

# Memorial Early College High School

With St. Philip's College

## Course Guide

2020-2021



# MECHS

## Course Guide

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**GRADUATION PLAN**  
**Graduating Class of 2018 & Beyond**  
*(Students entering high school in 2014 and beyond)*

Foundation Program	22 Credits	Taken	Foundation Program with an Endorsement	26 Credits	Taken
English I	1		English I	1	
English II	1		English II	1	
English III	1		English III	1	
Advanced English Course	1		Advanced English Course	1	
Algebra I	1		Algebra I	1	
Geometry	1		Geometry	1	
Advanced Mathematics Course	1		Advanced Mathematics Course	1	
Biology	1		Additional Advanced Mathematics Course	1	
IPC or Advanced Science Course	1		Biology	1	
Advanced Science Course	1		IPC or Advanced Science Course	1	
Word History or World Geography	1		Advanced Science Course	1	
U.S. History	1		Additional Advanced Science Course	1	
U.S. Government	.5		World History or World Geography	1	
Economics	.5		U.S. History	1	
Physical Education	1		U.S. Government	.5	
World Languages	2		Economics	.5	
Fine Arts	1		Physical Education	1	
Additional Electives	5		World Languages	2	
			Fine Arts	1	
			Additional Electives	7	

# General Information

Please Note:

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

## **Grade Level Classifications**

All students entering high school as a Freshman will need to meet the following credit requirements.

Freshman	1st year	0-4.5 earned credits
Sophomore	2nd year (+)	5-9.5 earned credits
Junior	3rd year (+)	10-17.5 earned credits
Senior	4th year (+)	18 earned credits

These classifications are based on the number of credits actually completed prior to registration

## **Grade Averaging**

For a two-semester course in which both semesters are completed in the same school year, each semester's grade stands on its own; however, a full credit will be awarded if the average of both semesters is at least 70. Students transferring in during the spring semester with a failing fall semester grade may receive credit under this policy.

## **Ranking Classification**

1. Recognition for academic honors will be given to the following graduating seniors:

- a. Valedictorian - Highest-ranking student
- b. Salutatorian - Second highest-ranking student
- c. Honor students –
  - Summa Cum Laude - be in top 5% of class
  - Magna Cum Laude - be in top 10% of class
  - Cum Laude - be in top 15% of class

2. To be eligible for valedictorian or salutatorian, a student shall have been enrolled in a Comal ISD high school for two full years immediately prior to graduation and must be a fourth year student.

3. The following numerical values will be used for letter grades transferred to the school:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 60
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

## **Class Rank**

Class rank is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is number one in the grade level and the student with the lowest rank average is the last student in the grade level. All other students are ranked in between highest (number one) and lowest (last). Class rank is reported comparing that student to the total number of students in the grade level. Students will receive a higher weighted rank point for the more difficult level courses.

For example, given 250 students in a grade level, the highest ranked student (number one) would be reported as 1 of 250; lowest ranking students would be reported as 250 of 250.

Weighted class ranking encourages students to take more challenging academic courses in preparation for further learning after high school. Institutions of higher learning require a student's class rank for admission purposes.

The weighted rank chart on page 10 is used to calculate a student's weighted cumulative rank average and is not reflected in the actual numerical grade recorded for each course on the academic achievement record (transcript), or the report card. Actual numerical semester grades are converted to weighted rank points according to the Weighted Class Rank Chart. Please see page 11 for a complete list of courses used to calculate class ranking.

Official class standing reports shall be issued to students each school year. Senior class ranking for the purpose of determining Valedictorian and Salutatorian is calculated at the end of the eighth semester. Other honor graduates will be calculated at the end of the seventh semester.

Please refer to Board Policy EIC Local for further details regarding Academic Honors for Seniors.

## **Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and Dual Credit Courses**

### **Pre-Advanced Placement (Pre-AP) Courses**

Pre-AP courses at the high school include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material requires students to read and write extensively in and out of class. All students are encouraged to take at least one advanced academics course each year of their high school experience.

### **Advanced Placement (AP) Courses**

AP Courses are developed by the College Board and are designed to provide college level studies for high school students using college level materials and strategies. Amount and depth of material requires students to read and requires students to develop advanced reasoning and problem solving skills.

### **AP and Pre-AP Grading Policies**

Student performance is evaluated on rigorous standards appropriate for the grade and content of the course. Courses are weighted when figuring class rank; however, actual grades earned will appear on all report cards and transcripts. In order to receive weighted points at the semester for an AP or Pre-AP course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course. If the course is dropped within a semester, the un-weighted grade transfers to the new class.

### **Should students take all Pre-AP or AP Classes?**

Students are encouraged to challenge themselves but also to find a balance among advanced courses, extra-curricular activities, and outside activities. Students should not feel that they have to take all classes at the Pre-AP/AP level. The decision on the number of Pre-AP/AP classes should be an individual decision based on the schedule and interest of each student.

### **Dual Credit Courses**

Dual credit courses are offered to students interested in taking College Credit courses while still in high school. Students are taught and graded in the same way as college students who take the same course. CISD has analyzed college courses against the state curriculum and has determined which courses will be accepted as dual credit. Students will receive college credit from the Dual Credit Institution/College immediately after they complete the course. Most courses will transfer to any public Texas college or university when a student earns a "C" or better. All college level courses are not "dual credit" courses; however, there are a variety of courses offered in both the Academic and Career and Technology Areas. This list may be obtained from the school counselor. Students are responsible for completing the college application process within a designated time frame and making arrangements to take the on-line entrance exam prior to enrollment in Dual Credit courses.

