DENTON™
INDEPENDENT SCHOOL DISTRICT

High School Course Planning Guide
2026-2027

TABLE OF CONTENTS

COURSE DESCRIPTIONS

Superintendent's Message

Dear Denton ISD Students and Families,

I am thrilled to welcome you to a new academic year! This is an exciting time filled with new opportunities for growth, learning and personal development.

As you embark on your educational journey, I encourage you to explore and select courses that align with your interests and career goals. Our diverse range of courses has been designed to cater to a variety of academic pursuits, and we believe you will find something that inspires you and satisfies graduation requirements. Denton ISD is committed to ensuring our students graduate from high school ready to pursue college and/or career to fulfill their greatest hopes and dreams.

Remember, your education is a personal journey, and the courses you choose will contribute significantly to your overall experience. I encourage you to get involved, participate actively and make the most of your time in Denton ISD.

We are here to support you every step of the way. Please take a look at all of our course offerings and work with your school counselor to maximize your school experience. We are committed to your success.

It is our mission to empower lifelong learners to be engaged citizens who positively impact their local and global community. And, by making informed choices we know you will achieve your goals.

Sincerely,
Dr. Susannah Holbert O'Bara
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

Campus Counselors and Contacts

	Braswell High School Phone: 972-347-7700 DeCorian Hailey, Principal Dawn McCullough, Associate Principal Felisha Jones, Freshmen House Principal	Nicole Dampman (Lead) Kanika McClary Melissa Knitter Sarah Morales Kristie Lehrman Dengiyefa Carter Aneesha Gill Kim Rhodes	Students 10-12 A-B Students: 10-12 C-F Students: 10-12 G-K Students: 10-12 L-N Students: 10-12 O-Si Students: 10-12 Sj-Z Freshmen & AVID Career Counseling
	Denton High School Phone: 940-369-2000 Joel Hays, Principal Trey Peden, Associate Principal	Stephanie Mouser Blair Polly Kayleen Langat (Lead) Brian Adams Sandra Medrano Tracy Kennedy	Students: A-C Students: D-H Students: I-Mc Students: Me-Ri Students: Ro-Z Career Counseling
	Guyer High School Phone: 940-369-1000 Dr. Shaun Perry, Principal Dr. Nicole Jund, Associate Principal Consonya Owens, Freshmen House Principal	Brandy Guilford Lacey Martin Kristi Gibson Jason Byrd Andrea Wyatt (Lead) Lori Morris Angela Clouse	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
	Billy Ryan High School Phone: 940-369-3000 Vernon Reeves, Principal Ronda Bean, Associate Principal	Tiffany Biggers (Lead) Wes Upton Amy Matthews Erin Smithers Staff Courtney Skaggs	Students: 10-12 A-B Students: 10-12 C-I Students: 10-12 J-Q Students: 10-12 R-Z Students: Freshmen Career Counseling
	Fred Moore High School Phone: 940-369-4000 Toby Thomason, Principal	Christina Smith, Counselor	
	LaGrone Academy Phone: 940-369-4850 Marcus Bourland, Principal	Amy Williams, Counselor Susan Reyes, Career Counselor	
	Davis School Phone: 940-369-4050 Chukwumeziri Orabuchi, Principal	Bobbie Roberts, Counselor	

Instructional Contacts

Advanced Academics	Grace Anne McKay, Director	940-369-0654
Athletics	Joey Florence, Director	940-369-0070
Bilingual / ESL	Caleb Leath, Director	940-369-0151
Career and Technology Education	Will Milne, Coordinator	940-369-0451
Counseling Services	Amy Lawrence, Director	940-369-0065
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	Natalie Nash, Coordinator	940-369-0657
Mathematics	Gina Anderson, Coordinator	940-369-0661
Science	Brianna Morris, Coordinator	940-369-0658
Social Studies	Kimberly Fritch, Coordinator	940-369-0660
Special Education	Dr. Stacie Bonner, Director	940-369-0136
Secondary Teaching & Learning	Dr. Lisa Thibodeaux, Executive Director	940-369-0642
World Languages	Allie Barish, Specialist	940-369-0678

Graduation Requirements

The following courses and credits are required for graduation in Denton ISD.

English (4 credits)	English I, English I Honors, or ESOL I English II, English II Honors, English II Pre-IB, 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)	**Class of 2026, 2027, 2028, and 2029:** 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 **Beginning with Class of 2030:** World Geography, Honors World Geography, or AP Human Geography World History or AP World History U.S. History or AP U.S. History Government (.5) or AP Government (.5) Personal Financial Literacy (.5) or State Identified AP Replacement Course (TBD)
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, or ASL
Fine Arts (1 credit)	Band, Choir, Orchestra, Dance, Theatre Arts, Visual Art, Floral Design, Digital Art and Animation, or IB Film
Physical Education (1 credit)	Lifetime Fitness and Wellness Pursuits; Lifetime Recreation and Outdoor Pursuits; Skill-Based Lifetime Activities; or a PE Substitution activity or course that meets the requirement (See page 11)
Electives (6 credits)	Student choice of state elective courses Students are required to take Professional Communications (.5) or can fulfill the requirement by taking one of the substitution courses listed on page 11.
Total: 26 Credits	

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

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

Additional Graduation 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 CPR and "stop the bleed" (TEC § 28.0023);
- Complete instruction on proper interaction with peace officers during traffic stops (TAC, §74.39).

Speech Proficiency Requirements

To earn a diploma in Texas, students are required to demonstrate speech proficiency. Students can meet this requirement in Denton ISD by taking any of the courses listed below:

- AVID High School Elective I, II, III, or IV
- College Transition
- Debate I, II, or III
- Entrepreneurship I
- Fundamentals of Computer Science
- Engineering Design Process
- Practicum in Entrepreneurship
- Principles of Ag, Food, and Natural Resources
- Principles of Architecture
- Principles of Education & Training
- Principles of Health Science
- Principles of Hospitality & Tourism
- Principles of Law Public Safety, Corrections & Security
- Principles of Manufacturing
- Principles of Transportation
- Professional Communications
- Theater Arts I, II, III, or IV
- Theory of Knowledge (IB at DHS only)
- Strategic Learning for High School Mathematics

Physical Education Requirements

The Texas Education Agency provides three course options for meeting Physical Education course requirements for graduation: (1) Lifetime Fitness & Wellness Pursuits; (2) Lifetime Recreation and Outdoor Pursuits; and (3) Skill-Based Lifetime Activities.

Or, students may select a SUBSTITUTION activity/course that meets the requirement; however, these must be district-approved and must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. These options are:

a) Athletics,
b) Junior Reserve Officer Training Corps (JROTC),
c) Some off-campus P.E. activities,
d) Drill Team (fall semester only),
e) Marching Band (fall semester only), and
f) Cheerleading (fall semester only)

Credit may not be earned more than once for any one of the three P.E. courses listed above, and no more than four substitution credits may be earned through any combination of substitutions.

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute 1.0 credits in English language arts, mathematics, science, social studies, or 1.0 academic elective credit for the PE graduation requirement. This PE substitution credit may not be used to satisfy any other graduation requirement. This determination is made by the 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

In Texas, students are required to earn 2 credits (2 levels) in the same language other than English to graduate – for example, Spanish I and Spanish II, or ASL I and ASL II.

The 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 in Denton ISD, and they are not NCAA approved as world language courses. (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 can satisfy both a math requirement and a world language requirement for graduation.)

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 https://tea.texas.gov/media/document/246856.

Endorsements

Endorsements consist of a related series of courses that are grouped together by interest or skill set. To earn an endorsement, a student must demonstrate proficiency in the following:

- All requirements for the Foundation High School Program, at least 26 credits, and endorsement requirements;
- 4 credits in mathematics, including Algebra II (or a 4th math option listed in Texas Education Code 74.13);
- 4 credits in science, including Chemistry (or a science credit listed in Texas Education Code 74.13); and
- 2 additional state elective credits.

Upon entering the 9th grade, students in Texas must select at least one of the following endorsements: **Arts and Humanities, STEM, Business and Industry, Multidisciplinary Studies, and Public Service**. Students can earn more than one endorsement. Not all campuses offer the courses required for each endorsement.

Arts and Humanities

- **Option A: Social Studies**: Five social studies credits by selecting courses from Chapter 113 of this title
- **Option B: Languages Other Than English – One Language:** Four levels of the same language in a language other than English
- **Option C: Languages Other Than English – Two Languages:** Two levels of the same language in a language other than English and two levels of a different language in a language other than English
- **Option D: American Sign Language:** Four levels of American sign language by selecting courses in accordance with Chapter 114 of this title
- **Option E: Fine Arts:** A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts from Chapter 117 of this title
- **Option F: English:** Four English credits by selecting from the following: English IV; Literary Genres; Creative Writing; Research and Technical Writing; Humanities; Communication Applications; AP English Literature and Composition; AP English Language and Composition; IB Language Studies A: Language and Literature Standard Level; IB Language Studies A: Language and Literature Higher Level; IB Language Studies A: Literature Standard Level; IB Language Studies A: Literature Higher Level; IB Literature and Performance Standard Level.

STEM – Science, Technology, Engineering, and Mathematics

Algebra II, Chemistry, and Physics and one of the following:

- **Option A: CTE Completer:** Courses required to be designated a CTE completer in one of the following TEA-approved programs of study related to STEM: biomedical sciences; civil engineering; cybersecurity; electrical engineering; engineering foundations; geospatial engineering and land surveying; mechanical and aerospace engineering; networking systems; nursing science; programming and software development; renewable energy; robotics and automation technology; or web development.
- **Option B: Mathematics:** Three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite by selecting courses from subsection (e)(2) of section 74.13.
- **Option C**: **Science:** Four credits in science by successfully completing chemistry, physics, and two additional science courses by selecting courses from subsection (e)(6) of section 74.13.
- **Option D: Math and Science:** Chemistry, Physics, Algebra II, one additional mathematics course listed in subsection (e)(2) of section 74.13 for which Algebra II is a prerequisite, and one additional science course listed in subsection (e)(6) of section 74.13.

Business and Industry

- **Option A: CTE Completer:** Courses required to be designated a CTE completer in one of the following TEA-approved programs of study related to business and industry: accounting and financial services; agriculture business, leadership, and communications; agricultural technology and mechanical systems; animal science; architectural drafting and design; automotive and collision repair; aviation maintenance; aviation pilots; business management; carpentry; construction management and inspection; cosmetology; culinary arts; diesel and heavy equipment maintenance and commercial drivers; digital communications; distribution, logistics, and warehousing; drone (unmanned vehicle); electrical; entrepreneurship; environmental and natural resources; food science and technology; graphic design and interactive media; HVAC and sheet metal; industrial maintenance; information technology support and services; lodging and resort management; manufacturing technology; maritime; marketing and sales; masonry; oil and gas exploration and production; plant science; plumbing and pipefitting; printing and imaging; real estate; refining and chemical processes; retail management; travel, tourism, and attractions; or welding.
- **Option B: CTE Completer w/o STEM:** Courses required to be designated a CTE completer in one of the following TEA-approved programs of study related to business and industry, if the mathematics and science requirements for the STEM endorsement are not met: civil engineering; cybersecurity; electrical engineering; engineering foundations; geospatial engineering and land surveying; mechanical and aerospace engineering; networking systems; programming and software development; renewable energy; robotics and automation technology; or web development.
- **Option C: English:** Four English credits by selecting courses from Chapter 110 of this title to include three levels in one of the following areas: public speaking; debate; advanced broadcast journalism; advanced journalism: newspaper; advanced journalism: yearbook; or advanced journalism: literary magazine.

Multi-Disciplinary Studies

- **Option A: Workforce:** Four advanced courses that prepare a student to enter the workforce successfully or post-secondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence
- **Option B Four by Four:** Four credits in each of the four foundation subject areas (English, math, science, social studies) to include English IV, or a comparable AP or IB English course, and chemistry and/or physics
- **Option C: Advanced Courses:** Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

Public Service

- **Option A: CTE Completer:** Courses required to be designated a CTE completer in one of the following TEA-approved programs of study related to public services: biomedical science, if the mathematics and science requirements for the STEM are not met; diagnostic and therapeutic services; early learning; exercise science, wellness, and restoration; family and community services; fire science; government and public administration; health and wellness; health informatics; law enforcement; legal studies; nursing science, if the mathematics and science requirements for the STEM are not met; or teaching and training.
- **Option B: JROTC**: 4 courses in Junior Reserve Officer Training Corps

Early Graduation

General Requirements: Students may graduate early only when they have met the requirements in the "Denton ISD High School Graduation Plan," have met all State of Texas additional diploma requirements.

CCMR Requirements: Beginning with the Class of 2027, students who have not met a College, Career, or Military Readiness indicator before the start of the school year may not graduate early. This provision ensures that early graduation is reserved for students who have met state-defined measures of readiness and are fully prepared to transition to post-secondary opportunities.

EOC Requirements: Students pursuing early graduation following their junior year (i.e., after 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., after 3.5 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.

Timeline: 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.

Acceleration Options: Given district and state graduation requirements, students pursuing early graduation will need to "double up" (where pre-requisites allow) to complete all necessary classes 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 (TTUISD, UTHS, or TxVSN), dual credit courses in the summer, or CBEs for acceleration.

Distance Learning Transcripts: Students intending to graduate early must complete all correspondence, distance learning, or virtual courses (including those taken through TTUISD, UT High School, or TxVSN) no later than two weeks prior to the first instructional day of the school year in which they plan to graduate early. Proof of final completion and credit must be received by the campus registrar by this deadline to remain eligible for early graduation consideration.

Texas First Graduation Plan

Senate Bill 1888, 87th Texas Legislature 2021, added Texas Education Code §28.0253, which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school.

The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program (Texas Education Code, Chapter 56, Subchapter K-1), is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

This flyer from the Texas Higher Ed Coordinating Board provides more information to students and families: https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/texas-first-diploma-program-flyer/

Award of Credit – Original Credit

The term "original credit" refers to courses taken the first time to earn initial credit toward graduation requirements. Original credit means that the student has not previously taken or failed the course.

Traditional Method for Earning Original Credit

Most students will earn their required 26 high school graduation credits through the successful completion of required and elective courses taken in-person during the regular school day and during the regular school year. In Denton ISD, students enroll in 8 classes in the fall semester and 8 classes in the spring semester, providing them with ample time to successfully complete all required credits within 4 years of high school.

Alternative Methods for Earning Original Credit

There are 5 alternative methods for earning ORIGINAL credit in Denton ISD. These alternative methods for earning original credit can apply when the student has not previously attempted to earn credit for the course, at any point in time. However – once credit is earned (through ANY method), the grade is posted on the student's academic record (transcript), and it cannot be changed, replaced, or removed, per state law. Grades recorded on the transcript are included in GPA if they are for a course listed as a district-approved course for GPA.

Alternative methods for earning credit should be considered only in cases involving extenuating circumstances.

STAAR EOC assessments, campus-developed exams, and campus-developed courses (e.g., semester exams, unit tests, teacher-developed Canvas courses, etc.) do NOT meet the state criteria for earning credit and are not approved for the award of credit.

1	**Credit by Exam Without Prior Instruction - Examination for Advancement**	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." Per state law, students with no prior instruction must earn a grade of 80% or higher on the CBE for credit to be awarded. When a student is awarded original credit on the basis of a CBE without prior instruction, the student is not required to take the applicable End of Course assessment. *Read more about Credit by Exam on page 19.*
2	**Distance Learning Courses** (UTHS, TTUISD, TxVSN)	The Texas Education Agency (TEA) defines distance learning (also called correspondence courses) as educational programs where instruction is delivered to students who are not physically present in a traditional classroom setting. High school students in Texas can enroll in distance learning courses only at an institution currently approved by the State of Texas – UT High School, TTU ISD, and TxVSN (the Texas Virtual School Network). In these programs, students learn virtually with a state-certified teacher who is located outside of the school district. Students may earn a maximum of 2 state-required graduation credits through distance learning courses and may be enrolled in only 1 course at a time. Students are responsible for all fees including registration, application, textbooks and materials. Students must obtain approval from the counselor or principal prior to enrollment in the course, and all final grades from providers must be submitted to the home campus at least 30 days prior to the date of graduation. (*Distance learning may be used for original credit and credit recovery*.)

3	**National Examinations** (AP, IB, CLEP)	In accordance with the Texas Administrative Code (§74.24), students may earn original high school course credit based on qualifying scores on nationally recognized examinations. A student who achieves a score of 3 or higher on an Advanced Placement (AP) exam, a score of 4 or higher on an International Baccalaureate (IB) exam, or a qualifying score on a College-Level Examination Program (CLEP) exam may be awarded credit for the corresponding Texas Essential Knowledge and Skills (TEKS)-aligned course. Credits earned in this manner demonstrate mastery of the course content without classroom participation and are recorded as "credit by exam without prior instruction." Students' scores on the exams are converted to letter and numerical grades and are added to their transcript.
4	**Denton ISD Virtual Online Course Program**	Students may earn original course credit through the Denton ISD Virtual Online Course Program, which allows them to complete courses primarily online while remaining enrolled at their home campus. Instruction is provided by Denton ISD teachers using the District's board-approved online platform, Edmentum. Virtual courses follow all Texas Education Code requirements for awarding credit (§30B.006, §26.0031, and §74.26) and are available only under specific circumstances, such as when a required course is not offered on campus or when a student seeks to accelerate learning to meet graduation goals. Available courses include Spanish I, Spanish II, American Sign Language I, American Sign Language II, and Professional Communications. Additional course options may be available through Denton ISD's alternative high schools, Fred Moore and Sparks.
5	**Credentialing for World Languages**	Students who have successfully completed Level II or Level III of a world language course may be awarded credit for the lower-level course(s), if credit is needed for graduation or GPA purposes. Credentialing will only result in the award of standard level credits, never honors or AP. The grade earned through credentialing will be 70. For example, a student who successfully completes Spanish III Honors with a yearlong average grade of 70 or higher may be awarded credit for both semesters of Spanish II and Spanish I; a grade of 70 will be entered for these four semesters. Per the Texas Education Agency, this option is only available within the world languages subject area because the course levels are based on increasing proficiency on a national standard (ACTFL), and the knowledge and skills of the lower-level course(s) are subsumed within each upper-level course.

Award of Credit – Credit Recovery

Failure to Earn Credit

When a student has already taken a course but did not earn credit for it, they may be able to earn gain credit through a targeted program that allows them to demonstrate mastery in less time than a traditional course. Students may fail to earn credit for one of several reasons: (a) their final or averaged semester grade is below 70, (b) they did not meet the state's minimum attendance requirement for the course, or (c) they completed the course in an unaccredited setting where credit cannot be accepted.

Methods for Credit Recovery

There are 8 methods for earning CREDIT RECOVERY in Denton ISD, listed below.

Important Reminders:

- STAAR EOC assessments, campus-developed exams, and campus-developed courses (e.g., semester exams, unit tests, teacher-developed Canvas courses, etc.) do NOT meet the state criteria for earning credit and are not approved for the award of credit for original credit or credit recovery.
- The NCAA does not accept high school credits for all types of courses or methods for earning credit. Students who need to ensure that their credit recovery methods will meet NCAA student-athlete eligibility requirements should contact the NCAA Eligibility Center.
- Grades earned through any of these credit recovery methods are NOT included in Ranking GPA calculations.

1	**Attendance Credit Recovery**	When a student earns a passing grade in a course but does not meet the minimum attendance requirements, this is called an ***absence failure*** – the grade appears on the transcript, but no credit is awarded. Students may be able to recover the credit by completing a principal-approved plan that meets the instructional requirements of the course. The plan must be completed within 7 days of the end of the semester. Making up missed time ("seat time") is not an approved option for Absence Credit Recovery. The Denton ISD Summer Credit Recovery program (summer school) is not available for students who need credit recovery because of an absence failure.
2	**Distance Learning Courses** (UTHS, TTUISD, TxVSN)	The Texas Education Agency (TEA) defines distance learning (also called correspondence courses) as educational programs where instruction is delivered to students who are not physically present in a traditional classroom setting. High school students in Texas can enroll in distance learning courses only at an institution currently approved by the State of Texas – UT High School, TTU ISD, and TxVSN (the Texas Virtual School Network). In these programs, students learn virtually with a state-certified teacher who is located outside of the school district. Students may earn a maximum of 2 state-required graduation credits through distance learning courses and may be enrolled in only 1 course at a time. Students are responsible for all fees including registration, application, textbooks and materials. Students must obtain approval from the counselor or principal prior to enrollment in the course, and all final grades from providers must be submitted to the home campus at least 30 days prior to graduation. (Distance learning may be used for original credit and credit recovery.)

3	**Accelerated Course**	When available, a student may enroll in an accelerated, double-blocked course scheduled across two consecutive semesters. In this model, the student completes two math courses within one year—in the fall, they re-take the credit recovery course, and in the spring, they take the next course in the sequence. Although instruction occurs in a traditional classroom setting, the pacing is intentionally accelerated to allow a full course credit to be earned each semester. For instance, a student who did not pass Algebra I in 9th grade may re-take Algebra I in the fall of their 10th grade year and then proceed directly into Geometry in the spring, earning both credits by the end of the school year.
4	**Credit by Exam (CBE) with Prior Instruction**	Students who wish to earn credit for a course they have already taken but have not passed may apply to take the Credit by Exam with Prior Instruction (CR). Students with prior instruction must earn 70% or higher on the CBE for credit to be awarded. Determination of whether "prior instruction" has been met is made by the campus. *Read more about CBE on page 19.*
5	**Online Credit Recovery Program (Apex)**	In Denton ISD, the Board of Trustees have approved the use of Apex for the purpose of online credit recovery (Ch 74, Sub C, §74.22). Students take the course on the online platform with a state-certified Denton ISD teacher who provides asynchronous instructional support and ongoing feedback. The student may or may not also be scheduled into an Academic Support course in the school day. Students start with a pre-assessment/diagnostic that creates an abbreviated learning pathway that addresses only the content the student has yet to learn. Online courses are self-paced and asynchronous. The final grade in the course is determined and submitted by the teacher. Students may enroll in up to two courses (.5 each) at a time and may earn up to 1.5 credits (three 0.5 credit courses) per semester through online credit recovery. This option is most effective for students who were successful in more than 50% of the course the first time they took it, who can work independently, stay organized, manage their time, follow written directions, and reach out for help when needed. An online credit recovery course is not recommended for students who struggle with attendance or work habits, or who are unlikely to remain engaged in a self-paced learning environment. Before enrolling, students and parents should understand that these courses are rigorous and time-intensive—not an easy path to credit. Completing a one-semester (0.5-credit) course typically requires 4–5 hours per week for 10–12 weeks. Students in the course often wait several days for teachers to review their submitted work and provide feedback before students can move forward. Currently in Denton ISD, the following courses have been approved for this purpose: Edgenuity courses for high school graduation, limited to: Algebra I, Geometry, Algebra II, Math Models, Precalculus, Statistics, IPC, Biology, Chemistry, Physics, Environmental Science, World Geography, World History, US History, Government, Economics, English I, English II, English III, English IV, Spanish I, Spanish II, ASL I, ASL II.

6	**Night School**	In some situations, a high school campus night school program may be available for students seeking credit recovery for a course they took but did not pass but who wants a face-to-face accelerated option. In this scenario, the student attends an additional period of the day on campus after regular school hours. The program follows the regular school year calendar. Face-to-face instruction is provided by a certified teacher. Up to 1.5 credits can be earned in a semester of night school.
7	**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 9th grader would re-enroll in the biology course as a 10th grader.
8	**Summer Online Credit Recovery Program**	Denton ISD's Summer Credit Recovery Program provides high school students an opportunity to re-earn credit for core academic courses required for graduation. The program uses a computer-based, self-paced online platform (Apex) with support from a Denton ISD teacher. Courses are typically available for four weeks in June, but specific dates are published each spring. Students may work flexibly from home while checking in with their assigned teacher for guidance and progress monitoring. Students may recover up to three semesters of credit (1.5 credits total) during the summer program, enrolling in up to two semesters of a course at a time. All coursework must be completed by the last day of the program, and unfinished work cannot be saved or continued later. Important Note: This program is not available for students who have an absence failure. Students who have passed the class but had credit denied because of absences must complete their Absence Credit Recovery plan within seven days of the end of the semester or pursue an alternative process for credit recovery.

