

# Advanced Course Information Night



College Park High School

February 1, 2024





# Agenda

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1. Introductions
  2. Levels
  3. Class Characteristics
  4. Student Characteristics
  5. Why select an advanced course?
  6. Using data to make decisions
  7. Advanced Course Agreement (ACA)
  8. Encountering Difficulties
  9. Math Science Sequencing
  10. From the Departments
  11. Junior Jump Start
  12. Conclusion



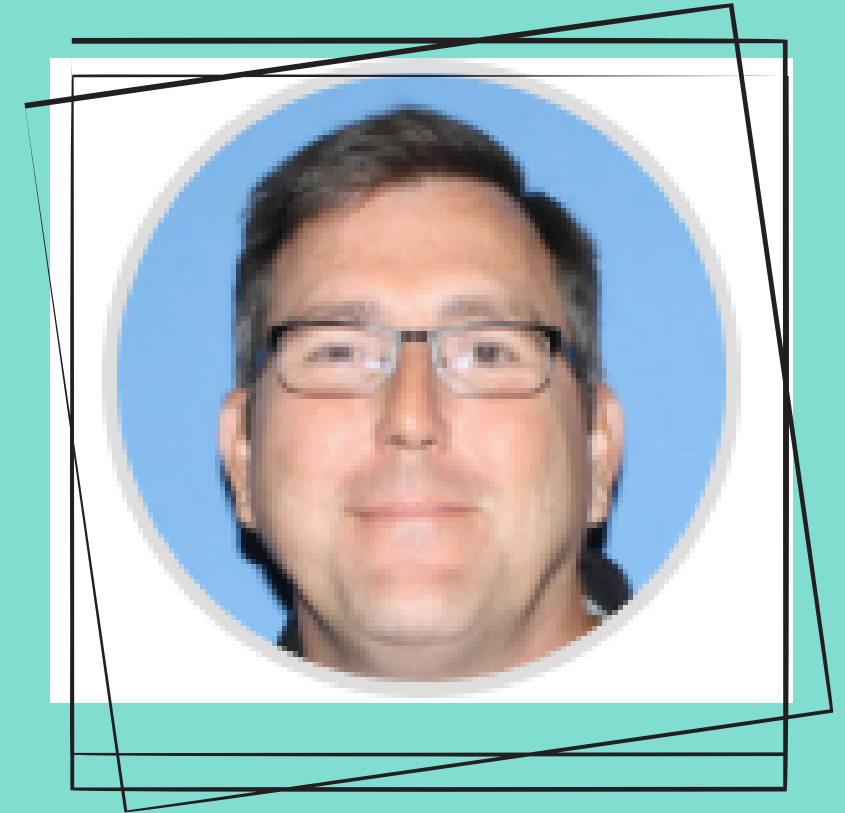
Clifton McNeely  
Math  
Department



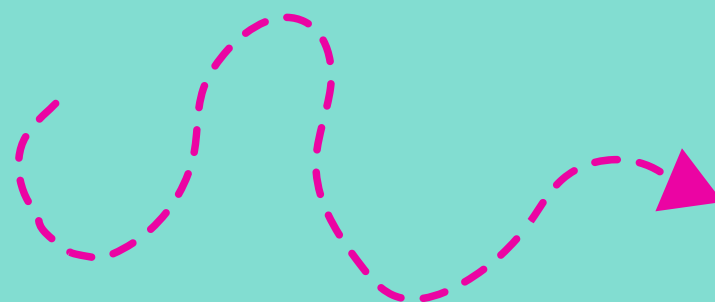
Laurie Waters  
English  
Department



Jacinda Watson  
Science  
Department



Brian Clevenger  
Social Studies  
Department





## **Honors**

Advanced curriculum designed to prepare a student to continue with advanced course work.



## **Dual Credit**

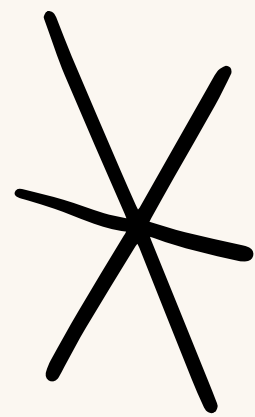
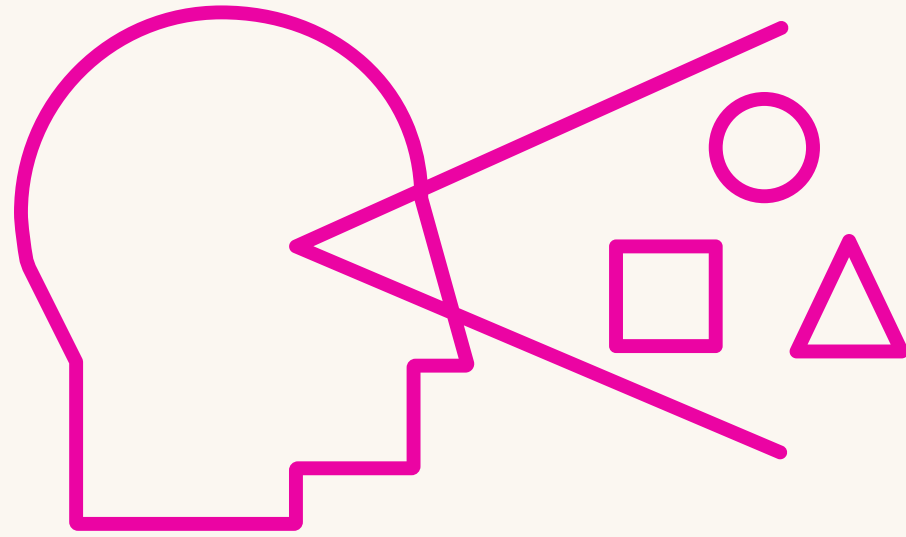
College courses taken in high school for both high school and college credit for qualified students.