### **UT Onramps Courses**

UT On Ramps courses are developed by professors at UT Austin. They are designed to provide high school students with a true college academic experience, with the learning platform representing a dual platform model. The courses are designed to offer a differentiation between the high school and college experience. All courses are taught by a Comal ISD teacher and a UT Austin Professor and students will have the opportunity to accept or deny credit if it is earned. Students will have an opportunity to accept the UT college credit or decline the award of credit.

### **Gifted and Talented Program for High School Students**

In Comal ISD, the needs of Gifted and Talented students are met in several ways. In the four core subject areas – Language Arts, Mathematics, Science and Social Studies – identified gifted students may choose to participate in Pre-Advanced Placement and Advanced Placement courses with gifted instruction being provided by teachers trained in both Gifted Education and Advanced Placement methodologies.

### **Graduation Ceremony Participation and Diploma Requirements**

The following guidelines will be used for fourth/fifth year students to be able to participate in the graduation ceremony and receive a diploma from the home campus:

1. Students entering high school as a freshman in 2011 or thereafter are expected to meet the following conditions in order to receive a diploma:
  - a. Complete **ALL** credit requirements
  - b. Pass all required EOC exams (English I, English II, Algebra I, Biology, United States History) with a scale score indicating satisfactory performance
2. Students may only participate in one graduation ceremony.

### **Early Graduation**

Students who anticipate completing high school in fewer than four years must file an application for early graduation in the counselor's office. Students graduating early may participate in graduation ceremonies only if all graduation requirements are completed prior to the graduation ceremony. Students may not be ranked higher than 3rd in the senior class rank and shall share the third ranking position with fourth year student.

Students wishing to graduate early will need to schedule a meeting with their school counselor. The student's 4 year plan will need to be adjusted in order to plan for the early graduation. Students declaring early graduation in 3.5 years will need to have a completed Request for 3.5 year Early Graduation Form and on file with their counselor no later than the last day of their Junior year Students declaring early graduation in 3 years will need to have a completed Request for 3 year Early Graduation Form and on file with their counselor no later than the last day of their Sophomore year.

It is the responsibility of the student to attend graduation rehearsal, pick up cap and gown, and pick up invitations at the designated times. Students who graduate early and wish to participate in graduation exercises will be required to abide by the same school rules and regulations as other students. Students who are not enrolled in Comal ISD in the spring semester shall be able to participate in senior activities during the remainder of the year with principal approval. This includes such activities as the senior trip, junior-senior prom, and other class functions. Diplomas shall be awarded at the end of the school year.

### **College Assessment Information**

Students entering public community colleges or universities in Texas must meet minimum standards as established by the Texas Higher Education Coordinating Board as part of the Texas Success Initiative before enrolling in any college course work. Students not meeting minimum standards may have to take an additional test to demonstrate college readiness. The campus college and career center has detailed college registration and exemption information. Please contact the individual college to see what standards or tests are required.

### **Automatic Admission to Texas Public University for Top 10%**

Top students in Texas are eligible for automatic admission to any public university in Texas under state admissions policies. Under House Bill 588 passed by the 75<sup>th</sup> Legislature in 1997, students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas. However, SB 175 caps the number of students admitted under the top 10% law and UT is required to offer automatic admission to 75% of the university's enrollment capacity designated for first-time resident undergraduate students in an academic year; thus, acceptance rates will vary. The University will determine the acceptance rate.

To be eligible for the top 10 percent automatic admission, a student must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline.

Once a student is admitted, a university may review a student's high school records to determine if the student is prepared for college-level course work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

*The Texas Higher Education Coordinating Board was responsible for creating rules for this new admissions policy and adopted the "top 10 percent" rules in October 1997. For more information, see Appendix B.*

### **Alternative Credit Opportunities**

All credits earned through alternative means, as described below, will be used in determining academic honors. All grades earned, including high school courses taken at the middle school, will be used in class ranking except for those courses not included in the ranking system. Grades transferred must be from a four-year accredited high school to be accepted. If a student transfers from an unaccredited school, only grades earned through Comal ISD high school will be used for determining averages for ranking for academic honors.

### **Correspondence Courses**

Students may use distance-learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course. Only correspondence courses from the University of Texas (Austin) or Texas Tech University are acceptable. Seniors should complete their work and submit the grade for recording at least thirty days prior to their graduation date in order to be eligible for graduation at the end of the term.

### **Credit by Examination with Prior Instruction**

A student who has previously taken a course or subject –but did not receive credit for it – may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or coursework by a student transferring from a non-accredited school. The counselor or principal will determine if the student is able to take the exam for this purpose. If approval is granted, the student must score at least a 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing the exam. [For further information, visit your counselor and policy EHDB (LOCAL).] The cost of the exam will be the responsibility of the student.

### **Credit by Examination for Acceleration**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. Students may take exams offered by the University of Texas or Texas Tech University for courses in which no prior instruction has been received. A score of 80 must be achieved. Test dates will be published in the spring and fall. Credit by examination for acceleration may be attempted a maximum of two times in each course. Once the credit is earned through Credit by Examination for Acceleration, the student will not be allowed to retest. There is no limit to the number of credits that can be earned through credit by exam. Students should contact a counselor for registration information.

### **Credit Obtained through College Programs**

Comal ISD (CISD) provides college level opportunities for credit. Students must meet eligibility and enrollment requirements at the participating college. To receive credit toward a Performance Acknowledgement, the grade must be a "B" or better.

