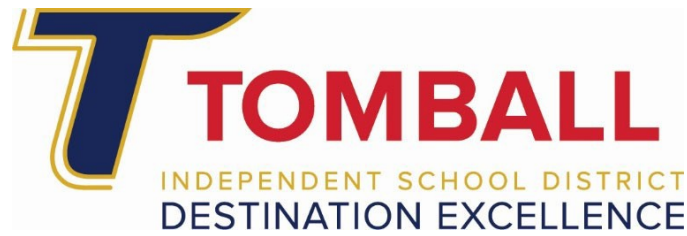




# High School Course Catalog 2024-2025

Third Edition



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.

### Board of Education

Mr. John E. McStravick  
*President*

Mr. Justin Unser  
*Vice President*

Mr. Mark Lewandowski  
*Secretary*

Dr. Michael J. Pratt  
*Assistant Secretary*

Mr. Lee McLeod  
*Trustee*

Mrs. Tina Salem  
*Trustee*

Mr. Matt Schiel  
*Trustee*

### District Leadership

Dr. Martha Salazar-Zamora  
*Superintendent of Schools*

Dr. Amy Schindewolf  
*Chief of Staff*

Dr. Michael Webb  
*Chief Academic Officer*

Dr. Steven Gutierrez  
*Chief Operating Officer*

Mrs. Holly Sherman  
*General Counsel*

Mr. Zack Boles  
*Chief Financial Officer*

Dr. Mindy Munoz  
*Assistant Superintendent of Secondary Schools*

Dr. George Flores  
*Assistant Superintendent of Elementary Schools*

Dr. Lee Wright  
*Assistant Superintendent of Strategic Initiatives*

Mr. Mark White  
*Assistant Superintendent of Accountability*

Dr. Alicia Reeves  
*Assistant Superintendent of Human Talent*



## 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.

## TABLE OF CONTENTS

Tomball Independent School District Vision – Mission - Goals	3	World History Studies.....	58
District Vision.....	3	United States History.....	59
District Mission Statement.....	3	Government.....	60
District Goals.....	3	Social Sciences.....	63
Tomball ISD High School Course Catalog.....	5	Special Topics.....	64
Profile of a Tomball ISD Graduate.....	5	Languages Other Than English (ForeignLanguage).....	65
Tomball ISD Non-Discrimination Policies.....	6	French.....	66
Política de no Discriminación de Tomball ISD.....	7	German.....	67
Tomball ISD High School Course Offerings and Course Fees...	8	Spanish.....	69
Courses For Special Programs.....	8	Health, Physical Education & Athletics.....	73
Courses For Special Populations.....	8	Health Education.....	73
Course Types.....	9	Physical Education.....	73
UIL and NCAA.....	9	Cheerleading.....	74
High School Graduation Requirements and Plans.....	16	Athletics.....	75
Schedule and Level Changes.....	26	Fine Arts.....	79
English Language Arts.....	27	Art.....	79
English Courses.....	27	Music.....	83
Journalism & Writing.....	33	Band and Colorguard.....	83
English Electives.....	38	Orchestra.....	85
Speech & Debate.....	39	Choral Music.....	86
Mathematics.....	41	Other Music Course.....	87
Algebra Courses.....	41	Dance.....	88
Geometry Courses.....	43	Theatre.....	90
Math Electives.....	44	Technical Theatre.....	92
Precalculus & Calculus Courses.....	45	Career and Technical Education (Cte).....	93
Statistics.....	47	Other Programs.....	97
Science.....	49	Appendix.....	99
Biology Courses.....	49	Limited Pass/Fail Option.....	100
Chemistry Courses.....	50	Grade Point Average (GPA)/Class Rank.....	103
Physics Courses.....	52	UIL Eligibility.....	105
Science Electives.....	54	Dual Credit.....	106
Social Studies.....	57	Alternative Methods for Earning Course Credit.....	111
Geography Courses.....	57	Course Fees.....	119

# 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 programs in programs of study. Admission to these programs is based on 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 and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of 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. Steven Gutierrez, at [stevengutierrez@tomballisd.net](mailto:stevengutierrez@tomballisd.net), 281-357-3100, and/or the Section 504 Coordinator, Steven Shiels, at [stevenshiels@tomballisd.net](mailto:stevenshiels@tomballisd.net), 281-357-3140.

