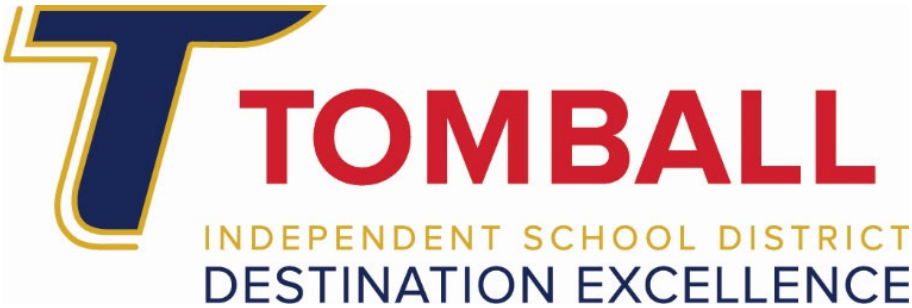
TOMBALL
INDEPENDENT SCHOOL DISTRICT
Department of Curriculum and Instruction

High School Course Catalog 2022-2023

Second Edition

Not just a district, a destination.



At Tomball ISD, we are not a big, impersonal school district; we are a home for people looking for a warm, close-knit community where teachers, principals, staff and administrators truly care about each individual child. We are also a destination for our strong academic programs and a wide variety of extracurricular activities. Our focus is to make sure that every single student finds a place to belong, a passion to pursue and a love of learning that will serve him or her well beyond the years spent with us.

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TOMBALL ISD
DESTINATION EXCELLENCE

TOMBALL INDEPENDENT SCHOOL DISTRICT
VISION – MISSION - GOALS

District Vision

Tomball ISD students will lead in creating the future.

District Mission Statement

Tomball ISD educates students to become responsible, productive citizens by providing innovative, individually rigorous, and personally valuable educational experiences.

District Goals

1. Tomball ISD will develop, continuously enhance and utilize rigorous college, career, and life ready curriculum that is responsive to the needs of individual learners.
2. Tomball ISD will provide multiple sources of high quality academic content that infuses technology in learning experiences and instruction.
3. Tomball ISD will attract, develop and retain high quality staff through a well –defined, personally valuable professional development plan and support structure.
4. Tomball ISD will foster a culture of caring and compassionate educators to provide a supportive learning environment.
5. Tomball ISD will promote academic success by engaging students through real world experiences while cultivating independent thinking and creative problem solving.
6. Tomball ISD will prepare our graduates to succeed in the college/career path of their choice.
7. Tomball ISD will promote an emotionally and physically safe and secure learning environment.
8. Tomball ISD will be fiscally responsible while meeting the educational and facility needs of the students.
9. Tomball ISD will inspire students to develop and exhibit character traits that are reflective of community standards.
10. Tomball ISD will actively engage and involve parents and the community.

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Tomball ISD High School Course Catalog

The Tomball ISD High School Course Catalog and Selection Guide is a resource for information regarding the many course options, academic programs, extra-curricular programs, and policies related to eligibility, course credit, scheduling, graduation, and special programs. Tomball ISD serves students from Early Childhood Programs through 12th Grade with the mission of educating students to become responsible, productive citizens by providing an innovative, personally rigorous and individually valuable education experience. Our goal is to fulfill this mission by promoting the following characteristics in all programs resulting in graduates that will lead the challenge of creating our future. High School comprises the final stage of over 12 years of carefully designed programs to prepare students to meet the expectations of a Tomball ISD graduate.

Profile of a Tomball ISD Graduate

A Tomball ISD graduate will be ACADEMICALLY PREPARED:

- College and/or career ready
- Technologically competent
- Real world/continuous learner
- Critical, independent and creative thinker
- Confident decision maker
- Intellectually curious
- Risk taker

A Tomball ISD graduate will be an EFFECTIVE COMMUNICATOR:

- Possesses language literacy in written and oral communication
- Collaboratively approaches problem-solving
- Engaged listener
- Adaptable to environment and others
- Responds positively to problems and challenges

A Tomball ISD graduate will be SOCIALLY RESPONSIBLE:

- Respectful of diversity
- Globally and culturally aware
- Actively engaged in the world
- Strong character traits that exhibit integrity and personal accountability
- Compassionate, caring, contributing member of society

Tomball ISD Non-Discrimination Policies

General Policies

Tomball ISD Board Policy FFH (LOCAL)

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Tomball ISD Board Policy DIA (LOCAL)

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

Vocational Programs

Tomball ISD offers career and technical education (CTE) programs. See the CTE section for details on course offerings and admission standards.

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

The Tomball Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law in its programs, activities, and or employment practices.

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

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

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Steve Guerrero, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2079, steveguerrero@tomballisd.net; and or the Section 504 Coordinator, Mrs. Keri Williams, 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 4101, keriwilliams@tomballisd.net.

Política de no discriminación de Tomball ISD

Políticas generales

Política FFH (LOCAL) de Tomball ISD

El Distrito prohíbe la discriminación (incluyendo el acoso) en contra de cualquier alumno por motivos de raza, color, religión, sexo, origen nacional, impedimento, o cualquier otro motivo prohibido por la ley. El Distrito prohíbe violencia en citas amorosas por definición de esta norma. Retaliación en contra de cualquier persona involucrada en el proceso de quejas constituye una infracción de la norma del Distrito y está prohibida.

Política DIA (LOCAL) de Tomball ISD

El Distrito prohíbe la discriminación (incluyendo el acoso) en contra de cualquier empleado por motivos de raza, color, religión, sexo, origen nacional, edad, impedimento, o cualquier otro motivo prohibido por la ley. Retaliación en contra de cualquier persona involucrada en el proceso de quejas constituye una infracción de la norma del Distrito y está prohibida.

Programas vocacionales

Tomball ISD ofrece programs de educación técnica y vocacional. Para más detalles sobre las opciones y los requisitos de admisión, vea la sección de CTE de esta guía.

Es norma de Tomball ISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma de Tomball ISD no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Tomball ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador de Titulo IX, Dr. Steve Guerrero, en 310 South Cherry, Tomball Texas 77375-5595, (281) 357-3100 Ext. 2079 steveguerrero@tomballisd.net, y/o la coordinadora de la seccion 504, Srs. Keri Williams, 310 S. Cherry St, Tomball, TX 77375-5595, (218) 357-3100 ext 4101, keriwilliams@tomballisd.net.

Tomball ISD High School Course Offerings and Course Fees

The purpose of the Course Selection Guide is to present a brief description of the courses offered at Tomball ISD High Schools. It is updated as often as necessary to address curriculum changes, changes to graduation plans, endorsements, and evolving student needs. The Course Selection Guide is designed to assist students and parents in planning their high school course of study by providing information on graduation requirements and credit options. Students and parents are encouraged to consult with their guidance counselor to answer questions or concerns regarding their high school plan. **However, the responsibility to insure that all graduation credits are met rests with the student and his or her parent(s)/guardian(s).**

The content of the Course Selection Guide is subject to change in response to alterations or additions to laws, policies, and regulations. Course fees and other costs are subject to change. Fee waivers or assistance may be available for *Economically Disadvantaged* students, see counselor for details.

COURSES FOR SPECIAL PROGRAMS

Certain courses are offered exclusively to students participating in specialty programs. Currently Tomball ISD has specialty courses offered for students enrolled at the *Tomball Star Academy Early College High School.* Enrollment in specialty courses is restricted to students participating in the designated programs.

Students at *Tomball Star Academy Early College High School* complete the high school graduation requirements (with an endorsement) while also completing the requirements for an Associate's Degree from Lone Star College Tomball through a series of dual credit courses. Enrollment restrictions apply. See the Tomball Star Academy website for additional information.

COURSES FOR SPECIAL POPULATIONS

Students with Disabilities (Special Education)

For students with disabilities, the Admission, Review and Dismissal (ARD) Committee will develop an Individualized Education Program (IEP) which assures a *Free and Appropriate Public Education*, a *Least Restrictive Environment*, and access to *Career and Technical Education* courses. For high school students, the IEP serves as the Personal Graduation Plan (PGP) for the purpose of planning courses to meet graduation requirements including endorsement options. Specialized courses, which do not appear in this catalog, may be available for students with disabilities as determined by the ARD Committee.

Emergent Bilingual Students

A campus Language Proficiency Assessment Committee (LPAC) uses assessment and other academic data to advise the course scheduling of Emergent Bilingual Students in order to serve them during their period of English language development. Emergent Bilingual students have equal access to *Career and Technical Education* courses, and advanced courses.

Gifted & Talented Students

At the high school level, Gifted & Talented students are served through advanced courses which require additional rigor and advanced curricular content. College Board Advanced Placement (AP), Dual Credit, and TAP courses satisfy the requirements for "advanced" courses which serve the academic needs of G/T students.

COURSE TYPES

Regular Academic and Elective

Regular high school courses in Tomball ISD follow the state learning standards set by the Texas Education Agency (TEA) known as the Texas Essential Knowledge and Skills (TEKS). In order to assure the a high quality application of the TEKS, the Tomball ISD department of Curriculum, Instruction and Assessment develops high priority learning standards aligned with college readiness standards, and the standards of nationally recognized institutions in each core subject area. Tomball ISD does **not** use or align the curriculum to the *Common Core Standards* developed by the U.S. Department of Education. Consequently, students transferring in from or out to states which use the Common Core Standards my need a specialized transcript evaluation.

The TEKS can be found at:
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=2

Limited Pass/Fail Option for Upper Level Regular Courses in Four-Year Programs

Beginning with the Class of 2024, students may request to take certain Regular Academic courses which form Level III or Level IV of a defined four-year program as a Pass/Fail course. Course grades are still calculated regularly and appear on report cards but the student's transcript will only list a "P" for pass if the student earns at least an 80 as a semester average. Pass/Fail courses are not calculated into a student's Grade Point Average (GPA) and do not affect ranking. A commitment must be made prior to beginning the course and the decision cannot be changed once the course has begun. Interested students should inform their counselor prior to a date advertised by the campus and complete any required process to apply. See appendix for a list of eligible courses, limitations, and special notes for student athletes regarding NCAA calculations.

UIL and NCAA

University Interscholastic League (UIL)

All students who choose to participate in UIL sanctioned activities through such programs as the Tomball ISD Athletics Program or the Tomball ISD Fine Arts Program, are required to be scheduled into the corresponding athletics or fine arts course including cheer and dance teams. See the Tomball ISD Student Handbook for more information on UIL participation and requirements. See Appendix for information related to *No Pass/No Play* eligibility for UIL Participation.

National Collegiate Athletic Association (NCAA) Core Courses

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college. Student-Athletes should consult with their counselor and athletic director regarding course scheduling and NCAA requirements.

What are core courses?

Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.

Example classes that are NCAA core courses include:

- English: English 1-4, American Literature, creative writing
- Math: Algebra 1-2, Geometry, statistics
- Natural of physical science: biology, chemistry, physics
- Social science: US History, economics, government
- Additional: Spanish 1-4, etc.

Examples of classes that are not NCAA core courses include:

- Classes in non-core areas, fine arts, CTE, and PE
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace or with less rigor or depth. These classes are often titled basic, essential, fundamental or foundational.
- Classes that are not academic in nature such as film appreciation, video editing or greenhouse management.

If you take a high school class such as Algebra 1 or Spanish 1 before you start ninth grade, the class may count for your 16 core courses if it is on your high school's list of approved core courses and is shown on your high school transcript with a grade and a credit.

Credit

You can earn credit for a core course only once. If you take a course that repeats the content of another core course, you earn credit for only one of these courses and the higher grade counts toward your core-course GPA.

Generally, you receive the same number of credits from the NCAA for a core course that you receive from your high school for the class. One academic semester of a class counts for .5 of a core course credit.

Note

APEX CREDIT RECOVERY coursework from this school/program, designated as "CV" on students' transcripts, does not meet NCAA nontraditional core-course legislation.

Core courses that receive a grade of Pass may satisfy your core-course requirements if the course receives credit toward graduation. The NCAA Eligibility Center will assign your high school's **lowest** passing grade (70) for a pass/fail class.

Tomball ISD NCAA-Approved Core Courses

English Language Arts Courses
AP ENGLISH III
AP ENGLISH IV
COLLEGE PREPARATORY ELA
CREATIVE WRITING
ENGLISH I
ENGLISH I TAP
ENGLISH II
ENGLISH II TAP
ENGLISH III
ENGLISH III LANGUAGE DUAL CREDIT
ENGLISH IV
ENGLISH IV ADV INTEGR READ AND WRITE
ENGLISH IV LANGUAGE DUAL CREDIT
ENGLISH IV LITERATURE DUAL CREDIT

Mathematics Courses
ALGEBRA I
ALGEBRA I TAP
ALGEBRA II
ALGEBRA II TAP
AP CALCULUS AB
AP CALCULUS BC
AP COMPUTER SCIENCE
AP STATISTICS
CALCULUS I & II DUAL CREDIT
CALCULUS I DUAL CREDIT
COLLEGE ALGEBRA DC /INSTUMTH
COLLEGE PREP/INSTUMTH
GEOMETRY
GEOMETRY TAP
PRECALCULUS
PRECALCULUS TAP
STATISTICS
STATISTICS DUAL CREDIT

Science Courses
ANATOMY AND PHYSIOLOGY DUAL CREDIT
ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS
AP BIOLOGY
AP CHEMISTRY
AP ENVIRONMENTAL SCIENCE
AP PHYSICS C ELECTRICITY AND MAGNETISM
AP PHYSICS C MECHANICS
AP PHYSICS I
AP PHYSICS II
AQUATIC SCIENCE
ASTRONOMY
BIOLOGY
BIOLOGY DUAL CREDIT
BIOLOGY PAP
BIOLOGY TAP
CHEMISTRY
CHEMISTRY DUAL CREDIT
CHEMISTRY PAP
CHEMISTRY TAP
EARTH AND SPACE SCIENCE
ENGINEERING DESIGN AND DEVELOPMENT
ENGINEERING SCIENCE
ENVIRONMENTAL SYSTEMS
FORENSIC SCIENCE
INTEGRATED PHYSICS AND CHEMISTRY
PHYSICS

Other Core Courses
AP FRENCH IV
AP GERMAN IV
FRENCH I
FRENCH II
FRENCH II TAP
FRENCH III AP
GERMAN I
GERMAN II
GERMAN II TAP
SPANISH I
SPANISH I FOR NATIVE SPEAKERS
SPANISH II
SPANISH II FOR NATIVE SPEAKERS
SPANISH II TAP
SPANISH III
SPANISH III DUAL CREDIT
SPANISH III FOR NATIVE SPEAKERS
SPANISH III TAP
SPANISH IV AP SPANISH LITERATURE
SPANISH IV FOR NATIVE SPEAKERS
SPANISH V AP SPANISH LANGUAGE

Social Studies Courses
AP EUROPEAN HISTORY
AP HUMAN GEOGRAPHY
AP MACROECONOMICS
AP PSYCHOLOGY
AP UNITED STATES HISTORY
AP US GOVERNMENT AND POLITICS
AP WORLD HISTORY
ECONOMICS
ECONOMICS DUAL CREDIT
PSYCHOLOGY
SOCIOLOGY
UNITED STATES HISTORY
UNITED STATES HISTORY DUAL CREDIT
US GOVERNMENT
US GOVERNMENT DUAL CREDIT
WORLD GEOGRAPHY STUDIES
WORLD GEOGRAPHY TAP
WORLD HISTORY STUDIES

This list is subject to change.

For additional information and details about NCAA requirements, please visit:
https://www.ncaa.org/sports/2014/10/6/core-courses.aspx

Advanced Courses

Advanced courses are designed to challenge motivated students and prepare them for success in college level course work in high school and in college. These courses typically move at a faster pace, are more academically challenging and require more independent learning and homework than academic courses. Through completing advanced coursework, students have the possibility of earning over 12 college hours through either course-based examinations, dual credit, or tech-prep.

Profile of a Successful Advanced Course Student:

- Participated in TAP courses in junior high school
- Professes interest in subject selected
- Develops and maintains excellent study skills and habits
- Carefully considers time commitments and balances academic load with family life or outside commitments
- Asks questions and participates in class
- Perseveres when faced with challenging material
- Asks for assistance when needed
- Plans and works ahead on long term projects

Selection decisions for TAP/AP/Dual Credit are often one of the more difficult choices that parents face when their students are considering courses for the next school year. The core content courses are offered in Academic, TAP, AP, and Dual Credit. The decision to enroll in advanced classes ultimately rests with parents and students. The school can provide strategic input through teacher recommendation, communication with parents regarding the challenges of the advanced curriculum, and information about indicators of student success. Students and parents should carefully consider the rigor and time commitment required to complete a TAP/AP/Dual Credit course successfully before selecting the course.

Tomball Advanced Program (TAP)

In order to best prepare students for the rigor and content of AP and Dual Credit courses, Tomball ISD offers a series of TAP (Tomball Advanced Program) courses. These are TEKS-based courses which include standards, assignments, activities, and assessments which are enhanced for advanced coursework. Tomball ISD TAP courses are not the Pre-AP courses designed and offered by College Board. They are locally developed and supported by teachers who are trained in the AP curriculum and familiar with the requirements of the Dual Credit courses. TAP courses also include courses which have a prerequisite course which is an AP or Dual Credit course, and courses which are parts of programs endorsed by or in partnership with the College Board which do not form part of the AP Course Catalog.

A few important factors to keep in mind are:

- Tomball ISD's Academic curriculum is a college-bound curriculum.
- While TAP courses are designed to better prepare students for AP or Dual Credit, TAP courses are not a requirement for enrolling in subsequent AP or Dual Credit courses.
- Some AP courses have course prerequisites that must be completed. For example, science courses often have a mathematics course as a prerequisite. Check the course description for prerequisites.
- TAP is not "all or nothing." Students may take from one to all of their core classes as TAP.
- Students develop academic readiness at different rates and may not be ready for TAP at the same time as their friends or classmates.
- For most courses it is possible to move from academic to the TAP sections. In mathematics, it is more difficult due to the acceleration of content in 6th and 7th grades. A student who decides to move from Academic to TAP mathematics may require some additional support in making the transition.

Advanced Placement (AP®)

The College Board AP® Program gives students the opportunity to pursue college level studies while still enrolled in high school. In order to qualify for college advanced placement and/or credit for these courses (which are taken on a Tomball ISD High School campus), students **must** take the College Board Advanced Placement exams, which are given in May. Registration and fees for the exams are due in November. Students who receive a 3 or higher on an AP exam may be eligible for a Performance Acknowledgment. There is not a universal guideline for how Colleges accept AP® scores. The policies for individual colleges can be found at: https://apstudent.collegeboard.org/creditandplacement/search-credit-policies.

Additional information on AP courses can be found at: https://apstudent.collegeboard.org/apcourse

AP Capstone Diploma Program

For information on the AP Capstone Diploma Program and course requirements, see *the Other Electives* section of this guidebook.

Dual Credit

Dual Credit courses are courses in which the syllabus covers both the state high school curriculum standards of the Texas Essential Knowledge and Skills (TEKS), and the Texas Core Curriculum (TCC) of the Texas Higher Education Coordinating Board (THECB). The courses dually count for high school credit and college credit. In Tomball ISD the usual partnering institution is Lone Star College Tomball. Specially qualified and trained instructors teach the dual curriculum and report the grades to both the high school and to Lone Star College Tomball. Students may transfer the college credits to any other state college within Texas. Credit transfer to non-state institutions depends on the policies of those particular systems. See Appendix for additional information.

Rigor

The course for which college credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course. The college is required by law to ensure a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class

Eligibility

To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified College Readiness or Dual Credit Eligibility placement test, minimum grade in a specified previous course, etc.). Dual Credit is limited to students in 11th and 12th grade unless enrolled at Tomball Star Academy Early College High School.

Type	Assessment	Reading / Writing	Math
College Readiness	ACT	Composite 23 and 19 English	Composite 23 and 19 Math
	SAT	EBRW 480	Math 530
	TSIA *(until 1/11/2021)*	Reading 351, and Writing Essay 5; or Essay 4 and 340 on multiple choice	350
	TSIA2 *(after 1/11/2021)*	=>945 with Essay 5-8; or <945 and Diagnostic Level 5 or 6 with Essay 5-8	=>950; or <950 and Diagnostic Level 6
Dual Credit Eligibility	PSAT/NMSQT	EBRW 460	Math 510
	PLAN	Composite 23 and 19 English	Composite 23 and 19 Math
	ACT-Aspire	435	431
	STAAR EOC	English II 4000 or more	Algebra I 4000 or more and passing course grade in Algebra II

Additional information on the TCC can be found at:
https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/elements-of-the-texas-core-curriculum/

Additional information about Lone Star College's dual credit program can be found at:
http://www.lonestar.edu/dualcredit.htm

HIGH SCHOOL GRADUATION REQUIREMENTS AND PLANS

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

Foundation High School Program (FHSP)

During 8th and 9th grade, students who are graduating under the Foundation High School Program (FHSP) will develop of a Personal Graduation Plan (PGP) which includes the intention to complete coursework required to earn one or more endorsement. This planning process begins as early as middle school when students receive information regarding high school graduation plans, endorsements and course options so that they can start to identify electives for their freshman year. Only under restricted circumstances is a student allowed to graduate without an endorsement under the Foundation High School Program.

While there are many particular course credits which are required of all students, each endorsement offers several subject areas where students can elect courses according to their interests. The endorsement a student earns indicates the type of elective coursework in which the student chose to focus during high school. Some students focus on fine arts, while others may focus on computer science, math, JROTC, journalism, foreign language, etc. Taking seven courses during each of the four years of high school means a student can earn up to 28 credits. This even provides sufficient opportunity for students to take electives outside of their endorsement or to complete the requirements for an additional endorsement! Earning even more credits through *Credit by Exam*, the *Texas Virtual School Network*, correspondence, or by taking credit courses in junior high school requires careful planning, counselor approval, and may require a fee and other costs. Please contact your counselor early in the planning process if you are interested in such options. Likewise, if a student ever gets behind due to course failure, there are opportunities such as credit recovery to get caught up.
The endorsement areas are:

- Arts & Humanities
- Business & Industry
- Multidisciplinary
- Public Services
- STEM (Science, Technology, Engineering, and Math)

Each endorsement has a few pathways to complete the requirements. See the following pages for details on the elective options and requirements for each endorsement pathway.

Students graduating with an Endorsement under the FHSP can also earn a special designation of *Distinguished Level of Achievement* (DLA) by taking Algebra II, and earning four credits in both math and science. This is recommended for all students and is a requirement for students to be considered for automatic college admissions (see appendix for additional information).

Performance Acknowledgements provide additional recognition of accomplishments earned during high school and are available for students who meet criteria for Dual Credit, Bilingualism/Biliteracy, AP Exams, PSAT/SAT/ACT scores, and certain career certifications.