Substantially Similar Courses

Students may not earn graduation credit for two courses determined by the district to be substantially similar in content. Examples of courses that are substantially similar (*where students cannot earn credit for both*):

- AP Chemistry and IB Chemistry
- World Language courses in the same level, such as AP Spanish IV and IB Spanish IV
- Precalculus and AP Precalculus
- AP Calculus AB and AP Calculus BC
- Physics and AP Physics
- Statistics and AP Statistics

Examples of courses that are not substantially similar (*where students can earn credit for both*):

- Biology and AP Biology
- Chemistry and AP Chemistry

Local Credit Courses

Local credit courses are locally developed elective courses that receive no state credit toward graduation and are not part of the state elective course catalog. Because local credit courses are not eligible for state credit, they do not count toward state graduation requirements. The terms “no credit course” and “local course” are often used synonymously. A student can be scheduled for a maximum of two local credit courses per semester.

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 I-IV, and Peer Assistance (PAL) III-IV.

The grades in “aide” courses are recorded as “Pass” or “Fail.” Examples of these courses include Office Aide, Teacher Aide, Counselor Aide, Attendance Aide, and Library Aide.

Repeating Courses

For courses taken for high school credit in Texas, education law [TEC 28.02124 (2023)] allows a parent or guardian to elect their student to repeat any course in which the student was enrolled in during the previous school year. (This option is not available as a choice if the school determines that the student has met all requirements for graduation.) ***However -*** A student’s class rank calculation shall not include semester grades from a course that is retaken after a passing grade has previously been earned, and the new grade shall not be recorded on the transcript [EIC(Local)].

Sample Scenario 1: A parent of a rising 9th grade student requests that the student retake Algebra I in 9th grade even though the student already took and passed MS Algebra I Honors in 8th grade. Result: The student is enrolled in Algebra I or Algebra I Honors and re-takes the course in high school as requested by the parent. The original credit and grades remain on the transcript. The grade from the MS Algebra I Honors course continue to not count in high school GPA (because grades for credits earned in middle school do not count in GPA, and the student is still required to take a four-year sequence of math courses in high school to maximize GPA. The new grade from the student’s enrollment in Algebra I as a 9th grader is not recorded on the transcript and does not count in GPA.

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). There are two types of CBE for students in Texas; laws and guidelines for the exams vary by purpose.

Type	**CBE <u>With</u> Prior Instruction**		**CBE <u>Without</u> Prior Instruction**
Related Rules	Policy EHDB (TAC RULE §74.24)		Policy EHDC (TAC RULE §74.24)
Purpose for Taking (4 options)	**1** - Credit Recovery (previous course failure) **2** - Attendance Recovery (absence failure)	**3** - Transferring from a Non-Accredited School (credit verification)	**4** - Acceleration or Advancement
Effect on GPA	CBE scores are excluded from GPA	CBE scores are included in GPA	CBE scores are included in GPA
Score Required	70%		80%
STAAR/EOC Requirements	Is the STAAR/EOC Required? YES		Is the STAAR/EOC Required? NO
Approved Exams	State Required Options: UTHS CBE, TTUISD CBE, AP Exams, CLEP Exams District Approved Options: (for World Languages only) Avant STAMP, ALTA Exams		

CBE Important Considerations

School districts in Texas are required to have approval of the School Board for exams used for credit by exam (including for credit recovery and exams for acceleration). 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. [19 TAC 74.24(a)(4)].
Students must have campus or district approval for the use of a CBE for credit prior to test administration.
The NCAA does not accept high school credits for all methods of earning credit. Students who need to ensure that taking the CBE for course credit would be 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. A CBE cannot be taken mid-year if it will affect the student's current year course enrollment.
When a student earns credit by CBE, the 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 when the CBE is taken for credit verification or acceleration. CBE grades recorded 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 spring commencement.
Courses taken or credits earned while enrolled in 8th grade or earlier do not count in GPA calculations; likewise, CBEs taken for high school credit only count toward GPA when they are taken after 8th grade.
0B0BPer state law, a student may take a specific examination only once during each quarterly testing window: Credit by Exam Quarterly Testing Windows: Jan 1 – Mar 31 / Apr 1 – Jun 30 / Jul 1 – Sept 30 / Oct 1 – Dec 31
Study Guide information must be directly obtained from TTU http://www.depts.ttu.edu/ttuisd/cbe.php or UT https://highschool.utexas.edu/cbe_study_guides

GPA Calculations

GPA, or Grade Point Average, is a commonly used method for measuring a student's overall academic performance in school. Certain grades earned by students are given point values, and the computed average of those values is considered the "GPA."

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.

Grade Points

A grade point is a number used to represent the letter grade earned and the level of course in which it was earned. Students access the highest grade points when they earn the highest letter grades in the most rigorous courses. For the purpose of grade points and grade point averages, numerical grades are converted to letter grades.

- Standard level courses can earn up to 4 grade points; they are taught and assessed at the level of the state standards for the course.
- Advanced level courses can earn up to 5 grade points; they are taught beyond the state standards (like Honors courses), or they are courses designed with advanced level standards (like AP, IB, and dual credit courses). All advanced courses, whether Honors, AP, IB, or Dual Credit, provide students with content and learning experiences at greater depths of complexity and sophistication than is typical for the course.

Letter Grades	**Numerical Grades**	**Standard Level** Grade Points Earned	**Advanced Level** Weighted Grade Points Earned	**Modified Level** 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

Grades earned through any credit recovery method are NOT included in Ranking GPA calculations.

Approved Courses for GPA and Weighted Grade Points

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, distance learning, credit by exam, or dual credit – except when the grades are earned for the purpose of credit recovery. Grades earned through any credit recovery method are NOT included in Ranking GPA calculations. The grade earned the first time the course was taken is the grade included in GPA.

Courses in the chart below marked with a *(w)* carry weighted GPA, meaning they earn additional grade points.

ELA	Mathematics	Science	Social Studies	World Languages
English I English I Honors *(w)* English I ESOL or ESL English II English II Honors *(w)* English II Pre-IB *(w)* English II ESOL or ESL English III English III Dual Credit *(w)* English III AP Language and Composition *(w)* English IV English IV Dual Credit *(w)* English IV AP Literature and Composition *(w)* IB English HL Y1 *(w)* IB English HL Y2 *(w)*	Algebra I Algebra I Honors *(w)* Algebra I ESL Geometry Geometry Honors *(w)* Geometry ESL Math Models Math Models ESL Algebra II Algebra II Honors *(w)* Algebra II ESL AQR Precalculus AP Precalculus *(w)* Precalculus Honors** *(w)* Precalculus Dual Cred *(w)* Calculus Dual Credit *(w)* AP Calculus AB *(w)* AP Calculus BC *(w)* Statistics Statistics Dual Credit *(w)* AP Statistics *(w)* AP Comp Science A *(w)* Accounting II IB Computer Sci HL *(w)* IB Math: Analysis and Approaches SL/HL *(w)* IB Math: Applications and Interp (SL) *(w)*	Biology Honors Biology *(w)* Biology ESL Integrated Physics/Chem Chemistry Honors Chemistry *(w)* Chemistry ESL Physics Physics ESL AP Physics 1 *(w)* AP Physics 2 *(w)* AP Physics C *(w)* Biology Dual Credit *(w)* AP Biology *(w)* Chemistry Dual Credit *(w)* AP Chemistry *(w)* Environmental Systems Environmental Science Dual Credit *(w)* AP Environmental Science *(w)* Anatomy and Physiology Aquatic Science Earth Systems 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)*	World Geography World Geo Honors *(w)* World Geography ESL AP Human Geo *(w)* World History AP World History *(w)* World History ESL U.S. History U.S. History ESL U.S. History Dual Cred *(w)* AP U.S. History *(w)* U.S. Government U.S. Govt Dual Credit *(w)* AP U.S. Government *(w)* U.S. Government ESL IB History of the Americas HL Y1 *(w)* <u>Class of 2026, 2027, 2028, and 2029:</u> Economics Economics Dual Credit *(w)* AP Economics *(w)* <u>Beginning with Class of 2030:</u> Personal Financial Literacy	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 Spkrs II H *(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 Spkrs III H *(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, HY Y1 *(w)* IB Spanish V HL Y2 *(w)* IB French IV SL, HY Y1 *(w)* IB French V HL Y2 *(w)* IB German IV SL *(w)* IB Latin IV SL *(w)***

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

The only transfer courses recognized for weighted grade points are those courses that also carry weighted grade points for Denton ISD students.

*In addition to the courses listed here, when a student transfers in to Denton ISD with credit already transcripted for a course listed in §74.12 (b)(2 A-B) [math courses], §74.12 (b)(3 A-B) [science courses] or a world language course not taught in Denton ISD referenced in §74.12 (5 A i), the course may count toward GPA points provided it was earned while in grades 9-12 and is needed for graduation credit.

** Previously offered

Earned GPA and Ranking GPA

In Denton ISD, a student's Grade Point Average is calculated using the highest grade points earned for certain, approved high school courses taken in grades 9-12 in these 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).

In Denton ISD, two separate processes are used for calculating GPA and class rank:

Earned GPA	Ranking GPA
The Earned GPA is calculated by dividing the highest grade points earned *to date* in the approved courses, by the actual number of semesters of approved courses attempted *to date*. The calculation of the Earned GPA serves two purposes: • It is calculated "along the way" so students can reflect on their progress; and • 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. (In some digital platforms, "Earned GPA" is also referred to as "Weighted GPA.")	The Ranking GPA is calculated by dividing the highest grade points earned overall (at the end of a student's 12th grade year) in the approved courses, by 36 (which reflects the 36 required semesters listed above). The purpose of Ranking GPA is to determine the official rank in class for graduating seniors. The Ranking GPA becomes the final determiner of the official rank in the class for graduating seniors. 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 *still* 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. Grades earned via credit recovery are not included in Ranking GPA calculations.

Earned GPA is reported to students twice per year, at the end of each semester, beginning in the 9th grade. Ranking GPA is first reported to students following the sophomore year.

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.

Sample GPA Calculations for Earned and Ranking GPA

(The sample is not intended as a recommended course 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	Precalculus	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.

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 and GPA

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) for GPA purposes. 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 methods of conversion 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, the following conversions shall apply to these specific situations:

Conversion of University and College Letter Grades

University or college 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 - if considered passing 55 – if not considered passing
F	55
Pass* (or equivalent)	70 or "No Conversion"
Fail * (or equivalent)	55 or "No Conversion"

*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 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 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
C +	79
C	75
C -	72
D +	70 – if considered passing 55 – if not considered passing
D	70 – if considered passing 55 – if not considered passing
D -	70 – if considered passing 55 – if not considered passing
F	55
Pass* (or equivalent)	70 or "No Conversion"
Fail * (or equivalent)	55 or "No Conversion"

*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 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 be made.)

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

Semester Averaging and Transfer Grades

A student transferring into Denton ISD with final grades from the fall semester is eligible for semester averaging at the end of the school year. All Denton ISD semester averaging requirements apply.

Transfer grades from a previous school year are not eligible for semester averaging. For example, a student who transfers into Denton ISD in the 10th grade

Final Determination of Conversion

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

What is NOT included in GPA Calculations?

- Courses not included in the "Approved Courses for GPA" list above are not included in GPA calculations.
- Weighted transfer grades, when there is no Denton ISD equivalent course, are not included as weighted grades in GPA. The only transfer courses recognized for weighted grade points are those courses that also carry weighted grade points for Denton ISD students.
- Computer science courses that substitute for world language requirements are not included in GPA calculations in Denton ISD.
- Credit recovery courses are not included in Ranking GPA calculations.
- Courses taken prior to 9th 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 complete the required 36 semesters of courses required for Ranking GPA calculations while in high school.

For example, a student who earns Algebra I credit in middle school but then takes only 3 years (6 semesters) of mathematics in grades 9-12 will have a significantly lower GPA than students who take 4 years (8 semesters) of math while in high school. Likewise, a student who earns world language credits in middle school but then fails to complete 2 years (4 semesters) of world languages in grades 9-12 will have a negatively impacted 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 purposes by electing to take both English III and AP English III, or English IV and AP English IV, or an additional related dual credit course, as permitted by the Texas Education Agency.

Reminder: Denton ISD encourages students to take courses that align most closely to their academic and personal goals. Sometimes a Standard Level course is the "just right" choice for a student, and sometimes the Advanced Level course (that could result in a higher GPA) better equips the student to succeed at even higher levels and beyond high school in their areas of interest.

Graduation Honors

Future Ready

In Denton ISD, students who demonstrate readiness for life after high school are recognized as Future Ready. These graduates have met the highest levels of state requirements for college, career, and military readiness and are honored with a CCMR graduation cord to celebrate their achievement.

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, the student with the highest Ranking GPA is reported as the "Highest Ranking Graduate."

In case of a tie for the highest-ranking student, the District shall compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken. 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 exact numeric average over the established courses, no further tiebreakers will be utilized, and the students will be considered officially tied.

Valedictorian and Salutatorian

Through the graduating class of 2027, all eligible students with a 5.0 GPA shall be recognized as valedictorians. All eligible students with the next highest GPA shall be recognized as salutatorians.

Beginning with the graduating class of 2028, the valedictorian and salutatorian shall be the two students with the two highest ranking GPAs in the graduating class. Additionally, students with a 4.0 or higher Earned GPA will be recognized as Honors Graduates according to the following:

Summa Cum Laude: 5.0-4.8
Magna Cum Laude: 4.7-4.5
Cum Laude: 4.4-4.0.

No rounding will apply. For example, a student with a 4.79 will graduate with the same distinction as a student with a 4.7 – Magna Cum Laude. Likewise, a student with a 4.49 will graduate with the same distinction as a student with a 4.4 – Cum Laude.

To be eligible for any recognitions, a student must:

- Have been continuously enrolled in the same high school in the District for his or her entire senior year immediately preceding graduation;
- Have earned the Distinguished Level of Achievement (see page 30);
- Be graduating after exactly eight semesters of enrollment in high school;
- Be classified as a senior during both the fall and spring semesters of the graduating and awarding year (or file a written declaration of intent to graduate with the building principal on or before the tenth day of school); **and**
- Have carried at least six classes each semester; however, exceptions may be approved by the administration (e.g., students on homebound instruction or students concurrently enrolled in a university).

Calculation and determination of honors to be conferred during graduation activities shall be made 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.

Distinguished Level of Achievement

The Distinguished Level of Achievement is a state of Texas recognition for students with outstanding performance in high school and is indicated on the academic record/transcript. This recognition requires additional math and science courses, beyond the requirements for the Foundation High School Program. Specifically, earning the Distinguished Level of Achievement requires:

- A total of 4 credits in math, to include Algebra II;
- A total of 4 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

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 on a 4.0 scale; OR an associate degree earned while in high school.
Outstanding Performance in Bilingualism / Biliteracy	4 credits of English, maintaining a with a minimum grade average of 80 with each course, AND one of the following: • 3 credits in the same world language with a minimum GPA of 80 • Completion of a Level IV world language with a minimum GPA of 80 • 3 or higher on a world languages AP exam • 4 or higher on a world languages IB exam For Emergent Bilingual students only, AND both of the following: • Participate in and meet the exit criteria for a bilingual or ESL program; • Score Advanced High on TELPAS
Outstanding Performance in AP/IB Examinations	3 or higher on College Board AP exam OR 4 or higher on IB exam
Outstanding Performance on a College Preparation Assessment	• 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; OR • Achieving ACT readiness benchmark score on 3 of the 5 subject tests on the ACT Aspire exam; OR • SAT total score of 1310 or higher; OR • ACT composite score (excluding writing) of 28 or higher
Earning a Recognized Business or Industry Certification or License	Performance on an exam or series of exams leading to a nationally or internationally recognized business or industry certification or government-required credential to practice a profession as set forth in Chapter 74, Subchapter B of the Texas Administrative Code

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 are used:

- 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).

Grading Scale

Grades are reported numerically. A grade of 70 or above is considered passing, or successful completion:

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 / 9-Weeks Grade	2nd Quarter / 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 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 on the campus and up to 5 school days after the last day of the semester.

Semester Averaging

A student enrolled in a year-long, two-semester course for high school credit who earns a failing grade of 60–69 in one semester of the course may still receive credit for both semesters if the average of the two semesters is 70 or higher. If the combined average is below 70, the student receives credit only for the semester with a passing grade.

Award of credit through semester averaging affirms that the student has met all state and local requirements for the course and counts as credit earned toward state graduation requirements. When credit is awarded through semester averaging, the original semester grades are recorded on the transcript and used in GPA calculations.

Semester averaging applies only when all of the following conditions are met:

- The student is taking each semester of the course for the first time.
- Both semesters are taken within the same school year (fall and spring).
- Both semesters are the same course at the same level, or a combination of Honors and non-honors, or a combination of standard and resource (modified) level.

Therefore, semester averaging does not apply when:

- One or both semesters are taken for credit recovery.
- One or both semesters are completed through credit by exam, correspondence or online courses, or other non-accredited programs.
- Credit for the two semesters is earned across more than one school year.
- The semesters include one AP/IB course and one non-AP/IB course (e.g., Honors or standard level).

Semester averaging is also permitted when:

- The fall semester grade was earned prior to the student's transfer into Denton ISD.
- The course is an embedded dual credit course in which a Denton ISD teacher assigns the high school course grade.

Example Scenarios of Semester Averaging

Two semesters in the same course in the same school year:

A student enrolled in English I 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.

In the spring semester, the student earns an 82. The average of the two semesters is greater than 70 [(65 + 82)/2 = 73.5], so the student is awarded .5 credit for the fall semester and .5 credit for the spring semester.

In total, the student has earned 1.0 credit. The student's earned grades for each semester – a 65 and an 82 – are reported on the transcript and calculated in GPA.

	Two semesters in the course – AP and Standard Level – in the same school year: A student enrolled in AP US History earns a 68 in the fall semester. (The student has not earned credit.) The student chooses to leave the AP course and enroll in US History in the spring semester. In the spring semester, the student earns a 90. The fall and spring semesters are not averaged because AP and non-AP courses cannot be averaged. In total, the student has earned .5 credits for the spring semester and will have to recover credit for the fall semester. The student's earned grades for each semester – a 68 and a 90 – are reported on the transcript and calculated in GPA.
	Two semesters in the course – Standard Level and Honors – in the same school year: A student enrolled in Honors Algebra I in the fall semester and earns a grade of 67. (The student has not earned credit.) The student, teacher, and parent are confident that the student is learning the Algebra I course content, but that the Honors level was just slightly out of reach. The student chooses to enroll in the standard level of the Algebra I course in the spring. In the spring semester, the student earns a grade of 88. The fall and spring semesters are averaged because standard level and honors level courses can be averaged. In total, the student has earned .5 credit for the fall semester and .5 credit for the spring semester. The student's earned grades for each semester – a 67 and a 88 – are reported on the transcript and calculated in GPA.
	Previous year transfer grades: A student enrolls in Denton ISD as an 11th grader. When the student was in 10th grade in another school district, the grades earned in World History were a 65 (in the fall) and an 80 (in the spring). The student will have to recover credit for the fall semester of World History, as transfer grades from previous years cannot be averaged. The student has earned .5 credit for the spring semester. The student's earned grades for each semester – a 65 and an 80 – are reported on the transcript and calculated in GPA.

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.

Students classified as JUNIORS may reduce this requirement from 8 to 7 scheduled class periods, 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. Have 90% or higher attendance; and
4. Remain in compliance with compulsory attendance and discipline policies.

Students classified as SENIORS may reduce the requirement from 8 to 6 scheduled class periods if they meet the same criteria above and have administrator approval.

Juniors and seniors enrolled part-time at LaGrone Academy or enrolled in a similar extended block course during 1st or 5th period may be eligible for an additional .5 dismissal (1A, 1B, 5A, or 5B) for scheduling purposes only.

Beginning with the Class of 2030: Students who have not demonstrated College, Career, or Military Readiness before the start of the school year are limited to zero dismissals as juniors (must enroll in 8 scheduled classes) or one dismissal as seniors (must enroll in at least 7 scheduled classes). This provision ensures that early release privileges are reserved for students who have demonstrated postsecondary readiness. Students who have not yet met a CCMR indicator should use the additional time in their school day to enroll in courses or programs that will help them achieve a CCMR measure and strengthen their readiness for life after graduation.

For internal use only:
Dismissal Codes: SDISM1, SDISA1, SDISB1, SDISA4, SDISB4, SDISA5, SDISB5, SDISM5
Work Based Learning Dismissal Codes: SWBDM1, SWBDA4, SWBDB4, SWBDA5, SWBDB5, SWBDM5

Automatic College Admissions

Students who graduate with a grade point average in the top of their high school graduating class may be eligible for certain privileges when applying to college. Please visit the Texas Education Agency cite where information on this program can be found: https://tea.texas.gov/academics/graduation-information.

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.

Grade Level Classification and Cohorts

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.)

Minimum grade classification credit requirements for each grade level are:

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

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.

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.

SchooLinks

All middle and high school students and parents in Denton ISD have access to SchooLinks, 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 SchooLinks by selecting the "SchooLinks Login" button on the Denton ISD SSO Classlink site: https://myapps.classlink.com/home

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

Go Centers

A "Go Center" is a college and career information center primarily located in high schools and on university campuses. These centers focus on creating a college-going culture and promote college awareness and accessibility.

UNT and TWU use G-Force Mentorship to support their Go Centers. These mentors make weekly visits to our Denton ISD 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.

FAFSA and TASFA

In accordance with Texas Education Code (TEC), §28.0256, each student must do one of the following 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 typically 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 TAFSA is provided on all high school campuses. Pay attention to social media, announcements, and emails to learn when FAFSA/TAFSA 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 you NCAA/NAIA task checklist
- Listen to announcements and follow counseling department social media for scholarship information and visits from college and military representatives
- Check school email

September

- 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 school announcements, 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
- Register and pay for AP/IB exams
- Order graduation invitations and cap and gown from Jostens

November

- Verify your high school graduation plan with your counselor
- Complete college applications (pay close attention to application and scholarship deadlines)
- 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
- Inform your counselor of any earned scholarships, and add this information in Schoolinks

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 TSIA2 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 Schoolinks
- 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) and or NAIA (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
- Attend any additional informational sessions provided by your campus regarding postsecondary planning and financial aid

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
- Begin to apply for scholarships – the Denton Public Schools Foundation (DPSF) scholarship opens in April.

Summer

- Take advantage of summer opportunities: volunteer work, academics, camps, jobs, etc.
- 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
- Check your school email on a regular basis and continue to do so throughout the year

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 choice

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, academics, camps, jobs, etc.
- Visit colleges and look for summer enrichment programs
- Create/update resume
- Identify colleges with majors/programs that meet your career interests

State Assessments

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: Algebra I, Biology, English I, English II, US History.

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

TSIA2 (Texas Success Initiative Assessment 2.0)

TSIA2 is the state's college-readiness assessment used to determine whether students are prepared for entry-level college coursework in reading, writing, and mathematics. Students who meet the TSIA2 benchmarks or earn an exemption through SAT or ACT scores demonstrate that they are ready for credit-bearing college classes without remediation. Students continue to take the TSIA2 until they demonstrate future readiness.

National Assessments

PSAT (Preliminary SAT)

The PSAT is designed to measure a student's developing skills in reading, writing, and mathematics. It provides early feedback on college readiness, helps students identify strengths and areas for growth, and familiarizes them with the format and expectations of college entrance exams. In Denton ISD, the PSAT is offered free of charge to students in 8th grade and 10th grade, during the school day. For 11th graders, the PSAT/NMSQT serves as the qualifying exam for the National Merit Scholarship Program; students who demonstrate potential for NMSQT recognition or scholarships are automatically enrolled, and all 11th graders may opt in, free of charge.

SAT

In Texas, strong SAT performance is one of the state-recognized ways students can demonstrate College, Career, and Military Readiness (CCMR), a key indicator that they are Future Ready. The SAT is also a college-entrance assessment used by many universities to evaluate a student's readiness for college-level work. It measures essential skills in reading, writing, and mathematics and provides colleges with a common data point to compare applicants. In Denton ISD, the SAT is offered free of charge to students in 11th grade, during the school day.

