



HIGH SCHOOL Course Guide

2026-27





Mission

The Mission of CISD, a growing district of learners and achievers, is to provide opportunities for all, by working together as a community, and focusing on students current and future needs.

Vision

Comal ISD will be an exceptional district where every child is known, safe, challenged, and inspired to create their future in an ever-changing world.

Motto

Growing Greatness

District Values

- Academic Excellence
- Building partnerships between parents, guardians, and schools that create a strong Comal ISD community
- Fiscal responsibility while achieving academic excellence
- Traditions and pride that bring high expectations for all

District Leadership

Dr. John E. Chapman III, Superintendent

Krista Moffatt, Assistant Superintendent, Teaching, Learning & Leadership

Corbee Wunderlich, Assistant Superintendent, Student Services

Dr. Randy Davis, Chief Human Resources Officer

Larry Guerra, Chief Financial Officer

Scott Monroe, Chief Information Officer

Mark Stahl, Chief Operations Officer

High School Principals

Canyon High School: **Dustin Davisson**

Canyon Lake High School: **Mark Oberholtzer**

Davenport High School: **Angela Looney**

Pieper High School: **Lauran Knight**

Smithson Valley High School: **Stacia Snyder**

Comal Academy and Comal Disciplinary Center (CDC): **Lori Lehmberg**

Schools of Choice Principals

Hill Country College Preparatory High School: **Julie Wiley**

Memorial Early College High School: **Terri Duncan**

Board of Trustees

Courtney Biasatti, President

Russ Garner, Vice President

David Krawczynski, Secretary

Amanda Jones, Trustee

Tim Hennessee, Trustee

Amy Shaw, Trustee

Jason York, Trustee



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How to Use this Planning Guide

Plan your growth & Achieve greatness

At Comal ISD, we believe every student has the potential to achieve greatness. This course guide is designed to be more than a catalog of classes. It's your road map to readiness, a tool to help you make thoughtful choices, discover new opportunities, and prepare for the path ahead.

Each student's journey is different. Some of you may already have a clear goal in mind, while others are still exploring. Either way, you are exactly where you need to be. The important step is to begin planning because today's decisions impact tomorrow's opportunities. The courses you plan now shape not only your high school experience but also the opportunities available to you after graduation, so whether you plan to attend college, pursue technical training, enter the military, join the workforce, or combine these paths along the way, Comal ISD is here to help.

This guide highlights the wide range of programs Comal ISD offers, from rigorous college-level coursework like Advanced Placement and Dual Credit, to industry-based certifications, career pathways, and creative electives that allow you to grow your passions. Inside, you'll also find graduation requirements, planning tools, and resources to help you and your family make informed choices. Counselors are here to guide you in building a four-year plan, and your teachers and family members are important partners as you set goals and take steps toward achieving them.

Planning is the root of success, and this guide helps you map out that plan. Use it to chart your course, ask questions, and explore options. With careful planning, commitment, and curiosity, you are building the foundation for growth to greatness; in Comal ISD, and beyond.

A note to guardians- Thank you for the vital role you play in your student's journey. Your encouragement, guidance, and involvement make a lasting impact as students set goals and make important choices. We encourage you to stay actively engaged, ask questions, explore this guide alongside your student, and partner with teachers and counselors throughout the process. Together, we can help every Comal ISD student plan with confidence and move forward with purpose.

Plan Your Path to Greatness

Grade	Student To-Do	Guardian To-Do
8th Grade	☐ Explore career clusters and Programs of Study in SchoolLinks. ☐ Complete interest and skills inventories. ☐ Draft preliminary 4-Year course plan. ☐ Research Honors/AP/CTE options. ☐ Meet with counselor to review plan.	☐ Discuss your student's interests and strengths. ☐ Help review course options and balance. ☐ Attend counselor meeting. ☐ Provide guidance on realistic course load. ☐ Approve 9th-grade course selections.
9th Grade	☐ Refine 10th-grade course plan in SchoolLinks. ☐ Track academic progress and workload. ☐ Explore additional Advanced Academic and CTE options. ☐ Identify potential CCMR pathways. ☐ Meet regularly with counselor to adjust plan.	☐ Monitor grades and engagement. ☐ Encourage participation in extracurriculars. ☐ Discuss potential advanced courses. ☐ Support student in identifying goals. ☐ Help maintain healthy balance.
10th Grade	☐ Refine 11th-grade course plan in SchoolLinks. ☐ Continue advanced courses (AP, Pre-AP, Dual Credit, OnRamps). ☐ Track CCMR indicators. ☐ Participate in exploratory career experiences or job shadowing. ☐ Meet with counselor to ensure graduation requirements are on track.	☐ Review transcript progress. ☐ Discuss endorsement and CCMR readiness. ☐ Support advanced course decisions. ☐ Encourage career exploration experiences. ☐ Check student balance and stress levels.
11th Grade	☐ Finalize 12th-grade course plan. ☐ Continue advanced coursework and dual credit/OnRamps as appropriate. ☐ Engage in work-based learning, internships, or CTE experiences. ☐ Explore postsecondary options (college, military, workforce). ☐ Review progress on CCMR and endorsements.	☐ Confirm courses align with postsecondary goals. ☐ Discuss workload and balance. ☐ Support exploration of internships or career experiences. ☐ Review transcript and graduation progress. ☐ Encourage proactive planning for senior year.
12th Grade	☐ Complete graduation requirements. ☐ Finish advanced courses, dual credit, or OnRamps as planned. ☐ Apply for colleges, scholarships, or postsecondary programs. ☐ Finalize CCMR and endorsement achievements. ☐ Enjoy a confident transition after graduation to college, career, or military.	☐ Review final transcript and CCMR indicators. ☐ Support college, scholarship, or career applications. ☐ Help ensure all graduation requirements are met. ☐ Discuss next steps after high school. ☐ Celebrate achievements and readiness for the future.



Graduation Plan

Graduation Plan

Students entering High School in 2026 and beyond

Foundation High School Program with Endorsements

In Comal ISD, the Foundation High School Program with Endorsements is the standard graduation plan for all students. This flexible program, established by the 83rd Texas Legislature, ensures that every student begins their 4-year plan with a solid academic foundation while also having the opportunity to explore their individual interests. Students personalize their high school experience with endorsements, the distinguished level of achievement, and CTE Programs of Study, all of which prepare them for high-wage, high-skill, and in-demand careers.

Foundation High School Program*	Foundation High School Program with Endorsements	Foundation High School Program with Endorsements Distinguished Level of Achievement
22 Credits	26 Credits	26 Credits
4 Credits English ELA I, II, III, IV 3 Credits Mathematics Algebra I, Geometry, and one credit in any advanced math course 3 Credits Science Biology, Chemistry, IPC or one advanced science course 3 Credits Social Studies World Geography or World History, US History, Gov't (.5), Economics (.5) 2 Credits Languages other than English - in the same language 1 Credit Physical Education 1 Credit Fine Arts 5 Credits in Electives <i>* Requires committee approval after completion of sophomore year</i>	4 Credits English ELA I, II, III, IV 4 Credits Mathematics Algebra I, Geometry, and two credits in any two advanced math courses 4 Credits Science Biology, Chemistry or IPC, plus two additional advanced science courses 4 Credits Social Studies World Geography or World History, US History, Gov't (.5), Economics (.5) 2 Credits Languages other than English - in the same language 1 Credit Physical Education 1 Credit Fine Arts 6 Credits in Electives Credit requirements specific to at least one endorsement	4 Credits English ELA I, II, III, IV 4 Credits Mathematics Algebra I, Geometry, Algebra II, and one credit in any advanced math course 4 Credits Science Biology, Chemistry or IPC, plus two additional advanced science courses 4 Credits Social Studies World Geography, World History, US History, Gov't (.5), Economics (.5) 2 Credits Languages other than English - in the same language 1 Credit Physical Education 1 Credit Fine Arts 6 Credits in Electives Credit requirements specific to at least one endorsement

Endorsements

By choosing an endorsement, students can identify areas that interest them, try different courses, and gain experiences that help clarify their passions and future goals.

All students will select an endorsement upon entering high school, which helps guide their learning toward areas of interest and future opportunities. Endorsements help students see how the courses they take in high school connect to real-world careers and college majors. They are not meant to lock students into a single path, but rather to guide exploration and discovery. By choosing an endorsement, students can identify areas that interest them, try different courses, and gain experiences that help clarify their passions and future goals. Students are encouraged to aim for the Distinguished Level of Achievement and earn Performance Acknowledgements.

STEM	Business & Industry	Public Services	Arts & Humanities
This endorsement supports students interested in careers in scientific, technical, or math-focused fields.	This path prepares students for careers in the professional and technical workforce.	This endorsement is ideal for students interested in serving their communities.	This path supports students with interests in creative, cultural, or human-focused careers.
Example Areas of Study • Science • Technology* • Engineering* • Advanced Math	Example Areas of Study • Business Management* • Marketing* • Entrepreneurship* • Information Technology • Construction* • Architecture* • Automotive Technology* • Welding* • Agricultural Science* • Graphic Design* • Culinary Arts & Hospitality*	Example Areas of Study • Health Science* • Education & Training* • Law Enforcement*	Example Areas of Study • English Literature • World Languages • History • Political Science • Cultural Studies • Fine Arts

*Areas of study listed above are examples of possible areas of study, but this list is not intended to be all inclusive of the programs of study offered to CISD students. All course and program offerings are presented later in this guide, in SchoolLinks, and in the CISD Program of Study Guidebook.

Multidisciplinary Studies

Students can earn a Multidisciplinary Studies endorsement by taking courses from multiple endorsement areas and advanced courses in a variety of subjects. This path allows students to explore multiple fields while completing the Distinguished Level of Achievement.

4 advanced courses from other endorsement areas

OR

4 credits in each foundation subject area, including English IV and chemistry and/or physics

OR

4 credits in Advanced Placement or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

Endorsement & Program of Study Relationship

In Texas high schools, endorsements provide students with opportunities to focus their high school coursework in a specific area of interest, such as STEM, Business and Industry, or Public Services. Each endorsement requires students to complete a coherent sequence of courses, known as a Program of Study, which is carefully designed to build skills and knowledge in that area. Essentially, the Program of Study is nested within the endorsement: **the endorsement sets the broad career-focused goal, and the Program of Study provides the detailed pathway of courses that students follow to achieve it.** Completing a Program of Study ensures that students not only satisfy the state requirements for an endorsement but also gain meaningful preparation for postsecondary education and careers in that field. Review the CISD Program of Study Guidebook for details on course sequences.

Having trouble selecting an endorsement?

Having trouble selecting an endorsement? Comal ISD has outstanding school counselors who are ready to help students identify goals and create aligned course plans. In addition, Comal ISD students, beginning in 5th grade, have access to a platform called SchoolLinks which guides them in discovering their interests and connects those interests to career pathways. To access these resources and more, go to Classlink, select the SchoolLinks icon, and begin exploring!

Distinguished Level of Achievement

Pursuing the Distinguished Level of Achievement (DLA) offers significant advantages for students planning for college, career, or military pathways. This designation requires completing the Foundation High School Program, earning at least one endorsement, and fulfilling specific course requirements including four credits in mathematics (with Algebra II) and four credits in science.

Key Benefits of the Distinguished Level of Achievement:

- **Eligibility for Top 10% Automatic College Admission:** Graduates with a DLA are eligible for automatic admission to Texas public universities if they rank in the top 10% of their class (exceptions apply for University of Texas at Austin).
- **Increased Financial Aid Opportunities:** DLA graduates are among the first considered for the TEXAS Grant, a state-funded financial aid program for eligible students pursuing higher education.
- **Enhanced College and Career Readiness:** The rigorous coursework associated with the DLA prepares students for the demands of college-level studies and competitive career fields.
- **Competitive Edge in Admissions:** Completing the DLA demonstrates to colleges and employers a student's commitment to academic excellence and preparedness for future challenges.

Performance Acknowledgements

When students' accomplishments go beyond the standard graduation requirements, they are recognized through Performance Acknowledgements. These are recorded on students' diplomas and transcripts as a testament to their dedication and excellence in various areas. This recognition strengthens college and scholarship applications while showcasing a student's dedication to learning and career readiness

Key Areas for Performance Acknowledgements:

- **Dual Credit Courses:** Successful completion of at least 12 hours of college academic courses or an associate degree while in high school.
- **Bilingualism and Biliteracy:** Demonstrating proficiency in two or more languages, including meeting specific academic criteria and proficiency levels.
- **Advanced Placement (AP) or International Baccalaureate (IB) Exams:** Achieving a score of 3 or above on an AP exam or 4 or above on an IB exam.
- **Standardized Testing:** Earning qualifying scores on assessments such as the PSAT, SAT, ACT, or ACT-Plan.
- **Industry Certifications:** Obtaining a nationally or internationally recognized business or industry certification or license.

The TEA Graduation Toolkit provides additional details about the Foundation High School Program, Endorsement choices, benefits and explanation of the Distinguished Level of achievement option, checklists and resources.



College, Career, & Military Readiness

College, Career, & Military Readiness

In Texas, College, Career, and Military Readiness (CCMR) measures how well schools prepare students for life after high school; whether that means college, a career, or military service. A student demonstrates College, Career, or Military Readiness when they meet a specific benchmark demonstrating readiness for life after high school. CCMR indicators guide districts in creating meaningful learning experiences, helping students explore their interests, develop skills, and set goals early.

For families, these measures provide insight into how schools are supporting students' future success and ensuring they graduate ready for the next steps in life.

For students, **the true value of CCMR lies in the process: exploring courses, programs, and experiences that guide them toward college, careers, and/or military paths.** As they navigate these opportunities, students develop skills, discover interests, and make informed choices about their future. The “point” simply reflects the learning, growth, and preparation they’ve already gained along the way.

In Texas, students can demonstrate that they have met the College, Career, and Military Readiness (CCMR) indicator for accountability through several pathways, including:

CCMR Pathway	Criteria
Testing Benchmarks	SAT/ACT- Achieve minimum college readiness scores OR TSI Assessment- Score at or above the TSIA2 College Readiness Benchmark
Advanced Course Work	Dual Credit / On-Ramps Dual Enrollment- Complete 9+ hours in any subject or 3+ hours in English/Math OR AP Exams- Score 3 or higher on an exam.
Military Readiness	Enlistment- Provide documentation of enlistment or letter of acceptance into military service branch
CTE Program Completer + Industry Based Certification (IBC)	Complete CTE Program of Study- take at least 3 courses (for 4+ credits total) in a single Program Of Study (e.g., Health Science, Business, Agriculture, STEM, etc.) AND Industry Based Certification- Earn a state-approved Industry-Based Certification (IBC) aligned to the program of study
These pathways aim to ensure that students are prepared for their post-high school endeavors, whether that be “postsecondary” education, entering the workforce, or military service.	

Senior Early Release Guidelines:

Class of 2027 and Beyond:

For students in the graduating class of 2027 and thereafter, senior release periods are a privilege provided to students that are on track to fulfill all high school graduation requirements and demonstrate college, career, and/or military readiness.

Students can earn **one** senior release off period by meeting at least one of the following criteria:

- Student has completed college-level coursework in high school and met CCMR criteria through AP exam scores or Dual Credit/Dual Enrollment completion requirements before the first day of their senior year
- Student receives special education services and is on track to graduate with an advanced diploma and/or workforce readiness.
- Student is in a CTE program of study, but has not yet earned the IBC. The student is scheduled in the level 4 CTE class and will take the IBC their senior year.

In Comal ISD, our top priority is making sure every student leaves high school truly ready for what comes next. That means being able to step into college without the need for development education, or entering the workforce with the skills and certifications that employers value. College and career readiness isn't just a goal—it's the foundation for your child's future success.

As an added benefit, students who meet these college and career readiness goals earn the privilege of two off-periods during their senior year. This is a way to recognize their commitment and hard work throughout high school.

Students may earn **two** senior release off periods by meeting at least one of the following criteria:

- Successfully earned an IBC in a CTE program of study and scheduled to complete the level 4 CTE class in order to fully complete the CTE Program of Study with IBC.
- Student has earned a CCMR indicator before the first day of their senior year AND the student is in a CTE program of study, but has not yet earned the IBC. The student is scheduled in the level 4 CTE class and will take the IBC their senior year.
- Student receives special education services and is on track to graduate with an advanced diploma and/or workforce readiness AND the student is in a CTE program of study, but has not yet earned the IBC. The student is scheduled in the level 4 CTE class and will take the IBC their senior year.
- Student is compliant with the Texas Success Initiative (TSI) through the: TSIA2, SAT, or ACT by achieving the minimum required scores in both the English Language Arts/Reading (ELAR) and Mathematics sections of the assessment.

Advanced Academics- Course Offerings

All students are encouraged to take at least one advanced academic course each year of high school. Comal ISD offers a wide range of options that challenge students to think critically, manage rigorous coursework, and build the skills needed for success beyond graduation. While these classes can be demanding, the challenge is worth it: students gain confidence, develop stronger study habits, and often earn college credit or advanced standing, giving them both personal

growth and a head start on their future goals. We discuss each of these options in more detail below.

Honors/Pre-Advanced Placement (Pre-AP) Courses

Both Honors and Pre-AP courses 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 future advanced courses and college. Depth of material requires students to read and write extensively in and out of class. Courses labeled with Pre-AP utilize the College Board Course Frameworks. In Comal ISD all courses labeled as Honors incorporate the same instructional strategies as Pre-AP; however, since Pre-AP is a registered trademark of College Board, the Pre-AP title may only be used in relation to the official College Board Pre-AP courses. Honors/Pre-AP courses provide rigorous instruction and are open to any student who is motivated to engage in advanced learning opportunities.

Unique Benefit: Build strong academic habits and foundational skills that prepare students for future AP, Dual Credit, and college-level courses.

Advanced Placement (AP) Courses

Advanced Placement (AP) courses are college-level classes offered in high school that provide students with the opportunity to engage deeply with rigorous academic content, develop critical thinking skills, and build the habits of mind necessary for college success. These courses are designed by the College Board in collaboration with college faculty to reflect the expectations of introductory college courses. Students enrolled in AP courses explore subjects in greater depth and are encouraged to think analytically, synthesize information, and communicate effectively. While AP courses are academically challenging, they are accessible to all students who are motivated to take on deeper learning experiences. At the end of each AP course, students may choose to take an AP Exam. Many colleges and universities offer credit, waive prerequisite courses, or both based on exam scores, providing students the opportunity to earn college credit while still in high school.

Unique Benefit: Opportunity to earn college credit through nationally recognized AP exams.

Most Popular AP Exams in CISD			
Biology	Calculus AB	Calculus BC	Chemistry
Computer Science Principles	English Language & Composition	English Literature & Composition	Environmental Science
Computer Science Principles	English Language & Composition	English Literature & Composition	Environmental Science
Spanish Language & Culture	United States History	US Government & Politics	World History: Modern
Reminder: All students must complete an Advanced Placement Agreement prior to participating in the course. The agreement contains detailed information regarding student expectations and AP Exam Fees.			

Dual Credit Courses

Dual credit courses are offered to students interested in taking college credit courses while still in high school. In dual credit, the student earns credit for the college coursework at the same time as earning credit for high school coursework. Students are taught and graded in the same way as college students who take the same course. CISD analyzed college courses against the state high school curriculum and 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. Campus specific Dual Credit options will be available to view in SchoolLinks and the Course Offerings by Campus located at the end of the Course Guide. Students are responsible for completing the college application process within a designated time frame and making arrangements to take the online entrance exam prior to enrollment in Dual Credit courses. Please visit with your school Academic Career Advisor for more information on Dual Credit opportunities.

Unique Benefit: Students earn both high school and college credit at the same time, with credit issued directly by the partnering college.

Dual Credit Course Offerings				
CISD Course ID	Course Name	College Course Number	College Credit Hours	Prerequisites/ Enrollment Requirements
1350	Dual Credit English III	ENGL 1301	3	English II
		ENGL 1302	3	
1450	Dual Credit English IV	ENGL 2322	3	Successful completion of Dual Credit English III (ENGL 1301/1302).
		ENGL 2323	3	
2271	Dual Credit College Algebra & Dual Credit Precalculus	MATH 1414	4	Algebra I, Geometry and Algebra II. Northeast Lakeview Prerequisite: MATH 2412 requires successful completion of MATH 1414.
		MATH 2412	4	
2270 /2130	Dual Credit College Algebra / Independent Study in Precalculus	MATH 1314	3	Geometry & Algebra II.
2420	Dual Credit Contemporary Math	MATH 1332	3	Algebra I, Geometry & Algebra II.

Dual Credit Course Offerings

CISD Course ID	Course Name	College Course Number	College Credit Hours	Prerequisites/ Enrollment Requirements
8410	Dual Credit Anatomy & Physiology	BIOL 2401	4	Biology and a second science. Northeast Lakeview Prerequisite: BIOL 2402 requires successful completion of BIOL 2402; Grade Level Requirement: 11th and 12th grade only.
		BIOL 2402	4	
4350	Dual Credit US History	HIST 1301	3	World History Studies recommended.
		HIST 1302	3	
4400	Dual Credit US Government	GOVT 2305	3	U.S. History recommended.
4540	Dual Credit Psychology	PSYC 2301	3	
4219	Dual Credit Humanities	HUMA 1301	3	
4440	Dual Credit Texas Government	GOVT 2306	3	U.S. Government.
1930	Dual Credit German III	GERM 1411	4	German II, Northeast Lakeview prerequisites: GERM 1412 requires successful completion of GERM 1411 or departmental approval.
		GERM 1412	4	
1940	Dual Credit German IV	GERM 2311	3	Dual Credit German III or departmental approval.
		GERM 2312	3	
1830	Dual Credit Spanish III	SPAN 1411	4	Spanish II; Northeast Lakeview prerequisites: SPAN 1412 requires successful complete of SPAN 1411, placement exam, or departmental approval.
		SPAN 1412	4	
1840	Dual Credit Spanish IV	SPAN 2311	3	Dual Credit Spanish III (SPAN 1412), placement exam or departmental approval; SPAN 2312 requires successful completion of SPAN 2311.
		SPAN 2312	3	
8064	Dual Credit Professional Communications	SPCH 1311	3	

CISD partners with Northeast Lakeview College to offer students dual credit opportunities. For more information on transferability of courses, visit <https://tccns.org/>.

Not all dual credit courses are available at each campus. Information regarding the course offerings for your specific campus can be found in the Course Offerings by Campus section or in SchoolLinks.

For questions regarding dual credit courses and the enrollment requirements please contact the Academic Career Advisor (ACA) at your students campus.

UT OnRamps Dual Enrollment Courses

UT OnRamps offers rigorous college-level courses through a dual enrollment model, allowing students to earn both high school and college credit simultaneously. In this model, students take a high school course on campus led by a certified high school teacher, while also participating in a distance college course taught by a UT Austin professor. Each instructor is responsible for grading and awarding credit for their respective course, ensuring students receive accurate and independent evaluations. OnRamps courses are designed to align with Texas high school standards (TEKS and TCCRS) while exceeding them to meet the expectations of UT Austin's lower-division college curriculum. Instructional materials, assignments, and assessments are carefully aligned to maintain fidelity to UT Austin's course rigor and academic integrity. Students must successfully complete any prerequisite high school courses, but they are not required to take the Texas Success Initiative Assessment (TSIA) to enroll. Contingent on the grade received in the college course, students have the opportunity to accept college credit, and if they do, the college credit earned through OnRamps is guaranteed to transfer to any public institution in Texas, giving students a valuable head start on postsecondary education while simultaneously mastering high school requirements and developing the skills and habits needed for college success.

