



INDEPENDENT SCHOOL DISTRICT

**High School  
Course Planning Guide  
2023-2024**

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# Superintendent's Message

Dear Denton ISD Students and Families,

In keeping with our commitment “to prepare every student for their future in today’s world,” the DISD wants your high school experience to be full of meaningful learning that prepares you for your future. This High School Course Catalog and Planning Guide will assist students and their families in thinking about their own future and selecting courses of study that will meet each student’s individual needs, satisfying graduation requirements, and preparing our students for life after high school.

This guide is full of information that will assist you through the educational pathway designed to afford you the opportunity to fulfill your dreams and create your future. Please take note of the variety of course offerings in the areas of science, mathematics, arts, humanities, languages, social sciences, and career and technology. Challenge yourself to be all you can be and take advantage of the many course offerings and areas of study available to you.

It is our expectation that you will choose your courses wisely with the end result in mind. Careful planning requires good information and useful resources. Please take the opportunity to visit with your school counselor about the advantages of Schoollinks. Schoollinks is a resource provided free to DISD students and their families to connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and interests.

On behalf of the Denton ISD staff and the Board of Trustees, I wish you the best success in your high school years. After four years in high school, you will participate in commencement. This commencement is called high school graduation; however, it will not be the end of your educational career, in fact, it will be the beginning of a life filled with learning, accomplishments, trials and tribulations. I pledge our DISD commitment to assist you in any way possible to make your dreams a reality, meet your goals and exceed lofty expectations.

Very sincerely,

Jamie Wilson, Ed.D.  
Superintendent of Schools





# Denton ISD Board Goals

## Vision Statement

A premiere destination district committed to growth and excellence

## Mission Statement

Empowering lifelong learners to be engaged citizens who positively impact their local and global community

### Teaching and Learning - In pursuit of excellence, we will:

- Develop and maintain a culture where learning remains our first priority
- Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- Incorporate best practices into teaching, learning, technology and leadership
- Foster and support an advanced digital learning environment
- Establish goals for individual campuses that incorporate both measurable and intangible factors

### Culture & Climate - In pursuit of excellence, we will:

- Honor the dedication and professionalism of all staff
- Celebrate, respect and promote the value of diversity in our Denton ISD Community
- Support a working environment ensuring open and transparent communication
- Establish high expectations for success
- Instill in students a love of lifelong learning
- Foster a positive, welcoming environment encouraging parent and community partnerships
- Promote health, wellness and emotional well-being
- Effectively communicate achievements and recognitions to the Denton ISD community

### Growth & Management - In pursuit of excellence, we will:

- Recruit, employ and retain high quality teachers
- Remain committed to providing equitable and outstanding opportunities for every student on every campus
- Work with the community in planning and facility development
- Utilize citizens' advisory committees to focus on short and long-term tasks
- Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- Demonstrate effective and efficient management of district resources
- Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- Encourage teachers and staff to pursue advanced degrees
- Pursue energy efficiency and conservation principles
- Develop a budget focused on student and professional learning
- Maintain a diverse workforce

### Opportunities for Students - In pursuit of excellence, we will:

- Support college, career, military and life readiness
- Engage students in extracurricular clubs and organizations
- Advocate for public education across the state and nation
- Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.





# Campus Counselors and Contacts

	<p>Braswell High School Phone: 972-347-7700 DeCorian Hailey, Principal Dawn McCullough, Associate Principal</p>	<p>Nicole Dampman Kanika McClary Melissa Knitter Jennifer Doherty Julius Booth Dengiyefa Carter Sarah Morales Kim Rhodes</p>	<p>Students 10-12 A-B Students: 10-12 C-Fn Students: 10-12 Fo-J Students: 10-12 K-M Students: 10-12 N-Sh Students: 10-12 Si-Z Freshmen &amp; AVID Career Counseling</p>
	<p>Denton High School Phone: 940-369-2000 Joel Hays, Principal Scott Nedrow, Associate Principal</p>	<p>Jennifer Cannon Blair Polly Kayleen Langat Kathleen Ashton Sandra Medrano Tracy Kennedy</p>	<p>Students: A-C Students: D-H Students: I-N Students: O-R Students: S-Z Career Counseling</p>
	<p>Guyer High School Phone: 940-369-1000 Dr. Shaun Perry, Principal Dr. Nicole Jund, Associate Principal</p>	<p>Brandy Guilford Lacey Martin Kristi Gibson Jason Byrd Andrea Wyatt Lori Morris Angela Clouse</p>	<p>Students: 10-12 A-D Students: 10-12 E-J Students: 10-12 K-O Students: 10-12 P-T Students: 10-12 U-Z Freshmen Career Counseling</p>
	<p>Billy Ryan High School Phone: 940-369-3000 Vernon Reeves, Principal Ronda Bean, Associate Principal</p>	<p>Tiffany Biggers Nikki Basher Heather Williams Amy Matthews Jennifer Carter Courtney Skaggs</p>	<p>Students: A-C Students: D-I Students: J-N Students: O-S Students: T-Z Career Counseling</p>
	<p>Fred Moore High School Phone: 940-369-4000 Dr. Fred Younkman, Principal</p>	<p>Christina Smith, Counselor</p>	
	<p>LaGrone Academy Phone: 940-369-4850 Marcus Bourland, Principal</p>	<p>Amy Williams, Counselor</p>	
	<p>Davis School Phone: 940-369-4050 Ronnie Watkins, Principal</p>	<p>Bobbie Roberts, Counselor</p>	



# Instructional Contacts

Dr. Mike Mattingly  
Associate Superintendent for Curriculum, Instruction, and Professional Development  
940-369-0698

Advanced Academics	Dr. Amy Harp, Director	940-369-0678
Athletics	Joey Florence, Director	940-369-0070
Bilingual / ESL	Teresa Taylor, Director	940-369-0151
Career and Technology Education	Carla Ruge, Director	940-369-4852
Counseling Services	Amy Lawrence, Director	940-369-0065
Deaf Education	Amanda Tefertiller, Supervisor	940-369-4084
Federal Programs	Jairia Diggs, Director	940-369-0676
Digital Learning	Ross Garison, Director	940-369-0112
Fine Arts	Eddy Russell, Director	940-369-0227
English Language Arts	Emily Thompson, Coordinator	940-369-0657
Mathematics	Grace Anne McKay, Coordinator	940-369-0654
Science	Brianna Morris, Coordinator	940-369-0658
Social Studies	Kimberly Fritch, Coordinator	940-369-0660
Special Education	Debbie Roybal, Executive Director	940-369-0535
Secondary Curriculum and Instruction	Dr. Lisa Thibodeaux, Director	940-369-0642
World Languages	Emily Thompson, Coordinator	940-369-0657



# Graduation Requirements

## Denton ISD Graduation Plan: 26 Credits

The following courses are required for graduation from any Denton ISD high school.

English (4 credits)	English I, English I Honors, or ESOL I English II, English II Honors, or ESOL II English III or AP English Language and Composition English IV or AP English Literature and Composition
Mathematics (4 credits)	Algebra I or Algebra I Honors Geometry or Geometry Honors Algebra II or Algebra II Honors (recommended), or other math course One additional advanced math credit
Social Studies (4 credits)	World Geography, Honors World Geography, or AP Human Geography World History or AP World History U.S. History or AP U.S. History Government or AP Government Economics or AP Macro Economics
Science (4 credits)	Biology or Biology Honors Chemistry or Chemistry Honors Physics or AP Physics (recommended), or other science course One additional advanced science credit
World Languages (2 credits)	Two Levels in the Same Language – Spanish, French, German, ASL, or Latin
Fine Arts (1 credit)	Art, Dance, Music, Theatre, Musical Theatre, Technical Theatre, Floral Design, or IB Film
Physical Education (1 credit)	See page 100 for courses that meet full or partial requirements for P.E. graduation credit.
Speech (.5 credit)	Professional Communications; Debate I, II, or III; AVID HS Elective Course I, II, III, or IV; Practicum in Entrepreneurship (CTE); Principles of Agriculture, Food, and Natural Resources (CTE); or Theory of Knowledge (IB)
High School 101*	Students earn a .5 state elective credit for College Transition course (required for Denton ISD students in the freshman year)
Electives (5 credits)	Elective 1, Elective 2, Elective 3, Elective 4, Elective 5
Total: 26 Credits	

*Dual credit courses may satisfy graduation requirements for required courses, advanced courses, elective credits, and endorsement requirements.*

*At Denton HS, applicable IB courses are identified that substitute for required courses for graduation.*

## Additional Graduation Requirement Considerations

### Additional Diploma Requirements

To earn a diploma in Texas, students must also meet the following requirements:

- Achieve passing scores on end-of-course (EOC) assessments or approved substitute assessments;
- Complete and submit a FAFSA, TASFA, or opt-out form (TEC §28.0256);
- Complete instruction in emergency preparedness, including CRP and “stop the bleed” (TEC § 28.0023);
- Complete instruction on proper interaction with peace officers during traffic stops (TAC, §74.39).

### Algebra II Requirements

Texas Education Code requires that all students and their guardians be notified that Algebra II is not a graduation requirement. However, there are potential consequences to a student who does not successfully complete an Algebra II course. The Texas Education Agency required notification letter on this topic is found at this embedded link ([HERE](#)) and at <https://tea.texas.gov/media/document/246856>.

### Physical Education Requirements

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable. Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

### Languages other than English Requirements

- Students are required to earn 2 credits in the same language other than English to graduate. Texas Education Agency allows a student to substitute computer programming languages for these credits; however, it is important to understand that **computer science courses are not included in GPA calculations**. (The computer programming courses that could count toward graduation requirements include Computer Science I-III, AP Computer Science Principles, AP Computer Science A, IB Computer Science. A student who successfully completes AP Computer Science A or IB Computer Science HS is able to satisfy both a math requirement and a world language requirement for graduation.)
- A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school.

## Distinguished Level of Achievement

The Distinguished Level of Achievement recognizes students for outstanding performance in high school. This recognition requires more math and more science than the Foundation High School Program.

The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law. Any student wanting to receive state financial aid must complete this program. (TEC 28.025)

## Performance Acknowledgements

In Texas, students can graduate with up to 5 performance acknowledgements, which are indicated on the academic record/transcript.

Type	Requirements
Outstanding Performance in Dual Credit Courses	At least 12 hours of college academic courses with a grade of 3.0 or higher – or– associates degree
Outstanding Performance in Bilingualism / Biliteracy	<p>4 credits of English with a minimum grade average of 80,</p> <p>–and– one of the following:</p> <p>3 credits in the same world language with a minimum GPA of 80</p> <p>Completion of a Level IV world language with a minimum GPA of 80</p> <p>3 or higher on a world languages AP exam</p> <p>4 or higher on a world languages IB exam</p> <p>–and– For Emergent Bilingual students only, both of the following:</p> <p>Participate in and meet the exit criteria for a bilingual or ESL program</p> <p>Score Advanced High on TELPAS</p>
Outstanding Performance in AP/IB Examinations	<p>3 or higher on College Board AP exam</p> <p>–or– 4 or higher on IB exam</p>
Outstanding Performance on a College Preparation Assessment	<p>PSAT/NMSQT score that qualifies for recognition as a commended scholar by the College Board and National Merit Scholarship Corp as part of the NHRP or the NASP,</p> <p>–or– Achieving the ACT readiness benchmark score on three of the five subject tests on the ACT Aspire exam</p> <p>–or– SAT total score of 1310 or higher</p> <p>–or– ACT composite score (excluding writing) of 28 or higher</p>
Earning a State-, Nationally- or Internationally- Recognized Business or Industry Certification or License	<p>Performance on an exam or series of exams leading to:</p> <p>-nationally or internationally recognized business or industry certification</p> <p>–or– government-required credential to practice a profession as set forth in Chapter 74, Subchapter B of the Texas Administrative Code</p>

## Endorsements

Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject areas. Students must select an endorsement upon entering the ninth grade. Not all campuses offer the courses required for each endorsement; students must meet with counselors for guidance in course selection. Students can earn an endorsement by completing the curriculum requirements for the endorsement, including a 4<sup>th</sup> credit of math and science and 2 additional elective credits. Endorsement areas and their sub-categories include:

### STEM – Science, Technology, Engineering, and Mathematics

*(Students may select one of the following)*

- Career and Technical Education courses related to STEM
- Computer Science
- Mathematics
- Science
- Combination of no more than two of these categories

### Business and Industry

*(Students may select one of the following or a combination or areas)*

- |                              |                           |                               |
|------------------------------|---------------------------|-------------------------------|
| – Agriculture                | – Manufacturing           | – Transportation or           |
| – Arts                       | – Technology Applications | Distribution and Logistics    |
| – Audio/Video                | – Architecture and        | – English electives in public |
| – Finance                    | Construction              | speaking, debate, advanced    |
| – Marketing                  | – Technology and          | broadcast journalism,         |
| – Food and Natural Resources | Communications            | advanced journalism           |
| – Hospitality and Tourism    | – Business Management and | including newspaper and       |
| – Information Technology     | Administration            | yearbook                      |

### Public Service

*(Students may select one of the following or a combination or areas)*

- |                            |  |
|----------------------------|--|
| – Human Services           | – Public Safety                        |
| – Law                      | – Education and Training               |
| – Corrections and Security | – Government and Public Administration |
| – Health Science           | – JROTC                                |

### Arts and Humanities

*(Students may select one of the following)*

- 2 levels each in two languages other than English
- 4 levels in the same LOTE
- Social Studies
- Courses from one or two areas (music, theatre, art, dance) in fine arts
- English electives not included in Business and Industry

### Multi-Disciplinary Studies

*(Students may select one of the following)*

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in AP, IB, or dual credit selected from English, math, science, social studies, economics, LOTE, or fine arts



# Grade Point Average Calculations

In Denton ISD, a student's grade point average (GPA) is calculated using the highest grade points earned for high school credit taken in grades 9-12 in approved courses in the following areas:

- Four courses in English (8 semesters);
- Four courses in mathematics (8 semesters);
- Four courses in science (8 semesters);
- Five courses in social studies (8 semesters); and
- Two courses in languages other than English (4 semesters).

Two separate processes are used for calculating GPA and class rank:

Earned GPA	Ranking GPA
<p>The Earned GPA is calculated by dividing the highest grade points earned <i>to date</i> in the <u>approved courses</u>, by the actual number of semesters of approved courses attempted <i>to date</i>.</p> <p>The calculation of the Earned GPA serves a variety of purposes:</p> <ul style="list-style-type: none"><li>– It is calculated “along the way” so students can reflect on their progress; and</li><li>– It serves as the final GPA reported on transcripts. (Preliminary rankings provided to students prior to their senior year are based on the Earned GPA.)</li></ul> <p>In the Schoolinks system and beyond, Earned GPA is often referred to as Weighted GPA.</p>	<p>The Ranking GPA is calculated by dividing the highest grade points earned overall (at the end of a student's 12<sup>th</sup> grade year) in the <u>approved courses</u>, by 36 (which reflects the 36 required semesters listed above).</p> <p>The purpose of Ranking GPA is to determine the official rank in class for graduating seniors.</p> <p>The Ranking GPA becomes the final determiner of the official rank in the class for graduating seniors.</p> <p>When a student completes the full 36 semesters in the course of study indicated above, the Ranking GPA is calculated using 36 semesters of grade points divided by 36 possible semesters. For a student, however, who completes fewer than the 36 semesters of the course of study indicated above, the Ranking GPA is <i>still</i> calculated using 36 as the divisor. Therefore, a student who completes the 36 eligible semesters will have a higher Ranking GPA than a student who, although successful in the courses taken, did not complete the full recommended course of study.</p>

\*Beginning with the 2024-2025 senior cohort (freshmen in 2021-2022), grades earned via credit recovery are not included in Ranking GPA calculations.

Transcripts are never official until graduation. Because GPA and class rank shift often for a variety of reasons, students should monitor GPA and Class Rank closely. Earned GPA is reported to students twice per year, at the end of each semester, beginning in the 9<sup>th</sup> grade. Ranking GPA is reported to students beginning grade 11.

NOTE: Transferring students who have elected for “no conversion” of a “Pass” or “Fail” designation on a transcript for any course listed on the GPA approved course list do not receive a Ranking GPA calculation and are not included in class ranking.



## Grade Points

Letter Grades	Numerical Grades	Grade Points Earned	Weighted Grade Points Earned	Modified Grade Points Earned
A	90 -100	4.0	5.0	3.0
B	80 - 89	3.0	4.0	2.0
C	70 -79	2.0	3.0	1.0
F	Below 70	0.0	0.0	0.0

## Approved Courses for GPA

Courses identified as included in Denton ISD GPA and rank calculations are included whether the student took the class during the regular school year or through summer school, correspondence, credit by exam\*, or dual credit. Denton ISD encourages students to take courses that align most closely to their academic and personal goals. Sometimes an unweighted course is the “just right” choice for a student, and sometimes selecting the honors or AP level course better equips the student to succeed at even higher levels and beyond high school.

IB courses aligned to weighted GPA-approved courses also count in the GPA calculations and carry aligned GPA.

### Subjects marked with a (w) carry weighted GPA.

English Language Arts		
English I	English II ESOL or ESL	English IV Blended
English I Honors (w)	English III	English IV Dual Credit (w)
English I ESOL or ESL	English III Dual Credit (w)	English IV AP Lit (w)
English II	English III AP Lang (w)	IB English Lang/Lit HL (w)
English II Honors (w)	English IV	
Social Studies		
World Geography	U.S. History Dual Credit (w)	U.S. Government ESL
World Geography Honors (w)	AP U.S. History (w)	Economics
World Geography ESL	U.S. Government	Economics Blended
AP Human Geography (w)	U.S. Government Blended	Economics Dual Credit (w)
World History	U.S. Government Dual Credit (w)	AP Economics (w)
AP World History (w)	AP U.S. Government (w)	AP U.S. Economics Macro Blended
World History ESL	AP U.S. Government Blended (w)	(w)
U.S. History		IB History of the Americas HL (w)
U.S. History ESL		
Mathematics*		
Algebra I	AQR (Adv Quantitative Reasoning)	Statistics
Algebra I Honors (w)	Pre-Calculus	Statistics Dual Credit (w)
Algebra I ESL	Pre-Calculus Honors (w)	AP Statistics (w)
Geometry	Pre-Calculus Dual Credit (w)	AP Comp Science A (w)
Geometry Honors (w)	Calculus Dual Credit (w)	Accounting II
Geometry ESL	AP Calculus AB (w)	IB Computer Sci HL (w)
Mathematical Models	AP Calculus BC (w)	IB Math: Analysis and Approaches
Algebra II		SL/HL (w)
Algebra II Honors (w)		IB Math: Applications and Interpretation (SL) (w)
Algebra II ESL		

<b>Science*</b>		
Biology Honors Biology (w) Biology Dual Credit (w) AP Biology (w) ESL Biology IPC (Integrated Physics and Chem) Chemistry Honors Chemistry (w) Chemistry Dual Credit (w) AP Chemistry (w) ESL Chemistry	Physics ESL Physics AP Physics 1 (w) AP Physics 2 (w) AP Physics C (w) Environmental Systems Environmental Science Dual Cr (w) AP Environmental Science (w)	Anatomy and Physiology Aquatic Science Forensic Science Advanced Animal Science Food Science IB Biology SL/HL (w) IB Environmental SL (w) IB Chemistry SL/HL (w) IB Physics SL (w)

<b>World Languages</b>			
Spanish I French I German I Latin I ASL I	Spanish II Spanish II Honors (w) French II French II Honors (w) German II German II Honors (w) Latin II Latin II Honors (w) ASL II Span for Span Spkr II Honors (w)	Spanish III Spanish III Honors (w) French III French III Honors (w) German III German III Honors (w) Latin III Honors (w) ASL III Span for Span Spkr III Honors (w)	Spanish IV AP Spanish IV (w) AP French IV (w) AP Latin IV (w) AP German IV (w) ASL IV IB Spanish IV SL (w) IB Spanish IV HL Y1 (w) IB Spanish V HL Y2 (w) IB French IV SL (w) IB French V HL Y2 (w) IB German IV SL (w) IB Latin IV SL (w)

\*In addition to the courses listed here, when a student transfers in to Denton ISD with credit already transcribed for a course listed in §74.12 (b)(2 A-B) [math courses] or §74.12 (b)(3 A-B) [science courses], the course may count toward GPA points provided it was earned while in grades 9-12 and is needed for graduation credit. (The only transfer courses recognized for weighted grade points are those courses that also carry weighted grade points for Denton ISD students.)

### What is NOT included in GPA Calculations?

- Courses not included in the list below are not included in GPA calculations
- Courses taken prior to 9th grade for high school credit do not count in GPA calculations
- Weighted transfer grades, when there is not Denton ISD equivalent course (see page 18)
- Beginning with the 2024-2025 senior cohort (freshmen in 2021-2022), credit recovery courses are not included in Ranking GPA calculations.

## HS Credit Earned Prior to 9<sup>th</sup> Grade



Courses taken prior to 9<sup>th</sup> grade for high school credit do not count in GPA calculations. This means that a student who earns high school credit in middle school will need to still complete the required 36 semesters of course required for Ranking GPA calculations.

For example, a student who earns Algebra I credit in middle school but then fails to complete 4 years of mathematics in grades 9-12 will have a significantly lower GPA than students who took 4 years of math while in high school. Likewise, a student who earns world language credits in middle school but then fails to complete 2 years of world languages in grades 9-12 will have a negative impact on Ranking GPA.

In certain unusual situations where a transfer student earned high school credit for English I prior to high school, the student may access 8 semesters of English Language Arts courses for GPA purchases by electing to take both English III *and* AP English III, or English IV *and* AP English IV, or additional related dual credit courses, as permitted by the Texas Education Agency.

## Local and No Credit Courses

Local credit courses are elective courses that receive no credit and are not part of the state elective course catalog. They are typically designed and offered by Denton ISD. Local credit courses are not eligible for state credit; therefore, they do not count toward state graduation requirements.

Grades earned in local credit courses are recorded on the transcript but are not counted in GPA. Examples of local credit courses in Denton ISD include: Academic Support, Military Drill I-IV, Partner Classes, Student Council II-IV, Student Athletic Trainer, Peer Assistance (beyond the first credit).

Grades in “aide” courses are recorded as pass/fail. Examples of these courses include: Office Aide, Teacher Aide, Counselor Aide, Attendance Aide, and Library Aide.

A student can be scheduled for a maximum of two local credit courses per semester.

## Highest Ranking Graduate

The “Highest Ranking Graduate” program is a State of Texas program that provides a tuition waiver for the freshman year of college to the student graduating at the top of their high school class. The program is described in [Texas Education Code §54.301](#).

In Denton ISD, each high school shall have a valedictorian and a salutatorian. Candidates for the honor of valedictorian and salutatorian must attend the awarding high school for the entire school year in which the honor is bestowed, reasonable and ordinary absences are exceptions. Candidates must be classified as a senior during both the fall and spring semesters of the graduating and awarding year. (Policy EIC)

Calculation and determination of the valedictorian and salutatorian shall be made based upon the highest and next highest-grade point average, respectively, as of the close of school, seven days before the last regular day of attendance for seniors. In the event of ties, there shall be multiple valedictorians and multiple salutatorians. The method by which the grade point average will be calculated shall be the same for all candidates.

## GPA “Ties”

Denton ISD’s rank calculation process creates the potential for multiple students to share the same Ranking GPA. The fact that many students could be tied throughout the system is recognized as one of the strengths – not weaknesses – of the system. Externally, in the case of scholarships or college admissions, there may be the need or requirement on the part of the external agency to break ties.

The same specific set of approved and identified courses used to determine Ranking GPA are used to address ties. The numeric grades earned in the approved courses will be averaged and used to break ties as needed. In the event two or more students have the same Ranking GPA *and* the same numeric average over the established courses, no further tiebreakers will be utilized, and the students will be considered officially tied. Again, ties will be addressed only as required for external uses. Students with the same Ranking GPA will be considered tied for Denton ISD recognition purposes.

## Sample GPA Calculations for Earned and Ranking GPA

(Samples provided here are not intended as recommended courses of study.)

9TH GRADE		Fall Semester		Spring Semester	
Subject	Course	Grade	Grade Points	Grade	Grade Points
English	English I Honors	82	4	91	5
Math	Algebra I	75	2	85	3
Science	Biology Honors	90	5	92	5
Soc Studies	World Geo	85	3	94	4
World Lang	Spanish I	90	4	90	4

9TH GRADE END OF YEAR SUMMARY	
A: Included Grade Points Earned	39
B: # Semesters Attempted	10
C: Best Grade Points Earned, Cumulative	39
D: # Best Semesters Attempted, Cumulative	10
E: Earned GPA (Line C ÷ Line D)	3.9000
F: Ranking GPA (Line C ÷ 36)	1.0833

10TH GRADE		Fall Semester		Spring Semester	
Subject	Course	Grade	Grade Points	Grade	Grade Points
English	English II Honors	82	4	80	4
Math	Geometry	89	3	90	4
Science	Chemistry Honors	90	5	90	5
Soc Studies	World History	85	3	85	3
World Lang	Spanish II	85	3	88	3

10TH GRADE END OF YEAR SUMMARY	
A: Included Grade Points Earned	37
B: # Semesters Attempted	10
C: Best Grade Points Earned, Cumulative	76
D: # Best Semesters Attempted, Cumulative	20
E: Earned GPA (Line C ÷ Line D)	3.8000
F: Ranking GPA (Line C ÷ 36)	2.1111

11TH GRADE		Fall Semester		Spring Semester	
Subject	Course	Grade	Grade Points	Grade	Grade Points
English	AP English III	87	4	85	4
Math	Algebra II	79	2	87	3
Science	AP Physics	92	5	88	4
Soc Studies	U.S. History	92	4	93	4
World Lang	Spanish III	80	3	84	3

11TH GRADE END OF YEAR SUMMARY	
A: Included Grade Points Earned	30
B: # Semesters Attempted	10
C: Best Grade Points Earned, Cumulative	106
D: # Best Semesters Attempted, Cumulative	28
E: Earned GPA (Line C ÷ Line D)	3.7857
F: Ranking GPA (Line C ÷ 36)	2.9444

12TH GRADE		Fall Semester		Spring Semester	
Subject	Course	Grade	Grade Points	Grade	Grade Points
English	AP Eng IV	86	4	93	5
Math	Pre-Calculus	87	3	80	3
Science	AP Biology	95	5	85	4
Soc Studies	Govt / Econ	84	3	87	3
World Lang	Spanish IV	78	2	75	2

12TH GRADE END OF YEAR SUMMARY	
A: Included Grade Points Earned	30
B: # Semesters Attempted	10
C: Best Grade Points Earned, Cumulative	136
D: # Best Semesters Attempted, Cumulative	36
E: Earned GPA (Line C ÷ Line D)	3.7777
F: Ranking GPA (Line C ÷ 36)	3.7777

## Blank GPA Calculation Worksheet

Calculate your final Ranking GPA by adding together your grade points earned, divided by 36. Carefully read and review all sections on grade point calculations to understand which courses are required and which courses may be included in GPA calculations. For example, do not include "credit recovery" grades in GPA calculations. Also, if you are missing a required semester, you must enter a 0 in that space. Be sure to understand how Earned and Ranking GPAs are similar and different. Use "Grade Points" chart on page 12.

### English

Enter Grades from 8 Top Semesters

Course	Semester	Grade	Grade Points

### Science

Enter Grades from 8 Top Semesters

Course	Semester	Grade	Grade Points

### Mathematics

Enter Grades from 8 Top Semesters

Course	Semester	Grade	Grade Points

### Social Studies

Enter Grades from 8 Top Semesters

Course	Semester	Grade	Grade Points

### World Languages

Enter Grades from 4 Top Semesters

Course	Semester	Grade	Grade Points

Total Grade Points Earned	Divided By	Equals Final Ranking GPA
	36	



# Transfer Grades & Grade Points

Courses transferred in from other public/private accredited schools included on the “Denton ISD Approved Courses for Denton ISD GPA and Rank Calculations” list are counted as part of the established 18 credits (36 semesters). The only transfer courses recognized for weighted grade points are those courses that also carry weighted grade points for Denton ISD students.

Since the systems used at outside institutions vary, different conversion methods may be needed. The district will always encourage the sending institution to supply numeric grades based on our system; however, final determination of how transfer courses will be counted as GPA is determined by Denton ISD.

In the event numeric grades are not provided, these conversions shall apply to these specific situations:

## Conversion of University and College Letter Grades

University- or college-level grades transferred in are converted to their numeric equivalent and are assigned weighted grade points.

University Grade	Numeric Equivalent
A	97
B	87
C	77
D*	70
F	55
Fail (or equivalent)**	55 or “No Conversion”
Pass**	70 or “No Conversion”

\*if considered passing, otherwise “55”

\*\*Students with “Pass” or “Fail” designations on university or college transcripts may elect “No Conversion.” The “Pass” or “Fail” designation remains on the high school transcript. Denton ISD student academic records that include “Pass” or “Fail” designations for any course listed on the GPA approved course list do not receive a GPA calculation and are not included in class ranking.

## Conversion for Accredited Public/Private School Grades

Also applies to correspondence courses, credit by exam, and other grades awarded similarly.

Letter Grades	Numeric Equivalent
A +	99
A	95
A -	92
B +	89
B	85
B -	82

Letter Grades	Numeric Equivalent
C +	79
C	75
C -	72
D + *	70
D *	70
D - *	70
F	55

\*if considered passing, otherwise “55”

## Conversion for Accredited Public/Private School “Pass” / “Fail” Designations

Transfer Designation	Conversion Options
Pass**	70 or “No Conversion” (For grades taken in Spring 2020 only, students may elect for the 3 <sup>rd</sup> quarter grades or equivalent to become the semester grade if an official grade report or other documentation is provided from the sending campus.)
Fail (or equivalent)**	55 or “No Conversion”

\*\*Students with “Pass” or “Fail” designations on public or private school transcripts may elect “No Conversion.” The “Pass” or “Fail” designation remains on the high school transcript. Denton ISD student academic records that include “Pass” or “Fail” designations for any course listed on the GPA approved course list do not receive a GPA calculation and are not included in class ranking.

## Conversion for Non-Accredited Schools / Home School Students

Students entering the District from non-accredited public, private, or parochial schools, including home schools, must validate high school credit for courses using credit by exam methods [EHDB(Local)]. Under 19 TAC §74.24(c), the passing standard of 70% for students to receive credit for courses they have already taken is applied [EHDB(Legal)]. The score earned on the Credit by Exam is recorded as the grade for the course. (See Credit by Exam section in this planning guide for more information).

## Conversion of Passing “D” Grades

This conversion is for GPA purposes only and applies when a student transfers from an accredited public/private school where a letter or numerical grade of “D” is considered passing. For example: A student transfers from a public school in Florida with a grade of a D (60) for Algebra I. This student earned credit for the semester because this is considered a passing grade; in Denton ISD, this grade would be converted to a 70 for GPA purposes.

(This does NOT apply to situations where a grade below 70 earned credit through semester averaging. For example: A student transfers from a public school in Texas with a 65 in the fall and a 75 in the spring. Because the student came from a “semester averaging” district, credit was earned for both semesters. No numerical grade conversion would apply.)

Grade	Was Credit Earned because of Semester Averaging?	Denton ISD Conversion
D (60), considered passing	No	70
65	Yes	None

## Final Determination of Conversion

In the event the conversion tables listed are not appropriate, the building principal, in conjunction with the Director of Secondary Curriculum, shall determine and apply an appropriate conversion.





# Alternative Methods for Earning Credit

Students typically earn high school credits toward graduation by enrolling in the available courses and earning a grade of 70 or higher. However, there are times when students need alternative options for earning credit.

## ORIGINAL CREDIT as an Alternative Method for Earning Credit

Original credit means that the student has not previously attempted to earn credit for the course. Students needing to use an alternative method to earn original credit have several options in Denton ISD. These options are available during the school year and in the summer.



### Important Considerations:

- Students who have taken a course and earned credit for it may not re-take the course.
- Once credit is earned, the grade is posted on the student's academic record (transcript), and it cannot be changed or removed, per state law. Grades recorded on the transcript are included in GPA if they are listed as a district-approved course for GPA.
- STAAR EOC assessments, campus-developed exams, and campus-developed courses (e.g., semester exams, unit tests, teacher-developed Canvas course, etc.) do not meet the state criteria for original credit and are not approved for this purpose.

### 1. Examination for Advancement (EA), CBE w/out Prior Instruction

Students who wish to earn credit for a course they have not yet taken or in which they have not received prior instruction may apply for the Credit by Exam called "Exam for Advancement" (EA). Students with no prior instruction must earn an 80% or higher on the EA CBE; when a student is given credit on the basis of an EA, the student is not required to take the applicable end-of-course (EOC) assessment. Learn more about Credit by Exam on page 23.

### 2. Distance Learning and Correspondence Courses

A distance learning program (where students learn virtually with an instructor who is located outside of the district) allows high school students to take a course for high school credit at an institution approved by the district and the State of Texas. Students may earn a maximum of 2 state-required graduation credits through distance learning courses (also called correspondence courses) and may be enrolled in only 1 course at a time.

Students are responsible for all fees including registration, application, and any required textbooks and materials. Credit toward state graduation requirements may be granted for distance learning courses only if the following conditions apply:

- The student obtains approval from the counselor or principal prior to enrollment in the course;
- The student only enrolls in online courses offered for this purpose by the University of Texas at Austin, Texas Tech University, or TxVSN (Texas Virtual School Network)
- The district agrees, in advance, that the course meets all state-required standards (TEKS); and
- The student, if in the senior year, submits the final correspondence course grade at least 30 days prior to the date of graduation.

### **3. Concurrent and Dual Enrollment**

Concurrent enrollment classes are university classes that receive university credit only; the high school student is admitted as a regular college student by the college or university. Students may enroll in concurrent enrollment under the following conditions:

- The student is classified as a senior;
- The student will complete all requirements for high school graduation through the high school;
- The student obtains approval from the counselor or principal prior to enrollment in the course;
- The student successfully applies to the college or university and passes the TSI assessment;
- The college courses are counted as part of the student's high school course load; and
- The student files proof of enrollment with the high school registrar.

Students in Denton ISD may also have access to DUAL CREDIT courses in the summer; availability is determined by the district and the partnering university and required advance approval. Students must take both semesters of the course in the summer – e.g., ENGL 1301 and 1302 – so that the full year of state credit can be transcribed.

### **4. District-Developed Online Course for Original Credit**

In certain situations, a district may develop and approve an unabbreviated, online course for delivering instruction for the purpose of original credit (Ch 74, Sub C, §74.22). Students take the course with a district teacher who is certified in the course, and the student may or may not also be scheduled into an Academic Support course in the school day.

Currently in Denton ISD, these following courses have been developed and approved for this purpose:

- Professional Communications (grades 9-12, .5 elective credits, satisfies graduation speech requirement)
- Health (grades 9-12, .5 elective credits)

For high school students who transfer into the district during or after their junior year, the following courses are also available when needed for graduation:

- Spanish I (grades 11-12, 1.0 world language credit)
- Spanish II (grades 11-12, 1.0 world language credit)
- Latin I (grades 11-12, 1.0 world language credit)
- Latin II (grades 11-12, 1.0 world language credit)

## CREDIT RECOVERY as an Alternative Method for Earning Credit

Credit recovery is the term used to describe earning credit for a course the student has already taken but where credit was not earned. Situations that require credit recovery include: (a) When the student completed the course but did not pass it; (b) When the student earned a passing grade but failed to earn credit because of excessive absences, or (c) When a student completed a course but in a non-accredited school or homeschool.



### Important Considerations:

- Students who have taken a course and earned credit for it may not re-take the course.
- Students are limited to one credit recovery course at a time during the regular semester.
- Beginning with the 2024-2025 senior cohort (freshmen in 2021-2022), grades earned through credit recovery are not included in Ranking GPA calculations.
- STAAR EOC assessments, campus-developed exams, and campus-developed courses (e.g., semester exams, unit tests, teacher-developed Canvas course, etc.) do not meet the state criteria for credit recovery or credit by exam and are not approved for this purpose. Students who do not earn credit for a course cannot use a passing score on the STAAR/EOC, campus-developed exams, or a grade “contract” to earn credit for the course once the failing grade for the course has been recorded.
- The NCAA does not accept high school credits for all types of recovery courses. Students who need to ensure that their recovery courses are NCAA approved should contact the NCAA Eligibility Center.
- Determination of “prior instruction” is made by the campus.

Though not all options are available on all campuses in all content areas, credit recovery options for Denton ISD students may include:

### 1. Repeated Course

The student enrolls in and retakes the course in a traditional classroom setting. For example, a student who took but did not pass Biology as a 9<sup>th</sup> grader would re-enroll in Biology as a 10<sup>th</sup> grader.

### 2. Accelerated Course

In some situations, an accelerated course may be available for students who already took the course but did not pass. In this scenario, the student would enroll in a specially designed course (scheduled as a period of the day on the student’s schedule). Though this is in a traditional classroom setting, the pacing of the course is accelerated so that up to two credits can be earned in one year.

