credit (1.0) in mathematics
- An additional credit (1.0) in science
- Two (2.0) additional elective credits that may be selected from endorsement area

Endorsement Options	Specified Requirements
STEM (Science, Technology, Engineering, and Math) • STEM endorsement includes courses related to science, technology, engineering and advanced mathematics	• Alg. II, Chemistry & Physics required
Business and Industry • Includes courses related to database management, information technology, accounting, finance, graphic design, automotive technology and agricultural science	
Public Services • Includes courses related to health sciences, education and training, law enforcement, culinary arts and hospitality	
Arts and Humanities • Includes courses related to fine arts, history, world languages, cultural studies, English literature, and political science	
Multidisciplinary Studies • Allows a student to select courses from the curriculum of each endorsement area	

Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement, including Algebra II as one of the four mathematics credits. In order to graduate in the top 10% and qualify for automatic admissions to a public university in Texas, a student must graduate with the distinguished level of achievement.

Performance Acknowledgments

A student may earn a performance acknowledgement on the student's transcript for outstanding performance by successfully completing one or more of the following:

- Dual Credit
- Bilingualism/Bi-literacy
- College Board Advanced Placement Test/International Baccalaureate Examination
- PSAT, ACT-Aspire 10, SAT, ACT
- National or Internationally Recognized Business or Industry Certification or License

Testing Requirements for Graduation

Students take EOC (End-of-Course) assessments for courses in which they are enrolled as part of their graduation requirement. The five (5) EOC assessments required for graduation are:

- English I
- English II
- Biology
- Algebra I*
- US History

Students must earn an "approaches grade level" score on each of the five (5) assessments. *Students who take Algebra I in JH will be required to take the SAT/ACT in high school as a requirement for Federal Accountability.

Other Requirements for Graduation

- §74.1023. Financial Aid Application Requirement for High School Graduation- Beginning with students enrolled in Grade 12 during 2021-2022, each student in Grade 12 must complete and submit a free application for federal student aid (FAFSA), a Texas application for state aid (TASFA), or submit the TEA provided financial aid application Opt Out Form. Counselors will provide more detailed information to seniors each year.
- CPR and AED Requirement
- Proper Interaction with Peace Officer
- Speech Requirement

Junior High Three-Year Planning Guide

6th Grade	7th Grade	8th Grade
Reading Language Arts (2 periods)	Reading Language Arts	Reading Language Arts
Math	Math	Math
Science	Science	Science
World Cultures	Texas History	American History
Physical Fitness Class	Physical Fitness Class	3 Electives*
1 Elective*	2 Electives*	

*Students not mastering STAAR requirements may have fewer electives. Students are required to take one year of a Fine Arts credit in junior high.
The Technology Applications TEKS are integrated into the language arts, reading, math, science, and social studies curriculum in 6th, 7th, and 8th grades.

This course catalog has been developed to assist you in planning your junior high course of study. Listing of a course description in this catalog does not guarantee a course will be offered during the 2027-2028 school year. If not enough students register for the course or the campus does not have a teacher to teach the course, then the course will not be offered.

High School Credit Courses Offered At Junior High

All students graduating from Waller High School must complete 26 units of credit under the foundation with endorsement plan and meet the passing standard on the EOC/STAAR assessments. It is our vision to see that every student has the opportunity to take as many courses for high school credit as possible. Therefore, the following courses are offered for high school credit at the junior high level.

Course	Credits
• Algebra 1	1
• Art I	1
• Dance I	1
• Health	½
• LeadWorthy The Course	½
• Principles of Agriculture, Food, and Natural Resources	1
• Principles of Applied Engineering	1
• Principles of Arts, Audio/Video Technology, and Communication	1
• Principles of Business, Marketing and Finance	1
• Principles of Hospitality and Tourism	1
• Professional Communications (Speech)	½
• Spanish I	1
• Spanish I for Native Speakers	1
• Spanish II	1
• Spanish II for Native Speakers	1
• Theatre Arts I	1

Grades for high school credit taken at a junior high level campus shall not count towards class rank; however, grades earned by eighth grade students in high school courses taken at the high school campus shall count towards class rank.

COURSE WORK

Attendance

State law mandates that "every student must be in attendance for **90%** of the semester IN ORDER TO RECEIVE CREDIT."

Course Selection and Schedule Changes

Students receive information about course offering and advisement about appropriate course selection from the counselors in either late fall or early spring. During that time, students have the opportunity to discuss their course options with parents, teachers, and counselors. Based on input, students may request a change in course selections for the following year until May 1st. The master schedule and staffing for the following year is built based upon student requests during the spring semester. All requests for changes must be submitted in writing for the following year by May 1st to the appropriate counselor.

Changes in a schedule or a course may only be made within the published timeframe. After the course change deadline, the following guidelines will be used in honoring changes/requests made after that date.

1) Schedule changes will be made through the first three weeks (first 15 days) of a semester for the following reasons:
- Error in scheduling on part of school such as a data entry error
- Course completed/credit earned via Credit by Exam
- Student does not meet prerequisite(s) for the course
- Student requests a change into or out of courses with Extracurricular requirements (Athletics, Band, Choir, Theatre, etc.)
- Student did not meet standard on the STAAR/EOC
- Level changes from an advanced course to an appropriate regular course with parent approval

2) No schedule changes are allowed after the third week (first 15 days) of each semester. The only exception to this rule is removal from Honors courses. See Exit Information Regarding Advanced Courses below.

3) A student may exit a full year course at the end of the fall semester pending space available in a semester-long course for the spring semester. Requests should be made three weeks before the semester ends.

Entrance/Exit Information for Honors Courses

Advanced courses have a more rigorous and in-depth content focus than on-level/regular classes. Classes often move at a faster pace, include different types of assignments, and require additional outside reading. These classes are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus staff to be successful in advanced classes. Students enrolled in advanced classes in English, Math, Science, LOTE, and Social Studies should have an interest in and an aptitude for the subject. Waller ISD is committed to expanded access in challenging courses and recognizes the value of student participation in advanced courses.