## **Advanced Placement - AP**

Rigorous college-level courses offered in high school with the opportunity to earn college credit through a standardized exam.





## Characteristics of an Honors, Dual Credit and AP Classes

Student initiated learning with an emphasis on a strong work ethic.

More depth and complexity.

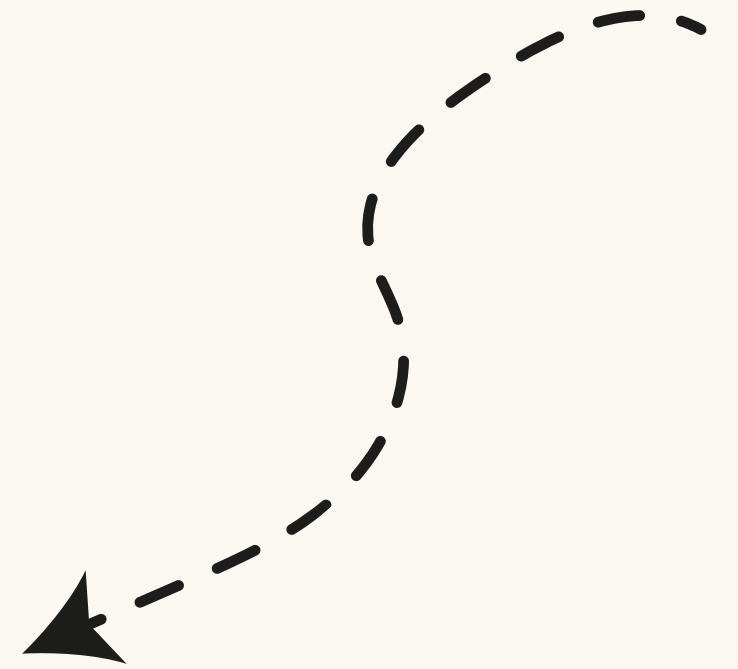
Application of content strategies.

Consistent use of higher level thinking skills.

Assignments are more analytical.

Rigorous academic content requiring advanced reading proficiency.

Required commitment to course inside and outside of classroom

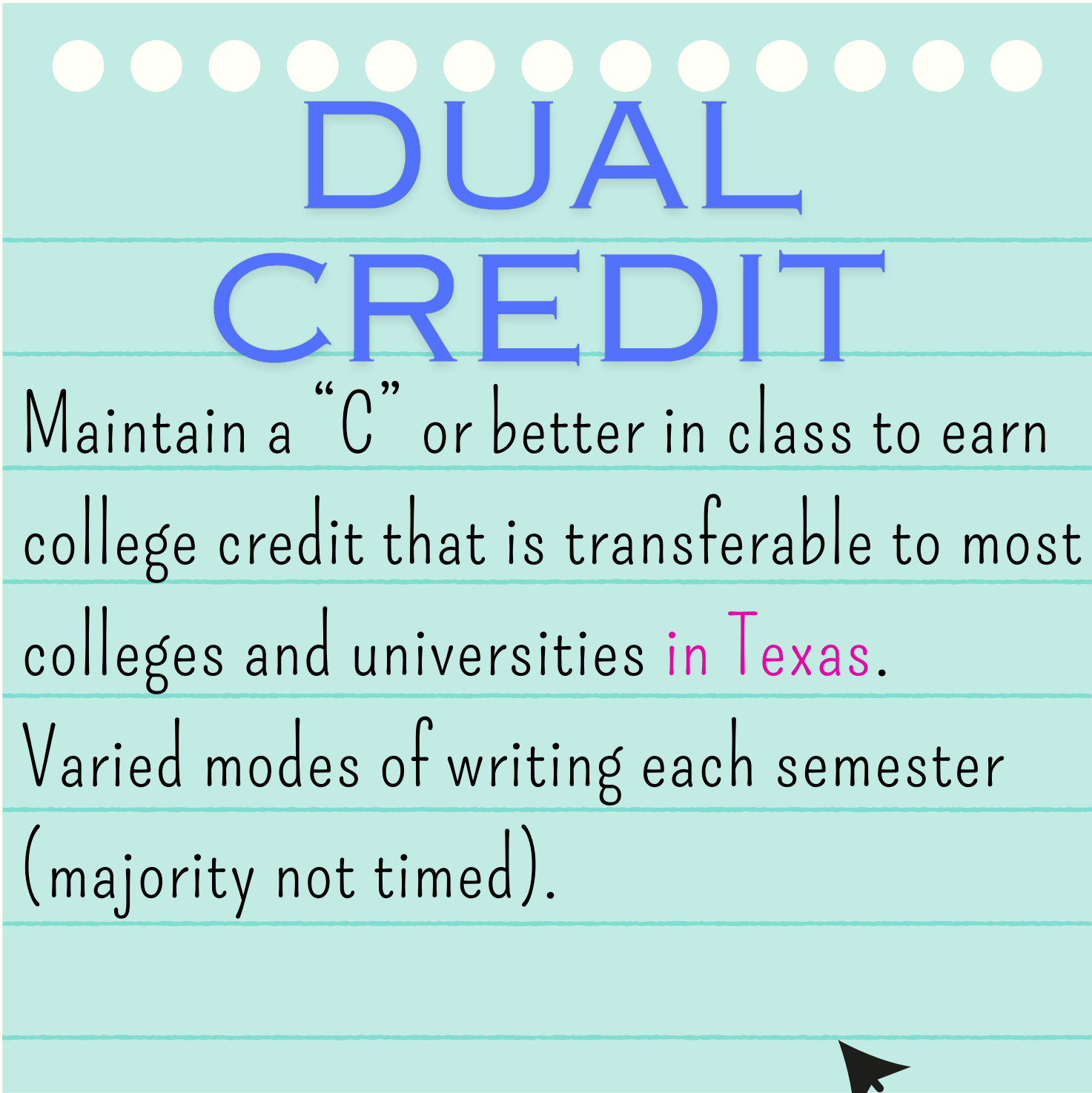




# AP

AP test taken is May with possibility of earning college credit that is accepted at colleges and universities across the country.