State and National Assessment Schedule Testing Schedule

	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	**TSIA2 ELAR**	**PSAT/NMSQT** **TSIA2 Math** All 10th graders enrolled in Geometry	**PSAT/NMSQT** Automatic registration for students w/ previous PSAT in top 25% + optional for all other 11th graders **TSIA2 Math or ELA** All 11th graders still needing evidence of future readiness (if not already registered for PSAT/NMSQT)	**TSIA2 Math or ELAR** All 12th graders still needing evidence of future readiness
Spring Semester	**TSIA2 Math** All 9th graders enrolled in Geometry **Algebra I EOC** **Biology EOC** **English I EOC**	**TSIA2 Math** All 10th graders enrolled in Geometry **TSIA2 ELARR** All 10th graders still needing evidence of future readiness (if not enrolled in Geometry) **English II EOC**	**SAT** **US History EOC**	**TSIA2 Math or ELAR** All 12th graders still needing evidence of future readiness

SAT Readiness Center

College Board and Khan Academy have partnered to help students prepare for the SAT through a personalized free practice program at https://www.khanacademy.org/. Select "Test Prep." Bluebook is the testing application from College Board. Students use Bluebook to take the digital SAT Suite of Assessments as well as other College Board exams. Students can access the Bluebook app on their district-issued Chromebook by logging in with their College Board Account. Navigate to **Practice and Prepare** on the Bluebook™ homepage to find 2 ways to practice for your digital test: test previews and full-length practice tests.

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

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 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

NCAA and NAIA Contact Information

Organization	Website	Phone
NCAA	www.ncaa.org	317-917-6222
Eligibility Center	www.eligibilitycenter.org	877-268-1492
NAIA	www.naia.org	816-595-8180
NAIA Eligibility Center	www.playnaia.org	816-595-8300

UIL Waivable Courses

Texas Education Code §33.081 sections (c) and (d) that establish the "No-Pass, No-Play" rules of eligibility for students in UIL competitions or extracurricular activities do not apply to certain advanced level courses when those courses are identified by the District prior to the semester in which any exemption related to extracurricular activities would occur. In Denton ISD, the courses are identified as advanced and, as such, are eligible for exemption each year can be found on the "Denton ISD Waivable Courses" list at: https://www.dentonisd.org/secondarycurriculum

Advanced Academics

In Denton ISD, advanced level courses are designed to provide students with content and learning experiences that reach greater depths of complexity than standard level courses. 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 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.

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 referral of the student. Students can be referred by their teachers, parents, peers, or they may refer themselves. Following referral, the students are screened by an established district process. at the high school level will be accepted each semester according to the District's 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.

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 (AP) Courses and Exams

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. Students can also enroll in an AP course through the Texas Virtual School Network (TxVSN).

AP exams are national, standardized exams designed to measure how well a student has mastered the content and skills of a specific AP course. An exam or portfolio submission for each AP course is available through the College Board, resulting in possible college credit. Placement and credit are granted by institutions in accordance with their own policies.

- Students register for AP exams in the fall (unless enrolled in a spring only AP course).
- A nonrefundable deposit is due on November 1. Final AP exam payment is due on February 14.
- AP Exams are given in May of each year. Results are sent to the colleges/ universities of the student's choice.
- Students who qualify for free/reduced lunch receive a discounted exam rate.
- Campuses provide AP practice exam and reviews.
- More information can be found on the College Board site: https://apstudents.collegeboard.org/.

Though Denton ISD and the College Board recommend taking the AP course before taking the AP Exam, it is not required. From the College Board Website: "To prepare for the exam…[students] 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."

AP Courses Available in Denton ISD (Not all courses are available at all campuses. Not all AP courses listed here are calculated into Ranking GPA.)

AP English Language & Composition
AP English Literature & Composition
AP Precalculus
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science A
AP Computer Science Principles
AP Art History
AP 2-D Art and Design
AP 3-D Art and Design
AP Drawing
AP Music Theory
AP Biology
AP Chemistry
AP Physics 1
AP Physics 2
AP Physics C
AP Environmental Science
AP French Language
AP Spanish Language
AP Spanish Literature
AP German Language
AP Psychology
AP Human Geography
AP World History
AP United States History
AP Government
AP Macroeconomics

AP Scholar 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.

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. The credit earned in these courses is counted for both high school and college credit.

Dual credit courses may be taught on the high 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 CTE courses.

Qualifications for Dual Credit

To qualify for the dual enrollment program, a student must:

- have a GPA of 2.5;
- complete the dual credit request form; AND
- complete the Apply Texas application and be accepted into the college or university.

Denton ISD Dual Credit Partners

In Denton ISD, the dual credit program is a cooperative program between the Denton Independent School District and two partners – Texas Woman's University (TWU) and North Central Texas College (NCTC).

Partner	Application Fee	Tuition/ Fees	Texas Success Initiative Status	Available Financial Aid	Model of Instruction
Texas Woman's University	$50	$165-$219 (per 3 credit hours)	Requires a college readiness indicator (TSIA2 minimum score or TSI Exemption).	Tuition waived for students qualifying for Free School Meals. Application fee waived for students qualifying for Free and Reduced-Price School Meals.	Embedded: Denton ISD teachers are hired as TWU adjuncts; they provide instruction during the regular school day on the Denton ISD home campus
North Central Texas College	$0	$165 (per 3 credit hours)	Requires a college readiness indicator (TSIA2 minimum score or TSI Exemption).	Tuition, fees, books, and supplies waived for students qualifying for Free and Reduced-Price School Meals (up to 6 hours per semester).	Online instruction with NCTC adjunct professors

Enrollment as a Non-Degree Seeking Student

When TWU or NCTC enrolls a dual credit student as a "non-degree seeking" student, it simply means the student is being admitted for the purpose of taking individual college courses—not to pursue a full college degree program. This is the standard status for dual credit students. While all students graduating from a Denton ISD high school are expected to meet the college readiness standard of the Texas Success Initiative (TSI), if TWU or NCTC admits students as non-degree seeking, students are eligible to enroll prior to meeting that standard.

This type of enrollment means:

- The student is limited to approved dual credit courses. They are not eligible to register for the full range of college classes that degree-seeking students can access.
- The student is not pursuing a college major or degree plan. Their coursework is meant to fulfill high school graduation requirements while earning college credit.
- The student's college transcript is permanent. Even though they are non-degree seeking, all grades earned become part of their official college record.
- The student must meet college academic and attendance standards. Their status does not lessen expectations; they are held to the same course-level policies as traditional college students.
- While all students graduating from a Denton ISD high school are expected to meet the college readiness standard of the Texas Success Initiative (TSI), if TWU or NCTC admits students as non-degree seeking, students are eligible to enroll prior to meeting that standard.

Important Considerations for Dual Credit Participation

- 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, unless otherwise indicated.
- 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 grades earned will be designated on the high school transcript and may be included in the GPA.
- This course provides college credit, but transfer of credit depends on the college you attend next. Check with your prospective college or visit 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.
- Gaining the approval of the high school counselor is part of the application process. Students must check with their counselor BEFORE pursuing a college course.
- 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.
- One-semester courses taken at the college or university in the summer are transcribed as .5 high school credits.
- Many colleges and universities have policies that require students who have earned 15 or more hours in dual credit courses to meet TSI college readiness assessment standards for TSI-required courses.

Available Dual Credit Courses in Denton ISD

Texas Woman's University

Denton ISD			State of Texas	Texas Women's University			Grade Level
Course Code	Course Name	Credits Earned	Course Code	Course Name	Credits Earned	Course Code	
SMAPCD	Precalculus Dual Credit	.5 Fall	Precalculus 03101100	MATH 1316	Elementary Analysis 2 (Fall)	3	12
		.5 Spring		MATH 1303	Elementary Analysis 1 (Spring)	3	
SMASTD	Statistics Dual Credit*	.5	Statistics 03100200	MATH 1703*	Elementary Statistics 1	3	11-12
SMACAD	Calculus I Dual Credit* (spring only)	.5	AP Calculus AB A3100101 (.5 only)	MATH 2014*	Calculus I	3	12
SSSG0D3	U.S. Government Dual Credit	.5	Government 03330100	POLS 2013	American National Government	3	12
SSSUSD	U.S. History Dual Credit	.5 Fall	U.S. History 03340100	HIST 1013	U.S. History 1492-1865 (Fall)	3	11
		.5 Spring		HIST 1023	U.S. History 1865-Prsnt (Spring)	3	
SSSECD3	Macroeconomics Dual Credit	.5	Economics 03310200	ECO 1023	Principles of Macroeconomics	3	12
SESOCD3	Sociology Dual Credit	.5	Sociology 03370100	SOCI 1301	Sociology	3	12
SLAE3D	English III Composition Dual Credit	.5 Fall	English III 03220100	ENG 1013	Composition I (Fall)	3	11
		.5 Spring		ENG 1023	Composition II (Spring)	3	
SLA4CD	English IV Composition Dual Credit	.5 Fall	English IV 03220400	ENG 1013	Composition I (Fall)	3	12
		.5 Spring		ENG 1023	Composition II (Spring)	3	
SLAE4D	English IV Literature Dual Credit	.5 Fall	English IV 03220400	ENG 2013	English Literary Masterpieces (Fall)	3	12
		.5 Spring		ENG 2153	Introduction to Literature (Spring)	3	
SSCB1D	Biology Dual Credit	.5 Fall	AP Biology A3010200	BIOL 1113/ BIOL 1121	Principles of Biology I/ Lab (Fall)	4	11-12
		.5 Spring		BIOL 1123/ BIOL 1121	Principle of Biology II/ Lab (Spring)	4	
SSCESD	Environmental Science Dual Credit (Fall)	.5	AP Environmental A3020000	BIOL 1023	Environmental Biology	3	11-12
SSCCHD	Chemistry Dual Credit	.5 Fall	AP Chemistry A3040000	CHEM 1113/ CHEM 1111	General Chemistry I	4	11-12
		.5 Spring		CHEM 1123/ CHEM 1121	General Chemistry II	4	

*Students are enrolled in this yearlong course at the high school and register for the university course in the spring only.

North Central Texas College

Denton ISD			State of Texas	NCTC			Grade Level
Course Code	Course Name	Credits Earned	Course Code	Course Name	Credits Earned	Course Code	
SMAPCD	Precalculus Dual Credit	.5 Fall	Precalculus 03101100	MATH 1316	Trigonometry	3	12
		.5 Spring		MATH 1314	College Algebra	3	
SMACID	Calculus I Dual Credit (Fall or Spring)**	.5	AP Calculus AB A3100101 (.5 only)	MATH 2413	Calculus I	4	12
SSSG0D3	U.S. Government Dual Credit	.5	Government 03330100	GOVT 2305	American National Government	3	12
SSSUSD	U.S. History Dual Credit	.5 Fall	U.S. History 03340100	HIST 1301	American History to 1865	3	11
		.5 Spring		HIST 1302	American History from 1865	3	
SEPSYD3	Psychology Dual Credit	.5	Psychology 03350100	PSYC 2301	General Psychology	3	12
SESOCD3	Sociology Dual Credit	.5	Sociology 03370100	SOCI 1301	Introduction to Sociology	3	12
SSSECD3	Macroeconomics Dual Credit	.5	Economics 03310200	ECON 2301	Principles of Macroeconomics	3	12
SLAE3D	English III Dual Credit Composition	.5 Fall	English III 03220100	ENGL 1301	Composition I	3	11
		.5 Spring		ENGL 1302	Composition II	3	
SLA4CD	English IV Dual Credit Composition	.5 Fall	English IV 03220400	ENGL 1301	Composition I	3	12
		.5 Spring		ENGL 1302	Composition II	3	
SEST1D3	Texas Government Dual Credit	.5	Special Topics in SS 03380002	GOVT 2306	Texas Government	3	12

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

** This course is only recommended 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.

Concurrent (Dual) Enrollment

In usual circumstances, students may qualify to enroll in “concurrent enrollment courses” (sometimes called “dual enrollment”), which are college/university classes that receive college/university credit only. In this arrangement, the high school student is admitted as a regular college student by the college or university. Full tuition and fees apply. No high school credit is awarded for completion of the course. Because no high school credit is awarded, the course is excluded from GPA calculation and does not affect class rank.

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 TSI requirements;
- 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.

Texas Success Initiative (TSI)

The Texas Success Initiative is a legislatively mandated program designed to assist Texas colleges and universities in determining whether students are ready for entry-level college coursework. Students meet this requirement by EITHER taking the TSI Assessment (TSIA2) and demonstrating college readiness by meeting one of the minimum scores **OR** by earning a TSI "Exemption" by demonstrating college readiness using one of the exemption options.

TSIA2 – Assessment Minimum Scores

To Enroll in Dual Credit For:	TSIA2 Required Score:
Biology, Calculus, Statistics, Precalculus	Math Score of 950; **OR** less than 950 and Diagnostic Level 6
English, Government, History	ELAR score of 945 multiple choice and 5 Essay; **OR** less than 945 multiple choice and Diagnostic Level 5, and 5 Essay
Economics	Math Score of 950; **OR** less than 950 and Diagnostic Level 6 **AND EITHER** • ELAR score of 945 multiple choice and 5 Essay OR • less than 945 multiple choice and Diagnostic Level 5, and 5 Essay

TSI Exemption Options

Students who meet any of the following college readiness benchmarks are EXEMPT from having to demonstrate mastery using the TSI Assessment (TSIA2):

SAT Scores	Reading and Writing Exemption: Score of 480 on the EBRW test Mathematics Exemption: Score of 530 on the math test
ACT Scores Taken before February 15, 2023	Reading and Writing Exemption: Composite score of 23 with a minimum of 19 on the English test Mathematics Exemption: Math score of 19
ACT Scores Taken after February 15, 2023	Reading and Writing Exemption: Combined score of 40 on the English and Reading (E+R) test Mathematics Exemption: Math score of 22
College Prep Course – ELAR and/or Mathematics	Score of 90 or higher on the College Prep Course(s) provided by the college or university in partnership with the school district. Exemption corresponds to the college course content - ELAR and/or Mathematics.

- Students have met TSI requirements when they have previously completed college level coursework (e.g., in a previously taken dual credit course) with a C or better in a corresponding ELAR and/or Mathematics course at a Texas college or university.
- Additional exemptions are available for less common situations, such as GED exam scores, HiSet scores, and completion of the Texas First Diploma.

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 options identified by the Texas Education Agency:

College Options

Option #1: Meet TSI Criteria in English and Math

	ELA Required Scores	Math Required Scores
SAT	EBRW score of 480	Math score of 530
TSIA2	English score of 945 on MC + 5 essay ***OR*** less than 945 MC + Diagnostic Level 5 + and 5 essay	Math score of 950 ***OR*** less than 950 + Diagnostic Level 6
ACT	English + Reading = 40	Math 22

Option #2: Advanced Academics: Score of 3 or higher on any AP exam in any subject area, or Score of 4 or higher on any IB exam in any subject.

Option #3: Dual Credit: 3 credit hours in English or Math OR 9 credit hours in any subject

Career Options

Option #4: Industry-Based Certification: Earn an industry-based certification and be a completer in a program of study.

Option #5: Individualized Educational Plan (IEP): Graduate with a completed IEP and evidence of workforce readiness, on the foundation plan with an endorsement.

Military Options

Option #6: Military Readiness: Enlist in the U.S. Armed Forces or Texas National Guard before the spring following graduation.

Future Ready

The goal in Denton ISD is for students to truly be **Future Ready –** meaning they have met the additional state indicators of postsecondary readiness and shown they are equipped for success beyond graduation. Students who graduate eligible for the Future Ready distinction are honored with a CCMR cord at commencement. Future Ready is met in one of these three ways:

1. Students who meet the Texas Success Initiative (TSI) criteria in math and ELA through ACT, SAT, or TSIA2 ***AND*** enroll at a postsecondary educational institution immediately following graduation.
2. Students who meet the Texas Success Initiative (TSI) criteria in math and ELA through ACT, SAT, or TSIA2 ***AND*** earn an industry-based certification by August 31st immediately following graduation
3. Students who enlist in the U.S. Armed Forces or Texas National Guard before the spring following graduation.

International Baccalaureate Programme

The Denton High School's International Baccalaureate (IB) Programme offers rigorous and engaging college preparatory work. Denton ISD 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.

The IB Diploma Programme is a challenging two-year course of study that provides students with the intellectual, social, and critical perspective necessary for the international world. Students in the program study how to learn, how to analyze, and how to reach considered conclusions about people and other cultures.

Benefits of the Diploma Programme

- College credit, which can exceed 40 hours
- Geared at multiculturalism and viewed through a global lens
- Emphasis on extensive writing assignments like those found in university courses
- Fosters essential life skills such as collaboration, problem-solving, and communication

Transfers for the IB Programme

Students who are not zoned to attend Denton High School are able to transfer in to the IB program through the campus transfer program (https://www.dentonisd.org/domain/12751). Meeting with the IB DP or MYP Coordinator is a requirement for anyone applying for a transfer. To maintain transfer status, students must take at least 2 IB Diploma courses in 11th and 12th grades.

College Credit

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

Ashley Sharp-Simmons, IB MYP (Middle Years Programme) Coordinator, asharp3@dentonisd.org
Crystal Sullivan, IB DP (Diploma Programme) Coordinator – csullivan@dentonisd.org
Grace Anne McKay, Director of Advanced Academics – gmckay2@dentonisd.org

Denton High School IB Diploma Programme Course Offerings

Students select 3 HL (Higher Level) and 3 SL (Standard Level) courses. 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 (see page 137) of this planning guide.

Group 1: Studies in Language and Literature
English Language and Literature HL (Higher Level)
Group 2: Language Acquisition
Spanish SL/HL (Standard Level and Higher Level) French SL (Standard Level) German SL (Standard Level) *American Sign Language does not count as an IB language choice.*
Group 3: Individuals and Societies
IB History of the Americas HL (Higher Level)
Group 4: Sciences
Biology SL/HL (Standard Level and Higher Level) Environmental Systems and Societies SL (Standard Level) Note: May also count as Group 3 offering. Physics SL (Standard Level) Chemistry SL (Standard Level) Computer Science HL (Higher Level) Note: For graduation requirements in Texas, this course may count as a math credit but not count as a science credit.
Group 5: Mathematics
Mathematics: Analysis and Approaches (Standard Level/Higher Level) Mathematics: Applications and Interpretation (Standard Level/Higher Level)
Group 6: The Arts
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 Schedule

Prior to the beginning of 11th grade, it is recommended that students wishing to graduate with an IB diploma take a rigorous course of study, including English II Pre-IB.

Junior Year	Senior Year
English III HL, Year 1 Language Acquisition Choice III or IV SL History of the Americas Year 1 HL Biology Year 1 HL, or Physics Year 1 SL Honors Algebra II, IB Math Analysis SL, IB Math Applications SL, or Dual Credit Precalculus Visual Arts SL/HL, Dance SL/HL, IB Computer Science HL, Film SL/HL, Music SL/HL, or Theatre SL/HL Research (Fall) and Theory of Knowledge (Spring) Choice Class or Dismissal Period	English IV HL, Year 2 Language Acquisition Choice IV SL History of the Americas, Year 2 HL Biology HL, Environmental Systems and Society SL, IB Physics SL Year 2, IB Chemistry SL Math Analysis SL or IB Math Applications SL Visual Arts SL/HL, IB Dance SL/HL, IB Computer Science HL, Film SL/HL, Music SL/HL, Theatre SL/HL Theory of Knowledge (Fall) and Research (Spring) Choice Class or Dismissal Period

Fine Arts

The Fine Arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through **active learning**, **critical thinking**, and **innovative problem solving**. One full year fine arts credit is required for graduation.

Data from The College Board shows that students who take four years of Fine Arts classes while in high school score an average of 100 points better on the SAT than students who took only one-half year or less. **The average scores for Denton ISD Fine Arts students are typically higher on STAAR, EOC, ACT and SAT tests.**

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.

Dance: Dance, Drill Team, Dance Wellness, World Dance
Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students explore choreographic and performance qualities; self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness.

Music: Band, Choir, Orchestra, Jazz Band, Color Guard, Mariachi, AP Music Theory
The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move.

Theatre: Theatre, Technical Theatre, Musical Theatre, Theatre Production
Theatre students develop a perception of self, human relationships, and the world using the elements of drama and conventions of theatre. Students communicate in dramatic forms, engage in artistic thinking, build positive self-concepts, relate interpersonally, and appreciate and evaluate live theatre.

Visual Art: Art, Painting, Drawing, Ceramics, Sculpture, AP Drawing, AP 2D/3D Portfolio, AP Art History
Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. 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.

Student Leadership in Fine Arts

Fine Arts programs provide opportunities for students to exercise leadership skills through creativity, communication, service, and performance. Students have opportunities to develop leadership skills through instructional programs, professional organizations, career preparation, and competitive events.

UIL (University Interscholastic League)
UIL is designed to enrich music and theatre education as an integral component of the curriculum. Students have the opportunity to participate in UIL events: One Act Play, Theatrical Design Contest, Concert and Sight-Reading Assessments, Solo and Ensemble Contests, and Marching Band Contests.

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. All-State students attend and perform at the annual TMEA Convention, where they gain access and connections to music schools, colleges, and conservatories from around the world.

VASE (Visual Art Scholastic Event)
VASE is designed to recognize exemplary student achievement in the Visual Arts through the Texas Art Education Association. Students have the opportunity to compete with their artwork at the regional and state level with requirements in creating, presenting, responding, and writing about their art product.

Texas Thespians/International Thespian Society
The International Thespian Society Chapters provide students the opportunity to compete through various events, including solo, duet and group acting, pantomime, musical theatre, costume, lighting, and scenic design, and marketing. Students can qualify for international competitions, and audition for university programs and scholarship opportunities. Local troupes volunteer in the community, pursue scholarships and collegiate auditions.

NAHS (National Art Honors Society)
NAHS Chapters magnify the innovation, skill, and scholarship in the visual arts program and students. Students are eligible for national exhibits and awards, and college scholarships as well as required service and leadership opportunities in the school and community.

TFME (Texas Future Music Educators)
TFME was established by TMEA 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 provide services to their school's musical organizations. Members explore the possibility of becoming a college music education major and TFME members 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/fineartshscourses.

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. 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.

Campus	Campus Contact	Email	Phone
LaGrone Academy	Susan Reyes	sreyes@dentonisd.org	940-369-4838
Braswell High School	Kim Rhodes	krhodes@dentonisd.org	972-347-7928
Denton High School	Tracy Kennedy	tkennedy@dentonisd.org	940-369-2020
Guyer High School	Angela Clouse	aclous@dentonisd.org	940-369-1031
Ryan High School	Courtney Skaggs	cskaggs@dentonisd.org	940-369-3025

LaGrone Academy

Denton ISD's LaGrone Academy is a professional training facility to prepare high school students for 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. 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 Credit	Math Credit	Fine Arts Credit
Food Science, Grade Level 11-12, 1 Credit Advanced Animal Science, Grade Level 11-12, 1 Credit Forensic Science, Grade Level 11-12, 1 Credit Anatomy and Physiology, Grade Level 10-12, 1 Credit	Accounting II Grade Level 11-12 1 Credit	Floral Design/Lab Grade Level 9-12 2 Credits

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 network 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 is a dynamic youth organization that changes lives and prepares members for premier leadership, personal growth and career success through agricultural education. FFA develops members' potential and helps them discover their talent through hands-on experiences, which give members the tools to achieve real-world success. Members are future farmers, chemists, veterinarians, government officials, entrepreneurs, bankers, international business leaders, teachers and premier professionals in many career fields.

FCTA (Future Coaches of Texas Association) - The Future Coaches of Texas Association (FCTA) introduces young adults to the fundamentals of coaching and encourages them to explore opportunities in the coaching profession. Through FCTA, accredited educational entities throughout the state of Texas can establish local chapters to introduce students to coaching concepts and encourage them to build an understanding of how to promote athletic performance, facilitate team leadership, and drive towards overall excellence as a future coach.

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 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.

Young Billionaire's Club (YBC) - YBC is a hands-on student organization that inspires future leaders and entrepreneurs. YBC gives students real-world experience in money management, business, and leadership through exciting projects, teamwork, and community events. It's all about building confidence, creativity, and a success-driven mindset.