# 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 programas de educación profesional y técnica en programas de estudio. La admisión a estos programas se basa en los estándares de admisión. La póliza de Tomball ISD es no discriminar por motivos de raza, color, origen nacional, sexo o discapacidad en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados según lo exige el Título VI. de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada. La póliza de Tomball ISD no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus prácticas de empleo según lo exige el Título VI de la Ley de Derechos Civiles de 1964, enmendada; Título IX de las Enmiendas Educativas de 1972; la Ley de Discriminación por Edad de 1975, enmendada; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada. Tomball ISD tomará medidas para garantizar que la falta de conocimientos del idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para obtener información sobre sus derechos o procedimientos de queja, comuníquese con el Coordinador del Título IX, Dr. Steven Gutierrez, al [stevengutierrez@tomballisd.net](mailto:stevengutierrez@tomballisd.net), 281-357-3100 o Coordinador del Section 504 Steven Shiels, al [stevenshiels@tomballisd.net](mailto:stevenshiels@tomballisd.net), 281-357-3140.

## 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 ensure 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 Individual Education Program (IEP) Team will develop an 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 IEP Team.

#### 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 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 may 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](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 the report card, 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 or 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 TAP
BIOLOGY TAP
CHEMISTRY
CHEMISTRY DUAL CREDIT
CHEMISTRY TAP
CHEMISTRY TAP
EARTH AND SPACE SCIENCE
ENGINEERING DESIGN AND DEVELOPMENT
ENGINEERING SCIENCE
ENVIRONMENTAL SYSTEMS
FORENSIC SCIENCE
INTEGRATED PHYSICS AND CHEMISTRY
PHYSICS

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

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

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<sup>®</sup>)

The College Board AP<sup>®</sup> 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<sup>®</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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
	TSIA2 <i>(after 1/11/2021)</i>	=>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 and passing course grade in English II	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 8<sup>th</sup> and 9<sup>th</sup> grade, students who are graduating under the Foundation High School Program (FHSP) will develop 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 multiple 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 completing 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* (Through Class of 2027)	0.5 credit (Local Requirement)	0.5 credit (Local Requirement)
Health (Through Class of 2027)	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.
<b>Total Credits</b>	<b>22</b>	<b>26</b>

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

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 4 <sup>th</sup> credit of science with an elective from ELA, Foreign Languages, Fine Arts, or Social Studies.	

BUSINESS & INDUSTRY ENDORSEMENT	
Pathway	Specific Elective Requirements
CTE Programs of Study: Accounting and Financial Services, Animal Science, Applied Agricultural Engineering, Architectural Design, Audio/Visual Production, Aviation, Business Management, Computer Science, Construction Technology, Culinary Arts, Cybersecurity, Electrical Technology, Engineering, Game and App Development, Graphic Design, Marketing, Plant and Floral Science, Robotics, and Welding	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

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

PUBLIC SERVICES ENDORSEMENT	
Pathway	Specific Elective Requirements
CTE Programs of Study: Dentistry, Emergency Medicine, Law Enforcement, Legal Studies, Nursing, Pharmacy, Teaching & Training	See CTE section
JROTC	Four courses in JROTC

STEM (Science, Technology, Engineering, and Math) ENDORSEMENT	
Pathway	Specific Elective Requirements
Eligible CTE Programs of Study: Animal Science, Applied Agricultural Engineering, Architectural Design, Aviation, Computer Science, Cybersecurity, Dentistry, Emergency Medicine, Engineering, Game & App Development, Nursing, Pharmacy, Plant and Floral Science, and Robotics.	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

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 (Through Class of 2027)

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 certified for graduation. The district may set the timeline for course completion.