Unique Benefit: Students experience a true university-level course while supported by both a high school teacher and a UT professor



UT OnRamps Dual Enrollment Course Offerings

CISD Course ID	Course Name	College Course Number	College Credit Hours	Prerequisites/ Enrollment Requirements
5401	OnRamps Computer Science	UT Austin Course CS 303E	3	Algebra II
1459	OnRamps English IV	UT Austin Course RHE 306 and RHE 309J; TCCNS Equivalency ENGL 1301/1302	6	English III
2310	OnRamps College Algebra	UT Austin Course M 301; TCCNS Equivalency MATH 1314	3	Algebra I, Geometry (Recommended), Algebra II
2319	OnRamps Precalculus	UT Austin Course M 305G; TCCNS Equivalency MATH 2312	3	Algebra I, Geometry, Algebra II
2508	OnRamps Statistics	UT Austin Course SDS 301; TCCNS Equivalency MATH 1342	3	Algebra II
3519	OnRamps Physics I	UT Austin Course PHY 302K, PHY 102M; TCCNS Equivalency PHYS 1301, PHYS 1101	4	Algebra I and Geometry, Recommended: Algebra II or Precalculus
3518	OnRamps Geoscience	UT Austin Course GEOL 302E	3	Three units of science, one which may be taken concurrently that includes Biology and Chemistry. Three units of Math, one of which may be taken concurrently.

Not all OnRamps courses are available at each campus. Information regarding the course offerings for your specific campus can be found in the Course Offerings by Campus section or in SchoolLinks.

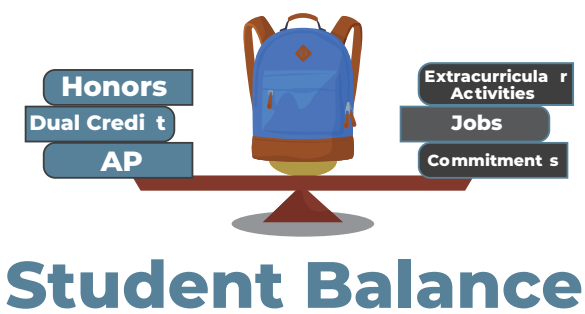
Advanced Academics- Additional Considerations

Honors/Pre-AP/ AP/ Dual Credit/ Dual Enrollment 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, Dual Enrollment, Dual Credit, or Honors/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 Advanced Academics Classes?

Students are encouraged to challenge themselves with advanced courses, but it's important to be strategic. Instead of feeling pressure to take every Honors, Pre-AP, AP, Dual Credit, or OnRamps Dual Enrollment option, students and their families should consider the student's individual interests, strengths, and long-term goals. Selecting advanced courses in areas that match those interests not only makes the challenge more meaningful but also builds confidence for future opportunities. At the same time, students should balance their academic choices with other commitments, such as extracurricular activities, jobs, or family responsibilities, to ensure a healthy and successful high school experience.



Which advanced academic route is right for me or my student?

What matters most is finding the advanced courses that fit your interests, goals, and schedule. Some students may thrive in AP classes to challenge themselves and earn college credit through exams, while others may prefer Dual Credit or UT OnRamps courses to gain real college experience and earn credit directly from a college/university. To help make this decision, use the table below to compare the key features of Dual Credit, AP, and UT OnRamps courses, so you can see which option aligns best with your goals and learning style.



	Dual Credit (DC)	Advanced Placement (AP)	UT OnRamps Dual Enrollment
Purpose	Earn high school and college credit simultaneously	Prepare for college-level work and earn potential college credit via exam	Experience a university-level course while earning both high school and college credit
Course Level	College course taught to high school students	High school course following college-level curriculum	College course led by UT professor plus high school teacher support
College Credit	Granted immediately by the college if the student passes (usually "C" or higher)	Earned by scoring 3+ on AP exams (varies by college)	College credit awarded based on college grade, transferable to Texas public universities
Instruction	Taught by high school teacher approved by the college; in some cases, may be taught via distance learning	Taught by high school teacher using AP curriculum	Dual instruction: high school teacher grades high school credit; UT professor grades college credit
Workload / Rigor	College-level assignments, exams, and grading standards	Rigorous high school course with college-level reading, writing, and problem solving	University-level assignments and expectations, plus high school support
Scheduling	Semester-long, may require college application, online placement test	Semester or year-long; exam at the end of year determines college credit	Semester-long online college course combined with high school class meetings

How can I determine which courses will transfer to various institutions?

The Texas Common Course Numbering System (TCCNS) provides a standardized framework for freshman and sophomore-level general academic courses across participating Texas colleges and universities. By using the TCCNS, students can compare course offerings between institutions to identify equivalent courses, ensuring that credits earned at one institution will transfer seamlessly to another. This system helps students plan their academic paths more effectively and reduces the risk of taking unnecessary or non-transferable courses.

Students can explore how their AP exam scores may translate into college credit or advanced placement by using the College Board's AP Credit Policy Search tool. This resource allows students to search for specific colleges and universities to view their policies on AP credit acceptance, including required AP exam scores and the corresponding college courses that may be awarded credit or placement. Access the tool here: [AP Credit Policy Search](#).

CTE and Programs of Study

Career and Technical Education (CTE) provides students with practical skills and knowledge that prepare them for the workforce and/or postsecondary education. CTE programs are designed to integrate academic and technical instruction, preparing students for high-skill, high-demand careers in industries ranging from health sciences to information technology to agriculture and manufacturing.

Key Components to CTE		
Component	Definition	Examples in Practice
Career Clusters	Broad groups of careers that share common features or skills.	The career cluster “Health Science” would include career options such as nursing, physical therapy, & Health Informatics. Students identify clusters that interest them, and narrow down their interests to a specific career interest as they explore the cluster.
Program of Study	A sequence of courses within a career cluster that helps students build knowledge and skills in a specific field.	Students select a specific program of study and are guided through a coherent sequence of course work. Ex. Programing & Software Development– courses start with computer basics and move into advanced programming or cybersecurity.
Industry-Based Certifications	Credentials recognized by industry/employers that prove students have specific skills needed for a career.	After completing a program of study a student earns an Adobe Photoshop Certification which is an entry level certification for designing graphics and digital art.
Work-Based Learning Opportunity	Experiences that connect classroom learning to real-world experiences through hands-on practice.	A student qualifies for an internship at a law office during their senior year allowing them to see how attorneys and paralegals work day-to-day.
Partnership with Industry	Collaborations between schools and businesses to provide resources, training, or opportunities for students.	A student, interested in business, takes Entrepreneurship II, a course where they actively partner with business industry professionals who serve as mentors & coaches as students launch and manage their own start up.
Dual Credit Opportunity	College-level courses that allow students to earn both high school and college credit at the same time.	College and high school credit for Anatomy & Physiology are earned simultaneously for a student interested in the health science career cluster as they complete the course work in the Diagnostic & Therapeutic Services program of study.

CTE Programs of Study are designed for students who want to get a head start on their careers after high school or continue their education in college or technical school. The table below shows the Programs of Study available to CISD students, organized by campus. When students use SchoolLinks to plan their courses, they'll only see the programs offered at their own campus, making it easy to explore options and choose the path that fits their interests and future goals.

Programs of Study by Campus

Agriculture, Food, & Natural Resources	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Agriculture Business, Leadership, & Communications	X	X	X		X	
Animal Science	X	X	X		X	
Agriculture Technology & Mechanical Systems	X	X	X		X	
Plant Science	X	X	X		X	

Architecture & Construction	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Construction	X	X	X	X	X	
Architecture Design	X			X	X	

Arts, Audio, Visual Technology & Communication	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Fashion Design	X			X	X	
Graphic Design	X	X	X	X	X	
Video Game Design	X	X		X	X	

Business, Marketing, & Finance	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Business Management			X		X	
Entrepreneurship	X			X	X	
Marketing & Sales	X	X		X	X	

Education & Training	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Teaching & Training	X		X	X	X	

Health Science	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Diagnostic & Therapeutic Services	X	X	X	X	X	

Hospitality & Tourism	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Culinary Arts				X	X	

Information Technology	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Programming & Software Development	X	X	X	X	X	X
Cybersecurity						X

Human Services	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Family & Consumer Services	X	X		X	X	

Law & Public Service	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Law Enforcement	X	X	X	X	X	

Manufacturing	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Welding	X					

Engineering	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Engineering Foundations	X	X	X	X	X	X
Robotics (Engineering)						X

Transportation, Distribution, & Logistics	CHS	CLHS	DHS	PHS	SVHS	HCCPHS
Automotive	X					
Aviation Pilots	X					



General Information

General Information



This section provides important information for students and families about academic expectations, grading policies, class rank, graduation requirements, and opportunities for earning high school credit in Comal ISD. It is designed to help students make informed choices, understand how academic honors are determined, and prepare for postsecondary success. Parents and guardians are encouraged to contact campus staff directly with specific questions or concerns.

Class Rank

Class rank is a way to compare a student's academic performance to their peers based on grade point average (GPA). **In Texas, class rank can be important for certain opportunities, such as automatic admission to state universities for students in the top 10% of their graduating class. However, it is just one measure of achievement and does not define a student's overall abilities, potential, or success.** Colleges, scholarship committees, and employers often consider a variety of factors, such as coursework rigor, leadership, extracurricular involvement, and personal growth—alongside class rank. Students should focus on doing their best, challenging themselves with advanced courses, and pursuing their interests, knowing that a strong, well-rounded academic record matters.

In Comal ISD a student's class rank is the academic position they have 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.

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. Students will receive a higher weighted rank point for the more difficult level courses. For more details on how class rank is determined, please see Board Policy EIC (LOCAL).

The Weighted Class Rank Chart below 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.

Official class standing reports shall be issued to students each school year. For the purpose of determining final senior class rank, and for determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with Board Policy EIC Local. Please refer to Board Policy EIC Local for further details regarding Academic Honors for Seniors.

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.

Weighted Class Rank Chart

Graduating Class through 2029

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

Weighted Class Rank Chart

Graduating Class 2030 and Beyond

Actual Grade	1.0 – General Education	1.15 – Honors/Pre-AP/ Level 4 CTE Courses	1.25 - Advanced Placement/ Dual Credit / UT OnRamps
100	100	115	125
99	99	113.85	123.75
98	98	112.7	122.50
97	97	111.55	121.25
96	96	110.4	120.00
95	95	109.25	118.75
94	94	108.1	117.50
93	93	106.95	116.25
92	92	105.8	115.00
91	91	104.65	113.75
90	90	103.5	112.50
89	89	102.35	111.25
88	88	101.2	110.00
87	87	100.05	108.75
86	86	98.9	107.50
85	85	97.75	106.25
84	84	96.6	105.00
83	83	95.45	103.75
82	82	94.3	102.50
81	81	93.15	101.25
80	80	92	100.00
79	79	90.85	98.75
78	78	89.7	97.50
77	77	88.55	96.25
76	76	87.4	95.00
75	75	86.25	93.75
74	74	85.1	92.50
73	73	83.95	91.25
72	72	82.8	90.00
71	71	81.65	88.75
70	70	80.5	87.50

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 are expected to meet the following conditions in order to receive a diploma:
 - Complete **ALL** credit requirements
 - 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 wishing to graduate early (fewer than four years) must schedule a meeting with their school counselor to review the requirements to qualify for early graduation and file an application for early graduation in the counselors office. A student will be permitted to graduate early, but in no less than three years, provided that the student has met the criteria established by Comal ISD and upon completion of the “Request for 3 OR 3.5-Year Early Graduation” form. Meeting and consent must be provided to the school counselor by the following dates:

3-Year Graduation - last day of student’s sophomore year

3.5- Year Graduation - last day of student’s fall semester of junior year

Students graduating early may participate in graduation ceremonies only if all graduation requirements are completed prior to the graduation ceremony. Refer to Comal ISD Board Policy EIC (local) for local graduation honors information.

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.

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.

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	

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.

Languages Other Than English (LOTE) Credentialing

Per Board Policy EI(Local), Comal ISD shall award credit for a credentialed course in languages other than English (LOTE) on a pass/fail basis if a student has previously earned credit for the higher level LOTE course with an overall grade of 70 or higher.

Credit Obtained through College Programs

Comal ISD 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. Please refer to the Advanced Academics section of this guide to learn more about dual credit and dual enrollment.

Summer School

Comal ISD offers summer school for students that have failed a course(s), failed on EOC exam(s), or for early graduates with campus-approved plans. In some cases, summer school may be available to students for courses that cannot be taken during the regular term because of scheduling conflicts. Summer school seats are limited and are not guaranteed so following the registration process communicated through campus counselors in May is essential. **Students may attend an accredited summer school (University of Texas (Austin) or Texas Tech University correspondence courses)**, provided that approval of the principal or counselor is obtained before enrolling.

Credit Recovery

A 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.

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 Honors, Pre-Advanced Placement, Advanced Placement, dual credit, and dual enrollment courses with gifted instruction being provided by teachers trained in Gifted Education.

Transcript of Credits

A student's transcript is the official record of their academic achievement, documenting courses completed, grades earned, credits accumulated, endorsements, and any honors or performance acknowledgements. It provides a comprehensive picture of a student's high school career and is essential for meeting graduation requirements, as well as for college admissions, scholarship applications, and other postsecondary opportunities. Maintaining an accurate and up-to-date transcript ensures that students can demonstrate their accomplishments and academic readiness whenever it is needed.

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.

Grade Averaging

For courses that span two semesters in the same school year, the final grade is calculated as the average of both semesters. If this average is 70% or higher, students earn full credit for the course. Each semester also earns half credit toward graduation.

If a student earns a failing grade in either semester and the final average is below 70%, the semester with the failing grade must be retaken through credit recovery. Students should meet with their counselor to review credit recovery options and understand the grade needed to reach a passing average. Once credit recovery is successfully completed, the new grade is recorded on the transcript, showing that credit was earned through credit recovery. The original failing grade remains on the transcript as part of the student's course history.

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 or participate in an online college readiness course to demonstrate college readiness. The campus Academic Career Advisor has detailed college registration and exemption information. Please contact the individual college to see what standards or tests are required.

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. 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 students have registered and paid appropriate fees, paperwork should be submitted to the high school registrar.





Explanation of Eligibility for Automatic College Admission

Explanation of Eligibility for Automatic College Admission

...students who challenge themselves academically in high school may qualify for streamlined admission to Texas public universities...

Texas offers an Automatic Admission policy that allows students who meet certain academic criteria to be admitted directly to state colleges and universities as undergraduates. This policy recognizes students who complete rigorous coursework, achieve the Distinguished Level of Achievement, or meet college readiness benchmarks on the ACT or SAT. While the full details are outlined below, the key idea is that students who challenge themselves academically in high school may qualify for streamlined admission to Texas public universities, giving them a head start on their postsecondary education.

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.

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 75th 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; with the exception of The University of Texas (UT).

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 University of Texas at Austin

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 current academic year, UT has determined that it will automatically admit all eligible applicants who rank within the top 5% of their high school graduating classes. This percentage is subject to change and will be updated annually to reflect the most recent determination by UT.

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.

Additional Resources

For the complete text of this statute, please refer to the Texas Education Code (TEC), §51.803, available online.

For questions related to the Automatic Admission policy, please visit the Texas Education Agency's Automatic College Admission webpage.

A list of state colleges and universities appears in TEC §61.003(3), general academic teaching institutions, available online



Course Planning

Course Planning



Planning courses in high school is not a one-time event, but an ongoing process that requires careful consideration, reflection, and collaboration.

Students and parents should review graduation requirements, course offerings, and postsecondary goals regularly, using resources like www.collegeboard.org and www.collegeforalltexans.com.

Comal ISD is committed to providing students with the guidance, tools, and support needed to make informed decisions, including counseling support, faculty advice, and administrative oversight. SchoolLinks is a powerful online platform that makes course planning easy, interactive, and personalized. Students can explore career pathways, review course offerings, and map out their high school journey while seeing how their choices connect to future college and career goals. SchoolLinks also helps students track endorsements, advanced coursework, and graduation requirements in real time. By using this tool, students and parents gain a clear, organized view of academic options and can make informed decisions, all in one convenient digital space.



While course planning is on-going, each spring, students and families will confirm their course selection for the following academic year through SchoolLinks. . This process allows the high school to build the schedule for the next school year. Important dates and deadlines for entering and verifying course selections are communicated annually to students and parents, so staying aware of these timelines is essential. By carefully planning in SchoolLinks, students help ensure they have access to the courses they need while supporting the district's ability to serve all students effectively.

The process of course selection each spring determines class assignments, teacher placements, and resource allocation. Therefore final course offerings are determined by student demand and teacher availability, so careful planning is essential. Submitting thoughtful course selections helps ensure students get the classes they need while supporting the district's ability to serve all students effectively.

Schedule Changes

Once course selections are submitted, opportunities to make changes are limited because these choices directly shape the school's schedule, staffing, classroom assignments, and resource planning. Students and parents verify selections twice each spring to ensure accuracy and alignment with graduation requirements. Limiting changes helps maintain academic integrity, fair access to courses, and a balanced workload for all students.

Additionally, 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.).

See Comal ISD Grading Guidelines for specific information relating to schedule and course level changes, including Honors/Pre-AP/AP and UT OnRamps Drop Policy.



Course Descriptions

Course Descriptions

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

English Language Arts Courses in Comal ISD			
GRADUATION REQUIREMENTS: Students must complete four credits of English.			
POSSIBLE ELA SEQUENCES: In Comal ISD, students have various pathways they can take to complete their graduation requirements for English Language Arts credit, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible sequences a student might select. In addition to fulfilling graduation requirements, there are various ELA electives available to students.			
9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
English I	English II	English III	English IV
English I for Speakers of Other Languages	English II for Speakers of Other Languages	English III	English IV
Pre-AP English I	Pre-AP English II	AP English III	UT OnRamps English IV
Pre-AP English I	Pre-AP English II	AP English III	AP English IV
Pre-AP English I	Pre-AP English II	Dual Credit English III	Dual Credit English IV

ELA Courses	Prerequisite Requirements
English I or Pr-AP English I or ESOL I	English I or Pre-AP English I: None
REQUIRED FOR GRADUATION	ESOL I: Committee approval
English II or Pre-AP English II or ESOL II	English II or Pre-AP English II: English I recommended
REQUIRED FOR GRADUATION	ESOL II: Committee approval
English III or AP English III or Dual Credit English III	English III or AP English III: English II recommended
REQUIRED FOR GRADUATION	Dual Credit English III: TSI testing required for dual credit; Must follow Dual Credit Process
English IV or AP English IV or UT OnRamps English IV or Dual Credit English IV	English IV or AP English IV: English III recommended
REQUIRED FOR GRADUATION	Dual Credit English IV: Successful completion of Dual Credit English III required; Must follow Dual Credit Process
ELA Elective Courses Whereas these courses do not satisfy the ELA graduation requirements above, they are elective course credit options.	
Reading I, II, III	Committee Approval
English Language Development and Acquisition (ELDA) I, II	Committee Approval
Practical Writing	Committee Approval
Debate I, II, III, IV	None
Oral Interpretation I, II, III, IV	None
Journalism	None
Advanced Journalism: Yearbook Production I, II, III	None
Advanced Journalism: Newspaper Production I, II, III	None
Advanced Broadcast Journalism I, II, III	None
Creative Writing	None
College Preparatory ELAR	Students who have successfully completed English I, II, III

English Language Arts Course Descriptions

English I – 1158

Credit: 1, Full Year

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read and write extensively in multiple genres.

Pre-AP English I – 1157

Credit: 1, Full Year

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. The Pre-AP English class serves as the foundation for Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. 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.

English I for Speakers of Other Languages (ESOL I) – 1118

Credit: 1, Full Year

Prerequisite: Committee approval

This course covers all the TEKS for English I but uses ESL strategies to assist the student in mastering the objectives. It is designed for beginning ESOL students with an emphasis on speaking, listening, reading, and writing skills. Only students that are served through the ESL program can substitute ESOL I for English I.

English II – 1258

Credit: 1, Full Year

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of English. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read and write extensively in multiple genres.

Pre-AP English II – 1257

Credit: 1, Full Year

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. The Pre-AP English class serves as the foundation for Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. 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.

English II for Speakers of Other Languages (ESOL II) – 1128

Credit: 1, Full Year

Prerequisite: Committee approval

This course covers all the TEKS for English II but uses ESL strategies to assist the student in mastering the objectives. It is designed for beginning ESOL students with an emphasis on speaking, listening, reading, and writing skills. Only students that are served through the ESL program can substitute ESOL II for English II.

English III – 1358

Credit: 1, Full Year

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of English. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read extensively from multiple genres with an emphasis on American literature. Students will read and write extensively. Completion of this course will fulfill the state speech requirement.

AP English III (AP Language & Composition) – 1356

Credit: 1, Full Year

This college-level course prepares students to take the AP Language and Composition exam for possible college credit. Critical and creative thinking skills are developed through the reading and critical analysis of literature and language as well as required reading, discussion, essays, and exams. Students are required to use rhetorical analysis, critical evaluation, and advanced writing techniques. Students will read and write extensively. Completion of this course will fulfill the state speech requirement.

Please note: Potential credit for hours and/or courses varies by college and depends on AP Language scores. Typical credit given for AP Language is related to Rhetoric or Freshman Composition courses; be sure to check with your chosen college or university, as credits given for AP Language, AP Literature, and UT OnRamps often overlap.

Dual Credit English III – 1350

Northeast Lakeview Course ENGL 1301/1302

Credit: 1, Full Year

Prerequisite: 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. The 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. Completion of this course will fulfill the state speech requirement.

English IV – 1458

Credit: 1, Full Year

Students will develop an understanding for reading, writing, research, listening, speaking, and the oral and written conventions of English. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will read extensively from multiple genres with an emphasis on British literature. Students will read and write extensively.

AP English IV (AP Literature and Composition) – 1456

Credit: 1, Full Year

This college-level course prepares students to take the AP Literature and Composition exam for possible college credit. Critical and creative thinking skills are developed through the reading and in-depth analysis of various genres of literature through required readings, discussions, essays and exams. Students will examine literary works and analyze literary elements in relation to the contemporary experience and the times in which they were written. Students will write extensively and keep a portfolio of written work.

Please note: Potential credit for hours and/or courses varies by college and depends on AP Literature scores. Typical credit given for AP Literature is related to college literature survey courses; however, some colleges give credit for Rhetoric or Freshman Composition courses. Make sure to check with your chosen college or university, because credits given for AP Language, AP Literature, and UT OnRamps often overlap.

Dual Credit English IV – 1450

Northeast Lakeview College Course ENGL 2322/2323

Credit: 1, Full Year

Prerequisite: Successful completion of Dual Credit English III (ENGL 1301/1302); 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. The second semester will survey 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.

UT OnRamps English IV – 1459

UT Austin Course RHE 306 and RHE 309J; TCCNS Equivalency ENGL 1301/1302

Credit: 1, Full Year

OnRamps English is a Rhetoric and Writing course that prepares students for critical thinking, writing, and reading, through the analysis of literature and language as well as required reading, discussion, essays, and exams. Students learn to write sound and effective arguments on their own, analyze various positions held in any public debate, and advocate for their own positions effectively.