Entrance Information Regarding Advanced Courses

We encourage students who are interested in advanced courses to enroll. The following information provides a profile of a student who typically experiences success in advanced courses:

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- Demonstrates mastery on course-related state-mandated performance assessments including STAAR
- Students must have parent permission to enroll in advanced courses (signed course selection sheet)
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, outside of school activities, and homework

Exit Information Regarding Advanced Courses

- Students in an Advanced course (Honors, AP, or Dual Credit) will be removed and placed in the appropriate regular course if their grade fails to meet the follow guidelines:
    - Earn below a 65 for the first grading period in a semester course
    - Earn below a 60 for the first grading period in yearlong course
    - Earn below a 65 for the first semester of a yearlong course
- A student may, upon his/her request and with parent approval, transfer from an advanced course to an equivalent on-level course, if an equivalent on-level course is available, during any grading period pending class size in the equivalent on-level course (i.e. A student moving from US History AP would be moved to on-level US History). The student will take the previous grade to the new course, but will not receive the 5.0 points in the case of Honors, AP or DC courses.
- Due to the special training required of teachers along with the rigor or classroom interaction required of advanced courses, they cannot be taught in an alternative setting long term. Students who are removed from the classroom and placed in a district disciplinary alternative school setting (DAEP) may be removed from the advanced course and placed in the appropriate regular course for the remainder of the semester/year. The student will take the previous grade to the new course but will not receive the 5.0 points in the case of Honors, AP or DC courses. The student will also be dropped from their college course with Blinn College.

ACCELERATION ALTERNATIVES

Gifted/Talented

Gifted/Talented learners are currently being served through the Honors program and are also provided instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently. This allows students the opportunity to accelerate in the areas of their strengths. Parents, teachers, and students may nominate in each school year those who exhibit G/T traits, such as advanced vocabulary, critical/creative thinking, and an intense curiosity. Nomination forms are available from the junior high school counselor or the G/T coordinator. Program exiting may be initiated by the teacher, student, or parent at designated times during the school year.

SB2124: Advanced Mathematics

Senate Bill 2124 (SB 2124) requires each school district and open-enrollment charter school to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.

School districts and open-enrollment charter schools must automatically enroll each sixth-grade student in an advanced math course based on the following criteria:

- Student performed in the top 40 percent on the fifth grade STAAR mathematics assessment; or
- Student performed in the top 40 percent on a local measure that includes the student's fifth grade ranking or a demonstrated proficiency in the student's fifth grade mathematics coursework.

Parents or guardians of a student may opt the student out of automatic enrollment in an advanced mathematics program.

TESTING INFORMATION

Credit by Exam for Placement/Recovery and Acceleration Credit

Students may take a credit by exam for courses in which they have had previous instruction or are wishing to accelerate. The students are allowed three hours to complete the exam, and it is similar to taking a final exam at the end of a semester. To award recovery credit, the score on the exam must be 70 or above on a criterion-referenced test. A score of 80 is required for recovery credit when no previous instruction has been received. Acceleration credit is awarded when the score on the exam is a 3 or higher for College Board Advanced Placement exam or 80% on any other criterion-referenced test approved by the school district. If a student is given credit by exam for a course with a corresponding EOC assessment on the basis of an

examination on which the student scored 80 percent or higher, the district must enter the examination score on the student's transcript, and the student is not required to take an applicable EOC assessment instrument for the course. 19 TAC 74.24(c)(11). The only board approved credit by exams are offered through Texas Tech University and the University of Texas. Credit by Exam scores are not calculated in GPA and do not average with a semester grade for full year credit. Students should consult their counselor if they choose to take a credit by exam for make-up credit. Exams are administered four times a year. A student may not attempt to earn credit by exam for a specific high school course more than two times. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit.

State of Texas Assessment of Academic Readiness (STAAR)

The State of Texas assessment of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS) in 2011-2012. STAAR includes the 5 end-of-course (EOC) assessments for high school graduation and the grade 3-8 assessments.

In junior high school, students take the following STAAR tests:

Grade 6: reading language arts, math
Grade 7: reading language arts, math
Grade 8: reading language arts, math, science, social studies. Students enrolled in Algebra I will take the Algebra I EOC instead of the 8th grade STAAR math.

The state testing program continues in high school. In order to receive a diploma and graduate from a Texas public high school, students must pass their required classes as well as meet the satisfactory standard score on the STAAR EOC: Algebra I, English I, English II, Biology, and U.S. History.

HB4545/1416

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

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

SPECIAL PROGRAMS

Special Education

Through Waller Independent School District's Child Find procedures or the campus' Response to Intervention Team (RTI), students experiencing difficulties in school may be referred for services in Special education. Contact the Counseling Center for more information. Before a student can receive special education and /or related services for the first time, an initial evaluation must be conducted and the evaluation must reflect that the student meets eligibility for special education services. Decisions regarding the provision of special education services are made by an Annual, Review, Dismissal (ARD) Committee. A full array of special education services are available to eligible students. These services are designed to support the student's efforts in the Least Restrictive Environment. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an Individualized Education Plan (IEP) is developed. Instructional settings may include (a)

general education classroom with designated supports/modifications (b) general education classroom with support, (c) resource classroom, (d) self-contained classroom or (e) on a separate campus. Specialized courses which do not appear in this catalog may be available for students with disabilities as determined by the ARD Committee. Program information can be obtained by contacting Schultz Junior High 936-931-9103 or Waller Junior High 936-931-1353 or the Waller ISD Special Education Department at 936-931-9146.

§504

Section 504 is a federal law passed by the United States Congress in 1973 with the purpose of prohibiting discrimination against disabled persons. Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. A request for a Section 504 evaluation should be made to the §504 Coordinator. Evaluation data will be gathered by the designated campus coordinator. A committee of knowledgeable persons of the student is convened to determine eligibility and a possible services place. Periodic reviews are held at all grades to insure transition from one grade to another or to facilitate the transition following graduation to either work, school, military, trade/technical school, etc. The periodic review may be for the purpose of continuing a service plan for the following school year. A 3-year period re-evaluation is also held in order to determine continued eligibility and for a §504 services plan. Please call Schultz Junior High 936-931-9103 or Waller Junior High 936-931-1353 to speak to your child's assistant principal for further information.

Dyslexia

Waller Independent School District offers a dyslexia program to students who qualify. The intervention should happen early in the student's academic career but may occur whenever it is needed. Students identified as being dyslexic should be given support throughout their academic career. This includes student in all grades. Waller I.S.D. proves a dyslexia intervention program that is conducted by trained dyslexia specialists. No single program is specified for all dyslexic students; rather, services are based upon individual student needs. W.I.S.D. utilizes reading programs for students with dyslexia that incorporates all of the critical, evidence-based components required by 19 TAC §74.28(c). Dyslexia teachers work closely with regular education teachers and special program teachers in order to provide an appropriate education for dyslexic students. Parent/Guardian permission is required for evaluation, and if eligible, placement into the program.