CTE Dual Credit

CTE Dual Credit courses are available at LaGrone Academy. Program requirements, cost, and application process information is available on the campus.

North Central Texas College

Course Number	High School TEKS	HS Credits	NCTC College Course	Course Description	Credit Hours	TSI Required
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 semester)	1	EMSP 1501	Emergency Medical Technician	5	No
	Practicum in Health Science EMT (2nd semester)	1	EMSP 1160	Clinical – EMT/Technology	1	
			VNSG 1420	Anatomy and Physiology for Allied Health	4	
SC804D	Firefighter I (first semester)	1	FIRS 1203	Fire Fighter Agility and Fitness Preparation	2	No
			FIRS 1301	Firefighter Certification I	3	
			FIRS 1313	Firefighter Certification III	3	
	Firefighter I (second semester)	1	FIRS 1319	Firefighter Cert IV	3	
			FIRS 1323	Firefighter Cert V	3	
SC808D	Firefighter II (first semester)	1.5	FIRS 1329	Firefighter Cert VI	3	No
			FIRS 2188	Internship – Fire Protection and Safety Technology/ Technician	1	
			VNSG 1420	Anatomy and Physiology for Allied Health	4	
	Firefighter II EMT - Basic (second semester)	3.5	EMSP 1160	Clinical – Emergency Medical Technician/Tech	1	
			EMSP 1501	Emergency Medical Technician	5	

New Course or Course Change Proposals

Course proposals for new courses or courses changes open each year from August through October. Proposals are reviewed by a course review committee representative of campuses and district departments. The Denton ISD Course Planning Guide goes to the Board of Trustees for final approval in December and approved course changes apply in the next school year.

Learn more about course change proposals at: https://www.dentonisd.org/Page/103867

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 emergent bilingual students)	9	1
SENE1R	ELDA I (English Language Development and Acquisition)	9	1
SLAE1S	English I ESL (for intermediate emergent bilingual students)	9	1
SLAE2R	English II	10	1
SLAE2H	English II Honors	10	1
SLAE2I	English II Pre-IB* (DHS only)	10	1
SLAS2S	English II ESOL (for newcomer emergent bilingual students)	10	1
SENE2R	ELDA II (English Language Development and Acquisition)	10	1
SLAE2S	English II ESL (for intermediate emergent bilingual students)	10	1
SLAE3R	English III	11	1
SLAE3P	AP English III: Language and Composition	11	1
SLAE3S	English III ESL (for newcomer and intermediate emergent bilingual students)	11	1
SLAE3D	English III Dual Credit – Composition [ENG 1013/1023 or 1301/1302]	11	1
SLAE4R	English IV	12	1
SLAE4S	English IV ESL (for newcomer and intermediate emergent bilingual students)	12	1
SLAE4P	AP English IV: Literature and Composition	12	1
SLA4CD	English IV Dual Credit – Composition [ENG 1013/1023 or 1301/1302]	12	1
SLAE4D	English IV Dual Credit – Literature [ENG 2013/2153]	12	1
SECWRR	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
SLACPR, SLACPU	College Prep English	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
SEJRNR	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

**Pre-IB courses are not part of or affiliated with the IB programme. This class/programme is not a requirement to enter the 2-year IB Diploma programme or the IB Career-related programme.*

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 (modified curriculum)	9	1
SLAE1F	English I DE (deaf education program)	9	1
SLAE2X	English II ALT (modified curriculum)	10	1
SLAE2F	English II DE (deaf education program)	10	1
SLAE3X	English III ALT (modified curriculum)	11	1
SLAE3F	English III DE (deaf education program)	11	1
SLAE4X	English IV ALT (modified curriculum)	12	1
SLAE4F	English IV DE (deaf education program)	12	1
SERI1X	Reading Improvement I ALT (modified curriculum)	9-12	1
SERI2X	Reading Improvement II ALT (modified curriculum)	10-12	1

English Language Arts Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SLAE1R **English I** 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 **English I Honors** 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 **English I ESOL** Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	The English I ESOL course is for emergent bilingual students who are at the pre-production or beginning stages of English proficiency and are within their first three years of US schools. This course addresses the expectations that apply to the ESOL I TEKS, and instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) to address the critical processes and features of second language acquisition. ***For graduation requirement purposes, this course may serve as a substitute for English I.***
SENE1R **ELDA I** Grade Level – 9 Credits – 1 Prerequisite – Concurrent enrollment in English I ESOL	The English Language Development and Acquisition (ELDA I) course is for emergent bilingual students who require additional language practice in order to accelerate the acquisition of English language skills. The course addresses the expectations that apply to the English Language Development and Acquisition TEKS, and must be taken concurrently with the ESOL I course.
SLAE1S **English I ESL** Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	English I ESL is for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to the English I TEKS, instruction in this course includes sufficient linguistic scaffolds to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills. ***For graduation requirement purposes, this course may serve as a substitute for English I.***
SLAE2R **English II** Grade Level – 10 Credits – 1 Prerequisite – None	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 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 **English II Honors** Grade Level – 10 Credits – 1 Prerequisite – None	English II Honors is designed to provide learning experiences similar to those in English II but at greater depths of complexity. This course is designed to prepare students for future success in Advanced Placement and Dual Credit courses.

SLAE2H **English II Pre-IB*** (DHS only) Grade Level – 10 Credits – 1 Prerequisite – None	Pre-IB English II introduces students to the analytical reading, critical thinking, and global perspectives central to the International Baccalaureate (IB) program. Students explore literature from a range of cultures, including both works originally written in English and translated texts, to examine how language, culture, and context shape meaning. Emphasis is placed on close reading, academic writing, and discussion as students learn to interpret authorial choices and cultural perspectives. This course develops the skills and habits of mind needed for success in the IB Diploma Programme. **Pre-IB courses are not part of or affiliated with the IB programme. This class/programme is not a requirement to enter the 2-year IB Diploma programme or the IB Career-related programme.*
SLAS2S **English II ESOL** 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 yearlong 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.***
SENE2R **ELDA II** Grade Level – 10 Credits – 1 Prerequisite – Concurrent enrollment in English II ESOL	The English Language Development and Acquisition (ELDA II) course is for emergent bilingual students who require additional language practice in order to accelerate the acquisition of English language skills. The course addresses the expectations that apply to the English Language Development and Acquisition TEKS, and must be taken concurrently with the ESOL II course.
SLAE2S **English II ESL** Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement	English II ESL is for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to the English II TEKS, instruction in this course includes sufficient linguistic scaffolds to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills. ***For graduation requirement purposes, this course may serve as a substitute for English II.***
SLAE3R **English III** Grade Level – 11 Credits – 1 Prerequisite – None	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 **English III ESL** Grade Level – 11 Credits – 1 Prerequisite – LPAC Placement	English III ESL is for newcomers and emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to the English III TEKS, instruction in this course includes sufficient linguistic scaffolds to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills. ***For graduation requirement purposes, this course may serve as a substitute for English III.***
SLAE3P **AP English III:** **Language and Composition** Grade Level – 11 Credits – 1 Prerequisite: None	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 **English III Composition Dual Credit** **Fall: TWU ENG 1013 or NCTC ENGL 1301** **Spring: TWU ENG 1023 or NCTC ENGL 1302** Grade Level – 11 Credits – 1 Prerequisite: English II	Fall Semester – Composition I. 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. ***This course meets ½ of the state graduation requirement for English III.*** Spring Semester – Composition II. (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. ***This course meets ½ of the state graduation requirement for English III.***
SLAE4R **English IV** 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.
SLAE4S **English IV ESL** Grade Level – 12 Credits – 1 Prerequisite – LPAC Placement	English IV ESL is for newcomers and emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to the English IV TEKS, instruction in this course includes sufficient linguistic scaffolds to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills. ***For graduation requirement purposes, this course may serve as a substitute for English IV.***
SLAE4P **AP English IV: Literature and Composition** Grade Level – 12 Credits – 1 Prerequisite – None	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.
SLA4CD **English IV Composition Dual Credit** **Fall: TWU ENG 1013 or NCTC ENGL 1301** **Spring: TWU ENG 1023 or NCTC ENGL 1302** Grade Level – 12 Credits – 1 Prerequisite: English III	***This course is available for students who did not take AP English III or English III Dual Credit in 11th grade but would like to begin to earn dual credit for English IV.*** Fall Semester – Composition I. 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] ***This course meets ½ of the state graduation requirement for English IV.*** Spring Semester – Composition II. (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] ***This course meets ½ of the state graduation requirement for English IV.***

SLAE4D **English IV Dual Credit: Literature** **Fall: TWU ENG 2013** **Spring: TWU ENG 2153** Grade Level – 12 Credits – 1 Prerequisite: English III	Fall Semester – English Literary Masterpieces. Major works of British literature. Works and themes may vary by course section. [TWU ENG 2013] ***This course meets ½ of the state graduation requirement for English IV.*** Spring Semester – Introduction to Literature. Introduction to the genres of fiction, poetry, and drama, with a focus on interpretation. Texts and themes may vary by course. [TWU ENG 2153] ***This course meets ½ of the state graduation requirement for English IV.***
SECWRR **Creative Writing** Grade Level – 10-12 Credits – .5-1 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.
SLACPR (SLACPU – Summer) **College Prep English** 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 NCTC curriculum facilitated by a Denton ISD certified teacher. In some cases, students may be able to use this course to earn a TSI exemption at the university/college level.
SERI1S **Reading Improvement I ESL** Grade Level – 9 Credits – .5–1 Prerequisite – LPAC Placement	Reading Improvement ESL offers emergent bilingual 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.
SERI2S **Reading Improvement II ESL** Grade Level – 10 Credits – .5–1 Prerequisite – LPAC Placement	
SERI3S **Reading Improvement III ESL** Grade Level – 11 Credits – .5–1 Prerequisite – LPAC Placement	
SEAL1R **Accelerated ELA I** Grade Level – 9 Credits – 1 Prerequisite – Counselor Recommendation	This elective course, taken in conjunction with English I or II, is a yearlong 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)
SEAL2R **Accelerated ELA II** Grade Level – 10 Credits – 1 Prerequisite – Counselor Recommendation	

SEPS1R **Public Speaking I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SEPS2R **Public Speaking II** Grade Level – 10-12 Credits – 1 Prerequisite – Public Speaking I	
SEDB1R **Debate I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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. ***This course satisfies the speech proficiency requirements for graduation.***
SEDB2R **Debate II** Grade Level – 10-12 Credits – 1 Prerequisite – Debate I	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. ***This course satisfies the speech proficiency requirements for graduation.***
SEDB3R **Debate III** Grade Level – 11-12 Credits – 1 Prerequisite – Debate II	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. ***This course satisfies the speech proficiency requirements for graduation.***
SEJRNR **Journalism I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SEJPJR **Photojournalism** Grade Level – 9-12 Credits – .5-1 Prerequisite – None	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.

SEJN1R **Advanced Journalism: Newspaper Production I** Grade Level – 9-12 Credits – 1 Prerequisite – By application	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.
SEJN2R **Advanced Journalism: Newspaper Production II** Grade Level – 10-12 Credits – 1 Prerequisite – By application	
SEJN3R **Advanced Journalism: Newspaper Production III** Grade Level – 11-12 Credits – 1 Prerequisite – By application	
SEJY1R **Advanced Journalism: Yearbook Production I** Grade Level – 9-12 Credits – 1 Prerequisite – By application	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.
SEJY2R **Advanced Journalism: Yearbook Production II** Grade Level – 10-12 Credits – 1 Prerequisite – By application	
SEJY3R **Advanced Journalism: Yearbook Production III** Grade Level – 11-12 Credits – 1 Prerequisite – By application	

SEJB1R **Advanced Journalism: Broadcast I** Grade Level – 9-12 Credits – 1 Prerequisite – By application	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.
SEJB2R **Advanced Journalism: Broadcast II** Grade Level – 10-12 Credits – 1 Prerequisite – By application	
SEJB3R **Advanced Journalism: Broadcast III** Grade Level – 11-12 Credits – 1 Prerequisite – By application	

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.

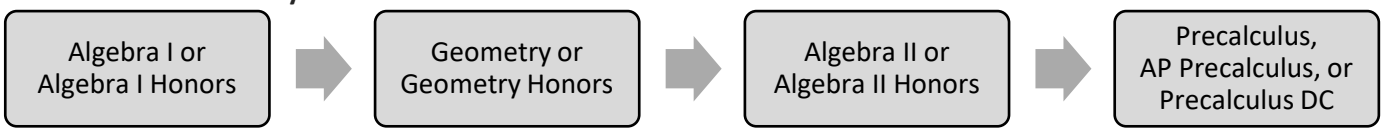
SLAE1X **English I ALT** Grade Level – 9 Credits – 1 Prerequisite – None	English 1 ALT stresses the genre approach to literature and provides a yearlong program of interrelated language skills with study in the areas of reading, writing, speaking, and listening. The course focuses on prerequisite skills and includes a study of literature and creative writing. English 1 ALT students are given an opportunity to refine the skills tested on STAAR. (This is a modified curriculum course.)
SLAE2X **English II ALT** 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. (This is a modified curriculum course.)
SLAE3X **English III ALT** 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. (This is a modified curriculum course.)
SLAE4X **English IV ALT** 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. (This is a modified curriculum course.)
SERI1X **Reading Improvement I ALT** 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. (This is a modified curriculum course.)
SERI2X **Reading Improvement II ALT** Grade Level – 10-12 Credits – 1 Prerequisite – None	

Mathematics Courses

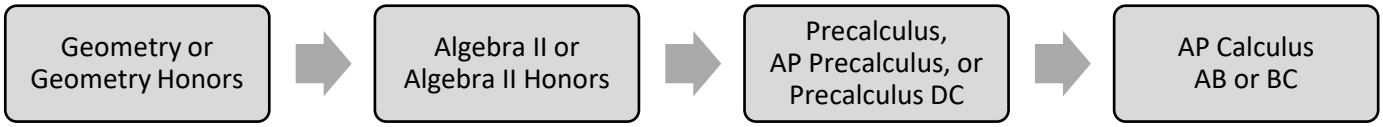
Pathways: Advanced Math

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, regardless of grade level. For example, a student who successfully completes MS Algebra I Honors in grade 8 will be able to access Honors Geometry in grade 9, Honors Algebra II in grade 10, AP Precalculus in grade 11, and so forth. Sample acceleration pathways for mathematics:

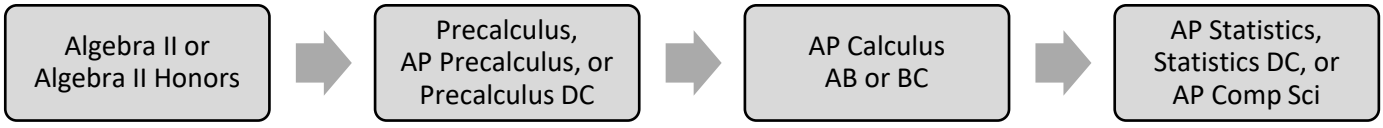
Standard Math Pathway



One Year Accelerated – Students enter HS already having earned Algebra I credit while in MS:



Two Years Accelerated* – Students enter HS already having earned Algebra I and Geometry credit while in MS:



Additionally, students wanting an advanced math program in high school 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, Linear Algebra, Differential Equations at NCTC, TWU, or UNT, but the District does not have crosswalks associated with these courses. (Dual enrollment occurs when a school district does not offer high school state credit for the college course. Dual enrollment courses do not count toward GPA.)

Mathematics Courses

Local Course ID	Course	Grade Level	Credits
SMAA1R	Algebra I	9	1
SMAA1H	Algebra I Honors	9	1
SMAA1S	Algebra I ESL	9	1
SMAA1R/R6 (fall) SMAGER7/2 (spring)	Accelerated Algebra I / Geometry Block (2 periods, for Algebra I Credit Recovery)	10	2
SMAGER	Geometry	9-10	1
SMAGEH	Geometry Honors	9-10	1

SMAGES	Geometry ESL	9-10	1
SESLMR	Strategic Learning for High School Math	9-10	.5-1
SMAMMR	Mathematical Models with Applications	10-11	1
SMAMMS	Mathematical Models with Applications ESL	10-11	1
SMAA2R	Algebra II*	10-12	1
SMAA2H	Algebra II Honors*	10-12	1
SMAA2S	Algebra II ESL	10-12	1
SMAPCR	Precalculus	11-12	1
SMAPCP	AP Precalculus	11-12	1
SMAPCD	Precalculus Dual Credit	11-12	1
SMAAQR	Advanced Quantitative Reasoning (AQR)	11-12	1
SMACAP	AP Calculus AB	12	1
SMACBP	AP Calculus BC	12	1
SMASTR	Statistics	11-12	1
SMASTP	AP Statistics	11-12	1
SMASTD	Statistics Dual Credit	11-12	1
SMACPR, SMACPU	College Prep Math	12	1
SMACAD	Calculus I Dual Credit – [TWU MATH 2014]	12	1
SMACID	Calculus I Dual Credit – [NCTC MATH 2413]	12	1
Concurrent enrollment	Calculus II – [UNT Math 1720, TWU Math 2024, NCTC Math 2414]	12	1
Concurrent enrollment	Linear Algebra and Vector Geometry – [UNT MATH 2700]	12	1
Concurrent enrollment	Differential Equations I – [UNT MATH 3410]	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 (modified curriculum)	9	1
SESLMR	Strategic Learning for High School Math (For students receiving special education services, this course can be taken without concurrent enrollment in Algebra I when students are otherwise completing a 3-year state math course sequence. This course is NOT eligible for state math credit for graduation.)	9-10	.5-1
SMAGEX	Geometry ALT (modified curriculum)	10	1
SMAMMX	Mathematical Models with Applications ALT (modified curriculum)	10-11	1
SMAPMX	Practical Math ALT (modified curriculum)	12	0
SMAA1M	Algebra I Resource (Basic) (modified curriculum)	9	1
SMAGEM	Geometry Resource (Basic) (modified curriculum)	10	1
SMAMM	Math Models with Applications Resource (Basic) (modified curriculum)	11	1
SMAA1F	Algebra I DE (deaf education program)	9	1
SMAGEF	Geometry DE (deaf education program)	10	1
SMAA2F	Algebra II DE (deaf education program)	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

Mathematics Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SMAA1R **Algebra I** Grade Level – 9 Credits – 1 Prerequisite – Math 8	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.
SMAA1H **Algebra I Honors** Grade Level – 9 Credits – 1 Prerequisite – Math 8	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.
SMAA1S **Algebra I ESL** Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	Algebra I ESL 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.
SMAA1R/R6 (fall) + SMAGER7/2 (spring) **Accelerated Algebra/Geometry Block** Grade Level – 10 Credits – 2 Prerequisite – Math 8	This is a 2-period accelerated course designed for students wishing to recover credit for Algebra I. Students are enrolled in two periods of Algebra I in the fall and two periods of Geometry in the spring. Students earn 1.0 credits for Algebra I in the fall and 1.0 credits for Geometry in the spring.
SMAGER **Geometry** Grade Level – 9-10 Credits – 1 Prerequisite – Algebra I	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 include distance, midpoint, perimeter, area, surface area, and volume. Students will also compare Euclidean and non-Euclidean geometries.
SMAGEH **Geometry Honors** Grade Level – 9-10 Credits – 1 Prerequisite – Algebra I	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.
SMAGES **Geometry ESL** Grade Level – 9-10 Credits – 1 Prerequisite – LPAC Placement; Algebra I	Geometry ESL 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.

SESLMR **Strategic Learning for High School Mathematics** Grade Level – 9-10 Credits – .5-1 Prerequisite – Concurrent enrollment in Algebra I and/or Geometry	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 skill 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. ***Students enrolled in this course meet state graduation speech proficiency requirements.***
SMAMMR **Mathematical Models with Applications** Grade Level – 10-11 Credits – 1 Prerequisite - Algebra I	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.
SMAMMS **Mathematical Models with Applications ESL** Grade Level – 10-11 Credits – 1 Prerequisite - Algebra I	The Mathematical Models with Applications ESL course integrates all concepts taught in Mathematical Models with Applications with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of mathematics vocabulary.
SMAA2R **Algebra II** Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; Geometry (recommended)	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.
SMAA2H **Algebra II Honors** Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; Geometry (recommended)	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).
SMAA2S **Algebra II ESL** Grade Level – 10-12 Credits – 1 Prerequisite – LPAC Placement	The Algebra II ESL course 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.
SMACPR (SMACPU – Summer) **College Prep Math** Grade Level – 12 Credits – 1 (elective) Prerequisite – none	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. This course uses the NCTE curriculum, facilitated by a Denton ISD certified teacher. In some cases, students may be able to use this course to earn a TSI exemption at the university/college level.
SMAPCR **Precalculus** Grade Level – 11-12 Credits – 1 Prerequisite –Geometry; Algebra II	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.

SMAPCP **AP Precalculus** Grade Level – 11-12 Credits – 1 Prerequisite –Geometry; Algebra II (Honors recommended for each)	AP Precalculus prepares students for other college-level math and science courses. During the course, students will explore everyday situations using mathematical tools and lenses. They'll also develop an understanding of modeling and functions and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science.
SMAPCD **Precalculus Dual Credit** Grade Level – 11-12 Credits – 1 Prerequisite –Geometry; Algebra II (Honors recommended for each)	Fall Semester – College Algebra. 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] Spring Semester – Plane Trigonometry. 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]
SMAAQR **Advanced Quantitative Reasoning (AQR)** Grade Level – 11-12 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 **Statistics** 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 considering programs in liberal arts, health science, nursing program, etc.
SMASTP **AP Statistics** Grade Level – 11-12 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, Precalculus, or Calculus may be taken concurrently.
SMASTD **Statistics Dual Credit** Grade Level – 11-12 Credits – 1 Prerequisite – AP Statistics Fall Semester	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. Elementary Statistical Methods (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]
SMACAP **AP Calculus AB** Grade Level – 12 Credits – 1 Prerequisite – Precalculus (recommended)	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.

SMACBP **AP Calculus BC** Grade Level – 12 Credits – 1 Prerequisite – Precalculus (recommended)	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. ***Note: Credit may be awarded for AP Calculus AB OR AP Calculus BC, but NOT both. AP Statistics may be taken concurrently.***
SMACAD **Calculus I Dual Credit** **[TWU MATH 2014]** Grade Level – 12 Credits – 1 Prerequisite – AP Calculus AB Fall Sem	Calculus I (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.
SMACID **Calculus I Dual Credit** **[NCTC MATH 2413]** Grade Level – 12 Credits – 1 Prerequisite – Precalculus	***This course is only recommended 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.*** Calculus I (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.
Calculus II *Concurrent Enrollment* **[UNT Math 1720, TWU Math 2024, NCTC Math 2414]** Grade Level – 12 Credits – 1 Prerequisite – Calculus I	Topics in this course include differentiation and integration of exponential, logarithmic and transcendental functions; integration techniques; indeterminate forms; improper integrals; area and arc length in polar coordinates; infinite series; power series; Taylor's theorem.
Linear Algebra and Vector Geometry *Concurrent Enrollment* **[UNT Math 2700]** Grade Level – 12 Credits – 1 Prerequisite – Calculus II, AP Calculus BC exam score of 3+	The Linear Algebra and Vector Geometry course studies vector spaces over the real number field; applications to systems of linear equations and analytic geometry in En, and linear transformations, matrices, determinants and eigenvalues.
Differential Equations I *Concurrent Enrollment* **[UNT Math 3410]** Grade Level – 12 Credits – 1 Prerequisite – Calculus II (recommended or concurrent), AP Calculus BC exam score of 3+, and Math 2700	Topics in this course include first-order equations, existence-uniqueness theorem, linear equations, separation of variables, higher-order linear equations, systems of linear equations, series solutions and numerical solutions.

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.