For example, a student who took but did not pass Algebra I as a 9<sup>th</sup> grader may be able to enroll in a blocked Algebra I / Geometry accelerated course where credit for Algebra I is earned during the first semester and credit for Geometry is earned during the second semester.

### 3. Distance Learning and Correspondence Courses (Virtual)

A distance learning program (where students learn virtually with an instructor who is located outside of the district) allows high school students to take a course for high school credit at an institution approved by the district and the State of Texas. Students may earn a maximum of 2 state-required graduation credits through distance learning courses (also called correspondence courses) and may be enrolled in 1 course at a time.

Students are responsible for all fees including registration, application, and any required textbooks and materials. Credit toward state graduation requirements may be granted for distance learning courses only if the following conditions apply:

- The student obtains approval from the counselor or principal prior to enrollment in the course;
- The student only enrolls in online courses offered for this purpose by the University of Texas at Austin, Texas Tech University, or TxVSN (Texas Virtual School Network)
- The district agrees, in advance, that the course meets all state-required standards (TEKS); and
- The student, if in the senior year, submits the final correspondence course grade at least 30 days prior to the date of graduation.

## 5. Online Course (Non-Distance) for Credit Recovery

Currently, Edgenuity is the used in Denton ISD for this purpose. In this platform, students start with a pre-assessment/diagnostic that created an abbreviated learning pathway that addresses only the content the student has yet to learn.

Online courses are self-paced and taken asynchronously with a Denton ISD certified teacher providing feedback and assessing student work. The final grade in the course is determined by the certified teacher. Students may be assigned the course in one of three environments:

- On Campus Enrollment, where the online course is part of the student’s schedule. (In this scenario, the student is assigned to an academic support course during a period of the day.)
- Off Campus Enrollment, where the online course is taken outside of the school day in addition to the student’s regular schedule.
- As part of the district’s **“Summer HS Credit Recovery”** program, typically offered July 1 – July 31. Students are limited to taking two HS Summer Credit Recovery semesters at a time during the summer program and up to 4 semester credits overall.

Courses available in this option are: Algebra I, Geometry, Algebra II, Math Models, Precalculus, Statistics, IPC, Biology, Chemistry, Physics, World Geography, World History, US History, Government, Economics, English I, English II, English III, and English IV.

## 6. Credit by Exam with Prior Instruction

Students who wish to earn credit for a course they have already taken but did not pass may apply to take the Credit by Exam with Prior Instruction (CR). Students with prior instruction must earn an 70% or higher on the CR CBE. Learn more about Credit by Exam on page 23.

## 7. Night School

In some situations, a high school campus night school program may be available for students who are seeking credit recovery for a course they took but did not pass. In this scenario, the student attends an additional period of the day on campus after regular school hours. Face-to-face instruction is provided by a certified teacher.



# Credit by Exam

A Credit by Examination (CBE) is a formal assessment designed to provide students with an opportunity to receive full or partial credit for a course by demonstrating mastery of the Texas Essential Knowledge and Skills (TEKS). A CBE can be for credit recovery or as an exam for acceleration. Visit the Denton ISD Family and Community Assessment Resources Site at <https://www.dentonisd.org/Domain/7440> or linked [HERE](#).



## CBE Information and Important Considerations:

Once a student has earned credit for a course (through CBE or any method), the course may not be re-taken.	
Students must have campus or district approval for the use of a CBE for credit prior to test administration.	
Schools districts in Texas are required to have approval of the board for exams used for credit by exam (including for credit recovery and exams for acceleration). In Denton ISD, the board approved CBEs are: Texas Tech, UT High School, Stamp AVANT, CLEP, and AP [19 TAC 74.24(a)(4)].	
STAAR EOC assessments and campus-developed exams (e.g., semester exams, unit tests, etc.) do not meet the state criteria for credit recovery or credit by exam and are not approved for this purpose.	
The NCAA does not accept high school credits for all methods of earning credit. Students who need to ensure that their recovery courses are NCAA approved should contact the NCAA Eligibility Center.	
Determination of “prior instruction” is made by the campus.	
Per state guidelines, students may not attempt to earn credit by exam for the same high school subject more than two times.	
If a student fails to earn credit by examination for a 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.	
When a student earns credit by CBE, the school district is required by law to enter the exam score on the student's transcript. In Denton ISD, grade points for CBE are calculated in GPA. [NOTE: Beginning with the 2024-2025 senior cohort (freshmen in 2021-2022), CBE scores earned for credit recovery are not included in Ranking GPA calculations.]	
Potential graduates who receive permission to register and complete exams any time after April 1st of the current school year may not receive test scores in time to participate in May commencement. A student who wishes to graduate in the current school year must either enroll in the necessary classes for the second semester or complete the CBE before the end of the first semester.	
Note that courses taken prior to 9th grade for high school credit do not count in GPA calculations; likewise, exams taken for high school credit only count toward GPA when they are taken after 8th grade.	
A student may take a specific examination only once during each quarterly testing window: <u>Credit by Exam Quarterly Testing Windows:</u> Jan 1 – Mar 31 / Apr 1 – Jun 30 / Jul 1 – Sept 30 / Oct 1 – Dec 31	
Additional CBE Resources:	TEC, §28.023: <a href="http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.023">http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.023</a> TAC, §74.24, Credit by Exam: <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074c.html#74.24">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074c.html#74.24</a> Texas Tech University ISD: <a href="https://www.depts.ttu.edu/ttuisd/cbe.php">https://www.depts.ttu.edu/ttuisd/cbe.php</a> Study Guide information must be directly obtained from TTU <a href="http://www.depts.ttu.edu/ttuisd/cbe.php">http://www.depts.ttu.edu/ttuisd/cbe.php</a> or UT <a href="https://highschool.utexas.edu/cbe_study_guides">https://highschool.utexas.edu/cbe_study_guides</a>



# Grading Guidelines

## Beliefs about Assessments and Grading

It is the belief of Denton ISD that effective instruction depends upon high quality assessment. We are committed to practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the state standards, the Texas Essential Knowledge and Skills (TEKS).

At the heart of our beliefs are two underlying questions:

- Do our grades accurately reflect student learning?
- Do our grading practices positively contribute to student learning?

Our beliefs about learning and grading practices are grounded in the following statements:

- All students can learn.
- Students learn in different ways.
- Students learn in different time frames.
- Errors are inherent in the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards (TEKS or other course standards).

## Professional Practices for Grading and Assessment

As evidence of our commitment to these beliefs, the following grading and assessment practices will be implemented:

- All assignments and assessments will be referenced to the standards.
- Grades will be reflective of student learning.
- Students will be expected to complete all assignments on time and in their entirety.
- Students will be given the opportunity for reassessment of summative assessments (excluding process assignments and semester exams), as outlined in the “[Reassessment Procedures for Summative Assessments](#)” guidelines.

# Grading Scale

In high school, grades are reported numerically. A grade of 70 or above is considered passing, or on grade level.

Letter Grade	Numerical Grade
A	100-90
B	89-80
C	79-70
F	<70

# Grading Categories

To determine a 9-weeks grade, recorded grades are weighted according to their category.

Course Level	Major Summative	Minor Summative	Formative
On-Level	60%	40%	0%
Honors, AP, and IB	70%	30%	0%

# Semester Grades

To determine a semester grade, the 9-weeks grades and semester exam grade are averaged and weighted as indicated in the chart below. Students’ grades on the academic record (transcript) are reported by semester. When a course is taken for high school credit, a semester exam is required.

1st Quarter (or 9-Weeks Grade)	2nd Quarter (or 9-Weeks Grade)	Semester Exam Grade
40%	40%	20%

# Semester Exams

When a course is taken for high school credit, a semester exam is required. Students who will be absent for a semester exam for a course must make arrangements to take the exam early or late. Exams can be taken as early as the first day that semester exams are being given and up to 5 school days after the last day of the semester.



## Semester Averaging

- A student at any grade level enrolled in a 1-credit, 2-semester course for HS credit who receives a grade of 60 or higher in both semesters is eligible to earn credit for the course if the final averaged grade of both semesters is 70 or above. If the average for both semesters is less than 70, the student is awarded credit for only the semester with the passing grade.
- Semester averaging only applies the first time a student takes each semester of the course. (It is not applied in credit recovery scenarios.) Semester averaging cannot be applied to courses taken through CBE, correspondence or online courses, non-accredited courses, or credits awarded outside of Denton ISD (which includes dual credit and private schools).
- Semester averaging is applied when the two semesters are the same course at the same level *or* are honors and non-honors courses. AP/IB and non-AP/IB semesters cannot be averaged together.
- When a student earns credit through semester averaging, the original grades earned in each semester are the grades reported on the academic record (transcript) and are the grades used in GPA calculations, when applicable. The original, recorded grades are not changed.

### Example Scenarios of Semester Averaging

<p>A student enrolled in Geometry earns an 85 in the fall semester. (The student has now earned .5 credits.)</p> <p>In the spring semester, the student earns a 67.</p> <p>The average of the two semesters is greater than 70 <math>[(85 + 67)/2 = 76]</math>, so the student is awarded an additional .5 credits for the spring semester.</p> <p>In total, the student has earned 1.0 credits.</p> <p>The student's earned grades for each semester – an 85 and a 67 – are reported on the transcript and calculated in GPA.</p>	<p>A student enrolled in AP English IV earns a 68 in the fall semester. (The student has not earned credit.)</p> <p>The student chooses to leave the AP course and enroll in English IV in the spring semester.</p> <p>In the spring semester, the student earns a 90.</p> <p>The fall and spring semesters cannot be averaged because AP and non-AP courses cannot be averaged.</p> <p>In total, the student has earned .5 credits for the spring semester and will have to recover credit for the fall.</p> <p>The student's earned grades for each semester – a 68 and a 90 – are reported on the transcript and calculated in GPA.</p>	<p>A student enrolled in World History earns a grade of 65 in the fall semester. The student wants to avoid having to recover credit in the summer, and so sets a goal to earn a 75 or higher in the spring.</p> <p>In the spring semester, the student earns an 82.</p> <p>The average of the two semesters is greater than 70 <math>[(65 + 82)/2 = 73.5]</math>, so the student is awarded an additional .5 credits for the spring semester.</p> <p>In total, the student has earned 1.0 credits.</p> <p>The student's earned grades for each semester – a 65 and an 82 – are reported on the transcript and calculated in GPA.</p>
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# Required Course Loads and Dismissals

All students are expected to attend school for the entire school day and maintain a full class schedule. In certain situations, juniors and seniors may be granted an “early release” or “dismissal” that reduces this requirement.

Juniors may reduce this requirement to 7 courses, provided they meet the following criteria:

1. Be on track to graduate with designated class;
2. Have met passing standard on all state assessments;
3. Be in attendance a minimum of six instructional hours of the school day [FD(Local)] and,
4. Remain in compliance with compulsory attendance and discipline policies.

Seniors may reduce the requirement to 6 courses if they meet the same criteria above (#’s 1-5) and:

5. Have administrator approval [FD(Local)]
6. Be enrolled in 6 credit-bearing courses. (This excludes local-credit courses.)

Seniors who are completing their fifth year of high school are required to attend each day for 2 hours (for “half day”) or 4+ hours (for “full day”).



# Schedule Changes

Generally, verified course selections are considered final. Schedule change requests will only be considered if submitted within the first four days of class and if there is an error on the schedule. Errors may include:

- 2 classes in the same period;
- Missing class period or incomplete schedule;
- Course already taken and/or credit already earned;
- Prerequisites not met.

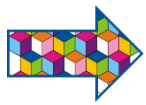
Schedule changes may also be made for program/placement issues. Examples may include:

- Placement in an audition class;
- Moving into an honors level of the course;
- Dropping a sport or UIL activity.

Schedule changes will not be made:

- To accommodate a preferred lunch period, classes with friends, or requested teachers;
- If it overloads a class section.

If you feel you need a schedule change, follow campus procedures for requesting the change.



# Early Graduation

Students may graduate early only when they have met the “Denton ISD High School Graduation Plan.”

Given district and state graduation requirements, students pursuing early graduation will need to “double up” (if pre-requisites allow) to complete all necessary courses over a 3 to 3½ year period. Because only 8 course credits are offered in the normal school year, and 26 credits minimum are required for graduation, early graduation candidates need to consider alternative methods for earning credit, such as distance learning courses (TTU or UT), dual credit courses in the summer, or CBEs for acceleration.

The commitment to this decision needs to begin during course selection for the sophomore year and will be subject to schedule change guidelines, policies, and deadlines.

Students are strongly advised to take their core courses during the school year in the traditional setting to adequately prepare for state testing and subsequent courses.

Students pursuing early graduation following their junior year (i.e., 3 years of high school) are required to have passed all EOCs prior to graduation. Students pursuing early graduation following the fall semester of their senior year (i.e., 3½ years of high school) are required to have passed all EOCs prior to graduation or may qualify to graduate on the basis of a review by an Individual Graduation Committee (IGC).

A student’s “grade level classification” is determined by the number of credits the student has earned prior to the beginning of the school year. Classifications remain the same throughout the school year unless corrections are necessary due to errors, except for students graduating that year who may be reclassified if needed from “junior” to “senior” at the end of the fall or spring semester. (This is to ensure that graduating students are classified as “seniors” prior to graduation.)

Note: A student’s graduating “cohort” is different from a “grade level classification.” The graduating cohort is established in the year in which a student enrolls and remains the same until graduation. Grade level classification is based on the number of credits earned.



# Grade Level Classification

Minimum grade classification credit requirements for each grade level are:

Grade Level	Required Credits
9 <sup>th</sup> Grade / Freshman	N/A
10 <sup>th</sup> Grade / Sophomore	6 Credits
11 <sup>th</sup> Grade / Junior	12 Credits
12 <sup>th</sup> Grade / Senior	18 Credits
Graduate	26 Credits



# Automatic College Admissions

Prior to a student enrolling for high school courses, school districts are required to provide students with a written notification and detailed explanation of the Texas rules for automatic college admissions. This information, (provided by the TEA) provided below, should assist you in making high school course selections that best align with your post-high school plans. [https://tea.texas.gov/sites/default/files/19\\_0061\\_1201-1.pdf](https://tea.texas.gov/sites/default/files/19_0061_1201-1.pdf)

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## Explanation of Automatic College Admission and Curriculum Requirements for Financial Aid for High School Students

### Automatic Admission Requirements

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin\*, and the applicant:

1. successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
2. earned the distinguished level of achievement under the Foundation High School Program; or
3. 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.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows:

1. Class rank must be based on the student's rank at the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top 10 percent of a high school class cannot contain more than 10 percent of the total class size.
3. The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.
4. Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

1. submit an application before the deadline established by the Texas college or university to which the student seeks admission; and
2. provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student.

Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

### State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to 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 financial aid webpage at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

### Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

- Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent
- Earned an associate's degree from an eligible institution no earlier than May 1, 2005

### Top Ten Percent Scholarship

To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

### TEXAS Grant

#### Basic Initial Year (IY) Student Eligibility Curriculum Requirements

A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

#### Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements

In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

AREA	REQUIREMENT(S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one-third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

\* The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT must provide notice of the percentage of qualified applicants that are anticipated to be offered admission.



# Counseling Services

The counseling department is an integral part of the overall school program. School counselors are available to assist students in the following areas:

- Course selection that best meets academic, career, or military goals
- Information regarding available classes or programs
- Planning for college, career, and military
- Assistance or guidance related to social, emotional, or mental health
- Resources to professional services outside Denton ISD
- Personal graduation planning (beginning in 8th grade)

Students and parents are partners in the process and are encouraged to review the student's transcript regularly to verify accuracy and bring any errors to the attention of the counselors and registrar.

## SchoolLinks

All middle and high school students and parents in Denton ISD have access to SchoolLinks, an online platform that helps students understand their unique strengths, connect their interests to careers, set goals, and develop self-knowledge and personal motivation.

Log in to SchoolLinks by selecting the "SchoolLinks Login" button on the Denton ISD SSO Classlink site: <https://myapps.classlink.com/home>



Students can use SchoolLinks to access college and scholarship information, career information, and standardized test scores. Students may request transcripts and link to college applications via SchoolLinks.

## Go Center

Each high school campus houses a Go Center staffed by a group of current college students known as the G-Force. The G-Force mentors make weekly visits to high school campuses and provide college enrollment guidance and post-secondary mentoring. G-Force mentors assist one-on-one with 9th-12th grade students to create a college-going culture.

## Counseling Course Selection Website

The "Denton ISD Course Selection" website is available to assist families as they work with their high school counselor to discuss courses of interest and consider the opportunities available.

<https://sites.google.com/g.dentonisd.org/disd-course-selection-21-22/home>



# FAFSA and TASFA



In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021-2022 school year, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

Financial aid to help you pay for college or career school is available from a variety of sources including federal, state, school, and private sources. Federal student aid covers expenses such as tuition and fees, room and board, books and supplies, and transportation.

There are three types of federal student aid:

- 1) Grants: Financial aid that doesn't have to be repaid (unless you withdraw from school)
- 2) Work-Study: A work program through which you can earn money to help you pay for school
- 3) Loans: Borrowed money for college or career school; you must repay your loans, with interest

Apply for federal student aid using the Free Application for Federal Student Aid (FAFSA) form which can be completed at this link: <https://studentaid.gov> or by downloading the **myStudentAid** app for iOS or Android. Remember, the first F in "FAFSA" stands for "free" – you do not have to pay to fill out the FAFSA form.

The FAFSA application opens on October 1 of each year, but students and parents can create an FSA ID prior to the opening date at <https://StudentAid.Gov/FSAID>. You will need to provide:

E-mail address

- Don't use the same e-mail address as your parent
- Don't use your Denton ISD email address because you will need to access it during college

FSA ID username

- Don't include personal information, such as your name or DOB
- If your selected username is already taken, you must create a different username.

FSA ID password

- Store your password in a safe place
- Social Security Number, date of birth, and name (should match what is printed on social security card)

Students and parents should gather other necessary documents/information prior to completing the FAFSA. Visit <https://studentaid.gov/apply-for-aid/fafsa/filling-out#gathering-the-documents-needed-to-apply> for helpful information.

If you are a foreign student or non-citizen, you may be eligible to be classified as a Texas resident for tuition purposes. If so, you may be eligible to receive state financial aid. You can complete the Texas Application for State Financial Aid (TASFA) to determine potential aid. For more information visit College for All Texans at <http://www.collegeforalltexans.com>.

Assistance in completing the FAFSA or the TASFA is provided on all high school campuses. Pay attention to social media, announcements, and emails to learn when FAFSA/TASFA workshops are available.





# Post-Secondary Planning

## Tips for Seniors

### Throughout Senior Year

- Check school email regularly
- Request transcripts in Schoolinks once you have applied to your colleges
- Watch for scholarship and college application due dates
- Male students – register with the Selective Service <https://www.sss.gov/Home/Registration> when you turn 18

### August

- Review your transcript for accuracy
- Review current grade point average in Schoolinks
- Register for the ACT/SAT or TSIA if applicable (Free/reduced lunch students can receive a waiver from their counselor)
- Update essays or writing samples that may be required for applications
- Prepare/update a resume to include work experience, school and community activities/clubs, awards earned, leadership positions and volunteer experience
- Narrow down college, university, technical school choices
- NCAA/NAIA applicants verify with your counselor that you are on track to complete the Core Course Requirements and complete your NCAA/NAIA task checklist
- Listen to announcements and follow counseling department social media for scholarship information and visits from college and military representatives

### September

- Verify your high school graduation plan with your counselor
- Attend NorTex College Fair
- Visit college campuses, tour dorms, talk to admissions and financial aid officers
- Request recommendation letters from teachers, coaches, counselors if required via Schoolinks
- Continue to listen to announcements, follow social media sites and check email regularly to gather information about scholarships, future visits from college and military representatives, and upcoming financial aid workshops
- Visit campus Go Center to get help with college applications and create FSA ID for the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>
- Watch for college housing registration and deposit dates

### October

- Complete the FAFSA (application opens on October 1)
- Complete college applications for the schools you are considering
- Request official transcripts for each college to which you are applying
- Explore financial aid options at your selected colleges
- Apply for any available scholarships – Denton Public School Foundation (DPSF) application opens in October
- Register and pay for AP/IB exams
- Order graduation invitations and cap and gown from Jostens

## **November**

- Complete college applications (pay close attention to application and scholarship deadlines)
- Submit DPSF scholarship application
- Review/update your resume for potential jobs
- Contact local businesses' personnel departments to learn about entry level positions for high school graduates and see the Career Counselor regarding the High School Works Program
- Consider shadowing workers or interning at potential job sites as your schedule allows
- Mark your calendar for certification exams and schedule review sessions
- Visit with military campus representatives to investigate opportunities in the military if applicable
- Request transcript via Schoolinks before Thanksgiving break for Dec. 1 college application deadlines

## **December**

- Take any remaining EOC/STAAR exams
- Review your schedule for the Spring semester

## **January**

- Complete and submit any college applications or scholarships by the determined deadlines
- Attend any additional informational sessions provided by campus regarding postsecondary planning
- Review your fall semester transcript for accuracy

## **February**

- Confirm AP exam registration and complete payments as necessary
- Begin review for AP/IB exams
- Continue to work on scholarship applications
- Inform your counselor of any scholarships and financial aid packages you are awarded
- Respond to college acceptance notices
- Meet college deadlines for Financial Aid and Scholarship applications

## **March**

- Take any remaining EOC/STAAR exams if necessary
- Continue to consider admission and financial aid offers
- Continue application for scholarships as they become available
- Submit housing application if you have not done so
- Confirm you have met required TSI cut scores for in state public schools
- Register and take the TSI if necessary
- Continue to prepare for AP/IB exams or certification tests

## **April**

- NCAA/NAIA applicants: complete amateurism questionnaire sign final authorization signature online
- Continue to study for AP/IB exams and certification tests
- Make final decision for college choice
- Notify all colleges of decision to accept or decline admittance
- Make final decision for postsecondary plan
- Register for college summer orientation

## **May**

- Take AP/IB exams and/or certification Tests
- Request final transcript to be sent to college of choice via Schoolinks
- Send thank you notes to scholarship donors
- Register for college summer orientation
- If you have not applied, it's still not too late – visit with your counselor
- GRADUATION!

## Tips for Juniors

### August

- Review your transcript for accuracy
- Review current grade point average in Schoollinks
- Review ACT/SAT test dates, and develop a review plan
- Become involved in clubs and organizations in your school and/or community
- Prospective college student athletes (D1, D2 or NAIA) should register with the NCAA eligibility center ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) and or NAIA ([www.naia.org](http://www.naia.org)) and verify Core Course Requirements with your counselor
- Check your school email on a regular basis and continue to do so throughout the year
- Get in the habit of monitoring your grades and attending tutorials as necessary

### September

- Verify your high school graduation plan with your counselor
- Attend NorTex College Fair
- Update your resume with school and community activities/clubs, awards earned, leadership positions and volunteer experience
- Meet with your counselor to discuss college and/or career goals
- Schedule college campus visits – you are provided two excused absences for college visits in your junior year
- Review for the PSAT
- Follow counseling department social media to receive important information regarding college and military representative visits

### October

- Take the PSAT
- Continue to research colleges and careers
- Research financial aid and scholarship opportunities for potential colleges
- Register and pay for AP/IB exams

### November

- Begin to narrow down your post-high school options
- Review your schedule for the Spring semester

### January

- Review your PSAT scores and develop study plan for SAT
- Register for a Spring ACT or SAT exam
- Attend any additional informational sessions provided by your campus regarding postsecondary planning and financial aid
- Review your fall semester transcript for accuracy and begin considering courses you wish to take your senior year

### February/March

- Continue to focus on academic course work
- Confirm AP exam registration and complete payments as necessary
- Begin review for AP/IB exams
- Continue college campus visits – you are provided two excused absences for college visits in your junior year
- Verify courses for your senior year

### **April/May**

- Take EOC/STAAR exam(s)
- Continue to prep for AP/IB exams and final exams
- Take IB/AP exams
- Take certification tests
- If necessary, make plans for credit recovery and/or summer school

### **Summer**

- Take advantage of summer opportunities: volunteer work, academic opportunities and camps, jobs, and camps
- Visit colleges and look for summer enrichment programs
- Begin to prepare essays and resumes for college applications
- Investigate SAT/ACT test opportunities
- Narrow post high school choices
- Apply for colleges – many applications open July 1 or August 1

## **Tips for Sophomores and Freshmen**

### **August/September**

- Verify your high school graduation plan with your counselor
- Verify the courses you are taking align with your post high school plans
- Get involved in clubs and activities on campus
- Utilize Schoolinks and other tools to investigate post high school plans
- Get in the habit of monitoring your grades regularly and attending tutorials as necessary
- Attend NorTex College Fair
- Register and pay for AP Exams

### **October/November/December**

- Take advantage of free opportunities to prepare for college entrance exams: PSAT, SAT, ACT
- Continue to monitor your grades regularly and attend tutorials as necessary
- Prepare for and take final exams

### **January/February**

- Discuss next year's courses with your parents, teachers and counselors
- Review PSAT scores and use information to make informed course choices

### **March/April**

- Continue to utilize Schoolinks to explore post high school options
- Verify course selections for your sophomore/junior year
- Take EOC/STAAR exams

### **May**

- If necessary, make plans for credit recovery and/or summer school
- Investigate summer opportunities

### **Summer**

- Take advantage of summer opportunities: volunteer work, academic opportunities and camps, jobs, and camps
- Visit colleges and look for summer enrichment programs
- Create/update resume
- Identify colleges with majors/programs that meet your career interests

# STAAR / EOC

The State of Texas Assessment of Academic Readiness (STAAR) program includes annual end of course (EOC) assessments for high school students. These assessments are based on the state curriculum standards called the TEKS (Texas Essential Knowledge and Skills). Students are required, with limited exceptions, to perform satisfactorily on five EOC assessments:

## **English I, English II, Algebra I, Biology, U.S. History**

If a student is enrolled in MS Algebra I Honors in middle school and takes the EOC assessment and meets standard, then the student is not required to retake the EOC in high school.

STAAR EOC assessments do not meet the criteria for credit by examination and are not approved for this purpose. Students who do not earn credit for a course cannot use a passing score on the STAAR/EOC to earn credit for the course.

Additional information on the state's testing program can be found on the Texas Education Agency website: [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness)

The Texas Assessment Agency sets the calendar for STAAR/EOC testing. Current and future testing calendars can be found here:

[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/Student\\_Assessment\\_Overview/Testing\\_Calendars](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Testing_Calendars)



High School  
Assessment Calendar:

Estimated dates for the STAAR / EOC can be found on the high school assessment calendar: <https://www.dentonisd.org/secondarycurriculum>



# PSAT, SAT, and ACT

Many universities require college entrance exams. The two most widely used are SAT ([www.collegeboard.org](http://www.collegeboard.org)) and ACT ([www.act.org](http://www.act.org)). You can visit their websites for information on fees, registration, preparation, test dates and deadlines, career and college searches, and information management. See your campus counselor for additional information. Let SAT and ACT help keep track of your personal college countdown!

## SAT Readiness Center

College Board and Khan Academy have partnered to help students prepare for the SAT through a personalized free practice program. Log onto the following link for additional information:

<https://www.khanacademy.org/> Select “Test Prep”

## High School Codes for College Entrance Testing

Campus	Campus Code
Ryan High School	441950
Denton High School	441951
Guyer High School	441946
Fred Moore High School	441941
Braswell High School	440018
LaGrone Academy	440624

## Preliminary SAT (PSAT) / National Merit Scholarship Qualifying Exam

The PSAT is a “Pre-SAT” test given for practice in the 10<sup>th</sup> grade. In the 11<sup>th</sup> grade, the PSAT is used as a qualifying exam for the National Merit. The Board of Trustees of Denton ISD supports the importance of taking the PSAT by providing funds for all high school students to take this exam. All 10<sup>th</sup> and 11<sup>th</sup> graders will take the PSAT each year in October, free of charge.



High School  
Assessment Calendar:

Estimated dates for the PSAT, SAT, and ACT can be found on the high school assessment calendar: <https://www.dentonisd.org/secondarycurriculum>

## National Merit Scholarship

The PSAT/NMSQT (Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test) is a standardized test that measures developed verbal, mathematical, and writing abilities important for success in college. It can provide students with valuable information about academic strengths and weaknesses for and help assess personal test taking skills. See the next page and your counselor for more information on how the PSAT can help you better prepare for college admissions. The three tests in the PSAT/NMSQT are the Reading Test, the Writing and Language Test, and the Mathematics Test. For more information regarding the key content features, visit <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test/key-features>.

### Reasons for Taking the PSAT / NMSQT

The PSAT / NMSQT gives students practice for taking the SAT because both tests have the same kinds of questions and similar scores. Taking the PSAT / NMSQT helps students plan for college, gives students an idea of how they will do on a college admission test, and helps them identify colleges that seek students like themselves.

The PSAT / NMSQT lets students compare their ability to do college work with the ability of other college-bound students. After the test, students will receive a PSAT / NMSQT Score Report and their test book so that they can review their own performance.

Taking the PSAT / NMSQT is the first step in entering the scholarship programs conducted by National Merit Scholarship Corporation (NMSC).

### Scholarship Program

The PSAT/NMSQT is the qualifying test for entry to the National Merit Scholarship Program, an academic competition for recognition and scholarships. The PSAT/NMSQT includes a Student Search Service connecting the students to scholarship partners including the American Indian Graduate Center, APIA Scholars, Children of Fallen Patriots, Cobell Scholarship, Coca-Cola Scholars Foundation, Gates Scholarship, Hispanic Scholarship Fund, Horatio Alger Association, Jack Kent Cooke Foundation, The Jackie Robinson Foundation, Marine Corps Scholarship Foundation, Ron Brown Scholar Program, TheDream.US, and the United Negro College Fund.

For more information, visit <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/scholarships-and-recognition/scholarship-partners-programs>.

Selection for these competitions is initially based upon the student's score on the PSAT given during the junior year of high school. In addition, the student must make a comparable score on the SAT, which MUST be taken before December of their senior year in high school.

#### Other Scholarship and Financial Aid Information

- College for Texans: [www.collegeforalltexans.com](http://www.collegeforalltexans.com)
- FASFA (Free Application for Federal Student Aid): [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and <http://studentaid.ed.gov>
- Financial Aid Calculator: [www.finaid.org/calculators/fiideestimate.phtml](http://www.finaid.org/calculators/fiideestimate.phtml)
- Minority Student Scholarships: [www.uncf.org/scholarships](http://www.uncf.org/scholarships)
- The College Board: [https://bigfuture.collegeboard.org/pay-for-college/financial aid](https://bigfuture.collegeboard.org/pay-for-college/financial-aid)
- ACT: <https://forms.act.org/act-profile/>
- Also, check your campus website and with your campus counseling department



# Academic Eligibility Centers

Students interested in playing college sports at a Division I, or II school should visit this NCAA site to learn about initial eligibility and academic standards requirements: <http://www.ncaa.org/student-athletes/future/academic-standards-initial-eligibility>. Students interested in playing sports at an NAIA college or university should visit the following link to learn more about the specific requirements: <https://www.playnaia.org/page/faqs.php>

Students should register with the appropriate Eligibility Center at the beginning of their junior year in high school. At the end of the student's junior year, students should request a transcript including six semesters of grades be sent from the high school to the appropriate Eligibility Center. Additionally, students should have their SAT or ACT scores forwarded directly to the Eligibility Center whenever they take the exam. Some students may be eligible for fee waivers. A student who chooses to play at the community or junior college level, must be cleared through the clearinghouse or the student is required to acquire an associate's degree to move on to a Division I school.

## High School Codes for UIL

Denton ISD Campus	Campus Code
Ryan High School	441950
Denton High School	441951
Guyer High School	441946
Fred Moore High School	441941
Braswell High School	440018
LaGrone Academy	440624

## Additional Contact Information

Organization	Website	Phone
NCAA	<a href="http://www.ncaa.org">www.ncaa.org</a>	317-917-6222
Eligibility Center	<a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>	877-268-1492
NAIA	<a href="http://www.naia.org">www.naia.org</a>	816-595-8180
NAIA Eligibility Center	<a href="http://www.playnaia.org">www.playnaia.org</a>	816-595-8300



Denton ISD's waivable course/exemption list can be found at:  
<https://www.dentonisd.org/secondarycurriculum>

Waivable Courses - No  
Pass, No Play  
Exemption





# Advanced Academics

In Denton ISD, advanced level courses are designed to provide students with content and learning experiences that reach greater depths of complexity. Course experiences are made challenging through an emphasis on critical thinking skills and complexity of learning experiences.

Because Denton ISD is committed to the elimination of barriers that restrict access to honors and AP courses, the district offers “open enrollment” so that all students who aspire to grow and be challenged in course content may enroll in these advanced level courses without application or the required completion of advanced assignments. These commitments ensure that our students have access to equitable preparation for academic success.

## Honors Courses

The Denton ISD Honors program gives students the opportunity to challenge themselves academically and prepare themselves for future success in Advanced Placement and Dual Credit courses. The goals of this program include:

- Increasing the number of students who are prepared to access and complete college-level work, like AP and Dual Credit, before leaving high school;
- Improving the rates of college readiness for all students; and
- Expanding high school course offerings in English, mathematics, science, social studies, world languages, and the arts.

## Advanced Placement

The Denton ISD Advanced Placement (AP) program provides students with the opportunity to challenge themselves academically, set themselves apart in the college admissions process, and earn college credit with a successful AP exam score.

The AP courses include a curriculum framework reflecting the nature of the subject; a differentiated curriculum that includes a wider range and greater depth of subject matter than that of the regular course; an emphasis on higher level and critical thinking skills; provision for creative, productive thinking; a focus on cognitive concepts and processes; instructional strategies that accommodate the learning needs of the students involved; and independent as well as guided research.

An examination or portfolio submission for each AP course is available through the College Board, resulting in possible college credit. The AP examination is given in May, and results are sent to the colleges/ universities of the student’s choice. Placement and credit are granted by institutions in accordance with their own policies.

More information can be found on the College Board site: <https://apstudents.collegeboard.org/getting-credit-placement/search-policies>.

## Mathematics Acceleration

In Denton ISD, students are able to accelerate in mathematics. When a student has successfully completed the previous course in the sequence, the student may access the next course in the mathematics pathway. For example, a student who successfully completed MS Algebra I Honors in grade 8 will be able to access Honors Geometry in grade 9, Honors Algebra II in grade 10, Honors Pre-Calculus in grade 11, and so forth.

Sample acceleration pathways for mathematics:

Course	Typical Grade Level	One Year Accelerated	Two Years Accelerated
Algebra I Honors	9 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>
Geometry Honors	10 <sup>th</sup>	9 <sup>th</sup>	8 <sup>th</sup>
Algebra II Honors	11 <sup>th</sup>	10 <sup>th</sup>	9 <sup>th</sup>
Pre-Calculus Honors or Pre-Calculus DC	12 <sup>th</sup>	11 <sup>th</sup>	10 <sup>th</sup>
AP Calculus AB/BC		12 <sup>th</sup>	11 <sup>th</sup>
Calculus I Dual Credit			12 <sup>th</sup>

Students can enroll in AP Statistics, AP Computer Science, and Statistics DC concurrently with other courses in this sequence.

Students accelerated beyond two years may be able to dual enroll in Calculus II at NCTC, TWU, or UNT, but the district does not have crosswalks associated with the course. (Dual enrollment occurs when the district does not offer a state credit for the college course. Dual enrollment courses do not count toward GPA.)

## Earning College Credit in High School

Students in grades 9-12 in Denton ISD have a variety of opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campuses, including Dual Credit, Advanced Placement (AP), and International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with North Central Texas College, Texas Woman's University, and the University of North Texas, which may be offered on or off campus;
- Enrollment in certain CTE courses taught at the high school campuses or at the LaGrone Academy.

Important Considerations:

- All of these methods have eligibility requirements and must be approved prior to enrollment in the course.
- Any related expenses associated with any of these methods are the responsibility of the student. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.
- It is important to know that not all colleges and universities accept credit earned through these methods.
- Students and parents should check with the prospective college or university to determine if a particular course counts toward a student's desired college or university degree plan.

## AP Courses Available in Denton ISD

(Not all courses are available at all campuses.)

AP English Language	AP Studio Art: Drawing Portfolio	AP Latin
AP English Literature	AP Music Theory	AP Spanish Language
AP Calculus AB	AP Biology	AP Spanish Literature
AP Calculus BC	AP Chemistry	AP German Language
AP Statistics	AP Physics 1	AP Psychology
AP Computer Science A	AP Physics 2	AP Human Geography
AP Computer Science Principles	AP Physics C: Electricity and Magnetism	AP World History
AP Art History	AP Physics C: Mechanics	AP United States History
AP 2-D Art and Design	AP Environmental Science	AP Government
AP 3-D Art and Design	AP French Language	AP Macroeconomics
		AP European History

### Additional Available AP Tests

AP Microeconomics	AP Comparative Government and Politics
AP Chinese Language	
AP Japanese Language	AP Italian Language

## Advanced Placement Awards

Award	Requirements
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, AND scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, AND scores of 3 or higher on five or more of these exams.