#### Required Notification Regarding Texas First Early High School Completion Program

The Texas Education Agency, in collaboration with the Texas Higher Education Coordinating Board has developed a program called the *Texas First Early High School Completion Program* along with the *Texas First Scholarship Program*. Students who graduate early and meet the other program requirements will receive a [Texas First Diploma](#) and may be eligible to receive a scholarship for one or two semesters at participating Texas universities. See your counselor for more details.

## 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. Enlistment in the US Armed Forces has been reinstated as an indicator starting with the Class of 2023. Other indicators 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
	TSIA2	=>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:

A student meets CCMR by enlisting in the Army, Navy, Air Force, Coast Guard or Marines and submitting the required documentation. See your college and career counselor or school counselor for more details.

### 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*



Tomball ISD believes "character counts" inside and outside of the classroom. We understand the importance of character development in preparing our students for a successful future. In 2023, Tomball ISD created the CAREER framework for character education in grades 7-12. CAREER stands for Character, Accountability, Responsibility, Excellence, Effort, and Respect. The CAREER framework is 100% aligned to the Texas Positive Character Trait Standards. Senate Bill (SB) 123, enacted by the 87th Texas Legislature, requires every district in Texas to implement a character education program.

Aligned with our mission and vision of educating students to become responsible and productive citizens who will lead in creating the future, as well as the Texas Education Agency's Positive Character Traits, the CAREER Framework embodies our commitment to equipping our students with the essential skills needed for any CAREER they choose.

#### Character:

We believe that strong character is the foundation for success. Through our character education programs, we strive to instill in our students job skills such as integrity, honesty, and resilience.

#### Accountability:

We empower our students to take ownership of their actions and decisions. We teach them to set goals, manage their time effectively, and take responsibility for their learning. By fostering a sense of accountability, we prepare our students to be proactive, independent thinkers, and problem-solvers in any CAREER they choose.

#### Responsibility:

We emphasize the importance of understanding the concepts of responsibility, and how personal actions and self-management skills demonstrate responsibility.

#### Excellence:

We believe in the pursuit of excellence in all areas of life. Our rigorous academic programs challenge students to reach their full potential and strive for greatness. We foster a growth mindset, encouraging our students to embrace challenges, persevere through setbacks, and constantly seek improvement.

#### Effort:

We understand that success requires hard work and dedication. We inspire our students to give their best effort in everything they do, whether it's academics, athletics, or extracurricular activities. We teach them the value of perseverance, resilience, and a strong work ethic, preparing them for the challenges they may face in their chosen CAREER.

#### Respect:

We foster the understanding that good citizenship requires having concern for the common good of the community; having respect for authority, law, justice, and the rights of others; being free from prejudice, having gratitude and school pride; being courteous, fair, and



patriotic.

Tomball ISD ensures that our students not only excel academically but also develop the essential skills and character traits necessary for their future CAREER. We are committed to nurturing well-rounded individuals who will make a positive impact in their professions and communities.



The courses branded with the CAREER logo throughout the Course Catalog have been cross-walked and have earned the TISD CAREER seal for having positive character traits/jobs skills embedded in their Texas Essential Knowledge and Skills (TEKS). TISD's curriculum for CAREER courses are being developed with explicit activities and lessons to teach, model, and nurture these traits in our students.

## SCHEDULE AND LEVEL CHANGES

Student requests for schedule changes must be made in writing and received in the counseling office by the designated deadline date. A commitment to do well in selected courses is valued in the District. Only necessary administrative changes will be made after classes begin.

Schedule changes are necessary under the following conditions:

1. The student already has credit in a course listed on the current schedule.
2. The student does not have the prerequisite for a course on the current schedule.
3. The student receives a “D” or “F” in an honors/TAP/AP, DC level course and the teacher recommends that the student change to the same course at the regular level.
4. The student and parent/guardian request to level down from an advanced course to the regular level during the designated times outlined below.
  - a. In consideration of the student, schedule and level changes will only occur at the end of the first three weeks, six weeks, or at the end of the semester.