SMAA1X **Algebra I ALT** Grade Level – 9 Credits – 1 Prerequisite – None	This is the Algebra I course designated for students served through the FLS or AVLS program. (This is a modified curriculum course.)
SMAGEX **Geometry ALT** Grade Level – 10 Credits –1 Prerequisite – Algebra I ALT	This is the Geometry course designated for students served through the FLS or AVLS program. (This is a modified curriculum course.)
SMAMMX **Mathematical Models with Applications ALT** Grade Level – 10-11 Credits – 1 Prerequisite – Algebra I ALT	This is the Math Models course designated for students served through the FLS or AVLS program. (This is a modified curriculum course.) **(Per state guidelines, credit for this course cannot be awarded once credit has been earned for Algebra II.)**
SMAPMX **Practical Math ALT** Grade Level – 12 Credits – 0 Prerequisite – Algebra I ALT	This course is designed for students receiving special education services who have already completed three year of high school math courses and would benefit from continued access to learning mathematics in their senior year. This experience allows for students in AVLS/FLS programs to meet fourth year math goals indicated in the IEP. (This is a modified curriculum course.)
SMAA1M **Algebra I Resource (Basic)** Grade Level – 9 Credits – 1 Prerequisite – None	This is the Algebra I course designated for students served through the special education program. (This is a modified curriculum course.)
SMAGEM **Geometry Resource (Basic)** Grade Level – 10 Credits –1 Prerequisite – Geometry Resource	This is the Geometry course designated for students served through the special education program. (This is a modified curriculum course.)
SMAMMM **Math Models with Applications Resource (Basic)** Grade Level – 10-11 Credits – 1 Prerequisite – Algebra I Resource	This is the Math Models course designated for students served through the special education program. (This is a modified curriculum course.) **(Per state guidelines, credit for this course cannot be awarded once credit has been earned for Algebra II.)**

Science Courses

Local Course ID	Course	Grade Level	Credits
SSCBIR	Biology	9	1
SSCBIH	Biology Honors	9	1
SSCBIS	Biology ESL	9	1
SSCCHR	Chemistry	10	1
SSCCHH	Chemistry Honors	10	1
SSCCHS	Chemistry ESL	10	1
SSCPCR	IPC – Integrated Physics and Chemistry	9-11	1
SSCPHR	Physics	11-12	1
SSCPHS	Physics ESL	11-12	1
SSCP1P	AP Physics 1	11-12	1
SSCP2P	AP Physics 2	11-12	1
SSCPCP	AP Physics C	11-12	1
SC928R	Anatomy and Physiology of Human Systems	10-12	1
SSCAQR	Aquatic Science	10-12	1
SSCASR	Astronomy	11-12	1
SSCS0R	Earth Systems Science	11-12	1
SSCESR	Environmental Systems	10-12	1
SSCESP	AP Environmental Science	11-12	1
SSCESD	Environmental Science Dual Credit	11-12	1
SSCBIP	AP Biology	10-12	1
SSCBID	Biology Dual Credit	10-12	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 mid-year. Schedule changes into other courses may not be available.

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 (modified curriculum)	9	1
SSCCHX	Chemistry ALT (modified curriculum)	10	1
SSCESX	Environmental Systems ALT (modified curriculum)	10-12	1
SSCINF	Integrated Physics and Chemistry DE (deaf education program)	10-11	1
SSCBIF	Biology DE (deaf education program)	9	1
SSCCHF	Chemistry DE (deaf education program)	10	1
SSCPHF	Physics DE (deaf education program)	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
SC928R	Anatomy and Physiology of Human Systems	10-12	1

Science Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SSCBIR **Biology** Grade Level – 9 Credits – 1 Prerequisite – None	In Biology, students conduct laboratory and field investigations and apply scientific and engineering practices during investigations. Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of Grade 12, students are expected to gain sufficient knowledge of scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
SSCBIH **Biology Honors** 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 to prepare students for future Advanced Placement studies as well as prepare students to take a full range of other biology courses.
SSCBIS **Biology ESL** Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	The Biology ESL course integrates all concepts taught in Biology with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of science vocabulary.
SSCCHR **Chemistry** Grade Level – 10 Credits – 1 Prerequisite – Biology; Algebra I	In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
SSCCHH **Chemistry Honors** 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 **Chemistry ESL** Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement	The Chemistry ESL course integrates all concepts taught in Chemistry with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of science vocabulary.
SSCPCR **Integrated Physics and Chemistry (IPC)** Grade Levels – 9-11 Credits – 1 Prerequisites – Biology	In this course, students conduct laboratory and field investigations, use engineering practices, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

SSCPHR **Physics** Grade Level – 11-12 Credits – 1 Prerequisite – None	In Physics, students conduct laboratory and field investigations, use scientific during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
SSCPHS **Physics ESL** Grade Level – 11-12 Credits – 1 Prerequisite – LPAC Placement	The Physics ESL course integrates all concepts taught in Physics with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of science vocabulary.
How do I know which AP Physics course to take? ***AP Physics 1 and 2*** *courses teach college level concepts and are suited for students intend to pursue life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. These classes are als better suited to general interest or undetermined majors who want to establish their abilities in science-based coursework.* ***AP Physics C*** *is more advanced college level pathway and is appropriate for students planning to specialize or major in the physical sciences or pursue a co in engineering. The AP Physics C classes are each equivalent to one semester of introductory, calculus-based college physics courses and wi put aspiring engineers or physicists on track towards their goals.*	
SSCP1P **AP Physics 1** 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 **AP Physics 2** 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.
SSCPCP **AP Physics C** 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 **Anatomy and Physiology of Human Systems** Grade Level – 10-12 Credits – 1 Prerequisite – Biology and – Chemistry, IPC, or Physics	In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

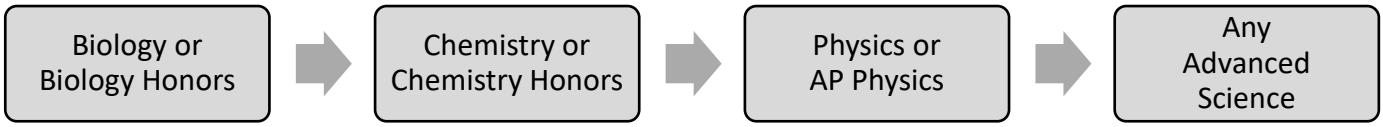
SSCAQR **Aquatic Science** Grade Level – 10-12 Credits – 1 Prerequisite – Biology and one of the following recommended Chemistry, IPC, or concurrent enrollment in either	In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including natural and human impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science acquire knowledge about how the properties of water and fluid dynamics affect aquatic ecosystems and acquire knowledge about a variety of aquatic systems. Students who successfully complete Aquatic Science conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical thinking and problem-solving skills.
SSCASR **Astronomy** Grade Level – 11-12 Credits – 1 Prerequisite – Algebra I and IPC or Chemistry	In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
SSCSOR **Earth Systems Science** Grade Level – 11-12 Credits – 1 Prerequisite – Algebra I and 2 credits of high school science	The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.
SSCBIP **AP Biology** Grade Level – 10-12 Credits – 1 Prerequisite – Biology; Chemistry or concurrent enrollment (Honors recommended for each)	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. AP Biology is available in the 10th grade on some campuses for students planning to take a 5th or 6th year of science as a senior.
SSCBID **Biology Dual Credit** Grade Level – 10-12 Credits – 1 Prerequisite – Biology; Chemistry (Honors recommended for each)	Fall Semester – Principles of Biology I. 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 1113 (Lecture) + BIOL 1111 (Lab)] Spring Semester – Principles of Biology II. 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 1123 (Lecture) + BIOL 1121 (Lab)]

SSCCHP **AP Chemistry** 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 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 **Chemistry Dual Credit** Grade Level – 11-12 Credits – 1 Prerequisite – Chemistry; Algebra II (Honors recommended for each)	Fall Semester - General Chemistry I. 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. [TWU CHEM 1113 (Lecture) + CHEM 1111 (Lab)] Spring Semester - General Chemistry II. 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. [TWU CHEM 1123 (Lecture) + CHEM 111 (Lab)]
SSCESR **Environmental Systems** Grade Level – 10-12 Credits – 1 Prerequisite – Biology one of the following recommended: Chemistry, IPC, or concurrent enrollment in either	In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment.
SSCESP **AP Environmental Science** 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."
SSCESD **Environmental Science Dual Credit** Grade Level – 11-12 Credits – 1 Prerequisite – Biology; Chemistry (Honors recommended in each)	Fall Semester – Environmental Biology. Principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. Laboratory activities will reinforce principles of environmental systems and ecology, including biogeochemical cycles, energy transformations, abiotic interactions, symbiotic relationships, natural resources and their management, lifestyle analysis, evolutionary trends, hazards and risks, and approaches to ecological research. [BIOL 2406 (Lecture + Lab); TWU BIOL 1023 (Lecture + Lab)] Spring Semester – Environmental Science I. A survey of the forces, including humans, that shape our physical and biologic environment, and how they affect life on Earth. Introduction to the science and policy of global and regional environmental issues, including pollution, climate change, and sustainability of land, water, and energy resources. Lab activities will cover methods used to collect and analyze environmental data. [ENVR 1410 (Lecture + Lab); TWU SCI 2103 (Lecture + Lab)]

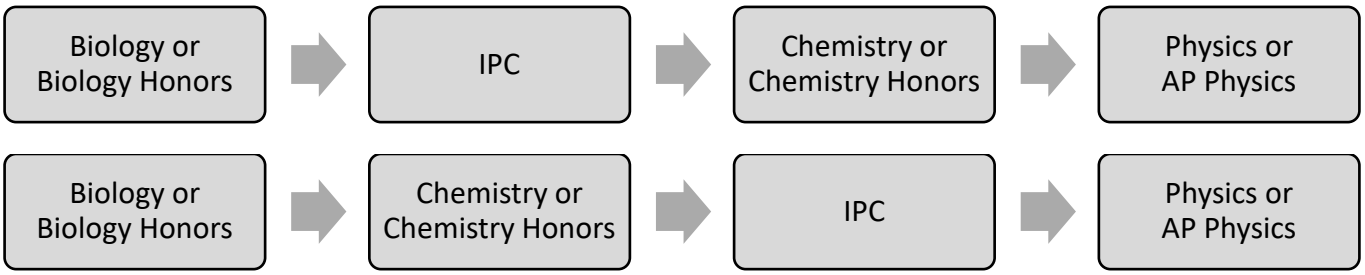
Pathways: IPC – Integrated Physics and Chemistry

In Denton ISD, IPC is not part of the recommended college-preparatory sequence. It is reserved for students who need a flexible pathway to meet state science requirements while still progressing toward graduation.

Recommended Pathway



Alternative IPC Pathway



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 **Biology ALT** 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. (This is a modified curriculum course.)
SSCCHX **Chemistry ALT** 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. (This is a modified curriculum course.)
SSCESX **Environmental Systems ALT** Grade Level – 10-12 Credits – 1 Prerequisite – Biology; Chemistry	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. (This is a modified curriculum course.)

Social Studies Courses

Local Course ID	Course	Grade Level	Credits
SSSWGR	World Geography	9	1
SSSWGH	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
SSSGOS3	United States Government ESL	12*	.5
SSSGOD3	United States Government Dual Credit	12*	.5
SSSGOP3	AP United States Government and Politics	12*	.5
SSSECR3	United States Economics	12*	.5
SSSECS3	United States Economics ESL	12*	.5
SSSECD3	Macroeconomics Dual Credit	12*	.5
SSSECP3	AP U.S. Macroeconomics	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	12	.5
SEPFLR3	Personal Financial Literacy	10-12	.5
SEST1D3	Texas Government Dual Credit	12	.5

**Candidates for the IB Diploma Programme may choose to enroll in Government and Economics courses in the 10th 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 (modified curriculum)	9	1
SSSWHX	World History ALT (modified curriculum)	10	1
SSSUSX	United States History ALT(modified curriculum)	11	1
SSSGOX3	United States Government ALT (modified curriculum)	12	.5
SSSECX3	United States Economics ALT (modified curriculum)	12	.5
SESOCX3	Sociology ALT (modified curriculum)	11-12	.5
SEPFLX3	Personal Financial Literacy ALT (modified curriculum)	10-12	.5
SSSWGF	World Geography DE (deaf education program)	9	1
SSSWHF	World History DE (deaf education program)	10	1
SSSUSF	United States History DE (deaf education program)	11	1
SSSGOF3	United States Government DE (deaf education program)	12	.5
SSSECF3	United Stated Economics DE (deaf education program)	12	.5

Social Studies Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SSSWGR **World Geography** Grade Level – 9 (recommended) Credits – 1 Prerequisite – None	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.
SSSWGS **World Geography ESL** Grade Level – 9 Credits – 1 Prerequisite – LPAC Placement	The World Geography ESL course integrates all concepts taught in World Geography with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of social studies vocabulary.
SSSWGH **World Geography Honors** Grade Level – 9 (recommended) Credits – 1 Prerequisite – None	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.
SSSHGP **AP Human Geography** Grade Level – 9 (recommended) Credits – 1 Prerequisite – None	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.
SSSWHR **World History** Grade Level – 10 (recommended) Credits – 1 Prerequisite – None	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.
SSSWHS **World History ESL** Grade Level – 10 Credits – 1 Prerequisite – LPAC Placement	The World History ESL course integrates all concepts taught in World History with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of social studies vocabulary.
SSSWHP **AP World History: Modern** Grade Level – 10 (recommended) Credits – 1 Prerequisite – None	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.

SSSUSR **United States History** 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 the Civil Rights Movement.
SSSUSS **United States History ESL** Grade Level – 11 (recommended) Credits – 1 Prerequisite – None	The United States History ESL course integrates all concepts taught in United States History with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of social studies vocabulary.
SSSUSP **AP United States History** 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 **United States History** **Dual Credit** Grade Level – 11 (recommended) Credits – 1 Prerequisite – None	Fall Semester – U.S. History I. 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] ***This course meets ½ of the state graduation requirement for U.S. History.*** Spring Semester – U.S. History II. 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] ***This course meets ½ of the state graduation requirement for U.S. History.***
SSSGOR3 **United States Government** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	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.
SSSGOS3 **United States Government ESL** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	The United States Government ESL course integrates all concepts taught in United States Government with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of social studies vocabulary.
SSSGOD3 **United States Government** **Dual Credit** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	Federal Government. 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] ***This course meets the state graduation requirement for U.S. Government.***

SSSGOP3 **AP United States Government and Politics** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	AP United States Government provides 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.
SEST1D3 **Texas Government Dual Credit** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	Texas Government. 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 or UNT PSCI 2306] ***This course provides students with state elective credit for graduation.***
SSSECR3 **United States Economics** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	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.
SSSECS3 **United States Economics ESL** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	The Economics ESL course integrates all concepts taught in Economics with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of social studies vocabulary.
SSSECD3 **Macroeconomics Dual Credit** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	Principles of Macroeconomics. 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 or UNT ECON 1110] ***This course meets the state graduation requirement for Economics.***
SSSECP3 **AP U.S. Macroeconomics** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	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.
SEMASR **Ethnic Studies: Mexican American Studies** 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.
SEAASR **Ethnic Studies: African American Studies** Grade Level – 10-12 Credits – .5-1 Prerequisite – None	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.

SEPSYR3 **Psychology** Grade Level – 11-12 Credits – .5 Prerequisite – None	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.
SEPSYD3 **Psychology Dual Credit** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	General Psychology. 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] *Students can elect to take this course even if they have already earned .5 elective credit for on-level Psychology (SEPSYR3); however, the on-level Psychology course is not a prerequisite for the AP Dual Credit course.*
SEPSYP3 **AP Psychology** Grade Level – 11-12 (recommended) Credits – .5 Prerequisite – None	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. *Students can elect to take this course even if they have already earned .5 elective credit for on-level Psychology (SEPSYR3); however, the on-level Psychology course is not a prerequisite for the AP Psychology course.*
SESOCR3 **Sociology** Grade Level – 11-12 Credits – .5 Prerequisite – None	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.
SESOCD3 **Sociology Dual Credit** Grade Level – 12 (recommended) Credits – .5 Prerequisite – None	Introduction to Sociology. 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]
SEPFLR3 **Personal Financial Literacy** Grade Level – 10-12 Credits – .5 Prerequisite – None	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.
SSSPER3 **Personal Financial Literacy and Economics** (Combined) Grade Level – 12 Credits – .5 Prerequisite – None	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.)

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 **World Geography ALT** 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. (This is a modified curriculum course.)
SSSWHX **World History ALT** 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. (This is a modified curriculum course.)
SSSUSX **United States History ALT** 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. (This is a modified curriculum course.)
SSSGOX3 **Government ALT** Grade Level – 12 Credits – .5 Prerequisite – None	Government ALT consists 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. (This is a modified curriculum course.)
SSSECX3 **US Economics ALT** Grade Level – 12 Credits – .5 Prerequisite – None	United States Economics ALT 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. (This is a modified curriculum course.)
SESOCX3 **Sociology ALT** 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. (This is a modified curriculum course.)
SEPFLX3 **Personal Financial Literacy ALT** 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. (This is a modified curriculum course.)

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 (modified curriculum)	10-12	.5
SEMAPX	Methodology for Academic and Personal Success (MAPS)	9-10	1
SEGESX	General Employability Skills ALT (modified curriculum)	9-12	1
SEMC1X3	Making Connections I	9-12	.5
SEMC2X3	Making Connections II	9-12	.5
SEMC3X3	Making Connections III	10-12	.5
SEMC4X3	Making Connections IV	10-12	.5
SENLHF	Navigating Life with Hearing Loss (deaf education program)	9-12	1

Special Education – Additional Courses Descriptions

SC200X3 **Professional Communications ALT** Grade Level – 10-12 Credits – .5 Prerequisite – None	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.
SEMAPX **MAPS (Methodology for Academic and Personal Success)** Grade Level – 9-10 Credits – 1 Prerequisite – None	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.
SEGESX **General Employability Skills ALT** Grade Level – 9-12 Credits – 1 Prerequisite – None	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. (This is a modified curriculum course.)

SEMC1X3 **Making Connections I** Grade Level – 9-12 Credits – .5 Prerequisite – None	The Making Connections courses assist students in disability awareness. These courses help students to develop and generalize appropriate and beneficial social skills and increase students' postsecondary outcomes. Making Connections I includes personal growth and awareness, social awareness, and social success.
SEMC2X3 **Making Connections II** Grade Level – 9-12 Credits – .5 Prerequisite – None	
SEMC3X3 **Making Connections III** Grade Level – 10-12 Credits – .5 Prerequisite – None	
SEMC4X3 **Making Connections IV** Grade Level – 10-12 Credits – .5 Prerequisite – None	
SENLHF **Navigating Life with Hearing Loss** Grade Level – 9-12 Credits – 1 Prerequisite – None	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 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.

World Language Courses

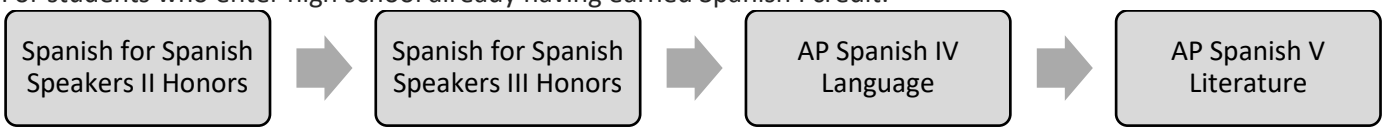
World Languages Texas Essential Knowledge and Skills (TEKS) – HERE

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	9-12	1
SWFR2H	French II Honors	9-12	1
SWFR3R	French III	10-12	1
SWFR3H	French III Honors	10-12	1
SWFR4P	AP French IV	11-12	1
SWGR1R	German I	9-12	1
SWGR2R	German II	10-12	1
SWGR2H	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
SWSP1R	Spanish I	9-12	1
SWSP2R	Spanish II	9-12	1
SWSS2H	Spanish II Honors	9-12	2
SWSP2H	Spanish for Spanish Speakers II Honors	9-12	1
SWSP3R	Spanish III	10-12	1
SWSP3H	Spanish III Honors	10-12	1
SWSS3H	Spanish for Spanish Speakers III Honors	10-12	1
SWSP4P	AP Spanish IV – Language	11-12	1
SWSP5P	AP Spanish V – Literature	12	1
SWSS6H	Spanish for Spanish Speakers VI Honors	11-12	1
SWSS7H	Spanish for Spanish Speakers VII Honors	12	1

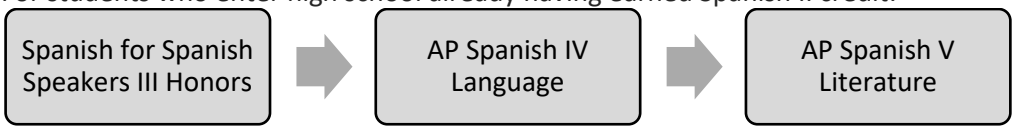
Pathways: Spanish for Spanish Speakers

The Spanish for Spanish Speakers pathway is designed for students who already speak or understand Spanish at home and need a pathway that builds advanced literacy skills rather than repeating content from traditional Spanish I–III.

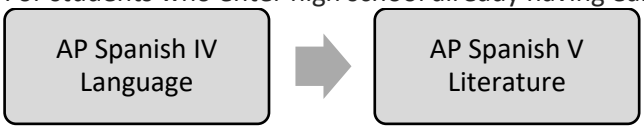
For students who enter high school already having earned Spanish I credit:



For students who enter high school already having earned Spanish II credit:



For students who enter high school already having earned Spanish III credit:



American Sign Language Course Descriptions

SWAS1R **ASL I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SWAS2R **ASL II** Grade Level – 10-12 Credits – 1 Prerequisite – ASL I	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.
SWAS3R **ASL III** Grade Level – 11-12 Credits – 1 Prerequisite – ASL II	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.
SWAS4R **ASL IV** Grade Level – 12 Credits – 1 Prerequisite – ASL III	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.

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

SWFR1R **French I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SWFR2R **French II** Grade Level – 9-12 Credits – 1 Prerequisite – French I	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.
SWFR2H **French II Honors** Grade Level – 9-12 Credits – 1 Prerequisite – French I	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.
SWFR3R **French III** Grade Level – 10-12 Credits – 1 Prerequisite – French II	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.
SWFR3H **French III Honors** Grade Level – 10-12 Credits – 1 Prerequisite –French II	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
SWFR4P **AP French IV** Grade Level – 11-12 Credits – 1 Prerequisite –French III (Honors recommended)	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.

German Course Descriptions

SWGR1R **German I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SWGR2R **German II** Grade Level – 10-12 Credits – 1 Prerequisite – German I	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.
SWGR2H **German II Honors** Grade Level – 10-12 Credits – 1 Prerequisite – German I	This course develops the four communications skills of reading, writing, speaking, and listening at levels of greater depth than German II. Vocabulary, speaking fluency, writing proficiency, and Francophone culture are emphasized. Honors students spend more time on actual practice using the language.
SWGR3R **German III** Grade Level – 11-12 Credits – 1 Prerequisite – German II	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.
SWGR3H **German III Honors** Grade Level – 11-12 Credits – 1 Prerequisite – German II	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.
SWGR4P **AP German IV** Grade Level – 12 Credits – 1 Prerequisite – German III (Honors recommended)	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.

Spanish Course Descriptions

SWSP1R **Spanish I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SWSP2R **Spanish II** Grade Level – 9-12 Credits – 1 Prerequisite – Spanish I	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.
SWSP2H **Spanish II Honors** Grade Level – 9-12 Credits – 1 Prerequisite – Spanish I	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.
SWSS3H **Spanish for Spanish Speakers II Honors** Grade Level – 9-12 Credits – 1 Prerequisite – Spanish I	Honors Spanish for Spanish Speakers II 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.
SWSP3R **Spanish III** Grade Level – 10-12 Credits – 1 Prerequisite – Spanish II	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.
SWSP3H **Spanish III Honors** Grade Level – 10-12 Credits – 1 Prerequisite – Spanish II	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.
SWSS3H **Spanish for Spanish Speakers III Honors** Grade Level – 10-12 Credits – 1 Prerequisite – Spanish for Spanish Speakers II, or Spanish II	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.
SWSP4R **Spanish IV** Grade Level – 10-12 Credits – 1 Prerequisite – Spanish III	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.

SWSP4P **AP Spanish IV** Grade Level – 11-12 Credits – 1 Prerequisite – Spanish III	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.
SWSP5P **AP Spanish V** Grade Level – 12 Credits – 1 Prerequisite – AP Spanish IV	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.
SWSS6H **Spanish for Spanish Speakers VI Honors** Grade Level – 11-12 Credits – 1 Prerequisite – AP Spanish V	This course is designed for students who have completed AP Spanish V and wish to continue studying Spanish in high school. By the end of this course, 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 four skills.
SWSS7H **Spanish for Spanish Speakers VII Honors** Grade Level – 12 Credits – 1 Prerequisite – Spanish VI	By the end of this course, 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.