Graduation Program Requirements

Subject	Foundation (FHSP)	DLA FHSP + Endorsement
English Language Arts (ELA)	English 1 (EOC)	English 1 (EOC)
	English 2 (EOC)	English 2 (EOC)
	English 3	English 3
	English 4 or ELA Elective	English 4 or ELA Elective
Mathematics	Algebra 1 (EOC)	Algebra 1 (EOC)
	Geometry	Geometry
	Math Elective	Algebra 2
		Advanced Math Elective
Science	Biology (EOC)	Biology (EOC)
	IPC or Chemistry	Chemistry
	Advanced Science Course	Advanced Science Course
		Advanced Science Elective
Social Studies	World/Human Geography or World History	World/Human Geography or World History
	US History (EOC)	US History (EOC)
	Government /Economics	Government /Economics
P.E.	One credit	One credit
Language Other Than English	2 Credits in the same language	2 Credits in the same language
Fine Arts	1 credit	1 credit
Speech*	0.5 credit(Local Requirement)	0.5 credit (Local Requirement)
Health	0.5 credit(Local Requirement)	0.5 credit (Local Requirement)
General Electives	1 credit	1 credit
	1 credit	1 credit
	1 credit	1 credit
	1 credit	1 credit
		1 credit Endorsement Elec.
		1 credit Endorsement Elec.
Total Credits	22	26

DLA = Distinguished Level of Achievement
(EOC) = End of Course exam required for graduation

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

Elective Requirements for Foundation High School Program Endorsements

STEM (Science, Technology, Engineering, and Math) ENDORSEMENT	
Pathway	Specific Elective Requirements
CTE Programs of Study: Computer Science, Game & App Development, Cybersecurity, Engineering (PLTW)	Math: Algebra II Science: Chemistry and Physics See CTE Section
Math	Math: Algebra II Science: Chemistry and Physics 2 additional advanced Math courses
Science	Math: Algebra II Science: Chemistry and Physics 2 additional advanced Science courses
Combination	Math: Algebra II Science: Chemistry and Physics a coherent sequence of three additional credits from no more than two of the categories above

PUBLIC SERVICES ENDORSEMENT	
Pathway	Specific Elective Requirements
CTE Programs of Study: Teaching & Training, Health Care, Law Enforcement, Legal Studies	See CTE section
JROTC	Four courses in JROTC

MULTIDISCIPLINARY ENDORSEMENT	
Pathway	Specific Elective Requirements
Advanced Courses	4 advanced courses from any other endorsement area
4x4	Science: Chemistry and/or Physics ELA: English IV; and World History and World Geography (or AP Human Geography) (four credits in each of the four core subject areas)
Advanced Placement (AP) or Dual Credit (DC)	4 advanced AP or DC courses among ELA, Math, Science, Social Studies, Foreign Language and Fine Arts

BUSINESS & INDUSTRY ENDORSEMENT	
Pathway	Specific Elective Requirements
CTE Programs of Study: Animal Science, Applied Agricultural Engineering, Plant and Floral Science, Architectural Design, Construction Technology, Audio/Visual Production, Graphic Design, Business Management, Marketing, Accounting and Financial Services, Culinary Arts, Robotics, Welding, Aviation	See CTE Section
English Language Arts	Four English Electives including three credits in ONE of the following: Advanced Newspaper, Advanced Yearbook, Debate
Combination	Coherent sequence of credits listed above

ARTS & HUMANITIES ENDORSEMENT	
Pathway	Specific Elective Requirements
Social Studies	Additional Social Studies Credits (for total of 5)
One Foreign Language	Four levels in same Foreign Language
Two Foreign Languages	Two levels in two different Foreign Languages
American Sign Language	Four credits in ASL (not currently offered in Tomball ISD)
Fine Arts	Four credits from one or two Fine Arts
ELA	Two additional credits in ELA advanced courses
For the Arts & Humanities Endorsement, students may meet the required 4th credit of science with an elective from ELA, Foreign Languages, Fine Arts, or Social Studies.	

You can find information on careers and college majors associated with these endorsements at this link: https://bigfuture.collegeboard.org/majors-careers

See the CTE section of this catalog for additional information related to the CTE Programs of Study.

Additional Graduation Requirements

Instruction on Proper Interaction with Peace Officers

Students must receive instruction in proper interaction with police officers at least once before graduation from high school.

Instruction in Cardiopulmonary Resuscitation (CPR)

Students must receive instruction in CPR at least once in grades 7-12 before graduation.

Free Application for Federal Student Aid (FAFSA)

Students must either complete and submit an application to either FAFSA or the Texas Application for State Financial Aid (TASFA); or submit a signed opt-out form.

Allowable Substitutions

Please see below for course substitutions that are permitted by state law and district policy. No other substitutions are allowed. For students receiving Special Education services, the ARD committee will determine the specific allowable requirements for graduation.

Foreign Language or Languages Other Than English (LOTE)

Students who complete a year of LOTE and are determined (by teacher/parent/principal or designee; or ARD/504) unlikely to pass a second year are permitted to substitute a credit from the following courses for the second required LOTE credit:

- World History or World Geography (if not required to take both by district)
- A different LOTE class (student would have one year of one language, one of another)
- A Special Education or Section 504 student may substitute a combination of a core subject or CTE courses per IEP or 504.

Students may satisfy the LOTE requirement for graduation with two credits in computer programming languages, including computer coding, to be selected from Computer Science I, II, and III, AP Computer Science Principles, and AP Computer Science A.

A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program at an elementary school may satisfy one credit of the two credits required in a language other than English. To complete a dual language immersion program successfully, a student must:

1. have participated in a dual language immersion program for at least five consecutive school years;
2. achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable; and
3. achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.

Physical Education (P.E.)

Students may meet the one credit requirement for Physical Education by substituting a credit from one of the following:

- Athletics
- JROTC
- Drill Team
- Marching Band / Color Guard
- Cheerleading
- A non-district program (must meet specific criteria and have district approval)
- A student receiving Special Education services or services through Section 504 may substitute P.E. with a core subject course according to the IEP or Section 504 Plan.

Speech

Students may meet the 0.5 credit requirement for Speech with the following courses:

- Debate I, II, III
- Professional Communications
- Communication Applications
- Agricultural Leadership, Research, and Communications
- Leadworthy
- English Language Development (for Emerging Bilingual students)

Students transferring in from districts where the Speech requirement is met with a different course must have the *Speech Requirement Met* field indicated on the transcript from the previous district.

Early Graduation

A parent may request for a student to be permitted to graduate from high school earlier than the student would normally graduate. This request should be made to the counselor as early as possible since it requires careful planning while developing the student's Personal Graduation Plan. The request requires the approval of the administration and is subject to a review of the student's grades, attendance, performance on assessments, and any other requirements. Students must complete all graduation requirements including testing requirements in order to be cerrtified for graduation. The distirct may set the timeline for course completion.

The Texas Education Agency, in collaboration with the Texas Higher Education Coordinating Board is developing a program called the *Texas First Early High School Completion Program* along with the *Texas First Scholarship Program.* As details become available, information will be shared and will be added to this document.

End of Course (EOC)Exams Required for Graduation

EOC assessments are administered for the following courses: English I, English II, Algebra I, Biology, and United States History. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate. A student who has not achieved a satisfactory score on an EOC assessment will have opportunities to retake the assessment. Certain provisions for exemption apply to students who completed the courses while not enrolled in a Texas public school. Additional provisions apply to the graduation requirements for students served through an Individualized Education Program (IEP) and for certain recently arrived immigrant students with limited proficiency in the English language.

Under certain circumstances, students may meet the testing requirements for graduation through meeting the criteria on certain alternative assessments approved by the Commissioner of Education. These assessments include the ACT, SAT, AP, IB, and TSI exams. In any case, students must first attempt the STAAR End of Course Exam.

College, Career and Military Readiness (CCMR)

All Tomball ISD graduates are expected to meet at least one of the Texas College, Career and Military Readiness standards prior to graduation. Indicators include meeting criteria scores on common college readiness exams such as SAT, ACT, and TSIA2, as well as AP and IB exams. CTE students who earn certain Industry-Based Certifications related to a program of study qualify for a CCMR indicator. The state is also planning to include enlistment in the US Armed Forces as a future indicator. Other indictors can be met through completing dual credit courses or College Prep courses. Particular indicators apply to students with disabilities. Student scheduling may be adjusted by the campus to accommodate special courses for students who have not met a standard.

CCMR Indicators include:

Exam-based Criteria Scores on:

Type	Assessment	Reading / Writing	Math
College Readiness	ACT	Composite 23 and 19 English	Composite 23 and 19 Math
	SAT	EBRW 480	Math 530
	TSIA *(until 1/11/2021)*	Reading 351, and Writing Essay 5; or Essay 4 and 340 on multiple choice	350
	TSIA2 *(after 1/11/2021)*	=>945 with Essay 5-8; or <945 and Diagnostic Level 5 or 6 with Essay 5-8	=>950; or <950 and Diagnostic Level 6

Additional CCMR Indicators

Dual Credit:

If a student qualified for Dual Credit through an eligibility which does not also meet CCMR then the student can meet CCMR by earning sufficient college hours through the dual credit course(s):

a. 3 college hours in **either** English **or** Math; or
b. 9 college hours in any subject(s).

See the Dual Credit section of the Appendix for information on how many college hours dual credit courses earn.

College Prep Courses:

A student may meet CCMR for either ELA or Math or both by passing the corresponding College Prep course or courses designed in collaboration with a local junior college.

In Tomball ISD those courses are:

ENG4100	College Prep English IV, and
MTH4090	College Prep Math

AP/IB Scores:

A student meets CCMR if he or she scores a 3 on any AP exam; or a 5 on any IB exam

Industry-Based Certifications or Workforce Level I or II Certificates:

A student meets CCMR by earning an Industry-Based Certification from an approved list, or a Level I or II Certificate in any workforce education area.

Military Enlistment: *(Suspended pending TEA Resolution)*

A student meets CCMR by enlisting in the Army, Navy, Air Force, Coast Guard or Marines.
Note – this indicator is in development at the state level. Until the indicator is fully implemented by the state, students will have to meet a different indicator.

Special Education:

Any Special Education student graduating with a Foundation HSP diploma with an endorsement or the Distinguished Level of Achievement meets CCMR.

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

Graduation Plan 54: *Completion of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services*

Graduation Plan 55: *Completion of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services*

ENGLISH LANGUAGE ARTS

ENGLISH COURSES

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of:

- listening,
- speaking,
- reading,
- writing, and
- thinking

through the seven integrated strands of developing and sustaining foundational language skills;

- comprehension;
- response;
- multiple genres;
- author's purpose and craft;
- composition; and
- inquiry and research.

The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas. As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

English I

Required for: FHSP, FHSP+Endorsement

English I (ENG1000)

Grade: 9 Credit: 1 GPA Weight: Regular
EOC Exam Required

This course emphasizes reading, writing, listening, speaking, viewing, and representing as per the Texas Essential Knowledge and Skills. Students write a variety of short and long compositions stressing sound ideas, good organization, individual voice, powerful words, smooth fluency, and correct conventions. Literature selections include short stories, poems, novels, nonfiction pieces, epic poetry, and drama.

TAP English I (ENG1020Q)

Grade: 9 Credit: 1 GPA Weight: Advanced
EOC Exam Required
Recommended for *Gifted & Talented* students

This course addresses all Texas Essential Knowledge and Skills, with an added emphasis on preparing students for the AP curriculum and college level courses. Literature study focuses on classic novels, drama, epic poetry, short stories, poetry, and nonfiction pieces. The reading requirement is stringent and advanced, including between eight and ten major works. Writing includes a variety of both short and long compositions, including formal literary analysis and research. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

English II

Required for: FHSP, FHSP+Endorsement

English II (ENG2000)

Grade: 10 Credit: 1 GPA Weight: Regular
EOC Exam Required

This survey course emphasizes a thematic approach to the various genres of literature, including the short story, novel, drama, poetry and nonfiction. Students gain experience in all modes of writing through the writing process which includes: prewriting, drafting, revising, proofreading, and producing a final product. Oral and written assignments prepare students to master the STAAR EOC test as well as skills useful in the work environment.

TAP English II (ENG2020Q)

Grade: 10 Credit: 1 GPA Weight: Advanced
EOC Exam Required
Recommended for *Gifted & Talented* students

This class prepares students for the English Language and English Literature AP preparatory courses offered at the 11th and 12th grade. The reading requirements are both stringent and advanced. Through reading classic and contemporary literature, writing, listening, and speaking, students will analyze authors' purposes and elements of style. Research skills are strongly emphasized at this level. After registration for this course, students are responsible for obtaining the instructions for the summer reading assignment and/or project. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

English III

Required for: FHSP, FHSP+Endorsement

English III (ENG3000)

Grade: 11 Credit: 1 GPA Weight: Regular

This course surveys American literature, focusing on literary analysis and understanding of historical background. Students will read and study non-fiction, novels, poetry, short stories, and modern drama. This skills course, based on the TEKS (Texas Essential Knowledge and Skills) and STAAR EOC objectives, will focus on critical reading, writing in a variety of modes for a variety of purposes, vocabulary study, research skills (including a research paper), and speaking and listening.

AP English III [AP English Language and Composition] (ENG3030P)

Grade: 11 Credit: 1 GPA Weight: Advanced
Recommended Prerequisite: TAP English II
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. After registration for this course, students are responsible for obtaining the instructions for the summer reading assignment and/or project. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

English III Dual Credit – Composition and Rhetoric (ENG3140D)

ENGL 1301/1302 – Composition and Rhetoric I-II

Grade: 11 Credit: 1; College Hours: 6 GPA Weight: Advanced
Prerequisites: English II; enrollment in Lone Star College – Tomball
Location: High School campus
Fee: See Course Fee Section

Students must meet specific entrance requirements. Each semester requires research paper(s) and a final exam. Grades and credits/hours are posted concurrently on the high school transcript and a college transcript.

Intensive study 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. Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on 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.

After registration for this course, students are responsible for obtaining the instructions for the summer reading assignment and/or project. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

English IV

Required for: Multidisciplinary Endorsement 4x4 Pathway
Recommended for: FHSP, FHSP+Endorsement

English IV (ENG4000)

Grade: 12 Credit: 1 GPA Weight: Regular

This course provides intensive instruction in the more advanced forms of writing, to sustain the previous emphasis upon the composing process, and to refine the students' literary skills and knowledge base in British literature. Each unit fuses language, literature and composition components. Major works will include at least one selection from each literary era. Students write a college application essay as well as complete a research paper with full documentation. Additionally, the students engage in novel reading emphasizing skills in listening, speaking, and writing.

AP English IV [AP English Literature and Composition] (ENG4030P)

Grade: 12 Credit: 1 GPA Weight: Advanced
AP Exam required for possible college credit
Recommended Prerequisite: AP English III
Recommended for *Gifted & Talented* students

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. After registration for this course, students are responsible for obtaining the instructions for the summer reading assignment and/or project. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

Dual Credit English IV - Composition and Rhetoric (ENG4440D1)

ENGL 1301/1302 – Composition and Rhetoric I-II
Grade: 12 Credit: 1; College Hours: 6 GPA Weight: Advanced
Prerequisites: English III; enrollment in Lone Star College – Tomball
Location: High School campus

Intensive study 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. Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on 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. After registration for this course, students are responsible for obtaining the instructions for the summer reading assignment and/or project. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

Dual Credit English IV – Survey of British and World Literature (ENG4340D2)

ENGL 2332: Survey of World Literature – Ancient Times through 16th Century
ENGL 2333: Survey of Word Literature – 17th Century through the Present
Grade: 12 Credit: 1; College Hours: 6 GPA Weight: Advanced
Prerequisites: DC English III; enrollment in Lone Star College – Tomball
Location: High School campus

Students must meet specific entrance requirements. Each semester requires research paper(s) and a final exam. Grades and credits/hours are posted concurrently on the high school transcript and a college transcript.

The first semester is a survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. The second semester is a survey of world literature from the ancient world through the 16th century. 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. After registration for this course, students are responsible for obtaining the instructions for the summer reading assignment and/or project. A summer reading assignment and/or project is required. It is each student's responsibility to obtain and complete the assignment.

English IV College Prep: Advanced Integrated Reading & Writing (ENG4100)

Grade: 12 Credit: 1 GPA Weight: Regular

This course satisfied the ELA measure of College, Career and Military Readiness (CCMR)

This course was developed in partnership with Lone Star College Tomball to serve the academic needs of seniors who need additional support in English Language Arts to assure college readiness. The may also serve as a preparatory course for the STAAR End of Course exams for English I and English II. See counselor for details.

JOURNALISM & WRITING

Journalism

Elective for: FHSP, FHSP+Endorsement
Prerequisite for *Advanced Journalism*: *Newspaper I* and *Yearbook I* (editor positions)

Journalism I (JRN1000)

Grades: 9-12 Credit: 1 GPA Weight: Regular
Course Fee: See appendix for course fee

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Photojournalism

Elective for: FHSP, FHSP+Endorsement

Photojournalism I (JRN1007)

Grades: 9-12 Credit: 0.5 GPA Weight: Regular
Course Fee: See appendix for course fee

Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that influence photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

This course teaches basic photography skills using digital cameras and develops competency in taking and editing digital news and feature photos for publications. Photo composition and technical aspects of photography will be studied, as well as software for editing the photos. Students will learn to edit, crop, resize, and print photos for publication. Each student must provide their own digital camera, which must be able to take photos of a resolution of 300 dpi or greater. Cell phone cameras are not acceptable. This class is designed for students wanting to go on to the yearbook or newspaper staffs as a photographer. Students will be required to attend events outside of the normal school day to take photos.

Advanced Broadcast Journalism

Elective for: FHSP, FHSP+Endorsement
Elective for: Business & Industry Endorsement ELA Pathway

Advanced Broadcast Journalism I, II, III (JRN3100, JRN2000, JRN3010)

Grades: 9-12 Credit: 1.0 GPA Weight: Regular
Course Fee: See appendix for course fee

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

Students will learn, through a variety of video production experiences, the power of the medium, examine issues of fairness and objectivity, make critical thinking decisions on a regular basis, and gain an overall understanding of modern news-gathering techniques. These students will produce videos such as documentaries, student announcements for the school, live webcasts of events (sports, graduation and others), and document the school year in video.

Advanced Journalism: Yearbook & Newspaper

Elective for: FHSP, FHSP+Endorsement
Elective for: Business & Industry Endorsement ELA Pathway

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining

their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications.

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

Advanced Journalism – Yearbook Production I (JRN2100)

Grades: 10-12 Credit: 1 GPA Weight: Regular
Prerequisites: *Journalism I* for editor positions,
Photojournalism I for photographer positions
Requires application and sponsor approval
Editors must attend Summer Yearbook Camp

This course teaches the elements and processes of magazine journalism with emphasis on the production of the school yearbook. Effective graphic design and good copywriting are emphasized as students undertake an intensive study of trends in contemporary yearbooks and magazines. Students also learn about advertising sales and design as they plan and implement an advertising campaign to defray costs of production. This course affords an overview of advertising, graphic design, copywriting, and publishing techniques and terminology. Strong emphasis is placed on writing, responsibility and a commitment to producing a high-quality publication within time and budget constraints. Software programs utilized will be Microsoft Word, Photoshop, and Adobe InDesign. Students will be responsible for the design and sale of advertising and the sale and distribution of yearbooks. As necessary, students will be expected to stay after school to meet deadlines.

Advanced Journalism – Yearbook Production II (JRN2200)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: *Advanced Journalism – Yearbook Production I*
Requires application and sponsor approval
Editors must attend Summer Yearbook Camp

This course teaches the elements and processes of magazine journalism with emphasis on the production of the school yearbook. Effective graphic design and good copywriting are emphasized as students undertake an intensive study of trends in contemporary

yearbooks and magazines. Students also learn about advertising sales and design as they plan and implement an advertising campaign to defray costs of production. This course affords an overview of advertising, graphic design, copywriting, and publishing techniques and terminology. Strong emphasis is placed on writing, responsibility, and a commitment to producing a high-quality publication within time and budget constraints. Software programs utilized will be Microsoft Word, Photoshop, and Adobe InDesign. Students will be responsible for the design and sale of advertising and the sale and distribution of yearbooks. As necessary, students will be expected to stay after school to meet deadlines.

Advanced Journalism – Yearbook Production III (JRN2300)

Grade: 12 Credit: 1 GPA Weight: Regular
Prerequisites: *Advanced Journalism – Yearbook Production II*
Requires application and sponsor approval
Editors must attend Summer Yearbook Camp

This course further refines and develops journalistic skills as students function in key positions on the yearbook staff. Students will use their knowledge of graphic design and copywriting to plan and produce a yearbook, utilizing specific software programs. The students will also develop a budget for the publication, implement circulation and advertising campaigns, and complete the book within budget limits and by the deadline. Students will be responsible for the design and sale of advertising and the sale and distribution of yearbooks. As necessary, students will be expected to stay after school to meet deadlines.

Advanced Journalism – Newspaper Production I (JRN1100)

Grades: 10-12 Credit: 1 GPA Weight: Regular
Prerequisites: *Journalism I* for staff positions,
Photojournalism I for photographer positions
Requires application and sponsor approval

This course allows students to work in all phases of newspaper production: interviewing, writing, editing and designing pages. They will also design and sell advertising (major grade) for each edition of the newspaper. Strong emphasis is placed on writing. Interpretive reporting is emphasized, and a study of libel is undertaken. Students will become proficient in the use of software programs including, but not limited to, Microsoft Word, Photoshop, and Adobe InDesign. Every four weeks at deadlines, students will be expected to work after school several days for about two hours.

Advanced Journalism – Newspaper Production II (JRN1200)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: Advanced Journalism – Newspaper Production I
Requires application and sponsor approval

This course provides further opportunities to practice the journalistic skills learned in the first two years. In addition, students will guide the second-year students in their assumption of production responsibility. While students in this course hold key positions on the school newspaper staff, strong emphasis is placed on individual development in journalistic writing and publications skills. Students will be required to design and sell advertising (major grade) for each edition of the newspaper. Every four weeks at deadlines, students will be expected to work after school several days for about two hours.

Advanced Journalism – Newspaper Production III (JRN1300)

Grade: 12 Credit: 1 GPA Weight: Regular
Prerequisites: Advanced Journalism – Newspaper Production II
Requires application and sponsor approval

This fourth-year course further refines and develops students' journalistic skills as they continue to function in key positions and guide the development of less-experienced editors. Emphasis will be placed on individual writing projects for outside publications and on research into various aspects of the media with a focus on career planning. Students will be required to design and sell advertising for each edition of the newspaper. Students will be expected to work after the normal school day every four weeks at deadlines.

Independent Studies in Journalism – (JRN8000IS)

Grade: 12 Credit: 1 GPA Weight: Regular
Prerequisite: Previous Journalism, counselor approval

Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

Writing

Elective: FHSP; FHSP+Endorsement
May satisfy 4th English Language Arts credit requirement for graduation

Creative Writing (LAE1000)

Grades: 9-12 Credit: 0.5-1 GPA Weight: Regular

Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

Practical Writing (PWR1000)

Grades: 9-12 Credit: 1.0 GPA Weight: Regular

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

ENGLISH ELECTIVES

College Readiness & Study Skills

Elective for: FHSP, FHSP+Endorsement
May satisfy 0.5 credits of 4th ELA requirement for FHSP, FHSP+Endorsement

College Readiness & Study Skills (ENG4206)

Grades: 10-12 Credit: 0.5 GPA Weight: Regular

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

Independent Study in English: Hebrew Scriptures

Elective for: FHSP, FHSP+Endorsement
May satisfy 0.5 credits of 4th ELA requirement for FHSP, FHSP+Endorsement

The Bible in History and Literature (LAE0005)

Grades: 10-12 Credit: 0.5 GPA Weight: Regular

This course is designed to teach the Bible with primary emphasis on the text in order to:

1. Equip the student with a fundamental understanding of the important literary forms contained in the Bible as well as people and symbols often referred to in literature, art and music;
2. Equip the student with a fundamental understanding of the influence of the Bible on history, law, American community life and culture;
3. Give insight into the world views of America's Founding Fathers and to understand the Biblical influences on their views on human rights;
4. Provide a greater knowledge of Middle-Eastern history, geography, religion and politics;
5. Inform students of the importance of religion in world and national history, without imposing the doctrine of any particular religious sect.

SPEECH & DEBATE

Professional Communications

Elective for Speech Requirement of: FHSP; FHSP+Endorsement

Professional Communications (PCO1709) *CTE Course*

Grades: 9-12 Credit: 0.5 GPA Weight: Regular

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.

Debate

Elective for: FHSP+Endorsement
May satisfy local Speech requirement for: FHSP, FHSP+Endorsement

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

Debate I (COM1000)

Grades: 9-12 Credit: 1.0 GPA Weight: Regular

This introductory public speaking course emphasizes debate, research, and argumentation. It is a course for academically capable students who wish to gather material through research and to organize that information into debate briefs for the purpose of building both affirmative and negative cases.