Students can earn up to six hours of UT credit with feedback and assessment provided by UT course staff.

Please note: This senior level course encompasses Rhetoric and Composition. College credit received for this course is typically the same as credit given for AP English III (Language & Composition) since colleges vary in their process for rewarding credit based on AP scores. Make sure to check with your chosen college or university, because credits given for AP English III, AP English IV, and UT OnRamps English IV often overlap.

English Language Arts Electives

Reading I, II & III – 1010 or 1014, 1020 or 1024, 1040 or 1044

Credit: ½-1, Semester-Full Year

Prerequisite: Committee approval

This course offers students instruction in word recognition, comprehension strategies and vocabulary development to ensure that they have increased opportunities to read with competence, confidence, and understanding. Students are provided opportunities to evaluate information from a variety of sources and to draw supportable conclusions. Students learn how various texts are organized and how authors use language for effect. These strategies are applied in cross-curricular texts.

English Language Development and Acquisition (ELDA) I, II - 1130, 1131

Credit: 1, Full Year

Co-requisite: ESOL I, II or ELA I, II AND Committee approval

This course is designed to provide instructional opportunities for secondary students identified as Emergent Bilingual who require intentional, strategic linguistic support to become increasingly more proficient in English in all four language domains. Focus will be on both social and academic language development. This course is to be taken in conjunction with either ESOL I or II (or ELA I or II).

Debate I, II, III, IV – 1404, 1414, 1424, 1373

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.

Oral Interpretation I, II, III, IV – 1294, 1314, 1324, 1334

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.

Journalism – 1604

Credit: 1, Full Year

Prerequisite: None

Designed primarily for freshmen, this course is a study of the history and the contemporary role of mass media in the United States. Students will be exposed to advertising, layout and design, and various writing techniques. This course will prepare students to advance to one of the journalism production classes.

Advanced Journalism: Yearbook Production I, II, III – 1614, 1624, 1634

Credit: 1, Full Year

Prerequisite: None

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 for credit. For technology credit, see TR540.

Advanced Journalism: Newspaper Production I, II, III – 1644, 1654, 1664

Credit: 1, Full Year

Prerequisite: None

This course is a study of techniques involved in writing news features, sports, editorials, and columns. Students will actively be involved in the writing, editing, advertising, photography, layout and design of the school newspaper. Leadership, dependability and responsibility are exercised in learning to deal with people in a deadline situation. This course will require some after-school work time and may be taken more than one year for credit. For technology credit, see course #5604.

Advanced Broadcast Journalism I, II, III – 1714, 1724, 1734

Credit: 1, Full Year

Prerequisite: None

This course utilizes technology to communicate school and community information and features to the student body. Scriptwriting is combined with the use of video equipment and microphones, plus the use of video editing equipment. Throughout the course, students concentrate on learning to use digital and analog video systems and software applications and the computer terminology that applies. Students apply these computer skills to produce a feature show for the school or community.

Creative Writing –1275**Credit: 1 , Full Year****Prerequisite: None**

Creative Writing is a high school course where students explore fiction, short stories, poetry, and drama. Students learn and apply the writing process, grammar, and mechanics while analyzing their own work and the work of others. They develop skills in peer and self-assessment, set personal writing goals, and may have the opportunity to contribute to a campus Literary Magazine.

College Preparatory - ELAR – 1501**Credit: 1, Full Year****Prerequisite: Students who have successfully completed English I, II, and III Grade Level****Requirement: 12th Grade**

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 communicate with various audiences for various purposes and occasions. Students eligible for this course will be concurrently enrolled in English IV.

Mathematics Courses In Comal ISD

GRADUATION REQUIREMENTS: Students must complete three credits in math. To graduate with an Endorsement, students must successfully complete Algebra I, Geometry, and at least two other mathematics courses. State graduation requirements do not mandate that a student complete Algebra II to graduate under the Foundation High School Program. If a student does not complete an Algebra II course, the student will not be eligible for automatic college admission or certain financial aid including the TEXAS Grant Program and the Texas Educational Opportunity Grant Program. A student that completes Algebra II and two additional mathematics courses for which Algebra II is a prerequisite may earn an STEM Endorsement. 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. Certain CTE courses satisfy math graduation requirements. However, unless designated as an advanced course in Comal ISD, CTE math courses must have the prerequisites of Algebra II in order to be calculated into GPA and rank.

POSSIBLE ELA SEQUENCES:

In Comal ISD, students have various pathways they can take to complete their graduation requirements for math credit, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible math sequences a student might select.

8th Grade > >	9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
8th Math	Algebra I	Geometry	Algebraic Reasoning	Algebra II
8th Math	Algebra I (or Pre-AP)	Geometry (or Pre-AP)	Algebra II (or Honors)	Statistics or OnRamps Statistics or Precalculus
Pre-AP Algebra I	Pre-AP Geometry	Honors Algebra II	OnRamps Precalculus	AP Calculus
Pre-AP Algebra I	Pre-AP Geometry	Honors Algebra II	DC College Algebra/ Dual Credit Precalculus	Ind Study/Dual Credit Calculus

Math Courses	Prerequisites Requirements
Algebra I or Pre-AP Algebra I REQUIRED FOR GRADUATION	8th Grade Math or Honors 7th Grade math required
Math Models with Applications	Algebra I; NCAA Note: This course is not recognized by the NCAA as fulfilling a credit requirement.
Geometry or Pre-AP Geometry REQUIRED FOR GRADUATION	Algebra I
Algebraic Reasoning	Algebra I & Committee Approval, NCAA Note: This course is not recognized by the NCAA as fulfilling the advanced math requirement.
Algebra II or Honors Algebra II REQUIRED FOR DISTINGUISHED LEVEL OF ACHIEVEMENT & STEM ENDORSEMENT	Algebra I
Statistics	Algebra I
Precalculus or UT OnRamps Precalculus	Algebra I, Geometry and Algebra II
UT OnRamps Statistics	Algebra I, Algebra II (recommended); This course is designed for 11th and 12th grade students.
Ind Study in Math/Dual Credit College Algebra	Algebra I, Geometry and Algebra II; Must follow Dual Credit process and meet TSI requirements
Dual Credit College Algebra/ Ind Study in Precalculus	Algebra I, Geometry and Algebra II; Must follow Dual Credit process and complete TSI testing
Dual Credit College Algebra/ Dual Credit Precalculus	Algebra I, Geometry and Algebra II required; Must follow Dual Credit process and complete TSI testing

AP Calculus AB or AP Calculus BC	Algebra I, Geometry, Algebra II and Precalculus
Ind Study in Math/Dual Credit Calculus	Dual Credit Precalculus or MATH 2312 from OnRamps Precalculus; Must follow Dual Credit process and complete TSI testing
College Prep Math	Algebra II NCAA Note: This course is not recognized by the NCAA as fulfilling a credit requirement..
Dual Credit Contemporary Math	Algebra I, Geometry and Algebra II
(CTE Course) UT OnRamps Computer Science	Algebra II; This course is designed for 11th or 12th grade students. This CTE course can satisfy the math graduation requirement and is calculated into GPA and rank.
(CTE Course) AP Computer Science A	Algebra I; This CTE course can satisfy the math graduation requirement and is calculated into GPA and rank, but does not meet the requirements of an advanced math for a STEM Endorsement. Students will simultaneously earn a MATH and LOTE credit for this course. While both credits and grades will be transcribed, only the MATH credit will be factored into the rank GPA. The grades transcribed will be identical for both credits.
(CTE Course) Robotics II	Robotics I; This CTE course can satisfy the math graduation requirement. However, this course does not count as advanced math for a STEM Endorsement. The course is not calculated into GPA and rank.
(CTE Course) Mathematics for Medical Professionals	Geometry and Algebra II. This CTE course can satisfy the math graduation requirement and is calculated into GPA and rank.
(CTE Course) Statistics & Business Decision Making	Algebra II; Grade 12

Mathematics Course Descriptions

Algebra I – 2158

Credit: 1, Full Year

Prerequisite: Math 8 or its equivalent, Math 7 Honors

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 problem solving, multiple representations, and application of skills and concepts. Students will continue use of the graphing calculator.

Pre-AP Algebra I – 2200

Credit: 1, Full Year

Prerequisite: Math 8

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. This covers the same standards as the Algebra I course, while also serving as a foundation for the Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. Pre-AP Algebra I provides challenging coursework that emphasizes connecting among multiple representations, authenticity of applications and modeling, and engagement in mathematical argumentation. Students will have opportunities to strengthen skills in evidence-based writing, close observation and analysis, higher-order questioning, and academic conversation.

Mathematical Models with Applications – 2208

Credit: 1, Full Year

Prerequisite: Algebra I **NCAA Note: This course is not recognized by the NCAA as fulfilling a credit requirement.**

Students continue to build on Algebra I and Geometry concepts as they expand their understanding through other mathematical experiences. Students apply real world mathematical problems through experiences in personal finance, science, engineering, fine arts, and social sciences.

Geometry – 2238

Credit: 1, Full Year

Prerequisite: Algebra I

Geometry students use logical arguments and constructions to make conjectures about geometric relationships and solve problems. The course provides a mathematical model to the physical world and applies algebraic concepts to geometric situations. Topics include coordinate and transformational geometry, proof and congruence, similarity and trigonometry, two and three-dimensional geometry, and probability.

Pre-AP Geometry – 2237

Credit: 1, Full Year

Prerequisite: Algebra I

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. This course serves as a foundation for the Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. 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. Students will have opportunities to strengthen skills in evidence-based writing, close observation and analysis, higher-order questioning, and academic conversation.

Algebraic Reasoning -2159

Credit: 1, Full Year

Prerequisite: Committee Approval and Algebra I **NCAA**

Note: This course is not recognized by the NCAA as fulfilling the advanced math requirement. Algebraic Reasoning continues the development of mathematical reasoning related to algebraic understandings and processes. Students broaden their understanding of various algebraic functions and relationships. Students will study these functions through analysis and application that include exploration of patterns and structure, and algebraic methods and modeling from data using tools that build workforce and college readiness.

Algebra II – 2258**Credit: 1, Full Year****Prerequisite: Algebra I**

Algebra II students extend algebraic skills developed in Algebra I into new situations. The major emphasis is on applied problem solving. Topics include describing and graphing functions and their inverses, writing and solving systems of equations and inequalities, writing and solving quadratic and square root functions, formulating and solving exponential functions, logarithmic functions and equations, absolute value equations and inequalities, and rational functions.

Honors Algebra II – 2257**Credit: 1, Full Year****Prerequisite: Algebra I**

Honors Algebra II serves as the foundation for the Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. 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.

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 but does not meet the requirements to count as an advanced math for a STEM Endorsement

Precalculus – 2318**Credit: 1, Full Year****Prerequisite: Algebra I, Geometry, & Algebra II**

Precalculus covers topics that traditionally follow algebra and geometry including polynomials, exponential, logarithmic and circular functions, and their combinations. Major exploration topics include trigonometry, sequences and series, vectors, complex numbers, probability, and problem solving.

UT OnRamps Precalculus -2319**UT Austin Course M 305G; TCCNS Equivalency MATH 2312****Credit: 1, Full Year****Prerequisite: Algebra I, Geometry, Algebra II**

OnRamps Precalculus is a dual-enrollment course where students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers which will prepare students for Advanced Placement Calculus in the following years.

Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. Students that have earned college credit for Dual Credit Precalculus should not enroll in this course as the college credit is similar.

UT OnRamps Statistics - 2508**UT Austin Course SDS 301; TCCNS Equivalency MATH 1342****Credit: 1, Full Year****Prerequisite: Algebra II**

OnRamps Statistics is a dual-enrollment data analysis course for high school juniors and seniors seeking to develop the quantitative reasoning skill and habits of mind necessary to succeed in the higher education environment. This course will target conceptual understanding and hone highly relevant mathematical skills through scaffold introduction of statistical methodologies, informal game play, and strategic lab exercises that engage students in hands-on analysis of real data. Valuable programming and coding skills are acquired as a means to conduct these analyses, giving students a solid foundation in data science.

Students can earn three hours of UT credit with feedback and assessment provided by UT course staff.

UT OnRamps College Algebra - 2310**UT Austin Course M 301; TCCNS Equivalency MATH 1314****Credit: 1, Full Year****Prerequisite: Algebra I, Geometry (Recommended), Algebra II**

OnRamps College Algebra is a dual-enrollment course for high school juniors and seniors seeking to deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling.

Independent Study in Mathematics/Dual Credit College Algebra – 2170/2270

Northeast Lakeview College Course MATH 1314

Credit: 1 Year (Dual Credit Semester 2, only)

Prerequisite: Geometry and Algebra II

Northeast Lakeview Prerequisite: INRW 0420 and Math 0320; Must follow dual credit process; TSI testing required for dual credit.

This is a full year course in which students are enrolled in a high school credit-only course for Semester 1 in preparation for the dual credit course in Semester 2. This course is an 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.

Dual Credit College Algebra/ Independent Study in Precalculus – 2270/2130

Northeast Lakeview College Course MATH 1314

Credit: 1 Year (Dual Credit Semester 1, only)

Prerequisite: Geometry and Algebra II; Must follow dual credit process; TSI testing required for dual credit.

This is a full year course in which students are enrolled in a dual credit course for Semester 1 where they do an In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Students then take a high school credit only course Semester 2 with a special focus on precalculus topics to include trigonometric functions, laws and identities, sequences and series, conic, parametric and polar equations, and vectors.

Dual Credit College Algebra/Dual Credit Precalculus– 2271

Northeast Lakeview College Course MATH 1414 and MATH 2412

Credit: 1, Full Year

Prerequisite: Algebra I, Geometry and Algebra II; Must follow dual credit process; TSI testing required for dual credit.

This college level course is for students interested in pursuing a career in science, technology, engineering, or mathematics. In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Students that have accepted college credit for OnRamps Precalculus should not enroll in this course as the college credit is similar.

AP Calculus AB – 2426

Credit: 1, Full Year

Prerequisite: Precalculus

This college level course prepares students to take the AP Calculus AB Exam for possible college credit. It is equivalent to one 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.

AP Calculus BC – 2436**Credit: 1, Full Year****Prerequisite: Precalculus**

This college level course prepares students to take the AP Calculus BC Exam for possible college credit. It includes all Calculus AB topics plus additional material including the calculus of parametric and polar curves, vectors, Euler's method, improper integrals, advanced techniques of integration, and sequences and series. It is equivalent to two semesters of college calculus.

College Preparatory Math - 2160**Credit: 1 Year****Prerequisites: Student has credit for Algebra II**

Note: This course is not recognized by the NCAA as fulfilling a credit requirement.

Topics include real numbers, basic geometry, solving equations, statistics, graphing, polynomials, functions, trigonometry, factoring, linear equations, inequalities, quadratic equations, radical expressions and rational expressions. Calculator use is allowed in this course when indicated, including the departmental final examination. An overall grade for the semester of 70 or higher indicates that the student has met the Higher Ed Partnership criteria, and the student is prepared for College Algebra without further remediation.

Dual Credit Contemporary Math - 2420**Northeast Lakeview College Course MATH 1332****Credit: 1 Year****Prerequisite: Algebra I, Geometry and Algebra II; Must follow dual credit process; TSI testing required for Dual Credit**

Intended for Non STEM (Science, Technology, Engineering, and Mathematics) majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course.

Independent Study in Math/ Dual Credit Calculus - 2437/ 2438**Northeast Lakeview College Course MATH 2413****Credit: 1 Year (Dual Credit Semester 2, only)****Prerequisite: Successful completion of Dual Credit Precalculus (MATH 2412 or credit for MATH 2312 from OnRamps Precalculus); Must follow Dual Credit Process; TSI testing required for Dual Credit**

This is a full year course in which students are enrolled in a high school credit-only course for Semester 1 in preparation for the dual credit course in Semester 2. Topics include Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

UT OnRamps Computer Science - 5401

See CTE Section for course description

AP Computer Science A -2402

See CTE Section for course description

Robotics II – 8930

See CTE Section for course description

Statistics & Business Decision Making - 8654

See CTE Section for course description

Mathematics Electives

Strategic Learning for HS Math - 2007

Credit: $\frac{1}{2}$ - 1, Sem. or Full Year

Prerequisite: Committee approval Note: This course is not recognized by the NCAA as fulfilling a credit requirement.

This course will stimulate students to think about their approach to mathematical learning. Content will include identifying errors in the teaching and learning process, input errors, physiological concerns and key cognitive skills. These skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of personalized learning goals.

Science Courses In Comal ISD

GRADUATION REQUIREMENTS: Students must complete three credits in science. State graduation requirements do not mandate that a student complete Chemistry or Physics to graduate under the Foundation High School Program. If a student does not complete a Chemistry or Physics course, the student will not be eligible for automatic college admission or certain financial aid including the TEXAS Grant Program and the Texas Educational Opportunity Grant Program.

To graduate with an Endorsement, students must successfully complete Biology, one lab-based advanced science and at least two other science courses. A student that completes Algebra II and four credits in science by successfully completing chemistry, physics, and two additional science courses may earn an STEM Endorsement. 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.

Certain CTE courses can satisfy the science graduation requirement. CTE science courses must have the prerequisites of Biology and Chemistry or Physics to be calculated into GPA and rank.

POSSIBLE SCIENCE SEQUENCES:

In Comal ISD, students have various pathways they can take to complete their graduation requirements for science credit, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible math sequences a student might select.

9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
Biology	IPC	Chemistry	Physics
Biology	Chemistry	Physics	An additional science credit
Pre-AP Biology	Pre-AP Chemistry	Physics	An additional advanced science credit
Pre-AP Biology	Pre-AP Chemistry	AP Physics 1 or UT OnRamps Physics 1	An additional advanced science credit

Science Courses	Prerequisites Requirements
Biology or Pre-AP Biology REQUIRED FOR GRADUATION	None
Integrated Physics & Chemistry (IPC)	None
Chemistry or Pre-AP Chemistry RECOMMENDED FOR GRADUATION/ ALTERNATIVE COURSES AVAILABLE	One unit of high school science & Algebra I. Completion of or concurrent enrollment in a second year of math is recommended
Physics or UT OnRamps Physics 1 or AP Physics 1 RECOMMENDED FOR GRADUATION/ALTERNATIVE COURSES AVAILABLE	Physics: One unit of high school science & Algebra 1. Completion of or concurrent enrollment in a second year of math is recommended UT OnRamps Physics: Algebra I and Geometry required, Algebra II or Precalculus recommended AP Physics 1: Successful completion of Algebra 1, Geometry, and concurrent enrollment or completion of Algebra II is recommended by College Board
AP Physics 2	Successful completion of AP Physics 1 or equivalent course and concurrent enrollment or completion of Precalculus is recommended per College Board
AP Physics C (Mechanics / E&M)	Successful completion or concurrent enrollment in Calculus per College Board
AP Biology	Successful completion Biology or Pre-AP Biology and Chemistry or Pre-AP Chemistry per College Board
AP Chemistry	Successful completion of Chemistry or Pre-AP Chemistry and Algebra II is recommended per College Board.

Dual Credit Chemistry	Successful completion of one unit of high school science & Algebra I. Completion of or concurrent enrollment in a second year of math is recommended;; Must follow Dual Credit process. TSI testing required for dual credit.
Environmental Systems	Completion of Biology and a physical science (Chemistry, IPC, or Physics)
AP Environmental Science	Successful completion of Algebra I, Pre-AP Biology or Biology, and Pre-AP Chemistry or Chemistry per College Board
OnRamps Geoscience	Three units of science, one which may be taken concurrently that includes Biology and Chemistry. Three units of Math, one of which may be taken concurrently.
Astronomy	Algebra I and Integrated Physics and Chemistry or Chemistry
Aquatic Science	Biology required and suggested completion or concurrent enrollment in Chemistry
(CTE Course) Anatomy & Physiology or Dual Credit Anatomy & Physiology	Anatomy & Physiology: Completion of Biology and a second science credit. Recommended: A course from the Health Science Career Cluster Dual Credit Anatomy & Physiology: Biology and a second science.. Completion of a course from the Health Science Career Cluster prior to this course is recommended; Northeast Lakeview College Prerequisite: INRW 0420 and MATH 1314 or 1414, Math 0320; Must follow dual credit process; TSI testing required for dual credit. These courses are calculated into GPA and class ranks
(CTE Course) Forensic Science	Biology & Chemistry. Completion or concurrent enrollment in any Law, Public Safety, Corrections, and Security Career Cluster course is recommended. This course is calculated into GPA and rank.
(CTE Course) Food Science	Three units of science, including chemistry and biology. Recommended Prerequisite: Principles of Hospitality and Tourism. This course may satisfy the science graduation requirement and is calculated into GPA and rank. NCAA Note: This course is not recognized by the NCAA as fulfilling the advanced science requirement.
(CTE Course) Advanced Animal Science	Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. This course is calculated into GPA and rank. NCAA Note: This course is not recognized by the NCAA as fulfilling the advanced science requirement.
(CTE Course) Engineering Design & Problem Solving	Algebra I and Geometry. Two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits recommended. This course is not calculated into GPA and rank.
(CTE Course) Pathophysiology	Required: Biology, and Chemistry, a Recommended: A course from the Health Science Career Cluster This course is calculated into GPA and rank.
(CTE Course) Advanced Plant and Soil Science	Recommended prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster. This course is not calculated into GPA and rank.

Science Course Descriptions

Biology – 3118

Credit: 1, Full Year

Prerequisite: None

In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study topics such as: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, organs, nucleic acids, and genetics; biological change; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Students will receive Hands-only CPR instruction. With parent permission, students will also learn about the human reproductive system, STDs, legal issues and safe decision-making skills.

Pre-AP Biology – 3117

Credit: 1, Full Year

Prerequisite: None

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. This course serves as a foundation for the Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. 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 Hands-only CPR instruction. With parent permission, students will also learn about the human reproductive system, STDs, legal issues and safe decision-making skills.

Integrated Physics and Chemistry (IPC) –3208

Credit: 1, Full Year

Prerequisite: None

In Integrated Physics and Chemistry students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the concepts of physics and chemistry using practical applications relating to topics such as: force, motion, energy, and matter.

Chemistry – 3318

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

Students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Topics of study include: characteristics of matter; use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

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

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. This course serves as a foundation for the Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. 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: One unit of high school science & Algebra 1. Completion of or concurrent enrollment in a second year of math is recommended.

In Physics, students will conduct laboratory and field investigations, use scientific practices 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.

UT OnRamps Physics 1 - 3519

UT Austin Course PHY 302K, PHY 102M; TCCNS Equivalency PHYS 1301, PHYS 1101

Credit: 1, Full Year

Prerequisites: Algebra I and Geometry, Recommended: Algebra II or Precalculus

OnRamps Physics 1 (Mechanics, Heat, and Sound) introduces big ideas in physics, such as Newtonian mechanics, which describes objects changing their state of motion because of forces causing them to accelerate. Taken together, the topics reinforce the general idea that the behavior of many objects in the world can be described precisely with simple mathematics. This is an algebra-based (non-calculus) course in mechanics that fulfills a general physics requirement. Students will practice problem-solving and analyzing physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. Students will explore concepts in small groups, develop ideas, and explain them. Students can earn four hours of UT credit, with feedback and assessment provided by UT course staff.