PE and Athletics Courses

Only the following 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.

The following extracurricular courses may meet full or partial PE graduation credits as "substitution" courses: athletics, JROTC, drill team, marching band, cheerleading, and OCPE.

Per TEA, Kinesiology 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
SPCH91	Cheerleading – 9th Grade (Fall, PE Credit) Cheerleading – 9th Grade (Spring, Local Credit)	9	.5 (per year; max of 1.0)
SPCHJ1	Cheerleading – Junior Varsity (Fall, PE Credit) Cheerleading – Junior Varsity (Spring, Local Credit)	9-12	.5 (per year; max of 1.0)
SPCHV1	Cheerleading – Varsity (Fall, PE Credit) Cheerleading – Varsity (Spring, Local Credit)	9-12	.5 (per year; max of 1.0)
SPPP1R	Partner P.E. Mentors ***for P.E. Credit*** (Lifetime Fitness & Wellness Pursuits)	9-12	1
SEPA1R3	Peer Assistance for Students w/ Disabilities I (Partner P.E. Mentors) *does not meet PE requirements for graduation*	9-12	.5
SEPA1L, SEPA2L, SEPA3L, SEPA4L	Partner P.E. Mentors – Local Credit *does not meet PE requirements for graduation*	9-12	.5-1/year (local credit only)
SEATV1	Student Athletic Trainer I – Local Credit, *does not meet PE requirements for graduation*	9-12	.5-1
SEATV2	Student Athletic Trainer II – Local Credit, *does not meet PE requirements for graduation*	10-12	.5-1
SEATV3	Student Athletic Trainer III – Local Credit, *does not meet PE requirements for graduation*	10-12	.5-1
SEATV4	Student Athletic Trainer IV – Local Credit, *does not meet PE requirements for graduation*	10-12	.5-1
SPBAJ1	Baseball – Junior Varsity	9-12	1 per year
SPBAV1	Baseball – Varsity	9-12	1 per year
SPBB91	Basketball Boys – 9th Grade	9-12	1
SPBBJ1	Basketball Boys – Junior Varsity	9-12	1 per year

SPBBV1	Basketball Boys – Varsity	9-12	1 per year
SPBG91	Basketball Girls – 9th 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 – 9th 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 – 9th 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 – 9th 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 – 9th 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 – 9th Grade	9	1
SPVBJ1	Volleyball – Junior Varsity	9-12	1 per year
SPVBV1	Volleyball – Varsity	9-12	1 per year

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) (modified curriculum)	9-12	1
SEHEAX3	Health ALT (modified curriculum)	9-12	.5

Pathways: Partner P.E. Mentors

Students who enroll as Partner P.E. Mentors are service-oriented individuals motivated by a genuine desire to support and include peers with disabilities. They seek opportunities to make a difference through empathy, leadership, and meaningful connection, helping others grow while developing their own communication and collaboration skills.

Students not earning P.E. credit through another course who want to serve as a Partner P.E. Mentor for four years can earn 1.0 PE credits + .5 state elective credits + 2.5 local credits.

Partner P.E. Mentors
1.0 state PE credit

→

Peer Assistance for Students w/ Disabilities I
.5 state elective credit

→

Partner P.E. Mentors
(Local Credit)
2.5 local/no credit

Physical Education and Athletics Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – **HERE**

SPLW1R **Lifetime Fitness & Wellness Pursuits** Grade Level – 9-12 Credits – .5–1 (P.E.) Prerequisite – None	The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.
SPSBAR **Skill-Based Lifetime Activity** Grade Level – 9-12 Credits – .5–1 Prerequisite – None	The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course: target games, striking and fielding games, fitness activities, rhythmic activities, and innovative games and activities with international significance.
SPOA1R **Lifetime Recreation and Outdoor Pursuits** Grade Level – 9-12 Credits – .5–1 Prerequisite – None	The Lifetime Fitness & Wellness Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Fitness & Wellness Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.
Cheerleading and Athletics Grade Level – 9-12 Credits – Athletics is 1 per year, up to 4; Cheerleading is .5 per year, up to 1 Pre-requisite - Tryouts	Denton ISD high schools offer a variety of competitive activities, sports and levels for students including cheerleading, baseball, basketball, cross country, football, golf, soccer, softball, tennis, track, volleyball, and swimming. ***Athletics and Cheerleading courses may count as a "PE substitution," meaning that they may satisfy partial or full state graduation PE requirements.***
SPPP1R **Partner P.E. Mentors** (for PE Credit, 1st time taken) Grade Level – 9-12 Credits – 1 Prerequisite – None	**Partner P.E. Mentor students enrolled in this course serve as mentors in the same period of the day as Partner P.E. students who are receiving a modified curriculum in the course.** For this course to serve as the P.E. graduation credit for the mentor student, the mentor student must meet all requirements of the standard P.E. course and engage in at least 100 minutes per five-day school week of moderate to vigorous physical activity.
SEPA1L, SEPA2L, SEPA3L, SEPA4L **Partner P.E. Mentors** (Local Credit) Grade Level – 9-12 Credits – .5-1/year (local only) Prerequisite – None	
SEPA1R1 **Peer Assistance for Students with Disabilities I** (Fall semester) 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. ***Students can take this course for three additional years but will earn local credit only (not for state elective credit).***

SEATV1 **Student Athletic Trainer I** Grade Level – 9-12 Credits – .5-1 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 Kinesiology I course. Students serve as actual "Athletic Trainers" as they travel with various teams throughout U.I.L. competitions. In this role, they assist the coaching staff with injury management, physical therapy, and rehabilitation techniques as appropriate for skill level. Athletic training 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. ("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. To meet graduation requirements, student athletic trainers can instead enroll in an athletics course and earn PE substitution credit provided they meet the 100 minutes per five-day school week of moderate or vigorous physical activity.)
SEATV2 **Student Athletic Trainer II** Grade Level – 10-12 Credits – .5-1 Prerequisite – Instructor Approval	
SEATV3 **Student Athletic Trainer III** Grade Level – 11-12 Credits – .5-1 Prerequisite – Instructor Approval	
SEATV4 **Student Athletic Trainer IV** Grade Level – 12 Credits – .5-1 Prerequisite – Instructor Approval	

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 **Partner P.E. – Foundations of Personal Fitness** Grade Level – 9-12 Credits – 1 (P.E. or Elective) Prerequisite – None	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. (This is a modified curriculum course.)
SEHEAX3 **Health Education ALT** 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. (This is a modified curriculum course.)

Other Electives

Local Course ID	Course	Grade Level	Credits
SECOTR	College Transition	9-12	1
SEAV1R	AVID I	9-12	1
SEAV2R	AVID II	10-12	1
SEAV3R	AVID III	11-12	1
SEAV4R	AVID IV	12	1
SEPL1R	Peer Assistance and Leadership (PAL) I	9-12	1
SEPL2R	Peer Assistance and Leadership (PAL) II	10-12	1
SEPL3L	Peer Assistance and Leadership (PAL) III – Local Credit	11-12	1
SEPL4L	Peer Assistance and Leadership (PAL) IV – Local Credit	12	1
SEST1R	Student Council I (Student Leadership)	9-12	1
SEST2L	Student Council II – Local Credit	10-12	1
SEST3L	Student Council III – Local Credit	11-12	1
SEST4L	Student Council IV – Local Credit	12	1
SEASPL	Academic Support (for Credit Recovery)	10-12	N/C
SEPSCL3	PSAT/SAT Prep – Local Credit SEPSCE3 – State English Elective Credit when taught by a certified English teacher	11-12	1
SEAC1L	Academic Competitions – Local Credit	11-12	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

Other Electives Course Descriptions

SECOTR **College Transition** Grade Level – 9-12 Credits – 1 Prerequisite – None	College Transition 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 examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to learn how to excel in a post-secondary environment in grades 9-12. (This course earns state elective credit.) ***This full-year course satisfies the speech proficiency requirements for graduation.***
SEAV1R **AVID I** 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. ***This course satisfies the speech proficiency requirements for graduation.***
SEAV2R **AVID II** 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. ***This course satisfies the speech proficiency requirements for graduation.***
SEAV3R **AVID III** Grade Level – 11-12 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. ***This course satisfies the speech proficiency requirements for graduation.***
SEAV4R **AVID IV** Grade Level – 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. ***This course satisfies the speech proficiency requirements for graduation.***
SEPA1R **PAL I** Grade Level – 9-12 Credits – 1	Prerequisite: Application 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.
SEPA2R **PAL II** Grade Level – 10-12 Credits – 1	

SEPA3L **PAL III** Grade Level – 11-12 Credits – 1	***PAL III and IV are local credit only courses.***
SEPA4L **PAL IV** Grade Level – 12 Credits – 1	
SEST1R **Student Council I (Student Leadership)** 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, "Student Leadership.") ***Student Council continues in additional years, but no state elective credits are available for Student Council II, III, or IV.***
SEST2L **Student Council II** Grade Level – 10-12 Credits – 1 (Local Credit)	
SEST3L **Student Council III** Grade Level – 11-12 Credits – 1 (Local Credit)	
SEST4L **Student Council IV** Grade Level – 12 Credits – 1 (Local Credit)	
SEASPL **Academic Support** 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 (typically credit recovery), the student will also engage with an instructor who is certified in the content area.
SEPSCL3 **PSAT/SAT Prep** Grade Level – 11-12 Credits – 1 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. *This is a local credit course only unless taught by a certified English teacher.* (SEPSCE3 - State Elective Credit when taught by a certified English teacher)
SEAC1L **Academic Competitions** Grade Level – 11-12 Credits – 1 Prerequisite – Approval	This course provides practice time during the school day for students participating in academic competitions, such as UIL Robotics. Students can be approved for enrollment in the course through demonstrated commitment to any of the campus-approved academic competitions. ***This is a local credit course only.***

SERO1R **J.R.O.T.C. 1** 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. ***This course can serve as a P.E. substitution course for P.E. credit.***
SERO2R **J.R.O.T.C. 2** 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 complement academic materials. Wellness continues to focus cadets on personal diet and exercise habits leading to enhanced fitness for cadets. ***This course can serve as a P.E. substitution course for P.E. credit.***
SERO3R **J.R.O.T.C. 3** 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. ***This course can serve as a P.E. substitution course for P.E. credit.***
SERO4R **J.R.O.T.C. 4** 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. ***This course can serve as a P.E. substitution course for P.E. credit.***

Fine Arts Courses

Some fine arts courses require course fees and/or purchasing and maintaining supplies.

Visual Arts Courses

Local Course ID	Course	Grade Level	Credits
SFAAAR	Art I: Art Appreciation	9-12	1
SFAA1R	Art I	9-12	1
SFAA1H	Art I Honors	9-12	1
AFAPAR1	Art I: Partner Art Mentor	9-12	.5
SFAR2R	Art II	10-12	1
SFAPAR2	Art II: Partner Art Mentor	10-12	.5
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 Drawing	11-12	1
SFA2DP	AP 2-D Art and Design	11-12	1
SFA3DP	AP 3-D Art and Design	11-12	1
SFAAHP	AP Art History	10-12	1

Special Education Visual 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.

SFPA1X	Art I: Partner Art (modified curriculum)	9-12	1
SFPA2L	Art II: Partner Art – Local Credit	10-12	1

Visual Arts Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SFAAAR **Art I: Art Appreciation** Grade Level – 9-12 Credits – 1 Prerequisite – None	In the Art Appreciation course, students explore the four basic strands explored in Art I: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response. This course invites students to develop their own perspectives centered on curiosity and appreciation, making this course an ideal choice for students interested in understanding the nuances of art, but without the immediate emphasis on honing their personal art-making skills.
SFAA1R **Art I** Grade Level – 9-12 Credits – 1 Prerequisite – None	Art I is a yearlong 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.
SFAA1H **Art I Honors** Grade Level – 9-12 Credits – 1 Prerequisite – Portfolio review	Honors Art I is a yearlong 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 art classes. (High school arts teachers are available to provide information on the development of a mini portfolio for consideration, if needed.)
SFPA1X **Art I: Partner Art Mentor** Grade Level – 9-12 Credits – .5 Prerequisite – Application	***Art Mentor students enrolled in this course serve as mentors in the same period of the day as Partner art students who are receiving a modified curriculum in the course. Mentors serve either the fall or spring semester, but not both.*** Art I is a yearlong 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.
SFPA1X **Art II: Partner Art Mentor** Grade Level – 9-12 Credits – .5 Prerequisite – Art I and Application	***Art Mentor students enrolled in this course serve as mentors in the same period of the day as Partner art students who are receiving a modified curriculum in the course. Mentors serve either the fall or spring semester, but not both.*** 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.

Art II Grade Level – 10-12 Credits – 1 Prerequisite – Art I	SFAR2R - **Art II** 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.
	SFAD2R – **Art II: Drawing** 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.
	SFAP2R - **Art II: Painting** 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.
	SFAC2R - **Art II: Ceramics** 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.
	SFAS2R - **Art II: Sculpture** 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.
Art III Grade Level – 11-12 Credits – 1 Prerequisite –Art II (corresponding course); portfolio review	SFAD3R – **Art III: Drawing** 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.
	SFAP3R - **Art III: Painting** This two-semester course further explores 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.
	SFAC3R - **Art III: Ceramics** 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.
	SFAS3R - **Art III: Sculpture** 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.

Art IV Grade Level – 12 Credits – 1 Prerequisite –Art 3 (corresponding course); portfolio review	SFAD4R – **Art IV: Drawing** 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.
	SFAP4R - **Art IV: Painting** 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.
	SFAC4R - **Art IV: Ceramic** 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.
	SFAS4R - **Art IV: Sculpture** 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.
SFASAP **AP Drawing** Grade Level – 11-12 Credits – 1 Prerequisite – Art II and portfolio review	The AP Drawing course emphasizes the production of a portfolio that will be rigorously evaluated. This course completes the “Concentration” portion of the AP 2-D Drawing Exam. The course requires students to complete a series of works based on a single theme, visual interest, or problem. 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.
SFA2DP **AP 2-D Art and Design** Grade Level – 11-12 Credits – 1 Prerequisite – Art II and portfolio review	The AP 2-D Art and Design is a two-semester course that 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. 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.
SFA3DP **AP 3-D Art and Design** Grade Level – 11-12 Credits – 1 Prerequisite – Art II and portfolio review	The AP 3-D Art and Design course emphasizes the production 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. 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.
SFAAHP **AP Art History** Grade Level – 10-12 Credits – 1 Prerequisite – None (experience in Honors or AP recommended)	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.

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	10-12	1
SFTM2R	Musical Theatre II	11-12	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
SFTC3R	Technical Theatre III Costume Construction	11-12	1
SFTT4R	Technical Theatre IV	12	1
SFTC4R	Technical Theatre IV Costume Construction	12	1

Theatre Arts Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SFTH1R **Theatre Arts I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SFTH2R **Theatre Arts II** Grade Level – 10-12 Credits – 1 Prerequisite – Theatre I; audition	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.

SFTH3R **Theatre Arts III** Grade Level – 11-12 Credits – 1 Prerequisite – Theatre II; audition	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.
SFTH4R **Theatre Arts IV** Grade Level – 12 Credits – 1 Prerequisite – Theatre III; audition	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.
SFTM1R **Musical Theatre I** Grade Level – 10-12 Credits – 1 Prerequisite – Theatre I, Dance I, or Choir I; audition	Musical Theatre I and II are yearlong 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 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.
SFTM2R **Musical Theatre II** Grade Level – 11-12 Credits – 1 Prerequisite – Musical Theatre I; audition	
SFTP1R **Theatre Production I** Grade Level – 9-12 Credits – .5-1 Prerequisite – Audition	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.
SFTP2R **Theatre Production II** Grade Level – 10-12 Credits – .5-1 Prerequisite – Audition	
SFTP3R **Theatre Production III** Grade Level – 11-12 Credits – .5-1 Prerequisite – Audition	
SFTP4R **Theatre Production IV** Grade Level – 12 Credits – .5-1 Prerequisite – Audition	

SFTT1R **Technical Theatre I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SFTT2R **Technical Theatre II** Grade Level – 10-12 Credits – 1 Prerequisite –Theatre I; portfolio review	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 with 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.
SFTC2R **Technical Theatre II: Costume Construction** Grade Level – 10-12 Credits – 1 Prerequisite –Technical Theatre I	This yearlong 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.
SFTC3R **Technical Theatre III: Costume Construction** Grade Level – 11-12 Credits – 1 Prerequisite –Technical Theatre II	
SFTC4R **Technical Theatre IV: Costume Construction** Grade Level – 12 Credits – 1 Prerequisite –Technical Theatre III	
SDTG2R **Technical Theatre II: Theatre Management** Grade Level – 11-12 Credits – 1 Prerequisite –Tech Theatre I and II, or Theatre Production I and II; portfolio review	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.
SFTT3R **Technical Theatre III** Grade Level – 11-12 Credits – 1 Prerequisite – Theatre II; portfolio review	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 with 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.
SFTT4R **Technical Theatre IV** Grade Level – 12 Credits – 1 Prerequisite – Theatre III; portfolio review	

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
SFDA1R	Dance I: Partner Dance Mentor	9-12	.5
SFDA2R	Dance II: Partner Dance Mentor	10-12	.5
SFDA3R	Dance III: Partner Dance Mentor	11-12	.5
SFDA4R	Dance IV: Partner Dance Mentor	12	.5
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
SFWD1R	Dance I: World Dance (Step Team)	9-12	1
SFWD2R	Dance II: World Dance (Step Team)	10-12	1
SFWD3R	Dance III: World Dance (Step Team)	11-12	1
SFWD4R	Dance IV: World Dance (Step Team)	12	1
SFDW1R	Dance I: Dance Wellness (for Athletes)	9-12	1

Special Education Dance 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.

SFPA1X	Dance I: Partner Dance (modified curriculum)	9-12	1
SFPA2L	Dance II: Partner Dance – Local Credit	10-12	1
SFPA3L	Dance III: Partner Dance – Local Credit	11-12	1
SFPA4L	Dance IV: Partner Dance – Local Credit	12	1

Dance Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – **HERE**

<table>
<tr><td>SFDA1R
Dance I

Grade Level – 9-12
Credits – 1
Prerequisite – None</td><td rowspan="4">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.

Dance I-IV courses are Fine Arts credits; however, students can elect to use any of these courses as P.E. substitution credits. For example, a student successfully completing Dance I has met the Fine Arts requirement for graduation. If the student successfully completes Dance II, that credit can be applied as a P.E. substitution credit for any one of the 3 available P.E. courses. (Per state law, no more than four P.E. substitution credits may be earned through any combination of substitutions allowed.)</td></tr>
<tr><td>SFDA2R
Dance II

Grade Level – 10-12
Credits – 1
Prerequisite – Dance I</td></tr>
<tr><td>SFDA3R
Dance III

Grade Level – 11-12
Credits – 1
Prerequisite – Dance II</td></tr>
<tr><td>SFDA4R
Dance IV

Grade Level – 12
Credits – 1
Prerequisite – Dance III</td></tr>
<tr><td>SFDA1R
Dance I: Partner Dance Mentor

Grade Level – 9-12
Credits – .5
Prerequisite – Application</td><td rowspan="4">Dance Mentor students enrolled in this course serve as mentors in the same period of the day as Partner Dance students who are receiving a modified curriculum in the course. Mentors serve for either the fall or spring semester, but not both.

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.

Dance I-IV courses are Fine Arts credits; however, students can elect to use any of these courses as P.E. substitution credits. For example, a student successfully completing Dance I has met the Fine Arts requirement for graduation. If the student successfully completes Dance II, that credit can be applied as a P.E. substitution credit for any one of the 3 available P.E. courses. (Per state law, no more than four P.E. substitution credits may be earned through any combination of substitutions allowed.)</td></tr>
<tr><td>SFDA2R
Dance II: Partner Dance Mentor

Grade Level – 10-12
Credits – .5
Prerequisite – Dance I and Application</td></tr>
<tr><td>SFDA3R
Dance III: Partner Dance Mentor

Grade Level – 11-12
Credits – .5
Prerequisite – Dance II and Application</td></tr>
<tr><td>SFDA4R
Dance IV: Partner Dance Mentor

Grade Level – 12
Credits – .5
Prerequisite – Dance III and Application</td></tr>
</table>

SFDD1R **Dance I: Drill Team** Grade Level – 9-12 Credits – 1 Prerequisite – audition	Dance I-IV: Drill Team 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 I-IV: Drill Team 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) I-IV courses are Fine Arts credits; however, students can elect to use any of these courses as P.E. substitution credits in the fall semesters only. For example, a student successfully completing Dance (Drill Team) I has met the Fine Arts requirement for graduation. If the student successfully completes Dance Drill Team II, the fall semester credit can be applied as a ½ P.E. substitution credit for any one of the 3 available P.E. courses. (Per state law, no more than four P.E. substitution credits may be earned through any combination of substitutions allowed.)***
SFDD2R **Dance II: Drill Team** Grade Level – 10-12 Credits – 1 Prerequisite – Dance I Drill Team; audition	
SFDD3R **Dance III: Drill Team** Grade Level – 11-12 Credits – 1 Prerequisite – Dance II Drill Team; audition	
SFDD4R **Dance IV: Drill Team** Grade Level – 12 Credits – 1 Prerequisite – Dance III Drill Team; audition	
SFWD1R **Dance I: World Dance (Step Team)** Grade Level – 9-12 Credits – 1 Prerequisite – None	Dance I-IV: World Dance are full year courses that are engaging and dynamic explorations of various dance styles from around the world. Students will focus on precision, creativity, and teamwork. This course goes beyond traditional dance forms to encompass a diverse range of global rhythms, movements, and cultural expressions. Students will study step team techniques and collaborative performance. ***Dance I-IV: World Dance courses are Fine Arts credits; however, students can elect to use any of these courses as P.E. substitution credits. For example, a student successfully completing Dance I: World Dance has met the Fine Arts requirement for graduation. If the student successfully completes Dance II: World Dance, that credit can be applied as a P.E. substitution credit for any one of the 3 available P.E. courses. (Per state law, no more than four P.E. substitution credits may be earned through any combination of substitutions allowed.)***
SFWD2R **Dance II: World Dance (Step Team)** Grade Level – 10-12 Credits – 1 Prerequisite – Dance I: World Dance	
SFWD3R **Dance III: World Dance (Step Team)** Grade Level – 11-12 Credits – 1 Prerequisite – Dance II: World Dance	
SFWD4R **Dance IV: World Dance (Step Team)** Grade Level – 12 Credits – 1 Prerequisite – Dance III: World Dance	
SFDW1R **Dance I: Dance Wellness (for Athletes)** Grade Level – 9-12 Credits – 1 Prerequisite – None	Dance I: Dance Wellness is a full year course designed for students who want to focus on improving, refining, and enhancing their athletic performance through dance techniques. Dance Wellness focuses on kinesiological understanding, strengthening, and injury prevention. This course functions as a cross-training option for athletes and dancers who want to improve flexibility, core strength, balance, stability, endurance, and agility. ***Dance I: Dance Wellness is a Fine Arts credit; however, students can choose to use any of these courses as P.E. substitution credits. For example, a student successfully completing Dance I: Dance Wellness has met the Fine Arts requirement for graduation. If the student successfully completes a Dance II course, that credit can be applied as a P.E. substitution credit for any one of the 3 available P.E. courses. (Per state law, no more than four P.E. substitution credits may be earned through any combination of substitutions allowed.)***