- **Dual Credit** – Dual credit is offered to students interested in taking College Credit courses while still in high school. Students are taught and graded in the same way as college students who take the same course. CISD has analyzed college courses against the state curriculum and has determined which courses will be accepted as dual credit. Students will receive college credit from the Dual Credit Institution/College immediately after they complete the course. Most courses will transfer to any public Texas college or university when a student earns a “C” or better. All college level courses are not “dual credit” courses, however there are a variety of courses offered in both the Academic and Career and Technology Areas. This list may be obtained from the school counselor. Students are responsible for completing the college application process within a designated time frame and making arrangements to take the on-line entrance exam prior to enrollment in Dual Credit courses. A student may take a maximum of two courses per semester at no cost to the student.
- **Concurrent Enrollment** – Concurrent enrollment courses are college courses students can take for college credit while enrolled in high school. Concurrent courses count toward a Performance Acknowledgement.

### **Texas Virtual School Network**

During the 80th Texas Legislative Session, Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The Texas Virtual School Network (TxVSN) first offered courses to students in Texas districts and open enrollment charter schools beginning January 2009. Course offered for grades 8-12 ensure 100% alignment with the Texas Essential Knowledge and Skills as well as the INACOL National Standards of Quality for Online Courses. All courses offered through the TxVSN are provided by public school districts, open-enrollment charter schools, institutions of higher education, or education service centers. All high school courses are taught by an instructor that is Texas-certified in the course subject area and grade level that have completed a TxVSN approved professional development on effective online instruction. **Tuition and fees for TxVSN courses will be the responsibility of the student and parent.** For more information regarding the TxVSN or other online course opportunities, please see your high school Academic Dean. You may also visit the TxVSN website at <http://www.txvsn.org/>.

### **Summer School/Semester**

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for the purpose of making up work that has been failed during the regular term, strengthening areas where a student is weak, giving a student an opportunity to avail himself/herself of courses that cannot be taken during the regular term because of scheduling conflicts, and obtaining credits for acceleration purposes.

### **Credit Recovery**

Student may gain credit through computer-assisted instruction for courses previously failed. Not all courses are eligible for recovery. Students should contact their school counselor for information.

**The Advanced Technical Credit Program (Statewide Articulation)** is an advanced placement program initiated to provide a method for high school students who continue technical programs of study in college to receive credit for knowledge and skills without duplication of coursework. Students successfully demonstrating college level competence in content enhanced high school courses are eligible to receive banked (in escrow) credit for courses that are part of an associate of applied science (AAS) degree or certificate plan offered by public two-year colleges. Some universities may also honor these courses, particularly those that offer BAAS, BAT, BSIS, or similar baccalaureate degrees.

### **Transcript of Credits**

Many schools and colleges require students to submit a copy of their high school record before entering. If students plan to move to another school district, students should request the registrar to send the transcript to the student's new school at the time of withdrawal. If a student plans to attend college, the transcript should be requested sufficiently early for receipt by the college registrar before the end of July. Transcripts will be sent only by request. Students under the age of 18, who want their transcript sent to a college, must have a parent signature of approval.

### **NCAA Guidelines**

All high-school athletes wishing to compete in college athletics must register with the Initial-Eligibility Center. Information about eligibility can be found in the Guide for the College-Bound Student-Athlete at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students who are interested in attending college on athletic scholarships should carefully select high school courses that qualify under the National Collegiate Athletic Association guidelines. After you have registered and paid appropriate fees, please submit paperwork to the high school registrar.

### **Course Availability**

Courses are offered according to student need and teacher availability. Students and parents are reminded that course selection determines how the school's schedule is built, faculty is hired and room assignments are made.

### **Schedule Changes**

Schedule changes can have a significant impact on the calculation of the nine-weeks average. Therefore, schedule changes will be considered for the following reasons only:

- The student is a senior not scheduled in a course needed for graduation.
  - The student has already earned credit for a course in which he/she is currently scheduled.
  - The student does not have the prerequisite(s) for a class listed on his/her schedule.
  - The student has previously failed this course under the same teacher.
  - The student has been dismissed from a program for which approval must be granted for placement.
  - The student does not have a full schedule.
  - There is a data entry error (no lunch, class listed twice, free period, etc.).
  - Other as approved by building administrator or designee.
  - Course level changes:
- o To transfer to a lower level class, the student must have made a sincere effort to succeed, as determined by the campus personnel, by

completing work and attending tutorials. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. An administrator or administrative designee must approve schedule changes. State law mandates 90% attendance in each class each semester.

An administrator or administrative designee must approve schedule changes. State law mandates 90% attendance in each class each semester.

### **Course Selection**

The school cannot take the total responsibility for the proper choice of subjects for either students' graduation or college entrance. Students should carefully check the local graduation requirements and the catalog of the college of choice before choosing courses. A useful reference site in this regard is [www.collegeboard.org](http://www.collegeboard.org). Under no circumstances should students depend on any high school official to choose the correct courses for their future. The counselors, the administration, or other faculty members will be glad to assist students at any time, but students and parents must make the final choice. The parent must approve changes. The administrator or administrative designee must approve schedule changes. The Foundation High School Plan is one of the requirements to receive additional State financial aid. The Texas Grant and Exemption Program is an award of varying amounts to assist certain students who graduate on the Foundation High School Program with college expenses. For more information, visit [www.collegeforalltxans.com/](http://www.collegeforalltxans.com/) or call 1-800-242-3062 x6344.