AP Physics 1 – 3409

Credit: 1, Full Year

Prerequisite: Successful completion of Algebra 1, Geometry, and concurrent enrollment or completion of Algebra II is recommended by College Board

This college level course prepares students to take the AP Physics 1 exam for possible college credit. AP Physics 1 is an algebra-based course that is equivalent to a first-semester college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

AP Physics 2 – 3419

Credit: 1, Full Year

Prerequisite: Successful completion of AP Physics 1 or equivalent course and concurrent enrollment or completion of Precalculus is recommended by College Board

This college level course prepares students to take the Advanced Placement Physics 2 exam for possible college credit. AP Physics 2 is an algebra-based course that is equivalent to a second-semester college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

AP Physics C Mechanics – 3416

Credit: 1, Fall Semester

Prerequisite: Successful completion or concurrent enrollment in Calculus per College Board

This college level course prepares students to take the Advanced Placement Physics C: Mechanics exam for possible college credit. AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C –Electricity/Magnetism -3417

Credit: 1, Spring Semester

Prerequisite: Successful completion or concurrent enrollment in Calculus per College Board

This college level course prepares students to take the Advanced Placement Physics C: Electricity & Magnetism exam for possible college credit. AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

AP Biology – 3116

Credit: 1, Full Year

Prerequisite: Biology or Pre-AP Biology and Chemistry or Pre-AP Chemistry

This college level course prepares students to take the AP Biology exam for possible college credit. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Dual Credit Biology - 3115

Northeast Lakeview BIOL 1408; BIOL 1409

Credit: 1, Full Year

Must follow dual credit process; TSI testing required for Dual Credit

Fundamental principles of living organisms including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of reproduction, genetics, ecology, and the scientific method are included.

AP Chemistry – 3316

Credit: 1, Full Year

Prerequisite: Completion of Chemistry or Pre-AP Chemistry and Algebra II recommended per College Board

This college level course prepares students to take the AP Chemistry exam for possible college credit. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time engages students in lab investigations.

Dual Credit Chemistry - 3315

Northeast Lakeview CHEM 1405

Credit: 1, Full Year

Prerequisite: Successful completion of Biology, Chemistry and Physics. Completion of or concurrent enrollment in a second year of math is recommended. Must follow dual credit process; TSI testing required for Dual Credit.

This course is an introduction to inorganic chemistry with emphasis on measurement, atomic theory, bonding, states of matter, and chemical reactions. Includes problem-solving with stoichiometry, gas laws, and equilibria, as well as laboratory practice in safe techniques and data analysis. Fulfills the Life and Physical Sciences core requirement and develops critical thinking, communication, quantitative skills, and teamwork.

Environmental Systems – 3308

Credit: 1, Full Year

Prerequisite: Completion of Biology and a physical science (Chemistry, IPC, or Physics)

In Environmental Systems, students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Topics of study include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

AP Environmental Science – 3306

Credit: 1, Full Year

Recommended Prerequisites: Successful completion of Algebra I, Pre-AP Biology or Biology, and Pre-AP Chemistry or Chemistry per College Board

This college level course prepares students to take the Advanced Placement Environmental Science exam for possible college credit. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing

them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

UT OnRamps Geoscience– 3518

UT Austin Course GEOL 302E

Credit: 1, Full Year

Prerequisite: Three units of science, one which may be taken concurrently that includes Biology and Chemistry. Three units of Math, one of which may be taken concurrently.

Geoscience is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems- the lithosphere, atmosphere, hydrosphere, and biosphere- interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science, drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. This class introduces students to the major areas in geoscience, and helps to develop critical, creative, and geologic problem solving skills. Students can earn three hours of UT credit, with feedback and assessment provided by UT course staff. The dual-enrollment high school course is Earth and Space Science.

Astronomy – 3508

Credit 1, Full Year

Prerequisite: Algebra I and Integrated Physics and Chemistry or Chemistry

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

Aquatic Science – 3468

Credit: 1, Full Year

Prerequisite: Biology required and suggested completion or concurrent enrollment in Chemistry.

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

Anatomy and Physiology – 8408

See CTE Section for course description

Dual Credit Anatomy and Physiology– 8410

See CTE Section for course description

Forensic Science – 9249

See CTE Section for course description

Food Science - 8679

See CTE Section for course description

Advanced Animal Science - 8053

See CTE Section for course description

Engineering Design and Problem Solving – 9009

See CTE Section for course description

Pathophysiology -8412

See CTE Section for course description

Advanced Plant and Soil Science - 8130

See CTE Section for course description



Social Studies Courses In Comal ISD

GRADUATION REQUIREMENTS: Students must complete three credits in social studies. Two of the credits must consist of United States History (one credit), United States Government (one-half credit), and Economics (one-half credit). A student that completes five social studies credits may earn an Arts and Humanities Endorsement.

POSSIBLE SOCIAL STUDIES SEQUENCES: In Comal ISD, students have various pathways they can take to complete their graduation requirements for Social Studies credit, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible sequences a student might select. In addition to fulfilling graduation requirements, there are various social studies electives available to students.

Students entering HS from 2014 to 2025

9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
World Geography	World History	US History	Government/ Economics or PFLe
Pre-AP World Geography	AP World History	AP US History	AP Government / AP Economics
Pre-AP World Geography	AP World History	Dual Credit US History	AP Government / AP Economics
Pre AP World Geography	AP World history	Dual Credit US History	DC US Government/ AP Economics

Students entering HS in 2026 and Beyond

9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
World Geography	World History	US History	Government/ PFL
Pre-AP World Geography	AP World History	AP US History	AP Government / AP Economics (pending SBOE approval)
Pre-AP World Geography	AP World History	Dual Credit US History	AP Government / AP Economics (pending SBOE approval)
Pre AP World Geography	AP World history	Dual Credit US History	DC US Government/ AP Economics (pending SBOE approval)

Social Studies Courses	Prerequisites Requirements
World Geography Studies or Pre-AP World Geography Studies	None
World History Studies or AP World History Studies	World Geography Studies recommended
US History Studies or AP US History or Dual Credit US History REQUIRED FOR GRADUATION	US History or AP US History: World History Studies recommended Dual Credit US History: World History Studies recommended; Must follow dual credit process; TSI testing required for dual credit.
US Government or AP US Government or Dual Credit US Government REQUIRED FOR GRADUATION	US History recommended
Personal Financial Literacy and Economics or AP Macroeconomics REQUIRED FOR GRADUATION for Students entering HS from 2014 to 2025	US History recommended
Personal Financial Literacy or AP Macroeconomics (pending SBOE approval) REQUIRED FOR GRADUATION for students entering HS from 2026 and beyond	None
Social Studies Elective Courses: Whereas these courses do not satisfy the social studies graduation requirements above, they are elective course credit options.	
Personal Financial Literacy ELECTIVE CREDIT for for Students entering HS from 2014 to 2025	None
Sociology	Psychology or AP Psychology: None
Psychology or AP Psychology or Dual Credit Psychology	Dual Credit Psychology: Must follow dual credit process; TSI testing required for Dual Credit
AP Human Geography	World Geography Studies recommended
AP European History	World Geography Studies recommended
Dual Credit Humanities	Northeast Lakeview Prerequisite INRW 0420; Must follow dual credit process; TSI testing required for Dual Credit
Dual Credit Texas Government/ Research Methods	Must follow dual credit process; TSI testing required for Dual Credit

Social Studies Course Descriptions

World Geography Studies – 4238

Credit: 1, Full Year

Prerequisite: None

World Geography Studies 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 on events past and present with emphasis on contemporary issues. Students use problem solving and decision making skills to ask and answer geographic questions and to analyze primary and secondary source materials.

Pre-AP World Geography Studies – 4237

Credit: 1, Full Year

Prerequisite: None

This is an official College Board Pre-AP course that utilizes the Pre-AP Course Framework. This course serves as a foundation for the Advanced Placement, Dual Credit, or OnRamps Dual Enrollment programs. This 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 on events of 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 World History and AP Human Geography.

World History Studies – 4218

Credit: 1, Full Year

Prerequisite: World Geography Studies recommended

World History Studies is a survey of the history of humankind. 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.

AP World History Studies – 4216

Credit: 1, Full Year

Prerequisite: World Geography Studies recommended

This college level course prepares students to take the AP World History Studies exam for possible college credit. Emphasis will be placed on significant people, events, and issues from earliest times to present in civilizations around the world to understand evolving processes, and human contact and interactions. Recognizing and understanding cause and effect relationships, multiple causation, trends, themes and interactions, and importance of both change and continuity in shaping human events will be stressed.

U.S. History Studies Since 1877 – 4358

Credit: 1, Full Year

Prerequisite: World History Studies recommended

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.

Dual Credit U.S. History Studies – 4350

Northeast Lakeview College Course HIST 1301/1302

Credit: 1, Full Year

Prerequisite: World History Studies recommended; Must follow dual credit process; TSI testing 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. In some cases, this course may be taught via distance learning by a Northeast Lakeview College instructor with a certified Comal ISD teacher present in the classroom to facilitate and support students.

AP U.S. History – 4356

Credit: 1, Full Year

Prerequisite: World History Studies recommended

This college level course prepares students to take the AP U.S. History exam for possible college credit. The class surveys the period from the first European explorations to the present stressing political institutions, behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. Recognizing and understanding cause and effect relationships, multiple causation, trends, themes and interactions, and importance of both change and continuity in shaping human events will be stressed.

U.S. Government – 4408

Credit: ½, Semester

Prerequisite: U.S. History recommended

The United States Government course focuses on the principles, beliefs, structure, functions, and powers of government at national, state, and local levels. Emphasis will be placed on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. The

Federalist Papers, landmark cases and other significant primary and secondary sources will also be analyzed.

AP U.S. Government and Politics – 4406

Credit: ½, Semester

Prerequisite: U.S. History recommended

This college level course prepares students to take the AP U.S. Government and Politics exam for possible college credit. The class includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will evaluate general propositions about government and politics, analyze political relationships between people and institutions and between different institutions, and utilize basic data relevant to government and politics in sustained written arguments.

Dual Credit U.S. Government – 4400

Northeast Lakeview College Course GOVT 2305

Credit: ½, Semester

Prerequisite: U.S. History recommended: Must follow dual credit process; TSI testing 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. In some cases, this course may be taught via distance learning by a Northeast Lakeview College instructor with a certified Comal ISD teacher present in the classroom to facilitate and support students.

Personal Financial Literacy and Economics - 4591

Credit: ½ Semester (For students entering HS from 2014 to 2025)

Prerequisite: U.S. History recommended

This integrative course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives. Students may not be awarded credit for both the Personal Financial Literacy and Economics course and the Personal Financial Literacy elective course.

Personal Financial Literacy - 4590

Credit: ½, Semester (Required for graduation for students entering HS in 2026 and beyond)

Prerequisite: None

This interactive and research-based course requires students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting and college and post-secondary education and training. This course also includes instruction in methods of paying for college and other post-secondary education. Students may not be awarded credit for both the Personal Financial Literacy and Economics course and this Personal Financial Literacy elective course.

AP Macroeconomics – 4416

Credit: ½, Semester

Prerequisite: U.S. History recommended

This college level course prepares students to take the AP Macroeconomics exam for possible college credit. Students will gain a thorough understanding of the principles of economics that apply to an economic system as a whole. Macroeconomics places emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics.

Social Studies Electives

Personal Financial Literacy - 4590

Credit: ½, Semester (Elective credit for students entering HS from 2014 to 2025)

Prerequisite: None

This interactive and research-based course requires students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting and college and post-secondary education and training. This course also includes instruction in methods of paying for college and other post-secondary education. Students may not be awarded credit for both the Personal Financial Literacy and Economics course and this Personal Financial Literacy elective course.

Sociology - 4554

Credit: ½, Semester

Prerequisite: None

Sociology teaches dynamics and models of individual and group relationships by focusing on history and systems of sociology, cultural and social norms, social institutions, and mass communications. Emphasis is placed on methods of group influence on individual behavior and values.

Psychology - 4544**Credit: ½, Semester****Prerequisite: None**

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.

AP Human Geography – 4246**Credit: ½, Semester****Prerequisite: World Geography Studies recommended**

This college level course prepares students to take the AP Human Geography exam for possible college credit. This is a rigorous course that requires students to devote time to outside field trips, research projects and supplementary reading. Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences.

AP Psychology – 4546**Credit: ½, Semester****Prerequisite: None**

This college level course prepares students to take the AP Psychology exam for possible college credit. AP 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 a historical framework and relies on effective collection and analysis of data.

Dual Credit Psychology– 4540**Northeast Lakeview College Course PSYC 2301****Credit: ½, Semester****Prerequisite: Must follow dual credit process; TSI testing 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.

AP European History – 4296**Credit: 1, Full Year****Prerequisite: None**

This college level course prepares students to take the AP European History exam for possible college credit. Focus will be placed on major events and trends from 1450 to the present covering themes of intellectual and cultural, political and diplomatic, and social and economic history of Europe. Recognizing and understanding cause and effect relationships, multiple causations and the importance of both change and continuity in shaping human events will be stressed.

Dual Credit Humanities- 4219**Northeast Lakeview College Course HUMA 1301****Credit: ½ Semester****Prerequisite: Northeast Lakeview; Must follow dual credit process; TSI testing 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.

Dual Credit Texas Government/Research Methods- 4440**Northeast Lakeview Course GOVT 2306****Credit: ½, Semester****Prerequisite: U.S. Government; Must follow dual credit process; TSI testing required for Dual Credit**

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas. Students are encouraged to take two semesters of dual credit Government, in order for credit to be accepted by Texas state colleges and universities.

World Language Courses in Comal ISD

GRADUATION REQUIREMENTS: Students must complete TWO credits in Languages other than English (LOTE/World Languages) to graduate under the Foundation High School Program.

To graduate with an Arts and Humanities Endorsement through World Languages, students must successfully complete four levels of the same language other than English or two levels of two different languages other than English.

Note: While specific computer science courses can satisfy the two-credit LOTE/World Languages high school graduation requirement, colleges and universities vary in their policies for accepting these courses as fulfilling students' foreign language entry requirements. To ensure our students are not limited when applying for college, Comal ISD does not code computer science courses as LOTE, with the exception of AP Computer Science A. Students seeking LOTE credit from TEA approved Computer Science courses must follow the Computer Science LOTE process, which can be initiated through their school counselor.

World Language Course Descriptions

American Sign Language I - 1951

Credit: 1, Full Year

Prerequisite: None

This course introduces students to American Sign Language. Both receptive and expressive signing will be introduced with interactive communication. Students will explore the culture of deaf and hard of hearing community and learn the history of the language.

American Sign Language II - 1952

Credit: 1, Full Year

Prerequisite: American Sign Language I

This course grows students' ability to distinguish between variations in signs and non-manual communication. Students are given opportunities to express and receive signed information. Students will increase their knowledge of signing skills in everyday situations and continue learning about the cultural perspectives of the deaf and hard of hearing community.

American Sign Language III - 1953

Credit: 1, Full Year

Prerequisite: American Sign Language II

This course allows students of ASL to use their acquired communication skills to continue a study of the interrelationship of language and other sign systems, recognize dialectal, regional, and other variations of their previously learned language.

American Sign Language IV - 1954

Credit: 1, Full Year

Prerequisite: American Sign Language III

This course continues to develop students' proficiency and skills in signing. Students are expected to engage in communication through American Sign Language, know the history of the language and understand the culture of those who are deaf and hard of hearing.

German I - 1918**Credit: 1, Full Year****Prerequisite: None**

This course provides an introduction to the German language and its people focusing on oral language proficiency while developing basic reading and writing skills. Students are expected to engage in simple conversations while exploring German culture. This course is taught primarily in German.

German II - 1928**Credit: 1, Full Year****Prerequisite: German I**

This course provides an opportunity to further develop the German language and gain insight into its people. Emphasis is placed on expanding vocabulary to continue developing oral language proficiency. Students are expected to engage in German conversations while exploring German culture. This course is taught primarily in German.

Honors German II - 1927**Credit: 1, Full Year****Prerequisite: German I**

This course reviews concepts taught in the previous level and continues with additional structures and vocabulary to increase language proficiency. Students are expected to engage in German conversations while exploring German culture. This course is taught primarily in German.

German III - 1938**Credit: 1, Full Year****Prerequisite: German II**

German III provides an opportunity for students to develop beyond an intermediate level of language proficiency in listening, speaking, reading and writing. Students will increase their reading and writing competencies while gaining a deeper understanding of the language and cultural perspectives as they explore literature, history, and culture. This course is taught in German.

Honors German III - 1937**Credit: 1, Full Year****Prerequisite: German II**

This course reviews and advances the structures learned in the previous language level. It provides an opportunity for students to advance their proficiencies in listening, speaking, reading and writing while gaining a deeper understanding of the language and cultural perspectives as they explore literature, history, and culture. This course is taught in German.

Dual Credit German III - (GERM 1411/GERM 1412) - 1930**Credit: 1, Full Year****Prerequisite: German II, Must follow dual credit process; TSI required for dual credit.**

Introduction to the fundamentals of the German language and culture in order to develop listening, speaking, reading, and writing skills.

AP German IV Language and Culture - 1946**Credit: 1, Full Year****Prerequisite: German III**

AP German Language and Culture is equivalent to an intermediate level college course in German. Students cultivate their understanding of German language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Dual Credit German IV - (GERM 2311/GERM 2312) - 1940**Credit: 1, Full Year****Prerequisite: Dual Credit German III**

This course provides additional development of language skills in listening, speaking, reading, and writing. Short literary selections are introduced in a context of German culture and history. This course fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Spanish I - 1818**Credit: 1, Full Year****Prerequisite: None**

This course provides an introduction to the Spanish language and its people focusing on oral language proficiency while developing reading and writing skills. Students are expected to engage in simple conversations while exploring Spanish culture. This course is taught primarily in Spanish.

Spanish II - 1828**Credit: 1, Full Year****Prerequisite: Spanish I**

This course provides an opportunity to further develop the Spanish language and gain insight into its people. Emphasis is placed on expanding vocabulary to continue developing oral language proficiency. Students are expected to engage in Spanish conversations while exploring Spanish culture. This course is taught primarily in Spanish.

Honors Spanish II - 1827**Credit: 1, Full Year****Prerequisite: Spanish I**

Honors is designed for students with high academic interest and a strong work ethic. This course focuses on language study with a greater depth and range of subject matter. Honors Level II challenges students to begin working toward an advanced level of communication. Students are expected to engage in Spanish conversations while exploring Spanish culture. This course is taught primarily in Spanish.

Spanish III - 1838

Credit: 1, Full Year

Prerequisite: Spanish II

Spanish III builds on foundational language skills by increasing vocabulary and language knowledge. Students will understand new vocabulary and grammatical structures through meaningful and relevant context to develop authentic opportunities for language usage. In this course, there will be an emphasis on written expression and academic conversations. Additionally, students will be expected to demonstrate mastery of the language through progression in writing tasks and comprehension of reading.

Honors Spanish III - 1837

Credit: 1, Full Year

Prerequisite: Spanish II

Honors Spanish III builds on foundational language skills by increasing vocabulary and language knowledge. Students will understand new vocabulary and grammatical structures through meaningful and relevant context to develop authentic opportunities for language usage. In this course, there will be an emphasis on written expression and academic conversations. Additionally, students will be expected to demonstrate mastery of the language through progression in writing tasks and comprehension of reading while gaining a deeper understanding of the language and cultural perspectives as they explore literature and culture. This course is taught in Spanish.

Dual Credit Spanish III - (SPAN 1411/SPAN 1412) - 1830

Credit: 1, Full Year

Prerequisite: Spanish II; Must follow dual credit process; TSI required for dual credit.

Introduction to the fundamentals of the Spanish language and culture in order to develop listening, speaking, reading, and writing skills.

Spanish IV - 1848

Credit: 1, Full Year

Prerequisite: Spanish III

Spanish IV builds on the knowledge and skills acquired in previous levels. Students will continue to learn grammatical systems and new vocabulary of topics essential to everyday communication. The course continues to build up proficiency in the three modes of communication. Students will focus on using the target language to communicate in conversational and other settings and on reading and analyzing course appropriate literary works. Students will be expected to write at an advanced level using correct grammar and drawing information from culturally authentic sources.

AP Spanish IV Language and Culture - 1846

Credit: 1, Full Year

Prerequisite: Spanish III

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Dual Credit Spanish IV - (SPAN 2311/SPAN 2312) 1840

Credit: 1, Full Year

Prerequisite: Dual Credit Spanish III (SPAN 1412); Must follow dual credit process; TSI required for dual credit.

This course 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. This course fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

AP Spanish V Literature - 1855

Credit: 1, Full Year

Prerequisite: Spanish IV

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

Comal Advanced Language Program (CALP) Seminar in Languages Other Than English (LOTE) - 1895

Credit: 1, Full Year

Prerequisite: AP Spanish V; CALP student

Students enrolled in a Spanish seminar course in their Senior year will focus on a specialized area of study, such as the work of a particular author, genre, or topic. Students are expected to plan, draft, and complete written compositions and oral presentations regularly and carefully examine papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of Spanish. Students will speak, write, read, and listen, as appropriate, in Spanish for various audiences and purposes.

Spanish for Spanish Speakers I, II – 1808, 1888

Credit: 2, Full Year (student will earn one credit per semester class.)

Prerequisite: Campus Recommendation

Spanish for Spanish Speakers is a course designed for students who are heritage Spanish speakers but have never studied Spanish in a classroom setting. Students will further explore the five Cs: 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) at the advanced proficiency level. Students will extend learning to include literature in a variety of genres. In addition, students will develop a deeper knowledge base in advanced grammar and vocabulary to allow for more complex and fluent communication, both oral and written, in a real world setting.

Fine Arts Courses In Comal ISD

GRADUATION REQUIREMENTS: To graduate with a Humanity and Arts Endorsement through Fine Arts, students must successfully complete a coherent sequence of four fine arts courses from one or two fine art disciplines. State graduation requirements mandate that a student complete one fine art course to graduate under the Foundation High School Program.

Visual Art

POSSIBLE ART SEQUENCES: In Comal ISD, students have various pathways they can take to complete their graduation requirements for their graduation and endorsement needs, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible art sequences a student might select.

8th Grade > >	9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
HS Art I	Pre-AP Art	AP Art History	Art II 2D	Art II, 2D
HS Art I	Art II, 2D	Art III, 2D	AP Studio Art I	AP Studio Art II
HS Art I	Art II 2D	Art III 2D	Art IV 2D	AP Studio Art I
MS Art 3	Art I	Art II 3D	Art III 3D	Art IV 3D

Social Studies Courses	Prerequisites Requirements
Art I	None
Pre-AP Art	Art I recommended
Art II: 2D or 3D	Art I required
AP Art History	Pre-AP Art recommended
Art III: 2D or 3D	Art II in the same art medium required
AP Studio Art Drawing; AP Studio Art 2D Design; AP Studio Art 3D Design	Art I and II required and portfolio review by the teacher
Art IV: 2D or 3D	Art III in the same art medium required
Art and Media Communication I	None
Art and Media Communication II	Art and Media Communication I required

Visual Art Course Descriptions

Art I – 6014

Credit: 1, Full Year

Prerequisite: None

***Art fees are assessed**

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.

Art and Media Communications I – 6404

Credit: 1, Full Year

Prerequisite: None

***Art fees are assessed**

Art and Media Communications combines rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into contemporary practices across the visual and commercial arts fields. Students will learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive or site-based installations and performances. Students' work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change.