## The AP Exam

Though Denton ISD and the College Board recommend taking the AP course before taking the AP Exam, it is not required (except for AP Seminar and AP Research courses).

From the [College Board Website](#): “To prepare for the exam without taking the course, you should study the skills and content outlined in the course and exam description for your subject, which you can find on the specific course page. For most courses, this document also explains how your knowledge of the course content and skills is assessed on the exams.

“Get to know the exams by reviewing free practice questions. The AP Program releases the free-response questions every year for exams that have them. We also offer free-response questions from past exams along with sample student responses and scoring guidelines so you can see why a real exam taker got the score they did.”

## EXPO – Gifted and Talented Program

The EXPO program is the school district's program for gifted and talented students. The initial step in this process is the nomination of the student. Students can be nominated by their teachers, parents, peers, or they may nominate themselves. Following nomination, the students are screened by an established district process. Additional information about the program and the identification process can be obtained from the school counselor.



Contact the school counselor for a student application. Nominations at the high school level will be accepted each semester according to the district calendar. Information may be found at <http://www.dentonisd.org/expo>.

EXPO high school students are serviced through Honors, AP, IB, and Dual Credit. They must be enrolled in at least one of these courses.

# IB Programme

The Denton High School's International Baccalaureate (IB) Programme offers rigorous and engaging college preparatory work. The IB Programme graduates have attended prestigious Ivy League schools such as Harvard and Princeton as well as other selective programs like those of Boston University, University of California, Berkeley, Johns Hopkins and Stanford. Students in the program have also earned millions of dollars in scholarships and have maintained a high retention rate once accepted into a four-year college or university.



## **Philosophy/ Objectives**

The IB Diploma Programme is a challenging two-year course of study. It provides students with the intellectual, social, and critical perspective necessary for the international world. Students may enter the IB Diploma Programme at Denton High School beginning in grade 11 and continue through grade 12. Students in the program will study how to learn, how to analyze, and how to reach considered conclusions about people and other cultures. The IB Programme takes on a special significance today when knowledge continues to expand dramatically and existence in an international community requires understanding and an appreciation of cultural diversity. It is essential, therefore, that academic training provides students with the skills and opportunities that will enable them to succeed in the competitive global society. For maximum success in the IB Diploma Programme, students must begin their second language of choice in their freshman year. American Sign Language does not count as an IB Language choice. Freshmen and sophomores are also highly encouraged to take at least 2 Honors courses each year. We strongly recommend Diploma Programme students to enroll in Economics or AP Economics during the sophomore year.

## **Benefits of the Diploma Programme**

- College credit, which has exceeded 40 hours for some students
- Geared at multiculturalism and viewed through a global lens
- Emphasis on extensive writing assignments like those found in university courses
- Fosters 21st century skills such as collaboration, problem-solving, and communication

## **Transfers for the IB Programme**

Students who are not zoned to attend Denton High School must request a transfer. Transfer request applications may be obtained from the Denton ISD website (<https://www.dentonisd.org/domain/12751>) in the spring of each year. Meeting with the IB DP or MYP Coordinator is a requirement for anyone applying for a transfer. In order to maintain transfer status, DP students are required to participate in at least 2 IB Diploma courses in both the 11th and 12th grades.

## **Texas Legislation and the IB Programme**

Senate Bill 111 (2005) awards Texas seniors earning the IB Diploma with scores of 4 or better a total of 24 semester credit hours at any Texas public institution of higher education.

## **For More Information**

Crystal Sullivan, IB DP Coordinator 940-369-2238, [csullivan@dentonisd.org](mailto:csullivan@dentonisd.org), <http://www.dentonisd.org/dhsIB>

## IB Course Offerings

Students select 3 HL (Higher Level) and 3 SL (Standard Level). Full Diploma Programme candidates must choose 1 course from Groups 1-5 plus 1 course from Groups 6 or a second course from Groups 2-4. See a list of specific course descriptions on page 110 of this planning guide.

<b>Group 1: Studies in Language and Literature</b>
– IB English Language and Literature HL (Higher Level)
<b>Group 2: Language Acquisition</b>
– Spanish SL/HL (Standard Level and Higher Level)
– French SL (Standard Level)
– German SL (Standard Level)
– Latin SL (Standard Level)
<b>Group 3: Individuals and Societies</b>
– IB History of the Americas HL (Higher Level)
<b>Group 4: Sciences</b>
– Biology SL/HL (Standard Level and Higher Level)
– Environmental Systems and Societies SL (Standard Level)
– <i>Note: May also count as Group 3 offering.</i>
– Computer Science HL (Higher Level)
– <i>Note: For graduation requirements in Texas, IB Computer Science HL may count as a math credit but does not count as a science credit.</i>
– Physics SL (Standard Level)
– Chemistry SL (Standard Level)
<b>Group 5: Mathematics</b>
– Mathematics: Analysis and Approaches (Standard Level)
– Mathematics: Applications and Interpretation (Standard Level)
<b>Group 6: The Arts</b>
– Visual Arts SL/HL (Standard Level and Higher Level)
– Music SL (Standard Level and Higher Level)
– Dance SL/HL (Standard Level and Higher Level)
– Film SL/HL (Standard Level and Higher Level)
– Theatre SL/HL (Standard Level and Higher Level)

## Sample IB Schedules

Junior Year	Senior Year
<ul style="list-style-type: none"> <li>– IB English III HL, Year 1</li> <li>– IB Language Acquisition Choice III or IV SL</li> <li>– IB History of the Americas Year 1 HL</li> <li>– IB Biology Year 1 HL, or Physics Year 1 SL</li> <li>– Honors Algebra II, IB Math Analysis SL, IB Math Applications SL, or Dual Credit Pre-Cal</li> <li>– IB Visual Arts SL/HL, Dance SL/HL, IB Computer Science HL, Film SL/HL, Music SL/HL, or Theatre SL/HL</li> <li>– IB Research – Fall Semester</li> <li>– Theory of Knowledge - Spring semester</li> <li>– Choice Class or Dismiss</li> </ul>	<ul style="list-style-type: none"> <li>– IB English IV HL, Year 2</li> <li>– IB Language Acquisition Choice IV SL</li> <li>– IB History of the Americas, Year 2 HL</li> <li>– IB Biology HL, Environmental Systems and Society SL, IB Physics SL Year 2, IB Chemistry SL</li> <li>– IB Math Analysis SL or IB Math Applications SL</li> <li>– IB Visual Arts SL/HL, IB Dance SL/HL, IB Computer Science HL, Film SL/HL, Music SL/HL, Theatre SL/HL</li> <li>– Theory of Knowledge – Fall Semester</li> <li>– IB Research – Spring Semester</li> <li>– Choice Class or Dismiss</li> </ul>



# Dual Credit Courses

The Texas Higher Education Coordinating Board defines dual credit as a process by which a high school student enrolls in a college course and receives simultaneous credit for the course from both the college and the high school. Dual credit courses may be taught on the secondary school campus by an approved instructor or a high school student may take a dual credit course on the college campus. Dual credit courses include both academic courses as well as technical courses.

In Denton ISD, the dual credit program is a cooperative program between the Denton Independent School District, Texas Woman's University (TWU), the University of North Texas (UNT), and North Central Texas College (NCTC). The credit earned in these courses is counted for both high school and college credit. To qualify for this program, a student must have a GPA of 2.5 and meet the college readiness assessment standard of the Texas Success Initiative (TSIA2) or meet the waiver by scoring the minimum requirement on the PSAT, SMSAT, or STAAR. (See the TSI page in this course planning guide for additional information.)

Students must be accepted into the college or university (TWU, UNT, or NCTC). Students are required to complete the dual credit form and the Apply Texas application. Gaining the approval of the high school counselor is part of the application process.

- Students are required to abide by the rules and regulations of both institutions.
- The student is responsible for the payment of all tuition, books, and fees.
- The student provides transportation if the course is offered only at the university or college.
- The course will be counted as part of the student's daily schedule.
- The grade earned will be designated on the high school transcript.
- While this course will earn university credit and will be recorded on a formal transcript, the transferability of this course to another university rests solely with the accepting institution. Students should consult the admissions officers of the appropriate institution for information regarding the transfer of credits. The Texas Common Course Numbering System provides some helpful information - <https://www.tccns.org/>.
- Students must earn a C or higher in dual credit courses to be eligible to continue to take additional dual credit courses in the same subject area.
- Students must check with their counselor BEFORE pursuing a college course to be certain it has been approved for high school credit and for any additional information.

Students can only take a dual credit course when they would be typically eligible to take the non-dual credit version of the same course.

Note: One-semester courses taken at the college or university in the summer are transcribed as .5 high school credits.

## Models of Dual Credit Courses in Denton ISD

Model	Definition	University	App. Fee	Tuition/ Fees (3 hours)	Available Financial Aid
<b>Embedded</b>	Course selection includes on-campus (home high school) instruction with Denton ISD teachers and varies from campus to campus.	Texas Woman's University	\$50	\$196	Tuition/Fees waived for free students
<b>Blended</b>	Course selection includes online instruction with UNT adjunct professors and varies from campus to campus. Students meet with campus high school teachers twice a week to check progress.	University of North Texas	\$75	\$225	Application Fee waived for free/reduced lunch students
<b>Online</b>	Course selection includes off campus and/or online instruction from NCTC.	North Central Texas College	\$0	\$390	Tuition/Fees waived for free/reduced lunch students (up to 6 hours per semester)

## Available Dual Credit Courses in Denton ISD

**University of North Texas** - Course selection includes online instruction with UNT adjunct professors and varies from campus to campus.



DISD Course Code	Denton ISD Course Name	Grade Levels	UNT Course Code	UNT Course Name	UNT Credit Hours
SSSG0D3	U.S. Government Dual Credit (Fall)	12	PSCI 2305	U.S. Political Behavior and Policy	3
SSSE0D3	Macroeconomics Dual Credit	12	ECON 1110	Principles of Macroeconomics	3
SSSUSD	U.S. History Dual Credit	11	HIST 2610	American History to 1865	3
			HIST 2620	American History since 1865	3
SEST1D3	Special Topics in Social Studies Dual Credit (Spring)	12	PSCI 2306*	Texas Constitution and Institutions	3

\*Recommended only for students planning to enroll in Texas public colleges and universities after graduation



**Texas Woman's University** - Course selection includes embedded (on-campus) instruction with Denton ISD teachers and varies from campus to campus.



DISD Course Code	Denton ISD Course Name	Grade Levels	TWU Course Code	TWU Course Name	TWU Credit Hours
SMAPCD	Pre-Calculus Dual Credit	12	MATH 1313	Elementary Analysis 2 (Fall)	3
			MATH 1303	Elementary Analysis 1 (Spring)	3
SMASTD	Statistics Dual Credit *	11-12	MATH 1703*	Elementary Statistics 1	3
SMACAD	Calculus Dual Credit	12	MATH 2014*	Calculus 1	3
SSSG0D3	Government Dual Credit (Fall or Spring)	12	POLS 2013	American National Government	3
SSSUSD	U.S. History Dual Credit	11	HIST 1013	U.S. History 1492-1865 (Fall)	3
			HIST 1023	U.S. History 1865-Present (Spring)	3
SSSECD3	Macroeconomics Dual Credit (Fall or Spring)	12	ECO 1023	Principles of Macroeconomics	3
SESOCD3	Sociology Dual Credit	12	SOCI 1301	Sociology	3
SLAE3D	English III Dual Credit Composition	11	ENG 1013	Composition I (Fall)	3
			ENG 1023	Composition II (Spring)	3
SLA4CD	English IV Dual Credit Composition	12	ENG 1013	Composition I (Fall)	3
			ENG 1023	Composition II (Spring)	3
SLAE4D	English IV Dual Credit Literature	12	ENG 2013	English Literary Masterpieces (Fall)	3
			ENG 2153	Introduction to Literature (Spring)	3
SSCB1D	Biology Dual Credit	11-12	BIOL 1113/ BIOL 1121	Principles of Biology I/ Lab (Fall)	4
			BIOL 1123/ BIOL 1121	Principle of Biology II/ Lab (Spring)	4
SSCCHD	Chemistry Dual Credit	11-12	CHEM 1113/ CHEM 1111	General Chemistry I	4
			CHEM 1123/ CHEM 1121	General Chemistry II	4

\*Students are enrolled in this year-long course at the high school and register for the university course in the spring only.

**North Central Texas College** - Course selection includes off campus instruction at North Central Texas College.



DISD Course Code	Denton ISD Course Name	Grade Levels	NCTC Course Code	NCTC Course Name	NCTC Credit Hours
SMAPCD	Pre-Calculus Dual Credit*	12	MATH 1316	Trigonometry (Fall)	3
			MATH 1314	College Algebra (Spring)	3
SMACID	Independent Study Dual Credit	12	MATH 2413	Calculus I	4
SSSG0D3	U.S. Government Dual Credit	12	GOVT 2305	American National Government	3
SSSUSD	U.S. History Dual Credit	11	HIST 1301	American History to 1865	3
			HIST 1302	American History from 1865	3
SEPSYD3	Psychology Dual Credit	12	PSYC 2301	General Psychology	3
SESOCD3	Sociology Dual Credit	12	SOCI 1301	Introduction to Sociology	3
SSSECD3	Macroeconomics Dual Credit	12	ECON 2301	Principles of Macroeconomics	3
SLAE3D	English III Dual Credit Composition	11	ENGL 1301	Composition I (Fall)	3
			ENGL 1302	Composition II (Spring)	3
SLA4CD	English IV Dual Credit Composition	12	ENGL 1301	Composition I (Fall)	3
			ENGL 1302	Composition II (Spring)	3
SEST1D3	Special Topics in Social Studies– Texas Government Dual Credit	12	GOVT 2306	Texas Government	3

\*Denton ISD students who are two years accelerated in mathematics and interested in taking Pre-Calculus Dual Credit in 10th grade should take the TSIA2 in the spring semester.



# TSIA 2 – Texas Success Initiative

In Texas, students who demonstrate college readiness can enroll in dual credit courses while in high school. Students can demonstrate college readiness by achieving the minimum passing standard on the Texas Success Initiative Assessment 2.0 - Accuplacer or by gaining an exemption or waiver. A waiver allows a student to enroll in dual credit courses but will not automatically make them TSIA2 complete upon graduation from high school.

## TSI2 Assessment 2.0 Minimum Passing Standards

Reading	Mathematics
CRC (College Readiness Classification) of at least 945 + an essay score of at least 4.	CRC (College Readiness Classification) of at least 950; or a CRC below 950 and a Diagnostic Level of 6

## Required Scores for TSI Exemptions and Waivers

Reading	Writing
University of North Texas	<a href="https://learningcenter.unt.edu/tsidualcredit">https://learningcenter.unt.edu/tsidualcredit</a>
Texas Woman's University	<a href="https://twu.edu/dual-credit/eligibility-and-requirements/">https://twu.edu/dual-credit/eligibility-and-requirements/</a>
North Central Texas College	<a href="https://www.nctc.edu/catalog/admissions-information/texas-success-initiative-tsi/index.html">https://www.nctc.edu/catalog/admissions-information/texas-success-initiative-tsi/index.html</a>



# College, Career, and Military Readiness

In Texas, students are considered to have reached “college, career, and military readiness” when they have met one of the success criteria identified by the Texas Education Agency.

Denton ISD is committed to helping each student reach one or more of these criteria, so they are prepared for the future they plan to have in college, the workforce, or the military.

## Success Criteria:

<b>Option #1:</b> <b>College Readiness Assessment in English and Math</b> (evidence from SAT, TSIA2, <i>or</i> ACT)	SAT	EBRW score of 480 Math score of 530
	TSIA2	Math score of 950 <i>or</i> less than 950 + Diagnostic Level 6  English score of 945 on MC + 5 essay <i>or</i> less than 945 MC + Diagnostic Level 5 + and 5 essay
	ACT	Verbal score of 19 + Composite score of 23 Mathematics score of 19 + Composite score of 23
<b>Option #2:</b> <b>Advanced Academics</b> (evidence from AP <i>or</i> IB)	AP Test	Score of 3, 4, or 5 on any AP exam in any subject area
	IB Exam	Score of 4, 5, 6, or 7 on any IB exam in any subject area
<b>Option #3:</b> <b>Dual Credit</b>		3 credit hours in English or Math, <i>or</i> 9 credit hours in any subject
<b>Option #4:</b> <b>Industry-Based Certification</b>		Completion of an approved industry-based certification
<b>Option #5:</b> <b>Individualized Educational Plan (IEP)</b>		Graduate with a completed IEP and evidence of workforce readiness



# Fine Arts

The **Fine Arts** incorporate the study of dance, music, theatre, and 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**.

Data from The College Board shows that students who take four years of arts and music classes while in high school score 98 points better on their SATs than students who took only one-half year or less. In Denton ISD, Fine Arts students score higher on STAAR, EOC, ACT, & SAT tests. Students enrolled in an upper level fine arts course scored higher on the SAT or ACT test. In Texas, and in Denton ISD, one full year of fine arts is required for graduation.

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 development, 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.

**Visual arts** develop observation and perception, creative expression, exploring historical and cultural relevance, and critical evaluation and response. 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.

Students have access to various **bands, choirs, and orchestras** that develop music literacy, creative expression, historical and cultural relevance, and critical evaluation and response. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Students have access to **dance** where they explore perception, creative expression, historical and cultural relevance, and critical evaluation and response. 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.

**Theatre** students explore inquiry and understanding, creative expression, historical and cultural relevance, and critical evaluation and response. Students develop a perception of self, human relationships, and the world. Students communicate in dramatic forms, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner.



## Student Leadership in Fine Arts

Performing and Visual Arts provide opportunity for students to exercise leadership skills through creativity, communication strategies, and public performance. The arts offer unique opportunity for innovation, problem solving, and critical analysis. Denton ISD has affiliations with various state organizations to support students in development of leadership skills:

### **TMEA (Texas Music Educators Association)**

Students in high school band, choir, and orchestra classes have the opportunity to audition for the TMEA All-Region and All-State bands, choirs, and orchestras according to the TMEA rules governing the audition process. Students selected to All-Region and All-State bands, choirs, or orchestras perform with the state's top student musicians and learn from world-class conductors. All-State students attend and perform at the annual TMEA Convention, the largest music education event of its kind, where they gain access and connections to music schools, colleges, and conservatories from around the world. TMEA also sponsors the Texas Music Scholar Award designating students in high school music programs who exemplify attributes of meritorious performance in the areas of academic scholarship, musicianship, and citizenship.

### **UIL (University Interscholastic League)**

The UIL is designed to support and enrich music and theatre education as an integral component of the public school curriculum in the state of Texas. Each year, Denton ISD students have the opportunity to participate among approximately one half million secondary school students and reap the benefits of participation in these UIL events: One Act Play, concert and sight-reading assessments, solo and ensemble contests, and marching band contests.

### **Texas Thespians/International Thespian Society**

The International Thespian Society is an organization designed to support theatre education and provides students the opportunity to compete through various individual events, including solo, duet and group acting, pantomime, musical theatre, costume, lighting, and scenic design, and marketing. Students learn from world class theatre artists and have the opportunity to qualify for international competition. In addition, students have opportunity to explore the arts as a profession, audition for university programs, and scholarship opportunities. Citizenship and volunteerism are also opportunities through the Thespian organization. The Thespian Honor Society recognizes exemplary theatre students.

### **TFME (Texas Future Music Educators)**

TFME was established by the Texas Music Educators Association to support students who have an interest in a music education career. The purpose of the chapters is for members to provide service to their school music programs and to prepare for entry into college music programs. TFME chapters meet at least four times per year and provide services to their school's musical organizations. Members explore the possibility of becoming a college music education major and TFME members who have preregistered may attend the annual TMEA Clinic/Convention.

More information on the Denton ISD Fine Arts program can be found at <https://www.dentonisd.org/finearts>.

For information specific to your campus about scheduling fine arts across multiple endorsements, and/or creating a four year plan that includes fine arts combined with CTE or athletics visit this link:

<https://www.dentonisd.org/domain/12768>.



# Career and Technical Education

Career and Technical Education courses are designed to prepare students in the technical and professional skills necessary to succeed in today's high-demand occupational environment. Career and Technical Education can help a student explore his/her potential and establish future career goals. Our mission is to provide a positive difference in the lives of our students by making connections through technology-rich, academically rigorous curriculum and real-world applications that empower our students to become contributing members of the global community. Questions concerning any of the following courses or requests for career information may be directed to any of the Career Counselors or CTE Director. For additional CTE information visit our website at [www.dentonisd.org/CTE](http://www.dentonisd.org/CTE).

Campus	Campus Contact	Email	Phone
LaGrone Academy	Susan Reyes	<a href="mailto:sreyes@dentonisd.org">sreyes@dentonisd.org</a>	940-369-4838
Braswell High School	Kim Rhodes	<a href="mailto:krhodes@dentonisd.org">krhodes@dentonisd.org</a>	972-347-7928
Denton High School	Tracy Kennedy	<a href="mailto:tkennedy@dentonisd.org">tkennedy@dentonisd.org</a>	940-369-2020
Guyer High School	Angela Clouse	<a href="mailto:aclouse@dentonisd.org">aclouse@dentonisd.org</a>	940-369-1031
Ryan High School	Courtney Skaggs	<a href="mailto:cskaggs@dentonisd.org">cskaggs@dentonisd.org</a>	940-369-3025

## LaGrone Academy

Denton ISD's LaGrone Academy is a professional training facility to prepare high school students for today's and tomorrow's high demand careers. This state-of-the-art facility provides professional training, industry certification preparation and opportunities for college credit. Students can elect to attend LaGrone Academy full-time or part-time.

Classes at the LaGrone Academy have fees associated with them for lab materials, supplies and professional certification examinations. Placement is not guaranteed. Student's attendance, behavior and grades may be considered in course placement with an expectation of maintaining these areas while attending. Buses will be available for student transportation to and from LaGrone Academy. Students can drive to LaGrone Academy if in compliance with Denton ISD District Policy. Courses at LaGrone Academy are double-blocked (two class periods). Students will complete one full credit per semester.



**LAGRONE**  
— A C A D E M Y —

If you have questions or need more information, contact Principal Marcus Bourland at 940-369-4850.

## Academic Credit for CTE Courses

Students may choose from the following options for required academic credit:

### Science

- Food Science, Grade Level 12, 1 Credit
- Advanced Animal Science, Grade Level 11-12, 1 Credit
- Forensic Science, Grade Level 11-12, 1 Credit (Location: LaGrone Academy)
- Practicum in STEM, Grade Level 12, 1 Credit (Location: LaGrone Academy)
- Anatomy and Physiology, Grade Level 11-12, 1 Credit

### Math

- Accounting, Grade Level 11-12, 1 Credit

### Fine Arts

- Floral Design, Grade Level 10-12, 1 Credit



## Student Leadership in CTE

Leadership training is an essential component in Career and Technical programs. Career and Technical Student Organizations serve as a cohesive agent in the worldwide networking of education, business, and industry. Competitive events enhance career preparation, workplace competencies, self-confidence, and the instructional program.

**BPA (Business Professionals of America)** - BPA is a student organization that contributes to the advancement of leadership, citizenship, personal growth, as well as academic and technological skills.

**DECA (Marketing)** - DECA is a student organization which provides well-planned activities that can be integrated into the curriculum and projects that promote occupational competence for students. DECA is committed to building relationships between education and the business community that will enhance the career and educational development of students.

**FCCLA (Family, Career, and Community Leaders of America)** - FCCLA is a student organization that provides opportunities for personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner, and community leader, FCCLA members develop skills for life through personal development, creative and critical thinking, interpersonal communications, practical knowledge, and career preparation.

**FFA (National FFA Organization)** - FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

**HOSA (Health Occupations Students of America)** - HOSA is a student organization that provides opportunities for leadership development, knowledge and skill recognition through the competitive events program and community service projects. By networking with health care professionals, students receive guidance in selecting and pursuing a health career.

**NTHS (National Technical Honor Society)** - A nationally recognized honor organization with thousands of member schools and colleges. Students must meet membership standards and should be persons who have demonstrated scholastic achievement, skill development, leadership, honesty, responsibility, and good character. NTHS Technical Student Membership is an important career and professional investment recognized by education, business and industry.

**TAFE (Texas Association of Future Educators)** - TAFE is a statewide leadership organization that encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service and leadership skills.

**TSA (Technology Student Association)** - TSA is a student organization that enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs. Leadership training is provided through curriculum activities in which students learn to conduct and participate constructively in organized meetings, speak effectively before groups, work cooperatively with others, solve problems, and compete as individuals. TSA assists students in the achievement of technologically related competencies in the areas of bio-related technology, communication, engineering, electronics, graphics design, manufacturing, and research and development.

**SKILLS USA** - SKILLS USA/VICA is a national organization preparing students for careers in trade, technical and skilled service occupations, including health science occupations. As an integral part of the instructional program, Skills USA activities enhance and expand classroom instruction to ensure that America has a skilled workforce.

## CTE Dual Credit

Program requirements, cost, and application process information is available at the ATC Dual Credit Program meetings. For more information please check the ATC website.

### North Central Texas College

Course Number	High School TEKS	HS Credits	College Course	Course Description	Credit Hours	TSI Requirements
SC136D	HVAC I (first semester)	1	HART 1307	Refrigeration Principles	3	None
			HART 1301	Basic Electricity for HVAC	3	
SC142D3	Sheet Metal Technology (second semester)	1	HART 1256	EPA Recovery Certification	3	None
			HART 1341	Residential Air Conditioning	3	None
			HART 2341	Commercial Air Conditioning	3	None
SC144D	HVAC II (first semester)	1	HART 2445	Residential Air Conditioning Systems Design	3	None
			HART 1301	Industrial Mathematics	3	None
			HART 2358	Testing, Adjusting, and Balancing HVAC Systems	3	None
	HVAC II (second semester)	1	HART 2342	Commercial Refrigeration	3	None
			HART 2301	Air Conditioning Codes	3	None
			HART 2349	Heat Pumps	3	None
SC140D	Electrical Technology I		ELPT 1341	Motor Control	3	None
			ELPT 2319	Programmable Logic Controllers I	3	None
SC128R	Construction Management I		ELPT 1341	Motor Control	3	None
			ELPT 2319	Programmable Logic Controllers I	3	None
			ELPT 1325	National Electric Code I	3	None
SC224D	Graphic Design 1	2	ARTC 1325	Introduction to Computer Graphics	3	None
SC208D	Commercial Photography	2	ARTC 1302	Digital Imaging	3	None
SC430R	Entrepreneurship	1	BMGT 1327	Principles of Management	3	None
SC304R	Principles of Business	1	BUSG 2309	Small Business Management & Entrepreneurship	3	Yes
SC328R	Business Management	1	BMGT 2309	Leadership	3	Yes
SC332R/SC 336R	Advertising/ Sports Marketing	1	MRKG 1311	Principles of Marketing	3	Yes
SC356R	Practicum in Business Management	1	BUSG 1304	Financial Literacy	3	Yes
SC356R	Practicum in Business Management	1	ACNT 1303	Intron to Accounting I	3	Yes
SC344R	Accounting I	1	BMGT 2303	Problem Solving & Decision Making	3	Yes

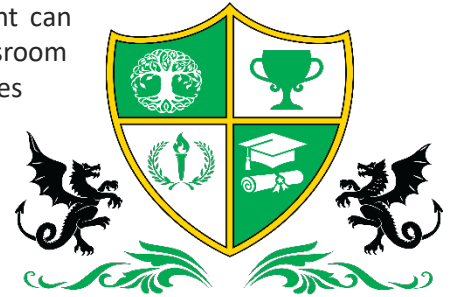
SC758D	Instructional Practices	2	EDUC 1301	Intro to the Teaching Profession	3	Yes
SC762D	Practicum in Education and Training	2	EDUC 2301	Introduction to Special Populations	3	Yes
SC920D	Practicum in Health Science EMT (1st sem)	1	EMSP 1501	Emergency Medical Technician	5	HESI required
	Practicum in Health Science EMT (2nd sem)	1	EMSP 1160	Clinical – EMT/Technology	1	
SC650R3	Cisco Internetworking Technologies I	1	ITCC 1414	CCNA 1: Intro to Networks	4	None
SC654R3	Cisco Internetworking Technologies II	1	ITCC 1444	CCNA 2: Switching, Routing & Wireless Essentials	4	None
SC658R	Practicum in Information Technology	1	ITCC 2420	CCNA 3: Enterprise Networking, Security & Automation	4	None
SC658R	Practicum in Information Technology	1	ITCC 2370	CCNA Certification & Security	4	None
SC804D	Firefighter I (first semester)	1	FIRS 1203	Fire Fighter Agility and Fitness Preparation	2	None
			FIRS 1301	Firefighter Certification I	3	None
			FIRS 1313	Firefighter Certification III	3	None
	Firefighter I (second semester)	1	FIRS 1319	Firefighter Certification IV	3	None
			FIRS 1323	Firefighter Certification V	3	None
SC808D	Firefighter II (first semester)	1.5	FIRS 1329	Firefighter Certification VI	3	None
			FIRS 2188	Internship – Fire Protection and Safety Technology/ Technician	1	None
	Firefighter II EMT - Basic (second semester)	3.5	EMSP 1160	Clinical – Emergency Medical Technician/Tech	1	None
			EMSP 1501	Emergency Medical Technician	5	None



# Fred Moore High School

Fred Moore High School provides a true alternative climate where a student can graduate at an accelerated pace under the guidance of highly qualified classroom teachers. The school offers a compassionate learning environment that focuses on the academics needed to obtain a high school diploma.

Fred Moore assists students to stay in school – especially those facing challenging circumstances. It is a great alternative for students who want a change from the traditional high school setting. To enhance that compassionate learning environment, Fred Moore offers small classes and personalized full-day schedules within regular school hours, to assist students in accelerating their academic goals.



**Fred Moore High School**  
Dedication • Direction • Discovery

Learn more about Fred Moore High School at <https://www.dentonisd.org/fredmoorehs>.



# Course Descriptions

NOTE: Not all courses are available at all campuses.

## English Language Arts Courses

Local Course ID	Course	Grade Level	Credits
SLAE1R	English I	9	1
SLAE1H	English I Honors	9	1
SLAS1S	English I ESOL (for newcomer ELs)	9	1
SENE1R	ELDA I (English Language Development and Acquisition)	9	1
SLAE1S	English I ESL (for intermediate ELs)	9	1
SLAE2R	English II	10	1
SLAE2H	English II Honors	10	1
SLAS2S	English II ESOL (for newcomer ELs)	10	1
SENE2R	ELDA II (English Language Development and Acquisition)	9	1
SLAE2S	English II ESL (for intermediate ELs)	10	1
SLAE3R	English III	11	1
SLAE3P	AP English III: Language and Composition	11	1
SLAE3S	English III ESL	11	1
SLAE3D	English III Dual Credit – Composition (1013/1023 or 1301/1302)	11	1
SLAE4R	English IV	12	1
SLAE4B	English IV Blended	12	1
SLAE4S	English IV ESL	12	1
SLAE4P	AP English IV: Literature and Composition	12	1
SLA4CD	English IV Dual Credit – Language (1013/1023 or 1301/1302)	12	1
SLAE4D	English IV Dual Credit – Literature (2013/2153)	12	1
SECWRR3	Creative Writing	10-12	.5 – 1
SERI1S	Reading Improvement I ESL	9-12	.5–1
SERI2S	Reading Improvement II ESL	10-12	.5–1
SERI3S	Reading Improvement III ESL	11-12	.5–1
SEAL1R	Accelerated ELA I	9	1
SEAL2R	Accelerated ELA II	10	1

SLACPO	College Preparatory ELA (Texas College Bridge)	12	1
SEPS1R	Public Speaking I	9-12	1
SEPS2R	Public Speaking II	10-12	1
SEDB1R	Debate I	9-12	1
SEDB2R	Debate II	10-12	1
SEDB3R	Debate III	11-12	1
SEJNR	Journalism I	9-12	1
SEJPJR	Photojournalism	9-12	.5-1
SEJN1R	Advanced Journalism – Newspaper Production I	9-12	1
SEJN2R	Advanced Journalism – Newspaper Production II	10-12	1
SEJN3R	Advanced Journalism – Newspaper Production III	11-12	1
SEJY1R	Advanced Journalism – Yearbook Production I	9-12	1
SEJY2R	Advanced Journalism – Yearbook Production II	10-12	1
SEJY3R	Advanced Journalism – Yearbook Production III	11-12	1
SEJB1R	Advanced Journalism – Broadcast I	9-12	1
SEJB2R	Advanced Journalism – Broadcast II	10-12	1
SEJB3R	Advanced Journalism – Broadcast III	11-12	1

## Special Education English Language Arts Courses

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SLAE1X	English I ALT	9	1
SLAE1F	English I DE	9	1
SLAE2X	English II ALT	10	1
SLAE2F	English II DE	10	1
SLAE3X	English III ALT	11	1
SLAE3F	English III DE	11	1
SLAE4X	English IV ALT	12	1
SLAE4F	English IV DE	12	1
SERI1X	Reading Improvement I ALT	9-12	1
SERI2X	Reading Improvement II ALT	9-12	1

# English Language Arts Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

SLAE1R <b>English I</b>  Grade Level – 9 Credits – 1 Prerequisite – None	The standards for the English I course 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. Students engage in academic conversations, write, read, and be read to daily with opportunities for student choice.
SLAE1H <b>English I Honors</b>  Grade Level – 9 Credits – 1 Prerequisite – None	English I Honors is designed to provide learning experiences similar to those in English I but at greater depths of complexity. This course is designed to prepare students for future success in Advanced Placement and Dual Credit courses.
SLAS1S <b>English I ESOL</b>  Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	English I ESOL is a beginning level (newcomer) course that combines English I standards with English language acquisition learning strategies and methodology. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. For graduation requirement purposes, this course may serve as a substitute for English I.
SENE1R <b>ELDA I</b>  Grade Level – 9 Credits – 1 Prerequisite – Concurrent enrollment in English I ESOL	English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs.
SLAE1S <b>English I ESL</b>  Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	English I ESL is an intermediate level course that combines English I standards with English language acquisition learning strategies and teaching methods. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. For graduation requirement purposes, this course may serve as a substitute for English I.
SLAE2R <b>English II</b>  Grade Level – 10 Credits – 1 Prerequisite – English I	The standards for the English II course 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. Students engage in academic conversations, write, read, and be read to daily with opportunities for student choice.
SLAE2H <b>English II Honors</b>  Grade Level – 10 Credits – 1 Prerequisite – English I (Honors recommended)	English II Honors is designed to provide learning experiences similar to those in English I but at greater depths of complexity. This course is designed to prepare students for future success in Advanced Placement and Dual Credit courses.