ESL

English as a Second Language (ESL) is a Waller ISD pull out model approved by TEA and designed for English Learners (EL) who are still acquiring English language proficiency. All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS) and follow the English Language Proficiency Standards (ELPS). The ESL instruction program strives to meet the affective, linguistic, and cognitive needs of Els [19 TAC Chapter 89.1210 (f)(g)].

New Arrival Center (NAC)

This EL placement provides instructional opportunities for secondary recent immigrant students with little or not English proficiency. These students are newcomers within two years or less in U.S. schools and have scored at the very limited English proficiency level of the state approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It will develop language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support, or MTSS, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements: high quality instruction and research-based interventions aligned with student need, frequent monitoring of student progress, and use of student data in making important educational decisions. As principals, teachers, staff, or parents become aware of a student struggling to meet his/her educational needs, the MTSS campus coordinator is contacted. Following the MTSS guidelines, the campus coordinator organizes a student support team consisting of campus personnel who have knowledge concerning that individual student's academic or behavioral concerns. After gathering pertinent information, the MTSS committee problem solves and recommends a course of action for each individual student. The course of action will vary depending upon the individual student's needs.

Career and Technical Education

Waller ISD offers career and technical education programs in business, management, and administration; agriculture, food, and natural resources; arts, a/v, and communications; law and public safety; human services; manufacturing; hospitality and tourism; architecture and construction; marketing, sales, and services; health science; finance; information technology; and education and training. Admission to these programs is based on student interest, age and grade requirements specified by the Texas Education Agency.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973 as amended.

Waller ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Angie Davis, at 20600 Fields Store Rd., Waller, TX 77484, 936-931-3685 and/or the Section 504 Coordinator, Shawna Kelley, at 20600 Fields Store Rd., Waller, TX 77484, 936-931-3685.

LOOKING AHEAD TO WALLER HIGH SCHOOL

Class Rank

Class ranking is calculated twice yearly following the fall and spring semesters of the student's junior and senior year. The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Class Rank Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 and only in the following subject areas:

1. English
2. Mathematics
3. Science
4. Social Studies
5. Languages Other Than English (LOTE)

In addition, semester grades from high school credit courses taken on the high school campus prior to grade 9 shall be used in the calculation.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in the following courses:

1. Correspondence courses*
2. Distance learning courses*
3. An audited course (initial or repeat)
4. Credit by examination with prior instruction
5. Credit by examination without prior instruction (acceleration)

* Texas Virtual School Course credit is included in grade point average.

Weighted Grade System

Class of 2029 and after: The District shall categorize and weight eligible courses as Honors/Advanced Placement (AP)/Dual Credit and Regular in accordance with the provisions located in the online Waller ISD School Board Policy and as designated in appropriate District publications.

The District shall convert semester grades earned in eligible courses to grade points in accordance with the chart located in the online Waller ISD School Board Policy and shall calculate a weighted grade point average (GPA). (i.e. 99-1.95 on a 2.0 scale per semester equivalent to the 4.0 scale)

Transferred Grades

Students transferring into the district shall receive the numerical grade that was earned in the course at another school. Letter grade shall be recorded as follows:

- A or Advanced: 95
- B or Proficient: 85
- C or Basic: 77
- D or Minimal: 72
- F or No Evidence: 65

When a student enrolls in a Waller ISD secondary campus with a Pass/Fail Grade (P/F) for a high school credit course and the academic records (transcript or report card) received do not have a numerical grade, the secondary campus will not assign GPA weight for the high school credit course if it is a math, science, social studies, English, or LOTE course. Without a numerical grade from the sending campus, the secondary campus can not assign a numerical grade nor assign GPA weight to the high school credit course. Based on the permanent record received from the sending school for a completed semester, the secondary campus will transcribe the P/F on the secondary school transcript.

Class of 2029 and after: When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if the same or a similar course is offered to the same class of students in the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.

For the purpose of determining honors to be conferred during graduation activities, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for recognitions and shall not restrict class rank for the purpose of automatic admission under state law.
[See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian honors shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters preceding graduation,
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement.

Summa Cum Laude: Top 2 highest-ranking students in graduating class
The following honors are based on the number of students in the graduating class of the given year.
Magna Cum Laude: Top 5% students in graduating class
Cum Laude: Next 10% students in graduating class

Breaking Ties

Class of 2029 and after: In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

The District shall calculate class rank for this purpose at the end of the school year.

2027-2028
Course Offerings

REQUIRED COURSES

READING LANGUAGE ARTS

6th Reading Language Arts **1 year** **(LA6RG)**
Prerequisite: None
Course Description: The goal of the 6th grade reading language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The 6th grade reading language arts block course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative-students will continue to address earlier standards as needed while they attend to standards for their grade. In 6th grade, students will engage in activities that build upon prior knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

6th Honors Reading Language Arts **1 year** **(LA6HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: The goal of the 6th grade reading language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The 6th grade reading language arts block course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative-students will continue to address earlier standards as needed while they attend to standards for their grade. In 6th grade, students will engage in activities that build upon prior knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

6th grade honors students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

7th Reading Language Arts **1 year** **(LA7RG)**
Prerequisite: None
Course Description: The goal of the 7th grade reading language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The 7th grade reading language arts block course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative-students will continue to address earlier standards as needed while they attend to standards for their grade. In 7th grade, students will engage in activities that build upon prior knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

7th Honors Reading Language Arts **1 year** **(LA7HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: The goal of the 7th grade reading language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The 7th grade reading language arts block course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative-students will continue to address earlier standards as needed while they attend to standards for their grade. In 7th grade, students will engage in activities that build upon prior

knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

7th grade honors students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

8th Reading Language Arts **1 year** **(LA8RG)**
Prerequisite: None
Course Description: The goal of the 8th grade language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The 8th grade language arts/reading course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative-students will continue to address earlier standards as needed while they attend to standards for their grade. In 8th grade, students will engage in activities that build upon prior knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

8th Honors Reading Language Arts **1 year** **(LA8HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: The goal of the 8th grade language arts curriculum is to develop, strengthen, and broaden a student's literacy and communication skills so that they become self-directed, critical learners. The 8th grade language arts/reading course incorporates listening, speaking, reading, writing, and thinking throughout the following TEKS strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The standards are cumulative-students will continue to address earlier standards as needed while they attend to standards for their grade. In 8th grade, students will engage in activities that build upon prior knowledge and skills in order to strengthen their reading, writing, oral language, and thinking skills. Students will engage in academic conversations, writing, and reading to facilitate critical thinking and adapt to the ever-evolving nature of language and literacy.