Debate II (COM2000)

Grades: 10-12 Credit: 1.0 GPA Weight: Regular
Prerequisite: Debate I

This course is a continuation of Debate I with emphasis upon refining the skill of writing debate briefs and competing as a member of the Interscholastic Speech and Debate Team. The purpose of this class is to learn the art of competitive speaking. The course will

also include Extemporaneous Speaking and Oratorical speaking and writing. Since this course provides training for interscholastic competition, concentrating on intensive practice, criticism, and self-evaluation. Due to the fact that this course requires interscholastic competition on Fridays and Saturdays, only students who will commit to tournament participation should consider this course.

Debate III (COM3000)

Grades: 11-12 Credit: 1.0 GPA Weight: Regular
Prerequisite: Debate II

This course is a continuation of Debate II with emphasis upon refining the skill of writing debate briefs and competing as a member of the Interscholastic Speech and Debate Team. The purpose of this class is to learn the art of competitive speaking. The course will also include Extemporaneous Speaking and Oratorical speaking and writing. Since this course provides training for interscholastic competition, concentrating on intensive practice, criticism, and self-evaluation. Due to the fact that this course requires interscholastic competition on Fridays and Saturdays, only students who will commit to tournament participation should consider this course.

Debate IV (COM4000)

Grade: 12 Credit: 1.0 GPA Weight: Regular
Prerequisite: Debate III

This course is a continuation of Debate III with emphasis upon refining the skill of writing debate briefs and competing as a member of the Interscholastic Speech and Debate Team. The purpose of this class is to learn the art of competitive speaking. The course will also include Extemporaneous Speaking and Oratorical speaking and writing. Since this course provides training for interscholastic competition, concentrating on intensive practice, criticism, and self-evaluation. Due to the fact that this course requires interscholastic competition on Fridays and Saturdays, only students who will commit to tournament participation should consider this course.

See: Allowable Substitutions section of this document for additional courses which may satisfy the 0.5 credit requirement of Speech for graduation.

MATHEMATICS

Possible Course Sequences in Mathematics

Grade	Course Options						
7	*Algebra I TAP*		*Math 7 TAP*		*Math 7*		
8	*Geometry TAP*		*Algebra I TAP*	*Math 8 TAP*	*Math 8*		
9	*Algebra II TAP*		*Geometry TAP*	*Algebra I TAP*	*Algebra I*		
10	*Precalculus TAP*		*Algebra II TAP*	*Geometry TAP*	*Geometry*		
11	*AP Calculus AB*	*DC Calculus I*	*Precalculus TAP*	*Algebra II TAP*	*Algebra II*		*Math Models*
12	*AP Calculus BC;*	*DC Calculus I,II*	*AP Calculus AB; or DC Calculus I;*	*Precalculus TAP*	*Precalculus; or Statistics;*	*Algebraic Reasoning or College Prep Math*	*Algebra II*
	or						
	DC College Algebra or AP/DC Statistics						
	High ← **College Readiness** → *Low*						

TAP = Tomball Advanced Program; AP = Advanced Placement; DC = Dual Credit

ALGEBRA COURSES

Algebra I

Required for: FHSP, FHSP+Endorsement

Algebra I (MTH1000)

Grade: 9 Credit: 1 GPA Weight: Regular
EOC Exam Required

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

TAP Algebra I (MTH1020Q)

Grade: 9 Credit: 1 GPA Weight: Advanced
EOC Exam Required
Recommended for *Gifted & Talented* students

In TAP Algebra I, students will follow a rigorous curriculum to master linear relationships, number and operations, and proportionality. Students will master linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will master polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Algebra II

Required for: FHSP STEM Endorsement, FHSP Distinguished Level of Achievement
Elective for: FHSP, FHSP+Endorsement

Algebra II (MTH3000)

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisite: Algebra I
Recommended Prerequisite: Geometry

Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

TAP Algebra II (MTH3020Q)

Grades: 9-11 Credit: 1 GPA Weight: Advanced
Prerequisites: Algebra I
Recommended Prerequisite: TAP Geometry
Recommended for *Gifted & Talented* students

In preparing a strong foundation for subsequent AP mathematics courses, students in PAP Algebra II will master quadratic functions, exponential functions, and systems of equations. Students will master logarithmic, square root, cubic, cube root, absolute value,

rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Dual Credit College Algebra (MTH4240D)

MATH 1314 – College Algebra

Grade: 11-12 Credit: 1; College Hours: 3 GPA Weight: Advanced
Prerequisites: Algebra II; enrollment in Lone Star College – Tomball
Location: High School campus

In-depth study and applications of polynomial, rational, radical, absolute value, piecewise- defined, exponential and logarithmic functions, equations, inequalities, graphing skills and systems of equations using matrices. Additional topics such as sequences, series, probability, conics, and inverses may be included.

Algebraic Reasoning

Elective for: FHSP, FHSP+Endorsement
This course satisfies the third or fourth advanced math requirement.

Algebra Reasoning (MTH4300)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisite: Algebra I
Recommended Prerequisite: Geometry

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

GEOMETRY COURSES

Geometry

Required for: FHSP, FHSP+Endorsement

Geometry (MTH2000)

Grades: 9-10 Credit: 1 GPA Weight: Regular
Prerequisite: Algebra I

Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass.

Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles.

Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

TAP Geometry (MTH2020Q)

Grades: 9-10 Credit: 1 GPA Weight: Advanced
Prerequisite: Algebra I (TAP Algebra I recommended)
Recommended for *Gifted & Talented* students

A rigorous course of study, based on the postulates and theorems of Euclid, PAP Geometry is designed to prepare students for a continued study of mathematics leading to preparation for the AP examination in Calculus. Through intense study of logic the student will gain a foundation for advanced mathematics.

Students will master concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. . In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles.

MATH ELECTIVES

Mathematical Models With Applications

Elective for FHSP, FHSP+Endorsement

Mathematical Models with Applications (MTH2100)

Grades 10-11 Credit:1 GPA Weight: Regular
Prerequisite: Algebra I
Recommended Prerequisite: Geometry (or concurrent enrollment)

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

College Preparatory Mathematics

College Preparatory Math (MTH4090)

Grade: 12 Credit:1 GPA Weight: Regular
Prerequisite: Algebra II

This course meets the Math measure for College, Career and Military Readiness (CCMR).

The first semester of this course includes topics in algebraic operations, elementary equations, laws of integer exponents, factoring and radical notation, rational expressions and the Cartesian coordinate system. The second semester includes topics in quadratic equations, radical expressions, graphing linear equations and inequalities in two variables, radical and rational exponent expressions, complex numbers, functional notation, and higher degree polynomials. Successful completion of this course should prepare the student for enrollment in College Algebra.

Financial Mathematics

Elective for: FHSP, FHSP+Endorsement (This course may satisfy a Math credit.)

Financial Math (MTH5300) *CTE Course*

Grade: 11-12 Credit: 1 GPA Weight: Regular
Prerequisite: Algebra I

Financial Mathematics is a course about personal money management in which we will integrate career and post-secondary education planning into financial decision-making. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. It focuses on planning, services for financial and investment planning, banking, and insurance.

PRECALCULUS & CALCULUS COURSES

Precalculus

Elective for: FHSP, FHSP+Endorsement

Precalculus (MTH4000)

Grades: 9-10 Credit: 1 GPA Weight: Regular
Prerequisites: Algebra I, Geometry, Algebra II

Precalculus is the preparation course for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

TAP Precalculus (MTH4020Q)

Grades: 9-10 Credit: 1 GPA Weight: Advanced
Prerequisites: Geometry (TAP Geometry recommended)
Algebra II (TAP Algebra II recommended)
Recommended for *Gifted & Talented* students

This rigorous course is designed to prepare the foundation for Calculus AP. It provides instruction in the following topics: real numbers, trigonometric functions and their graphs. The study of functions is extended to include polynomial, rational, exponential, polar and logarithmic functions, and sequences and series. The course also includes the study of vectors, elementary analysis and presents introductory concepts of limits.

Calculus

Elective for: FHSP, FHSP+Endorsement

AP Calculus AB (MTH5030P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Precalculus (TAP Precalculus recommended)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (MTH5130P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Precalculus (TAP Precalculus recommended)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students who have previously enrolled/earned credit in AP Calculus AB or Dual Credit Calculus I will receive a pass/fail grade for the first semester of AP Calculus BC.

Dual Credit Calculus I (MTH5340D)

Calculus I (MATH2413)

Grades: 11-12 Credit: 1, College Hours: 4 GPA Weight: Advanced
Prerequisites: Precalculus (TAP Precalculus recommended)
Enrollment in Lone Star College – Tomball
Location: High School campus

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.

Dual Credit Calculus I, II (MTH5540D)

Calculus I (MATH2413), Calculus II (MATH2414)

Grades: 11-12 Credit: 1, College Hours: 8 GPA Weight: Advanced
Prerequisites: Precalculus (TAP Precalculus recommended)
Enrollment in Lone Star College – Tomball
Location: High School campus

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. Differentiation and integration of exponential and logarithmic functions, techniques of integration, applications of the definite integral, the calculus of transcendental functions, parametric equations, polar coordinates, indeterminate forms and L'Hopital's Rule, improper integrals, sequences and series.

STATISTICS

Elective for: FHSP, FHSP+Endorsement

Statistics (MTH5200)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: Algebra II

This algebra-based course guides the students building their algebra skills in the statistical setting. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

AP Statistics (MTH5230P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Algebra II (TAP Algebra II recommended)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Dual Credit Statistics (MTH5640D)

Statistics (MATH1342)
Grades: 11-12 Credit: 1, College Hours: 3 GPA Weight: Advanced
Prerequisites: Algebra II (TAP Algebra II recommended)
Enrollment in Lone Star College – Tomball
Location: High School campus

This course covers collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

SCIENCE

BIOLOGY COURSES

One credit required for: FHSP, FHSP+Endorsement

Biology (SCI1000)

Grade: 9 Credit: 1 GPA Weight: Regular
EOC Exam Required

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

TAP Biology (SCI1020Q)

Grade: 9 Credit: 1 GPA Weight: Advanced
EOC Exam Required
Recommended for *Gifted & Talented* students

TAP Biology is a course for students who plan to enter science careers and take AP science classes. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in TAP Biology master a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. This rigorous course in biology will emphasize the biochemical processes of life, molecular and classical genetics, cell biology, and all kingdoms of Life including physiology of plants and animals

AP Biology (SCI5030P)

Grades: 10-12 Credit: 1 GPA Weight: Advanced
Recommended Prerequisites: TAP Biology
TAP Chemistry
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

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.

The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Dual Credit Biology (SCI5240D)

Biology I for Science Majors (BIOL 1406)
Biology II for Science Majors (BIOL 1407)
Grades: 11-12 Credit: 1, College Hours: 8 GPA Weight: Advanced
Prerequisites: Biology (TAP Biology recommended)
Chemistry (TAP Chemistry recommended)
Enrollment in Lone Star College – Tomball
Location: High School campus

A contemporary course including applications of the scientific method, cellular and molecular biology, biochemistry, classical and human genetics, virology and mechanisms of evolution. It includes a detailed survey of the major phylogenetic lineages. This includes a comparison of the systems of different organisms. Ecological roles and relationships, as well as behavior of organisms, will be integrated throughout.

Integrated Physics and Chemistry (IPC)

Science Elective for: FHSP, FHSP+Endorsement

Integrated Physics and Chemistry (IPC) (SCI1100)

Grades: 9-10 Credit: 1 GPA Weight: Regular
Prerequisite: Algebra I or concurrent enrollment

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

CHEMISTRY COURSES

1 credit required for: FHSP STEM Endorsement, and Multidisciplinary 4x4 Pathway
Science Elective for: FHSP, other FHSP+Endorsement

Chemistry (SCI3000)

Grades: 10-12 Credit: 1 GPA Weight: Regular
Prerequisites: Algebra I, Biology

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, 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.

TAP Chemistry (SCI3020Q)

Grades: 10-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Algebra I (TAP Algebra I recommended)
Biology (TAP Biology recommended)
Geometry or concurrent enrollment (TAP Geometry recommended)
Recommended for *Gifted & Talented* students

This course is designed for students planning to take Chemistry AP and intending to enter a career in medicine, chemistry, or chemical engineering. Students are expected to complete homework assignments daily and have strong study skills. Mathematical applications and logical thinking skills are stressed throughout the course. Students study

a variety of topics that 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.

AP Chemistry (SCI5130P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Chemistry (PAP Chemistry recommended)
Algebra II (PAP Algebra II recommended)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

The AP Chemistry course provides students with a college-level foundation to support future advanced course work 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.

Dual Credit Chemistry (SCI5540D)

General Chemistry I (CHEM 1411); General Chemistry II (CHEM 1412)
Grades: 11-12 Credit: 1, College Hours: 8 GPA Weight: Advanced
Prerequisites: Chemistry (PAP Chemistry recommended)
Algebra II or PAP Algebra II recommended
Enrollment in Lone Star College – Tomball
Location: High School Campus

Topics include a mathematical introduction (metric system, significant figures and scientific notation), discussion of atoms, molecules and ions, stoichiometry, electronic structure, periodic relationships, bonding, molecular geometries and properties of gases, liquids, solids and solutions, reviewing solutions and including studies in kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry and an introduction to various other areas of chemistry. Appropriate laboratory experiments are included. Appropriate lab experiments are included.

PHYSICS COURSES

1 credit required for: FHSP STEM Endorsement, and Multidisciplinary 4x4 Pathway
Science Elective for: FHSP, other FHSP+Endorsement

Physics (SCI4000)

Grades: 10-12 Credit: 1 GPA Weight: Regular
Prerequisite: Biology
Algebra II (or concurrent enrollment),

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

AP Physics 1 (SCI5430P)

Grades: 10-12 Credit: 1 GPA Weight: Advanced
Prerequisite: Biology (PAP Biology recommended)
Algebra II or concurrent enrollment (PAP Algebra II recommended)
Recommended Prerequisite: Precalculus or concurrent enrollment
(PAP Precalculus recommended)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. 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.

AP Physics 2 (SCI5530P)

Grades: 10-12 Credit: 1 GPA Weight: Advanced
Prerequisite: AP Physics 1
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric 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 apply the science practices.

AP Physics C: Electricity and Magnetism (SCI5630P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisite: Physics (AP Physics I recommended)
Calculus (or concurrent enrollment)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

The Physics C: Electricity and Magnetism course 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 Physics C: Mechanics (SCI5730P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisite: Physics (AP Physics I recommended)
Calculus (or concurrent enrollment)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is 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.

SCIENCE ELECTIVES

Anatomy & Physiology (SCI4240) *CTE Course*

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: Biology, Chemistry
Course Fee: See appendix for course fee

In Anatomy and Physiology, students 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 study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. The student conducts investigations, for at least 40% of instructional time, using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom.

Dual Credit Anatomy and Physiology (SCI4240D)

Human Anatomy & Physiology I (BIOL 2401)
Grades: 11-12 Credit: 1, College Hours: 4 GPA Weight: Advanced
Prerequisites: Biology (PAP Biology recommended)
Chemistry (PAP Chemistry recommended)
Enrollment in Lone Star College – Tomball
Location: High School Campus
Course Fee: See appendix for course fee

A study of the structure and function of the human body. Emphasis will be given to the study of cells and tissues and anatomical and physiological interrelationships of the integumentary, skeletal, muscular, and nervous systems. Designed primarily for students entering health careers.

Forensic Science (SCI6600) *CTE Course*

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: Biology, Chemistry

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Aquatic Science (SCI6100)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: Biology

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 fresh water 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.

Environmental Systems (SCI6500)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Recommended Prerequisites: Biology, IPC or Chemistry

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

AP Environmental Science (SCI6530P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Biology (TAP Biology recommended)
Chemistry (TAP Chemistry recommended)
Algebra I
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

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.

Earth and Space Science (SCI6400)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Recommended Prerequisites: Physics, Algebra II (or concurrent Algebra II)

In Earth and Space Science, students conduct laboratory and field investigations, use scientific reasoning during investigations, and make informed decisions using critical thinking and scientific problem solving. This course will require students to develop understandings of Earth's system in space and time, solid Earth, and fluid Earth. Using physical, mathematical and conceptual models, students investigate knowledge of systems, energy and relevance throughout each of the themes.

SOCIAL STUDIES

GEOGRAPHY COURSES

WORLD GEOGRAPHY

Required for: FHSP, FHSP+Endorsement if not credited for World History

World Geography (HIS1000)

Grades: 9-10 Credit: 1 GPA Weight: Regular

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

TAP World Geography (HIS1020Q)

Grades: 9-10 Credit: 1 GPA Weight: Advanced
Recommended for *Gifted & Talented* students

In addition to the basic course content, this advanced version of World Geography prepares students for the rigors of AP World History and the AP World History Exam through a physical and cultural approach to the geopolitical structures underlying world events. Students master landforms, borders, climate zones, and human elements such as cultural geography, economic and political regions, and the impact geography on human history.

AP Human Geography (HIS1530P)

This course may satisfy the World Geography credit for the FHSP.

Grades: 9-12 Credit: 1 GPA Weight: Advanced
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

WORLD HISTORY STUDIES

Required for: FHSP, FHSP+Endorsement if not credited for World Geography

World History (HIS2000)

Grades: 10-11 Credit: 1 GPA Weight: Regular

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

AP World History (HIS2030P)

Grades: 10-11 Credit: 1 GPA Weight: Advanced
Recommended Prerequisite: TAP World Geography
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

AP European History (HIS2130P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Course does NOT substitute for World History
Recommended Prerequisite: TAP World Geography or other TAP/AP course
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

UNITED STATES HISTORY

Required for: FHSP, FHSP+Endorsement

United States History Since 1877 (HIS3000)

Grade: 11 Credit: 1 GPA Weight: Regular

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP United States History (HIS3130P)

Grade: 11 Credit: 1 GPA Weight: Advanced
Recommended Prerequisite: AP World History or other TAP/AP course
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Dual Credit United States History (HIS3140D)

HIST 1301 – United States History to 1877
HIST 1302 – United States History since 1877

Grade: 11-12 Credit: 1; College Hours: 6 GPA Weight: Advanced
Recommended Prerequisite: TAP World Geography or AP World History
Enrollment in Lone Star College – Tomball
Location: High School Campus

During the first semester, this course is a survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. During the second semester, students master U.S. history from 1877 to the present. Topics include western expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. Another purpose of this course is to introduce students to the skills and practices of history.

GOVERNMENT

United States Government

Required for: FHSP, FHSP+ Endorsement

United States Government (HIS4005)

Grade: 12 Credit: 0.5 GPA Weight: Regular
Prerequisite: US History

Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.

AP United States Government & Politics (HIS4035P)

Grade: 12 Credit: 0.5 GPA Weight: Advanced
Prerequisite: US History (AP US History recommended),
Recommended Prerequisite: AP World History
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Dual Credit United States Government (HIS4145D)

GOVT 2305 – Federal Government
Grade: 12 Credit: 0.5; College Hours: 3 GPA Weight: Advanced
Recommended Prerequisite: AP World History
Prerequisite: United States History (DC US History)
Enrollment in Lone Star College – Tomball
Location: High School Campus

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.

Economics and Financial Literacy

Economics required for: FHSP, FHSP+ Endorsement

Economics: Free Enterprise System and Its Benefits (HIS4006)

Grade: 12 Credit: 0.5 GPA Weight: Regular
Prerequisite: US History

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy.

AP Macroeconomics (HIS4036P)

Grade: 12 Credit: 0.5 GPA Weight: Advanced
Recommended Prerequisite: AP World History
Prerequisite: US History (AP or DC US History recommended)
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Dual Credit Macroeconomics (HIS4046D)

ECON 2301 – Macroeconomics
Grade: 12 Credit: 0.5; College Hours: 3 GPA Weight: Advanced
Recommended Prerequisite: AP World History
Prerequisite: United States History (AP or DC US History)
Enrollment in Lone Star College – Tomball
Location: High School Campus

A study of macroeconomic principles. Analysis of the market economy; national income accounting; income determination; stabilization policies; monetary and fiscal policy; money and banking; demand and supply-side economics; monetarist vs. Keynesian view; inflation theories such as distinction between demand-pull and cost-push theories, Phillips curve analysis; labor market; and determination of unemployment rate.

Personal Financial Literacy (HIS4106)

Grades: 10-12 Credit: 0.5 GPA Weight: Regular
This course may satisfy the 0.5 Economics credit requirement for the FHSP.

Personal Financial Literacy is designed to teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

SOCIAL SCIENCES

Sociology

Elective credit for FHSP, FHSP+Endorsement

Sociology (PSY1006)

Grades: 11-12 Credit: 0.5 GPA Weight: Regular

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

Psychology

Elective for FHSP, FHSP+Endorsement

Psychology (PSY1005)

Grades: 11-12 Credit: 0.5 GPA Weight: Regular

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

AP Psychology (PSY1135P)

Grades: 11-12 Credit: 0.5 GPA Weight: Advanced
AP Exam required for possible college credit
Recommended for *Gifted & Talented* students

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

SPECIAL TOPICS

Through Special Topics in Social Studies, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

World Religions

Elective for: FHSP, FHSP+Endorsement

World Religions (HIS5006 / HIS5008)

Grades: 11-12 Credit: 0.5 GPA Weight: Regular

This course will provide students the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural and social forces that have shaped their lives and the world through religion. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives of religion. The content will focus, but not limited to, the six primary world religions. These are Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism.

Current Events

Elective for: FHSP, FHSP+Endorsement

Current Events (HIS5005 / HIS5007)

Grades: 11-12 Credit: 0.5 GPA Weight: Regular

This course will provide students the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural and social forces that have shaped their lives and the world through current issues and events. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives of current events. The content will focus, but not limited to, the primary issues and events locally, nationally and internationally.

LANGUAGES OTHER THAN ENGLISH (Foreign Language)

Required for FHSP, FHSP+Endorsement(s)

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

Note on Upper Level Advanced Placement (AP) Courses in World Languages and Cultures

The AP World Languages and Cultures program features courses and exams. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational), defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners, are foundational to the AP World Languages and Cultures courses.

Students who complete an AP World Languages course are required to take the corresponding AP Exam for possible college credit and/or placement.

FRENCH

French I (FRN1000)

Grades 9-12 Credit: 1 GPA Weight: Regular

This course develops the necessary skills to listen, speak, read, and write about situations relevant to everyday life. Grammar includes present and past tenses of regular and irregular verbs, commands, and basic prepositions. This course also includes basic vocabulary, expressions, and idioms. French I emphasizes oral and written proficiency. Students will acquire cultural awareness. Students should expect homework as well as outside projects. *A dictionary is recommended.*

French II (FRN2000)

Grades 10-12 Credit: 1 GPA Weight: Regular
Prerequisite: French I

This course provides opportunities for students to use the French Language at an intermediate level. Intermediate grammar includes the completion of simple past tense, the introduction of imperfect and future tenses, agreement of adjectives, more complex idioms, direct and indirect object pronouns, reflexive verbs, as well as extending the study of vocabulary. Students will continue their cultural study. Students will have an introduction to French literature. Students should expect homework. We will continue to work on both oral and written proficiency. *A dictionary is recommended.*

French II TAP (FRN2020Q)

Grades 10-12 Credit: 1 GPA Weight: Advanced
Prerequisites: French I
Recommended for *Gifted & Talented* students

This course provides enhanced opportunities to study the areas of French grammar, vocabulary, and literature. Grammar will include the areas of past tense (passe compose, imparfait) and future tenses, an advanced adjective study, direct and indirect object pronouns. Advanced speaking, reading, writing skills will be explored. Students should expect homework as well as outside projects. *A dictionary is required.*

French III TAP (FRN3020Q)

Grades 10-12 Credit: 1 GPA Weight: Advanced
Prerequisites: French II (TAP French II recommended)
Recommended for *Gifted & Talented* students

Advanced grammar at this level includes study of present and past conditional, pluperfect, and future perfect. Other areas of advanced grammar include: conditional sentences, relative pronouns, advanced idioms, advanced use of prepositions and constructions after prepositions. Advanced writing, reading, speaking, and comprehension skills are emphasized. Literature and situational readings from many sources will be provided. Students will work with sample placement tests. Advanced oral and written proficiencies are targeted. Homework and outside projects should be expected. *A dictionary is recommended.*

French IV [AP French Language and Culture] (FRN4030P)

Grades 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: French III (TAP recommended)
AP exam required for possible college credit
Recommended for *Gifted & Talented* students

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

GERMAN

German I (GRM1000)

Grades 9-12 Credit: 1 GPA Weight: Regular

This course develops the necessary skills to listen, speak, read, and write about situations relevant to everyday life. Grammar includes present tense of regular and irregular verbs, case, commands and accusative prepositions. This course also includes basic vocabulary, daily expressions, and idioms. German I emphasizes oral and written proficiency. Cultural study is emphasized with each unit studied.