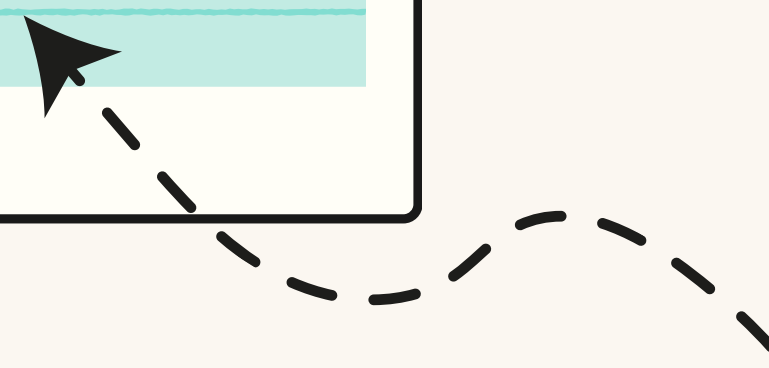
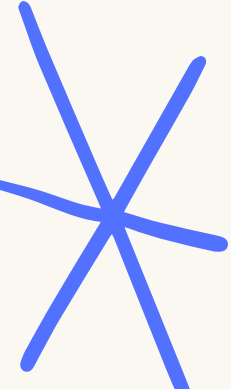
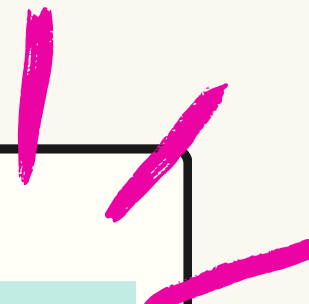
Timed AP style writing done in class; practice w/critical reading passages and MC questions.



# DUAL CREDIT

Maintain a “C” or better in class to earn college credit that is transferable to most colleges and universities in Texas.

Varied modes of writing each semester (majority not timed).





## Similarities

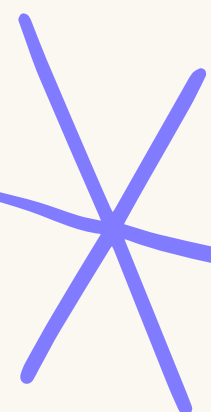
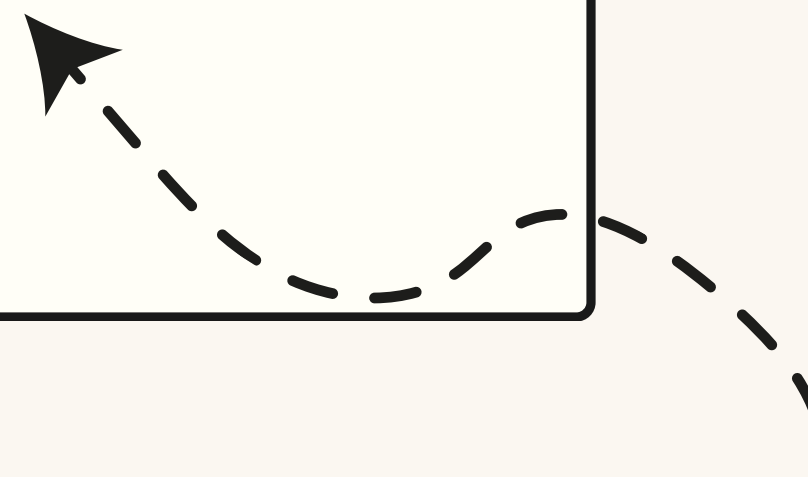
Earn college credit