After consultation with teacher/coach students may withdraw from band, choir, LOTC, ROTC, or athletics at any time, but in each case they will be assigned to a regular physical education class (not including Off-Campus PE) for the remainder of the semester. This could result in rearrangement of class periods. Please note: all students who choose to participate in UIL sanctioned activities, such as TISD athletics or TISD fine arts, are required to be enrolled in the corresponding athletic or fine art period within their class schedule. This requirement will include both cheer and dance teams.

## 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 academic essays 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.



## English IV with Texas College Bridge Embedded (ENG4110)

Grade: 12

Credit: 1

GPA Weight: Regular

In addition to the core English 4 curriculum outlined above, this course includes the Texas College Bridge (TxCB) program for students who have not yet met the Texas Success Initiative (TSI) college readiness standards in English. The TxCB component is designed to help students strengthen their English skills, achieve college readiness, and potentially earn a TSI exemption. The program is self-paced, allowing students to complete the coursework online at their own pace. This course is open to seniors enrolled in English 4 who have not yet met TSI college readiness standards in English. The benefits of TxCB include: enhances college readiness skills (improving the likelihood of success in college-level courses), offers a flexible and individualized learning experience, provides a potential TSI exemption pathway for successful completion, and fulfills the College, Career, and Military Readiness (CCMR) measure which is an expectation for all Tomball ISD graduates. Upon successful completion of the English 4 course, students will receive a numeric grade for their English 4 credit. Additionally, students who successfully complete the TxCB component will earn an elective credit, which will be posted on their transcript as "Pass" (P). This elective credit will not count toward the student's GPA.

## 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 academic essays 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 World 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 4<sup>th</sup> 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 can 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 can analyze and evaluate their writing.

## ENGLISH ELECTIVES

### College Readiness & Study Skills

Elective for: FHSP, FHSP+Endorsement

May satisfy 0.5 credits of 4<sup>th</sup> 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 4<sup>th</sup> 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; 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 (through Class of 2027) 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 (through Class of 2027) 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. This course provides training for interscholastic competition, concentrating on intensive practice, criticism, and self-evaluation. Since 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. This course provides training for interscholastic competition, concentrating on intensive practice, criticism, and self-evaluation. Since 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. This course provides training for interscholastic competition, concentrating on intensive practice, criticism, and self-evaluation. Since 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
	or DC College Algebra or AP/DC Statistics					

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 TAP 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.

### Algebraic Reasoning (MTH4300)

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

Prerequisite: Algebra I

Recommended Prerequisite: Geometry, Algebra II

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, TAP 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: 10-12

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: 10-12      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.

### 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 to 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.



## BIOLOGY COURSES

*One credit required for: FHSP, FHSP+Endorsement*



## Biology (SCI1000)

Grade: 9

Credit: 1

GPA Weight: Regular

EOC Exam Required

Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

## TAP Biology (SCI1020Q)

Grade: 9

Credit: 1

GPA Weight: Advanced

EOC Exam Required

Recommended for Gifted &amp; 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

Prerequisites: Biology (TAP recommended)

Chemistry (TAP recommended)

AP Biology Exam required for possible college credit

Recommended for Gifted &amp; 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 (SCI5250D)

Biology I for Science Majors (BIOL 1406)

Biology II for Science Majors (BIOL 407)

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 and gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

### 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 have strong study skills. Mathematical applications and logical thinking skills are stressed throughout the course. In Chemistry, students conduct laboratory and field investigations, use scientific practices 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.