German II (GRM2000)

Grades 10-12 Credit: 1 GPA Weight: Regular
Prerequisite: German I

This course provides opportunities for students to use the German Language at a more complex level. Advanced grammar presentations include the introduction of the perfect and future tenses, agreement of adjectives, more complex use of idioms, accusative and dative case, reflexive verbs as well as continuing the study of vocabulary. Cultural study continues and is integrated into each unit. Students continue to work on both oral and written proficiency.

German II TAP (GRM2020Q)

Grades 10-12 Credit: 1 GPA Weight: Advanced
Prerequisites: German I
Recommended for *Gifted & Talented* students

In the second year students continue with the sequel text, Deutsch Aktuell 2. Emphasis continues to be placed on conversation and comprehension, as students master sentence structure and expand the vocabulary encountered in a teenager's life. Use of videos and films continues as students learn the German language and culture. This course provides students with multiple opportunities to improve their basic communicative level, to further their insights into cultures other than their own, to improve their understanding of their own language and culture, to access knowledge from other disciplines using the target language, and to participate in the global community in meaningful ways. Assignments range from posters, skits, poetry dramatization, journal writing, and booklets, to research papers. In addition to the content listed above, German II PAP students will read short stories and authentic texts, either print or internet-based, beyond those featured in the textbook. They will also begin preliminary work designed to prepare them for the AP German test, which they are expected to take in German IV AP.

German III TAP (GRM3020Q)

Grades 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: German II (TAP German II recommended)
Recommended for *Gifted & Talented* students

Advanced grammar at this level includes study of the imperfect tense, the study of present and past conditional imperfect tenses, genitive case, reflexive pronouns, and passive voice. Refinements in composition skills will also be stressed. Advanced reading, speaking, and comprehension skills are emphasized. Literature and situational readings from many sources will be provided. Oral and written proficiency continue to be emphasized.

German IV [AP German Language and Culture] (GRM4030P)

Grades 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: German III TAP
AP exam required for possible college credit
Recommended for *Gifted & Talented* students

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

SPANISH

Spanish I (SPN1000)

Grades 9-12 Credit: 1 GPA Weight: Regular

This course begins with the basic phonetic pronunciation and grammatical rules in Spanish. Students will learn common vocabulary words including numbers, days, months, colors, and terms associated with family, home, food, clothing, weather, sports, and time. The students will learn proper verb conjugation utilizing the present tense. They will be introduced to other tenses through conversational activities. Students will be required to work on vocabulary acquisition outside the classroom. This course provides opportunities for students to listen and read with understanding, speak with correct pronunciation, write in Spanish, and understand how languages are interrelated.

Oral proficiency is a major goal. Students will experience the culture of Spanish speaking countries. *Mandatory materials required in class daily are textbook, workbook and binder. *Students must promptly replace through purchase any missing textbook or workbook to ensure academic success.*

Spanish II (SPN2000)

Grades 9-12 Credit: 1 GPA Weight: Regular
Prerequisites: Spanish I

This course is a continuation of Spanish I with emphasis of basic grammar and real-life situational vocabulary with correct pronunciation. Correct pronunciation and intonation will be an expectation of the course. Students will be required to speak in Spanish as a significant portion of their major grade and have knowledge of the present tense of ar, er, and ir verbs. Students must be able to read selections in Spanish for comprehension, write selected dialogues, and give oral reports. The Internet and current publications may be used to research culture and history for each country studied. Students will be expected to work on vocabulary acquisition outside the classroom. *Mandatory materials required daily in class are textbook, workbook, and notebook. A Spanish dictionary is recommended.*

Spanish II TAP (SPN2020Q)

Grades 9-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Spanish I
Recommended for *Gifted & Talented* students

This course is a continuation of Spanish I with emphasis on basic grammar and real-life situation vocabulary with correct pronunciation. In addition, this course is designed to prepare students who will continue with Spanish III PAP, Spanish IV AP and who will be taking the Spanish AP test. This course is best suited for those students who have completed a two-year Spanish I program or students with very strong Spanish I skills. This course will be taught at a more rigorous pace than regular Spanish II and will be taught in Spanish the majority of the time. Students will be required to speak in Spanish as a significant portion of their major grade. Students must be able to read selections in Spanish for comprehension, write selected dialogues and give oral reports. The student will master new verb tenses, complex grammatical structures beyond what is taught in regular Spanish II and practice AP skills. Students will be expected to work on vocabulary acquisition outside of class. *Mandatory materials required in class daily are textbook, workbook, and notebook. Students must promptly replace through purchase any missing textbook or workbook to ensure academic success. Participation in the Spanish Honor Society is strongly encouraged. A Spanish dictionary is recommended.*

Spanish III (SPN3000)

Grades 9-12 Credit: 1 GPA Weight: Regular
Prerequisites: Spanish II

Course content will be taught at a more rigorous pace than previous levels. The student will master new verb tenses and complex grammatical structures. Students will read Spanish short stories, write short essays, and create oral presentations. Extensive use of Spanish is a requirement of this course. Vocabulary acquisition and additional assignments will be completed outside the classroom. The Internet and current publications will be used to research the culture and history of countries studied. *A dictionary is required for this course.*
*The students are required to bring their textbook, workbook, dictionary and writing materials to class everyday. *Students must promptly replace, through purchase, any missing textbook or workbook to ensure academic success. Participation in the Spanish Honor Society is strongly encouraged.*

Spanish III TAP (SPN3020Q)

Grades 9-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Spanish II (PAP Spanish II recommended)
Recommended for *Gifted & Talented* students

This course is designed for students who will continue with Spanish IV AP or with course work at the college level. Course content will be taught at a more rigorous pace than previous levels. The student will master new verb tenses and complex grammatical structures. Students will read Spanish short stories, write short essays, and create oral presentations. Rigorous and extensive use of Spanish is a requirement of this course. Vocabulary acquisition and additional assignments will be completed outside the classroom. The Internet and current publications will be used to research the culture and history of countries studied. *Participation in the Spanish Honor Society is strongly encouraged. A dictionary is required for this course.* This course must be taken at the High School campus.

Spanish IV [AP Spanish Language and Culture] (SPN4030P)

Grades 10-12 Credit: 1 GPA Weight: Advanced
Prerequisites: Spanish III (PAP Spanish III recommended)
AP exam required for possible college credit
Recommended for *Gifted & Talented* students

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). A Spanish dictionary is required. Participation in the Spanish Honor Society in a capacity of leadership is strongly encouraged.

Spanish V [AP Spanish Literature and Culture] (SPN5030P)

Grades 11-12 Credit: 1 GPA Weight: Advanced
Prerequisites: AP Spanish IV
AP exam required for possible college credit
Recommended for *Gifted & Talented* students

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) A Spanish dictionary is required. Participation in the Spanish Honor Society in a capacity of leadership is strongly encouraged.

Spanish I and TAP Spanish II for Native Speakers (SPN6001/SPN6022Q)

Grades 9-12 Credit: 1 (Span I) GPA Weight: Regular
Credit: 1 (TAP Span II) GPA Weight: Advanced

This course is designed for the native Spanish-speaking students who are conversant in their native language but need improvement in the grammatical and writing skills. Emphasis will be placed on reading, writing, and higher order thinking skills. Course work will be done at an accelerated pace, covering two years of regular Spanish work in one year and receiving two high school credits. Students are required to bring all their class materials to every class.

TAP Spanish III and AP Spanish IV for Native Speakers (SPN6101Q / SPN6102P)

Grades 9-12 Credit: 2 GPA Weight: Advanced
AP exam required for possible college credit

This course is designed for the native Spanish-speaking students who have successfully completed Spanish I,II for Native Speakers or its equivalent. A continued emphasis will be placed on grammatical reading, writing, and higher order thinking skills. Course work will be done at an accelerated pace and include required supplementary readings and analytical compositions. A summer assignment will be given out before the end of the previous school year and will be completed before the beginning of the fall semester. *A Spanish dictionary is required. Participation in the Spanish Honor Society in a capacity of leadership is strongly encouraged.*

HEALTH, PHYSICAL EDUCATION & ATHLETICS

HEALTH EDUCATION

District local requirement for graduation (0.5 credits)

The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision-making. The standards will help students reinforce, foster, and apply positive character traits.

Please see the Tomball ISD Student Handbook for information regarding parental opt-in for certain topics related to human sexuality, child abuse, family violence, dating violence, and sex-trafficking.

Health I (HLT1103)

Grades: 9-12 Credit: 0.5 units GPA Weight: Regular

Students will gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

Your Health and the Real World (HLT1105)

Grades: 9-12 Credit: 0.5 units GPA Weight: Regular

Living your best life is understanding how to navigate the health care system. The objective of this course is to empower students and their families to sustain or improve their quality of life as it relates to their own health and the health of their community. To achieve this objective, students will understand health care terminology as it relates to insurance and public health. Further, students will acquire the knowledge and skills needed to utilize community, state, and federal health care services and related resources.

PHYSICAL EDUCATION

FHSP+Endorsement

Lifetime Fitness and Wellness Pursuits (PEL1100)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

Lifetime Recreation and Outdoor Pursuits (PEL1200)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular

The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

Off Campus Physical Education

(Year 1-PED9007/8, Year 2-PED9207/8, Year 3-PED9307/8, Year 4-PED9407/8)

Grades: 9-12 Credit: 0.5-4 Credits GPA Weight: Regular
Prerequisites: District approved application for student and off campus provider

Category 1 leads to Olympic level participation and/or competition and the student must be enrolled in a private or commercially sponsored activity that includes at least 15 hours per week of highly intense, professionally supervised training. Students may be dismissed from school for one period. Category 2 requires that the student be enrolled in a private or commercially sponsored activity that includes at least 5 hours per week and the student may not be dismissed from school for any part of the school day. Forms are available from the student's counselor and online at the link below. Applications must be submitted by the deadlines: May 15 for the fall semester or year and by December 15 for the spring semester only.

Link to application: https://www.tomballisd.net/apps/pages/index.jsp?uREC_ID=307491&type=d&pREC_ID=1922137

CHEERLEADING

Cheerleading I (ATC2000)

Grades: 9-12 Credit: 1 PE unit GPA Weight: Regular
Prerequisites: Tryout, physical exam
Course Fee: see sponsor
(PE Substitution)

This class is designed to give cheerleaders time to plan, organize and promote school spirit. During class, the cheerleaders also are involved in fitness training, gymnastics training and preparation for performances and competitive events. Estimated costs of uniforms and related student expenses are available at the time of try outs. A physical is required prior to participation.

Cheerleading II-IV (ATC2100, 2105/6, 2107/8)

Grades: 9-12 Credit: 1 **local** GPA Weight: Regular
Prerequisites: Tryout, physical exam
Course Fee: see sponsor

This class is designed to give cheerleaders time to plan, organize and promote school spirit. During class, the cheerleaders also are involved in fitness training, gymnastics training and preparation for performances and competitive events. Estimated costs of uniforms and related student expenses are available at the time of try outs. A physical is required prior to participation.

ATHLETICS

See the Physical Education section of the Graduation Plans at the front of the Course Selection Guide for equivalent and credit information. The TISD Athletic Department charges each athlete, 7th – 12th grades, an Activity Fee of $20.00. The activity fee is collected at the beginning of each school year and is used to defray the cost of transportation to contest and security. This activity fee is non-refundable after the tenth class meeting, and report cards will be held until it is paid. Athletes must also pass a physical each year and have an official UIL medical form on file to be eligible to participate. Physicals are performed on campus each year for approximately $25, or you can take the official form to your physician for completion.

Baseball I-IV (ATB1000, ATB1100, ATB1105/6, ATB1107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is geared to the conditioning and preparation of the individual athlete to compete in an extracurricular baseball program. Before the season starts, this period will be used as an off-season training class. This involves weight lifting, conditioning exercises and individual skills pertaining to baseball. During the season this time will be used for meetings and preparation for work. A physical is required prior to participation.

Basketball I-IV

Boys: (ATB2000, ATB2100, ATB2105/6, ATB2107/8)
Girls: (ATG1000, ATG1100, ATG1105/6, ATG1107/8)

Grades: 9-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Tryout, physical exam, instructor approval
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is an opportunity for students to display their abilities, team play, and sportsmanship in an organized sport while fulfilling the physical education requirement. During the off season, emphasis is placed on basketball fundamentals, terminology, and strengthening of the body by weight lifting, jumping drills and cross country running. During basketball season, the athletic period is spent in preparation for the upcoming opponents through team workouts. This class is for participation in UIL contests, and requires after school practice. A physical is required prior to participation.

Cross Country I-IV (ATC1000, ATC1100, ATC1105/6, ATC1107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is designed to fulfill physical education requirements for students participating in cross country in the fall semester. This period will be used to perform the running of cross country workouts and conditioning programs. This program is designed to allow participation in UIL Cross Country Meets through the fall semester. A physical is required prior to participation.

Football I-IV (ATB3000, ATB3100, ATB3105/6, ATB3107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is a UIL sport and will require after school practice throughout the school year. Football is designed to fulfill the regular physical education requirements for those students involved in football. During the football season, the period will be used for team meetings, practice preparation, medical treatment, and specialty practice. After the season, this period will be used as an off-season training class involving weight lifting, individual football skills and conditioning exercises. After school practice and game participation is required. Practices will also include some Saturdays, and days prior to the start of the regular school year. A physical is required prior to participation.

Golf I-IV (ATC6000, ATC6100, ATC6105/6, ATC6107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This is a UIL sport that will require practice after school only. See Golf Coach for further information. A physical is required prior to participation.

Soccer I-IV

Boys: (ATB4000, ATB4100, ATB4105/6, ATB4107/8)
Girls: (ATG2000, ATG2100, ATG2105/6, ATG2107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is a UIL sport and will require after school practice throughout the soccer season. Soccer is designed for students who are serious about improving their soccer skills. The class focuses on the basic principles, rules, and styles of play. The class time is divided into three components: individual skill work, team play, and conditioning. A physical is required prior to participation.

Softball I-IV (ATG3000, ATG3100, ATG3105/6, ATG3107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is a UIL sport and will require after school practice during the Spring semester. In the Fall semester, the period will be used as an off-season training class. This involves weight lifting, conditioning, exercises, and individual skills pertaining to softball. A skills test will be given at the end of the 2nd six weeks to determine a student's placement for the Spring semester. During the Spring semester, this period of time will be used for team meetings, preparation for practice, medical treatment and extra individual work. Participation in the athletic class does not secure a position on the team. This activity is designed for UIL contests. A physical is required prior to participation.

Swimming I-IV (ATC3000, ATC3100, ATC3105/6, ATC3107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is open to students interested in competitive swimming. It is a UIL sport and will require practice outside the school day throughout the year. Experience with competitive swimming is recommended but not required. Practices will be held at the Tomball Aquatic Center. A physical is required prior to participation.

Tennis I-IV (ATC4000, ATC4100, ATC4105/6, ATC4107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is required for all members of the tennis team and is a UIL sport and will require practice outside the school day throughout the year. The Fall semester consists of team tennis, where there are Varsity and Junior Varsity teams. The Spring semester consists of individual tournaments for Varsity, JV, and Freshmen. A physical is required prior to participation.

Track I-IV

Co-Ed: (ATC1300, ATC1400, ATC1405/6, ATC1407/8)
Boys: (ATB1300, ATB1400, ATB1405/6, ATB1407/8)
Girls: (ATG1300, ATG1400, ATG1405/6, ATG1407/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

Track practice will be completed after school hours and students will participate in after-school-hours UIL track meets. See Track Coach for further information. A physical is required prior to participation.

Volleyball I-IV (ATG4000, ATG4100, ATG4105/6, ATG4107/8)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Tryout, Physical exam
Course Fee: see course fee table in appendix
(PE Substitution Available)

This course is a UIL sport and will require after school practice in the fall semester during the competition season. The Spring semester is geared to the conditioning and preparation of the individual athlete to compete in an extracurricular volleyball program. Fundamental skills, terminology, team strategy and game preparation are stressed. A physical is required prior to participation.

Trainer I-IV (ATC5020, ATC5120, ATC5220, ATC5320)

Grades: 9-12 Credit: 0.5-1 unit GPA Weight: Regular
Prerequisites: Application, Physical exam
Course Fee: see course fee table in appendix

This is a specialized athletics class related to the health care and safety of athletes during class, practice, and games.

FINE ARTS

One credit required for FHSP, FHSP+Endorsement(s)

The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

ART

Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

Art Sequence	9th Grade	10th Grade	11th Grade	12th Grade
Sculpture	Art I	Art II: Sculpture	Art III TAP: 3-D (Sculpture)	AP Studio Art: 3-D Design
Drawing & Design	Art I	Art II: Drawing & Design	TAP Art III: 2-D (Drawing and Design)	AP Studio Art: Drawing Portfolio
Digital Media	Art I	Art II: Digital Art and Media I	TAP Art III: Digital Art and Media II	AP Studio Art: 2-D Design

Art I (ART1000)

Grade Placement: 9-12 Credit: 1 unit GPA Weight: Regular
Course Fee: see course fee table in appendix

This introductory course offers the beginning art student a general survey of studio art. A variety of media and techniques will be explored throughout the year including drawing, printing, painting, sculpture, ceramics, and design. It also includes art history, the cultural influences of art, and career opportunities in art.

Art II – Drawing (ART2000)

Grade Placement: 10-12 Credit: 1 unit GPA Weight: Regular
Prerequisite: Art I
Course Fee: see course fee table in appendix

In this developmental level course, proficient students enhance and refine their natural abilities through exploration of various art processes, procedures, theories, and historical movements. Activities allow student participants to acquire knowledge, improve skills, and experiment with concepts as they relate to the elements and principles of art in preparation for the Advanced Placement Art program.

Art II – Sculpture (ART2100)

Grade Placement: 10-12 Credit: 1 unit GPA Weight: Regular
Prerequisite: Art I
Course Fee: see course fee table in appendix

In this developmental level course, students explore various art processes, procedures, theories, and historical movements as they apply to form. Participants acquire knowledge, improve skills, and experiment with concepts as they relate to the elements and principles of art in a three-dimensional application. Both additive and subtractive methods of sculpting are used in the construction of original artwork. The course is designed to prepare students for the Advanced Placement Art program. Materials may include wire, clay, stone, wood, glass, paper, and found objects.

Art II – Digital Art and Media I (ART2200)

Grade Placement: 10-12 Credit: 1 unit GPA Weight: Regular
Prerequisite: Art I
Course Fee: see course fee table in appendix

To be prepared for a growing digital culture, students will attain academic skills and knowledge about Adobe Creative Cloud products, specifically Adobe Photoshop, through practical and hands-on activities in class. Using critical thinking skills, analysis, critical writing and practice, students will apply the skills and knowledge of the tools and tricks of Adobe products to create original images, with an emphasis on creating fine art images. This class includes but is not limited to the use of digital painting, composite art, basic photography and terms, and photo manipulation. Students are expected to participate in various art shows and portfolio reviews throughout the year.

Art III Drawing TAP (ART3020Q)

Grade Placement: 11-12 Credit: 1 unit GPA Weight: Advanced
Prerequisites: Art II or Teacher Approval with portfolio review
Course Fee: see course fee table in appendix
Recommended for *Gifted & Talented* students

This accelerated course focuses on developing technique in a variety of areas including drawing, painting, collage and mixed media. Emphasis will be on developing compositional skills using the art elements (line, shape, color, value, texture, space) to enhance the principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships). Expression of the student's individual creativity will be encouraged. Student will demonstrate his/her accomplishments through a portfolio or work.

Art III Sculpture TAP (ART3120Q)

Grade Placement: 11-12 Credit: 1 unit GPA Weight: Advanced
Prerequisite: Art II or Teacher Approval with portfolio review
Course Fee: see course fee table in appendix

This course is an advanced art class designed for the student interested in studying in-depth three-dimensional form. Advanced additive and subtractive methods will be explored as students continue to strengthen design skills and emphasis on form. All projects are designed to strengthen and develop the student's portfolio and may be used as a significant portion of the AP portfolio produced in the AP 3D Design course.

Art III Digital Art and Media TAP (ART3220Q)

Grade Placement: 11-12 Credit: 1 unit GPA Weight: Advanced
Prerequisite: Art II or Teacher Approval with portfolio review
Course Fee: see course fee table in appendix

Building on skills learned in the previous class, students will enhance academic skills and knowledge about Adobe Creative Cloud products, specifically Adobe Photoshop, through practical and hands-on activities in class. This class is a computer art class where students develop and execute student-led assignments and teacher-led assignments, demonstrating mastery of the digital art programs. Students will cultivate a research sketchbook and a digital portfolio to prepare them for future pursuits in digital and graphic arts. Students are expected to participate in various art shows and portfolio reviews throughout the year.

Art IV - AP Studio Art: Drawing Portfolio (ART4030P)

Grade Placement: 11-12 Credit: 1 unit GPA Weight: Advanced
Prerequisites: TAP Art III, and/or Teacher Approval with Portfolio review
AP Exam required for possible College Credit
Course Fee: see course fee table in appendix

The course is designed to address a very broad interpretation of drawing issues and media, such as line, form, composition, surface manipulation and illusion of depth. Drawing issues will be addressed through a variety of media, which include painting, illustration, printmaking and mixed media. The course guidelines are based on the College Board AP portfolio requirements and work should show evidence of conceptual, perceptual, expressive, and technical range in drawing. Submission of a portfolio in May is mandatory to receive AP credit.

Art IV - AP Studio Art: 3-D Design Portfolio [Sculpture] (ART4130P)

Grade Placement: 11-12 Credit: 1 unit GPA Weight: Advanced
Prerequisites: TAP Art III, and/or Teacher Approval with Portfolio review
AP Exam required for possible College Credit
Course Fee: see course fee table in appendix

This course is designed to offer students an opportunity to produce a portfolio that demonstrates proficiency in 3D Design using skills learned from previous sculpture courses while developing their own style. All projects and works of art are designed to strengthen and develop the students' portfolio. The course guidelines are based on the Advanced Placement portfolio requirements.

Art IV - AP Studio Art: 2-D Design Portfolio (ART4230P)

Grade Placement: 11-12 Credit: 1 unit GPA Weight: Advanced
Prerequisites: TAP Art III, and/or Teacher Approval with Portfolio review
AP Exam required for possible College Credit
Course Fee: see course fee table in appendix

This course will address a broad interpretation of two-dimensional (2D) design. Design involves conceptual application and integration of the elements and principles of art. Two-dimensional media including, but not limited to, drawing, illustration, painting, graphic design, photography, collage, and printmaking will be explored. The course guidelines are based on the College Board AP portfolio requirements and work should show evidence of conceptual, perceptual, expressive, and technical range in design. Submission of a portfolio in May is mandatory to receive AP credit.

MUSIC

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

BAND and COLORGUARD

The Band Program is a performance activity-based series of courses and requires after-school practice/performance throughout the school year. First semester activities include summer band in August, UIL activities, marching contests, football shows, region band, and school concerts. Second semester activities include UIL activities, school concerts, solo and ensemble concert contests, Spring trip, graduation ceremonies, and a marching training session for the next year.