Possible to earn 6 GPA points

Face paced

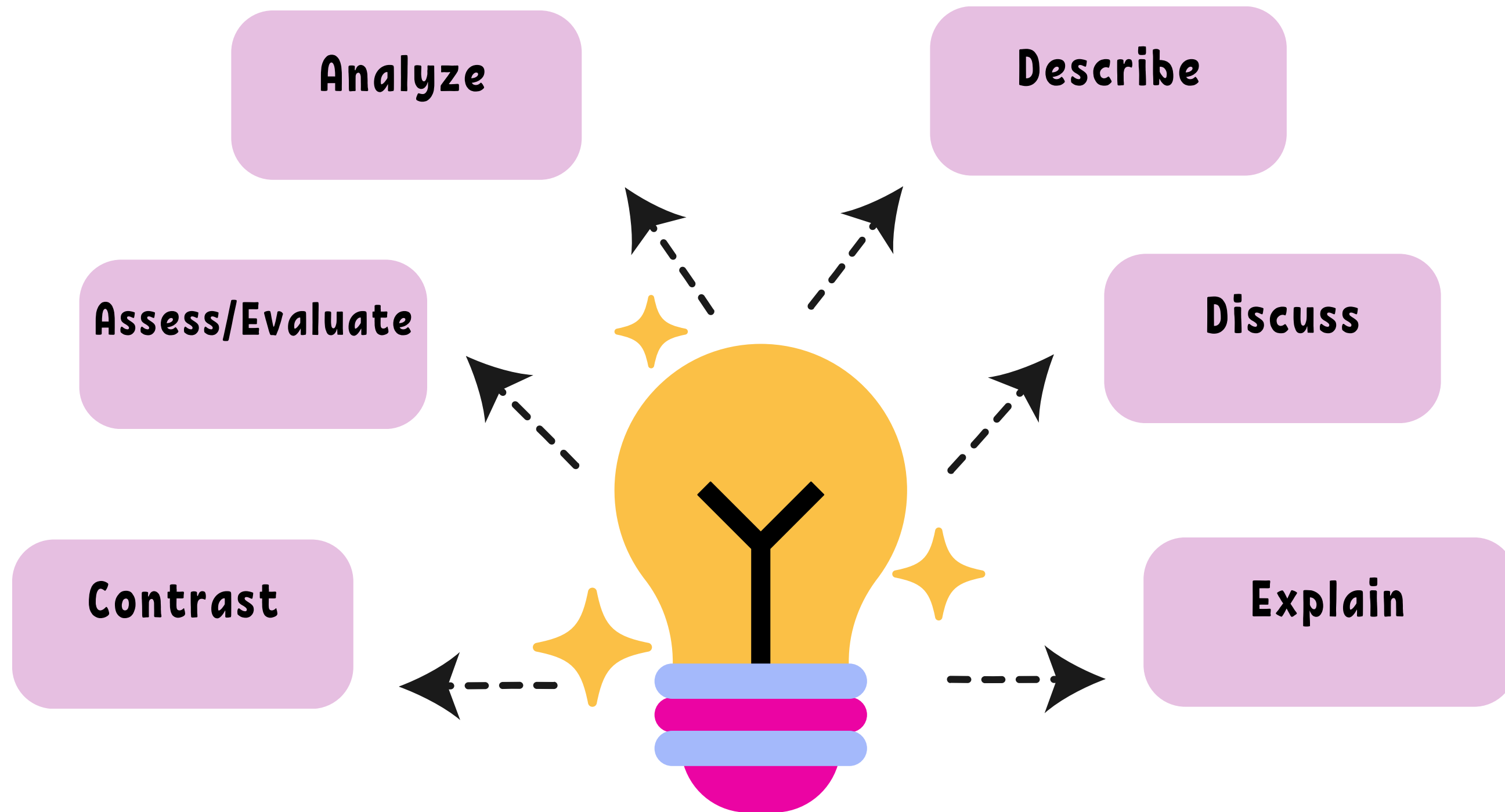
College level instruction, materials and expectations

Extensive reading outside of the classroom





# READING, READING, READING







## AP

Memoir written in 1987

Essay written in 2019  
by an MFA candidate at  
a major university

Questions:  
Connections  
Purpose  
Importance  
Impact



## Honors

Great Gatsby

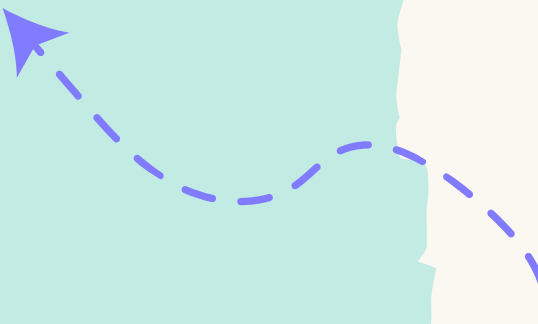
Symbolism in order to  
develop his thematic  
purpose



## Level

Declaration of  
Independence

Identify the Elements of  
Argument





# Student Characteristics

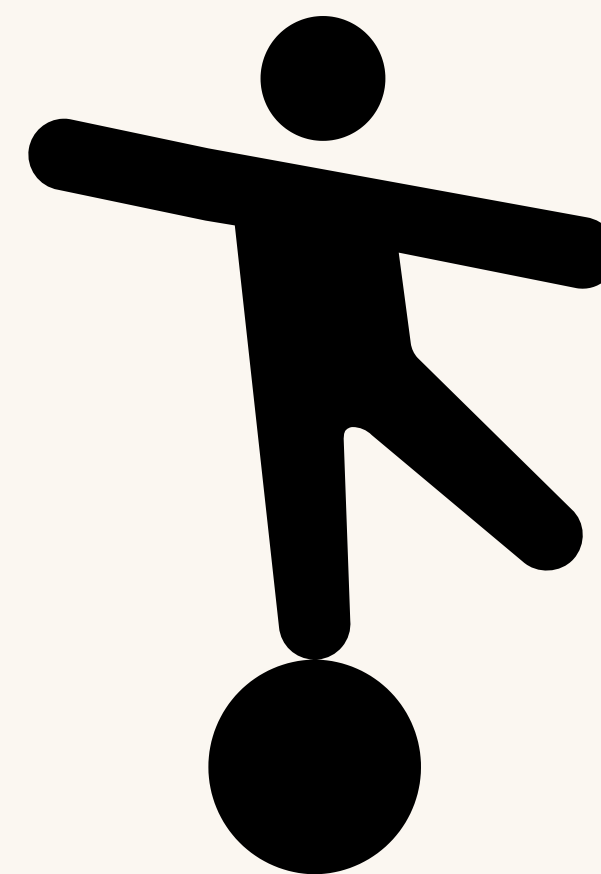
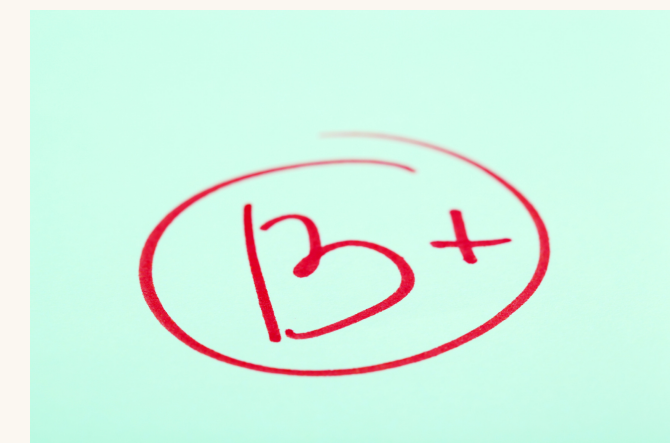
Self Motivated