Pre-AP Visual Art - 6090

Credit: 1, Full Year

Prerequisite: Art I recommended

***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.

Art and Media Communications II – 6405

Credit: 1, Full Year

Prerequisite: Art and Media Communications I

***Art fees are assessed**

Art and Media Communications combines rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into contemporary practices across the visual and commercial arts fields. Students will learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive or site-based installations and performances. Students' work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change.

Art II 2D - 6020

Credit: 1, Full Year

Prerequisite: Art I

***Art fees are assessed**

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

Art II 3D – 6064**Credit: 1, Full Year****Prerequisite: Art I*****Art fees are assessed**

Students will express ideas through original artworks, using a variety of 3-D media. They will be able to apply design skills in creating practical applications. The student will study historical periods, as well as critique artwork.

AP Art History – 6096**Credit: 1, Full Year****Prerequisite: Pre-AP recommended**

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.

AP Studio Art Drawing – 6426**Credit: 1, Full Year****Prerequisite: Art I & Art II required and portfolio review by the teacher.*****Art fees are assessed**

This college level course offers a rigorous and accelerated curriculum that requires students to submit portfolios for the AP Art Exam for possible college credit. Critical and creative thinking skills are developed through the production and critical analysis of 2-D Art. Students' self-determine appropriate directions in which to develop artistic themes and media.

AP Studio Art Two-Dimensional Design – 6436**Credit: 1, Full Year****Suggested Prerequisite: Art I & Art II required and portfolio review by the teacher.*****Art fees are assessed**

AP 2-D Design addresses two-dimensional design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way through various techniques and media. This college level course offers a rigorous and accelerated curriculum that requires students to submit portfolios for the AP Art Exam for possible college credit.

AP Studio Art Three-Dimensional Design – 6446**Credit: 1, Full Year****Suggested Prerequisite: Art I & Art II required and portfolio review by the teacher.*****Art fees are assessed**

This portfolio is intended to address sculptural issues. Design involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 3-D Design portfolio,

students are asked to demonstrate their understanding of design principles as they relate to depth and space. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationship) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or non-figurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. This college level course offers a rigorous and accelerated curriculum that requires students to submit portfolios for the AP Studio Art Three- Dimensional Design Exam for possible college credit.

Art III 2D - 6030

Credit: 1, Full Year

Prerequisite: Art II 2D required, and teacher approval recommended.

***Art fees are assessed**

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

Art III 3D- 6254

Credit: 1, Full Year

Prerequisite: Art II 3D required, and teacher approval recommended.

***Art fees are assessed**

Students will express ideas through original artworks, using a variety of 3-D media. They will be able to apply design skills in creating practical applications. Students will study historical periods, as well as critique artwork.

Art IV 2D- 6040

Credit: 1, Full Year

Prerequisite: Art III 2D required, and teacher approval recommended.

***Art fees are assessed**

Students produce artwork of their choice based on the focus of study in Art II and III. Students prepare a portfolio, present an exhibition of work, and set up exhibits of other artists' work. Students provide materials for some of the projects.

Art IV 3D- 6374

Credit: 1, Full Year

Prerequisite: Art III 3D required, and teacher approval recommended.

***Art fees are assessed**

Students produce artwork of their choice based on the focus of study in Art II and III. Students prepare a portfolio, present an exhibition of work, and set up exhibits of other artists' work. Students provide materials for some of the projects.

Floral Design – 8674

Grade Placement: 10–12

Credit: 1, Full Year

This course satisfies a fine arts credit requirement

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Theatre				
POSSIBLE THEATRE SEQUENCES: In Comal ISD, students have various pathways they can take to complete their graduation requirements for their graduation and endorsement needs, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible theatre sequences a student might select.				
8th Grade > >	9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
HS Theatre I	Theatre II	Theatre III	Theatre IV	Theatre Production I
HS Theatre I	Theatre Production I	Theatre Production II	Theatre Production III	Theatre Production IV
HS Theatre I/MS Theatre	Technical Theatre I	Technical Theatre II	Technical Theatre III	Technical Theatre IV
	Theatre I	Theatre II	Theatre III	Theatre IV

Social Studies Courses	Prerequisites Requirements
Theatre I	None
Technical Theatre I	None
Theatre Production I	Audition and acceptance
Musical Theatre I	Audition and acceptance
Theatre II, III and IV	Previous level required
Technical Theatre II, III and IV	Previous level required
Theatre Production II, III and IV	Previous level required; Audition and acceptance
Musical Theatre II, III, IV	Previous level required; Audition and acceptance

Theatre Course Descriptions

Theatre Arts I – 6114

Credit: 1, Full Year

Prerequisite: None

This course will focus on performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds, etc.) will be explored. This course requires extended rehearsals with some after school, nights and weekends.

Technical Theatre I – 6164**Credit: 1, Full Year****Prerequisite: None**

Students may fulfill an elective requirement for graduation by successfully completing this course. Technical Theatre includes a study of stage design, publicity, lighting, sound and other aspects of theatrical production in conjunction with actual stage production. Theatre history and careers in theatre will also be discussed.

Theatre Production I – 6184**Credit: 1, Full Year****Prerequisite: Audition and acceptance required**

All aspects of production will be explored – set design, lights, and sound and theatre history. Special emphasis will be given to character development, voice, and diction and body control. This course requires after-school rehearsals and performance times, focusing on fall and spring show productions. Students must be willing to participate both as actors and crewmembers and are subject to auditions for role and crewmember assignments.

Musical Theatre I- 6115**Credit: 1, Full Year**

This course will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. A Supply fee may be required.

Theatre Arts II, III, IV – 6124, 6134, 6144**Credit: 1, Full Year****Prerequisite: Completion of previous year course**

This course will focus on performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds etc.) will be explored. This course requires extended rehearsals with some after school, nights and weekends.

Technical Theatre II, III, IV – 6174, 6194, 6314**Credit: 1, Full Year****Prerequisite: Completion of previous year course**

Technical Theatre includes a study of stage design, publicity, lighting, sound and other aspects of theatrical production in conjunction with actual stage production. Theatre history and careers in theatre will also be discussed.

Theatre Production II, III, IV – 6154, 6284, 6294**Credit: 1, Full Year****Prerequisite: Completion of previous year course/Audition and acceptance required.**

All aspects of production will be explored – set design, lights, and sound and theatre history.

Special emphasis will be given to character development, voice, and diction and body control. This course requires after-school rehearsals and performance times, focusing on fall and spring show productions. Students must be willing to participate both as actors and crewmembers and are subject to auditions for role and crewmember assignments.

Musical Theatre II, III, IV - 6125, 6135, 6145

Credit: 1, Full Year

Prerequisite: Completion of previous year course/Audition and acceptance required.

This course will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. A Supply fee may be required.

Dance			
POSSIBLE DANCE SEQUENCES: In Comal ISD, students have various pathways they can take to complete their graduation requirements for their graduation and endorsement needs, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible dance sequences a student might select.			
9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
Principles of Dance I	Principles of Dance II	Principles of Dance III	Principles of Dance IV
JV Dance I	JV Dance II	Varsity Dance I	Varsity Team Dance II
JV Dance I	Ballroom Dance I	Ballroom Dance II	Ballroom Dance III
Aerobic Dance I	Principles of Dance I	JV Dance I	Varsity Team Dance I
Color Guard I	Color Guard II	Color Guard III	Color Guard IV

Dance Courses	Prerequisites Requirements
Principles of Dance I	None
Aerobic Dance I	None
Varsity Team Dance I	Audition and acceptance of team
JV Team Dance II, III, IV	Completion of previous level/Audition and acceptance of team
Ballroom Dance I	Audition and acceptance of team
Principles of Dance II, III, and IV	Previous level required
Aerobic Dance II, III and IV	Previous level required
Varsity Team Dance II, III and IV	Completion of previous level course/Audition and Acceptance
Ballroom Team II, III and IV	Completion of previous level course/Audition and Acceptance
Dance Composition/Improvisation I, II, III, IV	Audition and acceptance of team

Dance Course Descriptions

Principles of Dance I – 6954

Dance PE – 6956 (Students needing PE credit will be scheduled during zero hour in year I.)

Credit: 1, Full Year

Prerequisite: None

This course is an introduction to all basic dance techniques (tap, ballet, jazz, modern, contemporary, hip hop, musical theatre and world dance) including vocabulary, principles, and choreography of all dance forms. Supply fee may be required. Some dance I classes may be asked to perform outside of class. Students may earn up to one P.E. and/or Fine Arts credit.

Principles of Dance II, III, IV – 6964, 6974, 6984

Credit: 1, Full Year

Prerequisite: Completion of previous level dance course

This course further extends skills and concepts introduced in Dance I. Group and individual projects through choreography and research are introduced. Supply fee may be required. Students may earn up to one P.E. and/or Fine Arts credit.

Aerobic Dance I-IV – 6929, 6939, 6949, 6959

Dance PE – 6956 (Students needing PE credit will be scheduled during zero hour in year I.)

Credit: 1, Full Year

Prerequisite: None for Aerobic Dance I/Completion of previous level for Aerobic Dance II-IV

Aerobic dance will combine aerobics with dance to learn a system of exercise. Aerobic dance is everything from zumba to hip-hop. Come enjoy your exercise to music with some dance moves.

Varsity Team Dance I-IV – 6927, 6937, 6947, 6957

Drill Team – 7524 (Year I only so student receives both FA and PE credit.)

Credit: 1, Full Year

Prerequisite: Completion of previous level course/Audition and acceptance.

***Dance fees will be assessed**

Vocabulary of dance movement and knowledge of factors that influence movement will be further explored. Creative expression through choreography opportunities will be introduced. Development of sensitivity to tempo, spatial concepts and floor patterns and an increased ability to perform technical skills in dance will be pursued. Audition procedures for performance will be introduced.

JV Team Dance I-IV (Dance Team) – 6955, 6965, 6975, 6985

Drill Team – 7524 (Year I only so student receives both FA and PE credit.)

Credit: 1, Full Year

Prerequisite: Completion of previous level course/Audition and acceptance.

***Dance fees will be assessed.**

Vocabulary of dance movement and knowledge of factors that influence movement will be further explored. Creative expression through choreography opportunities will be introduced.

Development of sensitivity to tempo, spatial concepts and floor patterns and an increased ability to perform technical skills in dance will be pursued. Audition procedures for performance will be introduced.

Ballroom Dance Team I-IV – 6928, 6938, 6948, 6958

Credit: 1, Full Year

Prerequisite: Completion of previous level course/ Audition and acceptance

Drill Team – 7524 (Year I only so student receives both FA and PE credit.)

Vocabulary of dance movement and knowledge of factors that influence movement will be further explored. Creative expression through choreography opportunities will be introduced. Development of sensitivity to tempo, spatial concepts and floor patterns and an increased ability to perform technical skills in dance will be pursued. Audition procedures for performance will be introduced.

Dance Composition I-IV - 6991, 6992, 6993, 6994

Credit: 1, Full Year

Prerequisite: Completion of previous level course/Audition and acceptance.

Prepares students who have been selected as officers in the Dance Team or are interested in pursuing leadership opportunities in Dance. Students are provided the opportunity to study, practice and develop group leadership and organizational skills, as well as their creativity in choreography and dance techniques. These skills include, but are not limited to: decision making, problem solving, communication, leadership, human relations and understanding the need for social intelligence and civic responsibility. Dance class uniform is required. There may be a cost associated with this course.

Color Guard I - IV – 6749, 6759, 6769, 6779

FA Credit: 1, Full Year with teacher certification in Dance

PE Credit: 1 Full Year; 7524 with teacher certification in PE (Year 1 only so student receives both FA and PE credit) If no PE certification: .5; 6614 1st fall semester and .5; 6624 2nd fall semester.

Prerequisite: Teacher approval/Audition and acceptance

***Guard fees will be assessed**

Color Guard is open to students that want to learn the technical skills involved in expressive dance, flag, rifle, and saber choreography, as they relate to the State Goals for Learning in Fine Arts. The course will prepare students for color guard performances with the marching band during the fall semester and Winter Guard in the spring semester. Various styles of dance will be taught and explored, in addition to traditional color guard training techniques.

Instrumental Music

POSSIBLE INSTRUMENTAL MUSIC SEQUENCES: In Comal ISD, students have various pathways they can take to complete their graduation requirements for their graduation and endorsement needs, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible music sequences a student might select.

8th Grade > >	9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
MS Band 3	Band I	Band II	Band III Jazz Ensemble I	Band IV Jazz Ensemble II
MS Band 3	Band I	Band II	Band III - Applied Music I	Band IV - Applied Music II
MS Band 3	Band I	Band II	Band III	Band IV - AP Music Theory
MS Orchestra 3	Orchestra I	Orchestra II	Orchestra III	Orchestra IV
	Piano I	Piano II	Piano III	Piano IV

Instrumental Music Courses	Prerequisites Requirements
Band I (Marching/Concert)	Middle school band experience or teacher approval recommended
Jazz Ensemble I	Teacher recommendation
Applied Music I	Teacher recommendation
Band II, III and IV (Marching/Concert)	Previous level required
Jazz Ensemble II, III and IV	Previous level required
Applied Music II, III and IV	Previous level required
AP Music Theory	Must be able to read music
Orchestra I	MS orchestra experience recommended
Orchestra I for beginners	None
Orchestra II, III, and IV	Previous level required
Orchestra Applied I-IV	Teacher recommendation and previous level required
Piano I	None
Piano II, III, and IV	Previous level required
Accelerated Piano I, II, III, IV	Must have prior music experience and teacher recommendation

Instrumental Music Course Descriptions

Band I - IV

Course Note: Supply fees required

Marching Band I – IV – 6614, 6624, 6811, 6812

Credit: .5, Semester. Counts as a .5 P.E. equivalent.

Prerequisite: Middle school band or teacher approval recommended.

The Marching Band performs at all appropriate football games and pep rallies. The group also participates in all UIL related contests and others contests during the semester that prove beneficial to the program. Students enrolled in Marching Band must also enroll in Concert Band or Symphonic Band. Fine Arts or physical education credit may be earned. A student must take 2 semesters of Marching Band to equal 1 physical education credit. Students may earn up to one full P.E. credit.

Concert Band I – IV – 6714, 6724, 6734, 6744**Credit: 1, Full Year****Prerequisite: Placement by audition. Concert Band I - Teacher approval recommended; Concert Band II-IV requires completion of previous year course**

Band is offered for brass, woodwind, and percussion students in grades 9-12 with prior band experience at the middle school level. Band includes concert band activities such as public concerts, UIL contests, and individual TMEA audition opportunities. Marching band involvement is required of all band students during the fall semester, and includes football game performances, pep rallies, and contest opportunities. Placement in concert and marching band is by audition into ability-based ensembles.

Jazz Ensemble I-IV – 6815, 6825, 6835, 6845**Credit: 1, Full Year****Prerequisite: Jazz Ensemble I-none/ Teacher approval recommended; Jazz Ensemble II-IV requires completion of previous year course**

Jazz Ensemble is offered as an additional musical opportunity for students that perform on an instrument within the standard jazz instrumentation (saxophone, trumpet, trombone, or rhythm section). Students must also be enrolled in the traditional Band program. Performance opportunities may include concerts, community events, and jazz festivals. Supply fee may be required.

Color Guard I-IV is a Dance Credit – see dance above**Applied Music I-IV (Band) – 6914, 6915, 6916, 6917****Credit: 1, Full Year****Prerequisite: Applied Music I-Teacher approval recommended; Applied Music II-IV requires completion of previous level course**

Applied Music is offered for students that would like an additional music course to receive advanced study on their instrument. Enrollment in the traditional band program is a prerequisite. Students will have the opportunity to receive individual instruction and feedback on solo literature including UIL and TMEA contest materials, plus have the opportunity to explore literature and theory in greater depth than is available in the traditional band rehearsal. Supply fee may be required.

Advanced Placement (AP) Music Theory – 6926**Credit: 1, Full Year****Prerequisite: None (The student's ability to read and write musical notation is fundamental to AP Music Theory. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument prior to taking this course. -The College Board)**

This course will study the fundamentals of music construction, composition, and ear training in preparation for the AP Music Theory examination. This course is designed for students that intend to pursue music at the University Level.

Piano I – IV – 6804, 6824, 6834, 6844

Credit: 1, Full Year

Prerequisite: Teacher approval recommended and completion of previous levels for II-IV.

Open to students in grades 9-12, the course fulfills a fine arts or an elective requirement for graduation. The Piano I course teaches music reading, theory, and beginning piano skills to persons with no (or limited) music reading ability. Piano II, III and IV classes build on that foundation with technique, sight-reading, ear-training and improvisation and study of intermediate and advanced literature. Students will use electric keyboards and headphones to work individually, in pairs, and in small groups to practice keyboard fluency. Participation in one concert per semester is required.

Piano I - IV (Accelerated) – 6874, 6875, 6876 ,6877

Credit: 1, Full Year

Prerequisite: Teacher approval required and completion of previous levels for II-IV.

Open, with teacher approval, students with previous music study, band, or advanced choir. Students will use electric keyboards and headphones to work individually, in pairs, and in small groups to develop keyboard fluency. Participation in one concert per semester is required. The course will move at a faster pace and cover more material than the regular Piano I class.

Orchestra I, for beginners – 6885

Credit: 1, Full Year

Prerequisite: None

Orchestra I is open to all students who have never played an orchestral string instrument (violin viola, cello, bass). Orchestra provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine, resonant tone production, intonation, rhythm, critical listening, instrumental technique and musical interpretation through skill study and participation. Orchestra offers students the opportunity to study and perform a variety of musical literature at an appropriate level of difficulty. Student participation in orchestral events outside the school day such as concerts and rehearsals will be expected. This course is open to grades nine through twelve.

Orchestra I-IV – 6884, 6894, 6895, 6896

Credit: 1, Full Year

Prerequisite: Teacher approval recommended and completion of previous levels for II-IV.

Orchestra I is open to all students who have previous experience playing an orchestral string instrument (violin viola, cello, bass). Orchestra provides an academic opportunity for participation in instrumental ensemble playing. Special attention is given to forming proper habits regarding ensemble routine, resonant tone production, intonation, rhythm, critical listening, instrumental technique and musical interpretation through skill study and participation. Orchestra offers students the opportunity to study and perform a variety of musical literature at an appropriate level of difficulty. Student participation in orchestral events outside the school day such as concerts and rehearsals will be expected. This course is open to grades nine through twelve.

Orchestra Applied Music I-IV- 6910, 6911, 6912, 6913

Credit: 1, Full Year

Prerequisite: Teacher Approval

Applied Music is offered for students that would like an additional music course to receive advanced study on their instrument. Enrollment in the traditional orchestra program is a prerequisite. Students will have the opportunity to receive individual instruction and feedback on solo literature including UIL and TMEA contest materials, plus have the opportunity to explore literature and theory in greater depth than is available in the traditional orchestra rehearsal. Supply fee may be required.

Vocal Music			
Possible Vocal Music Sequences: In Comal ISD, students have various pathways they can take to complete their graduation requirements for their graduation and endorsement needs, while also pursuing courses that adequately prepare them for their post-graduation goals. Below are a few possible vocal music sequences a student might select.			
9th Grade > >	10th Grade > >	11th Grade > >	12th Grade
Choir I	Choir II	Choir III	Choir IV
Vocal Applied Music I	Vocal Applied Music II	Vocal Applied Music III	Vocal Applied Music IV
Vocal Ensemble I	Vocal Ensemble II	Vocal Ensemble III	Vocal Ensemble IV

Vocal Music Courses	Prerequisites Requirements
Choir I, II, III, IV	Teacher recommendation, previous level required
Vocal Applied Music I, II, III, IV	Teacher recommendation, previous level required
Vocal Ensemble II, III, IV	Teacher recommendation, previous level required

Vocal Music Course Descriptions

Choir I –IV -6453, 6454, 6464, 6474

Credit: 1, Full Year

Prerequisite: Teacher Approval recommended. Levels II – IV requires completion of the previous year.

Students may fulfill an elective requirement for graduation by successfully completing this course. These courses are beginning through advanced levels of the four strands – perception, creative expression/performance, historical and cultural heritage, and critical evaluation. They provide broad, unifying structures for organizing the knowledge and skills. Students are required to perform in four concerts throughout the year, two per semester. Through creative performance, students apply the technical skills of music. Intermediate and advanced Students are expected to participate in TMEA Region Auditions, UIL Solo and Ensemble events, as well as UIL Concert and Sight Reading events.

Vocal Applied Music I-IV – 6425, 6435, 6445, 6455**Credit: 1, Full Year****Prerequisite: Must have teacher approval. Levels II – IV requires completion of the previous year.**

Applied Music is a course in individual study and will give students the opportunity to improve their vocal skills with one-on-one instruction and supervision by the teachers.

Vocal Ensemble I-IV- 6414, 6424, 6434, 6444**Credit: 1, Full Year****Prerequisite: Teacher Teacher Approval recommended. Levels II – IV requires completion of the previous year.**

Vocal Ensemble is an audition-only choir for all students.. These courses address the four strands – perception, creative expression/performance, historical and cultural heritage and critical evaluation. They provide broad, unifying structures for organizing the knowledge and skills. Four major public performances are given each year, two per semester. Students may also participate in TMEA Region Auditions, UIL Solo and Ensemble events, as well as UIL Concert and Sight Reading events.

Physical Education/ Athletics And Health Courses In Comal ISD

All HS students are required to take ONE credit of Physical Education.

- A **student** who is **unable** to comply with all the requirements of a PE course because of a **physical limitation (as certified by a licensed medical practitioner)** is not prohibited from earning a diploma because a modification was made to his/her PE course. All PE classes are adapted to fit the needs of students with special needs.
- **PE Substitution Courses** may be permitted in any of the following earning up to one credit.
 - Drill Team
 - Marching Band
 - JROTC I Only
 - Cheerleading
 - Fall Semester Color Guard

*Note: State law requires any student who is taking a PE course, or PE Substitution course, participate in annual fitness testing.

- PE Substitution Courses may be permitted in any of the following earning up to four credits.
 - Athletics/UII Athletics
 - Approved Off Campus PE program

Physical Education/ Athletics & Health Course Descriptions

Lifetime Fitness – 7104 (Intro to Fitness & Wellness)

Credit: 1.0

Prerequisite: Offered in 9th and 10th Grade Only

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 Lifetime Fitness and Wellness Pursuits will be addressed. Students will participate in the activity part of the class 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 Understanding the Health and Skill-Related Components of Fitness; Nutrition; Setting Goals and Creating a Fitness Plan; Using Technology Responsibly; and Being Physically Active for Life.

Skill-Based Lifetime - 7024 (Olympic Weight-Lifting)

Credit: 1.0

Prerequisite: Offered in 10th through 12th Grade Only

Olympic Weightlifting is designed for the beginning or novice weightlifter or for those who have experience lifting but lack proper technique. Students will gain an understanding of the biomechanics, muscles used for a given exercise, and complete technical progressions of all of the Olympic Weightlifting movements and program development. Individual fitness levels are assessed four times throughout the semester and structured workouts are organized giving students the opportunity to earn award shirts and achieve personal best on a given lift.

Lifetime Recreation and Outdoor Pursuits - 7004

Credit: 1.0

This course provides an introduction to a variety of lifetime outdoor activities including archery, camping, backpacking, survival techniques, firearm safety, fishing, rock climbing, canoeing/kayaking, cycling, orienteering, and ropes course. Students will receive several opportunities to achieve certifications including CPR/First Aid certification.