Band Course Fees:
Uniform fees include a fee of approximately $60 for uniform cleaning and $20 for two band t-shirts (one is the annual theme shirt), which become the property of the student. All students need approved shoes and accessories at a cost of approximately $60 for two pair. All new members will be required to purchase a uniform bag at a cost of approximately $20. Students entering Region Band, and Solo and Ensemble events need to pay the specified entry fee. See individual course descriptions for additional information on fees.

Band I

BND1600 (for PE Credit)
BND1700 (for Fine Arts Credit)
Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisite: none
This course may satisfy a PE credit or a fine arts credit.
Course Fee: see course fee table in appendix

This course provides fundamental musical instruction while developing performance skills, music theory, proper technique, and reinforcing basic competencies. Emphasis is placed on developing leadership and responsibility, cooperation, self-discipline, diligence, and cultural awareness.

Band II-IV

Band II BND2400
Band III BND3000
Band IV BND4000

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Credit in prior level of Band, Director Approval
Course Fee: see course fee table in appendix

Upper level band courses provide instruction in mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, ability to make music value judgment through critical listening, music theory, proper technique, and creative self-expression. Students develop performance skills and become acquainted with band literature. Emphasis is placed on developing leadership and responsibility, cooperation, self-discipline, diligence, and cultural awareness.

Jazz Band I-IV

Jazz Band I BND1200
Jazz Band II BND2200
Jazz Band III BND3200
Jazz Band IV BND4200

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Jazz Band I: Recommended credit in Band
Director approval
Jazz Band II-IV: Credit in prior level of Jazz Band
Director Approval
Course Fee: see course fee table in appendix

Jazz Band continues with the development of the Music TEKS by offering an in-depth study of all styles of Jazz, Jazz history, improvisation, and important musicians in the development and performance of the genre.

Colorguard I BND1400 (for PE Credit)
BND1500 (for Fine Arts Credit)

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisite: none
This course may satisfy a PE credit or a fine arts credit.
Course Fee: see course fee table in appendix

This course is an introductory course for students interested in expressive concepts to music and follows curricular elements from the Dance TEKS. There are scheduled rehearsals and contests along with fees for uniforms and equipment (approximately $500). Included in the cost is a $50 equipment usage fee, costume, shoes, wind suit, gloves, uniform bag, t-shirt, and makeup supplies. Distance to competitions may dictate additional travel and hotel expenses. During fall performances schedule is concurrent with Band schedule. Spring schedule is separate from the band. Interested students must attend an audition where they will be trained to use various pieces of equipment. No experience is required. Contact the director of bands if interested.

Colorguard II-IV Colorguard II BND2300
Colorguard III BND3100
Colorguard IV BND4100

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Credit in prior level of Colorguard, Director Approval
Course Fee: see course fee table in appendix

These upper level courses continue with the development and expertise of dance expression to music with an emphasis on field performance, teamwork, timing, precision, and rhythm. There are scheduled rehearsals and contests along with fees for uniforms and equipment (approximately $500). Included in the cost is a $50 equipment usage fee, costume, shoes, wind suit, gloves, uniform bag, t-shirt, and makeup supplies. Distance to competitions may dictate additional travel and hotel expenses. During fall performances schedule is concurrent with Band schedule. Spring schedule is separate from the band. Interested students must attend an audition where they will be trained to use various pieces of equipment. No experience is required. Contact the director of bands if interested.

ORCHESTRA

Orchestra I ORC1000

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisites: Recommended junior high school experience
Director approval

This course is a continuation of the junior high orchestra curriculum as it provides fundamental musical instruction while developing performance skills, music theory, proper technique, and reinforcing basic competencies. Emphasis is placed on developing leadership and responsibility, cooperation, self-discipline, diligence, and cultural awareness.

Orchestra II-IV Orchestra II ORC2000
Orchestra III ORC3000
Orchestra IV ORC4000

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisites: Credit in prior level of Orchestra
Director approval

The upper level Orchestra courses are a continuation of the orchestra curriculum at an intermediate level with strains for Philharmonic and Symphony. Students are encouraged to participate in TMEA All-Region events and UIL Solo & Ensemble. Orchestra members continue to develop performance skills, music theory, proper technique, and basic musical competencies. Emphasis is placed on respect for others, loyalty to the ensemble, pride in the organization, the ability to work cooperatively with others toward the performance of music in large and small ensembles.

CHORAL MUSIC

Choir I MUS1000

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisites: Recommended Junior High Choir or Director Approval
Course Fee: see course fee table in appendix

This course provides instruction in perception, creative expression/performance, historical and cultural heritage, and critical evaluation. The choirs perform a minimum of two major concerts as well as various programs in the community. Extra-curricular performances include: district, region and state auditions, solo and ensemble contests, and UIL concert and sight-reading contests. Uniforms are provided for each student. There is a nonrefundable fee of $20 per year: $10 pays for a choir t-shirt and $10 pays for uniform cleaning at the end of the year. Concert Women's and Concert Men's Choir are concert choirs designed for the young or beginning choral student. The concert choirs are open to all students without audition.

Choir II-IV Choir II MUS2000
Choir III MUS3000
Choir IV MUS4000

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Credit in prior level of Choir, Director approval
Course Fee: see course fee table in appendix

Upper level choir courses continue with instruction in perception, creative expression/performance, historical and cultural heritage, and critical evaluation with strains for concert and treble choir and advanced chorale performance. The choirs perform a minimum of two major concerts as well as various programs in the community. Extra-curricular performances include: district, region and state auditions, solo and ensemble contests, and UIL concert and sight-reading contests. Uniforms are provided for each student. There is a nonrefundable fee of $20 per year: $10 pays for a choir t-shirt and $10 pays for uniform cleaning at the end of the year. Concert Women's and Concert Men's Choir are concert choirs designed for the young or beginning choral student. The concert choirs are open to all students without audition.

Vocal Ensemble I-IV

Vocal Ensemble I MUS9000
Vocal Ensemble II MUS9200
Vocal Ensemble III MUS9300
Vocal Ensemble IV MUS9400

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisite: Level I: Recommended prior credit in Choir, Director approval
Levels II-IV: Credit in prior level, director approval
Concurrent enrollment in Choir
Course Fee: see course fee table in appendix

These advanced courses provide instruction in perception, creative expression and performance, historical and cultural heritage, and critical evaluation. The choirs perform a minimum of two major concerts as well as various programs in the community. Extra-curricular performances include: district, region and state auditions, solo and ensemble contests, and UIL concert and sight-reading contests. Uniforms are provided for each student. There is a nonrefundable fee of $20 per year: $10 pays for a choir t-shirt and $10 pays for uniform cleaning at the end of the year.

Other Music Course

AP Music Theory (MUS5030P)

Grades: 11-12 Credit: 1 GPA Weight: Advanced
Recommended Prerequisites: At least 2 years previous successful high school music enrollment, or private instruction, or director approval
AP Exam required for possible college credit
Course Fee: see course fee table in appendix

This course assists the student in developing aural and visual understanding of musical structure and compositional procedures, fluency in reading notation, and listening skill. Students will learn to relate visual and aural understanding to musical elements and compositional procedures. Topics addressed include: harmonic analysis, part-writing, sight-singing, and ear-training.

DANCE

Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

Dance I DNC1300 (for P.E. Credit) DNC1100 (for Fine Arts Credit)

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisite: Director Approval
This course may satisfy a PE credit or a fine arts credit.
Course Fee: see course fee table in appendix

This class consists of the basics of dance, which include vocabulary, composition, analysis, history and technique. Styles taught include ballet, modern, jazz, improvisation and choreography. Students are expected to attend the Fine Arts Festival in the Spring. Students must wear black and/or white dance attire and have a notebook and video (for the Spring semester) that will be purchased by student. Students are graded on daily journals, aesthetic critiques, skills tests, vocabulary tests and participation as well as other required written work.

Dance II DNC2100

Grades: 10-12 Credit: 1 GPA Weight: Regular
Prerequisites: Dance I, or Director Approval
Course Fee: see course fee table in appendix

This class consists of a more advanced level of dance skills learned in Dance I, and students will explore body movement in greater detail through ballet, jazz, modern, choreography and improvisation. Students will begin critiques as well as self-exploration through dance. Students are expected to attend the Fine Arts Festival in the Spring. Students must wear black and/or white dance attire and have a notebook and video (for the Spring semester) that will be purchased by student. Students are graded on daily journals, aesthetic critiques, skills tests, vocabulary tests and participation as well as other required written work.

Dance III and IV

Dance III DNC3000
Dance IV DNC4000

Grades: 11-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Credit in prior level of Dance
Course Fee: see course fee table in appendix

These advanced Dance courses are a hands-on dance technique opportunity where students will learn the breakdown of dance steps as well as teaching methods of dance. Students will be required to choreograph and teach as well as assist the teacher when needed. This course is by teacher approval for juniors and seniors who have completed Dance I and II. This course is intended for students who may be interested in pursuing a career in dance or the teaching of dance. Students are expected to attend the Fine Arts Festival in the Spring. Students must wear black and/or white dance attire and have a notebook and video (for the Spring semester) that will be purchased by student. Students are graded on daily journals, aesthetic critiques, skills tests, vocabulary tests and participation as well as other required written work. Contact dance teacher if interested.

Drill Team I DRL1000 (for P.E. Credit) DRL1100 (for Fine Arts Credit)

Grades: 9-12 Credit: 1 GPA Weight: Regular
Prerequisites: Competitive Audition
This course may satisfy a PE credit or a fine arts credit.
Course Fee: see course fee table in appendix

This introductory course is by audition only and will not only explore different dance techniques but has a primary purpose of performance throughout the year. Try-out opportunities are in the Spring. Membership requires extended fees and outside practices. Contact drill team director if interested.

Drill Team II-IV

Drill Team II DNC2000
Drill Team III DNC3000
Drill Team IV DNC4000

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Competitive Audition,
Credit in prior level of Dance
Course Fee: see course fee table in appendix

The advanced Drill Team courses are by audition only and will continue to develop different dance techniques with a focus on recreational and competitive performance throughout the year. Try-out opportunities are in the Spring. Membership requires extended fees and outside practices. Contact drill team director if interested.

THEATRE

Four basic strands - foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

Theatre I THA1000

Grades: 9-12 Credit: 1 GPA Weight: Regular
Course Fee: see course fee table in appendix

This course includes instruction in the expressive use of the body and voice, classical acting concepts, and storytelling skills, improvisation, auditioning, stage movement, play writing, history, technical theatre skills, and appreciation. Students perform in front of an audience of peers and use technical talents in practical applications. Students are required to attend and evaluate the departmental productions during the year.

Theatre II THA2000

Grades: 10-12 Credit: 1 per year GPA Weight: Regular
Prerequisite: Theatre I
Course Fee: see course fee table in appendix

This course focuses on expanding knowledge in the areas introduced in Theatre I with emphasis on classical acting concepts and skills. Students are exposed to all aspects of production by preparing a class play from auditioning techniques through closing of a show. Students are required to attend and evaluate the departmental productions during the year.

Theatre III THA3000

Grades: 11-12 Credit: 1 per year GPA Weight: Regular
Prerequisite: Theatre II
Course Fee: see course fee table in appendix

This course continues focusing on the essential elements of theatre begun in prior courses. Acting techniques are further explored through monologues, scenes, and script writing. Concepts of abstract ideas are visualized through writing and directing. Musical theatre, dance, radio, television, and film are also discussed. General principles of directing are introduced and then applied through student directed scenes. Students are required to attend and evaluate the departmental productions during the year.

Theatre IV THA4000

Grade: 12 Credit: 1 per year GPA Weight: Regular
Prerequisite: Theatre III
Course Fee: see course fee table in appendix

This course provides opportunities for students to advance skills learned in previous courses and gain further practical experience in acting, directing, and production skills through development and performance of a class one-act play. Students are required to attend and evaluate the departmental productions during the year.

Theatre Production I-II Theatre Production I THP1000
Theatre Production II THP2000

Grades: 9-12 Credit: 1 per level GPA Weight: Regular
Prerequisite: Theatre Production I: Audition
Theatre Production II: credit in Theatre Production I
Audition
Course Fee: see course fee table in appendix

These introductory courses develop skills in applied communications, practical applications, performances, and recognition of career opportunities in theatre. Through the presentation of main stage plays, students use skills in all aspects of theatrical production (performance and/or technical areas). Students are required to audition for a role or technical position for each school production during the current year and to contribute after school time as needed. Students are required to attend and evaluate the departmental productions during the year.

Theatre Production III-IV

Theatre Production III THP3000
Theatre Production IV THP4000

Grades: 11-12 Credit: 1 per level GPA Weight: Regular
Prerequisite: Prior Level Credit, Audition
Course Fee: see course fee table in appendix

The advanced Theatre Production courses develop skills in applied communications, practical applications, performances, and recognition of career opportunities in theatre through the presentation of main stage plays. Students are required to audition for a role or technical position for each school production during the current year and to contribute after school time as needed. Students are required to attend and evaluate the departmental productions during the year.

TECHNICAL THEATRE

Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

Technical Theatre I-II

Technical Theatre I THT1000
Technical Theatre II THT2000

Grades: 9-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Technical Theatre I – none
Technical Theatre II – recommended Technical Theatre I
Course Fee: see course fee table in appendix

These introductory courses introduce theatre safety, history, publicity, stage management, theatre etiquette, and the concepts of scenic properties, lighting, costume, makeup design, and construction. For classes that excel in theory, some practical applications of skills may be granted, depending on production needs. Students are required to attend and evaluate the departmental productions during the year.

Technical Theatre III-IV

Technical Theatre III THT3000
Technical Theatre IV THT4000

Grades: 11-12 Credit: 1 per year GPA Weight: Regular
Prerequisites: Recommended credit in prior level of Technical Theatre
Course Fee: see course fee table in appendix

The advanced classes of Technical Theatre focuse on the creative requirements of theatre production. Students will design and construct properties, light plots, costumes, sets and makeup for practical show. Students are required to serve a minimum number of crew hours for each production as needed. Students are required to attend and evaluate the departmental productions during the year.

CAREER AND TECHNICAL EDUCATION (CTE)

Electives for FHSP, FHSP+Endorsements
Particular requirements for certain FHSP Endorsements

Career and Technical Education (CTE) programs offer various programs of study that provide students with coherent and rigorous content. CTE content is aligned to challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Students who are interested in pursuing a program of study for all four years or in obtaining an industry certification will need to develop a four year plan to assure proper scheduling. Students may also earn a "Performance Acknowledgement" at graduation by earning an industry certification. CTE courses are available to all students including Emergent Bilingual Students and students with disabilities.

Courses area aligned to the following endorsements, career clusters and programs of study:

Endorsement	CTE Career Cluster	Tomball ISD Program of Study
Business and Industry	Agriculture, Food, and Natural Resources	Animal Science*
		Applied Agricultural Engineering*
		Plant/Floral Science*
		Veterinary*
	Architecture and Construction	Architectural Design*
		Construction Technology
	Arts. A/V Technology and Communications	Audio Video Production
		Graphic Design
	Business, Marketing and Finance	Business Management
		Marketing
		Accounting & Financial Services
	Hospitality and Tourism	Culinary Arts
	Manufacturing	Robotics*
		Welding
	Transportation & Logistics	Aviation*
Public Services	Education and Training	Teaching and Training
	Health Science	Dentistry*
		Emergency Medicine*
		Nursing*
		Pharmacy*
		Sports Medicine/Physical Therapy*
	Law and Public Service	Law Enforcement
		Legal Studies
	JROTC (non-CTE)	JROTC (non-CTE)
STEM	STEM	Computer Science^
		Game and App Development^
		Engineering: *Project Lead the Way*^
		Cybersecurity^

**These programs may also qualify the student for a STEM Endorsement if the Math and Science requirements are met.*
^These programs also qualify the student for a Business and Industry Endorsement.

BUSINESS AND INDUSTRY ENDORSEMENT

Agriculture, Food & Natural Resources Programs of Study

ANIMAL AND VETERINARY SCIENCE

Animal Science focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

Veterinary Science focuses on the science, research, and business of common domesticated animals and livestock. It teaches students how to apply biology and life science to real-world life processes of animals, either in laboratories or in the field, which specifically include a veterinary office, a farm or ranch. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

APPLIED AGRICULTURAL ENGINEERING

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

PLANT AND FLORAL SCIENCE

The Plant and Floral Science program of study focuses on the science, research, and business of plants and flowers. It teaches students how to apply biology and design to the real-world management of plants and flowers, either in laboratories or in the business field.

Agriculture, Food, and Natural Resources Programs of Study

CTE Program of Study	9th	10th	11th	12th
Animal Science	Principles of Agriculture, Food, and Natural Resources	Small Animal Management *and* Equine Science	Advanced Animal Science	Ag Leadership or Career Prep
			Veterinary Medical Applications Lab	Practicum in Agricultural Studies -Veterinary, or Career Prep
Applied Agricultural Engineering		Agricultural Mechanics and Metal Technology	Agricultural Structures Design and Fabrication	Practicum in Agriculture Engineering, OR Career Prep
Plant and Floral Science		Floral Design[F]	Advanced Floral Design	Advanced Plant & Soil Science[S], OR Career Prep

[F] = this course may satisfy the Fine Arts credit requirement for graduation
[S]=this course may satisfy the requirements for a fourth science credit

Advanced Animal Science

TSDS PEIMS Code: 13000700 (ADVANSCI) AGR1220
Grade Placement: 11–12 Credit: 1
Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

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

Advanced Floral Design

PEIMS Code: N1300270 (ADVFLDS) AGR2310
Grade Level(s): 11-12 Credit: 1
Prerequisite: Floral Design.
Course Fee: See appendix for course fee

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.

Advanced Plant & Soil Science

PEIMS Code: 13002100 (ADVPSSCI)
Grade Level(s): 11-12 Credit: 1
Prerequisite: None.
Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

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

Agricultural Leadership, Research and Communications

TSDS PEIMS Code: N1300266 AGR4300
Grade Placement: 10–12 Credit: 1
Prerequisite: Student must be an officer in the Agriculture Program
This course satisfies the Speech requirement for graduation.

Agricultural Leadership, Research and Communications will focus 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.

Agricultural Mechanics and Metal Technologies

TSDS PEIMS Code: 13002200 (AGMECHMT) AGR0320
Grade Placement: 10–12 Credit: 1
Prerequisite: None.
Course Fee: See appendix for course fee

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 AGR0920

Grade Placement: 11–12 Credit: 1
Prerequisite: None.
Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.
Course Fee: See appendix for course fee

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.

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2) WRK3210
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

Equine Science

TSDS PEIMS Code: 13000500 (EQUINSCI) AGR1227
Grade Placement: 10–12 Credit: .5
Prerequisite: None.

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.

Floral Design

TSDS PEIMS Code: 13001800 (FLORAL)
Grade Placement: 10–12 Credit: 1
Prerequisite: None.
Course Fee: See appendix for course fee

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 a 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.
Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

Practicum in Agriculture - Agricultural Engineering

TSDS PEIMS Code: 13002500 (PRACAFNR1)
Grade Placement: 12 Credit: 2
Prerequisite: None.
Recommended Prerequisites: A minimum of one credit from the courses in the Applied Agricultural Engineering Pathway.
Course Fee: See appendix for course fee

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 Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture - Veterinary

TSDS PEIMS Code: 13002505 (EXPRAFNR1)
Grade Placement: 12 Credit: 2
Prerequisite: None.
Recommended Prerequisites: A minimum of one credit from the courses in the Veterinary Pathway.

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 Agriculture, Food, and Natural Resources Career Cluster.

Principles of Agriculture, Food, and Natural Resources

TSDS PEIMS Code: 13000200 (PRINAFNR)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.

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.

Project-Based Research

TSDS PEIMS Code: 12701500 (PROBS1)
Grade Placement: 12 Credit: 1
Prerequisites:
Recommended Prerequisites: A minimum of one credit from the courses in the Animal Science Pathway.

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 and 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.

Small Animal Management

TSDS PEIMS Code: 13000400 (SMANIMGT)
Grade Placement: 10–12 Credit: .5
Prerequisite: None.

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.

Veterinary Medical Applications

TSDS PEIMS Code: 13000600 (VETMEDAP)
Grade Placement: 11–12 Credit: 1
Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

Architecture and Construction Programs of Study

ARCHITECTURE

The Architectural program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

CONSTRUCTION TECHNOLOGY

The Construction Technology program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as carpentry (including frameworks, partitions, joists, studding, rafters, and stairways).

ELECTRICAL TECHNOLOGY (DUAL CREDIT CERTIFICATION PROGRAM)

The Electrical program of study explores the occupations and educational opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. This program of study may also include exploration into installing and repairing telecommunications cable including fiber optics. In this one-year program students earn two high school credits and 15 hours of workforce dual credit from Lone Star College. Upon successful completion of the program, the student will be awarded an Electrical Technology Occupational Skills Certificate. This program is currently limited to 12th grade students by application. Courses are held at Lone Star College. Students are responsible for transportation. Program fee applies.

Architecture and Construction Programs of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Architectural Design	Principles of Architecture	Architecture Design I	Architecture Design II	Practicum in Architectural Design, or Career Prep
Construction Technology	Principles of Architecture	Construction Technology I	Construction Technology II	Practicum in Construction Technology, or Career Prep
Electrical Technology				Dual Credit Electrical Technology I, Dual Credit AC/DC Electronics

AC/DC Electronics (Dual Credit) NRG1003D

ELPT 1311 Basic Electrical Theory
ELPT 1321 Introduction to Electrical Safety and Tools

Grade: 12 Credit: 1; College Hours: 6 GPA Weight: Advanced
Prerequisite: None
Location: Lone Star College Tomball, Creekside Campus
Course Fee: See appendix for program fee

AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

Architectural Design I

TSDS PEIMS Code: 13004600 (ARCHDSN1)
Grade Placement: 10–12 Credit: 1
Prerequisites: Algebra I and English I.
Recommended Prerequisites: Geometry, Principles of Architecture.

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 include 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

TSDS PEIMS Code: 13004700 (ARCHDSN2)
Grade Placement: 11–12 Credit: 2
Prerequisites: Architectural Design I or Advanced Interior Design 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 or residential architectural purposes.

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2)
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

Construction Technology I

TSDS PEIMS Code: 13005100 (CONTECH1)
Grade Placement: 10–12 Credit: 2
Prerequisite: None.
Course Fee: See appendix for course fee

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors 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 framing.

Construction Technology II

TSDS PEIMS Code: 13005200 (CONTECH2)
Grade Placement: 11–12 Credit: 2
Prerequisite: Construction Technology I.
Course Fee: See appendix for course fee

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.

Electrical Technology (Dual Credit) NRG2105D

ELPT 1325 National Electrical Code I
ELPT 1315 Electrical Calculations I
ELPT 1329 Residential Wiring

Grade: 12 Credit: 1; College Hours: 9 GPA Weight: Advanced
Prerequisite: AC/DC Electronics (Dual Credit)
Location: Lone Star College Tomball, Creekside Campus
Course Fee: See appendix for program fee

In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

Practicum in Architectural Design

TSDS PEIMS Code: 13004800 (First Time Taken) (PRACADS1) 13004810 (Second Time Taken) (PRACADS2)
Grade Placement: 12 Credit: 2
Prerequisite: Architectural Design ll.

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.

Practicum in Construction Technology

TSDS PEIMS Code: 13005255 (EXPRCT1)
Grade Placement: 12 Credit: 2
Prerequisite: Construction Technology II, Building Maintenance Technology II,
Course Fee: See appendix for course fee

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Principles of Architecture

TSDS PEIMS Code: 13004210 (PRINARCH)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.

Principles of Architecture provides an overview to 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.