### Class Rank Chart

Actual Grade	1.0 – General Education	1.1 – Pre-AP	1.2 – Dual Credit	1.25 - Advanced Placement/UT OnRamps
<b>100</b>	<b>100</b>	<b>110</b>	<b>120</b>	<b>125</b>
99	<b>99</b>	108.9	118.8	123.75
98	<b>98</b>	107.8	117.6	122.50
97	<b>97</b>	106.7	116.4	121.25
96	<b>96</b>	105.6	115.2	120.00
95	<b>95</b>	104.5	114.0	118.75
94	<b>94</b>	103.4	112.8	117.50
93	<b>93</b>	102.3	111.6	116.25
92	<b>92</b>	101.2	110.4	115.00
91	<b>91</b>	100.1	109.2	113.75
<b>90</b>	<b>90</b>	<b>99.0</b>	<b>108.0</b>	<b>112.50</b>
89	<b>89</b>	97.9	106.8	111.25
88	<b>88</b>	96.8	105.6	110.00
87	<b>87</b>	95.7	104.4	108.75
86	<b>86</b>	94.6	103.2	107.50
85	<b>85</b>	93.5	102.0	106.25
84	<b>84</b>	92.4	100.8	105.00
83	<b>83</b>	91.3	99.6	103.75
82	<b>82</b>	90.2	98.4	102.50
81	<b>81</b>	89.1	97.2	101.25
<b>80</b>	<b>80</b>	<b>88.0</b>	<b>96.0</b>	<b>100.00</b>
79	<b>79</b>	86.9	94.8	98.75
78	<b>78</b>	85.8	93.6	97.50
77	<b>77</b>	84.7	92.4	96.25
76	<b>76</b>	83.6	91.2	95.00
75	<b>75</b>	82.5	90.0	93.75
74	<b>74</b>	81.4	88.8	92.50
73	<b>73</b>	80.3	87.6	91.25
72	<b>72</b>	79.2	86.4	90.00
71	<b>71</b>	78.1	85.2	88.75
<b>70</b>	<b>70</b>	<b>77.0</b>	<b>84.0</b>	<b>87.50</b>

## Explanation of Eligibility for Automatic College Admission

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student **must**:

- (1) the applicant graduated from a public or private high school in this state accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense;
- (2) the applicant:
  - (A) Successfully completed:
    - (i) at a public high school, the curriculum requirements established under Section 28.025 for the distinguished level of achievement under the foundation high school program; or
    - (ii) at a high school to which Section 28.025 does not apply, a curriculum that is equivalent in content and rigor to the distinguished level of achievement under the foundation high school program; or
  - (B) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent; and
- (3) if the applicant graduated from a high school operated by the United States Department of Defense, the applicant is a Texas resident under Section 54.052 or is entitled to pay tuition fees at the rate provided for Texas residents under Section 54.241 (d) for the term or semester to which admitted.

### Admission and Enrollment

State colleges and universities may admit a student accepted under the Automatic Admission policy for either the fall semester of the academic year for which the student applied or for the summer session that precedes that fall semester. Additionally, the admitting college or university may require that applicants in need of additional preparation for college-level work enroll in enrichment courses or programs during the summer immediately after the student is admitted. Colleges and universities are required to admit an applicant as an undergraduate student if the applicant is the child of a public servant who was killed or fatally injured in the line of duty and who meets the minimum entrance requirements set by the college or university.

### \*The University of Texas at Austin

Beginning with admissions for the 2011-2012 school year, The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. For the **2019-2020** academic year, UT has determined that it will automatically admit all eligible applicants who rank within the **top 6%** of their high school graduating classes. For the **2020-2021** academic year, UT has determined that it will automatically admit all eligible applicants who rank within the **top 6%** of their graduating classes. Please note that students admitted to UT under the Automatic Admission policy will be required to complete at least 6 semester credit hours during evening or other low-demand hours in order to ensure the efficient use of available classrooms.

### Additional Resources

For the complete text of this statute, please refer to the Texas Education Code (TEC), §51.803, available online at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.803>.

For questions related to the Automatic Admission policy, please visit the Texas Education Agency's Automatic College Admission webpage at <http://www.tea.state.tx.us/index2.aspx?id=285632>.

A list of state colleges and universities appears in TEC §61.003(3), general academic teaching institutions, available online at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm#61.003>

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## **Endorsements**

Students entering high school in 2014 and beyond are required to declare an endorsement. These students are also eligible for a distinguished level of achievement and performance acknowledgements. The endorsements are selected from the following:

### **STEM**

A student entering high school in 2014 and beyond can earn a STEM endorsement by taking courses directly related to science; including environmental science, technology, including computer science; engineering; and advanced mathematics.

### **Business and Industry**

A student entering high school in 2014 and beyond can earn an endorsement in Business and Industry by completing courses directly related to database management, architecture, information technology, construction, communications, welding, accounting, logistics, finance, automotive technology, marketing, agricultural science, graphic design, culinary arts and hospitality, and HVAC.

### **Public Services**

A student entering high school in 2014 and beyond can earn an endorsement in Public Services by completing courses directly related to health sciences and occupations, education and training, and law enforcement.

### **Arts and Humanities**

A student entering high school in 2014 and beyond can earn an endorsement in Arts and Humanities by completing courses directly related to political science, English literature, world languages, history, cultural studies, and fine arts.

### **Multidisciplinary Studies**

A student entering high school in 2014 and beyond can earn an endorsement in Multidisciplinary Studies by completing courses from the curriculum of each endorsement area and earning credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement.

### **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 four credits in science and four credits in mathematics to include Algebra II.

### **Performance Acknowledgements**

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

- At least 12 hours of college academic courses with a grade equivalent of 3.0 or higher; or
- An associate degree while in high school.