8th grade honors students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

6th Reading Language Arts Intervention **1 year** **(RR6180)**
Prerequisite: None
Course Description: This course may be required for any student who did not meet the required passing standard on the first administration of the fifth grade STAAR Reading Language Arts exam. This course focuses on word analysis, vocabulary, fluency, comprehension skills, literary responses, and reading strategies. Targeted intervention closes gaps identified by reading diagnostic assessments to ensure academic success. **This course will take the place of one sixth grade elective.**

7th Reading Language Arts Intervention **1 year** **(RR7180)**
Prerequisite: None
Course Description: This course may be required for any student who did not meet the required passing standard on the sixth grade STAAR Reading Language Arts exam. Students will practice reading strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary responses using a variety of materials differentiated to meet student needs. Targeted intervention closes gaps identified by reading diagnostic assessments to ensure academic success. **This course will take the place of one seventh grade elective.**

8th Reading Language Arts Intervention **1 year** **(RR8180)**
Prerequisite: None
Course Description: This course may be required for any student who did not meet the required passing standard on the seventh grade STAAR Reading Language Arts exam. Students will practice reading/cognitive strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary responses using a variety of materials differentiated to

meet student needs. Targeted intervention closes gaps identified by reading diagnostic assessments to ensure academic success. **This course will take the place of one eighth grade elective.**

MATHEMATICS

6th Mathematics **1 year** **(MM6RG)**
Prerequisite: None
Course Description: Sixth grade students will explore essential academic elements of mathematics throughout the school year. In this course, the primary focal points are numbers and operations, proportionality, expressions, equations, relationships, measurement and data. Students will add, subtract, multiply and divide integers and positive rational numbers fluently. Students will connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Also, students will use problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology and mathematical tools to develop conceptual understanding and to solve problems in mathematics.

6th Honors Mathematics **1 year** **(MM6HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: Sixth grade Honors is an advanced course to prepare students for Algebra I that is offered in the eighth grade. In this course, students will explore 6th and 7th grade essential elements of mathematics throughout the school year. The primary focal points are proportionality, expressions, equations, relationships, measurement and data. Students use the concepts of proportionality to explore, develop, and communicate mathematical relationships, including numbers, geometry, measurement, and statistics and probability. Also, students will use problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology and mathematical tools to develop conceptual understanding and to solve problems in mathematics. **Success in honors classes requires a high level of commitment and responsibility. The increased rigor of this course provides a challenge and deep understanding for students who have shown a need for enrichment in the area of mathematics.**

7th Mathematics **1 year** **(MM7RG)**
Prerequisite: None
Course Description: Seventh grade students will explore the essential academic elements of mathematics throughout the school year. In this course, the primary focal areas are proportionality, expressions, equations, relationships, measurement and data. Students use the concepts of proportionality, algebraic relationships, and multiple representations of mathematical relationships to effectively communicate mathematical ideas. Also, students will communicate information about geometric figures or situations by their attributes and use procedures to solve problems. Students will use appropriate statistics, representations of data, and reasoning to draw conclusions and make recommendations. The emphasis of algebra readiness skills necessitates the implementation of graphing technology.

7th Honors Mathematics **1 year** **(MM7HON)**
Prerequisite: 6th Honors Mathematics (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: Seventh grade Honors is an advanced course to prepare students for Algebra I that is offered in the eighth grade. Students entering 7th grade Honors should have a complete understanding of all 6th grade TEKS and those 7th grade mathematics TEKS included in 6th grade Honors curriculum. The students will build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasing complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in another. The connection between verbal, numeric, graphic, and symbolic representations of relationships will be extensively investigated. The emphasis of algebra readiness skills necessitates the implementation of graphing technology. **Success in honors classes requires a high level of commitment and responsibility. The increased rigor of this course provides a challenge and deep understanding for students who have shown a need for enrichment in the area of mathematics.**

8th Mathematics **1 year** **(MM8RG)**
Prerequisite: None
Course Description: The primary focal areas in Grade 8 are proportionality, expressions, equations, inequalities, foundations of functions, measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. The concept of proportionality, that will include slope, will be used to explore, develop, and communicate mathematical relationships. Algebraic thinking will be extended from the previous grades to describe and further the developed functional relationships. Students will use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations to solve problems. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

8th Middle School Advanced Mathematics, Algebra I
(High School Credit) **1 credit** **(MM8ADV)**
Prerequisite: 7th Honors Math (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Students successfully completing Algebra I in eighth grade will receive high school credit and should enroll in geometry in ninth grade. ***Students will take the Algebra I End of Course Assessment which is required for high school graduation*** One high school credit is awarded if student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus. *Enrolled students will be required to take the SAT/ACT in high school as a requirement for Federal Accountability.*

6th Math Intervention **1 year** **(MM6LAB)**
Prerequisite: None
Course Description: This course may be required for any student who did not meet the required passing standard on the first administration of the fifth grade STAAR Math exam. This course focuses on addition, subtraction, multiplication and division fluency, all operations with decimals and fractions, integer operations fluency, solving equations and inequalities, geometry concepts, and problem solving strategies. This class will also reinforce the skills and concepts that are being taught in the regular math class. Targeted intervention closes gaps identified by math diagnostic assessments to ensure academic success. **This class will take the place of one sixth grade elective.**

7th Math Intervention **1 year** **(MM7LAB)**
Prerequisite: None
Course Description: This course may be required for any student who did not meet the required passing standard on the sixth grade STAAR Math exam. This course focuses on addition, subtraction, multiplication and division fluency, all operations with decimals and fractions, integer operations fluency, solving equations and inequalities, geometry concepts, and problem solving strategies. This class will also reinforce the skills and concepts that are being taught in the regular math class. Targeted intervention closes gaps identified by math diagnostic assessments to ensure academic success. **This class will take the place of one seventh grade elective.**