Arts, Audio/Visual Technology and Communications Programs of Study

AUDIO/VIDEO PRODUCTION

The Audio/Visual Production program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

GRAPHIC DESIGN

The Graphic Design program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Arts, Audio/Visual Technology and Communication Programs of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Audio/Visual Production	Principles of Arts, A/V Technology & Communications	Audio/Video Production I	Audio/Video Production II	Practicum in A/V Technology, or Career Prep
Graphic Design		Graphic Design I	Graphic Design II	Practicum in Graphic Design, or Career Prep

Audio/Video Production I

TSDS PEIMS Code: 13008500 (AVPROD1)
Grade Placement: 9–12 Credits: 1
Prerequisite: None.
Recommended Prerequisite: Principle of Arts, Audio/Video Technology, and Communications.

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

Audio/Video Production II

TSDS PEIMS Code: 13008610 (AVPLAB2)
Grade Placement: 10–12 Credits: 2
Prerequisite: Audio/Video Production I.

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process.

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2)
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

Graphic Design I

TSDS PEIMS Code: 13008800 (GRAPHDI1)
Grade Placement: 10–12 Credits: 1
Prerequisite: None. Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisite: Graphic Design I.

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 ll

TSDS PEIMS Code: 13008900 (GRAPHDI2) Grade Placement: 10–12
Credits: 1 Prerequisite: Graphic Design l.

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.

Practicum in Audio/Video Technology

TSDS PEIMS Code: 13008700 (First Time Taken) (PRACAVP1)
13008710 (Second Time Taken) (PRACAVP2) Grade Placement: 11–12
Credits: 2 Prerequisites: Audio/Video Production ll.

Building upon the concepts taught in Audio/Video Production II, 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 increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Practicum in Graphic Design

TSDS PEIMS Code: 13009000 (PRACGRD1)
Grade Placement: 10–12 Credits: 2
Prerequisites: Graphic Design ll.

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

Principles of Arts, A/V Tech, & Communications

TSDS PEIMS Code: 13008200 (PRINAAVTC)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.

In Principles of Arts, A/V Tech, & Communications students will focus on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business, Marketing, and Finance Programs of Study

BUSINESS MANAGEMENT

The Business Management program of study teaches CTE concentrators how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

MARKETING

The Marketing and Sales program of study teaches CTE concentrators how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

ACCOUNTING & FINANCIAL SERVICES

The Accounting & Financial Services program of study teaches CTE concentrators how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.

Business, Marketing, and Finance Programs of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Business Management	Business Information Management I; or Principles of Business, Marketing, and Finance	Business Management or Business Information Management II	Bus Law or Business Management	Statistics & Business Decision Making OR Practicum Business Management OR Career Prep
Marketing	Principles of Business, Marketing, and Finance	Fashion Marketing, and/or Sports & Entertainment Marketing	Marketing, Social Media Marketing, and/or Advertising	Practicum in Marketing, or Career Prep I
Accounting & Financial Services	Business Information Management I OR Money Matters	Accounting I	Accounting II[M]	Practicum in Business Management or Career Prep I

[M] *= course may be used to satisfy a graduation requirement for mathematics*

Accounting I

TSDS PEIMS Code: 13016600 (ACCOUNT1)
Grade Placement: 10–12 Credit: 1
Prerequisites: None.

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

Accounting II

TSDS PEIMS Code: 13016700 (ACCOUNT2)
Grade Placement: 11–12 Credit: 1
Prerequisites: Accounting I.

In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.
Note: This course may satisfy a math credit requirement for students on the Foundation High School Program.

Advertising

TSDS PEIMS Code: 13034200 (ADVERTIS)
Grade Placement: 9–12 Credit: 0.5
Prerequisite: None.

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 issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Business Information Management I

TSDS PEIMS Code: 13011400 (BUSIM1)
Grade Placement: 9–12 Credits: 1
Prerequisite: None.
Recommended Prerequisite: Touch System Data Entry.

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.

Business Information Management II

TSDS PEIMS Code: 13011500 (BUSIM2)
Grade Placement: 10–12 Credits: 1
Prerequisite: Business Information Management I.

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

Business Law

TSDS PEIMS Code: 13011700 (BUSLAW)
Grade Placement: 11–12 Credits: 1
Prerequisite: None.

Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property.

Business Management

TSDS PEIMS Code: 13012100 (BUSMGT)
Grade Placement: 10–12 Credits: 1
Prerequisite: None.

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.

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2)
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

Fashion Marketing

TSDS PEIMS Code: 13034300 (FASHMKTG)
Grade Placement: 9–12 Credit: 0.5
Prerequisite: None.

Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

Marketing

TSDS PEIMS Code: N13033424
Grade Placement: 11-12 Credit: 1
Prerequisite: two levels of Marketing pathway

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.

Money Matters

TSDS PEIMS Code: 13016200 (MONEYM)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.

In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk-management, retirement planning, and estate planning.

Practicum in Business Management

TSDS PEIMS Code: 1301220 (PRACBM)
Grade Placement: 12 Credit: 2
Prerequisite: Touch System Data Entry and Business Management or Business Information Management II

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs.

Practicum in Marketing

TSDS PEIMS Code: 13034800 (PRACMKT1)
Grade Placement: 12 Credit: 2
Prerequisite: Principles of Business, Marketing and Finance.

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 communications, and management training to make responsible decisions. Then practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.

Principles of Business, Marketing and Finance

TSDS PEIMS Code: 13011200 (PRINBMF)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.

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.

Social Media Marketing

TSDS PEIMS Code: 13034650 (SMEDMKTG)
Grade Placement: 9–12 Credit: 0.5
Prerequisite: None.
Recommended Prerequisite: Principles of Business, Marketing and Finance or any marketing course.

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.

Sports and Entertainment Marketing I

TSDS PEIMS Code: 13034600 (SPORTSEM)
Grade Placement: 9–12 Credit: 0.5
Prerequisite: None.

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.

Statistics & Business Decision Making

TSDS PEIMS Code: 13016900 (STATBDM)
Grade Placement: 11–12 Credit: 1
Prerequisite: Algebra II

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

Hospitality & Tourism Program of Study

CULINARY ARTS

The Culinary Arts program of study introduces students to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

Culinary Arts Program of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Culinary Arts	Introduction to Culinary Arts	Culinary Arts	Advanced Culinary Arts	Food Science, or Practicum in Culinary Arts, or Career Prep

Advanced Culinary Arts

TSDS PEIMS Code: 13022650 (ADCULART)
Grade Placement: 10–12 Credit: 2
Prerequisite: Culinary Arts.
Course Fee: See appendix for course fee

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.

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2)
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

Culinary Arts

TSDS PEIMS Code: 13022600 (CULARTS)
Grade Placement: 10–12 Credit: 2
Recommended Prerequisites: Principles of Hospitality and Tourism and Intro to Culinary Arts. Course Fee: See appendix for course fee

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.

Food Science

TSDS PEIMS Code: 13023000 (FOODSCI)
Grade Placement: 11–12 Credit: 1
Prerequisite: Three units of science, including Chemistry and Biology.

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public. **Note: This course satisfies a science credit requirement for students on the Foundation High School Program.**

Introduction to Culinary Arts

TSDS PEIMS Code: 13022550 (INCULART)
Grade Placement: 9–10 Credit: 1
Prerequisite: None;
Recommended 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.

Practicum in Culinary Arts

TSDS PEIMS Code: 13022700 (PRACCUL1)
Grade Placement: 12 Credits: 2
Prerequisite: Culinary Arts.
Course Fee: See appendix for course fee

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

Manufacturing Programs of Study

The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

ROBOTICS

The Robotics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. Students may work in a variety of mechanical fields, gaining knowledge and experience in robotics. CTE concentrators may work in a variety of fields of engineering.

WELDING

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. Students will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

Course Sequence

CTE Program of Study	9th	10th	11th	12th
Robotics	Robotics I	Robotics II[M]	Engineering Design & Presentation	Practicum in Robotics, or Career Prep
Welding	Introduction to Welding	Welding I	Welding II	Practicum in Welding, or Career Prep

[M] *= this course may satisfy a mathematics credit requirement for graduation*

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2)
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health, and relevant news topics.

Engineering Design and Presentation

TSDS PEIMS Code: 13036500 (ENGDSPR1)
Grade Placement: 11–12 Credits: 1
Prerequisite: Algebra I.

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.

Introduction to Welding

TSDS PEIMS Code: 13032250 (INTRWELD)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.
Recommended Prerequisite: Algebra I.
Course Fee: See appendix for course fee

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. 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. 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 will prepare students for future success.

Practicum in Robotics

TSDS PEIMS Code: 3033000 (PRACMAN1)
Grade Placement: 12 Credits: 2
Prerequisite: None.
Recommended Prerequisites: A minimum of one credit from the courses in the Robotics Pathway.

The Practicum in Robotics course 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Practicum in Welding

TSDS PEIMS Code: 3033000 (PRACMAN1)
Grade Placement: 12 Credits: 2
Prerequisite: None.
Recommended Prerequisites: A minimum of one credit from the courses in the Welding Pathway.
Course Fee: See appendix for course fee

The Practicum in Welding course 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Robotics I

TSDS PEIMS Code: 13037000 (ROBOTIC1)
Grade Placement: 9–12 Credits: 1
Prerequisite: None.

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

TSDS PEIMS Code: 13037050 (ROBOTIC2)
Grade Placement: 10–12 Credits: 2
Prerequisite: Robotics I.

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Welding I

TSDS PEIMS Code: 13032300 (WELD1)
Grade Placement: 10–12 Credit: 2
Prerequisite: None.
Course Fee: See appendix for course fee

Welding I 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 ll

TSDS PEIMS Code: 13032400 (WELD2)
Grade Placement: 11–12 Credit: 2
Prerequisites: Welding l.
Course Fee: See appendix for course fee

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 integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Transportation and Logistics Program of Study

AVIATION

The Aviation Flight regional program of study introduces CTE learners to the occupations and education opportunities related to understanding the principles and science of flight, aviation engineering, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

Aviation Program of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Aviation	Introduction to Aerospace and Aviation	Introduction to Aircraft Technology	Aviation Ground School And/or Aviation Scientific Research and Design	Practicum in Aviation

Students participating in this program may be scheduled to take certain courses at the Tomball ISD CTE Hub located at the Tomball Innovation Center. Course selections will be limited during development of the program starting with the 2022-2023 school year.

Aviation Ground School (AVI3000)

TSDS PEIMS Code: N1304675
Grade Placement: 11 Credit: 1
Prerequisites: None.

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 judgement 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.

Aviation Scientific Research and Design (AVI3100)

TSDS PEIMS Code: 13037200
Grade Placement: 11 Credit: 1
Prerequisites: Biology, Chemistry

The course has the components of any rigorous scientific or engineering program of study with a focus on aviation including the identification or a problem, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education.

Introduction to Aerospace and Aviation (AVI1000)

TSDS PEIMS Code: N1304672
Grade Placement: 9 Credit: 1
Prerequisites: None.

The Introduction to Aerospace and Aviation course will provide the foundation for advanced exploration in the areas of professional pilot, aerospace engineering, and unmanned aircraft systems. Students will learn about the history of aviation, from Leonardo da Vinci's ideas about flight to the Wright brothers and the space race. Along the way students will learn about the innovations and technological developments that have made today's aviation and aerospace industries possible. The course includes engineering practices, the design process, aircraft structure, space vehicles past and present, and a look toward future space exploration.

Introduction to Aircraft Technology (AVI2000)

TSDS PEIMS Code: 13039350
Grade Placement: 10 Credit: 1
Prerequisites: None.

Aircraft Technology is designed to teach the theory of operation of aircraft airframes, powerplants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, powerplant theory and maintenance, and powerplant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.

Practicum in Aviation (AVI4000)

TSDS PEIMS Code: 13040450
Grade Placement: 12 Credit: 2
Prerequisites: None.

Practicum in Aviation is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.

PUBLIC SERVICES ENDORSEMENT

Education and Training Program of Study

Education and Training focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

TEACHING AND TRAINING

The Teaching and Training program of study prepares students for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE concentrators to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals

Teaching and Training Program of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Teaching and Training	Principles of Education & Training	Human Growth and Development	Instructional Practice	Practicum in Education and Training, or Career Prep

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1) or 12701305 (CAREERP2)
Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

Human Growth and Development

TSDS PEIMS Code: 13014300 (HUGRDEV)
Grade Placement: 10–12 Credit: 1
Prerequisite: None.
Recommended Prerequisite: Principles of Education and Training.

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

Instructional Practices

TSDS PEIMS Code: 13014400 (INPRAC)
Grade Placement: 11–12 Credit: 2
Prerequisite: None.
Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.
Course Fee: See appendix for course fee

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.

Practicum in Education and Training

TSDS PEIMS Code: 13014500 (PRACEDT1)
Grade Placement: 12 Credit: 2
Prerequisite: Instructional Practices.
Course Fee: See appendix for course fee

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.

Principles of Education and Training

TSDS PEIMS Code: 13014200 (PRINEDTR)
Grade Placement: 9–10 Credit: 1
Prerequisite: None.

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. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Health Science Programs of Study

Health Science focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

DENTISTRY

The Dentistry program of study introduces students to occupations and educational opportunities related to the field of dentistry, including performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease.

EMERGENCY MEDICINE

The Emergency Medicine program of study introduces students to occupations and educational opportunities related to the various fields of emergency medicine such as Emergency Medical Technician, Paramedics, emergency room personnel and other first responder occupations.

NURSING

The Nursing program of study introduces students to occupations and educational opportunities related to the field of nursing, including performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease, patient care, and medical terminology.

PHARMACY

The Pharmacy program of study introduces students to occupations and educational opportunities related to the field of pharmacy such as licensed pharmacist, and pharmacy technician with a focus on the process and procedures of managing prescription and over-the-counter pharmaceutical products.

SPORTS MEDICINE AND PHYSICAL THERAPY

The Sports Medicine and Physical Therapy program of study focuses on the study of biology and medicine in order to introduce students to the knowledge and skills necessary to be successful in the healthcare field in occupations related to sports medicine and, physical therapist. Students may also practice patient care and communication.

Health Science Programs of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Dentistry	Principles of Health Science	Medical Terminology	Health Science Theory, or Health Science Clinicals and Theory	Practicum in Dentistry, and/or Anatomy & Physiology
Emergency Medicine				Practicum in Emergency Medicine, and/or Anatomy & Physiology
Nursing				Practicum in Nursing, and/or Anatomy & Physiology
Pharmacy				Practicum in Pharmacy, and/or Anatomy & Physiology
Sports Medicine and Physical Therapy				Practicum in Sports Medicine and Physical Therapy, and/or Anatomy & Physiology

Anatomy & Physiology, Dual Credit Anatomy and Physiology – see *Science* section of catalog

Health Science Theory

TSDS PEIMS Code: 13020400 (HLTHSCI)
Grade Placement: 10–12 Credit: 1
Prerequisites: Biology.
Recommended Corequisite: Health Science Clinical.
Course Fee: See appendix for course fee

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.

Health Science Theory/Health Science Clinical

TSDS PEIMS Code: 13020410 (HLSCLIN)
Grade Placement: 10–12 Credit: 2
Prerequisites: Biology.
Corequisite: Health Science Theory.
Course Fee: See appendix for course fee

The Health Science Clinical 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. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses.

Medical Terminology

TSDS PEIMS Code: 13020300 (MEDTERM)
Grade Placement: 9–12 Credit: 1
Prerequisite: None.

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Practicum in Dentistry

TSDS PEIMS Code: 13020500 (PRACHLS1)
Grade Placement: 12 Credits: 2
Prerequisite: Health Science Theory and Biology.
Course Fee: See appendix for course fee

The Practicum in Dentistry 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.

Practicum in Emergency Medicine

TSDS PEIMS Code: 13020500 (PRACHLS1)
Grade Placement: 12 Credits: 2
Prerequisite: Health Science Theory and Biology.
Course Fee: See appendix for course fee

The Practicum in Emergency Medicine 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.

Practicum in Nursing

TSDS PEIMS Code: 13020500 (PRACHLS1)
Grade Placement: 12 Credits: 2
Prerequisite: Health Science Theory and Biology.
Course Fee: See appendix for course fee

The Practicum in Nursing 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.

Practicum in Pharmacy

TSDS PEIMS Code: 13020500 (PRACHLS1)
Grade Placement: 12 Credits: 2
Prerequisite: Health Science Theory and Biology.
Course Fee: See appendix for course fee

The Practicum in Pharmacy 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.

Practicum in Sports Medicine

TSDS PEIMS Code: 13020500 (PRACHLS1)
Grade Placement: 12 Credits: 2
Prerequisite: Health Science Theory and Biology.
Course Fee: See appendix for course fee

The Practicum in Sports Medicine 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.

Principles of Health Science

TSDS PEIMS Code: 13020200 (PRINHLSC)
Grade Placement: 9–10 Credit: 1
Prerequisite: None.
Course Fee: See appendix for course fee

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

Law and Public Service Programs of Study

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

LAW ENFORCEMENT

The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

LEGAL STUDIES

The Legal Studies program of study introduces CTE learners to the occupations and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents. This program of study explores possible specializations in a single area of law.

Law and Public Service Programs of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Law Enforcement	Principles of Law	Law Enforcement I	Law Enforcement II, and Criminal Investigation	Practicum in Law
Legal Studies		Court Systems and Practices	Advanced Legal Skills and Professions, and Legal Research and Writing	

Students participating in this program may be scheduled to take certain courses at the Tomball ISD CTE Hub located at the Tomball Innovation Center. Course selections will be limited during development of the program starting with the 2022-2023 school year.

Advanced Legal Skills and Professions (LEG3100)

Grade Placement: 11 Credit: 1
Prerequisites: Principles of Law

Advanced Legal Skills and Professions provides students with a foundation to understand the basic mechanics of the U.S. legal system. Building on prior instruction in constitutional issues and the basics of American court systems, this course provides insight into the practical application of the law, as well as civil and criminal procedure, giving students a hands-on opportunity to experience a variety of legal professions.

Court Systems and Practices (LEG2000)

Grade Placement: 10 Credits: 1
Prerequisite: Principles of Law

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

Criminal Investigation (LAW3200)

Grade Placement: 11 Credit: 1
Prerequisite: Principles of Law

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

Law Enforcement I (LAW2000)

Grade Placement: 10 Credits: 1
Prerequisite: None.
Recommended Prerequisites: A minimum of one credit from the courses in the Robotics Pathway.

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 (LAW3100)

Grade Placement: 11 Credits: 1
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.

Legal Research and Writing (LEG3200)

Grade Placement: 11 Credit: 1
Prerequisite: Principles of Law

Legal Research and Writing provides an introduction into the study and practice of legal writing and research. This course is designed to introduce students to the methods and tools used to conduct legal research, develop and frame legal arguments, produce legal writings such as briefs, memorandums, and other legal documents.

Principles of Law (LAW1000)

Grade Placement: 9 Credits: 1
Prerequisite: None.

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.

Practicum in Law (LAW4000)

Grade Placement: 12 Credits: 2
Prerequisite: Principles of Law

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Junior Reserve Officers' Training Corps (JROTC)

JROTC does not fall under *Career and Technical Education* (CTE), but forms an additional program of study to prepare students for college, career, and military readiness.

JROTC

The JROTC programs are designed to provide meaningful leadership instruction of benefit to the student and of value to the Armed Forces. Students will acquire: (1) An understanding of the fundamental concept of leadership, military art and science, (2) An introduction to related professional knowledge, and (3) An appreciation of requirements for national security. The dual roles of citizen/soldier and soldier/citizen are studied. The programs will enable cadets to better serve their country as leaders, as citizens, and in military service should they enter it. The JROTC is not in itself an officer-producing program but should create favorable attitudes and impressions toward the Services and toward careers in the Armed Forces.

JROTC Course Sequence

JROTC Program of Study	9th	10th	11th	12th
JROTC	JROTC I	JROTC II	JROTC III	JROTC IV

JROTC 1-4 (RTC1000, RTC2000, RTC3000, RTC4000)

Grades: 9-12 Credits: 1 per year GPA Weight: Regular
Prerequisites: sequential course credit
Course Fee: See appendix for course fee
(PE Substitution Available)

The purpose of the Junior Reserve Officers' Training Corps program is to instill a value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. It does not seek any particular commitment to the military. Provide students with basic leadership skills and attention to detail. The Cadets are issued their full uniform needs for weekly uniform grade (normally Wednesday of each week). Week normally consists of one day of drill, uniform day, physical training, and academics.

MARINE CORPS JROTC

The MCJROTC was the first to be nationally accredited under CITA/SACS and is directly linked to National Standards. MCJROTC Programs can be implemented as traditional model, cluster, school within a school, and stand alone academy.

Curriculum

1. Develop informed and responsible citizens.
2. Develop leadership skills.
3. Strengthen character.
4. Promote an understanding of the basic elements and requirements for national security.
5. Help form habits of self-discipline.
6. Develop respect for, and an understanding of, the need for constituted authority in a democratic society.

Link to national site: https://www.mcjrotc.marines.mil/

NAVY JROTC

The NJROTC educates and trains young men and women for leadership positions in an increasingly technical Navy and Marine Corps. The NJROTC accredited curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology.

Curriculum

NJROTC and Your Future provide an introduction to the NJROTC Program and Career Planning
Basic Leadership Skills in the area of Followership, Leadership, Motivation, Relationships, and Attitudes and Emotions.
Citizenship and American Government
The US Navy
Wellness, Fitness, and First Aid

Link to national site: https://www.netc.navy.mil/NSTC/NJROTC/

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH ENDORSEMENT (STEM)

STEM Programs of Study

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services

COMPUTER SCIENCE

The Computer Science program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

CYBERSECURITY

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

GAME AND APP DEVELOPMENT

The Game and App Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for applications used on mobile devices as well as for game design.

ENGINEERING (PROJECT LEAD THE WAY)

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. Students will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Project Lead the Way (PLTW)®

A special program called *Project Lead the Way®* provides a series of advanced innovative courses designed for education in the STEM fields. Project Lead the Way partners with the College Board to connect Advanced Placement (AP) courses and exams with the Project Lead the Way innovative courses. Students have the opportunity to earn college credit through either exams or an articulation agreement with the University of Texas at Tyler.

STEM Programs of Study Course Sequence

CTE Program of Study	9th	10th	11th	12th
Computer Science	TAP Computer Science I	AP Computer Science A[LM]	TAP Computer Science II	TAP Computer Science III OR Career Prep
	Fundamentals of Computer Science	TAP Computer Science I	AP Computer Science A[LM]	TAP Computer Science II
Game and App Development	TAP Computer Science I	AP Computer Science A[LM]	TAP Gaming Program and Design	TAP Mobile App Development
	Fundamentals of Computer Science	TAP Computer Science I	AP Computer Science A[LM]	TAP Gaming Program and Design OR Career Prep
Cybersecurity	TAP Computer Science Essentials	TAP Fundamentals of Cybersecurity	AP Computer Science A[LM]	TAP Cybersecurity Capstone
			AP Computer Science Principles	
Engineering (PLTW)	TAP Introduction to Engineering Design	TAP Engineering Science[S]	TAP Aerospace Engineering OR TAP Digital Electronics	TAP Engineering Design and Development[S]

[L] *= this course may satisfy a Language other than English credit for graduation*

[M] = *this course may satisfy a mathematics credit for graduation*

[S] *= this course may satisfy a science credit requirement for graduation*

TAP Aerospace Engineering

Grade Placement: 10–12 GPA Weight: Advanced
Prerequisites: None Credit: 1

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

AP Computer Science A (COS1330P)

TSDS PEIMS Code: (APTACSAM)
Grade Placement: 10–12 Credit: 2 (Students will earn LOTE and Math credit)
Prerequisites: Algebra 1 and Computer Science I

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.

AP Computer Science Principles (COS2000P)

Grade Placement: 10-11 Credit: 1 GPA Weight: Advanced
Prerequisite: Algebra I

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Career Preparation

Grade Placement: 12 Credit: 2 or 3
Prerequisites: None.

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with paid business and industry employment experiences. Classroom experiences include: job acquisition, career progression, financial success, business/entrepreneurial applications, occupational safety and health and relevant news topics.