### AP Chemistry (SCI5130P)

Grades: 11-12      Credit: 1      GPA Weight: Advanced  
Prerequisites: Biology (TAP recommended)  
Chemistry (TAP recommended)  
Algebra II (TAP 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 (SCI5550D)

General Chemistry I (CHEM 1411)  
General Chemistry II (CHEM 1412)  
Grades: 11-12      Credit: 1, College Hours: 8      GPA Weight: Advanced  
Prerequisites: Biology (TAP recommended)  
Chemistry (TAP Chemistry recommended)  
Algebra II or TAP Algebra II, 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 practices 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, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. Students who successfully complete Physics will gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

### Dual Credit Physics 1 (SCI4040D)

Grades: 11-12      Credit: 1      GPA Weight: Advanced  
Prerequisite: Biology (TAP Biology recommended)  
Algebra II or concurrent enrollment (TAP Algebra II recommended)  
Recommended Prerequisite: Precalculus or concurrent enrollment (AP Precalculus recommended)  
Chemistry (TAP recommended)  
Recommended for *Gifted & Talented* students

This course is an introductory algebra and trigonometry-based college physics course. Topics (fall semester) include linear motion with constant acceleration, Newton's laws of motion, energy, components of a wave with mechanical vibrations and sound, impulse and linear momentum, rotational kinematics and dynamics, rotational and linear motion, equilibrium, simple harmonic motion, heat and thermodynamics, and fluid mechanics. Topics in the spring semester include electric forces, fields, and currents, Kirchhoff's rules of analyzing circuits, Coulomb's law, magnetic fields, Faraday's Law, Lenz's Law, wave interference, reflection, refraction, diffraction, wave superposition, light, optics, and structure and properties of atoms.

### AP Physics 1 (SCI5430P)

Grades: 10-12      Credit: 1      GPA Weight: Advanced

Prerequisite: Biology (TAP Biology recommended)  
Algebra II or concurrent enrollment (TAP Algebra II recommended)

Recommended Prerequisite: Precalculus or concurrent enrollment (AP Precalculus recommended)  
Chemistry (TAP 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: 11-12      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 & BIOL 2402)

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

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 scenes, 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.

### Astronomy (SCI6200)

Grades: 11-12      Credit: 1

GPA Weight: Regular

Prerequisites: Algebra I

IPC and Chemistry or Chemistry

In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. Students will gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.



### Earth Systems Science (SCI6400)

Grades: 11-12      Credit: 1

GPA Weight: Regular

Recommended Prerequisites: Physics, Algebra II (or concurrent Algebra II)

In Earth Systems Science, students conduct laboratory and field investigations, use scientific reasoning during investigations, and make informed decisions using critical thinking and scientific problem solving. The Earth Systems Science course is designed to build on a student's prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.



### Environmental Systems (SCI6500)

Grades: 10-12      Credit: 1      GPA Weight: Regular

Prerequisites: Biology

Recommended Prerequisites: IPC or Chemistry, or concurrent enrollment in either course.

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 natural changes in the environment, and human activities that impact the natural environment.

### 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.



## GEOGRAPHY COURSES



### 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 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

Approved level changes will be to regular World Geography (Not TAP) or World History (not AP) depending on grade level.

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 European History focuses on developing students' abilities to think conceptually about European history by studying the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students will analyze texts, visual sources, and other historical evidence, combined with writing essays to express historical arguments. AP European History encompasses content related to the eras of Renaissance, Exploration and the Age of Reformation through 20<sup>th</sup> Century Global Conflicts and the Cold War and Contemporary Europe.

## 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 WorldHistory;  
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

This course may satisfy the 0.5 Economics credit requirement for the FHSP.

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.

### Economics: Personal Financial Literacy with Economics (HIS4116)

Grade: 12                      Credit: 0.5                      GPA Weight: Regular

Prerequisite: None

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 acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and common interest on debt and how these concepts affect the ability to build wealth over time.

### 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

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

## 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 today.

### 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)

*Two credits required for FHSP, FHSP+Endorsement(s)*

*Earn Arts and Humanities Endorsement by completing a sequence of four courses*

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, and 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 TAP 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 IVAP.