Preparedness

Grade Expectation

Priority/Time Commitment

Balance



## Self Motivated

Am I a self-starter and an independent learner?

Do I have the ability to appropriately prioritize?

Do I take a proactive approach?

Increased Homework  
Expectations

Reading Level  
2-3 Grade Levels Higher

## Preparedness

Has there been previous indication of struggling with this subject? Low Grades? Poor STAAR scores?

Will I spend time with the subject daily?

Will I work ahead?

Will I ask for help and attend tutorials if needed?

## Grade Expectation

Do you define success in an upper level class by only receiving an "A" or a "B"?

Can you accept making a lower grade in a more rigorous curriculum?

Writing Assignments  
Frequently

# GPA

Grade Range	Semester Letter Grade	AP/DC	Honors – Core Classes	Level & ALL Other Courses
90 - 100	A	6.0	5.0	4.0
80 - 89	B	5.0	4.0	3.0
75 - 79	C	4.0	3.0	2.0
70 - 74	D	3.0	2.0	1.0
69 or Below	F	0.0	0.0	0.0

$$\text{GPA} = \frac{\text{Total Grade Points}}{\text{Total Attempted Units}}$$

# GPA Examples

9th Grade					10th Grade					11th Grade								
Honors Eng 1	73	2	72	2	Honors Eng 2	85	4	84	4	DC Eng III	76	4	79	4	12 Advanced Classes 22 - 1/2 credits under an 80			
Algebra I	82	3	84	3	Geometry	80	3	82	3	Honors Alg II	71	2	70	2				
Honors Bio	73	2	78	3	Prin of Ag	97	4	100	4	Honors Physics	84	4	77	3				
Honors W Geo	73	2	83	4	Honors Chem	75	3	71	2	AP US Hist	85	5	74	3				
Golf	100	4	100	4	AP World Hist	71	3	78	4	Golf	100	4	100	4				
Spanish 1	73	1	80	3	Golf	100	4	100	4	Honors Spanish III	77	3	73	2		GPA	3.09	
Art	86	3	81	3	Spanish II	79	2	73	1	Honors Anat & Phys	75	3	77	3		Rank	537/759	71%

9th Grade					10th Grade					11th Grade								
English 1	90	4	90	4	Honors Eng 2	85	4	84	4	Honors Eng III	90	5	90	5	6 Advanced Classes 0 - 1/2 credits under an 80			
Algebra I	82	3	84	3	Geometry	97	3	100	4	Alg II	80	3	80	3				
Biology	90	4	90	4	Prin of Ag	80	4	82	3	Physics	94	4	87	3				
W Geography	90	4	90	4	Chem	85	3	81	3	AP US Hist	85	5	80	5				
Golf	100	4	100	4	Honors W Hist	81	3	88	4	Golf	100	4	100	4				
Spanish 1	83	3	80	3	Golf	100	4	100	4	Honors Spanish III	80	4	80	4		GPA	3.78	
Art	100	4	100	4	Spanish II	85	2	85	3	Honors Anat & Phys	80	4	80	4		Rank	317/759	42%



# Top Factors Influencing Admission Decisions

- Courses taken
- Grades received
- Class rank
- Standardized test scores
- Personal statements and essays
- Recommendations
- Extracurricular activities
- Interviews

Source: College Board



# Courses and Grades

A student's **grades in college-preparatory classes remain the most significant factor** in college admission decisions. Highly selective colleges look for students who:

- Complete core academic requirements.
- Take more challenging classes, even though they may have slightly lower grades than they'd achieve in lower-level courses.
- Enroll in several college-prep or college-level courses (such as AP) and perform well.
- Take four years of a world language, showing evidence of academic discipline and challenge.

Source: College Board

# Class Rank

Although still reviewed by many colleges, **class rank has declined in significance** as many private and religious schools have eliminated student ranking.

# Test Scores

Source: College Board

**Standardized test scores remain important at many colleges.** Examinations such as the SAT or the ACT allow colleges to compare students from across the country.



# Essays

Personal statements and essays are both a measure of writing ability and a window into each student's background. **Admission officers want to hear an original voice in the student's own words.** For a successful essay, encourage students to get to the point quickly and personalize their writing through specific examples.

Source: College Board

# Recommendations from Counselors and Teachers

At selective colleges, recommendations from counselors and faculty members have become more important than ever. These **recommendations should be highly specific**, describing not just each student's love of learning, but the ways in which the students have demonstrated that they can:

- Add to the classroom experience.
- Challenge themselves.
- Attempt original projects.

Source: College Board

# Extracurricular Activities

Evidence of extracurricular activities is important to the admission process, and **depth of involvement is more impressive than breadth**. Students can achieve this if they:

- Focus on a limited number of interests.
- Document long-term involvement with organizations.
- Highlight activities related to a major or career goal.
- Show leadership skills and ability.

Source: College Board

# Priority/Time Commitment

What priority do your academics play in your schedule? How much time will you spend studying weekdays? Weekends?