TAP Computer Science I (COS1020Q)

GPA Weight: Advanced
Grade Placement: 9–12 Credit: 1
Prerequisite: Algebra I
Course Fee: See appendix for course fee

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.
Note: This course satisfies the state graduation requirement for a level one course under Languages other than English.

TAP Computer Science II COS2220Q GPA Weight: Advanced

TSDS PEIMS Code: 03580300 (TACS1)
Grade Placement: 11–12 Credit: 1
Prerequisites: Algebra I and Computer Science I
Course Fee: See appendix for course fee

In Computer Science II, students will develop and generate new understandings by extending existing knowledge. Students will collaborate with peers and will use software engineering to work in software

design teams. Students will locate, analyze, process, and organize data while using critical thinking, problem solving, and decision making. Students will explore and understand safety, legal, cultural, and societal issues relating to the use of technology and information.
Note: This course satisfies the state graduation requirement for a level two course under Languages other than English.

TAP Computer Science III Practicum in Computer Science

TSDS PEIMS Code: 13028000 (PRACIT1) GPA Weight: Advanced
Grade Placement: 12 Credit: 1
Prerequisite: At least two credits from the Computer Science Program of Study.
Course Fee: See appendix for course fee

In the Practicum in Computer Science, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

TAP Computer Science Essentials (CYB1100Q)

Grade Placement: 9 Credit: 1 GPA Weight: Advanced
Prerequisite: Algebra I

With emphasis on computational thinking and collaboration, this year-long course will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In TAP Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.
Note: This course satisfies the state graduation requirement for a level one course under Languages other than English.

TAP Cybersecurity Capstone (CY4000Q)

Grade Placement: 12 Credit: 1 GPA Weight: Advanced
Prerequisite: None

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. Students will develop security policies to mitigate risks. The skills obtained in this course prepare students for additional study toward industry certification. A variety of courses are available to students interested in the cybersecurity field. Cybersecurity Capstone may serve as a culminating course in this field of study.

TAP Digital Electronics STE3000H

TSDS PEIMS Code: 13037600 (DIGELC) GPA Weight: Advanced
Grade Placement: 10–12 Credit: 1
Prerequisites: Algebra I and Geometry.

Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of modern electronic devices such as cellular phones, digital audio players, laptop computers, digital cameras, and high-definition televisions. The primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.
Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

TAP Engineering Design and Development STE4000H

TSDS PEIMS Code: N1303749 (EDD) GPA Weight: Advanced
Grade Placement: 11–12 Credit: 1
Prerequisite: Algebra l and Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics.

Engineering Design and Development is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solutions, students select an approach, create, and test the solution prototype. Students present and defend their solution to an outside panel. While progressing through the engineering design process, students work closely with experts and continually hone their organizational, communication and interpersonal skills, and their creative and problem solving abilities. Engineering Design and Development is appropriate for 11th and 12th grade students and should be taken as the capstone PLTW course since it requires application of the knowledge and skills learned in the PLTW foundation courses.

TAP Engineering Science STE0220H

TSDS PEIMS Code: 13037500 (ENGSCIEN) GPA Weight: Advanced
Grade Placement: 10–12 Credit: 1
Prerequisite: Algebra I and Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics.

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

TAP Foundations of Cybersecurity (CYB2000)

Grade Placement: 10–12 Credit: 1 GPA Weight: Regular
Prerequisite: None

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

Fundamentals of Computer Science

TSDS PEIMS Code: 03580140 (TAFCS)
Grade Placement: 9–12 Credit: 1
Prerequisites: None.

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. 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 and concepts. The six strands include creativity and innovation: communication and collaboration: research and information fluency; critical thinking; problem solving, and decision making; digital citizenship, and technology operations and concepts.

TAP Game Programming and Design

TSDS PEIMS Code: 03580380 (TAGMPD) GPA Weight: Advanced
Grade Placement: 9–12 Credit: 1
Prerequisites: None.

Game Programming and Design will foster student creativity and innovation by presenting students with 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 gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming 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 create a computer game that is presented to an evaluation panel. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

TAP Introduction to Engineering Design

TSDS PEIMS Code: N1303742 (IED) GPA Weight: Advanced
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Introduction to Engineering Design (IED) is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning.

TAP Mobile Application Development

GPA Weight: Advanced

TSDS PEIMS Code: 03580390 (TAMBAD)
Grade Placement: 9-12 Credit: 1
Prerequisite: At least one credit from the Mobile App Development Program of Study.

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design 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 mobile application development through the study of development platforms, programming languages, and software design standards.

Supplemental CTE Elective Courses

There are several CTE courses that students may choose as elective courses to supplement their personal graduation plan. It is not required for students to be enrolled in a particular program of study to take most lower level CTE courses listed in the above Programs of Study. Additionally there are several CTE courses which do not form part of any Program of Study but are valuable additions to multiple pathways and endorsements. See below for course description, grade level, and prerequisite information.

Entrepreneurship (BUS1220)

Grades: 10-12 Credits: 1 GPA Weight: Regular
Recommended Prerequisite: Principles of Business, Marketing and Finance

The principles of business and marketing, the concepts of economics and free enterprise, and the understanding of human resource skills that an effective marketer must possess provide the foundation for the study of entrepreneurship. Understanding these concepts allows students to know the interrelationship between business and marketing. Skills are learned which allow students to start their own business.

Financial Math – *see Mathematics section*

Forensic Science (SCI6600)

Grades: 11-12 Credit: 1 GPA Weight: Regular
Prerequisites: Biology, IPC or Chemistry

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. This course can serve as a science credit

Professional Communications (PCO1709)

Grades: 9-12 Credit: 0.5 GPA Weight: Regular

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.

Wildlife, Fisheries, and Ecology Management (AGR1520)

Grades: 10-12 Credit: 1 GPA Weight: Regular
Recommended Prerequisite: Principles of Agriculture, Food and Natural Resources

This course is designed to examine the importance of wildlife and natural resources, including the management of different species of wildlife, habits, habitats, and identification. The course includes the State Mandated Hunter Education Certification, which is achieved by passing the state certification exam.

OTHER PROGRAMS

Independent Study & Seminar Courses

Independent Study and Seminar courses are intended for self-motivated students who have exhausted all other opportunities in a particular subject. Students will conduct in depth research, prepare a product of professional quality and will present their findings to appropriate audiences. An application process is required. Independent Study courses shall earn pass/fail credit. See counselor for additional information.

AP Capstone Diploma Program

AP Capstone™ is a diploma program from the College Board. It's based on two yearlong AP courses: **AP Seminar** and AP **Research**.

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

Students can earn the *AP Capstone Diploma*™ or the *AP Seminar and Research Certificate*™.

Students who earn scores of 3 or higher in **AP Seminar** and **AP Research** and on four additional AP Exams of their choosing receive the **AP Capstone Diploma**™.

Students who earn scores of 3 or higher in **AP Seminar** and **AP Research** but not on four additional AP Exams receive the ***AP Seminar and Research Certificate***™.

The Benefits of AP Capstone

Participating in AP Capstone can help students:

- Stand out to colleges in the application process.
- Develop key academic skills they'll use in college and beyond.
- Become self-confident, independent thinkers and problem solvers.
- Earn college credit: Many colleges offer credit for qualifying scores.

AP Seminar (APC3000P)

Grades: 10-12 Credit: 1 GPA Weight: Advanced

AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP Research (APC4000P)

Grades: 10-12 Credit: 1 GPA Weight: Advanced
Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Other Electives

Student Leadership (LDR1000)

Grades: 10-12 Credit: 1 GPA Weight: Regular

This course is designed for students who serve in leadership positions as club or class officers. Its purpose is to prepare students to assume specific responsibilities in their positions, as well as motivate them to take responsibility for their future and teach them the skills they will need to succeed as leaders

Student Office Aide (OTH0100)

Grades: 11-12 Credit: 0 Non-graded
Prerequisites: Approved Application

This course is designed for students who have room in their schedule for courses beyond their graduation requirements. The students will be expected to fulfill all duties and responsibilities as determined by their supervisor. Students are limited to one aide period per semester.

Peer Assistance for Students with Disabilities I & II (PAS1000, PAS2000)

Grades: 11-12 Credit: 1 unit
Prerequisites: Approved Application

Peer Assistance for Students with Disabilities is designed to promote an inclusive educational environment for special education students. This course provides peer assistants the opportunity to develop leadership and communication skills. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement upon enrollment in the course and mini sessions throughout the semester. Peer assistants assist the teacher in general education classroom and special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion in the classroom. The goal is to create a relationship among age appropriate peers of differing abilities, both socially and academically.

APPENDIX

Required Notification Regarding Algebra II as a High School Graduation Requirement

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=GS

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any two or more of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3)
- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an Algebra II course or at least one advanced career and technical or technology applications course

Limited Pass/Fail Option

Beginning with the class of 2024 (9th grade cohort of 2020-2021) students who are participating in a defined four-year program, which does not have weighted (TAP/AP/Dual Credit) options at Levels III and IV may opt to take the course as a Pass/Fail course. Course grading will follow the normal grading guidelines and a numerical grade will be recorded and reported for progress reports and report cards. The semester grade will be calculated with the two report card grades and the final exam (unless exempt). Provided that the semester average is at least 80, the numerical semester average will be converted to a grade of Pass for the transcript. The grade will not be included in GPA calculations.

Eligibility

- The student must be in 11th or 12 grade and requesting a course which forms either Level III or IV of a four-year program for which the student has completed levels I and II.
- Students may not be approved to take more than two Pass/Fail courses in any one school year.
- Students must successfully complete an application process advertised by the campus and meet any required deadlines.
- Student must commit to the program prior to a date advertised by the campus. The decision cannot be changed during the school year, with an allowable exception of courses taken during the Spring Semester of 12th grade.
- Students must earn a semester average of at least 80 to qualify for the conversion to a Pass for the transcript record. Semester averages of less than 80 will be posted according to regular guidelines and will be included in GPA rankings.

Note for Student Athletes:

Core courses that receive a grade of Pass may satisfy your core-course requirements if the course receives credit toward graduation. The NCAA Eligibility Center will assign your high school's **lowest** passing grade (70) for a pass/fail class.

Limited Pass/Fail Option Course List

ATHLETICS 4-YEAR PROGRAMS	
Athletic Trainer 3	ATC5220
Athletic Trainer 4	ATC5320
Baseball 3	ATB1105/6
Baseball 4	ATB1107/8
Basketball Boys 3	ATB2105/6
Basketball Boys 4	ATB2107/8
Basketball Girls 3	ATG1105/6
Basketball Girls 4	ATG1107/8
Cross Country 3	ATC1105/6
Cross Country 4	ATC1107/8
Football 3	ATB3105/6
Football 4	ATB3107/8
Golf 3	ATC6105/6
Golf 4	ATC6107/8
Soccer Boys 3	ATB4105/6
Soccer Boys 4	ATB4107/8
Soccer Girls 3	ATG2105/6
Soccer Girls 4	ATG2107/8
Softball 3	ATG3105/6
Softball 4	ATG3107/8
Swim 3	ATC3105/6
Swim 4	ATC3107/8
Tennis 3	ATC4105/6
Tennis 4	ATC4107/8
Track 3	ATC1405/6
Track 4	ATC1407/8
Track Boys 3	ATB1405/6
Track Boys 4	ATB1407/8
Track Girls 3	ATG1405/6
Track Girls 4	ATG1407/8
Volleyball 3	ATG4105/6
Volleyball 4	ATG4107/8
JROTC 3	RTC3000
JROTC 4	RTC4000

CTE 4-YEAR PROGRAMS OF STUDY	
Accounting II	BUS1620
Adv Animal Science	AGR1220
Adv Culinary Arts	CUL4000
Adv Floral Design	AGR2310
Advanced Plant and Soil Science	AGR4400
Advertising	BUS0123
Agricultural Structure Design & Fab	AGR0920
Architectural Design II	ACS1120
Audio/Video Production II	AVP3000
Business Law	BUS1100
Business Management	BUS3340
Career Prep I	WRK3210
Career Prep II	WRK4210
Child Guidance	TCH3100
Construction Tech II	ACS2500
Engineering Design Presentation I	ROB3000
Food Science	CUL4010
Graphic Design/Illustration II	GDI2000
Health Science Clinicals/Theory	HLT2110
Health Science Theory	HLT3100
Horticulture Science	AGR1310
Instructional Practices	TCH1220
Practicum Ag - Ag Engineering	AGR4200
Practicum AG/FD/NR	AGR3020
Practicum Arch/Design	ACS4000
Practicum Business Management	BUS4100
Practicum Business Mgmt Finance	BUS4000
Practicum Culinary Arts	CUL4100
Practicum Dentistry	HLT3620
Practicum Education & Training	TCH2120
Practicum Emergency Medicine	HLT3320
Pract. Graphic Design Illustration	GDI3000
Practicum in A/V Production 1	AVP4000
Practicum in Construction Tech	ACS4140
Practicum in Marketing	MKT4200
Practicum in Welding	MFG4300

CTE 4-YEAR PROGRAMS CON'T	
Practicum Nursing	HLT3520
Practicum of Robotics	ROB4100
Practicum Rx	HLT3420
Practicum Sports Medicine	HLT3810
Practicum Veterinary Applications	AGR3130
Project-Based Research 1	PBR0001
Social Media Marketing	BUS0033
Stats and Business Decision Making	BUS4200
Veterinary Medical Applications	AGR3120
Welding II	MFG3200

JOURNALISM 4-YEAR PROGRAMS	
Adv Broadcast Journalism 2	JRN2000
Adv Broadcast Journalism 3	JRN3010
Debate 3	COM3000
Debate 4 (Indep Std Spch)	COM4000
Newspaper 2	JRN1200
Newspaper 3	JRN1300
Yearbook 2	JRN2200
Yearbook 3	JRN2300

FINE ARTS 4-YEAR PROGRAMS	
Band 3	BND3000
Band 4	BND4000
Chamber Choir/Vocal Ensemble 3	MUS9300
Chamber Choir/Vocal Ensemble 4	MUS9400
Choir 3	MUS3000
Choir 4	MUS4000
Colorguard 3	BND3100
Colorguard 4	BND4100
Dance 3	DNC3000
Dance 4	DNC4000
Drill Team 3	DRL3000
Drill Team 4	DRL4000
Jazz Band 3	BND3200
Jazz Band 4	BND4200
Local Cheer 3	ATC2105/6
Local Cheer 4	ATC2107/8
Orchestra 3	ORC3000
Orchestra 4	ORC4000
Technical Theatre 3	THT3000
Technical Theatre 4	THT4000
Theatre Arts 3	THA3000
Theatre Arts 4	THA4000
Theatre Production 3	THP3000
Theatre Production 4	THP4000

Note: This list is subject to change

Grade Point Average (GPA)/Class Rank

Grade point average (GPA) is expressed as a mathematical average calculated to five decimal places as necessary. GPA is determined by adding numerical semester averages (with quality points earned) and dividing by the total number of semester credits attempted.

Eligible semester grades earned in grades 9, 10, 11, and the fall of grade 12 shall determine GPA and class rank. TISD students receive their official GPA and class rank at the following times:

- 10th Grade (3 semesters) Mid-year Sophomore Class Rank – late February
- 11th Grade (4 semesters) Preliminary Junior Class Rank – late September
- 11th Grade (5 semesters) – Mid-year Junior Class Rank – early February
- 12th Grade (6 semesters) – Preliminary Senior Class Rank – Summer*
- 12th Grade (7 semesters) – Official Senior Class Rank – late January*

*May be used for application under *Automatic Admissions*.

Grades for calculating formal GPA are those earned through:

- The regular school year
- Approved correspondence courses and approved off-campus/community courses
- Grades earned through Credit by Exam with prior instruction
- Approved dual credit
- District and approved summer school programs
- Transfer grades/credits

Tomball ISD High School GPA conversion from a weighted 100-point scale to a weighted 4.0 scale.

TISD GPA ÷ 100 x 4 = GPA (4.0 scale)

For an unweighted 4.0 GPA, Tomball ISD will use the methodology of the College Board described at: https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale

Quality Points

Starting in 9th grade, fifteen (15) quality points will be added to the semester average to calculate GPA for students in TAP, AP (Advanced Placement), DC (Dual Credit). Students must remain in the course for the full semester for quality points to be awarded. See the chart on the next page for a list of courses which are weighted with quality points. Dual Credit courses taken at Lone Star College Tomball as part of the Tomball Star Academy Early College High School Program will also have quality points added to the grade following a conversion of the college grade to a 100 point scale for the student's high school transcript. Tomball Star Academy will maintain a separate list of such dual credit courses updated annually.

The courses below are provided through the Tomball ISD Advanced Academics Program. These courses are designed with enhanced curriculum, rigor, and outcomes through either a district developed curriculum (TAP), a curriculum approved by The College Board (AP), or a curriculum aligned to a college course (Dual Credit).

GPA: In the calculation of a student's grade point average (GPA), these courses receive an additional 15 "quality" points onto the semester average earned by the student.

UIL Eligibility

TEC §33.081/19TAC 74.30 define and restrict the courses that are exempt from the passing grade requirement for students to be eligible to participate in extra-curricular activities. Students may have a grade as low as 60 in two TAP, AP or Dual Credit courses and still remain eligible for UIL participation (TAP and Dual Credit courses do **not** include CTE or Fine Arts, non-exempted courses appear in gray below).

TAP Courses	AP Courses	Dual Credit Courses
TAP Aerospace Engineering	AP Biology	DC Anatomy & Physiology
TAP Algebra I	AP Calculus I /Calculus AB	DC Biology
TAP Algebra II	AP Calculus I, II Calculus BC	DC Calculus I /Calculus AB
TAP Art 3 Drawing	AP Chemistry	DC Calculus I, II Calculus BC
TAP Art 3 Sculpture	AP Computer Science A	DC Chemistry
TAP Art 3: Digital Art and Media II	AP Computer Science Principles	DC Col. Readiness Std Skill
TAP Biology	AP Economics	DC College Alg Indep Std
TAP Chemistry	AP English III Language & Composition	DC Economics
TAP Computer Science 1	AP English IV Literature & Composition	DC English III
TAP Computer Science 2	AP Environmental Science	DC English IV
TAP Computer Science 3	AP European History	DC Government
TAP Computer Science Essentials	AP French IV	DC Spanish III
TAP Computer Science Essentials		
TAP Cybersecurity Capstone	AP German IV	DC Statistics
TAP Digital Electronics	AP Government	DC US History
TAP Engin. Design/Problem Solving	AP Human Geography	DC Electrical Technology I
TAP Engineering Science	AP Music Theory	DC AC/DC Electronics
TAP English I	AP Physics 1: Algebra-based	
TAP English II	AP Physics 2: Algebra-based	
TAP Foundations in Cybersecurity	AP Physics C: Electricity & Magnetism	All Dual Credit courses taken through Tomball Star Academy
TAP French II	AP Physics C: Mechanics	
TAP French III	AP Psychology	
TAP Game Programming and Design	AP Research	
TAP Geometry	AP Seminar	
TAP German II	AP Spanish IV Language & Culture	
TAP German III	AP Spanish IV NS Language & Culture	
TAP Intro Engineering Design	AP Spanish V Literature & Culture	
TAP Mobile Application Development	AP Statistics	
TAP PreCalculus	AP Studio Art: 2-D Design Portfolio	
TAP Spanish II	AP Studio Art: 3-D Design Portfolio	
TAP Spanish II NS	AP Studio Art: Drawing Portfolio	
TAP Spanish III	AP US History	
TAP Spanish III NS	AP World History	
TAP World Geography		

Due to the rigor and interaction necessary for these courses, it cannot be replicated in an alternative setting. Any student assigned to an alternative education placement for more than 15 days will be rescheduled into a regular level course and will not receive quality points.

DUAL CREDIT

Dual credit rules, conditions, and offerings may be different for students participating in the Early College High School program at Tomball Star Academy. Students in that program should refer to campus guidelines for additional information.

Dual credit as a system in which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and high school. Dual credit courses may be taught on the high school campus by an approved instructor or on the college campus. Dual credit courses include both academic and technical courses.

Tomball ISD partners with *Lone Star College Systems* to provide Dual Credit courses to eligible students. For *Lone Star College Systems*, Dual Credit is part of the exceptional admissions program. It is especially designed for high school students who qualify to earn high school and college credit simultaneously while still in high school. *Lone Star College System* colleges have agreements with several high school districts that permit eligible high school students to earn college credit while satisfying high school graduation requirements at the same time. Currently, Tomball ISD partners with *Lone Star College Tomball* to manage student enrollment and records.

Benefits of taking Dual Credit Courses

- Gain first-hand experience with college-level work while attending high school
- Transition more smoothly between high school and college
- Transfer credits earned in high school to Texas public colleges and universities
- Complete a postsecondary degree faster
- Save money on college tuition

Eligibility

In order for students to be eligible for dual credit, the following must be in place:

- The student is currently enrolled in a TISD high school
- The student has an updated LSCS application on file
- The student meets the requirements for exceptional admissions at LSC.
- The student has taken an approved assessment and meets the Texas Success Initiative (TSI) and LSC Student Success Initiative (SSI)
- The student must meet prerequisites in the areas that are applicable to the course
- The student has approval from high school designee, college designee and parent/guardian
- The student is in 11th or 12th grade unless enrolled at Tomball Star Academy. An exceptional case for a 9th or 10th grade student related to accelerated math or science programming grader may be approved by the Director of Counseling if necessary for graduation requirements to be met.

To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified College Readiness or Dual Credit Eligibility placement test, minimum grade in a specified previous course, etc.).

Type	Assessment	Reading / Writing	Math
College Readiness	ACT	Composite 23 and 19 English	Composite 23 and 19 Math
	SAT	EBRW 480	Math 530
	TSIA *(until 1/11/2021)*	Reading 351, and Writing Essay 5; or Essay 4 and 340 on multiple choice	350
	TSIA2 *(after 1/11/2021)*	=>945 with Essay 5-8; or <945 and Diagnostic Level 5 or 6 with Essay 5-8	=>950; or <950 and Diagnostic Level 6
Dual Credit Eligibility	PSAT/NMSQT	EBRW 460	Math 510
	PLAN	Composite 23 and 19 English	Composite 23 and 19 Math
	ACT-Aspire	435	431
	STAAR EOC	English II 4000 or more	Algebra I 4000 or more and passing course grade in Algebra II

Lone Star College Information and Resources for Dual Credit Courses

Dual Credit FAQ

What is the cost?

Tuition rate is based on an agreement between TISD and LSC system. Fees will be assessed at the regular rate and payable directly to the college. Students are responsible for textbooks.

Will I earn college credit for these dual credit classes?

Yes. Dual credit courses are real college courses. All dual credit students are given the same rights and privileges as other Lone Star College-Tomball students. The grades earned in dual credit courses become a permanent part of a student's college transcript.

What happens if a student earns a D or an F in a Dual Credit class?
If a student earns a D in a dual credit course he/she may receive high school credit, however a D does not transfer to another institution. This would result in the student needing to retake the college course to transfer the credit earned.

If a student earns an F in a dual credit course, he/she will not receive high school or college credit for the course. Students earning a dual credit grade below C will no longer be eligible to continue in the dual credit program.

A student must earn a C or higher to continue to be eligible to enroll in dual credit courses.

How do Dual Credit classes affect athletic eligibility?
According to UIL rules, dual credit courses are eligible for limited UIL exemptions

How many grades are issued in a Dual Credit Course?
Dual credit course are actual college courses and therefore follow the traditional college requirements for grades issued to students. As a result, students should expect a midterm grade and a final grade. It is at the discretion of the dual credit instructor to issue additional grades to students.

What is the process for dropping or withdrawing from a Dual Credit class?
If a student chooses to withdraw from a college course, he or she must meet with their high school counselor FIRST. The high school counselor can assist the student in withdrawing from the college side of a dual credit course. The student must complete and submit an official college Withdrawal Form at LSC prior to the college's last official date for withdrawal. Failure to do so could result in the student receiving an "F" on his/her official LSC transcript. The student will also need to work with the high school counselor to enroll in the appropriate high school course.