For students who have participated in and met the exit criteria for a bilingual or English as a second language (ESL) program and scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS), the English language learner may earn a performance acknowledgment by:

- Completing all English language arts requirements and maintaining a minimum GPA of an 80 on a scale of 100; and
- Satisfying one of the following:
  - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of an 80 on a scale of 100; or
  - Demonstrated proficiency in the TEKS for Level IV or higher in a language other than English with a minimum GPA of an 80 on a scale of 100; or
  - Completing of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of an 80 on a scale of 100; or
  - Demonstrated proficiency in one or more languages other than English through one of the following methods:
    - A score of 3 or higher on a College Board Advanced Placement exam for a language other than English; or
    - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

A student may earn a performance acknowledgment by earning a score of 3 or above on a College Board Advanced Placement Exam.

A student may earn a performance acknowledgement by:

- Earning a score on the PSAT/NMSQT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
- Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN;

- Earning a combined critical reading and mathematics score of at least 1310 on the SAT; or
- Earning a composite score on the ACT exam of 28 (excluding the writing subscore)

A student may earn a performance acknowledgement for:

- Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
- Performance on an examination sufficient to obtain a government-required credential to practice a profession.

<b>Multidisciplinary Studies</b>	<b>Arts &amp; Humanities</b>	<b>Science, Technology, Engineering, and Math</b>	<b>Business &amp; Industry</b>
4 Years of English 4 Years of Math 4 Years of Social Studies 4 Years of Science	<p><b><u>Fine Arts</u></b>            Pre-AP Visual Art            AP Art History            Art I            Art II            Art III</p> <p><b><u>Social Studies – 5</u></b>            Pre-AP World Geography            World History            DC US History            DC Federal Govt/                DC Texas Govt            DC Psychology/                DC Humanities</p> <p><b><u>Foreign Language</u></b>            Spanish I            Pre-AP Spanish II            DC Spanish III            DC Spanish IV</p>	<p><b><u>CTE</u></b>            Digital Media            Principles Information                Technology            Robotics I            Robotics II</p> <p><b><u>Math – 5</u></b>            Pre-AP Algebra I            Pre-AP Geometry            Pre-AP Algebra II            DC College Algebra            AP Calculus AB</p> <p><b><u>Science-5</u></b>            Pre-AP Biology            Pre-AP Chemistry            Physics            DC Biology            Forensic Science</p>	<p><b><u>Video Game Design</u></b>            Digital Media            Graphic Design            Video Game Design I/                Animation            Video Game Design II</p> <p><b><u>Cyber Security</u></b>            Digital Media            Principles Information                Technology            Foundations of                Cybersecurity            AP Computer Science                Principles            AP Computer Science            A</p> <p><b><u>Audio Video</u></b>            Digital Media            Graphic Design            Audio Video            Production I            Audio Video            Production II</p>

# Course Descriptions

Courses in this guide may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course

## English Language Arts

### Pre-AP English I – 1157

**Credit: 1, Full Year**

**Prerequisite: None**

The Pre-AP English class serves as the foundation for the Advanced Placement Program, specifically for AP English III Language and Composition and AP English IV Literature and Composition. Emphasis is placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will read and write extensively in multiple genres and keep a portfolio of written work. A summer reading assignment may be required.

### Pre-AP English II - 1257

**Credit: 1, Full Year**

**Prerequisite: English I recommended**

The Pre-AP English class serves as the foundation for the Advanced Placement Program, specifically for AP English III Language and Composition and AP English IV Literature and Composition. Emphasis is placed on developing students' skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will read and write extensively in multiple genres and keep a portfolio of written work. A summer reading assignment may be required.

### English III Dual Credit - 1350

**ENGL 1301/1302**

**Credit: 1, Full Year**

**Prerequisite: English II recommended**

**Must follow dual credit process; TSI required for dual credit.**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Second semester will emphasize effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

### English IV Dual Credit - 1450

**ENGL 2322/2323**

**Credit: 1, Full Year**

**Prerequisite: English III recommended**

**Must follow dual credit process; TSI required for dual credit.**

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Second semester will survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

### College Preparatory for Transition ELAR - 1501

**Recommended: Students who have successfully completed English I, II, and met the state requirement for Level II/Satisfactory Academic Performance on both STARR English I and II.**

In this college-preparatory course students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions.

## ENGLISH ELECTIVES

### Advanced Journalism: Yearbook Production I, II, III – 1614, 1624,

**1634**

**Credit: 1, Full Year**

**Prerequisite: Teacher approval**

Advanced Journalism students become actively involved in the publishing of the school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook.

Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. This course will require some after school time and may be taken more than one year (with teacher approval) for credit. For technology credit, see TR540.

### **Oral Interpretation I – 1294**

**Credit: 1, Full Year**

**Prerequisite: None**

This course will enhance communication and presentation skills. Students will critically analyze a variety of literary works, such as monologues, to develop vocal and physical characterization techniques to convey a variety of meanings from the author's intent of the piece to humorous and dramatic creative influences from a student perspective. Students will apply the principles, methods and presentation platforms in school, university and business environments with positive self-esteem and confidence. Students are required to participate in several interscholastic individual event tournaments throughout the year.

### **Debate I – 1404**

**Credit: 1, Full Year**

**Prerequisite: None**

Debate offers instruction and application in the principles of formal debate. Students will learn procedures and techniques of debate in modern society. Students will apply specific concepts to the preparation and delivery of formal debates. This will include researching, organizing, and presenting the affirmative and negative positions of a topic. Students will be required to participate in several interscholastic debate tournaments throughout the year.