Olympic Caliber Off Campus Physical Education I, II, III, IV – 7544, 7545, 7546, 7547

Credit: 1.0

Grades: 9-12

Prerequisite: Application Approval

The purpose of this program is to accommodate students who are making a serious effort to develop high level capabilities and to allow them to be involved in an off-campus program that provides training exceeding that offered in the school district. All private or commercially-sponsored physical activity programs used by CISD students to satisfy their Physical Education requirement under this option have to be registered with the Texas Education Agency. The state requirements for Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school first or last period from no other class than physical education. All information/applications can be found on the CISD Physical Education webpage (www.comalisd.org > Programs > PE and Health > Off Campus Physical Education).

Health – 7609

Credit: 0.5

Grades: 9-12

Prerequisite: None

This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including: Understanding and Developing Mental, Emotional Physical Health and Healthy Relationships; Conflict Resolution; Nutrition and Personal Health Care; Body Systems and the Life Cycle; Tobacco, Drug, Alcohol and Disease Prevention; and First Aid and Injury Prevention. Students are encouraged to choose, develop and maintain responsible health behaviors now and for a lifetime.

Swimming and Diving

Year 1 - 7264, Year 2 - 7265, Year 3 - 7266, Year 4 - 7267

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

This course is designed to improve competitive stroke and techniques in competitive swimming, and compete at a varsity level. Previous competitive experience is required and must complete a tryout before placement in class.

Track

Year 1 - 7494, Year 2 - 7495, Year 3 - 7496, Year 4 - 7497

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Students receive extensive training in the development of track and field techniques.

Cross Country

Year 1 - 7484, Year 2 - 7485, Year 3 - 7486, Year 4 - 7487

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Students receive extensive training in the development of track and field techniques. The course focuses mainly on the development of long-distance running.

Developmental Tennis - 7424

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Developmental tennis is designed for ninth grade students who wish to participate in UIL competition and would like to learn and improve their tennis skills. This program is organized to provide students an opportunity to express themselves in competition. The course is an extension of the physical education program.

Tennis

Year 2 - 7434, Year 3 - 7435, Year 4 - 7436

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

This course is designed to improve stroke production and selection for competitive play. The UIL Athletic program is an extension of the physical education program. The program is organized to provide students an opportunity to express themselves in inter school competition.

Golf

Year 1 - 7144, Year 2 - 7145, Year 3 - 7146, Year 4 - 7147

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Golf is an extension of the Physical Education program and is designed so that an individual can become proficient in the skills and strategy of golf. This course is organized to provide students an opportunity to express themselves in UIL competition.

Wrestling

Year 1 - 7044, Year 2 - 7045, Year 3 - 7046, Year 4 - 7047

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Earn your Athletic PE Credit by joining the wrestling team. Wrestling, noted as the oldest known sport in the world, is both physically and mentally demanding. If you enjoy a great workout, wrestling may be for you.

Basketball - Boys**Year 1 - 7344, Year 2 - 7354, Year 3 - 7355, Year 4 - 7356****Credit: ½-1, Semester-Full Year****Prerequisite: Teacher approval**

This course focuses on the basic fundamentals of basketball – shooting, dribbling, rebounding, and defense as well as competitive team play, team offense and defense and strategy. Another part of this course will be weight lifting and conditioning.

Lacrosse - Boys**Year 1 - 7733, Year 2 - 7734, Year 3 - 7735, Year 4 - 7736****Credit: ½-1, Semester-Full Year****Prerequisite: Teacher approval**

This course focuses on the basic fundamentals of lacrosse – Lacrosse is a sport that combines basketball, hockey and soccer. It is a fast-paced game that requires long sprints with abrupt starts and stops. Fundamentals such as shooting, catching and passing are involved in the sport.

Lacrosse - Girls**Year 1 - 7743, Year 2 - 7744, Year 3 - 7745, Year 4 - 7746****Credit: ½-1, Semester-Full Year****Prerequisite: Teacher approval**

This course focuses on the basic fundamentals of lacrosse – Lacrosse is a sport that combines basketball, hockey and soccer. It is a fast-paced game that requires long sprints with abrupt starts and stops. Fundamentals such as shooting, catching and passing are involved in the sport.

Football**Year 1 - 7304, Year 2 - 7394, Year 3 - 7395, Year 4 - 7404****Credit: ½-1, Semester-Full Year****Prerequisite: Teacher approval**

The UIL Boys Athletic program is an extension of the physical education program. The program is organized to provide students an opportunity to express themselves in inter school competition. During the off-season students participate in weight lifting, running, agility, and techniques.

Baseball – Boys**Year 1 - 7324, Year 2 - 7325, Year 3 - 7326, Year 4 - 7327****Credit: ½-1, Semester-Full Year****Prerequisite: Teacher approval**

Students in this course are involved in weight training, conditioning, and baseball fundamentals. During the off-season players participate in conditioning activities.

Soccer – Boys

Year 1 - 7464, Year 2 - 7465, Year 3 - 7466, Year 4 - 7467

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Soccer is designed to allow those students who are physically adapted to the game to extend their skills. This course is a component of the physical education program.

Volleyball – Girls

Year 1 - 7364, Year 2 - 7444, Year 3 - 7445, Year 4 - 7446

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

The UIL Girl's Athletic program is an extension of the physical education program. The program is organized to provide students an opportunity to express themselves in inter school competition.

Basketball - Girls

Year 1 - 7374, Year 2 - 7454, Year 3 - 7455, Year 4 - 7456

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

This course prepares girls for competitive basketball. Participants work to develop fundamentals of dribbling, passing, shooting, and defense. During the off-season students participate in conditioning activities.

Softball-Girls

Year 1 - 7723, Year 2 - 7724, Year 3 - 7725, Year 4 - 7726

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

The students are involved in weight training, conditioning, and softball fundamentals.

Soccer – Girls

Year 1 - 7474, Year 2 - 7475, Year 3 - 7476, Year 4 - 7477

Credit: ½-1, Semester-Full Year

Prerequisite: Teacher approval

Soccer is designed to allow those students who are physically adapted to the game to extend their skills. This course is a component of the physical education program.

Cheerleading – 7534, 7535, 7536, 7537

Credit: 1, Full Year

Prerequisite: Elected positions by tryouts Cheerleading consists of instruction in basic

movement and voice activities involved in promoting spirit. Other activities include preparation for half-time shows, parades, pep rallies and other spirit activities. Cheerleading is an extension of the physical education program and requires athletic ability. Students may earn up to one full P.E. credit.

Navy Course Descriptions - Smithson Valley HS, Pieper HS

NJROTC I – 9914

Credit: 1, Full Year

Prerequisite: None

This course helps students to understand the mission, goals, and opportunities available as members of the NJROTC program. It introduces students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program prepare them for leadership roles in school, and upon graduation, in life. Students will also develop an understanding of our nation, our values, traditions, heritage, and respect for our laws. This course enables students to become better informed, responsible citizens. Students will be introduced to the ships and aircraft of the U.S. Navy as well as military drill and discipline. The course begins instruction on exercise and physical fitness. All new students to NJROTC must take this introductory course before continuing on in the program. In this course, students may earn up to one full Physical Education credit.

NJROTC II – 9924

Credit: 1, Full Year

Prerequisite: NJROTC I

This course continues leadership training from the first course. This second year course teaches Maritime History from Early Western Civilization through the 1990's and beyond. This Naval Science course will study Nautical Sciences such as Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Science. Naval Science 2 Cadets will be able to conduct an inspection, and provide corrective action to underclassmen. Instruction in Physical Fitness continues.

NJROTC III – 9934

Credit: 1, Full Year

Prerequisite: NJROTC II

Leadership training in this course is at the Platoon/Squad level. Platoon Commanders are typically NS3 Cadets. These cadets are in charge of a platoon of 15-40 cadets in a leadership lab. The Naval Science course will consist of Sea Power, National Security, Naval Operations and Support Functions, Military Law, International Law and the Sea, Ship Construction and Damage Control, Shipboard Organization and Watch- standing, Basic Seamanship, Marine Navigation, Rules of the Road and Maneuvering Board, Naval Weapons and Aircraft. These cadets will conduct close order drill sessions and become proficient in leading most physical fitness activities.

NJROTC IV – 9944**Credit: 1, Full Year****Prerequisite: NJROTC III**

Leadership training is at the Battalion/Company level. Project management and peer evaluation are tools that develop these future American leaders. This Naval Science course includes advanced case studies and readings on Policy and Administration, Ethics and truth-telling, Introduction to Moral Theory, Ethics of Self-Interest, Ethics of Natural Law, Ethics of Utilitarianism, Ethics of Respect for Persons, Constitutional Ethics, Loyalty, Decision Making, Ethical and Practical Issues in the Use and Abuse of Alcohol and Drugs, and The Ethical Officer. This course wrap-up of the NJROTC Program leaves the student with life lessons that can and will be applied throughout all phases of one's life, military, civilian, or the further pursuit of advanced degrees.

Army Course Descriptions - Canyon Lake HS, Davenport HS

Army**JROTC LET I - 9914****Credit: 1, Full Year****Prerequisite: None**

This class teaches students to appreciate the ethical values and principles of good citizenship; to develop leadership potential; to think logically and to communicate effectively; to appreciate the importance of physical fitness in maintaining good health; to understand the importance of high school graduation for a successful future; and to become familiar with military history as it relates to America's culture. Students get the unique opportunity to properly wear an Army uniform. JROTC spring or summer camps are an additional component of the program. Students will have the opportunity to participate in extracurricular activities such as drill team, color guard, Raider team, and the rifle marksmanship team.

Army**JROTC LET II, III, IV - 9924, 9934, 9944****Credit: 1, Full Year****Prerequisite: JROTC LET I**

This course is a natural continuation of JROTC LET I and will follow much of the same format. Each additional LET course provides an in-depth study of the subjects introduced in LET I. Additionally, students are assigned staff positions within the JROTC program. Students develop, coordinate, and execute plans to support their staff position. Selected students may attend the JROTC spring/summer camp where they experience a confidence course, obstacle course, leadership reaction course, rifle marksmanship, water safety instruction and much more.

Air Force Course Descriptions - Canyon HS

AFJROTC I – 9914

Credit: 1, Full Year

Prerequisite: None

Aerospace Science I – Milestones in Aviation History is a course that covers the development of flight throughout the centuries. It starts with the examination of ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The intent is to bring alive the significant discoveries and inventions that have made flight possible for today and beyond.

Leadership Education I - Traditions, Wellness, and Foundations of Citizenship is the first component of Junior Reserve Officers Training Corps (JROTC) leadership education. It is intended for students who are entering the JROTC program and beginning their high school studies. You will be introduced to the history, organization, mission, goals, and objectives of JROTC for the Air Force, Army, Navy, Marine Corps, and Coast Guard. You will learn how the military uniform embodies a tradition of proper grooming and uniform wear for today's male and female cadets. You'll look at key military customs and courtesies, and learn how to project the positive attitude and discipline expected of cadets and leaders by examining the principles and practice of ethics, values, and morals.

Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives. Cadets will be given the opportunity to put into practice the wellness concepts Cadets will participate in the Physical Fitness Test in the Fall and Spring Semesters. The Physical Fitness Test recognizes students for their level of physical fitness in five activities: Curl-ups (or partial curl-ups), Shuttle run, Endurance run/walk, Push-ups, V-sit reach (or sit and reach).

AFJROTC II - 9924

Credit: 1, Full Year

Prerequisite: AFJROTC I

Aerospace Science II - The Science of Flight: A Gateway to New Horizons is an introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students.

Leadership Education II - Communication, Awareness, and Leadership provides an essential component of leadership education for today's high school students. This is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course also emphasizes leadership and values such as service and excellence.

Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives. Cadets will be given the opportunity to put into practice the wellness concepts Cadets will participate in the Physical Fitness Test in the Fall and Spring Semesters. The Physical Fitness Test recognizes students for their level of physical fitness in five activities: Curl-ups (or partial curl-ups), Shuttle run, Endurance run/walk, Push-ups, V-sit reach (or sit and reach).

AFJROTC III - 9934

Credit: 1, Full Year

Prerequisite: AFJROTC II

Aerospace Science III – Exploring Space: The High Frontier is a science course that includes the latest information available in space science and exploration. The course covers space from the earliest days of interest in astronomy through the Renaissance, and on into modern astronomy. It provides an in depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. Cadets will learn about: orbits and trajectories, unmanned satellites, and space probes, manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The course covers the human experience in space. It also examines the latest advances in space technology including robotics in space, the Mars Rover, and commercial uses of space.

Leadership Education III - Life Skills and Career Opportunities course will be helpful to students in deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Cadets will learn about financial planning; saving, investing, and spending money wisely, and how not to get caught in the credit trap. Students are informed about contracts, leases, wills, warranties, and legal notices. Cadets will learn how to prepare a résumé and interviewing skills. Cadets will be introduced to aerospace and military careers.

Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives. Cadets will be given the opportunity to put into practice the wellness concepts Cadets will participate in the Physical Fitness Test in the Fall and Spring Semesters. The Physical Fitness Test recognizes students for their level of physical fitness in five activities: Curl-ups (or partial curl-ups), Shuttle run, Endurance run/walk, Push-ups, V-sit reach (or sit and reach).

AFJROTC IV - 9944

Credit: 1, Full Year

Prerequisite: AFJROTC III

Aerospace Science IV - Cultural Studies: An introduction to Global Awareness course introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems,

economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region.

Leadership Education IV - Fundamentals of Management is a customized course designed for the fourth-year Junior Reserve Officer Training Corps (JROTC) cadet. Its aim is to provide an introduction to basic management concepts and skills, especially as they relate to managing in the JROTC unit. Along the way you will learn some of the history of management studies and encounter elements of more-recent management research.

Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives. Cadets will be given the opportunity to put into practice the wellness concepts Cadets will participate in the Physical Fitness Test in the Fall and Spring Semesters. The Physical Fitness Test recognizes students for their level of physical fitness in five activities: Curl-ups (or partial curl-ups), Shuttle run, Endurance run/walk, Push-ups, V-sit reach (or sit and reach).

Other Electives

SAT Practice – 1026 (Local Credit)

Credit: ½, Semester

Prerequisite: Concurrent enrollment or completion of Algebraic Reasoning or Algebra II

This course is designed for students who need the opportunity to improve SAT scores through realistic practice. Emphasis will be placed on test-taking skills and strategies, and problem solving. Students will grasp the underlying concepts of the exam as well as increase their efficiency and speed with which they answer questions. Local credit only.

Life I, II, III, IV – 9018, 9028, 9038, 9048

Credit: 1, Full Year (Local Credit)

Prerequisite: Ages 18-21, completion of a minimum of 22 credits

This program is designed to provide services in the areas of post- secondary education, integrated employment, vocational training, continuing and adult education, adult services, independent living, community participation, social/recreation/leisure, and other important life considerations that address the interests, preferences and needs of individual students ages 18-21 in an environment that replicates the environment of their peer group, individualized to each student. The program design focuses on transitioning the young adult from public school to the adult world in a manner that allows each participant to achieve his/her desired quality of life within an inclusive community.

Academic Skills I – 6178**Credit: 1, Full Year (Local Credit)****Prerequisite: Committee approval**

Students receive direct instruction in skills for academic preparation, organization, note taking, and test-taking skills, structured social skills, informed decision making, and interpersonal skills coping with daily stressors and handling conflict in a socially acceptable manner, as well as having time for completion of academic assignments.

AP Capstone: Year 1 – AP Seminar – 9100**Grades 10-12****Credit: 1**

The Capstone program is built on the foundation of the two new AP Courses – AP Seminar and AP Research – and is designed to complement and enhance in-depth, discipline specific study provided through other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop valid evidence-based arguments. In AP Capstone, Year 2, these students will enroll in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. Students earn the AP Capstone diploma by both completing coursework (AP Seminar and AP Research) and AP Exams (scoring a three or higher on these two AP exams, as well as on four additional AP exams of their choosing).

AP Capstone: Year 2 – AP Research – 9101**Grades 11-12****Credit: 1****Prerequisite: AP Capstone: Year I –AP Seminar**

The Capstone program is built on the foundation of the two new AP Courses – AP Seminar and AP Research – and is designed to complement and enhance in-depth, discipline specific study provided through other AP courses. In, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop valid evidence-based arguments. In AP Capstone, Year 2, these students will enroll in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. Students earn the AP Capstone diploma by both completing coursework (AP Seminar and AP Research) and AP Exams (scoring a three or higher on these two AP exams, as well as on four additional AP exams of their choosing).

Student Leadership – 9056**Credit: 1, Full Year****Prerequisite: Application required**

Student Leadership class is designed for Student Council students and requires an approved application from the sponsor. The class provides students the opportunity to learn life skills, to mentor elementary students, and to obtain credits for graduation. Course includes goal-setting, problem solving, stress management, etc. State credit granted.

AVID I, II, III, IV – 9051, 9052, 9053, 9054

Credit: 1, Full Year

Prerequisite: Prior year of AVID or counselor approval required

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

Sports Medicine I – 8445

Credit: 1, Full Year

Prerequisite: Principles of Health Science

Sports Medicine I is designed to prepare the student in the science of injury prevention, treatment, and rehabilitation primarily as it relates to sports. Students will be provided with in- depth knowledge based on the concepts, skills and techniques commonly used in Athletic Training. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical fields, particularly Sports Medicine and Physical Therapy. Most colleges/universities request this class as a prerequisite for entering their Athletic Training and Sports Medicine programs. This class does not count toward the Physical Education credits required for graduation.

Sports Medicine II – 8446

Credit: 1, Full Year

Prerequisite: Sports Medicine I

Sports Medicine II is designed as an independent study class with research and practical application components. Students will be enrolled during an athletic period and will work with different athletic teams before and after school. The research will primarily consist of concepts, skills and techniques commonly used in Athletic Training and Physical Therapy. This class is highly recommended for anyone considering a career in the medical fields, particularly Sports Medicine and Physical Therapy. This class is considered to be an honors class by college/university Athletic Training and Sports Medicine programs. This class does not count toward the Physical Education credits required for graduation.

Sports Medicine III – 8447

Credit: 1, Full Year

Prerequisite: Sports Medicine II

Sports Medicine III is a course that provides a global exploration of fundamental injury rehabilitation topics facing students today. This course can only be taught by a nationally certified athletic trainer. The course deeply explores the injury rehabilitation process including full understanding of tissue healing and modalities. In addition, the student will demonstrate how both these and the required components of a complete rehabilitation plan are taken into account while addressing specific injuries and conditions. Small student learning groups will learn economic management skills in creating an athletic training room supply list that will require adherence to a budget and being creative in money-saving strategies. This class does not count toward the Physical Education credits required for graduation.

Career And Technical Education Courses In Comal ISD

CTE PROGRAMS OF STUDY: The Texas Education Agency Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas. The programs of study go into effect for the 2020-2021 school year. For detailed information about CTE programs of study, visit www.comalisd.org.

CTE Programs of Study will offer an Industry Based Certification as part of the completion of the Program of Study. The IBC's will be given during particular courses within the Programs of Study. Students are expected to complete the IBC as a part of the Program of Study.

ENDORSEMENTS: The statewide programs of study contain course sequences that lead to endorsements. This initiative does not replace endorsements but adds additional support to ensure students have access to CTE programs that lead to in-demand, high-skills, and high-wage occupations. Recommended endorsements are identified on the programs of study resource documents.

CTE course offerings by campus and grade level will vary. Please refer to campus course selection sheets.

Agriculture, Food, & Natural Resources

FFA is the club/organization for students enrolled in agricultural sciences. In order for all students to be members of the FFA and eligible to show livestock, they must take a minimum of one semester of agricultural science each school year.

Principles of Agriculture, Food, and Natural Resources – 8004

Grade Placement: 9–10

Credit: 1, Full Year

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.

Equine Science – 8094

Grade Placement: 10–12

Credit: .5, Semester

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. This course includes an Industry Based Certification that is incorporated into the curriculum.

Small Animal Management – 8014

Grade Placement: 10–12

Credit: .5, Semester

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Livestock Production – 8084

Grade Placement: 10–12**Credit: 1, Full Year**

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Advanced Animal Science – 8053**Grade Placement: 11–12****Credit: 1, Full Year**

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

This course may satisfy the science graduation requirement and is calculated into GPA and rank NCAA Note: This course is not recognized by the NCAA as fulfilling the advanced science requirement.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course includes an Industry Based Certification that is incorporated into the curriculum.

Veterinary Medical Applications – 8043**Grade Placement: 11–12****Credit: 1, Full Year**

Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications are designed to introduce students to the basic concepts and skills related to the veterinary science industry, such as safety and sanitation, terminology, clinical tools, breeds and anatomy, hospital management, and proper handling and restraining techniques. Live animals may be used in this class for skill development. Industry-based certification available. Students are required to complete 300 hours of state required skills under the supervision of a veterinarian or Licensed Veterinary Technician, in addition to 200 hours under the supervision of the classroom instructor. Practicum students will be responsible for seeking an internship location for their CVA hours and skills application. This course includes an Industry Based Certification that is incorporated into the curriculum.

Professional Standards In Agribusiness (.5)/Professional Communications (.5) - 8054/8069**Grade Placement: 10–12****Credit: 1, Full Year**

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in

agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Agribusiness Management and Marketing – 8164

Grade Placement: 10–12

Credit: 1, Full Year

Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Ag Leadership, Research, and Communication – 8260

Grade Placement: 12

Credit: 1, Full Year

Agricultural Leadership, Research and Communications focuses on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders. This course includes an Industry Based Certification that is incorporated into the curriculum.

Floral Design – 8674

Grade Placement: 10–12

Credit: 1, Full Year

This course satisfies a fine arts credit requirement

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Advanced Floral Design – 8675

Grade Placement: 11-12

Credit: 1, Full Year

Prerequisite: Floral Design

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion

or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises. This course includes an Industry Based Certification that is incorporated into the curriculum.

Agricultural Mechanics and Metal Technologies – 8404

Grade Placement: 10–12

Credit: 1, Full Year

Prerequisite: Principles of Agriculture, Food, and Natural Resources.

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication – 8234

Grade Placement: 11–12

Credit: 1, Full Year

Prerequisites: Agricultural Mechanics and Metal Technologies.

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Power Systems – 8249

Grade Placement: 11–12

Credit: 2, Full Year

Prerequisite: Agricultural Structures Design and Fabrication

Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. This course includes an Industry Based Certification that is incorporated into the curriculum.

Agricultural Equipment, Design, and Fabrication – 8239

Grade Placement: 11–12

Credit: 1, Full Year

Prerequisite: Agricultural Mechanics and Metal Technologies.

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. This course includes an Industry Based Certification that is incorporated into the curriculum.

Advanced Plant and Soil Science - 8130

Grade Placement: 11-12

Credit: 1, Full Year

Prerequisite: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

This course may satisfy the science graduation requirement but is not calculated into GPA and rank.

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Vet Med Applications - 8050

Grade Placement: 12

Credit: 2, Full Year

Prerequisite: Small Animal Management, Equine Science, Livestock Production, Veterinary Medical Applications

This course is a capstone course and is only available as part of a Program of Study.