### 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 TAP, 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 most 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 every day. \*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 (TAP 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 (TAP 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 VI TAP (SPN)

Grades: 11-12      Credit: 1      GPA Weight: Advanced

Prerequisites: Spanish V AP or Language Testing

Recommended for Gifted & Talented students

By the end of the course students should be able to develop: the ability to use critical thinking and to interpret and discuss literature and film in Spanish, advanced proficiency in reading and writing the language, knowledge of significant cultural and historical events, ability to use technology to research select topics in Spanish.

### 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 through Class of 2027 (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.



### Your Health in the Real World (HLT1105)

Grades: 9-12

Credit: 0.5

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

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

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      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](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      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 are also 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      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 are also 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      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 weightlifting, 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      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 weightlifting, 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      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      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 weightlifting, 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      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      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      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 weightlifting, 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 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      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      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      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      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      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.

### Team Sport Officiating (ATC6000)

Grades: 10-12      Credit: 0.5-1      GPA Weight: Regular

Prerequisites: Application, Physical exam

Note: Does not satisfy PE graduation requirement

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role. Students will be introduced to the rules of the games and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime advocacy in officiating. Experienced officials will assist in providing “real-world” experiences in preparing the students for the situations they will face. Students will also develop a personal fitness plan and safety plan that directly relates to the needs of an official. Students apply time management skills and adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official involved with youth sports in the 21st century.

## FINE ARTS

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

*Earn Arts and Humanities Endorsement by completing a sequence of four courses*

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	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> 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)

Grades: 9-12      Credit: 1      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)

Grades: 10-12      Credit: 1      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)

Grades: 10-12      Credit: 1      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)

Grades: 10-12      Credit: 1      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)

Grades: 11-12      Credit: 1      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 techniques 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)

Grades: 11-12      Credit: 1      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)

Grades: 11-12      Credit: 1      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 – Independent Study TAP (TBD)

Grades: 11-12      Credit: 1      GPA Weight: Advanced  
Prerequisites: Art 1, Art 2, Art 3  
Course Fee: see course fee table in appendix

Students enrolled in this independent study course will address a broad interpretation of two-dimensional (2D) and three-dimensional (3D) design. Design involves conceptual application and integration of the elements and principles of art. Students will demonstrate proficiency in design using skills learned from previous courses while developing their own

style. Student work should show evidence of conceptual, perceptual, expressive, and technical range in design. Students will demonstrate their accomplishments through a portfolio of work.

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

Grades: 11-12      Credit: 1      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)

Grades: 11-12      Credit: 1      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)

Grades: 11-12      Credit: 1      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 pairs. 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      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      GPA Weight: Regular

Prerequisites:

Jazz Band I: Previous Band enrollment or Director approval

Jazz Band II-IV: Credit in prior level of Jazz Band or 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.

## Color Guard 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.

### Color Guard II-IV

Color Guard II BND2300

Color Guard III BND3100

Color Guard IV BND4100

Grades: 10-12      Credit: 1      GPA Weight: Regular

Prerequisites: Credit in prior level of Color Guard, 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.

Guitar I-IV                      TBD  
Grades: 9-12                      Credit: 1                      GPA Weight: Regular  
Prerequisites: Previous music experience in junior high or Director approval

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.

Mariachi I-IV                      TBD  
Grades: 9-12                      Credit: 1                      GPA Weight: Regular  
Prerequisites: Previous music experience in junior high or Director approval

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.

## 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                      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      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 students. 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 students. 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      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 students. Students are graded on daily journals, aesthetic critiques, skills tests, vocabulary tests and participation as well as other required written work. Contact the 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 DNC 2000

Drill Team III DNC3000

Drill Team IV DNC4000

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

This course continues to focus 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                      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                      GPA Weight: Regular  
Prerequisite: Theatre Production I: Audition  
Theatre Production II: credit in Theatre Production 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                      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      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      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 focus on the creative requirements of theatre production. Students will design and construct properties, light plots, costumes, sets and makeup for practical shows. 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)

Please visit the [CTE Planning Guide](#) for all CTE Courses and programs of studies. CTE courses have received the TISD  CAREER designation as they seek to help students develop the positive character and job skills needed to succeed in the workplace. Go to the [CTE Planning Guide](#) now and start planning your future success today!