## Mathematics

### **Pre-AP Algebra I – 2200**

**Credit: 1, Full Year**

**Prerequisite: Math 8 or Pre-AP Math 7**

Algebra I will expand students' understanding of number and algebraic methods; describing, graphing, writing, and solving linear functions, equations and inequalities; describing, graphing, writing, and solving quadratic functions and equations; and writing and graphing exponential functions. Special emphasis is placed on problems solving, multiple representations, and application of skills and concepts. Students will continue use of the graphing calculator.

### **Pre-AP Geometry – 2237**

**Credit: 1, Full Year**

**Prerequisite: Algebra I**

Pre-AP Geometry has a central focus on measurement that provides students with a holistic and comprehensive view of geometry as the study of shape and space. This course leverages transformations to deepen students' knowledge of similarity and congruence. Since transformations are functions, they afford students a rich opportunity to connect algebra and geometry meaningfully, leading to a more sophisticated understanding of functions specifically and mathematics more broadly. To address concerns of disjointed conceptual development and lack of sophisticated knowledge of statistics and probability, this course includes a unit that provides time for a sustained and focused examination of topics that are essential for quantitative literacy. Pre-AP Geometry serves as the foundation for the Advanced Placement Program.

### **Pre-AP Algebra II – 2257**

**Credit: 1, Full Year**

**Prerequisite: Algebra I**

Pre-AP Algebra II serves as the foundation for the Advanced Placement Program. In addition to the prescribed curriculum for Algebra II, this course will address higher-level thinking and problem solving skills. Also included are proof and theory of algebraic statements and analyzing and solving more challenging problems. Graphing calculators will be utilized extensively.

### **Independent Study in Mathematics – 2170**

**College Algebra Dual Credit (MATH 1314) – 2270**

**Credit: ½ Independent Study, ½ College Algebra Dual Credit**

**Prerequisite: Geometry & Algebra II**

**St. Philips Prerequisite: INRW 0420 and MATH 0320**

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

### **Statistics – 2507**

**Credit: 1, Full Year**

**Prerequisite: Algebra I**

This course prepares students to take entry level Statistics in college. Students should have a solid foundation in algebra prior to enrollment. This course will introduce students to four major conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference. Technology is an integral part of the course. Graphing calculators and computers are the primary tools for data analysis. This course will count as a fourth math credit.

### **AP Calculus AB – 2426**

**Credit: 1, Full Year**

**Prerequisite:** *Pre-Calculus* per College Board

This college level course prepares students to take the AP Calculus AB Exam for possible college credit. It is equivalent to the first semester of college Calculus, and includes practical applications of Calculus. Topics include limits and continuity of functions; derivatives and their applications; definite integrals and their applications; elementary techniques and applications of anti-differentiation, including differential equations and slope fields.

### **College Preparatory A for Transition Math - 2160**

**Recommended:** *Student has credit for Algebra I and Geometry and has met the passing standard on the Algebra I EOC.*

Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations and rational expressions. Calculator use is allowed in this course when indicated, including the departmental final examination. An overall grade for the semester of 75 or higher indicates that the student has met the Higher Ed Partnership criteria, and the student is prepared for Intermediate Algebra without further assessment or remediation.

## Science

### **Pre-AP Biology – 3117**

**Credit: 1, Full Year**

**Prerequisite:** *None*

The Pre-AP class serves as the foundation for Advanced Placement Program Science Courses. Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving. Through the College Board Areas of Focus, students engage deeply with science practices to construct and refine their biological knowledge and strengthen their cross-disciplinary reading, writing, and mathematical skills as they analyze data. Pre-AP Biology fosters student growth as they make meaningful connections among the structures, processes, and interactions that exist within and across living systems—from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving. Students will receive CPR instruction and also continue the Scott and White Wellness and Sexual Health Curriculum (formerly known as "Worth the Wait"), which includes learning about STD's, legal issues, and safe decision-making skills.

### **Pre-AP Chemistry – 3317**

**Credit: 1, Full Year**

**Prerequisite:** *One unit of high school science & Algebra I. Completion of or concurrent enrollment in a second year of math is recommended*

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Students will begin their exploration of matter by observing and measuring macroscopic properties of everyday materials and progress throughout the course to explore deeper and more detailed perspectives of the particle nature of matter. Pre-AP Chemistry motivates students to be active participants in applying critical thinking and mathematical skills as they engage in context driven mathematics, data analysis, modeling, and productive collaboration with their peers.

### **Physics – 3418**

**Credit: 1, Full Year**

**Prerequisite:** *Completion or concurrent enrollment in Algebra 1 is recommended*

In Physics, students will conduct laboratory and field investigations use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course provides students with a conceptual framework, practice in experimental design and interpretation, working collaboratively with colleagues, and developing critical thinking skills. Topics of study include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics, characteristics and behavior of waves; and atomic, nuclear, and quantum physics.

### **Forensic Science – 9249**

**Credit: 1, Full Year**

**Prerequisite:** *Biology & Chemistry. Completion or concurrent enrollment in any Law, Public Safety, Corrections, and Security Career Cluster course is recommended.*

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hair, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

### **Anatomy and Physiology Dual Credit – 8410**

BIOL 2401/BIOL 2402

Credit: 1, Full Year

Prerequisite: *Biology and a second science.*

*St. Phillips Prerequisite: INRW 0420 and MATH 1314 or 1414, Math 0320*

***Must follow dual credit process; TSI required for dual credit.***

Anatomy and Physiology is an advanced course recommended for students with a strong interest in science and good study skills. In this course, students conduct laboratory investigations and fieldwork. Students will study the structures and functions of the human body and body systems and will investigate the body's responses to forces; maintenance of homeostasis; electrical interactions; transport systems; and energy systems.