8th Math Intervention **1 year** **(MM8LAB)**
Prerequisite: None
Course Description: This course may be required for any student who did not meet the required passing standard on the seventh grade STAAR Math exam. This course focuses on all operations with rational numbers, solving multi-step equations, geometry comprehension, problem solving strategies, and proper use of the TI-84 calculator to solve problems. This class will also reinforce the skills and concepts that are being taught in the regular math class. Targeted intervention closes gaps identified by math diagnostic assessments to ensure academic success. **This class will take the place of one eighth grade elective.**

SCIENCE

6th Science **1 year** **(SC6RG)**
Prerequisite: None
Course Description: Grade 6 science is interdisciplinary in nature and the content taught in strands. The following concepts will be addressed in each strand. (A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified. (i) Scientific practices. Students ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. (ii) Engineering practices. Students identify problems and design solutions using appropriate tools and models. (B) Matter and energy. Students build upon their knowledge of properties of solids, liquids, and gases and further explore their molecular energies. In Grade 6, students learn how elements are classified as metals, nonmetals, or metalloids based on their properties on the Periodic Table. Grade 6 furthers their understanding by investigating the different types of mixtures. In Grade 6, students compare the density of substances relative to fluids and identify evidence of chemical changes. (C) Force, motion, and energy. Students investigate the relationship between force and motion using a variety of means, including calculations and measurements through the study of Newton's Third Law of Motion. Energy occurs as either potential or kinetic energy. Potential energy can take several forms, including gravitational, elastic, and chemical energy. Energy is conserved throughout systems by changing from one form to another and transfers through waves. (D) Earth and space. Cycles within Sun, Earth, and Moon systems are studied as students learn about seasons and tides. Students identify that the Earth is divided into spheres and examine the processes within and organization of the geosphere. Researching the advantages and disadvantages of short- and long-term uses of resources enables informed decision making about resource management. (E) Organisms and environments. All living organisms are made up of smaller units called cells. Ecosystems are organized into communities, populations, and organisms. Students compare and contrast variations within organisms and how they impact survival. Students examine relationships and interactions between organisms, biotic factors, and abiotic factors in an ecosystem.

6th Honors Science **1 year** **(SC6HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: Honors classes follow the same learning standards as on-level. Honors Science provides capable students with skills designed to prepare them for the rigor and depth of the Advanced Placement program. In addition to the TEKS strands outlined in on level courses, Honors courses are differentiated through a combination of the following: the depth of content presentation, greater student responsibility for his/her learning, slightly faster pacing, greater complexity of thought, and higher-level of cognitive understanding as demonstrated through class discussion, essay writing, and products.

7th Science **1 year** **(SC7RG)**
Prerequisite: None
Course Description: Grade 7 science is interdisciplinary in nature and the content taught in strands. In Grade 7, the following concepts will be addressed in each strand. (A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified. (i) Scientific practices. Students ask questions, plan, and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. (ii) Engineering practices. Students identify problems and design solutions using appropriate tools and models. (B) Matter and energy. Students develop an understanding that compounds are also pure substances. Students investigate the differences between elements and compounds through observations, descriptions of physical properties, and chemical reactions. Students build upon their understanding of solutions by exploring aqueous solutions. (C) Force, motion, and energy. Students measure, calculate, graph, and investigate how forces impact linear motion. Students build upon their understanding of the laws of motions by exploring Newton's First Law of Motion. Temperature is a measure of the average kinetic energy of molecules. Thermal energy is transferred by conduction, convection, or radiation in order to reach thermal equilibrium. (D) Earth and space. Students explore characteristics and organization of objects and the role of gravity

within our solar system. Earth has a specific set of characteristics that allows life to exist. Students further their understanding of the geosphere by illustrating how Earth's features change over time through tectonic movement. Students investigate how humans depend on and affect the hydrosphere. (E) Organisms and environments. Students further their understanding of organisms as systems made up of cells organized into tissues, tissues into organs, and organs into organ systems by identifying the main functions of the organs within the human body. During both sexual and asexual reproduction, traits are passed on to the next generation. Students understand how traits in populations can change through the processes of natural and artificial selection. Students analyze how energy flows through trophic levels and how biodiversity impacts an ecosystem's sustainability. Students gain an understanding of the taxonomic classifications of organisms and how characteristics determine their classification.

7th Honors Science **1 year** **(SC7HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: Honors classes follow the same learning standards as on-level. Honors Science provides capable students with skills designed to prepare them for the rigor and depth of the Advanced Placement program. In addition to the TEKS strands outlined in on level courses, Honors courses are differentiated through a combination of the following: the depth of content presentation, greater student responsibility for his/her learning, slightly faster pacing, greater complexity of thought, and higher-level of cognitive understanding as demonstrated through class discussion, essay writing, and products.

8th Science **1 year** **(SC8RG)**
Prerequisite: None
Course Description: Grade 8 science is interdisciplinary in nature and the content taught in strands. In Grade 8, the following concepts will be addressed in each strand. (A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified. (i) Scientific practices. Students ask questions, plan, and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. (ii) Engineering practices. Students identify problems and design solutions using appropriate tools and models. (B) Matter and energy. Students make connections between elements, compounds, and mixtures that were introduced in prior grade levels. Students examine the properties of water, acids, and bases. In addition, students understand the basic concept of conservation of mass using chemical equations. (C) Force, motion, and energy. Students are introduced to Newton's Second Law of Motion and investigate how all three laws of motion act simultaneously within systems. Students understand that waves transfer energy and further explore the characteristics and applications of waves. (D) Earth and space. Students learn that stars and galaxies are part of the universe. In addition, students use data to research scientific theories of the origin of the universe. Students learn how interactions in solar, weather, and ocean systems create changes in weather patterns and climate. In addition, students understand that climate can be impacted by natural events and human activities. (E) Organisms and environments. Students identify the function of organelles. Traits are contained in genetic material that is found on genes within a chromosome from the parent. These traits influence the success of a species over time. Students explore how organisms and their populations respond to environmental changes, including those caused by human activities.

8th Honors Science **1 year** **(SC8HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: Honors classes follow the same learning standards as on-level. Honors Science provides capable students with skills designed to prepare them for the rigor and depth of the Advanced Placement program. In addition to the TEKS strands outlined in on level courses, Honors courses are differentiated through a combination of the following: the depth of content presentation, greater student responsibility for his/her learning, slightly faster pacing, greater complexity of thought, and higher-level of cognitive understanding as demonstrated through class discussion, essay writing, and products.

SOCIAL STUDIES

6th Social Studies **1 year** **(SS6RG)**
Prerequisite: None
Course Description: In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian Republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students use critical-thinking skills, including the analysis of historical documents in written, oral, and visual material.