What other commitments do you have? Activities? Work? Church?

How will you prioritize your time to accommodate everything that is important to you?



9th Grade Year						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday
Honors English I	30	30	60	20	0	60
Honors World Geography	0	30	30	40	0	45
Honors Biology	35	30	30	0	0	65
Honors Geometry	60	60	60	60	0	60
Spanish 2 G	30	20	20	35	0	60
Band	30	30	30	30	0	60
Floral Design	0	0	30	0	0	0
<i>Minutes</i>	185	200	260	185		350
<i>Hours</i>	3.08	3.33	4.33	3.08		5.83
Band Practice 3:15 - 6:30 Tuesday - Thursday	3 hours 15 minutes					
Band Friday Night Performance	5 hours					
Band Saturday Events	????					
Other Involvements/Clubs	???					
Things to Think About:						
Major Tests						
Quizzes						

### Important Considerations

- Dedicate on average 3 hours a night; Also busy on weekends
- T – Th busy until 9:30 – 10pm
- Plan ahead for tests and projects
- Must have a game plan for your other commitments



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- Dedicate on average 3 hours a night; Also busy on weekends
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# Balance

For some students, it is best to choose one advanced level course until they gain confidence and have a better understanding of the expectations and time commitment involved.

# Why select an advanced level class?

College Readiness

Strong Interest - Desire to be challenged

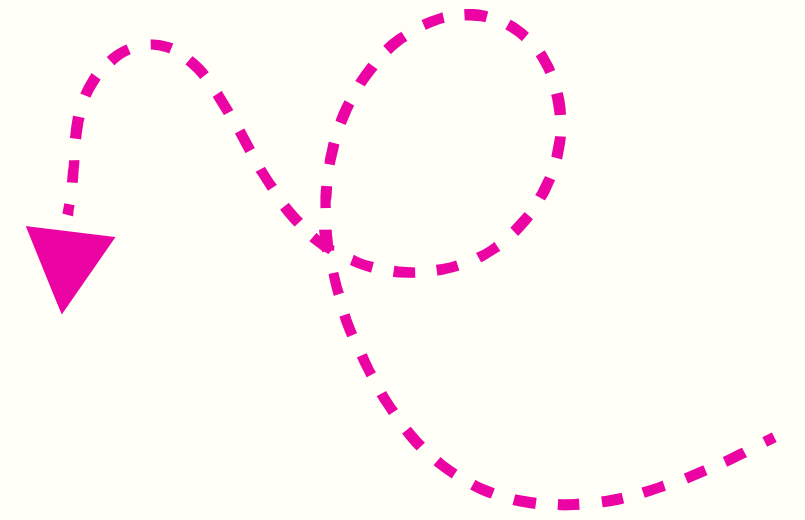
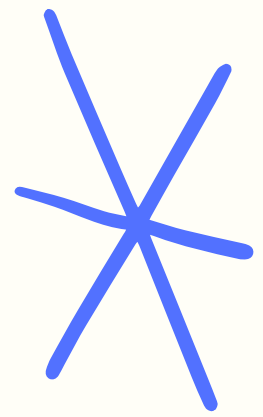
GPA

Class Rank



## USING DATA TO MAKE DECISIONS

- EOC Scores – students should have strong scores in the content area they wish to take the upper level class.
- Grades in current classes
- 8/9 PSAT



Level to Upper Level	Outcome
Math	85% to 90% of student grades went down
Science	70% to 80% of student grades went down
English	80% to 85% of student grades went down
Social Studies	60% to 75% of student grades went down



# Using Data to Make Decisions

## Suggested Rubric for Determining Appropriate Placement in Upper Level Class

Daily Work	1	2	3	4	5	6	7	8	9	10
	Does not usually complete daily work or must be reminded.				Completes Daily work >80% of the time				Completes daily work with 90% or greater accuracy 100% of the time	
Reading	1	2	3	4	5	6	7	8	9	10
	Does not read assigned materials				Can summarize and recall details				Can read a college level text and recall detailed information, summarize, and use information from the reading in separate context.	
Writing	1	2	3	4	5	6	7	8	9	10
	Writing is difficult to follow. Student has difficulty expressing ideas through writing.				Writing is technically sound (basic grammar, punctuation, capitalization, etc) and can easily express ideas through writing.				Writing is easily used to express higher level thinking and advanced concepts.	
Independent Work	1	2	3	4	5	6	7	8	9	10
	Requires assistance in order to correctly complete most assignments				Completes work independently more than 80% of the time.				Completes work and assignments independently 100% of the time	
Group Work	1	2	3	4	5	6	7	8	9	10
	Often does not take part in group work				May have difficulty working in a group (uncomfortable sharing the load or is quick to allow other group members to take on the majority of the work)				Works cohesively with a group of peers to reach a common goal, without taking on more or less than a fair share	
Flexibility	1	2	3	4	5	6	7	8	9	10
	Student becomes frustrated when assignments vary from their perceived norm				Student is comfortable with routine, but often has difficulty focusing in unusual learning environments				Can quickly transition between learning styles and easily adjust	
Notes	1	2	3	4	5	6	7	8	9	10
	Often have to be reminded to take notes when necessary or notes are unorganized				Takes organized notes without being prompted				Takes neat and orderly notes without being prompted, writing down information provided both through written and verbal cues as needed	
Class Discussions	1	2	3	4	5	6	7	8	9	10
	Often does not take part in class discussions (very uncomfortable sharing verbally with a group of peers)				May have difficulty participating in class discussions ,but will participate when called on (uncomfortable sharing verbally with a group of peers)				Willing to actively participate in class discussions	