## Social Studies

### **Pre-AP World Geography Studies – 4237**

Credit: 1, Full Year

Prerequisite: **None**

Pre-AP serves as a foundation for Advanced Placement Social Studies Course. This College Board Pre-AP course includes instruction in examining people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography of events on the past and present with an emphasis on contemporary issues. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants. The course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and AP World History.

### **World History Studies – 4218**

Credit: 1, Full Year

Prerequisite: ***World Geography Studies suggested***

World History Studies is a survey of the history of human kind. The major emphasis is on the study of significant people, events, and issues from earliest times to present western civilization as well as civilizations in other parts of the world. Students use historical inquiry to research and interpret both primary and secondary sources.

### **U.S. History Studies Dual Credit Since 1877 – 4350**

HIST 1301/1302

Credit: 1, Full Year

Prerequisite: ***Must follow dual credit process; TSI required for Dual Credit***

U.S. History since Reconstruction focuses on the time period from 1877 to present day. The course content is based on the founding documents of the U.S. government, which provides a framework for its heritage. Historical content focuses on the political, economic and social issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements including civil rights. Students use critical thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. The dual credit course surveys the period from the first European explorations to present day.

### **U.S. Government Dual Credit – 4400**

(GOVT 2305)

Credit: ½, Semester

Prerequisite: ***U.S. History recommended***

Prerequisite: ***Must follow dual credit process; TSI required for Dual Credit***

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

***Students are encouraged to take two semesters of dual credit Government, in order for credit to be accepted by Texas state colleges and universities.***

### **American Government/Research Methods Dual Credit – 4440**

GOVT 2306

Credit: ½, Semester

Prerequisite: ***U.S. Government***

Prerequisite: ***Must follow dual credit process; TSI required for Dual Credit***

This course continues with the principles of American government, covering the theories and concepts of government politics, public opinion, parties, civil rights and civil liberties, problems and functions of national, state and local government. ***Students are encouraged to take two semesters of dual credit Government, in order for credit to be accepted by Texas state colleges and universities.***

### **Economics – 4418**

**Prerequisite: U.S. History recommended**

Economics focuses on the Free Enterprise System and its benefits including principles of production, consumption, and distribution of goods and services. The student will research the problem of scarcity in the United States and a comparison with those in other countries around the world. Students apply critical thinking skills to create economic models and evaluate economic patterns.

### **Psychology Dual Credit – 4540**

**PSYC 2301**

**Credit: ½, Semester**

**Prerequisite: Must follow dual credit process; TSI required for Dual Credit**

Psychology teaches theories of human development, motivation, brain development and learning. Students study the science of human behavior and mental processes. The study of psychology is based on an historical framework and relies on effective collection and analysis of data.

### **Humanities Dual Credit - 4219**

**HUMA 1301**

**Credit: ½ Semester**

**Prerequisite: St. Philip's Prerequisite INRW 0420 Must follow dual credit process; TSI required for Dual Credit**

This course is an interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and society. Students will study the ancient past and foundational thoughts that have shaped western culture. The discipline of Humanities brings together a number of various disciplines: art history, literature, history, philosophy, religious perspectives, economic realities, and architectural concerns as it reflects the lives and values of people.

## **World Languages**

### **Spanish I - 1818**

**Credit: 1, Full Year**

**Prerequisite: None**

This course provides an introduction to the five C's: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development).

### **Pre-AP Spanish II - 1827**

**Credit: 1, Full Year**

**Prerequisite: Successful completion of Level I or teacher recommendation and approval**

Pre-AP is designed for students with high academic interest and a strong work ethic. The Pre-AP class serves as the foundation for the Advanced Placement Program, specifically to prepare students for the rigor of the AP class and the AP exam. Students will also further explore the five C's at the intermediate proficiency level: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development).

### **Spanish III Dual Credit - 1830**

**(SPAN 1411/SPAN 1412)**

**Credit: 1, Full Year**

**Prerequisite: Successful completion of Level II or teacher recommendation and approval**

Introduction to the fundamentals of the Spanish language and culture in order to develop listening, speaking, reading, and writing skills. Second semester will focus on fundamentals of the Spanish language and culture in order to develop listening, speaking, reading, and writing skills. This course is a continuation of SPAN 1411.

### **Spanish IV Dual Credit – 1840**

**(SPAN 2311/SPAN 2312)**

**Credit: 1, Full Year**

**Prerequisite: LOTE I, II, III or teacher recommendation and approval**

This course is a continuation of SPAN 1412. It provides additional development of language skills in listening, speaking, reading, and writing. Short literary selections are introduced in a context of Hispanic culture and civilization. Second Semester will focus on This course is a continuation of SPAN 2311. It provides additional development of language skills in listening, speaking, reading, and writing. Short literary selections are introduced in a context of Hispanic culture and civilization.

## Fine Arts

### **Art I - 6014**

**Credit: 1, Full Year**

**Prerequisite: None**

Students may fulfill fine arts or elective requirements for graduation by successfully completing this course. Beginning art encompasses a wide variety of experiences, from elements and principles of art to art history. Students are exposed to a variety of media both two and three dimensional; pencil, ink, charcoal, pastel, tempera, watercolor, clay, and printmaking. Some media may vary. The goal is for students to gain an understanding and appreciation of art.