6th Honors Social Studies **1 year** **(SS6HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: This course focuses on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period. Differentiation of on-level and honors is accomplished through pacing, depth, and complexity of assignments. Emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

7th Social Studies **1 year** **(SS7RG)**
Prerequisite: None
Course Description: In Grade 7, students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students use critical-thinking skills, including the analysis of historical documents in written, oral, and visual material.

7th Honors Social Studies **1 year** **(SS7HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: This course focuses on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period. Differentiation of on-level and honors is accomplished through pacing, depth, and complexity of assignments. Emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

8th Social Studies **1 year** **(SS8RG)**
Prerequisite: None
Course Description: In grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students use critical-thinking skills, including the analysis of historical documents in written, oral, and visual material.

8th Honors Social Studies **1 year** **(SS8HON)**
Prerequisite: None (Refer to Entrance Information Regarding Advanced Courses on page 7.)
Course Description: This course focuses on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period. Differentiation of on-level and honors is accomplished through pacing, depth, and complexity of assignments. Emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

ELECTIVES

PHYSICAL FITNESS

6th - 8th Physical Education **1 year** **(PE6PB/PE6PG)**
Prerequisite: None **(PE7PB/PE7PG) (PE8PB/PE8PG)**
Course Description: Students are exposed to a variety of activities that promote health-related fitness. This course is designed to help students understand, develop, improve or maintain the skills needed to participate in team sports such as volleyball, basketball, football, and soccer as well as individual sports such as tennis, strength training and conditioning, tumbling, aerobics and orienteering. While the acquisition of physical fitness and the development of skill remain important, this course emphasizes participation for enjoyment and challenge. Students' knowledge of safety and the ability to manage their own behavior is reinforced. All students are expected to dress out accordingly and participate daily.

7th - 8th Boys Athletics **1 year** **(PE7BA/PE8BA)**
Prerequisite: Athletic physical for current school year
Course Description: The athletics class is open to boys interested in playing football, basketball, track, soccer, cross country, tennis or golf. Students are required to attend mandatory practices after school and students are responsible for all equipment issued. Students will have to pay for all equipment not returned. A doctor's physical is required before entering the program. An athlete's grade will be based on 1) athletic participation, 2) following class procedures, and 3) dressing out in school issued clothing each day. Athletes desiring to participate in high school athletics should sign up and participate in 8th grade athletics. Golf, tennis, and cross-country are sports offered outside of the athletic class, and class enrollment is not mandatory for participation in these sports. Practice for these sports will be before or after school only.

7th - 8th Girls Athletics **1 year** **(PE7GA/PE8GA)**
Prerequisite: Athletic physical for current school year
Course Description: The athletics class is open to girls interested in playing volleyball, basketball, track, soccer, cross country, tennis or golf. Students are required to attend mandatory practices after school and students are responsible for all equipment issued. Students will have to pay for all equipment not returned. A doctor's physical is required before entering the program. An athlete's grade will be based on 1) athletic participation, 2) following class procedures, and 3) dressing out in school issued clothing each day. Athletes desiring to participate in high school athletics should sign up and participate in 8th grade athletics. Golf, tennis, and cross-country are sports offered outside of the athletic class, and class enrollment is not mandatory for participation in these sports. Practice for these sports will be before or after school only.

FINE ARTS

6th Art, Grade 6 **1 year** **(FA1AR)**
Prerequisite: None
Fee: Course fee may be required, see appendix
Course Description: Art, Grade 6 is a comprehensive, full year course that provides students with introductory experiences in problem solving and expression of personal ideas through a variety of art media, techniques, and vocabulary. Emphasis is placed on art production, incorporating the study of art and styles, the elements of art, and principles of design. Each student will maintain a portfolio.

7th Art, Grade 7 **1 year** **(FA2AR)**
Prerequisite: None
Fee: Course fee may be required, see appendix
Course Description: Art, Grade 7 expands upon the basic elements of art and principles of design by challenging students to problem solve at higher levels, communicating personal ideas and emotions. Students will develop a strong foundation for future art courses through the study and processes of design, drawing, painting, three-dimensional work, and art history. The course will emphasize the development of originality, creativity, craftsmanship, and effort in personal artworks. Each student will maintain a portfolio.

8th Art I
(High School Credit) **1 credit** **(FAAR1)**
Prerequisite: None
Fee: Course fee may be required, see appendix
Course Description: Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students will rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. Students will express their thoughts and ideas creatively, while challenging their imagination, foster reflective thinking, and development disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for traditions and contributions of diverse cultures. Students will respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course will satisfy the fine arts requirement for graduation. One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

6th - 8th Beginning Band **1 year** **(FA1BB)**
Prerequisite: Instrument Fitting and Placement by Band Director
Fee: Fee may be required, see Band Director
Course Description: Beginning band is the initial opportunity for students to acquire skills in playing a musical instrument. No previous musical experience is required. Beginning band classes are divided into like-instrument classes that are taught by the band staff. While the primary focus will be on acquiring and developing the skills needed to play an instrument, students will also cover the basics of music reading, music theory, music history, and instrument maintenance. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline.

Concert Band **1 year** **(FA2BCB/FA3BCB)**
Prerequisite: Beginning Band, Band Director Placement
Fee: Fee may be required, see Band Director
Course Description: This course will focus on the further development of the skills learned in beginning band and allow students the opportunity to develop the necessary skills to be placed in Symphonic Band or Wind Ensemble. Students will perform at least one concert per semester and may be required to attend some extra rehearsals after school. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline.

Symphonic Band **1 year** **(FA2BSY/FA3BSY)**
Prerequisite: Audition and Band Director Placement
Fee: Fee may be required, see Band Director
Course Description: The Symphonic Band is the non-varsity performing ensemble. This class will give students the opportunity to further develop musical skills through the performance of music appropriate for their ability level. Symphonic band will perform in a variety of competitions and concerts throughout the school year, and will be given the opportunity to audition for the all-region band and participate in solo and ensemble contest. This class will require a minimum amount of rehearsal outside the school day. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline.