- Level Score between 8 – 36
- Honors Score between 37 – 63
- AP/DC Score between 64 – 80

Total Score \_\_\_\_\_

# Advanced Course Agreement (ACA)

- One agreement for all courses.
  - ACA is automatically generated when student registers for an advanced class.
  - ACA must be electronically completed by parent/guardian.
  - First course verification letter posted in PAC in March.
  - Second course verification letter posted in PAC in April.
  - Final day for schedule changes April 26, 2024.
  - Parent **MUST** sign ACA by April 12, 2024.
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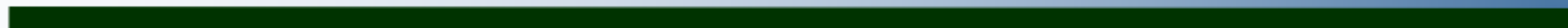
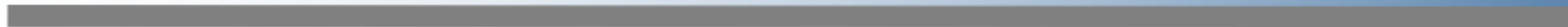


# Advanced Course Agreement (ACA)

- If there is a discrepancy between the course the teacher advised and the higher level course your child selected, you will be required to watch a short video through CANVAS regarding the higher level course selected

**AND**

- complete the Advanced Course Agreement form.
- **If both are not completed by April 12, 2024, the student will be enrolled in the teacher advised course.**



# Advanced Course Agreement (ACA)



## CP Advanced Course Videos

CP

22-23 YEARLONG



- Will be added to course after 1<sup>st</sup> verification.
- Must watch Overview and designated course.

- Must also sign ACA.

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Rubrics

Quizzes

Modules

BigBlueButton

Collaborations

Google Drive

Studio

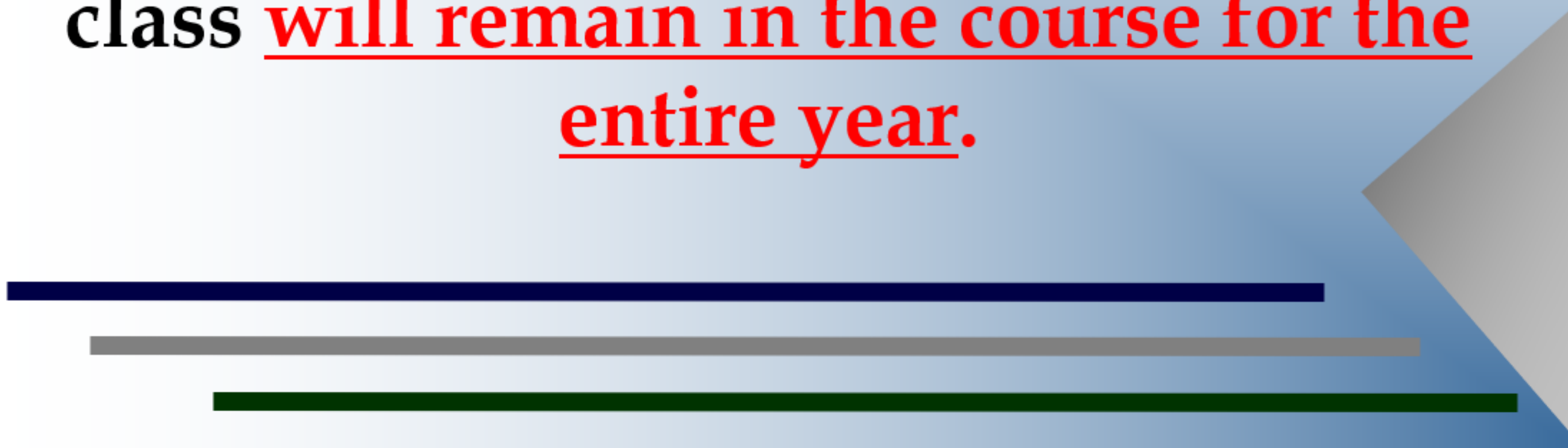
Britannica School

## ▼ Advanced Course Videos for 2022 - 2023 School Year

- Advanced Course Overview - Required for ALL
- LOTE-Spanish Advanced Course Guidelines
- LOTE - French and German Advanced Courses
- LOTE - Chinese Advanced Courses
- LOTE - Japanese Advanced Courses
- ENGLISH - AP Capstone Program (Seminar and Research)
- ENGLISH - All Advanced English Courses
- SOCIAL STUDIES - All Advanced Social Studies Courses
- MATH - Geometry Honors
- MATH - Algebra II Level

# Encountering Difficulties

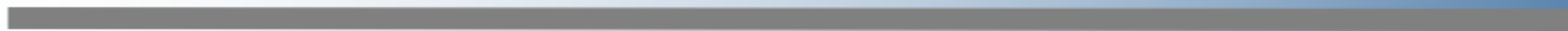
To ensure students allow sufficient time to become acclimated to the classes and what the advanced curriculum can offer, the District expects that any student who enrolls in a Honors, AP or Dual Credit class will remain in the course for the entire year.





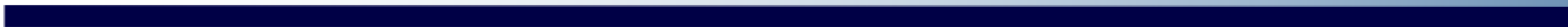
# Encountering Difficulties

- A struggling student and his/her parent/legal guardian should schedule a conference with the teacher and counselor in order to create strategies to be implemented over a period of time.
- Students struggling are expected to spend one to two days a week in tutorials with their teacher or departmental sessions.



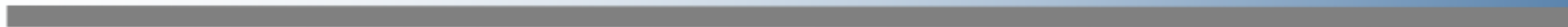
# Tutorials

- Tutorials with assigned teacher or department teacher: Before or After School
- Peer Tutorials - 2:45pm to 4:00pm
- Other Opportunities



# Encountering Difficulties

- It is essential that the student give his/her maximum effort to succeed. At the end of the first semester, administration, the parents, teacher, and the student may evaluate the student's progress and make an adjustment to the student's schedule. Any change will only be made on a space available basis and at the end of a marking period.