Band Courses

Local Course ID	Course	Grade Level	Credits
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
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
SFBS1R	Band (Sub Non-Varsity A) I	9-12	1
SFBS2R	Band (Sub Non-Varsity A) II	10-12	1
SFBS3R	Band (Sub Non-Varsity A) III	11-12	1
SFBS4R	Band (Sub Non-Varsity A) IV	12	1
SFBB1R	Band (Sub Non-Varsity B) I	9-12	1
SFBB2R	Band (Sub Non-Varsity B) II	10-12	1
SFBB3R	Band (Sub Non-Varsity B) III	11-12	1
SFBB4R	Band (Sub Non-Varsity B) IV	12	1
SFBP1R	Band - Percussion I	9-12	1
SFBP2R	Band - Percussion II	10-12	1
SFBP3R	Band - Percussion III	11-12	1
SFBP4R	Band - Percussion IV	12	1
SFBJ1R	Jazz Ensemble (Varsity) I	9-12	1
SFBJ2R	Jazz Ensemble (Varsity) II	10-12	1
SFBJ3R	Jazz Ensemble (Varsity) III	11-12	1
SFBJ4R	Jazz Ensemble (Varsity) IV	12	1
SFBJN1	Jazz (Non-Varsity) I	9-12	1
SFBJN2	Jazz (Non-Varsity) II	10-12	1
SFBJN3	Jazz (Non-Varsity) III	11-12	1
SFBJN4	Jazz (Non-Varsity) 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

SFBV1R **Band (Varsity) I** Grade Level – 9-12 Credits – 1 Prerequisite – 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.
SFBV2R **Band (Varsity) II** Grade Level – 10-12 Credits – 1 Prerequisite – Band I; audition	
SFBV3R **Band (Varsity) III** Grade Level – 11-12 Credits – 1 Prerequisite – Band II; audition	
SFBV4R **Band (Varsity) IV** Grade Level – 12 Credits – 1 Prerequisite – Band III; audition	
SFBN1R **Band (Non-Varsity) I** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SFBN2R **Band (Non-Varsity) II** Grade Level – 10-12 Credits – 1 Prerequisite – Band I; audition	
SFBN3R **Band (Non-Varsity) III** Grade Level – 11-12 Credits – 1 Prerequisite – Band II; audition	
SFBN4R **Band (Non-Varsity) IV** Grade Level – 12 Credits – 1 Prerequisite – Band III; audition	

SFBS1R **Band (Sub Non-Varsity A) I** Grade Level – 9-12 Credits – 1 Prerequisite – None	Band Sub Non-Varsity A and B are full year courses 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. ***Band (Sub Non-Varsity B) I-IV courses use the same course description as Band (Sub Non-Varsity A) I-IV. The "B" courses are available for campuses requiring additional Band (Sub Non-Varsity A) sections.***
SFBS2R **Band (Sub Non-Varsity A) II** Grade Level – 10-12 Credits – 1 Prerequisite – Band I	
SFBS3R **Band (Sub Non-Varsity A) III** Grade Level – 11-12 Credits – 1 Prerequisite – Band II	
SFBS4R **Band (Sub Non-Varsity A) IV** Grade Level – 12 Credits – 1 Prerequisite – Band III	
SFBB1R **Band (Sub Non-Varsity B) I** Grade Level – 9-12 Credits – 1 Prerequisite – None	
SFBB2R **Band (Sub Non-Varsity B) II** Grade Level – 10-12 Credits – 1 Prerequisite – Band I	
SFBB3R **Band (Sub Non-Varsity B) III** Grade Level – 11-12 Credits – 1 Prerequisite – Band II	
SFBB4R **Band (Sub Non-Varsity B) IV** Grade Level – 12 Credits – 1 Prerequisite – Band III	

SFBJ1R **Jazz Ensemble (Varsity) I** Grade Level – 9-12 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 guitar, or piano. 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.
SFBJ2R **Jazz Ensemble (Varsity) II** Grade Level – 10-12 Credits – 1	
SFBJ3R **Jazz Ensemble (Varsity) III** Grade Level – 11-12 Credits – 1	
SFBJ4R **Jazz Ensemble (Varsity) IV** Grade Level – 12 Credits – 1	
SFBJN1 **Jazz (Non-Varsity) I** Grade Level – 9-12 Credits – 1	Prerequisite – By audition only and open to currently enrolled members of the primary music ensembles (marching/concert band, choir, orchestra). The only exceptions are students that audition on these rhythm section instruments: guitar, bass, or piano. Jazz Ensemble (Non-Varsity) 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. The literature performed in the non-varsity course is designed for students who are developing intermediate instrumental skills in jazz. Students explore jazz improvisation and small group performances. All students will be required to perform in public concerts.
SFBJN2 **Jazz (Non-Varsity) II** Grade Level – 10-12 Credits – 1	
SFBJN3 **Jazz (Non-Varsity) III** Grade Level – 11-12 Credits – 1	
SFBJN4 **Jazz (Non-Varsity) IV** Grade Level – 12 Credits – 1	

SFDC1R or SFBC1R **Color Guard I** Grade Level – 9-12 Credits – 1 Prerequisite – Audition	Color Guard is a yearlong 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. 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.
SFDC2R or SFBC2R **Color Guard II** Grade Level – 10-12 Credits – 1 Prerequisite – Audition	
SFDC3R or SFBC3R **Color Guard III** Grade Level – 11-12 Credits – 1 Prerequisite – Audition	
SFDC4R or SFBC4R **Color Guard IV** Grade Level – 12 Credits – 1 Prerequisite – Audition	
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.

Orchestra Courses

Local Course ID	Course	Grade Level	Credits
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
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
SFOS1R	Orchestra (Sub Non-Varsity A) I	9-12	1
SFOS2R	Orchestra (Sub Non-Varsity A) II	10-12	1
SFOS3R	Orchestra (Sub Non-Varsity A) III	11-12	1
SFOS4R	Orchestra (Sub Non-Varsity A) IV	12	1
SFOB1R	Orchestra (Sub Non-Varsity B) I	9-12	1
SFOB2R	Orchestra (Sub Non-Varsity B) II	10-12	1
SFOB3R	Orchestra (Sub Non-Varsity B) III	11-12	1
SFOB4R	Orchestra (Sub Non-Varsity B) 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

SFOV1R **Orchestra (Varsity) I** Grade Level – 9-12 Credits – 1 Prerequisite – 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 at 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.
SFOV2R **Orchestra (Varsity) II** Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I; audition	
SFOV3R **Orchestra (Varsity) III** Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II; audition	
SFOV4R **Orchestra (Varsity) IV** Grade Level – 12 Credits – 1 Prerequisite – Orchestra III; audition	
SFON1R **Orchestra (Non-Varsity) I** Grade Level – 9-12 Credits – 1 Prerequisite – Audition	String Orchestra (Non-Varsity) is a yearlong 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 the historical and cultural relevance of music. All students will be required to perform in public concerts.
SFON2R **Orchestra (Non-Varsity) II** Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I; audition	
SFON3R **Orchestra (Non-Varsity) III** Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II; audition	
SFON4R **Orchestra (Non-Varsity) IV** Grade Level – 12 Credits – 1 Prerequisite – Orchestra III; audition	

SFOS1R **Orchestra (Sub Non-Varsity A) I** Grade Level – 9-12 Credits – 1 Prerequisite – None	String Orchestra (Sub Non-Varsity A) 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. ***Orchestra (Sub Non-Varsity B) I-IV courses use the same course description as Orchestra (Sub Non-Varsity A) I-IV. The "B" courses are available for campuses requiring additional Orchestra (Sub Non-Varsity A) sections.***
SFOS2R **Orchestra (Sub Non-Varsity A) II** Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I	
SFOS3R **Orchestra (Sub Non-Varsity A) III** Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II	
SFOS4R **Orchestra (Sub Non-Varsity A) IV** Grade Level – 12 Credits – 1 Prerequisite – Orchestra III	
SFOB1R **Orchestra (Sub Non-Varsity B) I** Grade Level – 9-12 Credits – 1 Prerequisite – None	
SFOB2R **Orchestra (Sub Non-Varsity B) II** Grade Level – 10-12 Credits – 1 Prerequisite – Orchestra I	
SFOB3R **Orchestra (Sub Non-Varsity B) III** Grade Level – 11-12 Credits – 1 Prerequisite – Orchestra II	
SFOB4R **Orchestra (Sub Non-Varsity B) IV** Grade Level – 12 Credits – 1 Prerequisite – Orchestra III	

SFOM1R **Mariachi I** Grade Level – 9-12 Credits – 1	Prerequisite – Previous course in the sequence for Levels II, III, and IV. By audition only and open to currently enrolled members of the primary music course (band, choir, or orchestra). The only exceptions are students that audition on these mariachi instruments: guitar, vihuela, or guitarron. Mariachi 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.
SFOM2R **Mariachi II** Grade Level – 10-12 Credits – 1	
SFOM3R **Mariachi III** Grade Level – 11-12 Credits – 1	
SFOM4R **Mariachi IV** Grade Level – 12 Credits – 1	
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 in the course 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
SFCE1R	Vocal Ensemble I	9-12	1
SFCE2R	Vocal Ensemble II	10-12	1
SFCE3R	Vocal Ensemble III	11-12	1
SFCE4R	Vocal Ensemble IV	12	1
SFMT1P	AP Music Theory	11-12	1

Choir Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SFCB1R **Choir (Tenor-Bass) I** Grade Level – 9-12 Credits – 1 Prerequisites - Audition	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 skills, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts.
SFCB2R **Choir (Tenor-Bass) II** Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition	
SFCB3R **Choir (Tenor-Bass) III** Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition	
SFCB4R **Choir (Tenor-Bass) IV** Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition	
SFCT1R **Choir (Treble) I** Grade Level – 9-12 Credits – 1 Prerequisites – audition	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 skills, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts.
SFCT2R **Choir (Treble) II** Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition	
SFCT3R **Choir (Treble) III** Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition	
SFCT4R **Choir (Treble) IV** Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition	

SFCN1R **Choir (Non-Varsity B) I** Grade Level – 9-12 Credits – 1 Prerequisites – None	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 the historical and cultural relevance of music. All students will be required to perform in public concerts.
SFCN2R **Choir (Non-Varsity B) II** Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition	
SFCN3R **Choir (Non-Varsity B) III** Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition	
SFCN4R **Choir (Non-Varsity B) IV** Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition	
SFCA1R **Choir (Non-Varsity A) I** Grade Level – 9-12 Credits – 1 Prerequisites – None	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 the historical and cultural relevance of music. All students will be required to perform in public concerts.
SFCA2R **Choir (Non-Varsity A) II** Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition	
SFCA3R **Choir (Non-Varsity A) III** Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition	
SFCA4R **Choir (Non-Varsity A) IV** Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition	

SFCV1R **Choir (Varsity) I** Grade Level – 9-12 Credits – 1 Prerequisites – audition	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 the 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.
SFCV2R **Choir (Varsity) II** Grade Level – 10-12 Credits – 1 Prerequisites – Choir I; audition	
SFCV3R **Choir (Varsity) III** Grade Level – 11-12 Credits – 1 Prerequisites – Choir II; audition	
SFCV4R **Choir (Varsity) IV** Grade Level – 12 Credits – 1 Prerequisites – Choir III; audition	
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; see page 56 of this planning guide. IB International Curriculum and Course Descriptions – HERE

Local Course ID	Course	Grade Level	Credits
SLAE2I	English II Pre-IB*	10	1
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
SWS5H2	IB Spanish IV HL Y2	12	1
SWF4SI	IB French IV SL	11-12	1
SWF4HI	IB French IV HL Y1	11-12	1
SWF5H2	IB French IV HL Y2	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
SSCPS1I	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
SMAM2I1	Mathematics: Analysis and Approaches HL Y1	11-12	1
SMAM2I2	Mathematics: Analysis and Approaches HL Y2	11-12	1
SMASLI	Mathematics: Applications and Interpretation SL	11-12	1
SMAIHI	Mathematics: Applications and Interpretation HL Y1	11-12	1

SMAHL2	Mathematics: Applications and Interpretation HL Y2		11-12	1
SFDSLI	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
SEREAI1	IB Research: Extended Essay and Creativity, Activity, and Service (CAS)	(Fall Only)	11	.5
SEREAI2		(Spring Only)	12	.5

**Pre-IB courses are not part of or affiliated with the IB programme. This class/programme is not a requirement to enter the 2-year IB Diploma programme or the IB Career-related programme.*

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

SWS4SI, SWS4HI, SWS5H2 **Spanish SL/HL** SWF4SI, SWF4HI, SWF5H2 **French SL/HL** SWG4SI **German SL** Prerequisite: Levels I-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 **History of the Americas HL (Y1, Y2)** Prerequisite: World Geography (AP or 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.

Group 3 or 4: Individuals and Societies or Sciences

SSCESI **Environmental Systems and Societies SL** Prerequisite: Biology; Chemistry; World Geography (Honors recommended)	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.

Group 4: Sciences

SSCBSI, SSCB1I, SSCB2I **IB Biology SL and HL** Prerequisite: Biology and Chemistry (Honors recommended)	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 **IB Computer Science HL** 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.
SSCPS1I, SSCPS2I **IB Physics SL** Prerequisite: Biology; Chemistry (Honors recommended)	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 **IB Chemistry SL** 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

SMAMSI, SMAM2I1, SMAM2I2 **Mathematics: Analysis and Approaches SL/HL** Prerequisite: Precalculus (Honors recommended)	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.
SMASLI, SMAHL1, SMAHL2 **Mathematics: Applications and Interpretation SL/HL** Prerequisite: Algebra II (Honors recommended)	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.

Group 6: Arts

SFDHI1, SFDH2I, SFDSLI **IB Dance HL and SL** Prerequisite: Dance 1; Dance 2 (recommended)	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 of 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.
SFMH1I, SFMH2I, SFMSLI **IB Music HL and SL** Prerequisite: Band, Choir or Orchestra (Concurrently)	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, an experimentation report, and a musical presentation. HL students will also submit a collaborative project.
SFTH1I, SFTH2I, SFTSLI **IB Theatre Arts HL and SL** Prerequisite: Theatre I, Theatre II, or Technical Theatre	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.
SFAH1I, SFAH2I, SFASLI **IB Visual Art HL and SL** Prerequisite: Art I (Honors recommended)	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.
SFFH1I, SFFH2I, SFFSLI **IB Film SL and HL** Prerequisite: None	IB film students will watch cinematic masterpieces from around the world and develop the ability to understand film as 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.

IB Core Requirements

SETHEI1, SETHEI2 **Theory of Knowledge (TOK)** Prerequisite: Full IB Diploma Candidates	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. ***This course satisfies the speech proficiency requirements for graduation.***
SEREAI1, SEREAI2 **IB Research: Extended Essay and Creativity, Activity, and Service (CAS)** Prerequisite: Full IB Diploma Candidates	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. 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.

Career and Technical Education Courses

In Texas Career and Technical Education (CTE), **Programs of Study** and **Career Clusters** are related frameworks designed to guide students through career preparation. Each of these two systems serve distinct purposes within the CTE system.

Career Clusters are broad groups of occupations and industries that share similar characteristics. All the CTE courses listed in this course planning guide are grouped by Career Clusters. These groupings provide an overarching view of the workforce, organized into possible careers and manageable categories. (The two courses available but not assigned to a specific Career Cluster are **Career Preparation I and II**, which provide general employability skills, career readiness, and practical workplace experience applicable across all Career Clusters.)

Programs of Study are more specific pathways that outline the sequence of courses and experiences that prepare students for a particular career or postsecondary opportunity. They offer a structured pathway for students to gain knowledge and skills in a specific area, leading to certifications, degrees, or entry into the workforce. Each Program of Study includes foundational courses, intermediate courses, and capstone courses, often paired with opportunities like internships, certifications, or dual credit. A **COMPLETER** is a student who has successfully completed a program of study by earning four or more credits across at least three courses within that program.

Where Career Clusters provide a broad view, Programs of Study drill down into specific career pathways. Where Career Clusters help students identify their interests and potential areas of study, Programs of Study give students the actionable steps to pursue a specific career in that field. Each Program of Study is nested within one or more of the Career Clusters, and Career Clusters are aligned with specific **Endorsements**.

Program of Study (Links in this column provide detailed information on each Program of Study)	**Career Cluster** (course info below listed by career cluster)	**Endorsement**
Agricultural Technology and Mechanical Systems	Agriculture, Food, & Natural Resources	Business and Industry
Animal Science	Agriculture, Food, & Natural Resources	Business and Industry
Plant Science	Agriculture, Food, & Natural Resources	Business and Industry
Architectural Drafting and Design	Architecture & Construction	Business and Industry
HVAC and Sheet Metal	Architecture & Construction	Business and Industry
Digital Communication	Arts, Audio, Visual Technology and Communications	Business and Industry
Graphic Design and Interactive Media	Arts, Audio, Visual Technology and Communications	Business and Industry
Business Management	Business, Marketing & Finance	Business and Industry

Entrepreneurship	Business, Marketing & Finance	Business and Industry
Marketing and Sales	Business, Marketing & Finance	Business and Industry
Electrical Engineering	Engineering	STEM Endorsement
Early Learning	Education & Training	Public Service Endorsement
Teaching and Training	Education & Training	Public Service Endorsement
Healthcare Therapeutic and Diagnostics	Health Science	Public Service Endorsement
Exercise Science, Wellness, and Restoration	Health Science	Public Service Endorsement
Culinary Arts	Hospitality & Tourism	Business and Industry
Cosmetology	Human Services	Public Service Endorsement
Family and Community Services	Human Services	Public Service Endorsement
Cybersecurity	Information Technology	Business and Industry
Information Technology Support & Services	Information Technology	Business and Industry
Programming and Software Development	Information Technology	Business and Industry
Fire Science	Law & Public Service	Public Service
Law Enforcement	Law & Public Service	Public Service
Legal Studies	Law & Public Service	Public Service
Automotive and Collision Repair	Manufacturing	Business and Industry
Aviation Pilots	Manufacturing	Business and Industry

Practicum in Entrepreneurship – Career Prep

Local Course ID	Course	Grade Level	Credits
SC009R	Practicum in Entrepreneurship – Career Prep	11-12	2
SC010R	Practicum in Entrepreneurship – Career Prep (second time taken)	12	
SCWBL1 SCWBL2	**Dismissal - Work Based Learning** *For scheduling and attendance purposes, time away from campus as part of the Career Preparation program will be indicated as a dismissal using this unique code.*	11-12	None

SC009R **Practicum in Entrepreneurship – Career Prep** Grade Level – 11-12 Credits – 2 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.
SC010R **Practicum in Entrepreneurship – Career Prep** (second time taken) Grade Level – 12 Credits – 2 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.

Agriculture, Food, and Natural Resources Courses

Local Course ID	Course	Grade Level	Credits
SC003R	Principles of Agriculture, Food, and Natural Resources	9-12	1
SC019R3	Small Animal Management	10-12	.5
SC023R3	Equine Science	10-12	.5
SC027R	Livestock Production	10-12	1
SC031R	Advanced Animal Science (Science Credit)	11-12	1
SC035R	Veterinary Science	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 Credit)	9-12	2
SC015R	Advanced Floral Design	11-12	1
SC017R	Practicum in Agriculture – Floral Design	12	2
SCO55R	Career and Technical Education Project Based Capstone	12	1

Agriculture, Food, and Natural Resources Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC003R **Principles of Agriculture, Food, and Natural Resources** Grade Level – 9-12 Credits – 1 Prerequisite – None	In this course, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. ***This course satisfies the speech proficiency requirements for graduation.***
SC019R3 **Small Animal Management** Grade Level – 10-12 Credits – .5 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	In this course, students acquire knowledge and skills related to the small animal management industry. Small Animal Management may address topics related to small animals such as dogs and cats, rabbits, pocket pets, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to small animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

SC023R3 **Equine Science** Grade Level – 10-12 Credits – .5 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	In Equine Science, students acquire knowledge and skills related to the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to equine systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course contains a certification.
SC031R **Advanced Animal Science** Grade Level – 11-12 Credits – 1 (4th Science) Prerequisite – Biology and chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production	Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, and poultry. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students must meet the 40% laboratory and fieldwork requirement. This course contains a certification. ***This course satisfies the 4th science credit for graduation requirement.***
SC035R **Veterinary Science** Grade Level – 11-12 Credits – 1 Prerequisite – Equine Science, Small Animal Management, or Livestock Production	This course offers a hands-on introduction to veterinary science concepts and skills. Students build practical abilities in animal health, nutrition, and safe handling of both small and large animals. They also practice surgical preparation, vaccine preparation and administration, and learn medical terminology related to animal anatomy, physiology, and common diseases. Live animals are used in class to support skill development. This course contains a certification.
SC047R **Practicum in Agriculture – Veterinary Medical Applications** Grade Level – 12 Credits – 2 Prerequisite – Veterinary Medical Applications, Equine Science, Small Animal Management, or Livestock Production; OSHA 30	This course provides students with a supervised, work-based learning experience in the veterinary field. Students are responsible for securing a placement at a veterinary clinic or related animal care business, where they will apply classroom knowledge in a professional setting. Throughout the school year, students gain hands-on experience assisting with animal care, client communication, and clinic operations while developing industry-specific skills essential to veterinary medicine. *Students must provide their own transportation to their work site for this course.* This course contains a certification.
SC027R **Livestock Production** Grade Level – 10-12 Credits – 1 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	In Livestock Production, students acquire knowledge and skills related to the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to livestock systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
SC040R **Agricultural Mechanics and Metal Technologies / Lab** Grade Level – 10-12 Credits – 2 Prerequisite – Principles of Agriculture, Food, and Natural Resources (recommended)	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. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. This course contains a certification.

SC044R **Agricultural Structures Design and Fabrication / Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Agricultural Mechanics and Metal Technologies; NCCER Core	In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.
SC012R **Floral Design / Lab** Grade Level – 9-12 Credits – 2 (Fine Arts Credit) Prerequisite – None	Floral Design is designed to develop students' ability to identify and demonstrate the elements and principles of floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions of and appreciation for the contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic knowledge and skills, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course contains a certification. ***This course satisfies the fine arts credit for graduation requirement***.
SC015R **Advanced Floral Design** Grade Level – 11-12 Credits – 1 Prerequisite – Floral Design	In Advanced Floral Design, students gain advanced knowledge and skills specifically needed to enter the workforce as floral designers or as freelance floral event designers, with an emphasis on specialty designs and occasion-specific designs and planning. Students are also prepared to enter postsecondary certification or degree programs in floral design or special events design. Students build on the knowledge base from Floral Design and are introduced to more advanced floral design concepts. In addition, students gain knowledge of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of an occasion or event. This course contains a certification.
SC017R **Practicum in Agricultural – Floral Design** 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 **Career and Technical Education Project-Based Capstone** Grade Level – 12 Credits – 1 Prerequisite – Agriculture Structures Design and Fabrication; NCCER Certification	This course is the third course in the Agricultural Engineering Program of Study. Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts.