Wind Ensemble **1 year** **(FA2BWE/FA3BWE)**
Prerequisite: Audition and Band Director Placement
Fee: Fee may be required, see Band Director
Course Description: The Wind Ensemble is the varsity performing ensemble consisting of students who have demonstrated a high level of skill and commitment. This class will give students the opportunity to further develop musical skills through the performance of higher level music. Wind Ensemble will perform in a variety of contests and concerts throughout the year, and will be given the opportunity to audition for the all-region band and participate in solo and ensemble contest. Due to the advance ability level of students in this ensemble, students are highly encouraged to participate in the all-region audition. This class will require a limited amount of rehearsal outside the school day. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline.

6th - 8th Beginning Choir **1 year** **(FA1CH)**
Prerequisite: None
Fee: Fee may be required, see Choir Director
Course Description: Beginning Choir (Music Minors) is a performing arts course intended to give students increased understanding and appreciation of choral music. This course is intended for students who are beginning their choral music and music theory instruction. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluation. Students will be introduced to basic element of music theory, literacy, and vocabulary. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students will be required to attend several concerts throughout the year. Students will also have the opportunity to go on choir field trips.

7th - 8th Women's Choir **1 year** **(FA2CH/FA3CH)**
Prerequisite: Beginning Choir
Fee: Fee may be required, see Choir Director
Course Description: Intermediate Women's Choir (Bella Voce) is a performing arts course intended to give students increased understanding and appreciation of choral music through the study of intermediate choral music. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluation. Students will learn more advanced elements of music theory, literacy, and vocabulary. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students in this choir will have the opportunity to perform in UIL events. Students will be required to attend several concerts throughout the year, and students will have the opportunity to go on choir field trips.

7th - 8th Men's Choir **1 year** **(FA2CH/FA3CH)**
Prerequisite: Beginning Choir
Fee: Fee may be required, see Choir Director
Course Description: Men's Choir is a performing arts course intended to give students increased understanding and appreciation of choral music through the study of intermediate level men's choral music. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluations. Students will learn more advanced elements of music theory, literacy, and vocabulary. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students in this choir will have the opportunity to perform in UIL events. Students will be required to attend several concerts throughout the year, and students will have the opportunity to go on choir field trips.

6th Dance, Grade 6 **1 year** **(FA1DN)**
Prerequisite: None
Course Description: A beginning dance class that incorporates terminology, history, and technique at the beginner level. Students will participate in the study of ballet, modern, jazz and various other dance genres.

7th Dance, Grade 7 **1 year** **(FA2DN)**
Prerequisite: None
Course Description: Dance, Grade 7 expands the difficulty level in the performance of ballet/lyrical, modern, jazz, tap and choreography/production. An extension of terminology, history and technique will be included.

8th Dance I
(High School Credit) **1 credit** **(FADN1)**
Prerequisite: None
Course Description: Dance I focuses on fundamental skills in the following dance techniques: ballet, modern jazz, lyrical, tap, folk, character, and ethnic. Students will develop creative expression through movement using improvisation, exploration of basic concepts and movement problems. Students will develop an awareness of space, time, and energy as design factors in dance technique and composition. Students will develop self-confidence through the use of the body as an expressive instrument. Most importantly, students will gain an appreciation of dance as an art form through viewing performances on tape and live performances. Students will learn the history of various dance styles. Student is required to perform a dance choreographed by the teacher. One outside performance a semester is required. Each student will also be asked to choreograph a complete dance during the second semester. **This course will satisfy the fine arts requirement for graduation. One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

6th Theatre Arts, Grade 6 **1 year** **(FA1TH)**
Prerequisite: None
Course Description: In this full year course, students explore the fundamentals of performance, technical theatre, and theatre appreciation (including historical and cultural heritage and critical evaluation). Students learn the basics of stage direction and acting through individual and group performances. Activities include pantomime, improvisation, role playing, characterization, storytelling, costume and set design, makeup, lighting and sound, play/movie reviews, play production, and audience etiquette. **Students will be required to participate in a class production which will require after school rehearsals.**

7th Theatre Arts, Grade 7 **1 year** **(FA2TH)**
Prerequisite: None
Course Description: This full year course is a continuation and progression of Theatre Arts, Grade 6 course. Students are given more challenging activities in the areas of creative expression; effective use of voice and diction; story creation; play direction; creation of technical elements such as scenery, props, lighting, sound, costumes, makeup, and publicity. **Students will be required to participate in a class production which will require after school rehearsals.**

8th Theatre Arts I
(High School Credit) **1 credit** **(FATH1)**
Prerequisite: None
Course Description: Theatre Arts I is an introductory overview to the world of theatre. This course covers the general areas of performance, technical theatre, and theatre appreciation. Students will have an opportunity to explore their creativity through theater subjects including, but not limited to improvisation, pantomime, acting, design, play production, and scriptwriting. **Student will be required to participate in a class production which will require after school rehearsals.**
This course will satisfy the fine arts requirement for graduation. One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.

Languages Other Than English (LOTE)

7th - 8th Spanish I **1 credit** **(FLSP1)**
(High School Credit)
Prerequisite: None
Course Description: An elementary introduction to the Spanish language beginning with oral Spanish of everyday life situations. It progresses to more difficult language patterns and a study of two simple tenses. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are studied and experienced. Materials used include audiovisuals made by native Spanish teachers. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

7th - 8th Spanish I for Native Speakers **1 credit** **(FLNS1)**
(High School Credit)
Prerequisite: None
Course Description: An elementary introduction to the Spanish language beginning with oral Spanish of everyday life situations. It progresses to more difficult language patterns and a study of two simple tenses. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are studied and experienced. Materials used include audiovisuals made by native Spanish teachers. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

8th Spanish II **1 credit** **(FLSP2)**
(High School Credit)
Prerequisite: *Required* Spanish I or demonstrated equivalent proficiency as determined by the district
Course Description: Grammar patterns are extended to include additional tenses. Reading lessons are concerned with the Hispanic nations, their history, culture, economy, etc. More time is devoted to reading and writing language than the first year. Speaking and comprehending the spoken language are still primary aims. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

8th Spanish II for Native Speakers **1 credit** **(FLSNS2)**
(High School Credit)
Prerequisite: *Required* Spanish I or demonstrated equivalent proficiency as determined by the district
Course Description: Grammar patterns are extended to include additional tenses. Reading lessons are concerned with the Hispanic nations, their history, culture, economy, etc. More time is devoted to reading and writing language than the first year. Speaking and comprehending the spoken language are still primary aims. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

OTHER ELECTIVES

8th Health **½ credit** **(PHHLTH)**
(High School Credit)
Prerequisite: None
Course Description: This course provides opportunities for students to acquire facts, to develop proper attitudes, and to establish practices and habits that contribute to personal and community health. Hands only CPR and the use of AED's are state graduation requirements and will be covered in this course. **One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**

8th Career & College Exploration **½ year** **(CCE1)**
Prerequisite: None
Course Description: The goal of Career and College Exploration is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. The career development process is unique to every person and evolves throughout one's life. In Career and College Exploration, students use decision-making and problem-solving skills for individual career and academic planning. Students explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigating and developing a college and career readiness plan. Students use aptitude and interest inventory assessments, labor market information, software, or other tools available to explore a variety of career paths, especially those in demand. Students will begin mapping their anticipated secondary coursework and potential postsecondary experiences that are in alignment with their goals.