# Preferred College Preparatory Math/Science Sequence (Non-Math/Science Majors)

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II</b>	AQR; College Algebra DC; Statistics DC; PreCalculus
<b>Geometry</b>	<b>Algebra II</b>	AQR; College Algebra DC; Statistics DC; PreCalculus	College Algebra DC; Statistics DC; or AP Statistics; PreCalculus
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	Earth & Space Astronomy Aquatic Sci AP Env Sci Forensic Sci Anat & Phys H



# Preferred College Preparatory Math/Science Sequence (Math/Science Majors)

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Geometry Honors</b>	<b>Algebra II Honors</b>	<b>PreCal DC</b>	<b>AP Calculus</b>
<b>Bio Honors</b>	<b>Chem Honors</b>	<b>AP Physics 1</b> <b>(AP Chem)</b> <b>(AP Env Sci)</b> <b>(AP Bio)</b>	<b>AP Bio</b> <b>AP Chem</b> <b>AP Physics C</b> <b>AP Env Sci</b> <b>Org Chem</b>





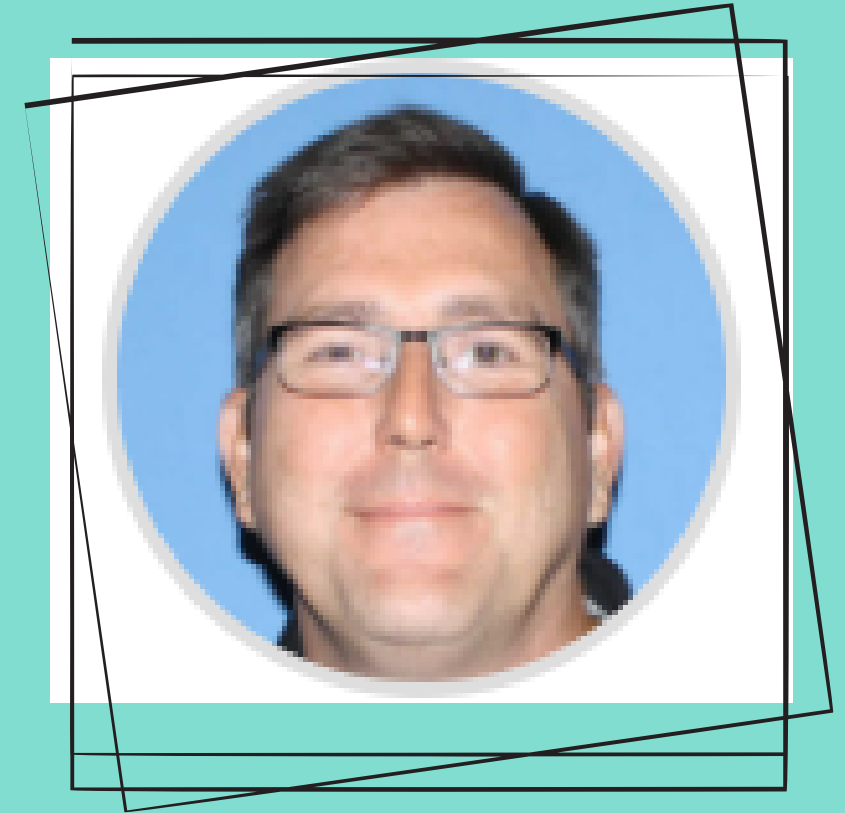
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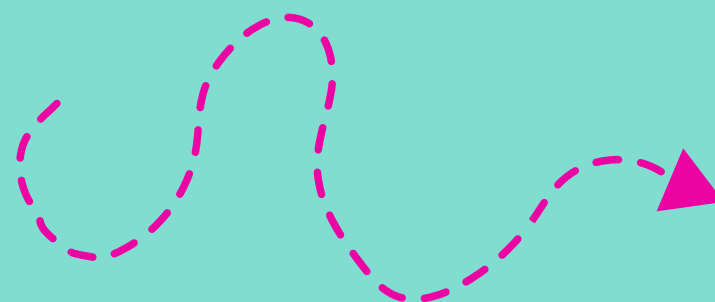
Laurie Waters  
English  
Department



Jacinda Watson  
Science  
Department



Brian Clevenger  
Social Studies  
Department



Don't forget!

# Junior Jumpstart

Tuesday, February 27, 2024

11<sup>th</sup> Grade Students & Parents

6:30pm Jett Center



	PRE-SESSION 6:00 - 6:25 pm	Ballroom 217	Admissions 101
	SESSION 1 6:30 - 6:55 pm	SESSION 2 7:00 - 7:25 pm	SESSION 3 7:30 - 7:55 pm
Rooms 113-114	Admisiones 101 ( <i>Español</i> )	Datos sobre la ayuda financiera ( <i>Español</i> )	ROTC / Military Options
Rooms 137-138	College to Career in a Year / <i>De la universidad a la carrera en un año (Español)</i>	Honors Programs	Athletics
Rooms 202-203	Fine Arts Majors	Parent Workshop "Parent to Parent"	Student Workshop "Essay Writing"
Rooms 204-205	Junior Colleges	Transfer Success	Business Majors
Ballroom 215	Medical Careers Panel	Texas Public Universities Admissions Pathway	Financial Aid Facts
Ballroom 216	Finding Your Fit	Medical Majors	Engineering Majors
Ballroom 217	Highly Selective Admissions and Holistic Review	Undecided Majors	Admissions 101

THANK  
YOU!