### 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 [CTE Planning Guide](#). 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.



#### 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 scenes, 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.

## 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	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>JROTC</b>	JROTC I	JROTC II	JROTC III	JROTC IV

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

Grades: 9-12 Credits: 1 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 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

1. NJROTC and Your Future introduces the NJROTC Program and Career Planning
2. Basic Leadership Skills in Followership, Leadership, Motivation, Relationships, and Attitudes, and Emotions.
3. Citizenship and American Government
4. The US Navy
5. Wellness, Fitness, and First Aid

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

## CTE Non-Discrimination Statement



## 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, not in GPA

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

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.

## 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 for 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 admitted 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 (9<sup>th</sup> 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 11<sup>th</sup> 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.
- Students must commit to the program prior to a date advertised by the campus. The decision cannot be changed during the school year.
- 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.
- Student athletes who change sports can still be eligible if they meet the other criteria.

## 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
Advanced Animal Science	AGR1220
Advanced Culinary Arts	CUL4000
Advanced Floral Design	AGR2310
Advanced Legal Skills & Professions	LEG3100
Advanced Plant and Soil Science	AGR4400
Advertising	BUS0123
Aircraft Airframe Technology Lab	AVI3200
Agricultural Equip. Design & Fab	AGR4450
Agricultural Structure Design & Fab	AGR0920
Ag Structure Design & Fab Lab	AGR0930
Architectural Design II	ACS1120
Audio/Video Production II	AVP3000
Aviation Ground School	AVI3000
Business Law	BUS1100
Business Management	BUS3340
Career Prep – Business Management	WRK3210
Construction Tech II	ACS2500
Criminal Investigations	LAW3200
Food Science	CUL4010
Graphic Design Illustration II Lab	GDI2020
Health Science Clinicals/Theory	HLT2110
Health Science Theory	HLT3100
Horticulture Science	AGR1310
Instructional Practices	TCH1220
Law Enforcement II	LAW3100
Legal Research and Writing	LEG3200
Livestock Production	AGR3240
Marketing	BUS3210
Practicum Accounting	BUS4000
Practicum - Ag Engineering	AGR4200
Practicum AG/FD/NR	AGR3020
Practicum Arch/Design	ACS4000
Practicum A/V Production 1	AVP4000
Practicum Aviation	AVI4000
Practicum Business Management	BUS4100

CTE 4-YEAR PROGRAMS CONT	
Practicum Dentistry	HLT3620
Practicum Emergency Medicine	HLT3320
Pract. Graphic Design Illustration	GDI3000
Practicum in Law	LAW4000
Practicum Legal Studies	LEG4000
Practicum Marketing	MKT4200
Practicum Nursing	HLT3520
Practicum Robotics	ROB4100
Practicum Pharmacy	HLT3420
Practicum Teaching and Training	TCH2120
Practicum Welding	MFG4300
Scientific Research and Design (Aviation)	AVI3100
Scientific Research and Design (Robotics)	ROB3100
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

OTHER COURSES	
Texas College Bridge English*	ENG4100
Texas College Bridge Math*	MTH3100

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
Guitar 3	GTR3000
Guitar 4	GTR4000
Jazz Band 3	BND3200
Jazz Band 4	BND4200
Local Cheer 3	ATC2105/6
Local Cheer 4	ATC2107/8
Mariachi 3	MAR3000
Mariachi 4	MAR4000
Orchestra 3	ORC3000
Orchestra 4	ORC4000
Technical Theatre 3	THT3000
Technical Theatre 4	THT4000

\*Pass/Fail is only for the Texas College Bridge English and Math online modules and does not apply for students enrolled in the College Prep English IRW or College Prep Math courses.