8th Leadworthy The Course **½ credit** **(LDWRTHY)**
(High School Credit)
Prerequisite: None
Course Description: *Leadworthy* is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision- making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure and will develop skills to counteract those effects**. One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**

7th - 8th Principles of Agriculture, Food, and Natural Resources **1 credit** **(CTAFNR)**
(High School Credit)
Prerequisite: None
Course Description: Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply and transfer their knowledge and skills in a variety of settings. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

7th - 8th Principles of Applied Engineering 1 credit (CTPENG)
(High School Credit)
Prerequisite: None
Course Description: 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. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

7th - 8th Principles of Arts, Audio/Video Technology, and Communications 1 credit (CTPAAV)
(High School Credit)
Prerequisite: None
Course Description: Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

7th - 8th Principles of Business, Marketing and Finance 1 credit (CTPRMK)
(High School Credit)
Prerequisite: None
Course Description: 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. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

7th - 8th Principles of Hospitality and Tourism 1 credit (CTHTPR)
(High School Credit)
Prerequisite: None
Course Description: Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

8th Professional Communications ½ credit (CTATPC)
(High School Credit)
Prerequisite: None
Course Description: Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communications. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. **One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**

6th Technology Applications, Grade 6 **1 year** **(FA6TEC)**
Prerequisite: None
Course Description: Through the study of technology applications foundations, including technology-related terms, concepts and data input strategies; students learn to make informed decisions about technologies and their applications. The curriculum for this course has four strands: foundations, information acquisition, work in solving problems, and communications. The Technology Applications course includes instruction in the use of hardware and software, keyboarding basics, digital portfolios, coding basics, multi-presentation software, spreadsheets, word processing, desktop publishing, and graphic design.

7th Technology Applications, Grade 7 **1 year** **(FA7TEC)**
Prerequisite: None
Course Description: This elective will build upon proficiencies students acquired from the Technology Applications course. Students will integrate previously learned tools, such as word processing, multi-media, desktop publishing, and spreadsheets into cumulative projects. Students will use appropriate technology skills to conduct research and complete curriculum projects that reinforce and integrate core subject areas. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced.

APPENDIX

WALLER ISD
PRELIMINARY SIX-YEAR GRADUATION PLAN (GRADES 7-12)

The following information is provided to help assist you in the planning of your child's education. Please review and fill out the Post High School Plan Section and return to the campus counselor.

Preliminary Junior High School Plan		
7th Grade Required Courses	**8th Grade Required Courses**	
Reading Language Arts	Reading Language Arts	
Math	Math	
Science	Science	
Texas History	American History	
Physical Fitness	Electives (3)*	
Elective (2)*		
**Students meeting placement criteria may take High School credit courses as electives in Jr. High School*		
Jr. High School Course and Electives for High School Credit		
7th Grade Elective Offerings	**8th Grade Course and Elective Offerings**	
Principles of Agriculture, Food, and Natural Resources (1 credit)	Algebra I (1 credit)	Art I (1 credit)
Principles of Applied Engineering (1 credit)	Dance I (1 credit)	Health (1/2 credit)
Principles of Arts, Audio/Video Technology, and Communication (1 credit)	Leadworthy The Course (1/2 credit)	Principles of Agriculture, Food, and Natural Resources (1 credit)
Principles of Business, Marketing and Finance (1 credit)	Principles of Applied Engineering (1 credit)	Principles of Arts, Audio/Video Technology, and Communication (1 credit)
Principles of Hospitality and Tourism (1 credit)	Principles of Business, Marketing and Finance (1 credit)	Principles of Hospitality and Tourism (1 credit)
Spanish I (1 credit)	Professional Communications (1/2 credit)	Spanish I (1 credit)
Spanish I for Native Speakers (1 credit)	Spanish II (1 credit)	Spanish I for Native Speakers (1 credit)
	Spanish II for Native Speakers (1 credit)	Theater Arts I (1 credit)
Graduation Requirements for the Foundation Plan with Endorsements		
Reading Language Arts	4	
Math	4	
Science	4	
Social Studies	3	
Languages Other Than English	2	
Fine Arts	1	
Physical Education	1	
Elective Courses	7	
Total Credits	26 credits	
Endorsement Options		
Stem (Science, Technology, Engineering and Math)		
Business and Industry		
Public Services		
Arts and Humanities		
Multidisciplinary Studies		

Note: Refer to the High School course description booklet located at www.wallerisd.net each year for updated information from the Texas Education Agency & Waller ISD regarding graduation requirements.

WALLER ISD

PRELIMINARY SIX-YEAR GRADUATION PLAN (GRADES 7-12)

Post High School Plan
After Graduation I will enroll in:
_____ Four year University (Bachelor's Degree) _____ Community College (Associate's Degree) _____ Technical School _____ Military _____ Other (specify) _____

Waller ISD Junior High Course Fees

Electives			
Course	**Course #**	**Purpose**	**Fee**
Course Fees for 2027-28 will be updated by January 1, 2027.			

WALLER I.S.D.
JUNIOR HIGH SCHOOL
Course Offerings & Descriptions
2027-2028

WALLER INDEPENDENT SCHOOL DISTRICT

Waller ISD offers career and technical education programs in business, management, and administration; agriculture, food, and natural resources; arts, a/v, and communications; law and public safety; human services; manufacturing; hospitality and tourism; architecture and construction; marketing, sales, and services; health science; finance; information technology; and education and training. Admission to these programs is based on student interest, age and grade requirements specified by the Texas Education Agency.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973 as amended.

Waller ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Angie Davis, at 20600 Fields Store Rd., Waller, TX 77484, 936-931-3685 and/or the Section 504 Coordinator, Shawna Kelley, at 20600 Fields Store Rd., Waller, TX 77484, 936-931-3685.