### **Pre AP Visual Art - 6090**

**Credit: 1, Full Year**

**Prerequisite: None**

**\*Art fees are assessed**

Pre AP Visual Art is structured around skills associated with ideation, experimentation, creation, revision, reflection, and analysis—the processes and activities that artists engage in while producing their work. The course should better prepare you for AP Art History.

### **AP Art History – 6096**

**Credit: 1, Full Year**

This reading intensive course introduces students to the understanding, appreciation, and enjoyment of works of art. Students will be exposed to a general survey of art history including architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students will examine major forms of artistic expression from the past to the present, as well as from a variety of cultures beyond the European tradition. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Some content may be of mature nature.

### **Art II – 6020**

**Credit: 1, Full Year**

**Prerequisite: Art I**

**\*Art fees are assessed**

Art II is designed to incorporate prior learning from Art I and involve the student in more specialized visual art processes. Students will explore a variety of two-dimensional and three-dimensional media to build artistic confidence and creative visual expression. This course will lay the continuing groundwork for further study in additional art classes.

### **Art III - 6030**

**Credit: 1, Full Year**

**Prerequisite: Art I and Art II**

**\*Art fees are assessed**

Students will express ideas through original artworks, using a variety of drawing media. They will be able to apply design skills in creating practical applications. The students will study historical periods, as well as critique artwork.

## Physical Education

### **Intro to Fitness & Wellness – 7104 (Foundations of Personal Fitness)**

**Credit: 1.0**

**Prerequisite: None**

Intro to Fitness & Wellness will motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. All of the TEKS for Foundations of Personal Fitness and Health will be addressed. Students will, in most instances, participate in the activity part of the class every other week for a total of 225 minutes every two-week period. This component of the class will include cooperative and team building physical activities that impact cardiovascular health, muscular strength and endurance, and flexibility. Students will learn how to assess their own health and fitness levels, and based on that knowledge, they will be able to design and maintain their own personal nutrition and fitness program. The classroom component includes studies on Emotional & Mental Health, Nutrition & Physical Activity; Abstinence, Personal & Sexual Health; HIV, STD, & Pregnancy Prevention; Tobacco, Alcohol, & Other Drug Prevention, and Violence & Injury Prevention.

### **PhysEd Fit I - 7014 (Aerobic Activities)**

**Credit: 1.0**

**Prerequisite: None**

PhysEd Fit is designed to teach sustainable fitness through core strength and conditioning, regardless of fitness level, body composition, or athletic ability. Using basic body-weight movements, the fun of sport and game, and accountability through journaling, students advance through levels that increase in intensity and encourage camaraderie and competition amongst peers to motivate students to unparalleled fitness. Journals help students to track their performance during the workouts, set goals, and complete written assignments.

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which shall include student's observations on nutrition, sleep, recovery, and values related to sports. Students in this course will compete in an end of semester ComalPhysEd games with PhysEd Fit students from other CISD high schools.

## Career and Technical Education

\* For endorsement purposes, CTE courses may be selected from any cluster. The final course in the sequence must be selected from the endorsement designated by the student.

### ***ARTS, A/V TECHNOLOGY AND COMMUNICATIONS***

#### **Audio/Video Production I – 8684**

**Credits: 1, Full Year**

Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

**Grade Placement: 9–12**

#### **Audio/Video Production II – 8691**

**Credits: 1, Full Year**

Prerequisite: Audio/Video Production I. Recommended Prerequisite: Audio/Video Production I.

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

**Grade Placement: 10–12**

#### **Graphic Design and Illustration I – 8204**

**Credits: 1, Full Year**

**Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.**

**Recommended Corequisite: Graphic Design and Illustration I Lab.**

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**Grade Placement: 10–12**

#### **Professional Communications – 8069**

**Credits: .5, Semester**

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

**Grade Placement: 9–12**

#### **Animation/Video Game Design – 8686**

**Credits: 1, Full Year**

**Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications.**

Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

**Grade Placement: 9–12**

#### **Video Game Programming – 8209**

**Credits: 1, Full Year**

**Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications.**

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

**Grade Placement: 10–12**

## INFORMATION TECHNOLOGY

### **Principles of Information Technology – 8833**

**Grade Placement: 9–10**

**Credit: 1, Full Year**

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

### **Foundations of Cybersecurity – 8880**

**Grade Placement: 9–12**

**Credit: 1, Full Year**

In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.

### **Digital Media – 8683**

**Grade Placement: 9–12**

**Credit: 1, Full Year**

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

## SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

### **Robotics I – 8929**

**Grade Placement: 9–10**

**Credit: 1, Full Year**

**Recommended Prerequisite: Principles of Applied Engineering.**

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

### **Robotics II – 8930**

**Grade Placement: 10–12**

**Credit: 1, Full Year**

**Prerequisite: Robotics I.**

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

**Note: This course satisfies a math credit requirement for students on the Foundation High School Program**

### **AP Computer Science Principles – 2401**

**Grade Placement: 9-12**

**Credit: 1, Full Year**

**Prerequisite: Algebra 1**

AP Principles of Computer Science introduces students to the digital age. This rigorous course promotes computational thinking while exploring the global impact of the internet and technology. Topics covered include creativity, abstraction, data and information, algorithms, and programming. Students are required to submit an exploratory and creative project to the college board as part of their end of course evaluation.

## Elective Courses

### **Methodology for Academic and Personal Success I – 9057**

**Credit: 1, Full Year**

**Grade: 9**

**Prerequisite: None**

This course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional works in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time management,

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organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. As part of the goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignment.

It is the policy of Comal Independent School District not to discriminate on the basis of race, color, national origin, sex or disability in its career and technical education 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.

Es norma de Comal Independent Distrito Escolar no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.