SLAS2S <b>English II ESOL</b>  Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement	English II ESOL is a beginning level (newcomer) course that combines English II standards with English language acquisition learning strategies and methodology. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. For graduation requirement purposes, this course may serve as a substitute for English II.
SENE2R <b>ELDA II</b>  Grade Level – 10 Credits – 1 Prerequisite – Concurrent enrollment in English II ESOL	English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs.
SLAE2S <b>English II ESL</b>  Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement	English II ESL is an intermediate level course that combines English II standards with English language acquisition learning strategies and teaching methods. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. For graduation requirement purposes, this course may serve as a substitute for English II.
SLAE3R <b>English III</b>  Grade Level – 11 Credits – 1 Prerequisite – English II	English III combines the interconnectedness of listening, speaking, reading, writing, and thinking through a focus on seven language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The course places an emphasis on reading, analyzing, and evaluating American literature through the use of traditional, contemporary, classical and diverse texts. Writing work includes literary analysis and rhetorical analysis along with literary, argumentative, and informational texts.
SLAE3S <b>English III ESL</b>  Grade Level – 11 Credits – 1 (Local: 1) Prerequisite – LPAC Placement	English III ESL is an intermediate level course that combines English III standards with English language acquisition learning strategies and teaching methods. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. For graduation requirement purposes, this course may serve as a substitute for English III.
SLAE3P <b>AP English III: Language and Comp</b>  Grade Level – 11 Credits – 1 Prerequisite: English II (Honors English II recommended)	AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.
SLAE3D <b>English III Dual Credit: Composition</b>  Grade Level – 11 Credits – 1 Prerequisite: English II	<p><u>Fall Semester – Composition I.</u> Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. [TWU ENG 1013 and NCTC ENGL 1301]</p> <p><u>Spring Semester – Composition II.</u> (Prerequisite: ENGL 1301 or equivalent) 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. [TWU ENG 1023 and NCTC ENGL 1302]</p>



SLAE4R <b>English IV</b>  Grade Level – 12 Credits – 1 Prerequisite – None	English IV combines the interconnectedness of listening, speaking, reading, writing, and thinking through a focus on seven language skills: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The course places an emphasis on reading, analyzing, and critiquing British literature through the use of traditional, contemporary, classical and diverse selections. Writing work includes literary analysis and rhetorical analysis along with literary, argumentative, and informational texts.
SLAE4B <b>English IV Blended</b>  Grade Level – 12 Credits – 1 Prerequisite – None	This course includes the same content as the English IV course but is delivered in a blended learning environment.
SLAE3S <b>English IV ESL</b>  Grade Level – 12 Credits – 1 Prerequisite – LPAC Placement	ESL IV provides a balanced curriculum designed to further refine language acquisition support to immigrant and nonimmigrant students. Students receive instruction in increasingly advanced grammar and composition, content area writing, vocabulary, and test-taking strategies. Students will receive one local elective credit. Students also register concurrently in the appropriate English course.
SLAE4P <b>AP English IV: Literature and Composition</b>  Grade Level – 12 Credits – 1 Prerequisite – None (AP English III recommended)	The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
SLAE4D <b>English IV Dual Credit: Literature</b>  Grade Level – 12 Credits – 1 Prerequisite: English III	Fall Semester – ENGL 2013 – English Literary Masterpieces. Includes major works of British literature.  Spring Semester – ENGL 2153 – Introduction to Literature. Includes an introduction to the genres of fiction, poetry, and drama, with a focus on interpretation.
SECWRR <b>Creative Writing</b>  Grade Level – 10-12 Credits – ½ or 1 Prerequisite – None	Creative Writing allows students to demonstrate their skills in a variety of writing forms and develop versatility as a writer. Students will engage in the recursive nature of the writing process and continue to apply conventions of usage and mechanics of written English. Throughout this course, students will evaluate their own writing and the writing of others to ensure that three goals of the course are achieved: 1) students can analyze and discuss published and unpublished works, 2) students can develop peer and self-assessments for effective writing, and 3) students can set their own goals as writers.
SLACPO <b>College Prep English (Texas College Bridge)</b>  Grade Level – 12 Credits – 1 (elective) Prerequisite – None	This course is an elective course and does not count toward a required graduation credit for English. For additional support when needed, students may take this course concurrent with their English IV course.  This course uses the online Texas College Bridge curriculum, which is self-paced and teacher facilitated. This course may be offered outside of the school day. In some cases, students may be able to use this course to earn a TSI exemption at the university/college level.

<p>SERI1S <b>Reading Improvement I ESL</b></p> <p>Grade Level – 9 Credits – .5–1 Prerequisite – LPAC Placement</p>	
<p>SERI2S <b>Reading Improvement II ESL</b></p> <p>Grade Level – 10 Credits – .5–1 Prerequisite – LPAC Placement</p>	<p>Reading Improvement ESL offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in language learning strategies as well as word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All these strategies are applied in instructional-level and independent-level texts that cross the content areas.</p>
<p>SERI3S <b>Reading Improvement III ESL</b></p> <p>Grade Level – 11 Credits – .5–1 Prerequisite – LPAC Placement</p>	
<p>SEAL1R <b>Accelerated ELA I</b></p> <p>Grade Level – 9 Credits – 1 Prerequisite – Counselor Recommendation</p>	
<p>SEAL2R <b>Accelerated ELA II</b></p> <p>Grade Level – 10 Credits – 1 Prerequisite – Counselor Recommendation</p>	<p>This elective course, taken in conjunction with English I or II, is a year-long academic support course designed to prepare students for greater success in reading and writing. Students will read and write widely while learning appropriate and effective application of grammar, comprehension of complex texts, responding to reading through writing, and effective use of vocabulary. Students will understand the recursive and interrelated nature of reading and writing. (Students earn .5 credit of Reading I and .5 credit of Practical Writing)</p>
<p>SEPS1R <b>Public Speaking I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Public Speaking I and II focus on preparing and presenting public messages and analyzing and evaluating the messages of others. Students will examine areas such as invention, organization, style, memory, and delivery. Gaining an understanding of public dialogue and its role in the civic process will help students gain skills in reading, writing, listening, speaking, and thinking.</p>
<p>SEPS2R <b>Public Speaking II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – None</p>	

<p>SEDB1R <b>Debate I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Debate is a specialized course that trains the student to analyze current social, political, and economic problems. Students develop analytical skills, quick thinking, research techniques, strategies, and the ability to defend worthy ideas. The course additionally addresses logic and reasoning and refutation with persuasive delivery through classroom debates. Students compete with their peers from other schools in the region. <i>This course satisfies the speech proficiency requirements for graduation.</i></p>
<p>SEDB2R <b>Debate II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Debate I</p>	<p>The skills of Debate I will continue to be emphasized. In addition, students will learn advanced debating strategies and topic analysis, study a variety of philosophers and philosophies, and practice advanced researching and case- writing skills. Outside practice and tournament participation are required. <i>This course satisfies the speech proficiency requirements for graduation.</i></p>
<p>SEDB3R <b>Debate III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Debate II</p>	<p>The skills of Debate I and II will continue to be emphasized. In addition, students will practice more sophisticated skills in topic analysis, research, case writing, and debating strategies. Strong emphasis is placed on independent study. Outside practice and tournament participation are required. <i>This course satisfies the speech proficiency requirements for graduation.</i></p>
<p>SEJNR <b>Journalism I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>The course covers essential components and characteristics of newspaper journalistic writing including news stories, features, editorials, and headlines. This course will also stress the techniques of observation, interviewing, reporting, and ethics in the media. In addition, proofreading, editing, and print layout will be covered. Students interested in eventually joining the school newspaper staff and/or yearbook staff should take this course.</p>
<p>SEJPJR <b>Photojournalism</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Photojournalism introduces students to the world of photography and journalism. The law, ethics, and history of photography will complement the major units of study: operation and care of the camera, composing and taking photos, film and print processing, teamwork, and management skills.</p>
<p>SEJN1R <b>Advanced Journalism: Newspaper Production I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – By application</p>	<p>Advanced Journalism Newspaper Production I, II, and III are designed to allow students to apply photography, design, plans, writing, and editing used in the high school newspaper. Staff members are chosen by the adviser in the spring of each year. See journalism teacher for application.</p>
<p>SEJN2R <b>Advanced Journalism: Newspaper Production II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – By application</p>	
<p>SEJN3R <b>Advanced Journalism: Newspaper Production III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – By application</p>	

<p>SEJY1R  <b>Advanced Journalism:  Yearbook Production I</b></p> <p>Grade Level – 9-12  Credits – 1  Prerequisite – By application</p>	
<p>SEJY2R  <b>Advanced Journalism:  Yearbook Production II</b></p> <p>Grade Level – 10-12  Credits – 1  Prerequisite – By application</p>	<p>Advanced Journalism Yearbook Production I, II, and III are designed to allow students to apply photography designs, plans, writing, and editing used in the high school yearbook. Staff members are chosen by the adviser in the spring of each year. See journalism teacher for application.</p>
<p>SEJY3R  <b>Advanced Journalism:  Yearbook Production III</b></p> <p>Grade Level – 11-12  Credits – 1  Prerequisite – By application</p>	
<p>SEJB1R  <b>Advanced Journalism:  Broadcast I</b></p> <p>Grade Level – 9-12  Credits – 1  Prerequisite – By application</p>	
<p>SEJB2R  <b>Advanced Journalism:  Broadcast II</b></p> <p>Grade Level – 10-12  Credits – 1  Prerequisite – By application</p>	<p>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.</p>
<p>SEJB3R  <b>Advanced Journalism:  Broadcast III</b></p> <p>Grade Level – 11-12  Credits – 1  Prerequisite – By application</p>	

## Special Education English Language Arts Course Descriptions

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SLAE1X <b>English I ALT</b>  Grade Level – 9 Credits – 1 Prerequisite – None	English 1 ALT stresses the genre approach to literature and provides a year-long program of interrelated language skills with study in the areas of reading, writing, speaking, and listening. The course focuses on prerequisite skills and includes a study of literature and creative writing. English 1 ALT students are given an opportunity to refine the skills tested on STAAR.
SLAE2X <b>English II ALT</b>  Grade Level – 10 Credits – 1 Prerequisite – English 1 ALT	English 2 ALT reviews the literary genres within the context of world literature. The language study focuses on prerequisite skills and stresses the four major writing styles of description, exposition, narration, and persuasion. Vocabulary development, language usage, grammar, and elements of style receive special priority in the study of both literature and language.
SLAE3X <b>English III ALT</b>  Grade Level – 11 Credits – 1 Prerequisite – English 2 ALT	English 3 ALT balances the study of literature, composition, and language while focusing on the prerequisite skills of the fundamentals of composition and sentence structure employed in effective writing. English 3 ALT studies American literature from the beginning of literary development in the United States through contemporary times. The course integrates writing skills with the study of literature and the research process.
SLAE4X <b>English IV ALT</b>  Grade Level – 12 Credits – 1 Prerequisite – English 3 ALT	English 4 ALT introduces well-known British authors, their works and the thoughts that shape them. The course exposes students to the history and development of the English language, the art of critical thinking and writing, and focuses on prerequisite skills for grammatical structures that aid in effective communication.
SERI1X <b>Reading Improvement I ALT</b>  Grade Level – 9-12 Credits – 1 Prerequisite – None	Reading Improvement ALT focuses on prerequisite skills and the development of strategies to decode written language in all content areas by applying context clues and structural analysis. Through guided and independent reading and thorough collaboration with each other, students will experience success in listening, reading comprehension, and writing in response to literature. Emphasis will be placed on reading flexibility according to purpose, including reading for information and reading for pleasure. These courses serve as a Foreign Language substitute.
SERI2X <b>Reading Improvement II ALT</b>  Grade Level – 10-12 Credits – 1 Prerequisite – None	

# Mathematics Courses

In Denton ISD, students are able to accelerate in mathematics. When a student has successfully completed the previous course in the sequence, the student may access the next course in the mathematics pathway. For example, a student who successfully completed MS Algebra I Honors in grade 8 will be able to access Honors Geometry in grade 9, Honors Algebra II in grade 10, Honors Pre-Calculus in grade 11, and so forth.

Local Course ID	Course	Grade Level	Credits
SMAA1R	Algebra I	9	1
SMAA1H	Algebra I Honors	9	1
SMAA1S	ESL Algebra I (Speakers of Other Languages)	9	1
SMAA1R (fall) SMAGER (spring)	Accelerated Algebra/Geometry Block (for Credit Recovery)	10	2
SMAGER	Geometry	10	1
SMAGEH	Geometry Honors	10	1
SMAGES	Geometry ESL (Speakers of Other Languages)	10	1
SESLMR	Strategic Learning for High School Math	9-10	.5-1
SMAMMR	Mathematical Models with Applications	10-11	1
SMAA2R	Algebra II*	11-12	1
SMAA2H	Algebra II Honors*	11-12	1
SMAA2S	ESL Algebra II (Speakers of Other Languages)	11-12	1
SMAPCR	Pre-Calculus	12	1
SMAPCH	Pre-Calculus Honors	12	1
SMAPCD	Pre-Calculus Dual Credit	12	1
SMAAQR	Advanced Quantitative Reasoning (AQR)	11-12	1
SMACAP	AP Calculus AB	12	1
SMACBP	AP Calculus BC	12	1
SMACAD	Calculus Dual Credit	12	1
SMASTR	Statistics	11-12	1
SMASTP	AP Statistics	11-12	1
SMASTD	Statistics Dual Credit	12	1
SMACPO	College Preparatory Mathematics (Texas College Bridge)	12	1

\* Students wishing to earn a distinguished level of achievement under the foundation high school program MUST successfully complete Algebra II. (TEC 28.025)

## Special Education Mathematics Courses

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SMAA1X	Algebra I ALT	9	1
SESLMR	Strategic Learning for High School Math (This course available w/ approval. Can be taken w/out concurrent enrollment in Algebra I for students otherwise completing a 3-year state math course sequence. Is NOT eligible for state math credit for graduation.)	9-10	.5-1
SMAGEX	Geometry ALT	10	1
SMAMMX	Mathematical Models with Applications ALT	10-11	1
SMAA1F	Algebra I DE	9	1
SMAGEF	Geometry DE	10	1
SMAA2F	Algebra II DE	11-12	1

## Career and Technology Education/Mathematics Courses

The following CTE course may count as a fourth year of math.

SC348R	Accounting II	11-12	1
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# Mathematics Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SMAA1R <b>Algebra I</b></p> <p>Grade Level – 9 Credits – 1 Prerequisite – Math 8</p>	<p>This course is the “gateway” math course and is a prerequisite for every other math course offered in high school. This is a function-based course that develops the structure of the real number system in a variety of ways. Students learn to solve and graph linear equations and inequalities, translate among and use algebraic, tabular, and graphical methods to represent linear and quadratic functions and to solve systems of equations. Students investigate, describe, and predict the effects of changes on the graphs of linear and quadratic functions and relate direct variation to linear functions and solve problems involving proportional change. Students are taught to use algebra in real life applications with the appropriate use of graphing calculators.</p>
<p>SMAA1H <b>Algebra I Honors</b></p> <p>Grade Level – 9 Credits – 1 Prerequisite – Math 8</p>	<p>Honors Algebra I provides a course of study for students who are interested in studying algebra at an enriched level. The basic content is the same as Algebra I, but emphasis is placed upon real numbers and their operations, the language of algebra, and quadratic functions. Applications of algebraic concepts to problem solving are also stressed.</p>
<p>SMAA1S <b>Algebra I ESL</b></p> <p>Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement</p>	<p>ESL Algebra I integrates all the concepts taught in Algebra I with second language skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of mathematics vocabulary.</p>
<p>SMAA1R (fall) + SMAGER (spring) <b>Accelerated Algebra/Geometry Block</b></p> <p>Grade Level – 10 Credits – 2 Prerequisite – Math 8</p>	<p>This is an accelerated course designed for students wishing to recover credit for Algebra I. Students are enrolled in two double block periods of Algebra I in the fall and two double block periods of Geometry in the spring. Students earn 1.0 credits for Algebra I and 1.0 credits for Geometry.</p>
<p>SMAGER <b>Geometry</b></p> <p>Grade Level – 10 Credits – 1 Prerequisite – Algebra I</p>	<p>Geometry is designed to develop thinking skills, logic problem solving, application of algebraic skills to geometric problems, and proofs based on deductive reasoning. Students use coordinate, transformational, and axiomatic approaches to develop an understanding of a variety of concepts including polygon congruence, similarity, angle relationships in polygons and circles, parallel and perpendicular lines, and the relationships between three dimensional figures. Formulas including distance, midpoint, perimeter, area, surface area, and volume. Students will also compare Euclidean and non-Euclidean geometries.</p>
<p>SMAGEH <b>Geometry Honors</b></p> <p>Grade Level – 10 Credits – 1 Prerequisite – Algebra I</p>	<p>Honors Geometry provides an enriched course of study for students who are interested in studying geometry at a deeper level. The basic content is the same as Geometry, but emphasis is placed upon the development of logical thinking through complex geometric proofs. Applications of geometric concepts to problem solving using algebra and trigonometry are also stressed.</p>
<p>SMAGES <b>Geometry ESL</b></p> <p>Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement</p>	<p>ESL Geometry integrates all concepts taught in Geometry with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of mathematics vocabulary.</p>



<p>SESLMR <b>Strategic Learning for High School Mathematics</b></p> <p>Grade Level – 9-10 Credits – .5-1 Prerequisite – Concurrent enrollment in Algebra I and/or Geometry</p>	<p>This is a math elective course taken for state elective credit. (It does not count as a math graduation credit.) The basic understandings of the course encourage students to think about their approach to mathematical learning. These basic understandings include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. This course best serves students who may have not always been successful in mathematics, including students who did not meet standard on STAAR Math 8.</p>
<p>SMAMMR <b>Mathematical Models with Applications</b></p> <p>Grade Level – 10-11 Credits – 1 Prerequisite - Algebra I</p>	<p>Mathematical Models with Applications provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. 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; paper and pencil, and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.</p>
<p>SMAA2R <b>Algebra II</b></p> <p>Grade Level – 11 Credits – 1 Prerequisite – Algebra I; Geometry (recommended)</p>	<p>Algebra II extends the concepts learned in Algebra I to the complex number system. 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. Geometry may be taken concurrently.</p>
<p>SMAA2H <b>Algebra II Honors</b></p> <p>Grade Level – 11 Credits – 1 Prerequisite – Algebra I; Geometry (recommended)</p>	<p>Honors Algebra II provides an enriched course of study for students who are interested in studying algebra at a deeper level. The basic content is the same as regular Algebra II, but emphasis is placed upon the complex number system, with emphasis on the use of algebra to solve real-world problems. Included in this course are many of the topics normally studied in elementary analysis (number topics in trigonometry and statistics).</p>
<p>SMAA2S <b>Algebra II ESL</b></p> <p>Grade Level – 11 Credits – 1 Prerequisite – LPAC Placement</p>	<p>ESL Algebra II integrates all concepts taught in Algebra II with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of mathematics vocabulary.</p>
<p>SMACPO <b>College Preparatory Mathematics (Texas College Bridge)</b></p> <p>Grade Level – 12 Credits – 1 (elective) Prerequisite – none</p>	<p>This course is an elective course and does not count toward a required graduation credit for mathematics. For additional support when needed, students may take the course concurrent with their fourth-year math course.</p> <p>This course uses the online Texas College Bridge curriculum, which is self-paced and teacher facilitated. This course may be offered outside of the school day. In some cases, students may be able to use this course to earn a TSI exemption at the university/college level.</p>
<p>SMAPCR <b>Pre-Calculus</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite –Geometry; Algebra II</p>	<p>In this course, 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.</p>

SMAPCH <b>Pre-Calculus Honors</b>  Grade Level – 12 Credits – 1 Prerequisite –Geometry; Algebra II (Honors recommended for each)	Honors Pre-Calculus provides an enriched course of study for students who are interested in studying mathematics at a deeper level. The content is similar to Pre-Calculus, but emphasis is placed upon applications of the trigonometric functions; graphs of higher degree, algebraic, trigonometric, polar, and rational functions and relations; limits; and vector and geometric applications in the plane and space. Focus is on higher-level skills necessary to prepare students for Advanced Placement Calculus.
SMAPCD <b>Pre-Calculus Dual Credit</b>  Grade Level – 12 Credits – 1 Prerequisite –Geometry; Algebra II (Honors recommended for each)	<p><u>Fall Semester – College Algebra.</u> In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. [TWU MATH 1303, NCTC MATH 1314]</p> <p><u>Spring Semester – Plane Trigonometry.</u> In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included. [TWU MATH 1313, NCTC MATH 1316]</p>
SMAAQR <b>Advanced Quantitative Reasoning (AQR)</b>  Grade Level – 12 Credits – 1 Prerequisite – Geometry; Algebra II	Advanced Quantitative Reasoning (AQR) is a mathematical option for students who have completed Algebra I, Geometry, and Algebra II. AQR is an engaging and rigorous course that prepares students for a range of future options in non-math college majors or for entering workforce training programs. This course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.
SMASTR <b>Statistics</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Algebra I	In this course, 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. This course is a good option for students who have completed Algebra II and are considering programs in liberal arts, health science, nursing program, etc.
SMASTD <b>AP Statistics</b>  Grade Level – 12 Credits – 1 Prerequisite – Algebra II	The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. College Algebra, Pre-Calculus, or Calculus may be taken concurrently.
SMASTD <b>Statistics Dual Credit</b>  Grade Level – 12 Credits – 1 Prerequisite – AP Statistics Fall Semester	<p>This full-year course combines the fall semester of AP Statistics with the spring semester of Elementary Statistical Methods. Enrollment in the fall AP Statistics course is required for enrollment in Statistics DC in the spring.</p> <p><u>Elementary Statistical Methods</u> (spring only). 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. [TWU MATH 1703]</p>
SMACAD <b>Calculus Dual Credit</b>  Grade Level – 12 Credits – .5 Prerequisite – AP Calculus AB Fall Semester	<p><u>Calculus I.</u> (one semester course; spring only) 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. [TWU MATH 2014]</p>

SMACID <b>Independent Study Math – Calculus Dual Credit</b>  Grade Level – 12 Credits – .5 Prerequisite – Pre-Calculus, (Dual Credit PreCal Recommended)	<p>This course is for students who would like to be in a Calculus Dual Credit course in the spring but who were not enrolled in the fall semester of AP Calculus AB.</p> <p><u>Calculus I</u> (one semester course; fall or spring) Students already enrolled in AP Calculus AB 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. [NCTC MATH 2413]</p>
SMACAP <b>AP Calculus AB</b>  Grade Level – 12 Credits – 1 Prerequisite – Pre-Calculus (recommended)	<p>AP Calculus AB is primarily concerned with developing understandings of the concepts of calculus and providing experience with its methods and applications. AP Calculus AB covers differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students learn to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. This course will prepare students for the AP exam in Calculus AB as administered by the College Board. Successful completion of AP Calculus AB is equivalent to the first semester of college level calculus. AP Statistics may be taken concurrently.</p>
SMACBP <b>AP Calculus BC</b>  Grade Level – 12 Credits – 1 Prerequisite – Pre-Calculus (recommended)	<p>AP Calculus BC is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. AP Calculus BC is an extension of Calculus AB rather than an enhancement. AP Calculus BC includes all topics in AP Calculus AB, plus others such as parametric, polar, and vector functions, and series. It is equivalent to one year of calculus at most colleges and universities. Successful completion of AP Calculus BC is equivalent to the first year of college level calculus. Depending on the local placement policies of the college and the score achieved on the AP exam, students can receive credit for first semester college calculus. <b>Note: Credit may be awarded for AP Calculus AB <u>OR</u> AP Calculus BC, but NOT both. AP Statistics may be taken concurrently.</b></p>
SMACPO <b>College Prep Math</b>  Grade Level – 12 Credits – 1 Prerequisite – None	<p>This course is for students in the 12th grade ONLY whose performance on a Mathematics EOC assessment does not meet college readiness standards. Students who enroll in this class must be on the Foundation High School Program only. This course will be taught through an online program.</p>

## Special Education Mathematics Course Descriptions

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

<b>Algebra I ALT</b>  Grade Level – 9 Credits – 1 Prerequisite – None	This course is the “gateway” math course. It is a prerequisite for every other math course offered in high school. It is, generally, the entry-level math course and is taken by most ninth-grade students who have not completed it in middle school. This is a function- based course that develops the structure of the real number system in a variety of ways. Students will learn the prerequisite skills to solve and graph linear equations and inequalities. Students are taught to use algebra in real life applications.
<b>Geometry ALT</b>  Grade Level – 10 Credits –1 Prerequisite – Algebra I ALT	Geometry is a course designed to develop thinking skills and logic problem solving. Students develop and apply formulas including distance, midpoint, perimeter, area, surface area, and volume. This course focuses on prerequisite skills
<b>Mathematical Models with Applications ALT</b>  Grade Level – 10-11 Credits – 1 Prerequisite – Algebra I ALT	In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to solve real life applied problems related to finance, data analysis, and patterns in music and art. Students learn the prerequisite skills to use mathematical models from algebra, geometry, and connections among these to solve problems from a wide variety of applications in both mathematical and non-mathematical situations. <b>(Per state guidelines, credit for this course can cannot be awarded once credit has been earned for Algebra II.)</b>

# Science Courses

Local Course ID	Course	Grade Level	Credits
SSCBIR	Biology	9	1
SSCBIH	Biology Honors	9	1
SSCBIE	ESL Biology	9	1
SSCCHR	Chemistry	10	1
SSCCHH	Chemistry Honors	10	1
SSCCHE	ESL Chemistry	10	1
SSCPCR	IPC – Integrated Physics and Chemistry	10-11	1
SSCPHR	Physics	11-12	1
SSCPHE	ESL Physics	11-12	1
SSCP1P	AP Physics 1	11-12	1
SSCP2P	AP Physics 2	11-12	1
SSPCPC	AP Physics C	11-12	1
SC928R	Anatomy and Physiology of Human Systems	11-12	1
SSCAQR	Aquatic Science	11-12	1
SSCASR	Astronomy	11-12	1
SSCESR	Environmental Systems	11-12	1
SSCESP	AP Environmental Science	11-12	1
SSCBIP	AP Biology	10-12	1
SSCBID	Biology Dual Credit	11-12	1
SSCCHP	AP Chemistry	11-12	1
SSCCHD	Chemistry Dual Credit	11-12	1

NOTE: Advanced science courses taken for the fourth-year science requirement do not have alternative courses available for students who may wish to drop the course.

## Special Education Science Courses

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SSCBIX	Biology ALT	9	1
SSCCHX	Chemistry ALT	10	1
SSCENX	Environmental Systems ALT	11-12	1
SSCINF	Integrated Physics and Chemistry DE	10-11	1
SSCBIF	Biology DE	9	1
SSCCHF	Chemistry DE	10	1
SSCPHF	Physics DE	11-12	1

## Career and Technology Education / Science Courses

The following CTE course may count as a fourth year of science.

SC828R	Forensic Science	11-12	1
SC416R	Food Science	11-12	1
SC031R	Advanced Animal Science	11-12	1

## Science Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

SSCBIR <b>Biology</b>  Grade Level – 9 Credits – 1 Prerequisite – None	Biology is designed as an interest level course focusing on the major concepts in biology and their application in our society. The content emphasized to illustrate the major concepts and skills of this course will be related to the study of life and human experiences. This course is designed to provide students with a strong foundation and conceptual understanding of biology which will prepare students to take a variety of other biology courses.
SSCBIH <b>Biology Honors</b>  Grade Level – 9 Credits – 1 Prerequisite – None	Honors Biology is an advanced level course taking the concepts of Biology and expanding them to include an in-depth study of cellular biology, taxonomy, microbiology, and genetics in order to prepare students for future Advanced Placement studies as well as prepare students to take a full range of other biology courses.
SSCBIS <b>ESL Biology</b>  Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	ESL Biology combines the study of living things with second language acquisition of immigrant and non-immigrant students. This course will provide a strong foundation and conceptual understanding of biology, preparing students to explore the relationship between the study of life and human experience.

SSCCHR <b>Chemistry</b>  Grade Level – 10 Credits – 1 Prerequisite – Biology; Algebra I	Chemistry is designed to introduce students to relevant chemistry concepts and investigations. The scientific inquiry method, measurement and data gathering techniques, the atom, naming and using chemicals that are familiar to the student, identifying chemicals, balancing equations, and laboratory investigations of new products will be investigated. This course is designed to provide students with a strong foundation and conceptual understanding of chemistry, which will prepare students to take a variety of other advanced science courses.
SSCCHH <b>Chemistry Honors</b>  Grade Level – 10 Credits – 1 Prerequisite – Biology; Algebra I (Honors recommended in each)	Honors Chemistry is an advanced level course taking the concepts of Chemistry and expanding them to include dimensional analysis and a greater emphasis on data collection and laboratory investigations. A more in-depth look at chemical concepts will prepare students to take future Advanced Placement studies in chemistry as well as a full range of other chemistry courses and Honors Biology.
SSCCHS <b>ESL Chemistry</b>  Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement	ESL Chemistry integrates the study of the composition and chemical properties of a substance with second language acquisition of immigrant and non-immigrant students. This course will provide a strong foundation about the nature of the substances and products that make up the world.
SSCPHR <b>Physics</b>  Grade Level – 11-12 Credits – 1 Prerequisite – None	Physics explores the principles of motion from autos to airplanes and from molecules to moons and examines electricity from the power of toasters to the fuses in the family car. Light and waves will be studied from communication to holography. Physics will provide students with a better understanding of the way our world works. This course is designed to provide students with a strong foundation and conceptual understanding of physics which will prepare students to take a variety of other physics courses.
SSCPHS <b>ESL Physics</b>  Grade Level – 11-12 Credits – 1 Prerequisite – LPAC Placement	ESL Physics integrates the principles of motion, matter, energy, and force with second language acquisition of immigrant and non-immigrant students. This course will provide students with a better understanding of the way our world works.
<p><i>How do I know which AP Physics course to take? <b>AP Physics 1 and 2</b> courses teach college level concepts and are suited for students intending to pursue life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. These classes are also better suited to general interest or undetermined majors who want to establish their abilities in science-based coursework. <b>AP Physics C</b> is more advanced college level pathway and is appropriate for students planning to specialize or major in the physical sciences or pursue a career in engineering. The AP Physics C classes are each equivalent to one semester of introductory, calculus-based college physics courses and will put aspiring engineers or physicists on track towards their goals.</i></p>	
SSCP1P <b>AP Physics 1</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Geometry; Algebra II or concurrent enrollment (Honors recommended in each)	AP Physics 1 is a course which provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. It is assumed that the student is familiar with algebra and trigonometry. In the AP Physics 1 course, the student is interested in studying physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas, or as a component in a non-science college problem that has science requirements. Topics include mechanics, dynamics, energy, momentum, rotation, waves, and basic electricity.
SSCP2P <b>AP Physics 2</b>  Grade Level – 11-12 Credits – 1 Prerequisite – AP Physics 1 or similar course (recommended); Algebra II or concurrent enrollment (Honors recommended)	AP Physics 2 provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. It is assumed that the student is familiar with algebra and trigonometry. In the AP Physics 2 course, the student should be interested in studying physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas, or as a component in a non-science college problem that has science requirements. AP Topics include fluids, thermodynamics, light, optics, electricity and magnetism, nuclear physics, and modern physics.

SSSCPCP <b>AP Physics C</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Calculus or concurrent enrollment	The AP Physics C course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity/magnetism, with approximately equal emphasis on these two areas. For students planning to specialize in a physical science or in engineering, most colleges require an introductory physics sequence of which the C course is the first part.
SC928R <b>Anatomy and Physiology of Human Systems</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Biology	Anatomy and Physiology of Human Systems focuses on the study of the structure of function of the human body, its individual systems, and the integration of the body systems into an efficiently functioning organism. Respiration, transportation, nutrition, excretion, support/movement, and reproduction are the major topics covered. Dissection is a major component of this course and participation in dissection labs is required.
SSCBIP <b>AP Biology</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Biology; Chemistry or concurrent enrollment (Honors recommended for each)	<p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.</p> <p>AP Biology is available in the 10<sup>th</sup> grade on some campuses for students planning to take a 5<sup>th</sup> or 6<sup>th</sup> year of science as a senior.</p>
SSCBID <b>Biology Dual Credit</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Biology; Chemistry (Honors recommended for each)	<p><u>Fall Semester – Biology for Science Majors I.</u> Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. This laboratory-based course accompanies BIOL 1306 Biology for Science Majors I. Laboratory activities will reinforce the fundamental principles of living organisms, including physical and 50 chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. [TWU BIOL 1306 (Lecture) + BIOL 1106 (Lab); TWU BIOL 1113 (Lecture) + BIOL 1111 (Lab)]</p> <p><u>Spring Semester – Biology for Science Majors II.</u> The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. This laboratory-based course accompanies Biology 1307, Biology for Science Majors II. Laboratory activities will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. [TWU BIOL 1307 (Lecture) + BIOL 1107 (Lab); TWU BIOL 1123 (Lecture) + BIOL 1121 (Lab)]</p>
SSCAQR <b>Aquatic Science</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Biology	Aquatic Science focuses on three main topics of aquatic science: physical oceanography, the diversity of aquatic and marine life, and the dynamics of aquatic and marine environments. This course also explores man's impact on the oceans and special topics related to the Texas Coast. As students examine man's role in protecting the ocean and its inhabitants, they will explore the still untapped power, resources, and knowledge housed in the world.
SSCASR <b>Astronomy</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Algebra I	In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns, and objects in the sky, our place in space, the moon, reasons for the seasons, planet, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.



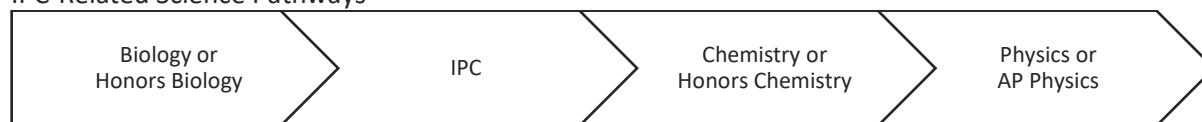
SSCPCR <b>Integrated Physics and Chemistry (IPC)</b>  Grade Levels – 10-11 Credits – 1 Prerequisites – Biology	This course is designed for students who would benefit from a foundation in basic concepts studied in chemistry and physics. In IPC, students have opportunities to explore the nature of force, motion, energy, and matter by conducting laboratory and field investigations, using scientific practices during investigation, and using critical thinking/scientific problem-solving skills to make informed decisions. Students may select to take this course prior to chemistry, or prior to physics as a way to promote success in either/both courses. IPC is not designed as a substitute for physics.
SSCCHP <b>AP Chemistry</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Chemistry; Algebra II (Honors recommended for each)	AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. This course addresses focuses on a model of instruction which promotes enduring conceptual understandings and the content that supports them, enabling students to spend less time on factual recall and more time on inquiry-based learning of essential concepts. Students will develop the reasoning skills necessary to engage in the science practices used throughout their advanced and ongoing study in the field.
SSCCHD <b>Dual Credit Chemistry</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Chemistry; Algebra II (Honors recommended for each)	<b>CHEM 1113/1111. General Chemistry I.</b> Introduction to the principles of chemistry, primarily for biology and allied health majors: classification of matter, elements and compounds; stoichiometry; acids and bases; gases; thermochemistry; periodic law; atomic and molecular structure.  <b>CHEM 1123/1121. General Chemistry II.</b> A continuation of the introduction to the principles of chemistry, primarily for biology and allied health majors: Solids, liquids, and solutions; oxidation-reduction; reaction rates; equilibrium; thermodynamics; electrochemistry; chemistry of the common elements; and nuclear chemistry.
SSCENR <b>Environmental Systems</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Biology; Chemistry	This course will be a field-oriented interdisciplinary science course which emphasizes data collecting techniques in outdoor lab settings. In addition to the field based and laboratory activities, this course will involve numerous group and independent ecological projects. Studies will include all types of environments, their inhabitants, and the processes that allow them to function. The causes and the possible solutions to the earth's pollution and resource problems will also be investigated. Students may need to provide personal transportation to and from field sites.
SSCESP <b>AP Environmental Science</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Algebra I; Biology; Chemistry (Honors recommended for each)	AP Environmental Science has a strong laboratory and field investigation component, designed to complement the classroom portion of the course by allowing students to learn about the environment through first-hand observation. Experiences in both the laboratory and the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the "real world."

## Available 4 Year IPC-Related Course Pathways

### Typical / Recommended Science Pathway



### IPC-Related Science Pathways



## Special Education Science Course Descriptions

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SSCBIX <b>Biology ALT</b>  Grade Level – 9 Credits – 1 Prerequisite – None	Biology ALT is designed as an interest level course focusing on the prerequisite skills of major concepts in biology and their application in our society. The content emphasized to illustrate the major concepts and skills of this course will be related to the study of life and human experiences. This course is designed to provide students with a strong foundation and conceptual understanding of biology.
SSCCHX <b>Chemistry ALT</b>  Grade Level – 10 Credits – 1 Prerequisite – Biology; Algebra I	Chemistry ALT is an interest level course designed to introduce students to relevant chemistry concepts and investigations. The scientific inquiry method, prerequisite skills for measurement and data gathering techniques, the atom, naming and using chemicals that are familiar to the student, identifying chemicals and laboratory investigations of new products will be investigated.
SSCENX <b>Environmental Systems ALT</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Biology ALT; IPC or Physics	This course will focus on the prerequisite skills for data collecting techniques. In addition to the field based and laboratory activities, this course will involve group and independent ecological projects. Studies will include all types of environments, their inhabitants, and the processes that allow them to function.