No Dual Credit Drop Form is required from the student before the term begins. After the term begins, a student must complete a Lone Star College drop form so that the withdrawal from the Dual Credit course can be properly processed. Failure to complete a drop form could result in an F on a student's college transcript.

What are the consequences of dropping a Dual Credit course at the beginning of the semester?

For high school Dual Credit courses, changes and/or drops can occur only within the first ten days of the semester. Courses dropped before the Official Day of Record will not be reflected on the student's college transcript. After the Official Day, a grade will be reflected on the student's college transcript.

What are the consequences of dropping a Dual Credit course after the first ten days of a semester and prior to the drop date?

The student will receive a W on his/her college transcript. Per the Texas Higher Education Coordinating Board, students who are still enrolled in high school are not affected by the provisions of SB 1231 Six-Drop Rule and any course a student drops while they are still enrolled in high school should not be counted toward the limitation on dropped courses. The provisions of the Six-Drop Rule are effective for college courses dropped after high school graduation throughout the student's entire undergraduate college career. Students are not eligible for state or federal financial aid while enrolled in high school. However, grades earned, including a W, for college courses taken while in high school can impact a student's future financial aid under the college's Satisfactory Academic Progress (SAP) policy, because they are recorded on the college transcript.

What are the consequences of dropping a Dual Credit course after the official drop date?
Withdrawals after the official drop-date may result in a student receiving an F on the student's college transcript.

Can the college withdraw a student from a college course?

Yes, high school students who earn a semester grade lower than a "C" will not be allowed to register for any dual credit course the following semester. If already registered, the college will automatically drop the student from their roles.

Do I have to pay for the Placement Exam?

Not the first time! Lone Star College-Tomball waives the fees for the COMPASS or ACCUPLACER placement exams for first time dual credit students. If you don't pass and have to retest, the cost is $10 per section. Please keep in mind that there is a 30-day wait before retesting the same test.

How do I enroll in the Dual Credit program?

1. Talk to your HS Counselor about Dual Credit offerings.
2. Complete online college application at www.lonestar.edu.
3. Demonstrate College Readiness through a placement exam in reading, writing and math or be exempt from further assessment. Preparation for testing is recommended prior to testing.
4. Complete the necessary forms. You will need a Dual Credit/Exceptional Admissions Approval form, and any others your school requires. Math courses require an unofficial transcript
5. Turn all of your scores and forms into your HS Counselor by the high school deadline for an approval signature. Please check with your counselor to determine when these forms are due and be sure you have entered your college ID and both your signature and a parent's signature on the form. Your college ID is assigned at the time of completion of the college application.
6. Register, in person, for the college classes at Lone Star Enrollment Services by the high school deadline.
7. Pay Lone Star for tuition and fees, when applicable, by the high school deadline.

Are dual credit courses right for me?

Only the students, with the input of their parents/guardians and counselors, can answer this question. Please keep in mind the student needs to be dedicated to the demands of the course and, if applicable, the time commitments in other courses and extra-curricular activities.

How do high school students get books for the college classes?

This may vary by high school and by course, so students should contact their instructors.

What is the grading scale?

Grades for dual credit courses on recorded on both the high school report card and transcript; and on the college transcript. Course grades on the high school report card and transcript follow the same grading scale and calculation rules as other high school courses. The grade recorded on the college transcript follows the LSC grading scale based on letter grades with corresponding grade point values. Students should see the LSC student handbook for information on the college grading scale.

High school students must complete each college course attempted with a semester grade of "C" or better on the college grading scale in order to continue in the Dual Credit exceptional admissions program.

How do I get my final grades and/or transcript?

Students may order Lone Star transcripts through the National Student Clearinghouse (accessed online; more information at http://www.lonestar.edu/transfer-transcript.htm. There is a charge per transcript. Unofficial transcripts are available through the student's *MyLoneStar* account.

Will I receive quality points for dual credit?

Yes, quality points are only calculated by the high school when determining GPA and rank.

NOTE: Dual Credit students waive their exemption from High School final exams.

Dual Credit Course Crosswalk

High School Course	College Course	College Code	College Hours	Notes
DC Anatomy & Physiology	Intro to Anatomy & Physiology	BIOL 2401	4	College hours earned after successful completion of Spring Semester
DC Biology	Biology I	BIOL 1406	4	Fall Semester
	Biology II	BIOL 1407	4	Spring Semester
DC Calculus I	Calculus I	MATH 2413	4	College hours earned after successful completion of Spring Semester
DC Calculus I, II	Calculus I	MATH 2413	4	Fall Semester
	Calculus II	MATH 2414	4	Spring Semester
DC Chemistry	General Chemistry I	CHEM 1411	4	Fall Semester
	General Chemistry II	CHEM 1412	4	Spring Semester
DC College Readiness Study Skills	Learning Framework: 1st Year Experience	EDUC 1300	3	One semester course
DC College Algebra	College Algebra	MATH 1314	3	College hours earned after successful completion of Spring Semester
DC Economics	Macroeconomics	ECON 2301	3	One semester course
DC English III, or DC English IV (without DC English III)	Composition & Rhetoric I	ENGL 1301	3	Fall Semester
	Composition & Rhetoric II	ENGL 1302	3	Spring Semester
DC English IV (with DC Eng III)	Survey of World Lit through 16th Century	ENGL 2332	3	Fall Semester
	Survey of World Lit from 17th Century	ENGL 2333	3	Spring Semester
DC Government	Federal Government	GOVT 2305	3	One semester course
DC Spanish III	Intermediate Spanish	SPAN 2311	3	College hours earned after successful completion of Spring Semester
DC Statistics	Statistics	MATH 1342	3	College hours earned after successful completion of Spring Semester
DC US History	US History to 1877	HIST 1301	3	Fall Semester
	US History since 1877	HIST 1302	3	Spring Semester
DC Electrical Tech I	National Electrical Code I Electrical Calculations I Residential Wiring	ELPT 1325 ELPT 1315 ELPT 1329	3 3 3	Spring Semester
DC AC/DC Electronics	Basic Electrical Theory Intro Elec Safety & Tools	ELPT 1311 ELPT 1321	3 3	Fall Semester

Additional Dual Credit courses are offered through the Early College High School Program at Tomball Star Academy. Prospective and current students should consults with campus guidelines for more information.

ALTERNATIVE METHODS FOR EARNING COURSE CREDIT

Credit by Examination with Prior Instruction

In accordance with local policy, a student in any of grades 6–12 may be given credit for an academic subject in which he or she had some prior instruction if the student scores 70 percent on a criterion-referenced test approved by the board for the applicable course. 19 TAC 74.24(c)(12); EHDB(LEGAL)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the District from a non-accredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit or a final grade because of excessive absences [see FEC].

The Board-approved examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course. EHDB(LOCAL)

Students in grades 6-12 who have previous formal instruction in Board designated courses and do not have credit in a course from an accredited institution, as recognized by the Texas Education Agency, may earn credit through Credit by Exam with Prior Instruction. This option is available in order to validate student attainment of the essential knowledge and skills.

To be eligible for credit by examination, a student must:

1. meet enrollment criteria for the District
2. be in grades 6-12
3. have prior formal instruction with an end grade of 60% or more at a given grade level or in the course(s), including home schooling
4. have prior approval from the appropriate administrator
5. in the case of loss of credit due to excessive absences, have approval of the attendance committee

For students with inadequate records from other schools or foreign countries or returning from a home schooling situation, the District will determine prior formal instruction for these students based upon a review of educational records.

Approved Examinations

- Examinations developed by the District that the Superintendent or designee determines cover the essential knowledge and skills for each applicable subject area;
- Examinations developed by the University of Texas at Austin; and
- Examinations developed by Texas Tech University.

Credit

To receive credit, the student must score a grade of 70 percent or better on the examination. Grade points will be awarded for students. Credit by exam may NOT be used to gain UIL eligibility.

Procedures

1. The campus counselor shall facilitate registration for Credit by Exam.
2. The counselor will accept the test fee (amount necessary to cover the cost of the test) at the time of registration.
3. The principal or designee shall approve student eligibility for each CBE application.
4. The student may sign up for the CBE tests through a state approved university, with approval of his/her counselor who will monitor the examination and return the test to a state approved university for scoring.
5. Tests will be administered on individual campuses on dates determined by the principal or designee.
6. After receiving the test score, the principal or designee will record the grade received on the student's permanent record card.
7. Credit and grade points will be calculated in the GPA.

EHDB (REGULATION)

Credit by Examination without Prior Instruction

Tomball ISD students in grades 9-12 who have not had previous formal instruction may accelerate subject areas through Examination for Acceleration.

Eligibility

To be eligible for Examination for Acceleration, a student must meet enrollment criteria for the district.

Limitations

- The Exam for Acceleration may be taken no more than two times per subject area.
- A student may not attempt credit by exam after the time he would ordinarily be enrolled in the course
- If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the district's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

Education Code 28.023; 19 TAC 74.24(c)(9)–(10)

Examinations

The board shall approve for each high school course, to the extent available, at least four examinations that shall include College Board advanced placement examinations and examinations administered through CLEP. The examinations may include examinations developed by Texas Tech University, The University of Texas at Austin, the school district, or another entity.

List of Approved Examinations:

For high school credit courses for which an EOC assessment is required:

- Examinations developed by the University of Texas at Austin;
- Examinations developed by Texas Tech University;
- AP examinations; and
- CLEP examinations.

For all other high school credit courses:

- Examinations developed by the University of Texas at Austin;
- Examinations developed by Texas Tech University;
- AP examinations;
- CLEP examinations;
- OPI examinations;
- APEX examinations; and
- APPL examinations

Administration

Annually, periodic testing windows are scheduled to provide eligible students the opportunity to earn credit by exam for courses without prior-instruction. Parents should contact the campus counselor for information on the testing windows and requirements.

A district shall provide opportunities for a student who is homeless or in substitute care who transfers to the district after the start of the school year to be administered credit by examination at any point during the school year. 19 TAC 74.24(a)(2)

Credit

Students must have written approval for credit from the parent/guardian, as well as a school district representative. A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;

2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or

3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course. *19 TAC 74.24(c)(8)*

Academic Record

Any score for which credit is awarded (80 percent or better), will be recorded on the academic achievement record but no grade points will be awarded (P=pass). Scores below 80% will not be posted on the student's academic achievement record.

Procedures

- Parents wishing to accelerate their student may obtain an application from the counselor's office.
- The completed application is to be returned to the school for review and the parent(s) will be counseled as appropriate.
- The completed application will be approved by the campus counselor after verifying grade enrolled and appropriate sequence of courses.
- Tests will be administered at an appropriate test site on dates established by the district in accordance with state guidelines.
- Test results will be reported to parents and principals.
- Upon receipt of the scores the principals, registrar, or counselors will be responsible for adjusting the student's schedule and/or grade placement, if necessary.

Distance Learning and Correspondence Courses

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner.
2. Students may earn course credit through distance learning technologies, such as satellite, Internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television.
3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course.

   19 TAC 74.23

Texas Virtual School Network (TxVSN)

The TxVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TxVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, and institutions of higher education. The TxVSN is comprised of two components—the online school (OLS) program and the statewide course catalog.

19 TAC 70.1001(4)

Students enrolled in Tomball ISD schools may take courses through the *statewide course catalog* component of the TxVSN if they meet the eligibility requirements.

ELIGIBILITY

The site coordinator will only deny enrollment in the following circumstances:

1. The course load is inconsistent with the student's graduation plan;
2. The enrollment period for the course has passed;
3. The student has not completed the necessary prerequisites for enrollment in the class; or
4. The District offers a substantially similar course.

Appeals

A parent may appeal to the Commissioner the District's decision to deny a request to enroll a student in an electronic course offered through the TxVSN. The Commissioner's decision under this subsection is final and may not be appealed.

PROCEDURE

A student requesting to enroll in a course provided through the TxVSN:

- must complete the District's enrollment form,
- obtain the school counselor's approval,
- and submit the form to the site coordinator.

- The site coordinator will review the enrollment form to determine, in accordance with the requirements of the TxVSN, whether the student will be permitted to enroll in the course(s).

A student approved to take a course through the TxVSN statewide course catalog:

- Shall enroll in each TxVSN course through the TxVSN online registration system;
- Shall be assigned a grade by the TxVSN teacher after the drop period established by TxVSN central operations;
- May withdraw from a course taken through the TxVSN after the instructional start date without academic or financial penalty within the drop period established by TxVSN central operations; and
- Shall have the grade assigned by the TxVSN teacher added to the student's transcript by the student's home district.

The District has discretion to select a course provider approved by TEA for the course in which the student will enroll based on factors including the informed choice report required by Education Code 30A.108(b).

COURSE FEES

Except for enrollment during the summer, the District will pay the costs for up to three approved year-long courses or the equivalent per student so long as the requested courses do not cause the student to be enrolled in a course load that exceeds that of other students in the same grade. If the student wishes to enroll in more than three year-long courses, he or she may do so by paying the cost for the course, subject to the eligibility requirements above.

COMPULSORY ATTENDANCE

Texas public school students are not required to be in physical attendance while participating in courses through the TxVSN course catalog. Based upon successful completion of a TxVSN course for students in grades 9–12 are considered to have met attendance requirements for that course or program.

STUDENTS WITH DISABILITIES

For purposes of the policy, the determination of whether or not an electronic course will meet the needs of a student with a disability shall be made by the student's admission, review, and dismissal (ARD) committee in a manner consistent with state and federal law, including the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794. *Education Code 30A.007(b)*

REQUIRED ENROLLMENT PROHIBITED

The District or open-enrollment charter school may not require a student to enroll in an electronic course.

Education Code 30A.107(d)

INDUCEMENTS FOR ENROLLMENT PROHIBITED

A course provider may not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the TxVSN. The Commissioner shall revoke approval of electronic courses offered by a course provider that violates this prohibition. The Commissioner's action under this section is final and may not be appealed.

Education Code 30A.1052

COURSE PORTABILITY

A student who transfers from one educational setting to another after beginning enrollment in an electronic course is entitled to continue enrollment in the course.

Education Code 30A.1051; 19 TAC 70.1015(d)

STUDENT ASSESSMENT

All Texas public school students enrolled in the TxVSN are required to take the statewide assessments as required in Education Code 39.023 [see EKB]. The administration of the assessment instrument to the student enrolled in the electronic course must be supervised by a proctor.

The District shall report to the Commissioner through the Public Education Information Management System (PEIMS) the results of assessment instruments administered to students enrolled in an electronic course offered through the TxVSN separately from the results of assessment instruments administered to other students.

All districts participating in the TxVSN OLS program are included in the state's academic accountability system.

Education Code 30A.110; 19 TAC 70.1023

Other Distance Learning

The Superintendent or designee shall establish procedures governing the use of other 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.

A student requesting to enroll in a distance learning course not provided through the TxVSN, including a correspondence course, must submit a request no later than 30 days prior to the start date of the course and must obtain prior approval from the counselor in order to receive credit for the course.

Students in grades 8-12 will be eligible to take correspondence/distance learning courses and earn credit toward graduation.

A student may earn a maximum of two (2) state-required credits through correspondence/distance learning courses and may be enrolled in only one such course at a time.

ASSIGNMENT FOR CREDIT RECOVERY

The principal, designee, or attendance committee, as applicable, may assign a student as often as necessary to distance learning courses, including correspondence courses, for the purpose of credit recovery.

A student enrolled in the Tomball Student Success Academy may be enrolled in distance learning courses as determined by the educational EHDE Regulation Page 2 of 2 plan developed for that student

LIMITS ON REQUESTS

Apart from assignment for credit recovery, the principal or designee shall grant a student's requests for approval for enrollment in no more than two distance learning courses for state-required credits for graduation and shall not approve enrollment in more than one such course at a time.

Based on a student's circumstances and in accordance with criteria established in administrative procedures, the Superintendent or designee may grant exceptions to these limitations.

DEADLINE FOR GRADE SUBMISSION

For purposes of participation in the graduation ceremony only, the deadline to submit grades from correspondence/distance learning courses, other than the TxVSN, will be no later than three (3) weeks prior to the date of the graduation ceremony.

Students who are Not Enrolled in Tomball ISD schools

Tomball ISD does not does not regulate, index, monitor, approve, register, or accredit the programs available to parents who choose to home school. The following information is being shared as part of the district's obligation to provide information regarding alternative methods of earning course credit.

A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TxVSN. The student:

1. May not in any semester enroll in more than two electronic courses offered through the TxVSN;
2. Is not considered to be a public school student;
3. Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides;
4. Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and
5. Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course.

Education Code 30A.107(c)

Eligibility

A student is eligible to enroll in a TxVSN course only if the student:

1. On September 1 of the school year is younger than 21 years of age or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 42.003;
2. Has not graduated from high school; and
3. Is otherwise eligible to enroll in a public school in this state.

Exception for military dependents

A student is eligible to enroll in one or more TxVSN courses or enroll full-time in courses provided through the network if the student:

1. *Is a dependent of a member of the United States military;*
2. *Was previously enrolled in high school in this state; and*
3. *No longer resides in this state as a result of a military deployment or transfer.*

Online School (OLS) program

"Online School (OLS) program" is a full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in grades 3–12 who are not physically present at school. *19 TAC 70.1001(7)*

A TxVSN OLS may serve students in grades 3–12 but may not serve students in kindergarten–grade 2.

School districts serving as TxVSN OLSs must follow all requirements in 19 Administrative Code 70.1011.

19 TAC 70.1011

Any TXVSN/OLS course costs for unenrolled students is the responsibility of the student's parents or guardians.

COURSE FEES

The following fees apply to the indicated courses. Course fees are subject to change. Students who classify as economically disadvantaged are eligible for certain waivers, reductions, or other assistance, see counselor for additional information.

Authorized Fee Types

1. A fee for materials used in any program in which the resultant product in excess of minimum requirements becomes, at the student's option, the personal property of the student, if the fee does not exceed the cost of materials.
2. A security deposit for the return of materials, supplies, or equipment.
3. A fee for personal physical education and athletic equipment and apparel, although any student may provide his or her own equipment or apparel if it meets reasonable requirements and standards relating to health and safety established by the board.
4. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by a district.
5. A fee for items of personal apparel that become the property of the student and that are used in extracurricular activities.
6. Fees are related to a Dual Credit Course for tuition, books, etc.

Department	Course	Amount	Fee Type(s)
CTE	Advanced Culinary Arts	$50	1
CTE	Advanced Floral Design	$50	1
CTE	Agricultural Mechanics and Metal Technology	$50	1
CTE	Agricultural Structures Design & Fabrication	$50	1
CTE	Anatomy & Physiology	$15	1
Fine Arts	AP Music Theory	$25	1
Fine Arts	Art I	$35	1
Fine Arts	Art II Drawing	$50	1
Fine Arts	Art II Sculpture	$50	1
Fine Arts	Art III Drawing TAP	$50	1
Fine Arts	Art III Sculpture TAP	$50	1
Fine Arts	Art IV AP Studio 2D Design	$65	1
Fine Arts	Art IV AP Studio 3D Design	$65	1
Fine Arts	Art IV AP Studio Drawing	$65	1
Fine Arts	Band courses	$100-$150	1,4
Athletics	Baseball I-IV	$20	3,4,5
Athletics	Basketball I-IV	$20	3,4,5
Athletics	Cheerleading I-IV	$600-$800	3,4,5
Fine Arts	Choir Courses	$20	1,4
CTE	Computer Science I-III	$20	1
CTE	Construction Technology I-II	$50	1
Athletics	Cross Country I-IV	$20	3,4,5
CTE	Culinary Arts	$55	1
Fine Arts	Dance	$100	1,4

Department	Course	Amount	Fee Type(s)
Fine Arts	Dance: Color Guard	$500-$700	3,4,5
Fine Arts	Dance: Drill Team	$800-$1,000	3,4,5
Advanced Academics	Dual Credit Courses	Textbooks + LSC fees	6
CTE	Electrical Technology Program (Dual Credit)	$125 per semester	1,6
CTE	Floral Design	$50	1
CTE	Food Science	$15	1
Athletics	Football I-IV	$20	3,4,5
CTE	Forensic Science	$15	1
Athletics	Golf I-IV	$20	3,4,5
CTE	Health Science Clinical/Health Science Theory	$100 + uniform	1,5
CTE	Health Science Theory	$15 + uniform	1,5
CTE	Instructional Practice	$20	1
CTE	Introduction to Culinary Arts	$15	1
CTE	Introduction to Welding	$50	1
ELA	Journalism I	$25	1
JROTC	JROTC I-IV	$25	2,3,4,5
ELA	Photojournalism I	$25	1
CTE	Practicum in Agricultural Engineering	$50	1
CTE	Practicum in Construction Technology	$50	1
CTE	Practicum in Culinary Arts	$55	1
CTE	Practicum in Dentistry	$100 + uniform	1,5
CTE	Practicum in Emergency Medicine	$75 + uniform/shots	1,5
CTE	Practicum in Nursing	$100+ uniform	1,5
CTE	Practicum in Pharmacy	$65 + uniform/license	1,5
CTE	Practicum in Sports Medicine/Physical Therapy	$100 + uniform	1,5
CTE	Practicum in Teaching & Training	$30	1
CTE	Practicum in Welding	$75	1
CTE	Principles of Health Science	$15	1
CTE	Principles of Hospitality and Tourism	$15	1
CTE	Principles of Human Services	$15	1
Athletics	Soccer I-IV	$20	3,4,5
Athletics	Swimming I-IV	$20	3,4,5
Fine Arts	Technical Theatre	$15	1
Athletics	Tennis I-IV	$20	3,4,5
Fine Arts	Theatre courses	$15	1,4
Athletics	Track I-IV	$20	3,4,5
Athletics	Trainer I-IV	$20	3,4,5
Athletics	Volleyball I-IV	$20	3,4,5
CTE	Veterinary Medical Applications	$45 (uniform)	5
CTE	Welding I-II	$75	1
CTE	Wildlife, Fisheries, and Ecology Management	$20	1

Note: Fees are subject to change.

Errata and Addenda for 2022-2023 Catalog

Page(s)	Section	Change	Edition Posted
5	Introduction	Add Profile of a Graduate	2nd
10	Course Types	Add information on NCAA Core Courses	2nd
14	AP Exams	Updated registration deadline month from February to November	2nd
15	Dual Credit	Limitation to 11th and 12th grade specified	2nd
19	Allowable Substitutions	Add info satisfying LOTE requirements with computer science courses	2nd
21	Graduation Requirements	Information on Early Graduation added	2nd
36	ELA	Added CCMR language to College Prep English IV	2nd
44	Math	Added CCMR language to College Prep Math description	2nd
45	Math	Update Financial Math listing	2nd
49	Science	Updated AP Biology prerequisites	2nd
56	Science	Updated recommended prerequisites for Earth & Space Science	2nd
58	Social Studies	Updated AP Human Geography listing for grades 9-12	2nd
88-99	Fine Arts	Revised Fine Arts courses to reflect current scheduling practices	2nd
89	Fine Arts	Moved Colorguard from Dance section to Band section	2nd
104	CTE	Updated Floral Design grade levels from 9-12 to 10-12	2nd
115	CTE	Typographical error corrections	2nd
117	CTE	Updated BIM grades from 8-12 to 9-12	2nd
135	CTE	Law Enforcement I grade level corrected	2nd
143	CTE	Updated Cybersecurity	2nd
152	Appendix: Pass/Fail	New language for Student Athletes re NCAA	2nd
152	Appendix: Pass/Fail	Updated list, Newspaper 3,4 > Newspaper 2>3, remove Peer Assistance	2nd
155	Appendix: UIL	Clarified non-exemption of CTE and Fine Arts TAP and Dual Credit courses	2nd
157	Dual Credit	Limitation to 11th and 12th grade specified	2nd

Tomball Independent School District
Department of Curriculum and Instruction
2022-2023

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