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:

- 10<sup>th</sup> Grade (3 semesters) Mid-year Sophomore Class Rank – late February
  - 11<sup>th</sup> Grade (4 semesters) Preliminary Junior Class Rank – late September
  - 11<sup>th</sup> Grade (5 semesters) – Mid-year Junior Class Rank – early February
  - 12<sup>th</sup> Grade (6 semesters) – Preliminary Senior Class Rank – Summer\*
  - 12<sup>th</sup> 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.  
$$\text{TISD GPA} \div 100 \times 4 = \text{GPA (4.0 scale)}$$

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 9<sup>th</sup> grade, fifteen (15) quality points will be added to the semester average to calculate GPA for students in TAP, AP (Advanced Placement), and 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

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
	TSIA2 <i>(after 1/11/2021)</i>	=>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 and passing course grade in English II	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 courses 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](http://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 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 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 are 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 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	Human Anatomy & Physiology I	BIOL 2401	4	Fall Semester
	Human Anatomy & Physiology II	BIOL 2402	4	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 Physics	College Physics I	PHYS 1401	4	Fall Semester
	College Physics II	PHYS 1402	4	Spring Semester
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 Business Management	Business Principles	BUSI 1301	3	Fall Semester
	Principles of Management	BUSI 1327	3	Spring Semester
DC Electrical Tech I	National Electrical Code I	ELPT 1325	3	Spring Semester
	Electrical Calculations I	ELPT 1315	3	
	Residential Wiring	ELPT 1329	3	
DC AC/DC Electronics	Basic Electrical Theory Intro Elec Safety & Tools	ELPT 1311 ELPT 1321	3 3	Fall Semester

*Note: The State of Texas has made dual credit available to all grade levels. Students must continue to meet all high school and college prerequisites and eligibility requirements to access dual credit courses. Additional Dual Credit courses are offered through the Early College High School Program at Tomball Star Academy. Prospective and current students should consult 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 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.

74.24(c)(8)

19 TAC

## 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 through The University of Texas at Austin, Texas Tech University, or the Texas Virtual School Network (TxVSN).

### 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, 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 an electronic course will meet the needs of a student with a disability shall be made by the student’s Individual Education Program (IEP) Team 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 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. 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 to receive credit for the course.

In addition to the TXVSN, the District will only approve distance learning courses provided by the University of Texas or Texas Tech. Students in grades 8-12 will be eligible to take correspondence/distance learning courses and earn credit toward graduation. Students must complete the course within six months of enrollment and seniors (starting with Class of 2025) must submit grades from correspondence/distance learning courses, other than TXVSN, by December 1 of the students' senior year. Finally, students in 8th grade can only enroll in high school credit courses that the district currently offers in Junior High district-wide. 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.

Consult your school counselor prior to enrolling in any distance-learning course for other limitations that apply.

## 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

Students must complete the course within six months of enrollment and seniors (starting with Class of 2025) must submit grades from correspondence/distance learning courses, other than TXVSN, by December 1 of the students' senior year.

## Students who are Not Enrolled in Tomball ISD Schools

Tomball ISD 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*

TXVSN/OLS course costs for unenrolled students is the responsibility of the student's parents/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 personal apparel for extracurricular activities which student then owns.
6. Fees related to a Dual Credit Course for tuition, books, etc.

Department	Course	Amount	Fee Type(s)
CTE	Advanced Culinary Arts	\$55	1
CTE	Advanced Floral Design	\$50	1
CTE	Agricultural Equipment Design and Fabrication	\$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 Independent Study TAP	\$68	1
Fine Arts	Art IV TAP	\$65	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
CTE	Digital Electronics	\$20	1
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	Greenhouse Operation and Production	\$25	1
Fine Arts	Guitar	TBD	TBD
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
CTE	Livestock Production	\$10	1
Fine Arts	Mariachi	\$100	1
ELA	Photojournalism I	\$25	1,4
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 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.*





**TOMBALL ISD**  
DESTINATION EXCELLENCE

Tomball Independent School District  
Department of Curriculum and Instruction  
2022-2023

310 S. Cherry  
Tomball TX 77375

(281) 357-3100  
[www.tomballisd.net](http://www.tomballisd.net)