# Social Studies Courses

Local Course ID	Course	Grade Level	Credits
SSSWGR	World Geography	9	1
SSSWGHR	World Geography Honors	9	1
SSSHGP	AP Human Geography	9	1
SSSWGS	World Geography ESL	9	1
SSSWHR	World History	10	1
SSSWHS	World History ESL	10	1
SSSWHP	AP World History: Modern	10	1
SSSUSR	United States History	11	1
SSSUSS	United States History ESL	11	1
SSSUSD	United States History Dual Credit	11	1
SSSUSP	AP United States History	11	1
SSSGOR3	United States Government*	12	.5
SSSGOB3	United States Government Blended*	12	.5
SSSGOD3	United States Government Dual Credit*	12	.5
SSSGOP3	AP United States Government and Politics*	12	.5
SSSGPB3	AP United States Government and Politics Blended*	12	.5
SSSECR3	United States Economics*	12	.5
SSSECB3	United States Economics Blended*	12	.5
SSSECD3	Macroeconomics Dual Credit*	12	.5
SSSECP3	AP U.S. Macroeconomics*	12	.5
SSSEPB3	AP U.S. Macroeconomics Blended*	12	.5
SEMASR	Ethnic Studies: Mexican American Studies	10-12	.5 – 1
SEAASR	Ethnic Studies: African American Studies	10-12	.5 – 1
SEPSYR3	Psychology	11-12	.5
SEPSYP3	AP Psychology	11-12	.5
SEPSYD3	Psychology Dual Credit	12	.5
SESOCR3	Sociology	11-12	.5

SESOCD3	Sociology Dual Credit	11-12	.5
SEPFLR3	Personal Financial Literacy	10-12	.5
SSSPER3	Personal Financial Literacy and Economics (Combined)	12	.5
SEEUHP	AP European History	11-12	1
SEST1D3	Special Topics in Social Studies–Texas Government Dual Credit	12	.5

*\*Candidates for the IB Diploma Programme may choose to enroll in Government and Economics courses in the 10<sup>th</sup> grade.*

## Special Education Social Studies Courses

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SSSWGX	World Geography ALT	9	1
SSSWHX	World History ALT	10	1
SSSUSX	United States History ALT	11	1
SSSGOX3	United States Government ALT	12	.5
SSSECX3	United States Economics ALT	12	.5
SESOCX3	Sociology ALT	11-12	.5
SEPFLX3	Personal Financial Literacy	10-12	.5
SSSWGf	World Geography DE	9	1
SSSWHF	World History DE	10	1
SSSUSF	United States History DE	11	1
SSSGOF3	United States Government DE	12	.5
SSSECF3	United Stated Economics DE	12	.5

# Social Studies Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SSSWGR <b>World Geography</b></p> <p>Grade Level – 9 (recommended) Credits – 1 Prerequisite – None</p>	<p>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.</p>
<p>SSSWGSE <b>World Geography ESL</b></p> <p>Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement</p>	<p>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. This course is integrated with second language acquisition skills for immigrant and non-immigrant students. This course is integrated with second language acquisition skills for immigrant and non-immigrant students.</p>
<p>SSSWGHE <b>World Geography Honors</b></p> <p>Grade Level – 9 (recommended) Credits – 1 Prerequisite – None</p>	<p>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. Honors World Geography is integrated with deeper understanding and application of social studies skills.</p>
<p>SSSHGP <b>AP Human Geography</b></p> <p>Grade Level – 9 (recommended) Credits – 1 Prerequisite – None</p>	<p>This college-level course is an in-depth study of patterns and processes that shape human understanding including how man uses the earth and alters its' surface. Students learn the methods and tools geographers use as they examine topics such as population, cultural patterns and processes, political organization of space, agriculture, and rural land use, industrialization and economic development.</p>
<p>SSSWHR <b>World History</b></p> <p>Grade Level – 10 (recommended) Credits – 1 Prerequisite – None</p>	<p>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.</p>
<p>SSSWHS <b>World History ESL</b></p> <p>Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement</p>	<p>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. This course is integrated with second language acquisition skills for immigrant and non-immigrant students.</p>
<p>SSSWHP <b>AP World History: Modern</b></p> <p>Grade Level – 10 (recommended) Credits – 1 Prerequisite – None</p>	<p>AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.</p>
<p>SSSUSR <b>United States History</b></p> <p>Grade Level – 11 (recommended) Credits – 1 Prerequisite – None</p>	<p>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.</p>

SSSUSS <b>United States History ESL</b>  Grade Level – 11 (recommended) Credits – 1 Prerequisite – None	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. This course is integrated with second language acquisition skills for immigrant and non-immigrant students.
SSSUSP <b>AP United States History</b>  Grade Level – 11 (recommended) Credits – 1 Prerequisite – None	AP United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the study of United States History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to introductory college courses. Students should learn to assess historical documents for their relevance, reliability, and importance. Students will also learn to weigh the evidence and interpretations presented in historical scholarship.
SSSUSD <b>United States History Dual Credit</b>  Grade Level – 11 (recommended) Credits – 1 Prerequisite – None	<p><u>Fall Semester – U.S. History I.</u> A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/ Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. [TWU HIST 1013, NCTC HIST 1301, UNT HIST 2610]</p> <p><u>Spring Semester – U.S. History II.</u> A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization, suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. [TWU HIST 1023, NCTC HIST 1302, UNT HIST 2620]</p>
SSSGOR3 <b>United States Government</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	Government is a one-semester course. The focus of United States Government is the principles and beliefs upon which the United States was founded, and on the structure, functions, and powers of government at the national, state, and local levels.
SSSGOB3 <b>United States Government Blended</b>  Grade Level – 12 (recommended) Credits – 1 Prerequisite – None	This course includes the same content as the US Government course but is delivered in a blended learning environment.
SSSGOD3 <b>United States Government Dual Credit</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	<u>Federal Government.</u> 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. [NCTC GOVT 2305, TWU GOV 2013, UNT PSCI 2305]
SSSGOP3 <b>AP United States Government and Politics</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	AP United States Government is a one-semester course that gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics.

SSSGPB3 <b>AP United States Government Blended</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	This course includes the same content as the AP U.S. Government course but is delivered in a blended learning environment.
SEST1D3 <b>Special Topics in Social Studies – Texas Government Dual Credit</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	<u>Texas Government.</u> Course content includes origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas. The course is required by all public colleges and universities in the state of Texas. [NCTC GOVT 2306, UNT PSCI 2306]
SSSECR3 <b>Economics</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None (This may vary for students with a four-year IB plan.)	Economics is a one-semester course. This course focuses 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.
SSSECB3 <b>Economics Blended</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	This course includes the same content as the Economics course but is delivered in a blended learning environment.
SSSECD3 <b>Macroeconomics Dual Credit</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	<u>Principles of Macroeconomics.</u> An analysis of the economy as a whole including measurement and determination of aggregate demand and aggregate supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, fiscal policy, and monetary policy. [TWU ECO 1023, NCTC ECON 2301, UNT ECON 1110]
SSSECP3 <b>AP U.S. Macroeconomics</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – Juniors require approval	AP Macroeconomics is a one semester course designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination, and also develops a student's familiarity with economic performance measures, economic growth, and international economics.
SSSEPB3 <b>AP U.S. Macroeconomics Blended</b>  Grade Level – 12 (recommended) Credits – .5 Prerequisite – Juniors require approval	This course includes the same content as the AP Macroeconomics course but is delivered in a blended learning environment.
SEMASR <b>Ethnic Studies: Mexican American Studies</b>  Grade Level – 10-12 Credits – .5-1 Prerequisite – None	In this elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century. This course uses a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

<p>SEAASR <b>Ethnic Studies: African American Studies</b></p> <p>Grade Level – 10-12 Credits – .5-1 Prerequisite – None</p>	<p>In this elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.</p>
<p>SEPSYR3 <b>Psychology</b></p> <p>Grade Level – 11-12 Credits – .5 Prerequisite – None</p>	<p>Psychology is an elective one-semester course. In Psychology, 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.</p>
<p>SEPSYD3 <b>Psychology Dual Credit</b></p> <p>Grade Level – 12 (recommended) Credits – .5 Prerequisite – None</p>	<p><u>General Psychology.</u> General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes. [PSYC 2301, NCTC PSYC 2301]</p>
<p>SEPSYP3 <b>AP Psychology</b></p> <p>Grade Level – 11-12 Credits – .5 Prerequisite – Juniors require approval</p>	<p>AP Psychology is a one semester course that introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their science and practice.</p>
<p>SESOCR3 <b>Sociology</b></p> <p>Grade Level – 11-12 Credits – .5 Prerequisite – None</p>	<p>Sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.</p>
<p>SES OCD3 <b>Sociology Dual Credit</b></p> <p>Grade Level – 12 (recommended) Credits – .5 Prerequisite – None</p>	<p><u>Introduction to Sociology.</u> The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. [SOCI 1301, NCTC 1301]</p>
<p>SEPFLR3 <b>Personal Financial Literacy</b></p> <p>Grade Level – 10-12 Credits – .5 Prerequisite – None</p>	<p>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. Students will apply critical thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training.</p>
<p>SSSPER3 <b>Personal Financial Literacy and Economics (Combined)</b></p> <p>Grade Level – 12 Credits – .5 Prerequisite – None</p>	<p>The Personal Financial Literacy and Economics (combined) course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives. (This course meets the requirement for Economics for graduation but is not included in GPA calculations.)</p>



SEEUHP <b>AP European History</b>  Grade Level – 12 (recommended) Credits – 1 Prerequisite – None	Students investigate significant events, individuals, developments, and processes, and develop disciplinary practices and reasoning skills as they investigate similar events in different time periods. Students develop and use the same skills, practices, and methods employed by historians, including analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides seven themes that students explore in order to make connections among historical developments in different times and places.
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## Special Education Social Studies Course Descriptions

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SSSWGX <b>World Geography ALT</b>  Grade Level – 9 Credits – 1 Prerequisite – None	World Geography ALT focuses on the prerequisite skills for a basic understanding of man and his adaptation to his environment. The curriculum integrates the study of landforms, location, climate, natural resources, and culture to provide a holistic profile of World Geography. Other studies vital to geography will include astronomy, geology, meteorology, climatology, and cartography.
SSSWHX <b>World History ALT</b>  Grade Level – 10 Credits – 1 Prerequisite – None	World History ALT provides an overview of the history of mankind, a study of man's Western heritage, and of significant non-Western cultures. Emphasis will be on people, cultures, and events. This course focuses on prerequisite skills.
SSSUSX <b>United States History ALT</b>  Grade Level – 11 Credits – 1 Prerequisite – None	United States History covers the emergence of the United States (from Reconstruction to present) as a world power, using the social studies disciplines of history, geography, economics, sociology, and political science. This course focuses on prerequisite skills.
SSSGOX3 <b>Government ALT</b>  Grade Level – 12 Credits – .5 Prerequisite – None	Government ALT is a one-semester course consisting of a comparative study of the basic political and economic philosophies under which the modern world nations operate. A working knowledge of the federal and state constitutions is emphasized to encourage the students to participate actively in the American political process. Community resources are incorporated into the course in order to bring students into personal contact with varied aspects of government. This course focuses on prerequisite skills.
SSSECX3 <b>US Economics ALT</b>  Grade Level – 12 Credits – .5 Prerequisite – None	United States Economics ALT is a one-semester course which helps the students understand events and conditions in the economy (such as: inflation, high unemployment, the energy crisis, and economic instability) in an attempt to make the student a better decision-maker. This course focuses on prerequisite skills.
SESOCR3 <b>Sociology ALT</b>  Grade Level – 11-12 Credits – .5 Prerequisite - None	Sociology is a one-semester elective course focusing on group organization. Sociology is intended to aid the student in developing a better understanding of family relationships, society, and social problems. This course focuses on prerequisite skills.
SEPFLR3 <b>Personal Financial Literacy</b>  Grade Level – 10-12 Credits – .5 Prerequisite – None	Personal Financial Literacy will focus on the prerequisite skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training.

# Special Education – Additional Courses

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

Local Course ID	Course	Grade Level	Credits
SC200X3	Professional Communications ALT	10-12	.5
SEMAPX	Methodology for Academic and Personal Success (MAPS)	9-10	1
SEGESX	General Employability Skills	9-12	1
SEMC1X3	Making Connections I	9	.5
SEMC2X3	Making Connections II	10	.5
SEMC3X3	Making Connections III	11	.5
SEMC4X3	Making Connections IV	12	.5
SENLHF	Navigating Life with Hearing Loss	9-12	1

## Special Education – Additional Course Descriptions

<p>SC200X3 <b>Professional Communications ALT</b></p> <p>Grade Level – 10-12 Credits – .5 Prerequisite – None</p>	<p>Professional Communications ALT will focus on developing effective communication skills. Students enrolled in Communication Applications ALT will learn the prerequisite skills to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.</p>
<p>SEMAPX <b>MAPS (Methodology for Academic and Personal Success)</b></p> <p>Grade Level – 9-10 Credits – 1 Prerequisite – None</p>	<p>This course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher ed, and the professional world to establish immediate and long-range goals. Students identify individual learning styles and abilities and build on these by developing critical time-management, organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service-learning experience in addition to class assignments.</p>

<p>SEGESX <b>General Employability Skills</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.</p>
<p>SEMC1X3 <b>Making Connections 1</b></p> <p>Grade Level – 9 – .5 Prerequisite – None</p>	<p>The Making Connections courses assist students in disability awareness. These courses will help students to develop and generalize appropriate and beneficial social skills and increase student's postsecondary outcomes. Making Connections I include personal growth and awareness, social awareness, and social success.</p>
<p>SEMC1X3 <b>Making Connections 2</b></p> <p>Grade Level – 10 Credits – .5 Prerequisite – None</p>	
<p>SEMC1X3 <b>Making Connections 3</b></p> <p>Grade Level – 11 Credits – .5 Prerequisite – None</p>	
<p>SEMC1X3 <b>Making Connections 4</b></p> <p>Grade Level – 12 Credits – .5 Prerequisite – None</p>	
<p>SENLHF <b>Navigating Life with Hearing Loss</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>The purpose of this course is to provide the necessary information, resources, and opportunities that will empower students who are deaf or hard of hearing to effectively apply information and skills learned in educational, home, and community settings in order to facilitate achievement in secondary and postsecondary environments. Areas to be addressed include audiology, hearing health, assistive technology, available support services and accommodations, communication, self-determination and advocacy, and deaf culture.</p>

# World Language Courses

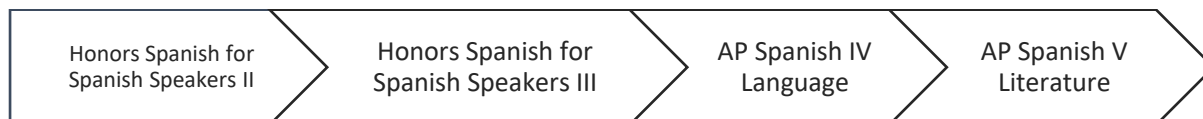
*In Denton ISD, students are able to accelerate in world languages by earning credit in middle school. When a student has successfully completed the previous course in the sequence, the student may access the next course in the world language pathway. For example, a student who successfully completed Spanish 7 and 8 would be able to access Spanish II in grade 9, Spanish III in grade 10, and so forth.*

Local Course ID	Course	Grade Level	Credits
SWAS1R	American Sign Language I	9-12	1
SWAS2R	American Sign Language II	10-12	1
SWAS3R	American Sign Language III	11-12	1
SWAS4R	American Sign Language IV	12	1
SWFR1R	French I	9-12	1
SWFR2R	French II	10-12	1
SWFR1H	French II Honors	10-12	1
SWFR3R	French III	10-12	1
SWFR3H	French III Honors	10-12	1
SWFR4P	AP French IV	12	1
SWGR1R	German I	9-12	1
SWGR2R	German II	10-12	1
SWGR1H	German II Honors	10-12	1
SWGR3R	German III	11-12	1
SWGR3H	German III Honors	11-12	1
SWGR4P	AP German IV	12	1
SWLA1R	Latin I	9-12	1
SWLA2R	Latin II	10-12	1
SWLA2H	Latin II Honors	10-12	1
SWLA3H	Latin III Honors	11-12	1
SWLA4P	AP Latin IV: Poetry	11-12	1
SWSP1R	Spanish I	9-12	1
SWSP2R	Spanish II	9-12	1
SWSS1H	Spanish II Honors	9-12	2
SWSP2H	Spanish for Spanish Speakers II Honors	9-12	1

SWSP3R	Spanish III	10-12	1
SWSS3H	Spanish III Honors	10-12	1
SWSP3H	Spanish for Spanish Speakers III Honors	10-12	1
SWSP4R	Spanish IV	10-12	1
SWSP4P	AP Spanish IV – Language	11-12	1
SWSP5P	AP Spanish V – Literature	11-12	1
SWSP6H	Spanish for Spanish Speakers VI Honors	11-12	1
SWSP7H	Spanish for Spanish Speakers VII Honors	12	1

## Recommended 4 Year Course Pathways for Spanish for Spanish Speakers:

Students who enter high school with Spanish I credit:



Students who enter high school with Spanish I and II credit:



Students who enter high school with Spanish I, II, and III credit:



\*or dual credit, if available

## American Sign Language Course Descriptions

<p>SWAS1R <b>ASL I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>American Sign Language I is the introductory course in ASL. During this course, the students will begin to develop their expressive and receptive signing skills as well as begin to build extensive sign vocabulary. The course will focus on ASL grammatical structures and basic information about deaf culture.</p>
<p>SWAS2R <b>ASL II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – ASL I</p>	<p>This course will expand the American Sign Language (ASL) sign vocabulary acquired in ASL I. The course will focus on the improvement of expressive and receptive signing skills. During ASL II, the student's knowledge will be expanded in the areas of the history of the deaf, deaf culture, and grammatical aspects of ASL.</p>
<p>SWAS3R <b>ASL III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – ASL II</p>	<p>American Sign Language III offers advanced ASL sign vocabulary and syntax. An introduction is given to job opportunities as interpreters as well as other careers related to deafness. A greater emphasis is given to expanding skills in expressive and receptive signing. This course includes the use of signing between student and teacher and among students.</p>
<p>SWAS4R <b>ASL IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – ASL III</p>	<p>This course is a continuation of ASL III. During the course, the student will gain knowledge of the different types of signed systems used in the educational setting and the art of interpreting. It will prepare the student for college-level ASL classes and for work involving the deaf community. The goal of this course is to ultimately prepare the student to pass the Texas Level I certification exam to interpret for the deaf.</p>

Note: Though ASL is accepted as a World Language for college admissions purposes in Texas public colleges and universities, it may not be accepted as widely outside of Texas. Students interested in admission to private colleges and out of state universities and colleges should check the specific requirements for admission before selecting ASL to meet their graduation requirements.

## French Course Descriptions

<p>SWFR1R <b>French I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>French I is an introduction to the French-speaking world, its language, and its people. The main emphasis is on early oral communication skills while developing reading and writing skills. Grammar skills are introduced through both oral and written expression. The student is guided in recognizing the interrelationships of languages and in understanding the cultural aspects of the French-speaking world.</p>
<p>SWFR2R <b>French II</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – French I</p>	<p>French II emphasizes the further development of the four communication skills: reading, writing, speaking, and listening. Students will study the culture not only of France, but also the French-speaking world.</p>
<p>SWFR2H <b>French II Honors</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – French I</p>	<p>This course develops the four communications skills of reading, writing, speaking, and listening at levels of greater depth than French II. Vocabulary, speaking fluency, writing proficiency, and Francophone culture are emphasized. Honors students spend more time on actual practice using the language.</p>
<p>SWFR3R <b>French III</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – French II</p>	<p>French III emphasizes speaking and listening skills. By the end of the year, students will have a general knowledge of the basic structure of the language and will be able to converse on a variety of topics. Reading and writing skills will be improved. Cultural topics will include contemporary issues in French-speaking countries as well as real-life situations students might encounter while visiting a French-speaking country.</p>
<p>SWFR3H <b>French III Honors</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – French II</p>	<p>Students will complete the study of the basic structure of the language while deepening their communication skills. They will begin reading authentic texts and will be expected to give several different kinds of oral presentations. Except for grammar explanations, the class will be taught almost exclusively in French. The course will provide cultural experiences as well as develop language proficiency</p>
<p>SWFR4P <b>AP French IV</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – French III (Honors recommended)</p>	<p>The goal is to create reasonable fluency in the four communication areas: reading, writing, listening, and speaking. At this level, the instruction becomes more individualized as students exhibit individual strengths and weaknesses. Technology, including the language laboratory, the internet, authentic video, audio, and literature provide the students with opportunities to increase skills. The class is taught in French except for grammar explanations. Several texts are provided for mastery of the four skills. Students produce compositions as well as oral presentations.</p>

## German Course Descriptions

<p>SWGR1R <b>German I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>German I begins by teaching the basic sounds of German vowels and consonants through common, everyday conversational patterns such as greetings, partings, “small talk,” counting, and telling time. Study progresses to the grammar required to express more complex ideas by using direct and indirect objects, present tense and conversational past, and the use of everyday idioms.</p>
<p>SWGR2R <b>German II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – German I</p>	<p>German II begins with an in-depth review and expansion of German I. Speaking and oral comprehension are stressed. More complex grammar is learned, such as dependent and independent clauses, as well as other verb tenses. Supplementary readings are used from newspapers, magazines, and simple literary works. Cultural aspects of German-speaking countries are taught.</p>
<p>SWGR3R <b>German III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – German II</p>	<p>German III provides extensive oral practice in conversational German. The reading materials used, as well as the writing topics, will stress real-life situations. German culture study is a natural by-product of this instructional strategy.</p>
<p>SWGR3H <b>German III Honors</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – German II</p>	<p>Honors German III presents a comprehensive study of speaking, listening, reading, and writing intermediate German. It includes polishing the grammar of the first two years, expanding literary study, and studying the influence of Germany in the world, especially in the United States.</p>
<p>SWGR4P <b>AP German IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – German III (Honors recommended)</p>	<p>AP German IV prepares and evaluates a student’s ability to communicate in modern German. Language communication is both input (reading and listening) and output (speaking and writing). To facilitate the student’s ability to respond to German prompts, whether written or spoken in correct and idiomatic German, the entire class is conducted in German. Students will read appropriate AP-level literature selections and discuss their cultural implications in contemporary German society.</p>



## Latin Course Descriptions

<p>SWLA1R <b>Latin I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Latin I content focuses on communication, culture, connection and comparison of the Latin language and culture to ours. Latin 1 introduces the basic structure and grammar of the Latin language with emphasis on reading and comprehension of Latin texts through an inductive language method. Classical civilization and culture, history and mythology is studied in conjunction with the readings. Vocabulary and grammar and their relationship to English are essential components of the course.</p>
<p>SWLA2R <b>Latin II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Latin I</p>	<p>Intermediate grammatical concepts and vocabulary are introduced through the use of a continuous narrative begun in the first year. As in Latin I, the relationship between English and Latin vocabulary and grammar are emphasized. Skills in reading and comprehension of Latin passages at the intermediate level are developed. The students continue their study of Roman civilization and culture, history and mythology, as related to the readings.</p>
<p>SWLA2H <b>Latin II Honors</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Latin I</p>	<p>Honors Latin II is similar in scope and content to Latin II but has additional native language readings on Roman culture and an emphasis on character analysis of material in the daily readings as a preparation for doing literary analysis for AP Latin.</p>
<p>SWLA3H <b>Latin III Honors</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Latin II</p>	<p>Honors Latin III curriculum includes advanced grammatical concepts and vocabulary as needed to prepare students for reading authentic Latin texts, introduced through narratives interspersed with authentic Latin literature, including prose and poetry as well as the study of culture and history relevant to individual authors. The second semester is a general survey of Roman authors including Caesar, Cicero, Livy, Petronius, Ovid and Vergil. The students continue their study of Roman civilization and culture, history and mythology as related to the readings.</p>
<p>SWLA4P <b>AP Latin IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Latin III</p>	<p>This course is the advanced study of the Latin epic, Virgil's Aeneid. The course follows the curriculum of the College Board Advanced Placement Committee in order to prepare students for the Advanced Placement Examination on Virgil. This course includes extensive reading of the primary text and the entire Aeneid in translation, literary analysis, forms and devices specific to poetry, metrical conventions, and the study of culture, history, and mythology as relevant to the Aeneid with particular emphasis on preparing for Advance Placement examination on Virgil.</p>

## Spanish Course Descriptions

<p>SWSP1R <b>Spanish I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Spanish I offers an introduction to the language. It seeks to develop the four basic audio-lingual skills: listening, speaking, reading, and writing. Class instruction at the outset includes intensive training in conversation and proceeds through reading and writing to formal grammatical structure.</p>
<p>SWSP2R <b>Spanish II</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – Spanish I</p>	<p>Spanish II is a continuation of Spanish I. First year grammar is thoroughly reviewed, and the course continues through advanced grammatical structures. Oral communications, compositions, and cultures of Spanish-speaking countries are emphasized.</p>
<p>SWSP2H <b>Spanish II Honors</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – Spanish I</p>	<p>Honors Spanish II continues the preparation for the Advanced Placement Exam in Spanish Language and Spanish Literature. The class is conducted in Spanish and students are expected to respond in Spanish. Students read excerpts from current newspapers and magazines in Spanish and from edited versions of Spanish literature. Development of writing skills is achieved through short compositions and dialogues. Culture, history, geography, and literature are studied to gain a better understanding of the different cultures in the Spanish-speaking world.</p>
<p>SWSP3R <b>Spanish III</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Spanish II</p>	<p>Spanish III is a continuation of Spanish I and II, building on the foundation set previously. The course builds on the student's skills, engaging the student in more open-ended activities. The goal is for the student to apply the language in a variety of situations. Culture, history, geography, and literature are studied to gain a better understanding of the different cultures of the Spanish-speaking world. The class is taught primarily in Spanish and the student is encouraged to respond in Spanish as well.</p>
<p>SWSP3H <b>Spanish III Honors</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Spanish II</p>	<p>Honors Spanish III is a continuation of Honors Spanish II and is designed to concentrate on skills necessary for success on the Advanced Placement Exam in Spanish Language or Literature. In addition to the Spanish III course description, this course offers a greater depth to each concept taught as well as an opportunity to read appropriate AP literature selections. The student's communicative skills are expected to be at a higher proficiency level. The class is taught in Spanish and the student is expected to respond in Spanish as well.</p>
<p>SWSS3H <b>Spanish for Spanish Speakers III Honors</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Spanish for Spanish Speakers II, or Spanish II + assessment</p>	<p>Honors Spanish for Spanish Speakers III is a continuation of Spanish for Spanish Speakers II. It is designed for the Spanish-speaking student who is literate in the Spanish language and desires to perfect and enrich his/her language proficiency in the areas of grammar, reading, writing, and communication/ presentation skills. Curricular emphasis focuses on critical thinking skills and on fostering an interest in the Hispanic heritage through the study of the culture, history, geography, and appropriate AP literature selections.</p>

<p>SWSP4R <b>Spanish IV</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Spanish III</p>	<p>Spanish IV continues the study of complex grammar concepts, presents new vocabulary, provides opportunities for conversation on topics of a varied nature, includes the reading of classical and modern authors as well as news media materials, and requires student expression in oral and written form.</p>
<p>SWSP4P <b>AP Spanish IV</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Spanish III</p>	<p>AP Spanish IV is intended to be the equivalent to a second-year course in college. It follows the AP curriculum outlined by the College Board. The goal of the course is to prepare the student to successfully take the AP Spanish Language Exam. The course focuses on Spanish language proficiencies through mastery of fluency in speaking writing, reading, and listening with understanding so that these skills are applied automatically. It seeks to develop language skills and insight that can be applied to various activities and disciplines.</p>
<p>SWSP5P <b>AP Spanish V</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – AP Spanish IV</p>	<p>AP Spanish V is intended to be the equivalent of a third-year college introduction to literature in Spanish, covering selected works from literatures of Spain and Spanish America and which follows the College Board curriculum. Because the students read and analyze literature in Spanish, both orally and written, the language proficiency reached by the end of this course is generally equivalent to that of college students who have completed a fifth semester of Spanish in composition, conversation, and grammar.</p>
<p>SWSS6H <b>Spanish for Spanish Speakers VI Honors</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – AP Spanish IV</p>	<p>This course is designed for students who have completed AP Spanish V but wish to continue studying Spanish in high school. Students will perform on an Advanced Mid to Advanced High proficiency level as described by the ACTFL Proficiency Guidelines, meaning they will communicate in Spanish using all three modes and all skills. By the end of Level VI, students will be able to perform on an Intermediate High to Advanced Low proficiency level for reading and writing. In listening and speaking, students should perform on an Advanced Low to Advanced Mid proficiency level.</p>
<p>SWSS3H <b>Spanish for Spanish Speakers VII Honors</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Spanish VI</p>	<p>This course is designed for students who have completed AP Spanish V but wish to continue studying Spanish in high school. Students will perform on an Advanced High to Superior proficiency level as described by the ACTFL Proficiency Guidelines, meaning they will communicate in Spanish using all three modes and all four skills. By the end of Level VII, students of logographic languages should perform on an Advanced Low to Advanced Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Advanced Mid to Advanced High proficiency level.</p>

# PE, Athletics, and Health Courses

Only these courses meet full or partial requirements for P.E. graduation credit: Lifetime Fitness & Wellness Pursuits, Skill-Based Lifetime Activity, and Lifetime Recreation and Outdoor Pursuits. These extracurricular courses may meet full or partial PE graduation credits as “substitution” courses: athletics, JROTC, drill team, marching band, cheerleading, and OCPE. Per TEA, Sports Medicine and Student Athletic Trainer courses do NOT meet PE requirements for graduation.

Local Course ID	Course	Grade Level	Credits
SPLW1R	Lifetime Fitness & Wellness Pursuits	9-12	.5-1
SPSBAR	Skill-Based Lifetime Activity	9-12	.5-1
SPOA1R	Lifetime Recreation and Outdoor Pursuits	9-12	.5-1
SEPA1R1	Peer Assistance for Students with Disabilities I (Partner P.E. Mentors), <i>fall semester only</i>	9-12	.5
SEPA1R2	Peer Assistance for Students with Disabilities II (Partner P.E. Mentors), <i>spring semester only</i>	9-12	.5
SEPA2L SEPA3L SEPA4L	Peer Assistance – Local Credit	10-12	NC
SESM1R	Sports Medicine I	9-10	1
SESM2R	Sports Medicine II	10-11	1
SEATV1	Student Athletic Trainer I	10-12	NC
SEATV2	Student Athletic Trainer II	10-12	NC
SEATV3	Student Athletic Trainer III	10-12	NC
SEATV4	Student Athletic Trainer IV	10-12	NC
SEHEAR3	Health Education I	9-10	.5
SPCH91	Cheerleading – 9 <sup>th</sup> Grade (Fall, PE Credit) Cheerleading – 9 <sup>th</sup> Grade (Spring, No Credit)	9	.5
SPCHJ1	Cheerleading – Junior Varsity (Fall, PE Credit) Cheerleading – Junior Varsity (Spring, No Credit)	9-12	.5 per year
SPCHV1	Cheerleading – Varsity (Fall, PE Credit) Cheerleading – Varsity (Spring, No Credit)	9-12	.5 per year
SPBAJ1	Baseball – Junior Varsity	9-12	1 per year
SPBAV1	Baseball – Varsity	9-12	1 per year

SPBB91	Basketball Boys – 9 <sup>th</sup> Grade	9-12	1
SPBBJ1	Basketball Boys – Junior Varsity	9-12	1 per year
SPBBV1	Basketball –Varsity	9-12	1 per year
SPBG91	Basketball Girls – 9 <sup>th</sup> Grade	9	1
SPBGJ1	Basketball Girls – Junior Varsity	9-12	1 per year
SPBGV1	Basketball Girls –Varsity	9-12	1 per year
SPCCV1	Cross Country	9-12	1 per year
SPFB91	Football – 9 <sup>th</sup> Grade	9	1
SPFBJ1	Football – Junior Varsity	9-12	1 per year
SPFBV1	Football –Varsity	9-12	1 per year
SPGOJ1	Golf – Junior Varsity	9-12	1 per year
SPGOV1	Golf –Varsity	9-12	1 per year
SPSB91	Soccer Boys – 9 <sup>th</sup> Grade	9	1
SPSBJ1	Soccer Boys – Junior Varsity	9-12	1 per year
SPSBV1	Soccer Boys – Varsity	9-12	1 per year
SPSG91	Soccer Girls – 9 <sup>th</sup> Grade	9	1
SPSGJ1	Soccer Girls – Junior Varsity	9-12	1 per year
SPSGV1	Soccer Girls – Varsity	9-12	1 per year
SPSOJ1	Softball – Junior Varsity	9-12	1 per year
SPSOV1	Softball –Varsity	9-12	1 per year
SPSWJ1	Swimming – Junior Varsity	9-12	1 per year
SPSWV1	Swimming –Varsity	9-12	1 per year
SPTN91	Tennis – 9 <sup>th</sup> Grade	9	1
SPTNJ1	Tennis – Junior Varsity	9-12	1 per year
SPTNV1	Tennis – Varsity	9-12	1 per year

SPTRB1	Track Boys	9-12	1 per year
SPTRG1	Track Girls	9-12	1 per year
SPVB91	Volleyball – 9 <sup>th</sup> Grade	9	1
SPVBJ1	Volleyball – Junior Varsity	9-12	1 per year
SPVBV1	Volleyball – Varsity	9-12	1 per year

### PEER ASSISTANCE PE COURSES

SEPA1R1	Partner P.E. Mentors (Peer Assistance for Students w/ Disabilities I) <i>fall semester only; not for PE credit</i>	9-12	.5
SEPA1R2	Partner P.E. Mentors (Peer Assistance for Students w/ Disabilities II) <i>spring semester only; not for PE credit</i>	9-12	.5
SEPA2L, SEPA3L SEPA4L	Partner P.E. Mentors – Local Credit <i>not for PE credit</i>	10-12	NC
SPPP1R	Partner P.E. Mentors for P.E. Credit (Lifetime Fitness & Wellness Pursuits)	9-12	1.0

### SPECIAL EDUCATION PHYSICAL EDUCATION COURSES

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement. Adapted Physical Education (APE) services/supports are available for identified students as per ARD decisions.

SPPP1X	Partner P.E. (Lifetime Fitness & Wellness Pursuits) *	9-12	1
SEHEAX3	Health	9-12	.5

# Physical Education, Athletics, and Health Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<b>SPFD1R</b> <b>Foundations of Personal Fitness</b>  Grade Level – 9-12 Credits – .5–1 (P.E.) Prerequisite – None	The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives – students designing their own personal fitness program.
<b>SPIT2R</b> <b>Individual / Team Sports</b>  Grade Level – 9-12 Credits – .5–1 Prerequisite – None	This course provides students with the opportunity to develop health-related fitness and an appreciation for teamwork and fair play through participation in a variety of team and individual sports. Aerobic activities are designed to help students develop a strong level of cardiovascular fitness and skills necessary to engage in a variety of aerobic activities that will help them develop and maintain a positive attitude and build the foundation of fitness for life. Individual and group sports are designed to provide students with the opportunity to develop health-related fitness and an appreciation of a variety of lifetime activities related to developing and maintaining an appropriate level of personal fitness.
<b>SPIT2R</b> <b>Outdoor Adventure Education</b>  Grade Level – 9-12 Credits – .5–1 Prerequisite – None	Students enrolled in the Outdoor Adventure Education course are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.
<b>SEPA1R3</b> <b>Peer Assistance for Students with Disabilities I</b>  Grade Level – 9-12 Credits – .5 Prerequisite – Application and Teacher Approval	Students in this course serve as Partner P.E. Mentors. As peer assistants, they are provided the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands-on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.
<b>SEPA2R3</b> <b>Peer Assistance for Students with Disabilities II</b>  Grade Level – 10-12 Credits – .5 Prerequisite – Application and Teacher Approval	In this course, students serving as Partner P.E. Mentors provide more one-on-one instruction to the student receiving assistance. The peer assistant role is designed to accompany the student receiving assistance as a facilitator of learning as the peer assistant goes out to courses within the school. The relationship that develops inside the classroom between these peer assistants and learners with special needs allows for growth for each student as the peer assistants act as a support and voice in the classroom and the student receiving assistance learns lifelong skills and develops confidence within and outside of the school environment.
<b>SESM1R</b> <b>Sports Medicine I</b>  Grade Level – 9-10 Credits – 1 Prerequisite – None	This course provides an opportunity for the study and application of the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, recognition of injuries, emergency action plan and initial injury evaluation, first aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, blood borne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.
<b>SESM2R</b> <b>Sports Medicine II</b>  Grade Level – 10-11 Credits – 1 Prerequisite – None	This course provides an opportunity for students to focus on introducing the psychomotor applications of the components in sports medicine and athletic training. The components include cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED); certification rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the head, face, spine, upper and lower extremity; taping and bandaging; adolescent sports injuries; substance abuse; and general health concerns in sports medicine. This course aims to provide lab instruction for hands-on experiences and evidence-based curricula within the domains of sports medicine and athletic training. The course requires outside-of-class clinical experience working with athletes in school programs.