Architecture and Construction Courses

Local Course ID	Course	Grade Level	Credits
SC100R	Architecture Design I	10-12	1
SC104R	Architecture Design II	11-12	2
SC108R	Practicum in Architectural Design	12	2
SC136R / SC142R	HVAC I / Sheet Metal Technology	11-12	2
SC144R	HVAC II	12	2

Architecture and Construction Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC100R/ **Architectural Design I** Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; English I	In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I 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. When taken at **LaGrone Academy,** students enrolled in Architectural Design I will also be enrolled in Principles of Architecture (SC101R3).
SC104R **Architectural Design II** Grade Level – 11-12 Credits – 2 Prerequisite – Architecture Design I; Geometry	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. **Location: LaGrone Academy**
SC108R **Practicum in Architectural Design** Grade Level – 12 Credits – 2 Prerequisite – Architecture Design II	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. Certification: CEED Green Associate. **Location: LaGrone Academy**
SC136R **HVAC I** Grade Level – 11-12 Credits – 1 Prerequisite – None	In this two-year 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. Certification: Students will have the opportunity to test for their HVAC Technician Level 1 and EPA 608. **Location: Denton High School**
SC142R **Sheet Metal Technology** Grade Level – 11-12 Credits – 1 Prerequisite – HVAC I	
SC144R **HVAC II** Grade Level – 12 Credits – 2 Prerequisite – HVAC I	

Arts, Audio/Video Technology, and Communications Courses

Local Course ID	Course	Grade Level	Credits
SC200R	Professional Communications	9-12	.5
SC203R	Digital Art and Animation (Fine Arts Credit)	9-12	1
SC209R3 / SC212R3	Commercial Photography I & II	11-12	4
SC213R	Practicum in Commercial Photography	12	2
SC216R3 / SC220R3	Audio/Video Production I & II	11-12	4
SC221R3	Practicum in Audio/Video Production	12	2
SC225R3 / SC228R3	Graphic Design and Illustration I & II	11-12	4
SC229R	Practicum in Graphic Design and Illustration	12	2
SC232R3 / SC236R3	Animation I & II	11-12	4
SC237R	Practicum in Animation	12	2

Arts, Audio/Video Technology, and Communications Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC200R3 **Professional Communications** Grade Level – 9-12 Credits – .5 Prerequisite – None	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. ***This course satisfies the speech proficiency requirements for graduation.***
SC203R **Digital Art and Animation (Fine Arts Credit)** Grade Level – 9-12 Credits – 1 Prerequisite – None	Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. ***This course satisfies the fine arts credit for graduation requirement***.
SC208R **Commercial Photography I & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Digital Art and Animation (recommended)	Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. This course is paired with Commercial Photography II. **Location: LaGrone Academy**

SC212R **Commercial Photography II & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Commercial Photography I	Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. This course contains a certification. **Location: LaGrone Academy**
SC213R **Practicum in Commercial Photography** Grade Level – 12 Credits – 2 Prerequisite – None	Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. **Location: LaGrone Academy**
SC216R **Audio/Video Production I & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Digital Art and Animation (recommended)	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. This course is paired with Audio/Video Production II. **Location: LaGrone Academy**
SC220R **Audio/Video Production II & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Audio/Video Production I & Lab	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. This course is paired with Audio/Video Production I. This course contains a certification. **Location: LaGrone Academy**
SC221R **Practicum in Audio/Video Production** Grade Level – 12 Credits – 2 Prerequisite – Audio/Video Production II & Lab	Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. **Location: LaGrone Academy**
SC232R **Animation I & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Digital Art and Animation (recommended)	Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry This course is paired with Animation II. **Location: LaGrone Academy**

SC236R **Animation II & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Animation I	Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry. This course contains a certification. **Location: LaGrone Academy**
SC237R **Practicum in Animation** Grade Level – 11-12 Credits – 2 Prerequisite – Animation II & Lab; Concurrent enrollment in Graphic Design and Illustration	Building upon the concepts taught in Animation II and its corequisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. **Location: LaGrone Academy**
SC224R/SC224D **Graphic Design and Illustration I & Lab** Grade Level – 11-12 Credits – 2 Prerequisite – Digital Arts and Animation (recommended)	Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. This course is paired with Graphic Design and Illustration II. **Location: LaGrone Academy**
SC228R **Graphic Design and Illustration II & Lab** Grade Level – 12 Credits – 2 Prerequisite – Graphic Design I and Lab	Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. This course contains a certification. **Location: LaGrone Academy**
SC229R **Practicum in Graphic Design and Illustration** Grade Level – 12 Credits – 2 Prerequisite – Graphic Design II and Lab	In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. **Location: LaGrone Academy**

Business, Marketing, and Finance Courses

Local Course ID	Course	Grade Level	Credits
SC309R	Foundations of Business Communication & Technology/Business Lab	9-12	2
SC328R	Business Management	10-12	1
SC356R	Practicum in Business Management	11-12	2
SC344R	Accounting I	10-12	1
SC348R	Accounting II (Math Credit)	11-12	1
SC333R3	Social Media Marketing	9-12	.5
SC336R3	Sports and Entertainment Marketing	9-12	.5
SC340R	Entrepreneurship I	9-12	1
SC342R	Entrepreneurship II (GHS only)	11-12	1
SC005R	Practicum in Entrepreneurship	11-12	2
SC350R	Fundamentals of Real Estate	11-12	2

Business, Marketing and Finance Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC309R **Foundations of Business Communication and Technology/Business Lab** Grade Level – 9-12 Credits – 2 Prerequisite – None	In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
SC328R **Business Management** Grade Level – 10-12 Credits – 1 Prerequisite – None	Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. This course contains a certification.
SC344R **Accounting I** Grade Level – 10-12 Credits – 1 Prerequisite – None	In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making.

SC348R **Accounting II** 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. This course contains a certification. ***This course satisfies a math credit for graduation requirement.***
SC340R **Entrepreneurship I** Grade Level – 9-12 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 **Entrepreneurship II** 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.
SC005R **Practicum in Entrepreneurship** Grade Level – 11-12 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. This course contains a certification. ***This course satisfies the speech proficiency requirements for graduation.***
SC333R3 **Social Media Marketing** Grade Level – 9-12 Credits – .5 Prerequisite – None	Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. This course contains a certification.
SC336R3 **Sports and Entertainment Marketing** Grade Level – 9-12 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 **Fundamentals of Real Estate** Grade Level – 11-12 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. This course contains a certification.

Education and Training Courses

Local Course ID	Course	Grade Level	Credits
SC750R	Principles of Education and Training	9-12	1
SC704R	Child Development	10-12	1
SC757R	Communication and Technology in Education	11-12	1
SC708R	Child Guidance - Internship	11-12	2
SC712R	Practicum in Early Learning	12	2
SC758R	Instructional Practices	11-12	2
SC758D	Instructional Practices Dual Credit	11-12	2
SC762R	Practicum in Education and Training	12	2
SC762D	Practicum in Education and Training Dual Credit	12	2

Education and Training Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC750R **Principles of Education and Training** Grade Level – 9-12 Credits – 1 Prerequisite – None	Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training career cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training career cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
SC704R **Child Development** Grade Level – 10-12 Credits – 1 Prerequisite – None	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.
SC757R **Communication and Technology in Education** Grade Level – 11-12 Credits – 1 Prerequisite – None	This course is designed to provide students with the fundamentals of planning, managing and training services needed to provide learning support services in K-12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology. **LaGrone Academy Only**
SC708R **Child Guidance – Internship** Grade Level – 11-12 Credits – 2 Prerequisite – Child Development	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.

SC712R **Practicum in Early Learning** Grade Level – 12 Credits – 2 Prerequisite – Child Development	Practicum in Early Learning is a field-based course that provides students with background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning teachers, trainers, paraprofessionals, or other educational personnel. Certification: Child Development Associate
SC758R **Instructional Practices** Grade Level – 11-12 Credits – 2 Prerequisite – None	Instructional Practices is a field-based (practicum) course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and perform other duties of teachers, trainers, paraprofessionals, or other educational personnel. **Location: LaGrone Academy** **Dual Credit:** This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.
SC758D **Instructional Practices Dual Credit** Grade Level – 11-12 Credits – 2 Prerequisite – None	
SC762R **Practicum in Education and Training** 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. **Location: LaGrone Academy** **Dual Credit:** This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.
SC762D **Practicum in Education and Training Dual Credit** Grade Level – 12 Credits – 2 Prerequisite – Instructional Practices	

Health Science Courses

Local Course ID	Course	Grade Level	Credits
SC900R	Principles of Health Science	9-12	1
SC901R	Medical Terminology	9-12	1
SC904R	Health Science Theory & Clinical	11-12	2
SC906R	Kinesiology I – *does not meet PE requirements for graduation*	10	1
SC907R	Kinesiology II – *does not meet PE requirements for graduation*	11-12	1
SC928R	Anatomy and Physiology of Human Systems	11-12	1
SC912R	Practicum of Health Science – Medical Assisting (CCMA)	12	2
SC916R	Practicum in Health Science - Patient Care Technician (PCT)	12	2
SC920D	Practicum in Health Science – Emergency Medical Technician (EMT) - Dual Credit	12	2
SC924R	Practicum in Health Science – Pharmacology	12	2

Health Science Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC900R **Principles of Health Science** Grade Level – 9-12 Credits – 1 Prerequisite – None	The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.
SC901R **Medical Terminology** Grade Level – 9-12 Credits – 1 Prerequisite – None	Medical Terminology is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.
SC904R/SC908R **Health Science Theory and Clinical** Grade Level – 11-12 Credits – 2 Prerequisite – Principles of Health Science; Biology	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. **Location: LaGrone Academy**

SC906R **Kinesiology I** Grade Level – 10 Credits – 1 Prerequisite – None	This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body. *(This course does not meet PE requirements for graduation.)*
NEW CODE **Kinesiology II** Grade Level – 11-12 Credits – 1 Prerequisite – None	Kinesiology II is designed to provide students with an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. This course contains a certification. *(This course does not meet PE requirements for graduation.)*
SC912R **Practicum in Health Science - Medical Assisting (CCMA)** Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical; Biology	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. This course contains a certification. **Location: LaGrone Academy**
SC916R **Practicum in Health Science - PCT** Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical; Biology	This course is designed to provide instruction in critical day-to-day care assistants in the hospital and nursing home setting under the care of a Physician, Registered Nurse and Licensed Vocational Nurse. Students will learn to provide basic patient care, perform safety checks, phlebotomy procedures, EKG readings, and monitor patient vitals. This course contains a certification. **Location: LaGrone Academy**
SC924R **Practicum in Health Science - Pharmacology** Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical; Biology	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. This course contains a certification. **Location: LaGrone Academy**
SC920D **Practicum in Health Science - Emergency Medical Technician Dual Credit** Grade Level – 12 Credits – 2 Prerequisite – Principles of Health Science; Health Science Theory and Clinical; Biology	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. **Location: LaGrone Academy**
SC928R **Anatomy and Physiology of Human Systems** 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. ***This course satisfies the 4th science credit for graduation requirement.***

Hospitality and Tourism Courses

Local Course ID	Course	Grade Level	Credits
SC405R	Principles of Hospitality and Tourism	9-12	1
SC409R	Culinary Arts	10-12	2
SC404R	Culinary Arts: Partner Culinary Arts Mentor	10-12	2
SC412R	Advanced Culinary Arts	11-12	2
SC416R	Food Science	11-12	1
SC420R	Practicum in Culinary Arts/Extended	12	3

Hospitality and Tourism Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC405R **Principles of Hospitality and Tourism** Grade Level – 9-12 Credits – 1 Prerequisite – None	Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.
SC409R **Culinary Arts** Grade Level – 10-12 Credits – 2 Prerequisite – None	Culinary Arts provides 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. This course contains a certification. ***Culinary Arts Mentor students enrolled in this course serve as mentors in the same period of the day as Partner Culinary Arts students who are receiving a modified curriculum in the course.***
SC408R **Culinary Arts: Partner Culinary Arts Mentor** Grade Level – 10-12 Credits – 2 Prerequisite – None	
SC412R **Advanced Culinary Arts** Grade Level – 11-12 Credits – 2 Prerequisite – Culinary Arts	Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment. This course contains a certification. **Location: LaGrone Academy**

SC416R **Food Science** Grade Level – 11-12 Credits – 1 Prerequisite – Biology, Chemistry, and at least one credit in a Level 2 or higher course from the Hospitality and Tourism or Agriculture, Food, and Natural Resources Career Clusters	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. This course contains a certification. ***This course satisfies the 4th science credit for graduation requirement.***
SC420R **Practicum in Culinary Arts/Extended** Grade Level – 12 Credits – 3 Prerequisite – Advanced Culinary Arts	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. **Location: LaGrone Academy**

Human Services Courses

Local Course ID	Course	Grade Level	Credits
SC716R3	Interpersonal Studies	9-12	.5
SC720R3	Dollars and Sense	10-12	.5
SC728R (Block) – Cosmetology Year 1			
SC728R	Principles of Cosmetology Design and Color Theory	10-12	1
SC732R	Introduction to Cosmetology	10-12	1
SC736R (Block) – Cosmetology Year 2			
SC736R/SC736R3	Cosmetology I	10-12	2
SC737R/SC737R3	Nail Care, Enhancements, and Spa Services	10-12	2
SC744R (Block) – Cosmetology Year 3			
SC744R/SC744R3	Cosmetology II	12	2
SC748R/SC748R3	Practicum in Human Services - Cosmetology II	12	2
SC740R	Practicum in Human Services - Cosmetology	11-12	2
SC766R	Family and Community Services	11-12	1

Human Services Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC704R **Child Development** Grade Level – 10-12 Credits – 1 Prerequisite – None	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.
SC716R3 **Interpersonal Studies** Grade Level – 9-12 Credits – .5 Prerequisite – None	Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.
SC720R3 **Dollars and Sense** Grade Level – 10-12 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.

SC728R, SC723R **(Block)** • **Principles of Cosmetology Design and Color Theory** • **Introduction to Cosmetology** Grade Level – 10-10 Credits – 2 (1, 1) 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. **Location: LaGrone Academy**
SC736R/SC736R3 SC737R/SC737R3 **(Block)** • **Cosmetology I** • **Nail Care, Enhancements, and Spa Services** Grade Level – 10-12 Credits – 4 (2, 2) Prerequisite – Introduction to Cosmetology	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. **Location: LaGrone Academy**
SC744R/SC744R3 SC748R/SC748R3 **(Block)** • **Cosmetology II** • **Practicum in Human Services – Cosmetology II** Grade Level – 12 Credits – 4 (2, 2) Prerequisite – Cosmetology I	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. **Location: LaGrone Academy**
SC736R3, SC740R3 **Practicum in Human Services – Cosmetology** Grade Level – 11 Credits – 2 Prerequisite – Principles of Cosmetology, Design, and Color Theory; Introduction to Cosmetology	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. **Location: LaGrone Academy**
SC766R **Family and Community Services** 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. This course contains a certification

Information Technology Courses

Local Course ID	Course	Grade Level	Credits
SC642R	Computer Maintenance & Lab	10-12	2
SC646R	Computer Technician Practicum	11-12	2
SC650R3	Internetworking Technologies I (fall)	10-12	1
SC654R3	Internetworking Technologies II (spring)	10-12	1
SC658R	Practicum in Information Technology III and IV	11-12	2

Information Technology Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC642R **Computer Maintenance & Lab** Grade Level – 10-12 Credits – 2 Prerequisite – None	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 a 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. This course contains a certification.
SC646R **Computer Technician Practicum** Grade Level – 11-12 Credits – 2 Prerequisite – Computer Maintenance	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.
SC650R3, SC654R3 **Internetworking Technologies I and II** Grade Level – 10-12 Credits – 2 Prerequisite – None	Internetworking I and II explores networking-based applications — 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. This course contains a certification. ***Students who successfully complete these courses can take the AP Cybersecurity exam in the spring.***
SC658R **Practicum in Information Technologies III and IV** Grade Level – 11-12 Credits – 2 Prerequisite – Internetworking I and II	This course 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. This course contains a certification.

Law and Public Service Courses

Local Course ID	Course	Grade Level	Credits
SC800R	Principles of Law, Public Safety, Corrections & Security	9-12	1
SC820R	Court Systems	11-12	2
SC844R	Practicum in Law – Court Internship	12	2
SC856R	Practicum in Law – National Security and Disaster Response	12	2
SC812R3	Law Enforcement I	11-12	1
SC816R3	Law Enforcement II	11-12	1
SC848R	Practicum in Law – Law Enforcement Internship	12	2
SC801R	Forensic Psychology	10-12	1
SC828R	Forensic Science (Science Credit)	11-12	1
SC832R	Criminal Investigation	11-12	1
SC804D	Firefighter I	11	2
SC808D	Firefighter II	12	3
SC806D3	Emergency Medical Technician – Basic	12	2

Law and Public Service Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC800R **Principles of Law, Public Safety, Corrections and Security** Grade Level – 9-12 Credits – 1 Prerequisite – None	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.
SC852R **Court Systems** Grade Level – 11-12 Credits – 2 Prerequisite – None	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. This course is a required prerequisite for the Practicum in Law – Court Internship. **Location: LaGrone Academy**

SC844R **Practicum in Law – Court Internship** Grade Level – 12 Credits – 2 Prerequisite – Court Systems	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. **Location: LaGrone Academy**
SC848R, SC856R **Practicum in Law –National Security and Disaster Response** 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. This course contains a certification Location**: LaGrone Academy**
SC812R3, SC816R3 **Law Enforcement I and II** 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. **Location: LaGrone Academy**
SC848R **Practicum in Law – Law Enforcement Internship** Grade Level – 12 Credits – 2 Prerequisite – Law Enforcement I and Law Enforcement II	This senior-level practicum course provides students with supervised, real-world application of the knowledge and skills they have developed in law, public safety, corrections, and security. Students participate in a job shadow-style internship centered on law enforcement, allowing them to observe professional duties, practices, and procedures in authentic settings. Practicum experiences take place at approved locations.
SC801R **Forensic Psychology** Grade Level – 10-12 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.
SC828R **Forensic Science** Grade Level – 11-12 Credits – 1 Prerequisite –Biology or Chemistry	Forensic Science is a survey course that introduces students to the application of science to law. Students learn terminology and procedures related to the collection and examination of physical evidence using scientific processes performed in a field or laboratory setting. Students also learn the history and legal aspects of forensic science. ***This course satisfies the 4th science credit for graduation requirement.*** **Location: LaGrone Academy**
SC832R **Criminal Investigation** Grade Level – 11-12 Credits – 1 Prerequisite – Principles of Law, Public Safety, Corrections and Security (recommended)	Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence. **Location: LaGrone Academy**

SC804D **Firefighter I** Grade Level – 11 Credits – 2 Prerequisite – None	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. Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. **Location: LaGrone Academy** **Dual Credit:** This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.
SC808D **Firefighter II** Grade Level – 12 Credits – 3 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. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will demonstrate proper use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems. **Location: LaGrone Academy** **Dual Credit:** This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met.
SC806D3 **Emergency Medical Technician – Basic** Grade Level – 12 Credits – 2 Prerequisite – Firefighter I	

Manufacturing Courses

Local Course ID	Course	Grade Level	Credits
SC500R	Principles of Manufacturing	9-12	1
SC512R	Intro to Welding	10-12	1
SC516R	Welding I	11-12	2
SC520R	Welding II	12	2

Manufacturing Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC500R **Principles of Manufacturing** Grade Level – 9-12 Credits – 1 Prerequisite – None	In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.
SC512R **Intro to Welding** Grade Level – 10-12 Credits – 1 Prerequisite – None	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. This course contains a certification
SC516R **Welding I** Grade Level – 11-12 Credits – 2 Prerequisite – Intro to Welding NCCER Core Certification	Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. This course contains a certification
SC520R **Welding II** Grade Level – 12 Credits – 2 Prerequisite – Welding I	Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. This course contains a certification **Location: LaGrone Academy**

Engineering Courses

Local Course ID	Course	Grade Level	Credits
SC601R	Engineering Design Process	10-12 (9-12 at BHS)	1
SC602R	Robotics I	9-10	1
SC605R	AC/DC Electronics	10-12	1
SC615R	Practicum in Engineering I	11-12	2
SC616R	Practicum in Engineering 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 computer science courses are not included in GPA calculations, and they are not NCAA approved as world language courses. (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	10-12	1
SECSPP	AP Computer Science Principles	9-12	1

Special Note: Computer Science Courses Recommended Sequence

Level One	Level Two	Level Three	Level Four
Principles of Information Technology (MS Only)	AP Computer Science Principles	Computer Science II (prerequisite: Algebra I *and either* Computer Science I *or* Fundamentals of Computer Science)	Computer Science III (prerequisite: Computer Science II, AP Computer Science A, IB Computer Science SL, *or* IB Computer Science HL)
Fundamentals of Computer Science	Entrepreneurship I	AP Computer Science A (prerequisite: Algebra I, recommended)	Practicum in STEM (prerequisite: Algebra I and Geometry)
	Computer Science I (prerequisite: Algebra I)	IB Computer Science HL (prerequisite: Algebra II, recommended and Computer Science I, recommended)	Practicum in Information Technology (prerequisite: 2 or more IT courses)
			Practicum in Entrepreneurship
			Career Prep (prerequisite: 1 level two or higher CTE course)

Engineering Courses Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC601R **Engineering Design Process** Grade Level – 10-12 (9-12 at BHS) Credits – 1 Prerequisite – None	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.
SC602R **Robotics I** Grade Level – 9-10 Credits – 1 Prerequisite – None	In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.
SC605R **AC/DC Electronics** Grade Level – 10-12 Credits – 1 Prerequisite – None	This course AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.
SC615R **Practicum in Engineering I** Grade Level – 11-12 Credits – 2 Prerequisite –Engineering Design Process and AC/DC Electronics	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. This course contains a certification **Location: LaGrone Academy**
SC616R **Practicum in Engineering II** Grade Level – 12 Credits – 2 Prerequisite – Practicum in Engineering I	Practicum in Engineering II 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. **Location: LaGrone Academy**
SEFCSR **Fundamentals of Computer Science** 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 **Computer Science I** 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 **Computer Science I Honors** 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 **Computer Science II** Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I; Computer Science I or Fundamentals of Computer Science	These advanced computer science courses challenge students to design, develop, and present creative software solutions using real-world programming tools. Through hands-on projects and collaboration, students refine their skills in coding, data analysis, and problem-solving while exploring complex algorithms and data structures. Emphasis is placed on computational thinking, teamwork, and applying advanced computer science concepts to innovative projects. This course contains a certification.
SECS3R **Computer Science III** Grade Level – 11-12 Credits – 1 Prerequisite – Computer Science II, AP Computer Science A, or IB Computer Science	
SECSPP **AP Computer Science Principles** Grade Level – 9-12 Credits – 1 Prerequisite – Algebra I	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.
SMACSP **AP Computer Science A** Grade Level – 10-12 Credits – 1 Prerequisite – Algebra I with a strong foundation in basic algebraic concepts dealing with function notation	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. ***This course satisfies one math course requirement for graduation and is included in GPA calculations when used as a math credit.***

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
SC540R	Principles of Transportation Systems	9-12	1
SC548R	Practicum in Transportation Systems	12	2
Automotive Year 1			
SC541R3	Introduction to Transportation Technology	10-12	.5
SC544R	Automotive Basics	10-12	1
Automotive Year 2			
SC532R	Automotive Technology I: Maintenance and Light Repair	11	2
Automotive Year 3			
SC536R	Automotive Technology II: Automotive Service	12	2

Transportation, Distribution, and Logistics Course Descriptions

Texas Essential Knowledge and Skills (TEKS) – HERE

SC524R3 **Aviation Ground School** Grade Level – 11-12 Credits – 1 Prerequisite – None	This course is designed to extend student interests in all aspects of aviation while preparing students to take the formal ground requisite exam for the Federal Aviation Administration (FAA) Airman Knowledge Test which is required to obtain a private pilot's license. The rigor of the course challenges students with complex aeronautical, engineering, weather, management, and judgment concepts. Rules, regulations, obligations, and commitments to discipline and focus are foundational throughout the course. The ability to grasp flight without actually flying a real aircraft extends well beyond the classroom as students learn navigation, weather science, attention to detail (mathematical fuel and load planning), health and mental well-being related to flight planning and piloting aircraft. **Location: LaGrone Academy**
SC522R3 **Introduction to Aircraft Technology** Grade Level – 11-12 Credits – 1 Prerequisite – None	Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, powerplants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the general curriculum subjects, powerplant theory and maintenance, and the function, diagnosis, and service of airframe structures, airframe systems and components, and powerplant systems and components of aircraft. Industry-recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization. **Location: LaGrone Academy**

SC540R **Principles of Transportation Systems** Grade Level – 9-12 Credits – 1 Prerequisite – None	In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
SC548R **Practicum in Transportation Systems** Grade Level – 12 Credits – 2 Prerequisite – Introduction to Aircraft/Aviation Ground School	Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based. **Location: LaGrone Academy**
SC541R3/SC544R **Introduction to Transportation Technology/Automotive Basics** (Year 1) Grade Level – 10-12 Credits – 1.5 Prerequisite – None	In this course, students explore the fundamentals of automotive systems, including engine, electrical, and braking components. They gain hands-on experience in diagnosing, maintaining, and servicing vehicles while learning safety practices, proper tool use, and environmental regulations. The course also emphasizes employability skills and the practical application of academic knowledge in real-world transportation settings. **Location: LaGrone Academy**
SC532R **Automotive Technology I: Maintenance and Light Repair** (Year 2) Grade Level – 11 Credits – 2 Prerequisite – Principles of Transportation Systems/ Automotive Basics	Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach safety, tool identification, proper tool use, and employability. This course contains a certification. **Location: LaGrone Academy**
SC536R **Automotive Technology II: Automotive Service** (Year 3) Grade Level – 12 Credits – 2 Prerequisite – Automotive Technology I: Maintenance and Light Repair	Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. This course contains a certification. **Location: LaGrone Academy**