Students will work in industry to complete necessary hours to potentially earn the Certified Veterinary Certification. Practicum courses are designed to provide students a laboratory and/or field experience opportunity. To prepare for careers in agriculture, food, and natural resources, students must acquire knowledge and skills that meet entry requirements and industry expectations. This course includes an Industry Based Certification that is incorporated into the curriculum.

Architecture and Construction

Principles of Construction – 8380

Grade Placement: 9–10

Credit: 1, Full Year

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Entrepreneurship in Construction– 8981

Grade Placement: 9–12

Credit: 1, Full Year

Prerequisite: Principles of Construction

Entrepreneurship in Construction provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Students will learn and apply basic knowledge of what is expected in the workplace. This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. This course focuses on employment in the construction fields.

Construction Technology I – 8874

Grade Placement: 10-12

Credit: 2, Full Year

Prerequisites: Principles of Construction and Entrepreneurship in Construction

Construction Technology I prepares students with the knowledge and skills needed to enter the workforce in a residential or commercial construction related trade or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and trade specific training. This course includes an Industry Based Certification that is incorporated into the curriculum.

Construction Technology II - 8877

Grade Placement: 11-12

Credits: 2 Credits

Prerequisites: Construction Technology I

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Career Prep in Construction - 8390

Grade Placement: 12

Credits: 3 credits

Prerequisites: Construction Tech I required; Construction Tech II preferred

Career Prep in Construction is the capstone course for juniors and seniors who want to pursue a career path in construction. This class is an occupationally specific, 3 credit course designed to provide an integrated academic training in the classroom and on the job in a paid position. Classroom instruction will cover a more in-depth study of the occupational training; assist in instruction and mentoring students. Employment opportunities include general construction, design/drafting, plumbing, electrical, HVAC, roofing, and concrete. Students must provide their own transportation.

Principles of Architecture – 8694

Grade Placement: 9–10

Credit: 1, Full Year

Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

Architectural Design I – 8369

Grade Placement: 10–12

Credit: 1, Full Year

Prerequisites: Algebra I and English I

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a Postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

Architectural Design II – 8370

Grade Placement: 11–12

Credit: 2, Full Year

Prerequisites: Architectural Design I and Geometry

In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential and residential architectural purposes. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Architectural Design – 8371

Grade Placement: 12

Credit: 2, Full Year

Prerequisites: Architectural Design II

This course is a capstone course and is only available as part of a Program of Study.

Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

Arts, A/V, Technology, and Communications

Principles of Arts, Audio/Video Technology, and Communications – 8274

Grade Placement: 9

Credits: 1, Full Year

The goal of this course is for the student to understand arts, audio/video technology, and communications systems. 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.

Fashion Design I – 8454

Grade Placement: 10–12

Credits: 1

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

Within this context, 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 fashion industry with an emphasis on design and construction.

Fashion Design II – 8194

Grade Placement: 11–12

Credits: 1, Full Year

Prerequisite: Fashion Design I

Within this context, students will experience the dynamics of creating, producing and marketing your own fashion creations. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Fashion Design - 8196

Grade Placement: 10–12

Credits: 2, Full Year

Prerequisites: Fashion Design II

This course is a capstone course and is only available as part of a Program of Study.

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Graphic Design and Illustration I – 8204

Grade Placement: 9–12

Credits: 1, Full Year

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

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.

Graphic Design and Illustration II – 8205

Grade Placement: 10–12

Credits: 1, Full Year

Prerequisite: Graphic Design and Illustration I

Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Graphic Design and Illustration – 8211

Grade Placement: 10–12

Credits: 2, Full Year

Prerequisites: Graphic Design and Illustration II

This course is a capstone course and is only available as part of a Program of Study. 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 a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Video Game Design -8686

Grade Placement: 9–12

Credits: 1, Full Year

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.

Video Game Programming – 8209

Grade Placement: 10–12

Credits: 1, Full Year

Prerequisite: Video Game Design

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.

Advanced Video Game Programming – 8687

Grade Placement: 11-12

Credits: 1, Full Year

Prerequisite: Video Game Programming

Advanced Video Game Programming students will be introduced to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group-based projects. This course includes an Industry Based Certification that is incorporated into the curriculum.

Independent Study in Technology Applications - 8695

Grade Placement: 12

Credits: 1, Full Year

Prerequisites: Video Game Design, Video Game Programming, Advanced Video Game Programming

This course is a capstone course and is only available as part of a Program of Study. In Independent Study in Technology Applications, through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies.

Business, Marketing, and Finance

Principles of Business, Marketing, and Finance – 8668

Grade Placement: 9–10

Credits: 1, Full Year

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.

Entrepreneurship – 8666

Grade Placement: 10–12

Credit: 1, Full Year

Prerequisites: Principles of Business, Marketing, and Finance

Students will learn the principles necessary to begin and operate a business. The primary focus

of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

Entrepreneurship II (Incubator Year 1)-8455

Grade Placement: 11

Credits: 1, Full Year

This course is designed to get students excited about becoming true entrepreneurs by giving them the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts serve as coaches and mentors guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams learn about marketing, accounting, as well as the legal aspects of starting a business. They have access to a network of professionals to further develop their skills (teamwork, problem solving, presentation, communication) for college and career readiness. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality. This course includes an Industry Based Certification that is incorporated into the curriculum.

Career & Technical Education Project Based Research (Incubator Year 2)-8456

Grade Placement: 12

Credit: 1, Full Year

Prerequisite: Entrepreneurship II (Incubator - Year I)

This course is a capstone course and is only available as part of a Program of Study. Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Global Business - 8154

Grade Placement: 10-12

Credit: .5, Semester

Prerequisite: None

Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

Virtual Business - 8174**Grade Placement: 10-12****Credits: .5, Semester**

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Business Management - 8704**Grade Placement: 10-12****Credit: 1, Full Year**

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. This course includes an Industry Based Certification that is incorporated into the curriculum.

Marketing - 8458**Grade Placement: 10****Credit: 1, Full Year**

Marketing explores the seven core functions of marketing including marketing planning, marketing-information management, pricing, product/service management, channel management, and selling. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

Advertising – 8459**Credit: .5, Semester****Grade Placement: 11-12****Prerequisite: Principles of Business, Marketing, and Finance****Endorsement: Business and Industry**

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal communications, and careers in advertising and sales promotion. This course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Social Media Marketing - 8200**Grade Placement: 11-12****Credits: .5, Semester****Recommended Prerequisites: Principles of Business, Marketing, and Finance**

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how

the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. This course includes an Industry Based Certification that is incorporated into the curriculum.

Statistics & Business Decision Making - 8654

Grade Placement: 12

Credit: 1, Full Year

Prerequisite: Algebra II

This course may satisfy the math graduation requirement and is calculated into GPA and rank.

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

Practicum in Business Management - 8155

Grade Placement: 12

Credit: 2, Full Year

Prerequisite: Business Management

This course is a capstone course and is only available as part of a Program of Study. Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Practicum in Marketing – 8452

Grade Placement: 11–12

Credit: 2, Full Year

Prerequisite: Marketing, Advertising, Social Media Marketing

This course is a capstone course and is only available as part of a Program of Study. Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.

Education and Training

Principles of Education and Training – 8971

Grade Placement: 9–10

Credit: 1, Full Year

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster.

Human Growth and Development – 8975

Grade Placement:10-12

Credit: 1, Full Year

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, emotional, and social development milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Instructional Practices (Ready, Set, Teach I) – 8964

Grade Placement: 11–12

Credit: 2, Full Year

Prerequisites: At least one credit in a course from the education and training career cluster.

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Education and Training (Ready, Set, Teach II) – 8974

Grade Placement: 12

Credit: 2, Full Year

Prerequisite: Instructional Practices

This course is a capstone course and is only available as part of a Program of Study. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-,

middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

Health Science

Principles of Health Science – 8414

Grade Placement: 9–10

Credit: 1, Full Year

This course is designed to provide an opportunity for understanding the concepts and skills necessary for entering the healthcare field. Essential elements included in this course are current events in health care, medical terminology, anatomy and physiology, human growth and development, CPR, First Aid, basic concepts of illness and wellness, medical communications skills and interpersonal skills. The course is designed for mature students and taught in alignment with industry standards. Students will earn certification in CPR-AED-First Aid.

Medical Terminology – 9174

Grade Placement: 10–12

Credit: 1, Full Year

This course is designed to help students develop a working knowledge of the language of medicine. Students are introduced to the structure of medical terms including prefixes and suffixes, combining forms and word roots, plus medical abbreviations and acronyms. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

Anatomy and Physiology – 8408

Credit: 1, Full Year

Prerequisite: Biology and a second science credit. This course may satisfy the science graduation requirement and is calculated into GPA and rank.

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

Dual Credit Anatomy and Physiology– 8410

Northeast Lakeview College Course BIOL 2401/BIOL 2402

Credit: 1, Full Year

Prerequisite: Biology and a second science. Completion of a course from the Health Science Career Cluster prior to this course is recommended.

Northeast Lakeview Prerequisite: MATH 1314 or 1414, Math 0320; Must follow dual credit process; TSI required for dual credit.

Grade Level Requirement: 11th and 12th grade only

This course may satisfy the science graduation requirement and is calculated into GPA and rank

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.

Health Science Theory - 8424

Grade Placement: 11-12

Credit: 1, Full Year

Prerequisites: Biology and Medical Terminology

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Health Science – 8444

Grade Placement: 12

Credit: 2, Full Year

Prerequisites: Health Science Theory and Biology

This course is a capstone course and is only available as part of a Program of Study. The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum experience can be an off campus rotation experience or an in class practicum experience. Students will have the opportunity to earn a CNA license or a CCMA certification. This course includes an Industry Based Certification that is incorporated into the curriculum. These industry certifications require specific attendance requirements for the student to earn the certification.

Hospitality and Tourism

Principles of Hospitality and Tourism – 9224

Grade Placement: 9-10

Credit: 1, Full Year

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, study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Introduction to Culinary Arts – 8940

Grade Placement: 10

Credit: 1, Full Year

Prerequisite: Principles of Hospitality and Tourism

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts – 8945

Grade Placement: 10–12

Credit: 2, Full Year

Prerequisites: Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.

Students can pursue a national sanitation certification or other appropriate industry certifications.

This course is offered as a laboratory-based course. This course includes an Industry Based Certification that is incorporated into the curriculum.

Advanced Culinary Arts - 8947

Grade Placement: 11-12

Credit: 2, Full Year

Prerequisite: Culinary Arts

This course is a capstone course and is only available as part of a Program of Study.

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Food Science - 8679

Credit: 1, Full year

Prerequisite: Three units of science, including chemistry and biology.

This course may satisfy the science graduation requirement and is calculated into GPA and rank. NCAA Note: This course is not recognized by the NCAA as fulfilling the advanced science requirement.

This course includes topics in food science, nature of science, scientific inquiry, science and social ethics, and science, systems, and models. Students will use scientific methods and equipment during laboratory and field investigations. This course will also incorporate the study of food safety and microbiology, chemical properties of food, functions of enzymes, fermentation, physiology of digestion, understanding metabolism, properties of vitamins, minerals, and water, and the food dehydration, canning, and freezing process.

Human Services

Lifetime Nutrition and Wellness – 8224

Grade Placement: 9–12

Credit: .5, Semester

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Interpersonal Studies – 8324

Grade Placement: 9–12

Credit: .5, Semester

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

Human Growth and Development – 8975

Grade Placement: 10–12

Credit: 1, Full Year

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, emotional, and social development milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Family and Community Services – 9046

Grade Placement: 11–12

Credit: 1, Full Year

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Practicum in Human Services(Family and Community Services 2) –9963

Grade Placement: 12

Credit: 2, Full Year

Prerequisite: FACS 1

This course is a capstone course and is only available as part of a Program of Study.

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning

experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics. This course includes an Industry Based Certification that is incorporated into the curriculum.

Information Technology

AP Computer Science Principles – 2401

Grade Placement: 9-12

Credit: 1, Full Year

Recommended 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. Note: This course does not satisfy the math credit required for graduation purposes.

Honors Computer Science I – 5303

Grade Placement 10-12

Credit: 1, Full Year

Prerequisite: Algebra 1

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Dual Credit Computer Science I - 5305

Northeast Lakeview College Course COSC 1436 Programming Fundamentals I

Grade Placement 10-12

Credit: 1, Full Year

Prerequisite: Algebra 1

This dual credit course, aligned with Northeast Lakeview College COSC 1436: Programming Fundamentals I, introduces students to structured programming and foundational computer science concepts. Students learn software development methodology, data types, control

structures, functions, arrays, and debugging while applying these skills to design, implement, and present meaningful programs. Emphasis is placed on creativity, problem-solving, and collaboration with peers and online communities. The course also addresses digital citizenship, including ethical practices and responsible technology use, providing students with a strong foundation in computer science and programming.

AP Computer Science A -2402 & 1955

Credit: 2, Full Year

Prerequisite: Successful Completion of Algebra I

This course can satisfy the math graduation requirement and is calculated into GPA and rank but does not meet the requirements of an advanced math for a STEM Endorsement. Students will simultaneously earn a MATH and LOTE credit for this course. While both credits and grades will be transcribed, only the MATH credit will be factored into the rank GPA. The grades transcribed will be identical for both credits.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. This course includes an Industry Based Certification that is incorporated into the curriculum.

Honors Computer Science II - 5302

Grade Placement: 11-12

Credit: 1, Full Year

Prerequisite: Computer Science I and Algebra I

In Honors Computer Science II students will continue their study of technological applications. Students will extend practice of the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g. greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

AP Cybersecurity– 8882

Grade Placement: 9–12

Credit: 1, Full Year

In the AP 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.

UT OnRamps Computer Science - 5401

UT Austin Course CS 303E

Credit: 1, Full Year

Prerequisite: Algebra II

Grade Level Requirement: 11th and 12th grade only

This course can satisfy the math graduation requirement and is calculated into GPA and rank.

Thriving in Our Digital World is a new dual enrollment course that teaches computer science and its impact on our society. In addition to learning about the magic and beauty of computing, students will acquire essential Texas College and Career Readiness skills, applying critical thinking, problem solving, and communication within a project-based learning framework. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff.

**This course is a stand alone elective for students entering HS in 2025 and prior. Beginning with students who enter HS in 2026 and after, this course will be the 2nd course in the Programming and Software Development Program of Study, taking the place of Honors Computer Science 1.*

UT On Ramps Quantum Technologies - 2441

Grade Placement: 11-12

Credit: 1, Full Year

Prerequisite: Algebra I and Geometry required; Algebra II or PreCalculus recommended.

Step into the future of technology with this hands-on course. Students will explore the exciting world of quantum physics and discover how it connects science, math, computer science, and cybersecurity. Big ideas in this course include Superposition, Measurement, Entanglement, Quantum Networks, and Quantum Programming. This course is designed for curious problem-solvers who enjoy STEM fields of study.

**This course is a pilot course at CHS for the 26-27 school year.*

Cybersecurity Capstone -8881

Grade Placement: 12

Credit: 1, Full Year

This course is a capstone course and is only available as part of a Program of Study.

In the Cybersecurity Capstone course, students will develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities and will develop security policies to mitigate risks. This course includes an Industry Based Certification that is incorporated into the curriculum.

Law, Public Safety, Corrections, and Security

Principles of Law, Public Safety, Corrections, and Security – 8570

Grade Placement: 9–10

Credit: 1, Full Year

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

Law Enforcement I – 8904

Grade Placement: 10–12

Credit: 1, Full Year

Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

Law Enforcement II – 8924

Grade Placement: 11–12

Credit: 1, Full Year

Prerequisite: Law Enforcement I

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

Forensic Science – 9249

Credit: 1, Full Year

Prerequisite: Biology, Chemistry, Integrated Physics & Chemistry, or Physics

This course may satisfy the science graduation requirement and is calculated into GPA and rank

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.

Practicum in Law, Public Safety, Corrections, and Security – 8908

Grade Placement: 12

Credit: 2, Full Year

This course is a capstone course and is only available as part of a Program of Study.

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. This course includes an Industry Based Certification that is incorporated into the curriculum.

Manufacturing

Introduction to Welding – 8864

Grade Placement: 9-10

Credit: 1, Full Year

Students will be introduced to welding technology with an emphasis on basic welding laboratory principles and operating procedures. In addition, students will be introduced to the three basic welding processes. Topics include industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries.

Welding I – 8865

Grade Placement: 10-12

Credit: 2, Full Year

Prerequisites: Introduction to Welding

Welding I will provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II - 8866**TSTC Course WLDG 1407/WLDG 1313****Grade Placement: 11-12****Credit: 2, Full Year****Prerequisite: Welding I**

Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings. Students will earn dual credit to be used towards an associate's degree at TSTC - NB. This course includes an Industry Based Certification that is incorporated into the curriculum.

Practicum in Manufacturing - 8871**TSTC Course WLDG 1428/TECM 1303****Grade Placement: 12****Credit: 2, Full Year**

This course is a capstone course and is only available as part of a Program of Study. The Practicum in Manufacturing (Welding) course is designed to give students the opportunity to apply their welding knowledge and skills in a variety of locations appropriate to their nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. Students will earn dual credit to be used towards an associate's degree at Texas State Technical College - NB.

Engineering/Robotics

Principles of Applied Engineering – 8774**Grade Placement: 9–10****Credit: 1, Full Year**

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

Engineering Design and Presentation I – 8934

Grade Placement: 10–12

Credit: 1, Full Year

Prerequisite: Algebra I

Recommended Prerequisite: Principles of Applied Engineering.

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

Engineering Design and Problem Solving – 9009

Credit: 1, Full Year

Prerequisite: Algebra I and Geometry. Two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits recommended.

This course may satisfy the science graduation requirement but is not calculated into GPA and rank.

The Engineering Design and Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

Engineering Design and Presentation II – 8935

Grade Placement: 11–12

Credit: 2, Full Year

Prerequisites: Algebra I and Geometry

Recommended Prerequisite: Principles of Applied Engineering or Engineering Design and Presentation I.

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping. This course includes an Industry Based Certification that is incorporated into the curriculum.

Robotics I – 8929**Grade Placement: 9–12****Credit: 1, Full Year****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**

This course may satisfy the math graduation requirement. However, this course is not advanced math for a STEM Endorsement. This course is not calculated into GPA and rank.

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.

Practicum in STEM - 8437**Grade Placement: 12****Credit: 2, Full Year****Prerequisite: Robotics II**

This course is a capstone course and is only available as part of a Program of Study.

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course includes an Industry Based Certification that is incorporated into the curriculum.

Transportation, Distribution, and Logistics - Automotive

Principles of Transportation Systems– 8554**Grade Placement: 9–10****Credit: 1**

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

Automotive Basics – 8503**Grade Placement: 10–12****Credit: 1, Full Year****Prerequisite: Principles of Transportation Systems**

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

Automotive Technology I: Maintenance and Light Repair – 8504**Grade Placement: 10–12****Credit: 2, Full Year****Prerequisites: Automotive Basics**

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

Automotive Technology II: Automotive Service – 8534**Grade Placement: 11–12****Credit: 2, Full Year****Prerequisites: Automotive Technology I: Maintenance and Light Repair**

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

Practicum in Transportation Systems - Automotive - 8514

Grade Placement: 12

Credit: 2, Full Year

Prerequisite: Student has completed 3 courses in Program of Study, and at a minimum Automotive Technology I

This course is a capstone course and is only available as part of a Program of Study.

Automotive Service Students will be assigned to an Approved Work Based Learning Partnership site.. This is an on the job training program for high school students who are interested in a career related to the Automotive field. Students will work in a paid or unpaid position during the duration of the program. Students must provide their own transportation. The classroom instruction reinforces self-awareness, occupational skills, technology skills, effective time management and an emphasis on skills necessary to be successful in the automotive field. Students will complete AES work journals and a portfolio. Students are required to work a minimum of 15 hours a week Monday through Friday, be 16 years of age (unless the job site has other age requirements) and work in an approved training setting.

Transportation, Distribution, and Logistics - Aviation

Introduction to Aircraft Technology – 8810

Grade Placement: 9–10

Credit: 1, Full Year

Aviation I is a 1 credit, full year course that covers the basics of aerodynamics, the physics of and processes involved in flight, history of aviation, and careers available in aviation. Students will receive opportunities to visit facilities and participate in aviation, including unmanned systems.

Introduction to Unmanned Aerial Vehicles–8927

Grade Placement: 10-12

Credit: 1, Full Year

Prerequisite: Intro to Aircraft Technology

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

Aviation Ground School - 8928

Grade Placement: 11-12

Credit: 1, Full Year

Prerequisite: Intro to Unmanned Aerial Vehicles

This course is designed to extend student interests in all aspects of aviation while preparing students to take the formal ground requisite exam for the Federal Aviation Administration (FAA) FAA Airman Knowledge Test which is required to obtain a private pilot's license. The rigor of the

course challenges students with complex aeronautical, engineering, weather, management and judgment concepts. Rules, regulations, obligations, and commitments to discipline and focus are foundational throughout the course. The ability to grasp flight without actually flying a real aircraft extends well beyond the classroom as students learn navigation, weather science, attention to detail (mathematical fuel and load planning), health and mental well-being related to flight planning and piloting aircraft.

Practicum in Transportation Systems- Aviation - 8812

Grade Placement: 12

Credit: 2, Full Year

Prerequisites: Aviation Ground School

This course is a capstone course and is only available as part of a Program of Study.

This is an on the job training program for high school students who are interested in a career related to the Aviation field. Students will work in a paid or unpaid position during the duration of the program. Students must provide their own transportation. The classroom instruction reinforces self-awareness, occupational skills, technology skills, effective time management and an emphasis on skills necessary to be successful in the aviation industry. This course includes an Industry Based Certification that is incorporated into the curriculum.

CTE - Stand Alone Electives

Foundations of Business Communications & Technologies (BIM 1) 8643

Grade Placement: 9–12

Credits: 1, Full Year

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

Sports and Entertainment Marketing – 8449

Grade Placement: 10–12

Credit: .5 , Semester

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

Counseling and Mental Health – 8329

Grade Placement: 11–12

Credit: 1, Full Year

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

Career Preparation I General /Extended Career Preparation – 8389

Grade Placement: 11-12

Credit: 3, Full Year

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. *This course is not part of a Program of Study.

Career Preparation II General /Extended Career Preparation – 8387

Grade Placement: 12

Credit: 3, Full Year

Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed.

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. *This course is not part of a Program of Study.

Dual Credit Professional Communications – 8064

Northeast Lakeview College Course SPCH 1311

Grade Placement: 9–12

Credits: .5, Semester

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

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.