SEATV1 <b>Student Athletic Trainer I</b>  Grade Level – 9-12 Credits – NC Prerequisite – Instructor Approval	
SEATV2 <b>Student Athletic Trainer II</b>  Grade Level – 10-12 Credits – NC Prerequisite – Instructor Approval	Student Athletic Trainer is a course designed to provide hands-on opportunities for students to apply the knowledge and skills acquired in the Sports Medicine I course. Students will serve as actual “Athletic Trainers” as they travel with various teams throughout U.I.L. competitions. Student Athletic Trainers will assist the coaching staff with injury management, physical therapy, and rehabilitation techniques as appropriate for skill level. Athletic training/sports medicine is predicted to be one of the most lucrative careers of the future. Students successfully completing several years in high school as an athletic trainer will be top candidates for athletic training scholarships.
SEATV3 <b>Student Athletic Trainer III</b>  Grade Level – 11-12 Credits – NC Prerequisite – Instructor Approval	(“Athletic Training” is not a state approved TEKS-based course or innovative course used for PE substitution credits. Athletic trainers must also successfully complete 1.0 credit of PE TEKS-based courses or the appropriate PE substitutions for PE graduation credit. These are local/no credit courses.)
SEATV4 <b>Student Athletic Trainer IV</b>  Grade Level – 12 Credits – NC Prerequisite – Instructor Approval	
SEHEAR3 <b>Health Education I</b>  Grade Level – 9-10 Credits – .5 Prerequisite – None	In Health Education I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal setting and communication skills to protect their health and that of the community.
<b>Athletics</b>  Grade Level – 9-12 Credits 1 per year, up to 4 (except cheerleading) Pre-requisite - Tryouts	Denton ISD high schools offer a variety of competitive sports and levels for student athletes, including baseball, basketball, cross country, football, golf, soccer, softball, tennis, track, volleyball, and swimming.  Athletics courses count as a “PE substitution,” meaning that they satisfy the state graduation PE requirements. Refer to the course lists on pages 107-109 to better understand the available options for each sport. All athletics courses require try-outs.

## Special Education P.E. and Health Course Descriptions

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

SPPP1X <b>Partner P.E. – Foundations of Personal Fitness</b>  Grade Level – 9-12 Credits – 1 (P.E. or Elective) Prerequisite – Application and Teacher Approval	Partner P.E. is a success-oriented physical education course. Partner P.E. includes students with disabilities and students without disabilities working together to encourage physical activity while developing respect for one another. This course promotes physical activity, acquisition of individual lifetime wellness skills, team sports, and recreational activities while fostering relationships and developing leadership skills in the peer partners.
SEHEAX3 <b>Health Education ALT</b>  Grade Level – 9-10 Credits – .5 Prerequisite – None	In this course, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal setting and communication skills to protect their health and that of the community.



# General Electives

Local Course ID	Course	Grade Level	Credits
SEHS1R3	High School 101	9	.5
SEAV1R	AVID I	9-12	1
SEAV2R	AVID II	10-12	1
SEAV3R	AVID III	11-12	1
SEAV4R	AVID IV	12	1
SERO1R	J.R.O.T.C. 1	9-12	1
SERO2R	J.R.O.T.C. 2	10-12	1
SERO3R	J.R.O.T.C. 3	11-12	1
SERO4R	J.R.O.T.C. 4	12	1
SERMIL	J.R.O.T.C. Military Drill	9-12	.5-1
SEPA1R	Peer Assistance and Leadership (PAL) I	9-12	.5-1
SEST2R	Peer Assistance and Leadership (PAL) II	10-12	.5-1
SEST3L	Peer Assistance and Leadership (PAL) III (local credit only)	10-12	N/C
SEST4L	Peer Assistance and Leadership (PAL) IV (local credit only)	10-12	N/C
SEST1R	Student Council I (Student Leadership)	9-12	1
SEST2R	Student Council II (local credit only)	10-12	N/C
SEST3L	Student Council III (local credit only)	11-12	N/C
SEST4L	Student Council IV (local credit only)	12	N/C
SEASPL	Academic Support (local credit only)	10-12	N/C
SEPSCL3	PSAT/SAT Prep (local credit only)	11-12	N/C

## General Electives Course Descriptions

SEHS1R3  
**High School 101**

Grade Level – 9  
Credits – .5  
Prerequisite – None

This class is a required course for all freshmen. It is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students will learn the tools for a successful high school career. Students examine learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. (This course earns state elective credit.)

SEAV1R <b>AVID I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Application	AVID I serves as an overview of the AVID (Advancement via Individual Determination) philosophy and strategies. Students work on academic and personal goals, communication, and adjusting to the high school setting. Students increase their awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for college entrance and placement exams while refining study skills and test taking, note-taking, and research techniques. <i>This course satisfies the speech proficiency requirements for graduation.</i>
SEAV2R <b>AVID II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – AVID I	AVID II students continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school and community involvement, they refine their time management and study skills accordingly. Students expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Lastly, students narrow down their college and careers of interest based on personal interests and goals. <i>This course satisfies the speech proficiency requirements for graduation.</i>
SEAV3R <b>AVID III</b>  Grade Level – 10-12 Credits – 1 Prerequisite – AVID II	AVID III focuses on writing and critical thinking skills expected of first- and second-year college students. In addition to the academic focus of AVID III, there are college-bound activities, methodologies, and tasks that should be undertaken during the third year to support students as they apply to postsecondary institutions. <i>This course satisfies the speech proficiency requirements for graduation.</i>
SEAV4R <b>AVID IV</b>  Grade Level – 10-12 Credits – 1 Prerequisite – AVID III	AVID IV focuses on writing and critical thinking expected of first- and second-year college students. Students complete a final research essay project from research conducted in AVID III. In addition to the academic focus of the AVID IV, there are college-bound activities, methodologies, and tasks that should be achieved during the fourth year that support students as they apply to four-year universities and confirm their postsecondary plans. <i>This course satisfies the speech proficiency requirements for graduation.</i>
SERO1R <b>J.R.O.T.C. 1</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Instructor approval	This aviation history course (AS) is designed to acquaint the student with the historical development of flight and the role of the military in history throughout the centuries. It starts with ancient civilizations then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation and the continuous development of today's Air Force. Leadership Studies (LE) introduces cadets to the AFJROTC program while instilling elements of good citizenship. It contains sections on Air Force organization structure, uniform wear, customs and courtesies, and other military traditions. Wellness is designed to introduce cadets to diet and exercise regimes, enhancing individual fitness utilizing the Presidents Fitness Program for high school students.
SERO2R <b>J.R.O.T.C. 2</b>  Grade Level – 10-12 Credits – 1 Prerequisite – J.R.O.T.C. 1	This curriculum for second year students is a science course designed to acquaint students with the aerospace environment, human requirements for flight, and principles of aircraft flight and flight navigation. The leadership portion focuses cadets on communications skills, group awareness, and leadership dynamics. Written reports and speeches compliment academic materials. Wellness continues to focus cadets on personal diet and exercise habits leading to enhanced fitness for cadets.
SERO3R <b>J.R.O.T.C. 3</b>  Grade Level – 11-12 Credits – 1 Prerequisite – J.R.O.T.C. 2	This AS course includes the latest information available in space science and exploration. It begins with the study of the space environment from the earliest days of interest in astronomy, through the Renaissance, and on to modern astronomy and space exploration. The next level of Leadership focuses on life skills, how to begin a job search, beginnings of financial planning, decisions on college versus vocational education, etc. This program is helpful to students deciding which path to take after high school. Wellness continues to focus cadets on personal diet and exercise habits leading to enhance fitness for cadets.
SERO4R <b>J.R.O.T.C. 4</b>  Grade Level – 12 Credits – 1 Prerequisite – J.R.O.T.C. 3	Fourth year cadets manage the corps. This course is a practicum for senior cadets in leadership positions, using hands-on experience from previous leadership courses in managing the corps. All planning, organizing, coordinating, directing, and decision-making will be done by cadets (under supervision). The Leadership component emphasizes allowing cadets to develop their management styles. This includes four management building blocks from the military and civilian perspective: management techniques, management decisions, management functions, and managing self and others. Wellness culminates with senior cadets talking to and leading junior cadets through discussions on personal diet and exercise habits as well as leading exercise routines for the corps.

SERMIL <b>J.R.O.T.C. Military Drill</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Instructor approval; concurrent enrollment in J.R.O.T.C. 1, 2, 3, or 4	This Drill and Ceremonies course provides fundamentals and in-depth instruction in Air Force drill and ceremonies, to include cadet ability to perform the AFJROTC 30-step drill sequence at the appropriate level commensurate with their enrollment experience. This course concentrates on the elements of military drill and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice. Students are provided detailed instruction on ceremonial performance and protocol for civilian and military events and have the opportunity to personally learn Air Force drill concepts and procedures. Though each class will follow an established lesson plan, most of the work is “hands-on”. This course will also help cadets develop teamwork, self-discipline, pride, and esprit-de-corps while working as a group.
SEPA1R <b>PAL I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Instructor approval	The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. Course content and interactive activities combat issues like school violence, drug use/abuse, teen pregnancy, gang participation, school dropouts, and/or behavior problems. PAL® applies these basic prevention strategies by implementing the program as informal, extra-curricular activities, or as structured, evidence/curriculum- based programs. The outcomes identified through implementation of the PAL® program in a school setting are a reduction in substance use/abuse, an increase in academic performance, a reduction of absences/truancy, a reduction of discipline referrals to the school office, and an increase in positive decision-making skills and risk resiliency.
SEPA1R <b>PAL II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Application	
SEST3L <b>PAL III</b> Grade Level – 11-12 Credits – No credit Prerequisite – Application	PAL continues in additional years, but no state elective credits are available for PAL III or IV.
SEST4L <b>PAL IV</b>  Grade Level – 12 Credits – No credit Prerequisite – Application	
SEST1R <b>Student Council I (Student Leadership)</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Application	Students develop skills to positively impact their lives and their communities. Areas to be addressed include leadership theory, group dynamics, project management, team building, conflict resolution, communication, SMART goal setting, and collaborative strategies. The course prepares students not only for active participation in school but also in their community. Students solve relevant and current school and community issues by working collaboratively and independently on real-world tasks such as needs assessments, project planning, project implementation, and presentations. (This course earns state elective credit because it follows the course standards for the TEA Innovative Course, “College Transition.”)
SEST2R <b>Student Council II Local</b>  Grade Level – 10-12 Credits – No Credit Prerequisite – Application	Student Council continues in additional years, but no state elective credits are available for Student Council II, III, or IV.
SEST3R <b>Student Council III Local</b>  Grade Level – 11-12 Credits – No Credit Prerequisite – Application	
SEST4R <b>Student Council IV Local</b> Grade Level – 12  Credits – Local Credit Only Credits – No Credit Prerequisite – Application	

SEASPL <b>Academic Support</b> Grade Level – 10-12  Credits – No Credit Prerequisite – Counselor Recommendation	An academic support course is a facilitated space where students are working independently to complete coursework. The teacher in the academic support course is a certified instructor who is available to support student learning.  In situations where a student is attempting to earn credit for a course (e.g., credit recovery), the student will also engage with an instructor who is certified in the content area.
SEPCL3 <b>PSAT/SAT Prep</b> Grade Level – 11-12  Credits – No Credit Prerequisite – None	Students engage in lessons and practice that prepare them for the PSAT/NMSQT and the SAT. Focus areas include math, reading, and writing concepts students will encounter on these exams, as well as test-taking strategies.
SEPCL3 <b>Texas College Bridge</b> Grade Level – 11-12  Credits – No Credit Prerequisite – None	Students engage in lessons and practice that prepare them for the PSAT/NMSQT and the SAT. Focus areas include math, reading, and writing concepts students will encounter on these exams, as well as test-taking strategies.

# Fine Arts Courses

*Students in fine arts courses may be responsible for a course fee and/or purchasing and maintaining supplies.*

## Visual Arts Courses

Local Course ID	Course	Grade Level	Credits
SFAA1R	Art I	9-12	1
SFAA1H	Art I Honors	9-12	1
SFAA2H	Studio Art II Honors	10-12	1
SFAR2R	Art II	10-12	1
SFAD2R	Art II: Drawing	10-12	1
SFAP2R	Art II: Painting	10-12	1
SFAC2R	Art II: Ceramics	10-12	1
SFAS2R	Art II: Sculpture	10-12	1
SFAD3R	Art III: Drawing	11-12	1
SFAP3R	Art III: Painting	11-12	1
SFAC3R	Art III: Ceramics	11-12	1
SFAS3R	Art III: Sculpture	11-12	1
SFAD4R	Art IV: Drawing	12	1
SFAP4R	Art IV: Painting	12	1
SFAC4R	Art IV: Ceramics	12	1
SFAS4R	Art IV: Sculpture	12	1
SFASAP	AP Studio Art: Drawing Portfolio	12	1
SFA2DP	AP 2-D Art and Design	12	1
SFA3DP	AP 3-D Art and Design	12	1
SFAAHP	AP Art History	11-12	1

# Visual Arts Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SFAA1R <b>Art I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Art I is two-semester introductory course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, print making, sculpture, ceramics, and fibers. Students also study historical and cultural influences on art and explore the philosophical nature of art and learn how to form and articulate critical assessments of art.</p>
<p>SFAA1H <b>Art I Honors</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – Portfolio review</p>	<p>Honors Art I is a two-semester course available to students with art experience at the middle school level. In addition to the Art I curriculum, students also produce work at a more advanced level in quality and quantity. This class is designed for serious art students who intend to enroll in rigorous AP Studio Art classes. (High school arts teachers are available to provide information on the development of a mini portfolio for consideration, if needed.)</p>
<p>SFAA2H <b>Studio Art II Honors</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite –Honors Art I; portfolio review</p>	<p>Honors Studio Art is a two-semester course that will provide an in-depth approach to developing skills related to drawing from observations, adept application of a broad range of media and processes, the development of personal and creative solutions to visual problems, a broad understanding of drawing, and the cultural and historical contexts around which drawings are created. By the end of the course, the students will complete the “Breadth Section” of their AP Studio Art portfolio. In addition, students will be expected to view, research, write about, and speak about the art of contemporary and historical art and artists.</p>
<p><b>Art II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Art I</p>	<p><b>SFAR2R - Art II</b> This two-semester course offers instruction in a broad spectrum of media and techniques, including drawing, painting, ceramics, and sculpture. Students will be expected to utilize and expand upon the elements and principles of art and skills learned in Art I.</p>
	<p><b>SFAD2R - Drawing II</b> This two-semester course offers instruction in a variety of drawing media and techniques. Students will be expected to utilize and expand upon the elements and principles of art and skills learned in Art I. Emphasis is on skill building and creative problem solving. In addition, the practical, cultural, and historical aspects of drawing will be addressed.</p>
	<p><b>SFAP2R - Painting II</b> This two-semester course expands the student’s knowledge of the elements and principles of art, and drawing skills, and explores the use of color and color theory with watercolor and acrylic paints. Students will study the influence of historical and cultural factors on painters of the past and present. They will explore aesthetics and engage in art criticism.</p>
	<p><b>SFAC2R - Ceramics II</b> This two-semester course expands on the elements and principles of art explored in Art I and offers students a well-rounded clay experience that incorporates thrown and hand-built construction, glaze processes, glaze chemistry, and exposure to potters of many cultures past and present. Students in Ceramic II will be given specific hand- building assignments to increase skill and encourage creativity. They will also be expected to throw on the potter’s wheel periodically to increase ability. Problem solving with all methods of construction will increase skill and understanding of the properties of clay. Teacher demonstrations, vocabulary, and art history presentations, along with periodic research assignments, will provide students with a source of inspiration.</p>
	<p><b>SFAS2R - Sculpture II</b> This two-semester course will expand the application of the elements and principles of art learned in Art I. Students will explore the properties of three-dimensional design in a variety of media including clay metal, wood, plaster, wire, found materials, and more. Students will learn important methods, research the work of other artists, and create specific assignments with individual expression. Art History lessons will provide a resource for inspiration while informing students of sculpture’s cultural importance. The course is predominately studio based but is meant to be a class that incorporates all aspects of learning to increase problem solving, creativity, and knowledge.</p>

<b>Art III</b>  Grade Level – 11-12 Credits – 1 Prerequisite –Art II (corresponding course); portfolio review	<b>SFAD3R - Drawing III</b> This two-semester course further explores the elements and principles of art and continues instruction in a variety of drawing media and techniques. Students will be expected to utilize the information and skills that were learned in Drawing 2. Emphasis is on skill building and creative problem solving and developing a portfolio. The practical, cultural, and historical aspects of drawing will also be addressed.
	<b>SFAP3R - Painting III</b> This two-semester course further explores of the elements and principles of art, painting skills, and use of color through watercolor, acrylic, and oil paints. Students study the influence of historical and cultural factors on painters of the past and present through research and oral presentations. They explore aesthetics and engage in art criticism.
	<b>SFAC3R - Ceramics III</b> This two-semester course will further explore the elements and principles of art while allowing students to specialize, focusing on a specific ceramics method/ medium. Students will have opportunities to further develop present skills while exploring more challenging techniques.
	<b>SFAS3R - Sculpture III</b> This two-semester course will further explore the elements/principles of art and incorporate the knowledge and skills learned in Sculpture II, while allowing students to become specialized. They may work with a medium of choice to increase skill and produce original designs.
<b>Art IV</b>  Grade Level – 12 Credits – 1 Prerequisite –Art 3 (corresponding course); portfolio review	<b>SFAD4R - Drawing IV</b> This two-semester course continues instruction in a variety of drawing media and techniques. Students will further develop experimental approaches to drawing building on skills developed in Drawing III and incorporate painting techniques in their work as well. Emphasis is on skill building, creative problem solving, and building a portfolio. The practical, cultural, and historical aspects of drawing will also be explored through research and oral presentations.
	<b>SFAP4R - Painting IV</b> This two-semester course continues instruction in a variety of painting media and techniques. Students will further develop experimental approaches, building on skills developed in Painting III, drawing skills, and use of color using watercolor, acrylic, and oil paints. Students will study the influence of historical and cultural factors on painters of the past and present through research and oral presentations. They will explore aesthetics, engage in art criticism and engage in portfolio development.
	<b>SFAC4R - Ceramics IV</b> This two-semester course will allow students to further explore the elements and principles of art through advanced ceramics exploration. The students specialize more, focusing on a specific method. Students will have opportunities to further develop presentation skills and portfolio development. They will explore aesthetics and engage in art criticism.
	<b>SFAS4R - Sculpture IV</b> This two-semester course will further explore elements and principles of art and incorporate the information and skills that were learned in Sculpture 3, while allowing students to become more specialized. They may work with a medium of choice to increase skill and produce original designs. Students will have opportunities to further develop presentation skills and portfolio development. They will explore aesthetics and engage in art criticism.
<b>SFASAP</b> <b>AP Studio Art: Drawing Portfolio</b>  Grade Level – 12 Credits – 1 Prerequisite –Studio Art or Art III; portfolio review	The AP Studio Art course emphasizes the production of a portfolio that will be rigorously evaluated. This course completes the “Concentration” portion of the AP 2D/Drawing Exam. The course requires students to complete a series of works based on a single theme, visual interest, or problem, and the student’s need for a substantive experience in formal, technical and expression as an artist. Note: Although The College Board does not list prerequisites for this course, it is understood that previous advanced art coursework is required and necessary to be successful in developing the portfolio required for successful completion of this course.
<b>SFA2DP</b> <b>AP Studio Art: 2-D Art and Design</b>  Grade Level – 12 Credits – 1 Prerequisite –Studio Art or Art III; portfolio review	The AP 2-D Art and Design is a two-semester course emphasizes the production of a rigorously evaluated portfolio. This course completes the “concentration” portion of the AP 2-D Art and Design Portfolio Exam. The course requires students to complete a series of works based on a single theme, visual interest, or problem, and the student’s need for a substantive experience in formal, technical and expression as an artist. Note: Although The College Board does not list prerequisites for this course, it is understood that previous advanced art coursework is required and necessary to be successful in developing the portfolio required for successful completion of this course.

<p>SFA3DP  <b>AP Studio Art:  3-D Art and Design</b></p> <p>Grade Level – 12  Credits – 1  Prerequisite –Studio Art  or Art III; portfolio review</p>	<p>The AP 3-D Art and Design course emphasizes the production of a of a rigorously evaluated portfolio. This course completes the “concentration” portion of the AP 3-D Art and Design Portfolio Exam. The course requires students to complete a series of works based on a single theme, visual interest, or problem, and the student’s need for a substantive experience in formal, technical and expression as an artist. Note: Although The College Board does not list prerequisites for this course, it is understood that previous advanced art coursework is required and necessary to be successful in developing the portfolio required for successful completion of this course.</p>
<p>SFAAHP  <b>AP Art History</b></p> <p>Grade Level – 11-12  Credits – 1  Prerequisite – None  (experience in Honors or  AP courses  recommended)</p>	<p>The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.</p>



## Theatre Arts Courses

Local Course ID	Course	Grade Level	Credits
SFTH1R	Theatre Arts I	9-12	1
SFTH2R	Theatre Arts II	10-12	1
SFTH3R	Theatre Arts III	11-12	1
SFTH4R	Theatre Arts IV	12	1
SFTM1R	Musical Theatre I	11-12	1
SFTM2R	Musical Theatre II	12	1
SFTP1R	Theatre Production I	9-12	.5-1
SFTP2R	Theatre Production II	10-12	.5-1
SFTP3R	Theatre Production III	11-12	.5-1
SFTP4R	Theatre Production IV	12	.5-1
SFTT1R	Technical Theatre I	9-12	1
SFTT2R	Technical Theatre II	10-12	1
SFTC2R	Technical Theatre II Costume Construction	10-12	1
SDTG2R	Technical Theatre II Theatre Management	11-12	1
SFTT3R	Technical Theatre III	11-12	1
SFTT4R	Technical Theatre IV	12	1

## Theatre Arts Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SFTH1R <b>Theatre Arts I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Theatre I is a two-semester course that incorporates an introduction to theatre, the role of the actor in interpreting dramatic literature, safe and effective use of the body and voice through various performance theory and techniques, and an overview of the technical elements of theatrical production.</p>
<p>SFTH2R <b>Theatre Arts II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Theatre I; audition</p>	<p>Theatre II is a two-semester course that builds upon the study of movement, voice, character and script analysis, the historical evolution and cultural contributions of the theatre to society explored in Theatre I. This course includes exploration of production approaches and acting techniques. Students study basic components of technical production and apply them through monologue, duet, and group scene performance.</p>

<p>SFTH3R <b>Theatre Arts III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Theatre II; audition</p>	<p>Theatre III is a two-semester course that extends and builds upon the study of movement, voice, character and script analysis, the historical evolution and cultural contributions of the theatre to society explored in Theatre II. This course includes exploration of various genres, production styles, and advanced acting techniques. Students study basic components of technical production and apply them through monologue, duet, and group scene performance in a variety of genres.</p>
<p>SFTH4R <b>Theatre Arts IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Theatre III; audition</p>	<p>Theatre IV is a two-semester course that offers advanced study of movement, voice, character and script analysis, and the historical evolution and cultural contributions of the theatre to society. This course extends the exploration of various genres, production styles explored in Theatre III, and extends the exploration of acting techniques explored in Theatre II and III. Students study components of technical production and apply them through a variety of performances.</p>
<p>SFTM1R <b>Musical Theatre I</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Level II in theatre, dance, or choir; audition</p>	<p>Musical Theatre I and II are year-long courses that expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft of musical theatre and college and career options. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.</p>
<p>SFTM2R <b>Musical Theatre II</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Theatre Arts I, Choir I, or Musical Theatre I; audition</p>	
<p>SFTP1R <b>Theatre Production I</b></p> <p>Grade Level – 9-12 Credits – .5-1 Prerequisite – Audition</p>	<p>Theatre Production I – IV is a laboratory course designed for the exploration, development, and synthesis of all the elements of theatre. Theatre Production provides for the hands-on production of a cast and crew in the rehearsal and performance aspects of theatre. Students gain practical experience in theatre through extensive daily rehearsal during class, after school, and on weekends. Public performance is required. This course may also include UIL competition. Credit for this course may be given to students who audition and are selected to be cast or crew members for productions that require after school and weekend rehearsals lasting most of the semester. Note: This course is co-curricular; production assignment in co-curricular work requires rehearsals outside of the school day.</p>
<p>SFTP2R <b>Theatre Production II</b></p> <p>Grade Level – 10-12 Credits – .5-1 Prerequisite – Audition</p>	
<p>SFTP3R <b>Theatre Production III</b></p> <p>Grade Level – 11-12 Credits – .5-1 Prerequisite – Audition</p>	
<p>SFTP4R <b>Theatre Production IV</b></p> <p>Grade Level – 12 Credits – .5-1 Prerequisite – Audition</p>	
<p>SFTT1R <b>Technical Theatre I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Technical Theatre I is a two-semester course that is an introduction to safe and effective carpentry and construction techniques including the safe use of power tools, lighting equipment and basic electrical elements, audio production, costume construction, and an introduction to theatrical design including an exploration of the elements and principles of design. Play analysis is also a part of this course. Technical Theatre I students may be able to assist in the production of various activities requiring the use of the scene shop and auditorium.</p>

<p>SFTT2R <b>Technical Theatre II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Theatre I; portfolio review</p>	<p>Technical Theatre II is a two-semester, advanced course exploring the safe and effective operation of equipment in the scene shop and the auditorium. The course provides students the opportunity to further develop construction and design aspects explored in Technical Theatre I through the teaching of production and stagecraft. Students will further explore the elements and principles of design and play analysis techniques, building on concepts introduced in Technical Theatre I. Students may also design sets, and costumes, make-up, sound and basic lighting. Technical Theatre II students may assist in the production of various school activities requiring use of the auditorium including theatre productions, band and orchestra concerts, drill team productions, and various civic group activities.</p>
<p>SFTC2R <b>Technical Theatre II: Costume Construction</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Technical Theatre I</p>	<p>This two-semester advanced course is specifically designed for students interested in continuing their technical theatre study. The elements of Technical Theatre II (above) continue to apply, though students will engage in a rigorous focused study of costume construction.</p>
<p>SDTG2R <b>Technical Theatre II: Theatre Management</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Tech Theatre I and II, or Theatre Production I and II; portfolio review</p>	<p>Theatre Management is a two-semester course that affords students the opportunity to acquire and develop administrative skills that are commonly used in the management of theatre spaces and productions. Students apply a myriad of technical theatre concepts and skills along with developing knowledge and skills associated with production responsibilities, arts administration, theatre management, and applications of previously acquired theatre studies.</p>
<p>SFTT3R <b>Technical Theatre III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Theatre II; portfolio review</p>	<p>Technical Theatre III and IV are full-year advanced courses applying the safe and effective operation of equipment in the scene shop and the auditorium. The course provides students the opportunity to further develop construction techniques explored in Technical Theatre II. Students will further explore application of the elements and principles of design through designing sets, costumes, and lighting. Students will acquire advanced skills in make-up artistry, and audio production. Technical Theatre takes the playwright's script from "page to stage" through the formation of highly trained production staffs; this course prepares students to serve as a member of a production staff. Technical Theatre III and IV students assist in the production of various after school activities requiring use of the auditorium including theatre productions, band and orchestra concerts, drill team productions, and various civic group activities.</p>
<p>SFTT3R <b>Technical Theatre IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Theatre III; portfolio review</p>	

# Dance Courses

Local Course ID	Course	Grade Level	Credits
SFDA1R	Dance I	9-12	1
SFDA2R	Dance II	10-12	1
SFDA3R	Dance III	11-12	1
SFDA4R	Dance IV	12	1
SFDD1R	Dance (Drill Team) I	9-12	1
SFDD2R	Dance (Drill Team) II	10-12	1
SFDD3R	Dance (Drill Team) III	11-12	1
SFDD4R	Dance (Drill Team) IV	12	1

## Dance Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SFDA1R <b>Dance I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	
<p>SFDA2R <b>Dance II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Dance I</p>	<p>Dance I, II, III, and IV are full year courses providing the student with extensive work on technique, placement, and a series of steps from all genres of dance, including Jazz, Modern, Ballet, Tap and Folk. Following the Dance I course, Dance II - IV will provide more physical and scientific perception of the body, creative expression through performance, historical and cultural heritage, and critical evaluation. The student will learn more advanced terminology, techniques, and the choreographic process which will enable them to pursue dance as a career or as a life-long pursuit. Students will continue developing their appreciation of dance as an art form.</p> <p>Per Texas Education Code, students enrolled in Dance I (fine arts credit) may also be awarded <u>concurrent</u> credit for up to 1.0 credits of Lifetime Fitness &amp; Wellness Pursuits (PE credit) when the teachers is certified in both fine arts education and physical education, and if all of the TEKS for both courses are taught.</p>
<p>SFDA3R <b>Dance III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Dance II</p>	
<p>SFDA4R <b>Dance IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Dance III</p>	

SFDD1R <b>Dance (Drill Team) I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – audition	
SFDD2R <b>Dance (Drill Team) II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Dance I; audition	Dance (Drill Team) II, III, and IV are full year courses providing the student who successfully auditions with extensive work on technique, placement, and a series of steps from all genres of dance, including Jazz, Modern, Ballet, Tap and Folk. Following the Dance I course, Dance (Drill Team) II - IV will provide more physical and scientific perception of the body, creative expression through performance, historical and cultural heritage, and critical evaluation. The student will learn more advanced terminology, techniques, and the choreographic process which will enable them to pursue dance as a career or as a life-long pursuit. Students will continue developing their appreciation of dance as an art form. Students will continue developing their appreciation of dance as an art form. Dance (Drill Team) II, III, and IV are Fine Arts courses and can serve as a P.E. substitution credit in the fall semester.
SFDD3R <b>Dance (Drill Team) III</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Dance II; audition	Dance (Drill Team) I, II, III, and IV are Fine Arts courses and can serve as a P.E. substitution credits in the fall semesters. (No more than four substitution credits may be earned through any combination of substitutions allowed.)
SFDD4R <b>Dance (Drill Team) IV</b>  Grade Level – 12 Credits – 1 Prerequisite – Dance III; audition	

# Band Courses

Local Course ID	Course	Grade Level	Credits
SFBS1R	Band (Sub Non-Varsity) I	9-12	1
SFBS2R	Band (Sub Non-Varsity) II	10-12	1
SFBS3R	Band (Sub Non-Varsity) III	11-12	1
SFBS4R	Band (Sub Non-Varsity) IV	12	1
SFBN1R	Band (Non-Varsity) I	9-12	1
SFBN2R	Band (Non-Varsity) II	10-12	1
SFBN3R	Band (Non-Varsity) III	11-12	1
SFBN4R	Band (Non-Varsity) IV	12	1
SFBV1R	Band (Varsity) I	9-12	1
SFBV2R	Band (Varsity) II	10-12	1
SFBV3R	Band (Varsity) III	11-12	1
SFBV4R	Band (Varsity) IV	12	1
SFBJ1R	Jazz Ensemble I	9-12	1
SFBJ2R	Jazz Ensemble II	10-12	1
SFBJ3R	Jazz Ensemble III	11-12	1
SFBJ4R	Jazz Ensemble IV	12	1
SFDC1R or SFBC1R	Color Guard I	9-12	1
SFDC2R or SFBC2R	Color Guard II	10-12	1
SFDC3R or SFBC3R	Color Guard III	11-12	1
SFDC4R or SFBC4R	Color Guard IV	12	1
SFMT1P	AP Music Theory	11-12	1

# Band Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SFBS1R <b>Band (Sub Non-Varsity) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	
<p>SFBS2R <b>Band (Sub Non-Varsity) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Band I</p>	<p>Band (Sub Non-Varsity) is a full year course for students who have been prepared technically and musically for early high school literature. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. During the fall semester, all band classes are combined to form the Marching Band and will participate in University Interscholastic League Marching Band Contests. Band students are required to attend pre-season marching band rehearsals prior to the start of the academic school year. Participating in fall semester Marching Band may substitute for the physical education requirement. All students will be required to perform in public concerts. Band is a two- semester course; students must participate in and successfully complete the fall semester as a member of the Marching Band to be considered for any of the spring band classes.</p>
<p>SFBS3R <b>Band (Sub Non-Varsity) III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Band II</p>	
<p>SFBS4R <b>Band (Sub Non-Varsity) IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Band III</p>	
<p>SFBN1R <b>Band (Non-Varsity) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	
<p>SFBN2R <b>Band (Non-Varsity) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Band I; audition</p>	<p>Band (Non-Varsity) is a full year course for students who have been prepared technically and musically for high school literature. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. During the 1st Semester, all band classes are combined to form the Marching Band and will participate in University Interscholastic League Marching Band Contests. Band students are required to attend pre-season marching band rehearsals prior to the start of the academic school year. Participating in Fall Semester Marching Band may substitute for the physical education requirement. All students will be required to perform in public concerts. Band is a two-semester course; students must participate in and successfully complete the fall semester as a member of the Marching Band to be considered in any of the spring band classes.</p>
<p>SFBN3R <b>Band (Non-Varsity) III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Band II; audition</p>	
<p>SFBN4R <b>Band (Non-Varsity) IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Band III; audition</p>	

SFBV1R <b>Band (Varsity) I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Audition	Prerequisite – Audition
SFBV2R <b>Band (Varsity) II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Band I; audition	Band (Varsity) is a full year course for students who are the most technically proficient on their instruments. A challenging repertoire will be developed throughout the year. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. Varsity Band is a two-semester course and requires participation in marching band rehearsal. During the fall semester, all band classes are also combined to form the Marching Band and will participate in University Interscholastic League Marching Band Contests. Band students are required to attend pre-season marching band rehearsals prior to the start of the academic school year. Participating in fall semester Marching Band may substitute for the physical education requirement. All students will be required to perform in public concerts. Students must participate in and successfully complete the fall semester as a member of the Marching Band to remain in any of the spring band classes. In the spring semester, Varsity students are required to perform in the University Interscholastic League Concert and Sight-Reading Assessment.
SFBV3R <b>Band (Varsity) III</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Band II; audition	
SFBV4R <b>Band (Varsity) IV</b>  Grade Level – 12 Credits – 1 Prerequisite – Band III; audition	
SFBJ1R <b>Jazz Ensemble I</b>  Grade Level – 9-12 Credits – 1	
SFBJ2R <b>Jazz Ensemble II</b>  Grade Level – 10-12 Credits – 1	Prerequisite – By audition only and open to currently enrolled members of the primary music ensembles (full choir, full orchestra, full marching/concert band). The only exceptions are students that audition on these rhythm section instruments: guitar, bass, or piano.
SFBJ3R <b>Jazz Ensemble III</b>  Grade Level – 11-12 Credits – 1	Jazz ensemble is a two-semester course that provides the opportunity to learn and perform a variety of styles such as: swing, big band, Latin, blues, and rock. Students explore jazz improvisation and small group performances. All students will be required to perform in public concerts.
SFBJ4R <b>Jazz Ensemble IV</b>  Grade Level – 12 Credits – 1	



SFDC1R or SFBC1R <b>Color Guard I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Audition	
SFDC2R or SFBC2R <b>Color Guard II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Audition	Color Guard is a year-long course in which students learn the technical skills involved in expressive dance, flag, rifle, and saber choreography. The course will prepare students for color guard performances with the marching band during the fall semester and winter guard performances and competitions in the spring semester. Audition required. Fees apply to this course.
SFDC3R or SFBC3R <b>Color Guard III</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Audition	Students in the Color Guard course who actively participate in marching band in the fall semester can earn a .5 P.E. substitution credit each semester, for up to 1.0 total P.E. substitution credits.  If the teacher is certified in Dance, students can earn Dance credit for levels I-IV of Color Guard.
SFDC4R or SFBC4R <b>Color Guard IV</b>  Grade Level – 12 Credits – 1 Prerequisite – Audition	
SFMT1P <b>AP Music Theory</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Instructor approval; basic performance skills in voice or on an instrument	This course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are an important part of the course. The College Board recommends that students have acquired basic performance skills in voice or on an instrument.

# Orchestra Courses

Local Course ID	Course	Grade Level	Credits
SFOS1R	Orchestra (Sub Non-Varsity) I	9-12	1
SFOS2R	Orchestra (Sub Non-Varsity) II	10-12	1
SFOS3R	Orchestra (Sub Non-Varsity) III	11-12	1
SFOS4R	Orchestra (Sub Non-Varsity) IV	12	1
SFON1R	Orchestra (Non-Varsity) I	9-12	1
SFON2R	Orchestra (Non-Varsity) II	10-12	1
SFON3R	Orchestra (Non-Varsity) III	11-12	1
SFON4R	Orchestra (Non-Varsity) IV	12	1
SFOV1R	Orchestra (Varsity) I	9-12	1
SFOV2R	Orchestra (Varsity) II	10-12	1
SFOV3R	Orchestra (Varsity) III	11-12	1
SFOV4R	Orchestra (Varsity) IV	12	1
SFOM1R	Mariachi I	9-12	1
SFOM2R	Mariachi II	10-12	1
SFOM3R	Mariachi III	11-12	1
SFOM4R	Mariachi IV	12	1
SFMT1P	AP Music Theory	11-12	1

# Orchestra Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SFOS1R <b>Orchestra (Sub Non-Varsity) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>String Orchestra (Sub Non-Varsity) is a two-semester course designed to help students develop playing skills to accommodate higher levels of reading and performing required in the standard orchestral literature. Through orchestra as a performance ensemble, the student will develop music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>SFOS2R <b>Orchestra (Sub Non-Varsity) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I</p>	
<p>SFOS3R <b>Orchestra (Sub Non-Varsity) III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II</p>	
<p>SFOS4R <b>Orchestra (Sub Non-Varsity) IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Orchestra III</p>	
<p>SFON1R <b>Orchestra (Non-Varsity) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – Audition</p>	<p>String Orchestra (Non-Varsity) is a year-long course for students who wish to develop their playing skills to achieve higher levels of reading and performing of orchestral literature. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation, and creative expression. The course teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>SFON2R <b>Orchestra (Non-Varsity) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I; audition</p>	
<p>SFON3R <b>Orchestra (Non-Varsity) III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II; audition</p>	
<p>SFON4R <b>Orchestra (Non-Varsity) IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisite – Orchestra III; audition</p>	

SFOV1R <b>Orchestra (Varsity) I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – audition	
SFOV2R <b>Orchestra (Varsity) II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I; audition	String Orchestra (Varsity) is the top performing orchestra on campus. This is a two-semester course for students who are highly musically and technically proficient on their instruments and have experience playing in a string orchestra. A challenging repertoire will be developed throughout the year. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.
SFOV3R <b>Orchestra (Varsity) III</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II; audition	
SFOV4R <b>Orchestra (Varsity) IV</b>  Grade Level – 12 Credits – 1 Prerequisite – Orchestra III; audition	
SFOM1R <b>Mariachi I</b>  Grade Level – 9-12 Credits – 1	
SFOM2R <b>Mariachi II</b>  Grade Level – 10-12 Credits – 1	Prerequisite – By audition only and open to currently enrolled members of the performing band or orchestra ensembles.  Mariachi ensemble is a two-semester course that provides the opportunity to learn and perform Mariachi music and explore the history and tradition of Mariachi performance. All students will be required to perform in public concerts.
SFOM3R <b>Mariachi III</b>  Grade Level – 11-12 Credits – 1	
SFOM4R <b>Mariachi IV</b>  Grade Level – 12 Credits – 1	
SFMT1P <b>AP Music Theory</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Instructor approval; basic performance skills in voice or on an instrument	This course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are an important part of the course. The College Board recommends that students have acquired basic performance skills in voice or on an instrument.

## Choir Courses

Local Course ID	Course	Grade Level	Credits
SFCB1R	Choir (Tenor-Bass) I	9-12	1
SFCB2R	Choir (Tenor-Bass) II	10-12	1
SFCB3R	Choir (Tenor-Bass) III	11-12	1
SFCB4R	Choir (Tenor-Bass) IV	12	1
SFCT1R	Choir (Treble) I	9-12	1
SFCT2R	Choir (Treble) II	10-12	1
SFCT3R	Choir (Treble) III	11-12	1
SFCT4R	Choir (Treble) IV	12	1
SFCN1R	Choir (Non-Varsity B) I	9-12	1
SFCN2R	Choir (Non-Varsity B) II	10-12	1
SFCN3R	Choir (Non-Varsity B) III	11-12	1
SFCN4R	Choir (Non-Varsity B) IV	12	1
SFCA1R	Choir (Non-Varsity A) I	9-12	1
SFCA2R	Choir (Non-Varsity A) II	10-12	1
SFCA3R	Choir (Non-Varsity A) III	11-12	1
SFCA4R	Choir (Non-Varsity A) IV	12	1
SFCV1R	Choir (Varsity) I	9-12	1
SFCV2R	Choir (Varsity) II	10-12	1
SFCV3R	Choir (Varsity) III	11-12	1
SFCV4R	Choir (Varsity) IV	12	1
SFMT1P	AP Music Theory	11-12	1

# Choir Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SFCB1R <b>Choir (Tenor-Bass) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisites - Audition</p>	
<p>SFCB2R <b>Choir (Tenor-Bass) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition</p>	<p>Choir (Tenor-Bass) is a two-semester course for students with tenor and bass range voices who wish to develop their singing skills toward higher levels of reading and performing of choral literature. In this course, the student will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>SFCB3R <b>Choir (Tenor-Bass) III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition</p>	
<p>SFCB4R <b>Choir (Tenor-Bass) IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition</p>	
<p>SFCT1R <b>Choir (Treble) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisites – audition</p>	<p>Choir (Treble) is a two-semester course for students with soprano and alto range voices who wish to develop their singing skills toward higher levels of reading and performing of choral literature. In this course, the student will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>SFCT2R <b>Choir (Treble) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition</p>	
<p>SFCT3R <b>Choir (Treble) III</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition</p>	
<p>SFCT4R <b>Choir (Treble) IV</b></p> <p>Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition</p>	
<p>SFCN1R <b>Choir (Non-Varsity B) I</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisites – Audition</p>	<p>Choir (Non-Varsity B) is a two-semester course for students who wish to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>SFCN2R <b>Choir (Non-Varsity B) II</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition</p>	

<p>SFCN3R  <b>Choir (Non-Varsity B) III</b></p> <p>Grade Level – 11-12  Credits – 1  Prerequisites – Choir II; audition</p>	
<p>SFCN4R  <b>Choir (Non-Varsity B) IV</b></p> <p>Grade Level – 12  Credits – 1  Prerequisites – Choir III; audition</p>	
<p>SFCA1R  <b>Choir (Non-Varsity A) I</b></p> <p>Grade Level – 9-12  Credits – 1  Prerequisites – Audition</p>	<p>Choir (Non-Varsity A) is a two-semester course for students who wish to develop their singing skills toward higher levels of reading and performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>SFCA2R  <b>Choir (Non-Varsity A) II</b></p> <p>Grade Level – 10-12  Credits – 1  Prerequisites – Choir I; audition</p>	
<p>SFCA3R  <b>Choir (Non-Varsity A) III</b></p> <p>Grade Level – 11-12  Credits – 1  Prerequisites – Choir II; audition</p>	
<p>SFCA4R  <b>Choir (Non-Varsity A) IV</b></p> <p>Grade Level – 12  Credits – 1  Prerequisites – Choir III; audition</p>	
<p>SFCV1R  <b>Choir (Varsity) I</b></p> <p>Grade Level – 9-12  Credits – 1  Prerequisites – audition</p>	<p>Varsity Choir is a two-semester course for students with highly developed vocal proficiency. Varsity Choir students must exhibit advanced music-reading skills. This ensemble performs the most advanced vocal literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-reading Assessment.</p>
<p>SFCV2R  <b>Choir (Varsity) II</b></p> <p>Grade Level – 10-12  Credits – 1  Prerequisites – Choir I; audition</p>	
<p>SFCV3R  <b>Choir (Varsity) III</b></p> <p>Grade Level – 11-12  Credits – 1  Prerequisites – Choir II; audition</p>	
<p>SFCV4R  <b>Choir (Varsity) IV</b></p> <p>Grade Level – 12  Credits – 1  Prerequisites – Choir III; audition</p>	

SFMT1P

**AP Music Theory**

Grade Level – 11-12

Credits – 1

Prerequisite – Instructor approval; basic performance skills in voice or on an instrument.

This course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are an important part of the course. The College Board recommends that students have acquired basic performance skills in voice or on an instrument.



# International Baccalaureate Courses

The International Baccalaureate (IB) Programme is available at Denton High School. More information is available **on page 46** of this planning guide. IB International Curriculum and Course Descriptions – [HERE](#)

Local Course ID	Course	Grade Level	Credits
SLAE3I	IB English III HL Y1	11	1
SLAE4I	IB English IV HL Y2	12	1
SWS4SI	IB Spanish IV SL	11-12	1
SWS4HI	IB Spanish IV HL Y1	11	1
SWS5HI	IB Spanish IV HL Y2	12	1
SWF4SI	IB French IV SL	11-12	1
SWG4SI	IB German IV SL	12	1
SSSA1I	IB History of the Americas HL Y1	11	1
SSSA2I	IB History of the Americas HL Y2	12	1
SSCESI	IB Environmental Systems and Societies SL	11-12	1
SSCPSI	IB Physics SL Y1	11	1
SSCPS2I	IB Physics SL Y2	12	1
SSCB1I	Biology HL Y1	11	1
SSCBSI	Biology SL	11-12	1
SSCB2I	Biology HL Y2	12	1
SECH1I	IB Computer Science HL Y1	11-12	1
SECH2I	IB Computer Science HL Y2	12	1
SMAMSI	Mathematics: Analysis and Approaches SL	11-12	1
SMASLI	Mathematics: Applications and Interpretation SL	11-12	1
SFDSL I	IB Dance SL	11-12	1
SFDHI1	IB Dance HL Y1	11	1
SFDH2I	IB Dance HL Y2	12	1
SFMSLI	IB Music SL	11-12	1
SFMH1I	IB Music SL HL Y1	11	1
SFMH2I	IB Music SL HL Y2	12	1

SFTSLI	IB Theatre Arts SL		11-12	1
SFTH1I	IB Theatre Arts HL Y1		11	1
SFTH2I	IB Theatre Arts HL Y2		12	1
SFASLI	IB Visual Art SL		11-12	1
SFAH1I	IB Visual Art HL Y1		11	1
SFAH2I	IB Visual Art HL Y2		12	1
SFFSLI	IB Film SL		11-12	1
SFFH1I	IB Film HL Y1		11	1
SFFH2I	IB Film HL Y2		12	1
SETHEI1	IB Theory of Knowledge	(Spring Only)	11	.5
SETHEI2		(Fall Only)	12	.5
SEREA1I	IB Research: Extended Essay and Creativity, Activity, and Service (CAS)	(Fall Only)	11	.5
SEREA12		(Spring Only)	12	.5

## Group 1: English Language and Literature

SLAE3I, SLAE4I  
**English HL**

Prerequisite: English II  
(Honors recommended)

English HL is a demanding two-year pre-university course of study designed to develop skills of textual analysis both literary and non-literary. The course encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media. The aims of this course include introducing students to a range of different texts from different periods, styles, and genres; developing the ability to engage in close detailed analysis of individual texts and making relevant connections; developing powers of expression both in oral and written communication.

## Group 2: Language Acquisition

**Spanish SL/HL**  
**French SL**  
**German SL**  
**Latin SL**

Prerequisite: Levels I-III  
(Honors recommended in II-III)

The focus of these courses is that students will be able to communicate with other World Language speakers in a comprehensible way so that they understand the cultures and contexts with which they are interacting. The courses are designed so that students will develop integrated language skills, increase cultural and social knowledge of the World Language and the associated cultures, and exchange ideas while gaining confidence in their abilities to communicate. Students demonstrate their knowledge and skills through oral exams, essays, and an IB examination.

### Group 3: Individuals and Societies

SSSA1I, SSSA2I <b>History of the Americas HL (Y1, Y2)</b>  Prerequisite: World Geography (AP Human Geography or World Geography Honors recommended)	History of the Americas HL is a two-year course with the first year dedicated primarily to Early American Government principles and early 20th Century U.S. History. The second year of the course approaches mid-late 20th Century World Topics including global peacekeeping, a case study dealing with the civil rights movement in the US (1954-1965) and a case study of Apartheid South Africa (1948-1964). The focus of this course is that students understand trends and developments along with continuity and change through time and individual events. These courses are concerned with individuals and societies in the widest context: political, social, economic, religious, technological, and cultural. Students develop analytical and research skills used to study primary sources and scholarly works to discover the overall framework of history from an international perspective. Students will be assessed on their ability to mold and polish these skills via daily writing routines both short and extensive, participation in subject-centered discussions, and final, research focused papers including an IB required Historical Investigation.
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### Group 3 or 4: Individuals and Societies or Sciences

SSCESI <b>Environmental Systems and Societies SL</b>  Prerequisite: Biology; Chemistry; World Geography; World History	The purpose of Environmental Systems and Societies SL course is that it provides students with a logical, comprehensible and personal perspective of man and his impact on the environment. Studying Environmental Systems and Societies presents both an interdisciplinary understanding and an international perspective on the global issues that affect us. The course emphasizes how people and different society choices affect the whole. This course embraces a wide variety of topics from different content areas of study and merges them together in a rather delectable "Understand and Save the Planet" stew to be consumed and digested in an intentional mindedness and multicultural classroom. The course culminates with a series of data-based questions, an essay based on topics studied during the year, and a case study.
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### Group 4: Sciences

SSCBSI, SSCB1I, SSCB2I <b>IB Biology SL and HL</b>  Prerequisite: Biology and Chemistry (Honors recommended in each)	The purposes of the IB Biology HL and SL courses are to provide students with the tools necessary to understand and adapt to the selective trends of our modern, technological society at the global level. Students will become well-practiced in the areas of problem solving, the development of scientific skills, thinking tools, and the use of technology. In addition, students will learn effective ways of communicating and presenting scientific data and phenomena. Students will achieve these skills through the completion of either of the two IB Biology courses: Biology Higher Level (HL) or Biology Standard Level (SL). The HL course will explore all the SL topics with more depth and detail, and it will include additional topics as selected by the students and teacher.
SECSLI <b>IB Computer Science HL</b>  Prerequisite: Computer Science (Honors recommended)	In the second year of study, students continue the development of computer programming techniques using the Java language with emphasis on learning and applying good object-oriented programming techniques. The third-year course emphasizes the object-oriented programming methodology with a concentration on problem solving, algorithm development, program design, and advanced data structures. Each student will develop a Program Dossier to demonstrate mastery of the basic computer science techniques including software design, coding, debugging, testing, documentation, and advanced data structures.
SSCPS2I <b>IB Physics SL</b>  Prerequisite: Biology; Chemistry (Honors recommended in each)	The IB Diploma Programme physics course is a 2-year standard level course. It exposes students to this most fundamental experimental science, which seeks to explain the universe itself - from the very smallest particle to the vast distances between galaxies. Students study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.
SSCCSI <b>IB Chemistry SL</b>  Prerequisite: Chemistry (Honors recommended)	Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is known as the central science, because its principles underpin both the physical environment in which we live and all biological systems. The IB Diploma Programme Chemistry course includes the essential principles of the subject and offers some flexibility to accommodate the needs of students who wish to study it as their major subject in higher education and of those who do not. It allows students to develop practical skills and techniques, and to increase the facility in the use of mathematics, as the language of science. In addition, it provides opportunities for growth of interpersonal skills and digital technology skills, both important life-enhancing, transferable skills in their own right.

## Group 5: Mathematics

<p>SMAAAI  <b>Mathematics: Analysis and Approaches</b></p> <p>Prerequisite: Pre-Calculus (Honors recommended)</p>	<p>The Mathematics: Analysis and Approaches course is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important.</p>
<p>SMAAII  <b>Mathematics: Applications and Interpretation</b></p> <p>Prerequisite: Algebra II (Honors recommended)</p>	<p>Mathematics: Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.</p>

## Group 6: Arts

<p>SFDHI1, SFDH2I, SFDSLI  <b>IB Dance HL and SL</b></p> <p>Prerequisite: Dance 1; Dance 2 (recommended)</p>	<p>IB Dance will provide the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring movement. Our focus is to develop the physical, emotional, social, and intellectual aspects in one's life. Our aim and objectives are to encounter the art of dance through movement, knowledge, and a level of performance as well as to increase the self-confidence of a student. The course will offer intercultural awareness that will encourage students to consider multiple perspectives, develop knowledge and skills as they learn about their own and others' social, national, and international cultures. Skills are showcased in a final composition and analysis dance, a film performance piece, and an accompanying dance investigation essay.</p>
<p>SFMH1I, SFMH2I, SFMSLI  <b>IB Music HL and SL</b></p> <p>Prerequisite: Band, Choir or Orchestra (Concurrently)</p>	<p>The IB Music course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts (personal, local and global). The course ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components. Students will create an exploration portfolio, and experimentation report and a musical presentation. HL students will also submit a collaborative project.</p>
<p>SFTH1I, SFTH2I, SFTSLI  <b>IB Theatre Arts HL and SL</b></p> <p>Prerequisite: Theatre I, Theatre II, or Technical Theatre</p>	<p>IB Theatre is a two-year course that encourages discovery through experimentation, risk-taking and the presentation of ideas. Students are given the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.</p>
<p>SFAH1I, SFAH2I, SFASLI  <b>IB Visual Art HL and SL</b></p> <p>Prerequisite: Art I</p>	<p>The IB Visual Art HL and SL courses will allow students the opportunity to take an advanced level art course in their junior and/or senior year. It is understood that the student will have successfully completed Art 1, and an additional second level visual arts class. Although second through fourth level art classes are media specific classes (drawing painting, ceramics, sculpture), both Standard Level (one year) and Higher Level (requiring two years) IB Visual Art classes allow students to investigate as well as explore and document a variety of artistic solutions to visual challenges in various media. The aims of Visual Arts SL and HL are to enable the students to develop technical abilities, explore and value the diversity of the arts across time, place and cultures and demonstrate proficiency in variety of media while pursuing their area of artistic interest.</p>

<p>SFFH11, SFFH21, SFFSL1</p> <p><b>IB Film SL and HL</b></p> <p>Prerequisite: None</p>	<p>IB film students will watch cinematic masterpieces from around the world and develop the ability to understand film a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly will be expected to watch and experience film actively and analytically. Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessments will include textual analysis of films, essays pertaining to film theory and history of film, and an individual, creative film product</p>
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## IB Core Requirements

<p>SETHEI1, SETHEI2</p> <p><b>Theory of Knowledge (TOK)</b></p> <p>Prerequisite: Full IB Diploma Candidates</p>	<p>The Theory of Knowledge course is an interdisciplinary course designed to help students to develop the ability to think about what they know and how they know it while bringing to students an awareness of different perspectives on knowledge issues because of geography, culture, language, and philosophical/religious beliefs. Students will be encouraged to reflect on their own experiences as learners, foster a sense of curiosity with a desire to explore the diversity of ideas and cultures beyond their current experiences, and understand that other peoples' beliefs and ideas may be different. <i>This course satisfies the speech proficiency requirements for graduation.</i></p>
<p>SEREA11, SEREA12</p> <p><b>IB Research: Extended Essay and Creativity, Activity, and Service (CAS)</b></p> <p>Prerequisite: Full IB Diploma Candidates</p>	<p>These two requirements are combined into a semester course designed to give students a solid foundation in these core components that will be continued outside the school day during the duration of their DP program. CAS is a framework for experiential learning designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.</p> <p>The extended essay is a 4,000-word essay, usually the outcome of sixty hours of work, and must be submitted by every IB diploma candidate. This course will help students develop and refine research skills necessary to be successful for this endeavor. Students will develop quantifiable research questions in a chosen subject area. Each student will develop high level research and writing skills, intellectual discovery, and self-sufficient, academic investigations under the guidance of a supervisor. The IB Research class counts as a state elective credit.</p>

# Career and Technical Education Courses

## Agriculture, Food, and Natural Resources Courses

Local Course ID	Course	Grade Level	Credits
SC003R	Principles of Agriculture, Food, and Natural Resources	9-12	1
SC019R	Small Animal Management	10-12	.5
SC023R	Equine Science	10-12	.5
SC027R	Livestock Production	10-12	1
SC031R	Advanced Animal Science (Advanced) Science Credit	11-12	1
SC035R	Veterinary Medical Applications	11-12	1
SC047R	Practicum in Agriculture – Veterinary Medical Applications	12	2
SC040R	Agricultural Mechanics & Metal Technologies / Lab	10-12	2
SC044R	Agricultural Structures Design and Fabrication / Lab	11-12	2
SC012R	Floral Design / Lab (Fine Arts)	10-12	2
SC013R	Horticultural Science / Lab	10-12	2
SC015R	Advanced Floral Design	11-12	1
SC017R	Practicum in Agriculture – Floral Design	12	2
SC055R	Project Based Research in Agriculture	12	1

## Agriculture, Food, and Natural Resources Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC003R  <b>Principles of Agriculture, Food, and Natural Resources</b></p> <p>Grade Level – 9-12  Credits – 1  Prerequisite – None</p>	<p>Where would we be without Agriculture? Cold and hungry! This is a comprehensive course for freshmen and/or first year agriculture students that introduces them to the international scope of agriculture, food, and natural resources and its effect upon society. It includes topics related to career development, building leadership skills through communication practices, and developing technical knowledge and skills related to animal production. <i>This course satisfies the speech proficiency requirements for graduation.</i></p>
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SC019R3 <b>Small Animal Management</b>  Grade Level – 10-12 Credits – .5 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	Small Animal Management is a course designed to prepare students for a career in the field of animal science as it relates to small animal care and production. Students will learn responsibility of small animal ownership, animal welfare, care, animal health and management, facilities management, and record keeping systems, as well as examine career opportunities.
SC023R3 <b>Equine Science</b>  Grade Level – 10-12 Credits – .5 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	Want to learn about horses? Equine Science prepares students for a career in the field of animal science as it relates to horse (equine) care and production. Students will learn the responsibilities of ownership, health, facilities management, and anatomy and physiology. They will develop a supervised agricultural experience program that supports learning in the classroom.
SC031R <b>Advanced Animal Science</b>  Grade Level – 11-12 Credits – 1 (4 <sup>th</sup> Science) Prerequisite – Chemistry; Geometry; Small Animal Management, Equine Science, or Livestock Production	Want to be a vet? Let us get you started. Advanced Animal Science is a lab based technical course that allows students to explore the various areas of livestock production through a hands-on approach to learning. At least 40% of the instructional time will be used to conduct field and laboratory investigations. Nutrition, genetics, breeding systems, anatomy and physiology, health, and selection are some of the areas that will be explored. <i>This course satisfies the 4<sup>th</sup> science credit for graduation requirement.</i>
SC035R <b>Veterinary Medical Applications</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Equine Science, Small Animal Management, or Livestock Production	To be prepared for careers in the field of animal science, students need to acquire academic and technical skills and understandings related to animal systems and the workplace. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species. Certification: OSHA 30
SC047R <b>Practicum in Agriculture – Veterinary Medical Applications</b>  Grade Level –12 Credits – 1 Prerequisite – Veterinary Medical Applications, Equine Science, Small Animal Management, or Livestock Production; OSHA 30	Student enrolled in this course will attain and develop the knowledge and technical skills related to animal systems and the workplace, career opportunities, entry requirements and industry expectations. Topics covered in this course include but are not limited to veterinary practices as they relate to both large and small animal species. Students will be exposed to small animals and be in direct proximity of avian, fish, amphibians, dogs, cats and rabbits. They will also work with large animals such as cattle, sheep, horses, goats, and pigs. Students are required to intern at a local vet office and earn hours towards a Vet Assist Certification.
SC027R <b>Livestock Production</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	Want to learn where your food comes from? Want to raise your own animal? We will show you how. Livestock Production is a course designed to prepare students for a career in the field of animal science. Students will learn employability characteristics, technical skills dealing with livestock and business operating plans. Within these areas, they will learn anatomy and physiology, feeding, breeding, and facility design and management.
SC040R <b>Agricultural Mechanics and Metal Technologies / Lab</b>  Grade Level – 10-12 Credits – 2 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	To be prepared for careers in agricultural power, structural, and technical systems, students need to attain technical knowledge and skills related to these areas and the industry. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. Students are expected to complete a NCCER Certification exam.

SC044R <b>Agricultural Structures Design and Fabrication / Lab</b>  Grade Level – 11-12 Credits – 2 Prerequisite – Agricultural Mechanics and Metal Technologies; NCCER Core	Do you own horses but have no place to keep them when it rains? Do you have a cool car but have nowhere to park it at night? Maybe you just want to save money on repairs to your house. This course will provide students with the knowledge and skills necessary to consider a career in constructing agricultural and building systems. Instruction will focus on the specific components of building systems and on developing leadership and career skills.
SC012R <b>Floral Design / Lab</b>  Grade Level – 10-12 Credits – 2 (Fine Arts) Prerequisite – None	Want to earn extra income making homecoming mums and floral arrangements? Floral Design is a lab based technical course designed to develop knowledge and skills associated with identifying and demonstrating the principles and techniques related to floral design as well as developing an understanding of the management of floral enterprises. Students are required to purchase supplies for personal projects. <i>This course satisfies the fine arts credit for graduation requirement.</i> Certification: Floral Design Knowledge Test
SC013R <b>Horticulture Science</b>  Grade Level – 10-12 Credits – 2 Prerequisite – None	Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.
SC015R <b>Advanced Floral Design</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Floral Design	Advanced Floral Design focuses on building advanced skills in floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Certification: Level 1 Floral Certification
SC017R <b>Practicum in Agricultural – Floral Design</b>  Grade Level – 12 Credits – 2 Prerequisite – Advanced Floral Design	Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills in Floral Design. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.
SC055R <b>Project Based Research in Agriculture</b>  Grade Level – 12 Credits – 1 Prerequisite – Agriculture Structures Design Fabrication; NCCER Certification	This course is the third course in the Agricultural Engineering Program of Study. Students are expected to develop an Ag related Project. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field.



## Architecture and Construction Courses

Local Course ID	Course	Grade Level	Credits
SC100R	Architecture Design I	10-12	1
SC104R	Architecture Design II (Advanced)	11-12	2
SC108R	Practicum in Architectural Design (Advanced)	12	2
SC116R	Interior Design I	10-12	1
SC120R	Interior Design II	11-12	2
SC136D	HVAC I	11-12	1
SC142D3	Sheet Metal Technology	11-12	1
SC140D	Electrical Technology I	12	1
SC143D	Electrical Technology II / Lab	12	2
SC144D	HVAC II	12	2
SC128D	Construction Management	12	2

## Architecture and Construction Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC100R/ <b>Architectural Design I</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; English I</p>	<p>In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I include the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.</p> <p>When taken at <b>LaGrone Academy</b>, students enrolled in Architectural Design I will also be enrolled in Principles of Architecture (SC101R3).</p>
<p>SC104R <b>Architectural Design II</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Architecture Design I; Geometry</p>	<p>Are you concerned about energy use and the environment? Architectural Design II begins to prepare the student for a career in the architectural field. The learner will use advanced CAD principles to draw and design several residential structures of different historical influences. Environmental green materials and applications will be studied and applied to these designs as a continuation of 21st century technology. The student will learn safety procedures of all equipment used to build architectural models for TSA competitions. <b>Location: LaGrone Academy</b></p>
<p>SC108R <b>Practicum in Architectural Design</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Architecture Design II</p>	<p>What's the problem with house designs today? Practicum students will have advanced projects that transcend a traditional classroom. Students will work on design problems modeled to meet university standards. Advanced environmental green materials and applications will be studied and applied to these designs as a continuation of 21st century technology. <b>Location: LaGrone Academy</b></p>

SC136D <b>HVAC I</b>  Grade Level – 11-12 Credits – 1 Prerequisite – None	
SC142D <b>Sheet Metal Technology</b>  Grade Level – 12 Credits – 1 Prerequisite – HVAC I	In this two-year dual credit program, students will gain knowledge and skills needed to enter the industry as a HVAC Technician. Students will acquire knowledge and skills in safety, electrical theory, HVAC tools, building codes, installation of commercial HVAC equipment, heat pumps, building science, troubleshooting techniques, various duct systems, and maintenance practices. Students will have the opportunity to test for their HVAC Technician Level 1 and EPA 608 Certification. <b>Location: Denton High School</b>
SC144D <b>HVAC II</b>  Grade Level – 12 Credits – 2 Prerequisite – HVAC I	
SC140D <b>Electrical Technology I</b>  Grade Level –12 Credits – 1 Prerequisite – Algebra I; English I	
SC143D <b>Electrical Technology II / Lab</b>  Grade Level –12 Credits – 2 Prerequisite –Electrical Tech I	Students in this program will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.  <b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.
SC128D <b>Construction Management I</b>  Grade Level – 11-12 Credits – 2 Prerequisite – Interior Design I; English II	
SC116R <b>Interior Design I</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; English I	
SC120R <b>Interior Design II</b>  Grade Level – 11-12 Credits – 2 Prerequisite – Interior Design I; English II	Students will learn processes, principles, technologies, communication tools, equipment and materials related to interior design to meet industry standards. Interior Design II will be a double blocked class for two credits.

## Arts, Audio/Video Technology, and Communications Courses

Local Course ID	Course	Grade Level	Credits
SC200R	Professional Communications	9-12	.5
SC204R	Principles of Arts, Audio/Video Technology, and Communications	9-10	1
SC208R	Commercial Photography I & Lab (Advanced)	11-12	2
SC212R	Commercial Photography II Lab (Advanced)	12	2
SC216R	Audio/Video Production I & Lab (Advanced)	11-12	2
SC220R	Audio/Video Production II & Lab (Advanced)	12	2
SC224R	Graphic Design and Illustration I & Lab (Advanced)	11-12	2
SC224D	Graphic Design - Dual Credit	11-12	2
SC228R	Graphic Design and Illustration II & Lab (Advanced)	12	2
SC228D	Graphic Design II - Dual Credit	12	2
SC232R	Animation I & Lab (Advanced)	11-12	2
SC236R	Animation II & Lab (Advanced)	12	2

## Arts, Audio/Video Technology, and Communications Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC200R3 <b>Professional Communications</b></p> <p>Grade Level – 9-12 Credits – .5 Prerequisite – None</p>	<p>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 technical applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. <i>This course satisfies the speech proficiency requirements for graduation.</i> <b>Location: LaGrone Academy</b></p>
<p>SC204R <b>Principles of Arts, Audio/Video Technology and Communications</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>This course is an introduction to Arts, Audio/Video Technology and communications cluster. Students are introduced to different technology careers including Digital Imaging and Photography, Animation, Graphic Design, Audio Engineering, Video Production and Fashion Design. Through team and individual projects based on these careers, students improve their communication, interpersonal, and presentation skills.</p>

<p>SC208R <b>Commercial Photography I and Lab</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Principles of Arts; Audio/Video Technology and Comm (recommended)</p>	<p>Do you love to take pictures but want to take it to the next level? Commercial Photography covers everything from setting up a shot to delivering the finished product in a competitive market. Students will develop knowledge of different types of cameras and lenses and their applications to photography. They will analyze customer needs, preferences, apply the principles of art to photographs, and develop photographs using a variety of production processes. Students are expected to complete the Adobe certification exam. <b>Location: LaGrone Academy</b></p> <p><b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met in order to earn the NCTC dual credit.</p>
<p>SC212R <b>Commercial Photography II and Lab</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Commercial Photography I</p>	<p>Commercial Photography II develops advanced skills and knowledge in commercial photography projects. Students’ knowledge will increase in creating photographs for defined purposes, applying elements and principles of design to projects, choosing appropriate camera equipment for projects, and selecting appropriate production processes for the finished product. <b>Location: LaGrone Academy</b></p>
<p>SC216R <b>Audio/Video Production I and Lab</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Principles of Arts; Audio/Video Technology and Comm (recommended)</p>	<p>Audio/Video Production is a course designed to provide training for entry level employment in the Radio, Television and Film industries. The students will learn the pre-production, production and postproduction phases as well as nonlinear editing using software. Assignments include events at the C.H. Collins Athletic Complex and taping of district and community activities and projects. Students will also prepare and create a project to be shown at the annual Feature Fest at the end of the year. <b>Location: LaGrone Academy</b></p>
<p>SC220R <b>Audio/Video Production II and Lab</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Audio/Video Production I and Lab</p>	<p>Audio/Video Production II is a course designed for students to continue learning all three phases of the production process as well as nonlinear editing using Apple’s Final Cut Pro Studio software. This course is project-based, where students create, storyboard, video tape, and edit their advanced projects such as their annual Feature Fest short film. Outside assignments include attending events at the C.H. Collins Athletic Complex and taping of district and community activities and projects. <b>Location: LaGrone Academy</b></p>
<p>SC232R <b>Animation I and Lab</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Principles of Arts; Audio/Video Technology and Comm (recommended)</p>	<p>The student will use animation software to create animations and games, then place their work onto a website. They will also create animations for mobile devices, industry control panels, company logos, advertising, and local current business applications. A portfolio will be the student’s final product. Students are expected to complete the Flash certification exam. <b>Location: LaGrone Academy</b></p>
<p>SC236R <b>Animation II and Lab</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Animation I; advanced level math</p>	<p>The student will use 3D animation software on multi-processor computers to model, light, surface texture, animate, camera shoot and render characters and projects as directed by the instructor. This course requires advanced level math. Upon completion of this program the student will have created and animated 3D models embedded into scenes. <b>Location: LaGrone Academy</b></p>

SC224R/SC224D <b>Graphic Design and Illustration I &amp; Lab</b>  Grade Level – 11-12 Credits – 2 Prerequisite – Principles of Arts; Audio/Video Technology and Comm (recommended)	<p>A course for creative and artistic students, this course will appeal to students who enjoy designing and creating projects that communicate visually. Graphic Design and Illustration is a creative study of the art of visual communications and advertising through creativity, illustration, design, analysis, approach and technical skills. Students will improve communication skills by learning to communicate visually, describe and defend their work, interview clients, present completed layouts and develop electronic and print portfolios. Students will have an opportunity to test for certification. Students may take the course for high school credit only which would require no tuition payment. <b>Location: LaGrone Academy</b></p> <p><b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met in order to earn the NCTC dual credit.</p>
SC228R <b>Graphic Design and Illustration II &amp; Lab</b>  Grade Level – 11-12 Credits – 2 Prerequisite – Graphic Design I and Lab	<p>Graphic Design and Illustration II will be a more in-depth study of illustration and visual communication with demonstrated ability to create, illustrate and communicate complicated ideas or designs with regard to technique and layout skills. Advanced students will be involved in projects for real world situations or clients. Additionally, students will have an opportunity for certification in Adobe Photoshop CS4. Students will further perfect a well-developed portfolio, both in electronic format and print. <b>Location: LaGrone Academy</b></p>

## Business Management and Administration, Marketing and Finance Courses

Local Course ID	Course	Grade Level	Credits
SC304R	Principles of Business, Marketing and Finance	9-12	1
SC309R	Business Information Management I / Lab	9-12	2
SC313R	Business Information Management II / Lab (Adv)	10-12	2
SC320R	Human Resources Management	11-12	.5
SC324R	Global Business	11-12	.5
SC328R	Business Management (Advanced)	10-12	1
SC356R	Practicum in Business Management	11-12	2
SC344R	Accounting I	10-12	1
SC348R	Accounting II (Advanced) (Math Credit)	11-12	1
SC333R	Social Media Marketing	9-12	.5
SC336R	Sports and Entertainment Marketing	10-12	.5
SC340R	Entrepreneurship	10-12	1
SC342R	Entrepreneurship II (GHS only)	11-12	1
SC005R	Practicum in Entrepreneurship	12	2
SC350R	Fundamentals of Real Estate	12	2

## Business Management and Administration, Marketing and Finance Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

SC304R <b>Principles of Business, Marketing and Finance</b>  Grade Level – 9-12 Credits – 1 Prerequisite – None	Will you make a good business owner or team member in the corporate world? In this course, students gain knowledge and skills regarding economies and the private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.
SC309R <b>Business Information Management I / Lab</b>  Grade Level – 9-12 Credits – 2 Prerequisite – None	Do you want technology skills to make you competitive in the workforce? Students will learn the Microsoft Office Suite (Word, Excel, PowerPoint, and Access) and its application to high school, college, and the workplace. Students apply technical skills to create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Students in this course will be required to complete the Microsoft Word and PowerPoint certification exam.

SC313R <b>Business Information Management II / Lab</b>  Grade Level – 10-12 Credits – 2 Prerequisite – Business Informational Management I	Sharpen your competitive technology skills in a more advanced setting! Students will apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, manage and create enhanced data reports and create an electronic presentation using appropriate multimedia software. Students in this course will be required to complete the Microsoft Expert Word Certification exam.
SC320R <b>Human Resources Management</b>  Grade Level – 11-12 Credits – .5 Prerequisite – None	Whom do you hire? Why would you fire an employee? Students will prepare for a rapidly evolving business environment. Students will understand the functions of human resources management including hiring, training, and compensation. Students will have a broad base of knowledge that will allow them to be successful in business.
SC320R3 <b>Global Business</b>  Grade Level – 11-12 Credits – .5 Prerequisite – None	Students put their skills to work strengthening individual performance in the workplace. This course also assists students in making a successful transition after high school. They apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economic, finance, technology, international relations and ethics of a business to become informed consumers, employees, and entrepreneurs.
SC328R <b>Business Management</b>  Grade Level – 10-12 Credits – 1 Prerequisite – None	Do you enjoy being a leader or being in charge? Students will learn to effectively plan, organize, direct, and evaluate business functions essential to efficient and productive business organizations. This class will help develop technical and interpersonal skills related to management, finance, operations, customer service management, and ethics.
SC344R <b>Accounting I</b>  Grade Level – 10-12 Credits – 1 Prerequisite – None	Do you like working with numbers? Students will explore the field of accounting, as well as the economic, financial, technological, international, social, legal, and ethical issues related to the maintenance of financial records. Students will record, classify, summarize and analyze accounting information in order to communicate it effectively to others. Students will learn to formulate and interpret financial information used in management decision making. Students will learn these processes both on paper and electronically.
SC348R <b>Accounting II</b>  Grade Level – 11-12 Credits – 1 (Math Credit) Prerequisite – Accounting I	Students continue to explore the field of accounting. Studies will include industry standards and the impact of economic, financial, technological, social, legal and ethical issues in the field. Students will integrate and interpret managerial and cost accounting information as it would relate to managerial decision making. Electronic methods to convey financial information will be employed. Students in this course will be required to complete the QuickBooks certification exam. <i>This course satisfies a math credit for graduation requirement.</i>
SC340R <b>Entrepreneurship</b>  Grade Level – 10-12 Credits – 1 Prerequisite – None	This course will provide students with the knowledge and skills needed to become an entrepreneur. They will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired and the potential for profit.
SC342R <b>Entrepreneurship II</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Entrepreneurship	Students as part of the Incubator Program will continue to build on their entrepreneurship skills from Entrepreneurship. Students will work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local meetings and events.
SC342R <b>Practicum in Entrepreneurship</b>  Grade Level – 12 Credits – 2 Prerequisite – None	Students will prepare for an entrepreneurial career in their area of interest in their program of study and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study to learn more about the business aspects of those industries. <i>This course satisfies the speech proficiency requirements for graduation.</i>

SC333R3 <b>Social Media Marketing</b>  Grade Level – 9-12 Credits – .5 Prerequisite – None	Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these
SC336R3 <b>Sports and Entertainment Marketing</b>  Grade Level – 10-12 Credits – .5 Prerequisite – None	This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation of management techniques.
SC350R <b>Fundamentals of Real Estate</b>  Grade Level –12 Credits – 2 Prerequisite – None	This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.