Course Offerings By Campus

Course Offerings By Campus

ENGLISH LANGUAGE ARTS COURSES	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
English I - 1158	X	X	X	X	X		
Pre-AP English I - 1157	X	X	X	X	X	X	X
English I for Speakers of Other Languages - 1118	X	X	X	X	X		
English II - 1258	X	X	X	X	X		
Pre-AP English II - 1257	X	X	X	X	X	X	X
English II for Speaker of Other Languages - 1128	X	X	X	X	X		
English III - 1358	X	X	X	X	X		
AP English III (Language & Composition) - 1356	X	X	X	X	X		
Dual Credit English III - 1350	X		X	X	X		
English IV - 1458	X	X	X	X	X		
AP English IV (Literature & Composition) - 1456	X	X	X	X	X		
Dual Credit English IV - 1450	X		X	X	X	X	X
UT OnRamps English IV - 1459		X					
ELA Electives							
Reading I, II, III - 1010 or 1014, 1020- or 1024, 1040 or 1044 (1010, 1020, 1040=MTA; 1014, 1024, 1044=Language Live)	X	X	X	X	X		
English Language Development and Acquisition (ELDA) I, II - 1130, 1131	X	X	X	X	X		
Debate I, II, III- 1404, 1414, 1424	X	X	X	X	X	X	
Debate IV- 1373					X	X	
Oral Interpretation I - 1294				X	X		X
Oral Interpretation II, III, IV - 1314, 1324, 1334				X	X		
Journalism - 1604	X	X	X	X	X	X	
Adv. Journalism: Yearbook Production I, II, III - 1614, 1624, 1634	X	X	X	X	X	X	X
Adv. Journalism: Newspaper Production I, II, III- 1644, 1654, 1664	X		X	X	X	X	
Advanced Broadcast Journalism I, II, III - 1714, 1724, 1734	X	X		X	X		
Creative Writing - 1275		X			X	X	X
College Preparatory ELAR - 1501	X	X	X	X	X		

MATH COURSES	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Algebra I - 2158	X	X	X	X	X		
Pre-AP Algebra 1 - 2200	X	X	X	X	X	X	X
Math Models with Applications - 2208	X	X	X	X	X		
Geometry - 2238	X	X	X	X	X		
Pre-AP Geometry - 2237	X	X	X	X	X	X	X
Algebraic Reasoning - 2159	X	X	X	X	X		
Algebra II - 2258	X	X	X	X	X		
Honors Algebra II - 2257	X	X	X	X	X	X	X
Statistics - 2507	X	X	X	X	X		X
Precalculus - 2318	X	X	X	X	X		
UT OnRamps Precalculus - 2319	X	X	X	X	X	X	
UT OnRamps Statistics - 2508	X	X	X	X	X	X	
UT OnRamps College Algebra		X	X	X			
Ind Study Math/Dual Credit College Algebra - 2170/2270							X
Dual Credit College Algebra & Dual Credit Precalculus- 2271	X				X		
College Prep Math - 2160	X	X	X	X	X		
Dual Credit Contemporary Math - 2420	X	X	X	X	X		
Dual Credit College Algebra/ Ind Study in Precalculus- 2270/2130							X
AP Calculus AB - 2426	X	X	X	X	X		X
AP Calculus BC - 2436	X		X	X	X	X	
Ind Study Math/Dual Credit Calculus- 2437/2438					X		
CTE Courses							
UT OnRamps Computer Science - 5401	X	X	X		X		
AP Computer Science A - 2402	X	X	X	X	X	X	X
Robotics II - 8930						X	X
Statistics & Business Decision Making - 8654			X		X		
Math Electives							
Strategic Learning for HS Math - 2007	X	X	X	X	X		

SCIENCE COURSES	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Biology - 3118	X	X	X	X	X		
Pre-AP Biology- 3117	X	X	X	X	X	X	X
Integrated Physics & Chemistry - 3208	X	X	X	X	X		
Chemistry - 3318	X	X	X	X	X		
Pre-AP Chemistry - 3317	X	X	X	X	X	X	X
Physics - 3418	X	X	X	X	X		X
UT On Ramps Physics I - 3519	X	X	X				
AP Physics I - 3409				X	X	X	
AP Physics 2 - 3419	X		X	X	X		
AP Physics C Mech & EM- 3416/ 3417	X			X	X	X	
AP Biology - 3116	X	X	X	X	X	X	
Dual Credit Biology - 3115							X
AP Chemistry - 3316	X	X	X	X	X		
Dual Credit Chemistry - 3315						X	
Environmental Systems - 3308	X	X	X	X	X		
AP Environmental Science - 3306	X	X	X	X	X		
OnRamps Geoscience - 3518	X	X		X	X		
Astronomy - 3508	X	X		X	X		
Aquatic Science - 3468	X	X			X		
CTE Courses							
Anatomy & Physiology - 8408	X	X	X	X	X		
Dual Credit Anatomy & Physiology - 8410		X			X		
Forensic Science - 9249	X	X	X	X	X		X
Food Science - 8679				X	X		
Advanced Animal Science - 8053	X	X	X		X		
Engineering Design & Problem Solving - 9009	X	X	X	X	X	X	
Advanced Plant and Soil Science -8130	X	X	X		X		

SOCIAL STUDIES COURSES	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
World Geography - 4238	X	X	X	X	X		
Pre-AP World Geography - 4237	X	X	X	X	X	X	X
World History - 4218	X	X	X	X	X		X
AP World History - 4216	X	X	X	X	X	X	
US History - 4358	X	X	X	X	X		
AP US History - 4356	X	X	X	X	X		
Dual Credit US History - 4350	X	X	X	X	X	X	X
US Government - 4408	X	X	X	X	X		
AP US Government - 4406	X	X	X	X	X		
Dual Credit US Government - 4400	X	X	X	X	X	X	X
Personal Financial Literacy and Economics - 4591	X	X	X	X	X	X	X
AP Macroeconomics - 4416	X	X	X	X	X		
Social Studies Electives							
Personal Financial Literacy - 4590	X	X	X	X	X	X	X
Sociology - 4554	X		X	X	X		
Psychology - 4544	X		X	X	X		
AP Psychology - 4546	X	X	X	X	X		
Dual Credit Psychology - 4540							X
AP Human Geography - 4246	X	X	X	X	X		
AP European History - 4296	X	X	X	X	X		
Dual Credit Humanities - 4219							X
Dual Credit Texas Government - 4440							X

LOTE/World Languages	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
American Sign Language I - 1951	X	X		X	X		
American Sign Language II - 1952	X	X		X	X		
American Sign Language III - 1953	X	X		X	X		
American Sign Language IV - 1954	X	X		X	X		
German I - 1918	X		X	X	X		
German II - 1928	X		X	X	X		
Honors German II - 1927	X		X	X	X		
German III - 1938	X		X	X	X		
Honors German III - 1937	X		X	X	X		
Dual Credit German III - 1930	X						
AP German IV Language and Culture - 1946	X				X		
Dual Credit German IV - 1940	X						
Spanish I - 1818	X	X	X	X	X	X	X
Spanish II - 1828	X	X	X	X	X		
Honors Spanish II - 1827	X	X	X	X	X	X	X
Spanish III - 1838	X	X	X	X	X		
Honors Spanish III - 1837	X	X	X	X	X	X	
Dual Credit Spanish III - 1830	X	X	X		X		X
Spanish IV- 1848	X	X	X	X	X		
AP Spanish IV Language and Culture - 1846	X	X	X	X	X	X	
Dual Credit Spanish IV - 1840	X	X	X		X		X
AP Spanish V Literature - 1855	X	X	X	X	X	X	
Spanish for Spanish Speakers I, II - 1808, 1888	X	X	X	X	X		
Comal Advanced Language Program (CALP) Seminar in LOTE - 1895	X	X	X	X	X		

FINE ARTS COURSES- Visual Art	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Art I - 6014	X	X	X	X	X	X	
Art and Media Communication I - 6404	X	X	X	X	X		
Pre-AP Visual Art - 6090	X	X	X	X	X	X	X
Art and Media Communication II - 6405		X					
Art II 2D - 6020	X	X	X	X	X		
Art II 3D - 6064	X	X	X	X	X	X	X
AP Art History - 6096	X		X	X	X	X	X
AP Studio Art, Drawing - 6426	X	X	X	X	X	X	X
AP Studio Art, Two-Dimensional Design - 6436	X	X	X	X	X	X	X
AP Studio Art, Three-Dimensional Design - 6446	X	X	X	X	X	X	X
Art III 2D - 6030	X	X	X	X	X		X
Art III 3D - 6254	X	X	X	X	X		
Art IV 2D - 6040	X	X	X	X	X		X
Art IV 3D - 6374	X	X	X	X	X		

FINE ARTS COURSES- Theatre	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Theatre I - 6114	X	X	X	X	X		
Technical Theatre I - 6164	X	X	X	X	X		
Theatre Production I - 6184	X	X	X	X	X		
Musical Theatre I - 6115	X		X	X	X		
Theatre II - 6124	X	X	X	X	X		
Technical Theatre II - 6174	X	X	X	X	X		
Theatre Production II - 6154	X	X	X	X	X		
Musical Theatre II - 6125			X	X			
Theatre III - 6134	X	X	X	X	X		
Technical Theatre III - 6194	X	X	X	X	X		
Theatre Production III - 6284	X	X	X	X	X		
Musical Theatre III - 6135			X				
Theatre IV - 6144	X	X	X	X	X		
Technical Theatre IV - 6314	X	X	X	X	X		
Theatre Production IV - 6294	X	X	X	X	X		
Musical Theatre IV - 6145			X				

FINE ARTS COURSES- Dance	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Dance I - 6954, 6956 (PE credit)	X	X	X	X	X		
Principles of Dance II - 6964	X	X	X	X	X		
Principles of Dance III - 6974	X	X	X	X	X		
Principles of Dance IV - 6984	X	X	X	X	X		
Ballroom Dance I - 6928		X					
Ballroom Dance II - 6938		X					
Ballroom Dance III - 6948		X					
Ballroom Dance IV - 6958		X					
Varsity Dance I - 6927	X	X	X	X	X		
Varsity Dance II - 6937	X	X	X	X	X		
Varsity Dance III - 6947	X	X	X	X	X		
Varsity Dance IV - 6957	X	X	X	X	X		
Dance Composition/Improvisation I - 6991	X	X	X	X	X		
Dance Composition/Improvisation II - 6992	X	X	X	X	X		
Dance Composition/Improvisation III - 6993	X	X	X	X	X		
Dance Composition/Improvisation IV - 6994	X	X	X	X	X		
Performance/Ensemble Dance I - 6955	X	X	X	X	X		
Performance/Ensemble Dance II - 6965	X	X	X	X	X		
Performance/Ensemble Dance III - 6975	X	X	X	X	X		
Performance/Ensemble Dance IV - 6985	X	X	X	X	X		
Color Guard I - 6749	X	X	X	X	X		
Color Guard II - 6759	X	X	X	X	X		
Color Guard III - 6769	X	X	X	X	X		
Color Guard IV - 6779	X	X	X	X	X		
Color Guard - PE Credit - 6614 and/or 6624 or 7524	X	X	X	X	X		
Dance Aerobic I - 6929	X	X	X	X	X		
Dance Aerobic II - 6939	X	X	X	X	X		
Dance Aerobic III - 6949	X	X	X	X	X		
Dance Aerobic IV - 6959	X	X	X	X	X		

FINE ARTS COURSES- Instrumental Music	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Concert Band I - 6714	X	X	X	X	X		
Concert Band II - 6724	X	X	X	X	X		
Concert Band III - 6734	X	X	X	X	X		
Concert Band IV - 6744	X	X	X	X	X		
Jazz Ensemble I - 6815	X	X	X	X	X		
Jazz Ensemble II - 6825	X	X	X	X	X		
Jazz Ensemble III - 6835	X	X	X	X	X		
Jazz Ensemble IV - 6845	X	X	X	X	X		
Marching Band I – PE - 6614	X	X	X	X	X		
Marching Band II – PE - 6624	X	X	X	X	X		
Marching Band III – PE - 6634	X	X	X	X	X		
Marching Band IV – PE - 6644	X	X	X	X	X		
Marching Band III - 6811	X	X	X	X	X		
Marching Band IV - 6812	X	X	X	X	X		
AP Music Theory - 6926	X	X	X	X	X		
Applied Music I - 6914	X	X	X	X	X		
Applied Music II - 6915	X	X	X	X	X		
Applied Music III - 6916	X	X	X	X	X		
Applied Music IV - 6917	X	X	X	X	X		
Orchestra I - 6884	X	X	X	X	X		
Orchestra I for beginners - 6885	X	X	X	X	X		
Orchestra II - 6894	X	X	X	X	X		
Orchestra III - 6895	X	X	X	X	X		
Orchestra IV - 6896	X	X	X	X	X		
Orchestra Applied Music I - 6910	X	X	X	X	X		
Orchestra Applied Music II- 6911	X	X	X	X	X		
Orchestra Applied Music III- 6912	X	X	X	X	X		
Orchestra Applied Music IV - 6913	X	X	X	X	X		
Piano I - 6804	X	X	X	X	X		
Acc. Piano I - 6874	X	X	X	X	X		
Piano II - 6824	X	X	X	X	X		
Acc. Piano II - 6875	X	X	X	X	X		
Piano III - 6834	X	X	X	X	X		
Acc. Piano III - 6876	X	X	X	X	X		
Piano IV - 6844	X	X	X	X	X		
Acc. Piano IV - 6877	X	X	X	X	X		

FINE ARTS COURSES- Vocal Music	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Vocal Applied Music I - 6425	X	X	X	X	X		
Choir I - 6453	X	X	X	X	X		
Choir II - 6454	X	X	X	X	X		
Vocal Applied Music II - 6435	X	X	X	X	X		
Choir III - 6464	X	X	X	X	X		
Vocal Applied Music III - 6445	X	X	X	X	X		
Choir IV - 6474	X	X	X	X	X		
Vocal Applied Music IV - 6455	X	X	X	X	X		
Vocal Ensemble I - 6414	X	X	X	X	X		
Vocal Ensemble II - 6424	X	X	X	X	X		
Vocal Ensemble III - 6434	X	X	X	X	X		
Vocal Ensemble IV - 6444	X	X	X	X	X		

Physical Education/ Athletics And Health	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Intro to Fitness & Wellness – 7104 (Lifetime Fitness)	X	X	X	X	X	X	X
Olympic Weight-Lifting - 7024 (Skill-Based Lifetime)	X	X	X	X	X		
Lifetime Recreation and Outdoor Pursuits - 7004	X	X	X	X	X	X	X
Olympic Caliber Off Campus Physical Education I, II, III, IV – 7544, 7545, 7546, 7547	X	X	X	X	X	X	X
Health – 7609	X	X	X	X	X		
Cross Country B&G 1-IV	X	X	X	X	X		
Golf B&G	X	X	X	X	X		
Lacrosse B&G	X						
Developmental Tennis B&G	X	X	X	X	X		
Swim & Dive B&G	X	X	X	X	X		
Tennis B&G	X	X	X	X	X		
Track B&G	X	X	X	X	X		
Freshman Boys' Basketball Athletics	X	X	X	X	X		
JV/Varsity Boys' Basketball Athletics	X	X	X	X	X		
Freshman Girls' Basketball Athletics	X	X	X	X	X		
JV/Varsity Girls' Basketball Athletics	X	X	X	X	X		
Freshman Girls' Volleyball Athletics	X	X	X	X	X		
JV/Varsity Girls' Volleyball Athletics	X	X	X	X	X		
Freshman Football Athletics	X	X	X	X	X		
JV/Varsity Football Athletics	X	X	X	X	X		
Girls' JV/Varsity Softball Athletics	X	X	X	X	X		
Boys' JV/Varsity Baseball Athletics	X	X	X	X	X		
Boys' JV/Varsity Soccer Athletics	X	X	X	X	X		
Girls' JV/Varsity Soccer Athletics	X	X	X	X	X		
Boys' JV/Varsity Wrestling Athletics	X		X	X	X		
Girls' JV/Varsity Wrestling Athletics	X		X	X	X		

JROTC	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
9th Grade ROTC - 9914	X	X	X	X	X		
10th Grade ROTC - 9924	X	X	X	X	X		
11th Grade ROTC - 9934	X	X	X	X	X		
12th Grade ROTC - 9944	X	X	X	X	X		

Other Electives	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
AP Seminar - 9100	X	X	X	X	X	X	
AP Research- 9101	X	X	X	X	X	X	
9th Grade AVID - 9051						X	X
10th Grade AVID - 9052						X	
11th Grade AVID - 9053						X	
12th Grade AVID - 9054						X	
Student Leadership - 9056	X	X	Club only, not a course at this time	Club only, not a course at this time	X	Club only, not a course at this time	Club only, not a course at this time
Sports Medicine I - 8445	X	X	X	X	X		
Sports Medicine II - 8446	X	X	X	X	X		
Sports Medicine III - 8447	X	X	X	X	X		
General Employ - 9968 (EA)	X	X	X	X	X		
Path College/Career I - 9970	X	X	X	X	X		
Path College/Career II - 9971	X	X	X	X	X		
Path College/Career III - 9972	X	X	X	X	X		
Path College/Career IV - 9973	X	X	X	X	X		
OCC SET I - 8795	X						
Parenting ED I - 9234	X						
Parenting ED II - 9264	X						

CTE Courses - Agriculture, Food, Natural Resources	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Agriculture, Food and Natural Resources - 8004	X	X	X		X		
Equine Science - 8094	X	X	X		X		
Livestock Production - 8084	X	X	X		X		
Small Animal Management - 8014	X	X	X		X		
Advanced Animal Science - 8053	X	X	X		X		
Veterinary Medical Applications - 8043	X	X	X		X		
Professional Standards in Agribusiness - 8054	X	X	X		X		
Professional Communications - 8069	X	X	X		X		
Agribusiness Management and Marketing - 8164	X	X	X		X		
Ag Leadership, Research and Communication - 8260	X	X	X		X		
Floral Design - 8674	X	X	X		X		
Advanced Floral Design - 8675	X	X	X		X		
Agricultural Mechanics and Metal Technologies - 8404	X	X	X		X		
Agricultural Structures Design and Fabrication -8234	X	X	X		X		
Agricultural Power Systems - 8249	X	X	X		X		
Agricultural Equipment Design and Fabrication - 8239	X	X	X		X		
Advanced Plant and Soil Science -8130	X	X	X		X		
Practicum in Vet Med Applications - 8050	X	X	X		X		

CTE Courses - Architecture & Construction	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Architecture - 8694	X			X	X		
Principles of Construction - 8380	X	X	X	X	X		
Entrepreneurship in Construction-8981	X	X	X	X	X		
Architectural Design I - 8369	X			X	X		
Architectural Design II - 8370	X			X	X		
Construction Technology I - 8874	X	X	X	X	X		
Construction Technology II - 8877	X	X	X	X	X		
Career Prep In Construction 8390	X	X	X	X	X		
Practicum in Architectural Design - 8371	X			X	X		

CTE Courses - Arts, AV, Technology & Communications	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Arts, Audio/Video Technology and Communications - 8274	X	X	X	X	X		
Fashion Design I - 8454	X			X	X		
Fashion Design II - 8194	X			X	X		
Graphic Design and Illustration I - 8204	X	X	X	X	X	X	X
Graphic Design and Illustration II - 8205	X	X	X	X	X	X	X
Video Game Design - 8686	X	X		X	X		X
Video Game Programming - 8209	X	X		X	X		X
Advanced Video Game Programming - 8687	X	X		X	X		X
Practicum in Graphic Design and Illustration - 8211	X	X	X	X	X		
Dual Credit Professional Communications - 8064							X

CTE Courses- Business, Marketing and Finance	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Business, Marketing, and Finance - 8668	X	X	X	X	X		
Entrepreneurship - 8666	X			X	X		
Sports and Entertainment Marketing - 8449	X	X	X	X	X		
Advertising - 8459	X	X		X	X		
Virtual Business - 8174			X		X		
Foundations of Business Communications and Technologies (BIM I) 8643	X	X	X	X	X		
Business Management - 8704			X		x		
Marketing - 8458	X	X		X	X		
Social Media Marketing - 8200	X	X		X	X		
Entrepreneurship II (Incubator I) - 8455	X			X	X		
Practicum in Entrepreneurship (Incubator II) - 8456	X			X	X		
Practicum in Marketing - 8452	X	X		X	X		
Global Business - 8154			X		x		
Statistics & Business Decision Making - 8654			X		X		

Career Prep - General	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Career Preparation I / Extended Career Preparation - 8389	X	X	X	X	X		
Career Preparation II / Extended Career Preparation - 8387	X	X	X	X	X		

CTE Courses- Education and Training	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Education and Training - 8971	X		X	X	X		
Human Growth and Development - 8975	X		X	X	X		
Instructional Practices (Ready, Set, Teach I) - 8964	X		X	X	X		
Practicum in Education and Training (Ready, Set, Teach II) - 8974	X		X	X	X		

CTE Courses- Health Science	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Health Science - 8414	X	X	X	X	X		
Medical Terminology - 9174	X	X	X	X	X		
Anatomy and Physiology - 8408	X	X	X	X	X		
Dual Credit Anatomy and Physiology - 8410		X			X		X

CTE Courses- Hospitality and Tourism	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Hospitality and Tourism - 9224				X	X		
Introduction to Culinary Arts - 8940				X	X		
Culinary Arts - 8945				X	X		
Food Science - 8679				X	X		
Advanced Culinary Arts - 8947				X	X		

CTE Courses- Human Services	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Lifetime Nutrition and Wellness - 8224	X	X		X	X		
Human Growth and Development - 8975	X	X	X	X	X		
Interpersonal Studies - 8324	X	X		X	X		
Counseling and Mental Health - 8329	X	X	X	x	X		
Family and Community Services - 9046	X	X		X	X		
Practicum in Human Services -9963	X	X		X	X		

CTE Courses - Information Technology	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
AP Cybersecurity - 8882						X	X
Cybersecurity Capstone - 8881						X	
AP Computer Science Principles - 2401	X	X	X	X	X	X	X
Computer Science I Honors - 5303	X	X	X	X	X	X	X
Dual Credit Computer Science I - 5305						X	
AP Computer Science A - 2402	X	X	X	X	X	X	X
Computer Science II Honors - 5302	X	X	X	X	X	X	X
UT On Ramps Computer Science - 5401	X	X	X		X		
UT On Ramps Quantum Technologies - 2441	X						

CTE Courses - Law, Public Safety, Corrections and Security	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Law, Public Safety, Corrections, and Security - 8570	X	X	X	X	X		
Forensic Science - 9249	X	X	X	X	X		X
Law Enforcement I - 8904	X	X	X	X	X		
Law Enforcement II - 8924	X	X	X	X	X		
Practicum in Law, Public Safety, Corrections, and Security - 8908	X	X	X	X	X		

CTE Courses- Manufacturing	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Introduction to Welding - 8864	X						
Welding I - 8865	X						
Welding II - 8866	X						
Practicum in Manufacturing - 8871	X						

CTE Courses-Engineering	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Applied Engineering - 8774	X	X	X	X	X	X	
Engineering Design and Presentation I - 8934	X	X	X	X	X	X	
Engineering Design and Presentation II - 8935	X	X	X	X	X	X	
Engineering Design and Problem Solving - 9009	X	X	X	X	X	X	
Robotics I - 8929						X	X
Robotics II - 8930						X	X
Practicum in STEM - 8437						X	

CTE Courses - Transportation, Distribution, and Logistics - Automotive	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Principles of Transportation - 8554	X						
Automotive Basics - 8503	X						
Automotive Technology I: Maintenance and Light Repair - 8504	X						
Automotive Technology II: Automotive Service - 8534	X						
Practicum in Transportation Systems (Automotive) - 8514	X						

CTE Courses - Transportation, Distribution, and Logistics - Aviation	CHS	CLHS	DHS	PHS	SVHS	HCCPHS	MECHS
Introduction to Aircraft Technology - 8810	X						
Intro to Unmanned Aerial Vehicles - 8927	X		X				
Aviation Ground School - 8928	X		X				
Practicum in Transportation Systems (Aviation) - 8812	X						



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.



Growing **Greatness**