## Career Development Courses

Local Course ID	Course	Grade Level	Credits
SC001R	Career Preparation I and II	11-12	2-3
SC002R	Career Preparation II	12	

## Career Development Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

SC001R <b>Career Preparation I</b>  Grade Level – 11-12 Prerequisite – None	Students may choose to earn 2-3 high school elective credits per year for attending one Career Preparation class and working 10-15 hours per week in a related career field. Students may receive teacher assistance in finding job openings, but students are responsible for securing employment on their own. Students may enter this program only at the beginning of each school year. Students must have an approved paid employment location by the end of the first week of the semester in order to earn credit.
SC002R <b>Career Preparation II</b>  Grade Level – 12 Prerequisite – None	Students are eligible for a work release from school in order to report to their employment location. Students will receive instruction concerning work ethics, attitude, employers' expectations, and goal setting. Students will be monitored at the employment location and receive on-the-job experience and training. Most of these students tend to graduate with work experience on their resume. Students must be 16 years old to be considered and their attendance and grades will be evaluated. Enrollment and employment location are approved by the instructor. Students must provide their own transportation to their work-based learning sites.

## Education and Training Courses

Local Course ID	Course	Grade Level	Credits
SC750R	Principles of Education and Training	9-12	1
SC766R	Family and Consumer Services	11-12	1
SC708R	Child Guidance - Internship	11-12	2
SC712R	Practicum in Early Learning	12	2
SC758R	Instructional Practices (Advanced)	11-12	2
SC758D	Instructional Practices Dual Credit (Advanced)	11-12	2
SC762R	Practicum in Education and Training (Advanced)	12	2
SC762D	Practicum in Education and Training Dual Credit (Adv)	12	2

## Education and Training Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC750R <b>Principles of Education and Training</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Do you like to work with children? Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers.</p>
<p><b>Family and Consumer Services</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – None</p>	<p>Students in this course are to be involved in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics. Students will have the opportunity to earn their Community Health Worker Certification.</p>
<p>SC708R <b>Child Guidance – Internship</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Child Development</p>	<p>Child Guidance focuses on knowledge and skills related to child growth and guidance to help students develop positive relationships with children and learn effective caregiver skills. This technical laboratory course provides an opportunity for students to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of all children.</p>
<p>SC712R <b>Practicum in Early Learning</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Child Development</p>	<p>Practicum in Human Services provides background knowledge and occupation-specific training that focuses on early childhood development and services. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.</p>

SC758R <b>Instructional Practices</b>  Grade Level – 11-12 Credits – 2 Prerequisite – None	Do you want to be a teacher? Students in this course work under the supervision of the elementary/middle school teacher as well as the course instructor. Students learn to plan, develop and prepare instructional materials, teach activities for the classroom and complete responsibilities of teachers in general. <b>Location: LaGrone Academy</b>
SC758D <b>Instructional Practices Dual Credit</b>  Grade Level – 11-12 Credits – 2 Prerequisite – None	<b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NC registration must be completed and tuition requirements met.
SC762R <b>Practicum in Education and Training</b>  Grade Level – 12 Credits – 2 Prerequisite – Instructional Practices	This course provides an opportunity to build on skills with a teacher in one of Denton ISD's Pre-K, Kinder, Elementary or Middle School classes. Students plan and present lessons, supervise individualized instruction and group activities, prepare instructional materials, assist with record keeping, manage the classroom, and other teacher responsibilities as assigned by the instructor. The TWU Teacher Education Program recognizes that DISD Education and Training students who provide evidence of successful completion of the Instructional Practices course with a "B" or better OR a combined average of "C" or better in both the Instructional Practice and Practicum in Edu and Training courses have met competencies required of the introductory course in the education minor – EDUC 2003: Schools and Society. The TWU Teacher Ed Program will waive this course from the degree plan upon the student's admission. This non-transferable course waiver may provide both time and cost savings. Certification: Educational Aide I. <b>Location: LaGrone Academy</b>
SC762D <b>Practicum in Education and Training Dual Credit</b>  Grade Level – 12 Credits – 2 Prerequisite – Instructional Practices	

## Law and Public Service

Local Course ID	Course	Grade Level	Credits
SC800R	Principles of Law, Public Safety, Corrections & Security	9-12	1
SC852R	Practicum in Law – Court Systems and Practices (Adv)	11-12	2
SC848R, SC856R	Practicum in Law – Public Safety, Corrections & Security: National Security & Disaster Response (Adv)	12	2
SC804D	Firefighter I	11	2
SC808D	Firefighter II	12	5
SC806D3	Emergency Medical Technician – Basic	12	2
SC812R	Law Enforcement I	11-12	1
SC816R	Law Enforcement II (Advanced)	11-12	1
SC801R	Forensic Psychology	11-12	1
SC828R	Forensic Science (Adv) (Science Credit)	11-12	1
SC832R	Criminal Investigation	11-12	1
SC844R	Pre-Law Practicum	12	2

## Law and Public Service

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC800R</p> <p><b>Principles of Law, Public Safety, Corrections and Security</b></p> <p>Grade Level – 9-12</p> <p>Credits – 1</p> <p>Prerequisite – None</p>	<p>The Principles of Law, Public Safety, Corrections and Security course introduces students to professions in law enforcement, security, corrections, fire and emergency management services, and the legal field. Students will examine roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services within local, county, state, federal, and private industry. The course provides students with an overview of the skills necessary for such careers.</p>
<p>SC852R</p> <p><b>Practicum in Law – Court Systems and Practices</b></p> <p>Grade Level – 11-12</p> <p>Credits – 2</p> <p>Prerequisite – None</p>	<p>Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. In addition to classroom learning, the student will hear lectures from individuals employed in the community in related fields. Students will participate in scenarios using skills from this course and academic courses to prepare various forms of grammatically correct communication, both oral and written. The class will participate in various mock trials, demonstrating mastery of knowledge and skills. This course is a required prerequisite for the Pre-Law Practicum. <b>Location: LaGrone Academy</b></p>

SC848R, SC856R <b>Practicum in Law – Public Safety, Corrections, &amp; Security: National Security &amp; Disaster Response</b>  Grade Level – 12 Credits – 2 Prerequisite – Law Enforcement I; Law Enforcement II	Practicum in Law, Public Safety, Corrections and Security course includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, geographic information systems (GIS), law enforcement and investigations. The rules, regulations, laws, and techniques that assist the law enforcement professional are applied with a variety of tools and equipment. Certification: Security Guard Level 2. <b>Location: LaGrone Academy</b>
SC844R <b>Pre-Law Practicum</b>  Grade Level – 12 Credits – 2 Prerequisite – Practicum in Law; Court Systems and Practices	The Practicum will allow advanced students to intern within the court and legal service in Denton County. This internship is designed to give students supervised practical application of previously studied knowledge and skills. Students must meet strict guidelines that govern community placement. Placement is not a guarantee, but an earned opportunity. Internship location may be at Denton County District Attorney’s office or at a local private law firm. <b>Location: LaGrone Academy</b>
SC812R3, SC816R3 <b>Law Enforcement I and II</b>  Grade Level – 11-12 Credits – 2 Prerequisite – None	Law Enforcement I and II is an overview of the history, organization, and functions of local, state and federal law enforcement. Students will learn the basics of patrol functions and crime scene investigations. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. <b>Location: LaGrone Academy</b>
SC828R <b>Forensic Psychology</b>  Grade Level – 11-12 Credits – 1 Prerequisite – None	Forensic psychology is found at the intersection between psychology and the criminal justice system. It utilizes and applies basic skills developed in psychology and criminal scenarios resulting in a structured and scientific approach to investigative analysis; thereby, enabling police and law enforcement officials to predict criminal activity via scientific analysis rather than intuition. Students will learn basic structured psychological investigative techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis and probability forecasting. <b>Location: TBD</b>
SC828R <b>Forensic Science</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Chemistry	Forensic Science is a course focusing on the drive to unlock the mystery of crimes through the application of science. It is designed to provide students with an introductory understanding of criminology. Knowledge and skills will be gained in hair/fiber analysis, blood type analysis, bloodstain patterns, DNA, and fingerprint comparison. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. <i>This course satisfies the 4<sup>th</sup> science credit for graduation requirement.</i> <b>Location: LaGrone Academy</b>
SC832R3 <b>Criminal Investigation</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Principles of Law, Public Safety, Corrections and Security (recommended)	Criminal Investigations course will focus on basic functions of criminal investigations and procedures. Students will learn terminology, and investigating processing, evidence collection, fingerprinting, and courtroom presentation. Students will collect and analyze evidence from a simulated crime scene. <b>Location: LaGrone Academy</b>
SC804D <b>Firefighter I</b>  Grade Level – 11 Credits – 2 Prerequisite – Principles of Law, Public Safety, Corrections and Security; Principles of Health Science (recommended)	<p>This course is the first year of a 2-year commitment in the Denton ISD Fire Academy. This is a dual credit program in cooperation with the Denton Fire Department and NCTC. The Fire Academy is designed to give the student a well-rounded education for a professional career in the fire service and the training for Basic Firefighter Certification in accordance with the Texas Commission on Fire Protection (TCFP). <b>Location: LaGrone Academy</b></p> <p><b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.</p>

SC808D <b>Firefighter II</b>  Grade Level – 12 Credits – 5 Prerequisite – Firefighter I; Anatomy and Physiology (recommended)	This course is the second year of a 2-year commitment in the Denton ISD Fire Academy. This is a dual credit program in cooperation with the Denton Fire Department and NCTC. The Fire Academy is designed to give the student a well-rounded education for a professional career in the fire service and the training for Basic Firefighter Certification in accordance with the Texas Commission on Fire Protection (TCFP). <b>Location: LaGrone Academy</b>
SC806D3 <b>Emergency Medical Technician – Basic</b>  Grade Level – 12 Credits – 2 Prerequisite – Firefighter I	<b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.

## Health Science Courses

Local Course ID	Course	Grade Level	Credits
SC900R	Principles of Health Science	9-12	1
SC904R	Health Science Theory & Clinical	11-12	2
SC908R	Health Science Lab	12	2
SC912R	Practicum of Health Science – Medical Assisting (CCMA) (Advanced)	12	2
SC916R	Practicum in Health Science – Certified Nursing Assistant (C.N.A.) (Advanced)	12	2
SC920D	Practicum in Health Science – Emergency Medical Technician (EMT) (Dual Credit)	12	2
SC924R	Practicum in Health Science – Pharmacology	12	2
SC928R	Anatomy and Physiology of Human Systems	11-12	1

## Health Science Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC900R <b>Principles of Health Science</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>This course gives an overview of the medical terminology, therapeutic, diagnostic, environmental and informational systems of the health care industry. The focus is on career exploration, leadership development, ethical and legal issues and the history, economics and trends in financing health care. Students will develop a concept of health and wellness from the perspective of a consumer as well as a potential professional in the health care industry. This course is a required prerequisite for Health Science.</p>
<p>SC904R/SC908R <b>Health Science Theory and Clinical</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Principles of Health Science; Biology</p>	<p>This course is designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health care careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methods such as laboratory, simulations, clinical rotation, or cooperative education. Students may be placed in clinical rotation internships at the hospitals; this placement is a privilege, not a guarantee. This course is a required prerequisite for Practicum in Health Science courses. <b>Location: LaGrone Academy</b></p>
<p>SC912R <b>Practicum in Health Science: Medical Assisting (CCMA)</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical/Biology</p>	<p>This course prepares students to take the Certified Clinical Medical Assistant exam. Testing for this exam is required and will equip students with an employable certification in medical facilities. Instruction in this course includes study in clinical and administrative areas such as human anatomy, medical terminology, pharmacology, first aid, lab techniques, how to administer medicine, coding and insurance processing, record-keeping and accounting, and medical law and ethics. Students must provide their own transportation for site visits throughout the year. <b>Location: LaGrone Academy</b></p>

<p>SC916R</p> <p><b>Practicum in Health Science: Certified Nursing Assistant (CNA)</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical/Biology</p>	<p>This course is designed to provide instruction toward a certification with the State of Texas for Certified Nursing Assistant. CNAs provide basic bedside care under the care of a Physician, Registered Nurse and Licensed Vocational Nurse. Students will be able to work in a medical facility after passing state certification. Class requirements include 76 hours of classroom instruction along with 30 to 40 hours of clinical instruction at the nursing facility. Students are expected to complete the CNA certification exam. <b>Location: LaGrone Academy</b></p>
<p>SC924R</p> <p><b>Practicum in Health Science: Pharmacology</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical/Biology</p>	<p>The Pharmacology Program provides students with the skills and knowledge to prepare them for the national Pharmacy Technician Certification Board exam and enable students to qualify for entry-level positions in retail and hospital pharmacies. The course content will emphasize medical math skills for pharmacy and nursing, drug classifications, drug actions, drug administration, ethical and legal issues, safety, and pharmacodynamics/pharmacokinetics of prescription and nonprescription medications. Students will explore career options. Students are expected to complete the Pharmacology Certification Exam. <b>Location: LaGrone Academy</b></p>
<p>SC920R</p> <p><b>Practicum in Health Science: Emergency Medical Technician (Dual Credit Program)</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical/Biology</p>	<p>This course introduces the normal structure and function of the body, including an understanding of body systems in maintaining homeostasis with principles of microbiology also included. The course uses a method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. Instruction includes all the skills necessary to provide emergency medical care at a basic life support level with an ambulance service or other specialized services. The Emergency Medical Technician (EMT) courses provides instruction to prepare students for EMT certification. This course is a dual credit program offered with NCTC. The courses students will register for are EMSP 1160 and 1501. The EMT curriculum is based on the National EMS Educational Standards. <b>Location: LaGrone Academy</b></p>
<p>SC928R</p> <p><b>Anatomy and Physiology of Human Systems</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – Biology</p>	<p>Anatomy and Physiology of Human Systems focuses on the study of the structure of function of the human body, its individual systems, and the integration of the body systems into an efficiently functioning organism. Respiration, transportation, nutrition, excretion, support/movement, and reproduction are the major topics covered. Dissection is a major component of this course and participation in dissection labs is required.</p>



## Hospitality and Tourism Courses

Local Course ID	Course	Grade Level	Credits
SC400R	Introduction to Culinary Arts	10-12	1
SC404R	Partner to Intro to Culinary Arts	10-12	1
SC408R	Culinary Arts (Advanced)	11-12	2
SC412R	Advanced Culinary Arts (Advanced)	12	2
SC416R	Food Science (Advanced)	11-12	1
SC420R	Practicum in Culinary Arts/Extended	12	3
SC424R	Hospitality Services (Advanced)	11-12	2
SC428R	Practicum in Hospitality Services (Advanced)	12	2

## Hospitality and Tourism Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC400R <b>Introduction to Culinary Arts</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – None</p>	<p>Introduction to Culinary Arts will provide a foundation in basic food production, nutrition and sanitation, and management and services. As part of the instruction, reinforcement of basic skills is provided to assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic math skills as applied in a culinary arts setting. Students will gain insight into a career in the hospitality and tourism field. Students will earn their Food Handler Certification.</p>
<p>SC408R <b>Culinary Arts</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Introduction to Culinary Arts</p>	<p>This is an introductory course into the professional world of food production. The student will have the opportunity to explore many facets of the food service industry. Students will complete the Serv-Safe curriculum and have the opportunity to take the certification exam. The student will learn basic food preparation skills. There will be practical experiences to accompany the course work through the various catering opportunities that are offered to the students. Students have the opportunity to earn Certification: ServSafe Manager. <b>Location: LaGrone Academy</b></p>
<p>SC412R <b>Advanced Culinary Arts</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Culinary Arts; ServSafe Manager Certification</p>	<p>The student will expand upon the basic skills that they developed in Culinary Arts, through more in depth baking as well as exploring international cuisines. They will take on the role of leadership during the catered events, thus developing their managerial skills. <b>Location: LaGrone Academy</b></p>
<p>SC424R, SC428R <b>Hospitality Services and Practicum of Hospitality Services</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – None</p>	<p>Students will develop the skills needed to excel in careers including hotel and restaurant manager, cruise ship director, chef, amusement park manager, travel agent, and many more. Curriculum will be delivered through classroom instruction and/or internships in community hotels. Example of skills covered include; communications and guest services, hotel ownership types, career exploration, security, ethics, forecasting, housekeeping, food service, and travel and tourism. <b>Location: LaGrone Academy</b></p>

SC416R <b>Food Science</b>  Grade Level – 11-12 Credits – 1 (4 <sup>th</sup> Science Credit) Prerequisite – Chemistry; Biology; and 3rd Science	In Food Science students conduct laboratory and field investigations using scientific methods and investigations. Students make informed decisions using critical thinking and scientific problem solving with foods as the experimental focus. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. <i>This course satisfies the 4<sup>th</sup> science credit for graduation requirement.</i>
SC420R <b>Practicum in Culinary Arts/Extended</b>  Grade Level – 12 Credits – 3 Prerequisite –Culinary Arts; ServSafe Manager Certification	Practicum in Culinary Arts introduces students to basic management techniques, administrative practices, and procedures for running a food truck business. Students will focus on areas to support the operation of the food truck from food preparation, purchasing, cost control, safety and sanitation, customer service, beverage management, and hospitality. <b>Location: LaGrone Academy</b>

## Human Services Courses

Local Course ID	Course	Grade Level	Credits
SC700R	Principles of Human Services	9-12	1
SC704R	Child Development	10-12	1
SC716R3	Interpersonal Studies	9-12	.5
SC720R3	Dollars and Sense	11-12	.5
SC724R	Counseling and Mental Health	11-12	1
SC728R	Principles of Cosmetology Design and Color Theory	10-12	1
SC732R	Introduction to Cosmetology	10-12	1
SC737R	Nail Care, Enhancements, and Spa Services	10-12	2
SC736R	Cosmetology I	11-12	2
SC740R	Practicum in Human Services - Cosmetology I (Advanced)	11-12	2
SC744R	Cosmetology II	12	2
SC748R	Practicum in Human Services - Cosmetology II (Advanced)	12	2
SC766R	Family and Community Services	11-12	1

## Human Services Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC700R <b>Principles of Human Services</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>This hands-on course will allow the student to sample and gain knowledge about careers in the human services career cluster, including counseling and mental health, early childhood, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high demand human service careers. Students are encouraged to participate in the student organization: Family, Career, Community Leaders of America (FCCCLA).</p>
<p>SC704R <b>Child Development</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – None</p>	<p>This class concentrates on the development, care, guidance and protection of children. Students will look at the growth and development of infants, toddlers, and school age children. Students will use the skills obtained in this class to promote the well-being and healthy development of children and investigate careers related to the care and education of children.</p>
<p>SC716R3 <b>Interpersonal Studies</b></p> <p>Grade Level – 9-12 Credits – .5 Prerequisite – None</p>	<p>In Interpersonal Studies, students will develop valuable skills that will help them prepare for life as a young adult. This program has a central focus on developing a lifelong positive impact in their community. The goal is to provide opportunities for personal development through a variety of activities including decision making and problem solving.</p>

SC720R3 <b>Dollars and Sense</b>  Grade Level – 11-12 Credits – .5 Prerequisite – None	Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for managing one's own financial affairs.
SC724R <b>Counseling and Mental Health</b>  Grade Level – 11-12 Credits – 1 Prerequisite – None	Students begin the study of mental health disorders and examine treatment options. Students learn self-management skills such as their ethical/legal responsibilities, the limitations/implications of their actions and stress/coping mechanisms. Students model knowledge and skills necessary to pursue a counseling and mental health career through simulated environments.
SC728R, SC723R <b>Introduction to Cosmetology / Principles of Cosmetology Design / Color Theory</b>  Grade Level – 10 Credits – 2 Prerequisite – None	This course will provide a foundation of the academic, career and technical skills needed to be successful in the Cosmetology field. The students in this course will develop knowledge and skills regarding various cosmetology design elements, sanitation procedures, hair care, nail care, skin care and workplace skills. Students will begin to earn hours toward their state licensing requirements. Parent Meeting and application required. <b>Location: LaGrone Academy</b>
SC737R <b>Nail Care, Enhancements, and Spa Services</b>  Grade Level – 10-12 Credits – 2 Prerequisite – None	Nail Care, Enhancement and Spa Service students will demonstrate proficiency in academic, technical, and practical knowledge and skills (basic manipulative skills, safety judgements, and proper work habits). The content is designed to provide the occupational skills required for licensure as a Nail Technician or related career avenue. Instruction includes advanced training in professional standards/employability skills, TDLR rules and regulations, use of tools, equipment, technologies and materials, and practical skills. <b>Location: LaGrone Academy</b>
SC76R3, SC740R3 <b>Practicum in Human Services – Cosmetology I</b>  Grade Level – 11 Credits – 2 Prerequisite – Introduction to Cosmetology/Principles of Cosmetology Design/Color Theory	Cosmetology includes the knowledge and application of the principles and practices of the treatment of the hair, skin, and nails in accordance with licensing requirements. Students will develop the skills required to be competitive in the field of cosmetology including cutting, coloring, texture services, waxing, and styling. In addition, students will also develop highly needed skills for success: group participation, leadership, appropriate work habits, safety and sanitation procedures, customer service, and communication with workers as well as clientele. Students are expected to earn 500 hours each year through the completion of TDLR hours. After school hours are mandatory for students to complete this hour expectation. <b>Location: LaGrone Academy</b>
SC744R3, SC748R3 <b>Practicum in Human Services – Cosmetology II (Advanced)</b>  Grade Level – 12 Credits – 2 Prerequisite – Cosmetology I and Practicum	Cosmetology II continues the study begun in Cosmetology I. After the completion of all TDLR hours, students will have earned 1000 hours of laboratory work, they are eligible to take the licensure examination. Cosmetology is regulated by the State of Texas, and students must complete all graduation requirements and successfully pass a written and a practical exam in order to receive their Cosmetology License. This course requires extended attendance on designated evenings. <b>Location: LaGrone Academy</b>
SC766R <b>Family and Community Services</b>  Grade Level – 11-12 Credits – 1 Prerequisite – None	Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

## Information Technology Courses

Local Course ID	Course	Grade Level	Credits
SC642R	Computer Maintenance & Lab	10-12	2
SC646R	Computer Technician Practicum	11-12	2
SC650R, SC654R	CISCO Internetworking Technologies I and II	11-12	2
SC658R	Practicum in Information Technology - Cisco III and IV	11-12	2

## Information Technology Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC642R <b>Computer Maintenance and Lab</b></p> <p>Grade Level – 10-12 Credits – 2 Prerequisite – None</p>	<p>Computer Maintenance covers the fundamentals of computer hardware and software as well as advanced concepts. Students learn about the internal components of a computer, assemble computer system, install an operating system and troubleshoot using system tools and diagnostic software. Topics also include laptop and portable devices, wireless connectivity, security, safety and environmental issues, and communication skills. Students will explore a variety of topics including installation procedures, security issues, back up procedures and remote access. Hands-on lab activities are an essential element. Students are expected to complete the A+ Certification Exam and Dell Certification: Dell Tech Crew</p>
<p>SC646R <b>Computer Technician Practicum</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Computer Maintenance</p>	<p>Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply and transfer their knowledge and skills to a variety of settings and problem-solving situations. Students also repair computers for the Dell Tech Crew Internship and provide professional repair service to the community.</p>
<p>SC650R3, SC654R3 <b>Cisco Internetworking Technologies I and II Dual Credit</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – None</p>	<p>Cisco Internetworking, I / II curriculum explores networking-based application, -- concepts within the context of network environment that students may encounter in their daily lives -- from small office and home office (SOHO) networking to larger scale networking models. The curriculum is the Cisco Networking online computer-based curriculum and hands-on lab assignments. Students are expected to take the Cisco Networking Certification. <b>Location: LaGrone Academy</b></p> <p><b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.</p>
<p>SC658R <b>Practicum in Information Technology: Cisco III and IV</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Cisco Internetworking I and II</p>	<p>This course will extend the learning of Cisco Internetworking to level III and IV. The curriculum covers networking-based application, networking concepts within the context of network environment that students may encounter in their daily lives -- from small office and home office (SOHO) networking to larger scale networking models. The curriculum is the Cisco Networking online computer-based curriculum and hands-on lab assignments. Students are expected to complete the certification exam upon completion of the course. <b>Location: LaGrone Academy</b></p> <p><b>Dual Credit:</b> This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.</p>

## Manufacturing Courses

Local Course ID	Course	Grade Level	Credits
SC500R	Principles of Manufacturing (BHS only)	9-12	1
SC504R	Precision Metal Manufacturing I	11-12	2
SC508R	Precision Metal Manufacturing II (Advanced)	12	2
SC512R	Intro to Welding	10-12	1
SC516R	Welding I	11-12	2
SC520R	Welding II (Advanced)	12	2

## Manufacturing Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC500R <b>Principles of Manufacturing</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Do you ever wonder how things are made? Have you ever wondered what it would take to make something yourself? In Principles of Manufacturing, students learn skills in the design, production, and testing of products that can be made from raw materials. Students will also gain an understanding of career opportunities available in manufacturing and what employers require in order to gain and maintain jobs in these careers. Students learn basic safety standards and proper use of power and hand tools.</p>
<p>SC504R <b>Precision Metal Manufacturing I</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – None</p>	<p>Ever wondered how precision metal products are manufactured for the aerospace, automotive, medical, and many other industries? Then this is the class for you! This course requires precision manufacturing tolerances within ten thousandths of an inch. In this course you will learn to work with the leading CAD/CAM (Computer Aided Design/Computer Aided Machining) software utilized by industry. Students will also learn about material machinability and how to select and use the precision instruments necessary to ensure machined parts meet specifications and are within tolerance. <b>Location: LaGrone Academy</b></p>
<p>SC508R <b>Precision Metal Manufacturing II</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Precision Metal Manufacturing I</p>	<p>Advanced Precision Metal Manufacturing builds on first year knowledge and skills. It will include exposure to a 4th axis in design and part production. Students will complete a job shadow rotation at local manufacturing company. <b>Location: LaGrone Academy</b></p>
<p>SC512R <b>Intro to Welding</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – None</p>	<p>Students will be introduced to the three basic welding processes. Topics include industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Certification: NCCER Core</p>
<p>SC516R <b>Welding I</b></p> <p>Grade Level – 11-12 Credits – 2 Prerequisite – Intro to Welding; NCCER Core Certification</p>	<p>This course is an entry level technical welding course. It is designed for the beginner with little or no welding experience who is interested in pursuing a course of study that can lead to an American Welding Society (AWS) entry level certification. Course curriculum follows American Welding Society “SENSE” guidelines to prepare the serious student for entry level certification testing after completing Advanced Welding. Students may take the course for high school credit only which would require no tuition payment. Certification: AWS Certification. <b>Location: LaGrone Academy</b></p>
<p>SC520R <b>Welding II</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Welding I</p>	<p>This advanced welding program will follow American Welding Society “SENSE” guidelines to prepare the serious student for entry level certification testing after completing Advanced Welding. Students will complete individual projects to demonstrate industry competencies. Certification: AWS Certification. <b>Location: LaGrone Academy</b></p>

## STEM Science, Technology, Engineering, and Mathematics Courses

Local Course ID	Course	Grade Level	Credits
SC600R	Introduction to Engineering Design (PLTW)	9-12	1
SC604R	Principles of Applied Engineering - Digital Electronics	10-12	1
SC614R	Practicum in STEM I	11	2
SC620R	Practicum in STEM II	12	2
Texas Education Agency allows a student to substitute computer programming languages for world language credits for graduation; however, it is important to understand that <b>computer science courses are not included in GPA calculations</b> . (The computer programming courses that could count toward graduation requirements include Computer Science I-III, AP Computer Science Principles, AP Computer Science A, IB Computer Science. A student who successfully completes AP Computer Science A or IB Computer Science HL is able to satisfy both a math requirement and a world language requirement for graduation.) If a student chooses to substitute computer science courses for world language courses, their GPA will be significantly lower than the GPA of students who took 4 semesters of world languages.			
SEFCSR	Fundamentals of Computer Science	9-12	1
SECS1R	Computer Science I	9-12	1
SECS1H	Computer Science I Honors	9-12	1
SECS2R	Computer Science II	10-12	1
SECS3R	Computer Science III	11-12	1
SMACSP	AP Computer Science A (math credit)	10-12	1
SECSPP	AP Computer Science Principles	9-12	1

## Science, Technology, Engineering, and Mathematics (STEM) Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC600R <b>Introduction to Engineering Design</b></p> <p>Grade Level – 9-12 Credits – 1 Prerequisite – None</p>	<p>Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. Certification: OSHA</p> <p>This course is available at all high schools. At DHS only, this course is offered in the fall semester at LaGrone Academy.</p>
<p>SC604R <b>Principles of Applied Engineering</b></p> <p>Grade Level – 10-12 Credits – 1 Prerequisite – Introduction to Engineering Design</p>	<p>This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments. Certification: OSHA</p> <p>This course is available at all high schools. At DHS only, this course is offered in the spring semester at the LaGrone Academy.</p>

SC640R <b>Practicum in STEM I</b>  Grade Level – 11 Credits – 2 Prerequisite –Principles of Applied Engineering (DE)	Students in this course will be introduced to the fundamentals of problem solving, program design, algorithms and programming using a high-level language. This course introduces the fundamental concepts of programming and robotics. Programming and building robots apply science, technology, engineering and math (STEM) concepts. Students will have the opportunity to complete multiple challenges involving guided research, problem solving, working in teams, and design documentation. Students will also get to Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. <b>Location: LaGrone Academy</b>
SC614R <b>Practicum in STEM II</b>  Grade Level – 12 Credits – 2 Prerequisite –Practicum in STEM I	Practicum in STEM is the capstone course in the high school engineering program. It is an engineering research course in which students decide on an engineering focus and work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. <b>Location: LaGrone Academy</b>
SEFCSR <b>Fundamentals of Computer Science</b>  Grade Level – 9-12 Credits – 1 Prerequisite – None	This is the first course for students just beginning the study of computer science. Students learn about the computing tools that are used every day and gain an understanding of the principles of computer science through the study of technology operations and concepts. They will foster creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.
SECS1R <b>Computer Science I</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Algebra I	Computer Science I fosters student creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.
SECS1H <b>Computer Science I Honors</b>  Grade Level – 9-12 Credits – 1 Prerequisite – Algebra I	Honors Computer Science I is recommended for students wanting to prepare for AP Computer Science A and who wish to have a career in mathematics, a mathematics related fields, engineering or engineering related fields, computer science or other computer related fields. Emphasis is placed on program structures and problem-solving techniques. These concepts are at a higher level than those taught in Computer Science I and will help students develop a deeper understanding of concepts to support their success on the AP Computer Science A exam.
SECS2R <b>Computer Science II</b>  Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; Computer Science I or Fundamentals of Computer Science	Computer Science II and III continue the study of the design of programs through a variety of media. Students will continue to engage in creative and innovative designs through data analysis, identifying task requirements, planning search strategies, and using computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.
SECS3R <b>Computer Science III</b>  Grade Level – 11-12 Credits – 1 Prerequisite – Computer Science II, AP Computer Science A, or IB Computer Science	



<p>SECSPP  <b>AP Computer Science Principles</b></p> <p>Grade Level – 10-12  Credits – 1  Prerequisite – Algebra I</p>	<p>In the AP Computer Science Principles course, students learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. In this course, students will work on their own and as part of a team to creatively address real-world issues using the tools and processes of computation. The five big ideas that comprise this course are: creative development, data, algorithms and programming, computer systems and networks, and the impact of computing. Note: This course does not count as a math graduation credit.</p>
<p>SMACSP  <b>AP Computer Science A</b></p> <p>Grade Level – 10-12  Credits – 1  Prerequisite – Algebra I with a strong foundation in basic algebraic concepts dealing with function notation</p>	<p>AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The ten big ideas that comprise this course are: primitive types, using objects, Boolean expressions and “if” statements, iteration, writing classes, arrays, array lists, 2D arrays, inheritance, and recursion. Note: For graduation requirement purposes, students who successfully complete this course may count it as an advanced math requirement, and it will be included in math GPA calculations.</p> <p><i>This course satisfies one math course requirement for graduation and is included in GPA calculations when used as a math credit.</i></p>

## Transportation, Distribution, and Logistics Courses

Local Course ID	Course	Grade Level	Credits
SC524R3	Aviation Ground School	11-12	1
SC522R3	Introduction to Aircraft Technology	11-12	1
SC548R	Practicum in Transportation Systems	12	2
SC540R, SC544R	Principles of Transportation Systems/Automotive Basics	10	2
SC532R	Automotive Technology I: Maintenance and Light Repair (Advanced)	11	2
SC536R	Automotive Technology II: Automotive Service (Advanced)	12	2
SC527R	Aircraft Airframe Technology	11-12	2

## Transportation, Distribution, and Logistics Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

<p>SC524R3 <b>Aviation Ground School</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – None</p>	<p>Aviation Ground School course is designed to extend student interests in all aspects of aviation while preparing students to take the formal ground requisite exam for the Federal Aviation Administration (FAA) Airman Knowledge Test which is required to obtain a private pilot's license. (This is a blocked course – two periods in one semester.) <b>Location: US Aviation at Denton Airport</b></p>
<p>SC522R3 <b>Introduction to Aircraft Technology</b></p> <p>Grade Level – 11-12 Credits – 1 Prerequisite – None</p>	<p>This course is designed to teach the theory of operation of aircraft airframes, power plants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, power plant theory and maintenance, and power plant systems and components of aircraft. Industry recognized professional licensures, certification, and registrations are available for students who meet the requirements set forth by the accrediting organization. (This is a blocked course – two periods in one semester.) <b>Location: US Aviation at Denton Airport</b></p>
<p>SC548R <b>Practicum in Transportation Systems</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Introduction to Aircraft/Aviation Ground School</p>	<p>Practicum in Transportation Systems is designed to provide students supervised practical application of aviation knowledge and skills. Practicum experiences will occur at US Aviation at the Denton Airport. Students will have the opportunity to utilize flight simulators, US Aviation aircraft, and complete instruction on instrumentation and flight control systems. <b>Location: US Aviation at Denton Airport</b></p>
<p>SC537R <b>Aircraft Airframe Technology</b></p> <p>Grade Level – 12 Credits – 2 Prerequisite – Algebra I; Geometry; Physics (concurrently)</p>	<p>Aircraft Airframe Technology is designed to teach the theory of operation of aircraft airframes and associated maintenance and repair practices. Airframe maintenance and repair practices include knowledge of the function, diagnosis, and service of airframe structures, systems, and components of aircraft.</p>

SC540R, SC544R <b>Principles of Transportation Systems/ Automotive Basics</b>  Grade Level – 10 Credits – 2 Prerequisite – None	Students in this course will learn about basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. <b>Location: LaGrone Academy</b>
SC532R <b>Automotive Technology I: Maintenance and Light Repair</b>  Grade Level – 11 Credits – 2 Prerequisite – Principles of Transportation Systems / Automotive Basics	The Automotive Technology student will gain knowledge and skills in the repair, maintenance, and diagnosis of motor vehicles. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. Students will explore career and post-secondary opportunities as they relate to the automotive repair industry. Students are expected to complete the ASE Certification exam Maintenance and Light Repair. <b>Location: LaGrone Academy</b>
SC536R <b>Automotive Technology II: Automotive Service</b>  Grade Level – 12 Credits – 2 Prerequisite – Automotive Technology I: Maintenance and Light Repair	The Automotive Technology II student will build on the knowledge and skills in the repair, maintenance, and diagnosis of motor vehicles acquired from Automotive Technology I. Students will explore career and post-secondary opportunities as they relate to the automotive repair industry. Students are expected to complete the ASE Certification Exam Automotive Services. <b>Location: LaGrone Academy</b>