

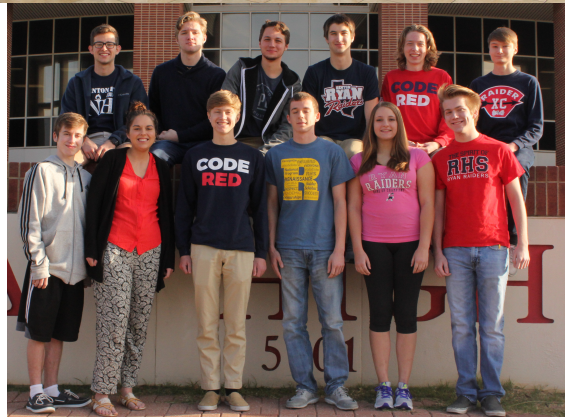
2017-2018



**Independent School District**

**High School Course Catalog & Planning Guide**

**Grades 9-12**



**National Merit Scholarship Semi-Finalists,  
Commended, and Achievement Scholars**



# High School Course Catalog & Planning Guide

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# Denton Independent School District

## 2017 - 2018 High School Course Catalog & Planning Guide



*A message from Dr. Jamie Wilson,  
Superintendent of Schools*

Dear DISD Students and Families,

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

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

It is our expectation that you will choose your courses wisely with the end result in mind. Careful planning requires good information and useful resources. Please take the opportunity to visit with your guidance counselor about the advantages of Naviance. Naviance is a resource provided free to DISD students and their families to connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and interests. More information is available at [www.naviance.com](http://www.naviance.com).

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

Very sincerely,

A handwritten signature in black ink that reads "Jamie Wilson". The signature is written in a cursive, flowing style.

Jamie Wilson, Ed.D.  
Superintendent of Schools

### **Denton Independent School District Equal Opportunity Policy Statement**

*Denton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans With Disabilities Act. Inquiries regarding these policies should be directed to the Executive Director of Human Resources, 940-369-0000.*

# Denton Independent School District

## a closer look into the high school curriculum

### Mission Statement

*Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.*

Although the courses listed in this catalog are categorized in sections labeled: foundation, enrichment, and career and technology, it is important to note that the high school curriculum represents a rich variety of courses to address diverse interests and needs. The curriculum development process is ongoing; it evolves each year to reflect societal changes, current research, and a synthesis of current initiatives and trends coordinated with proven traditional models of instruction.

The Denton ISD curriculum, Pre-K-12, continues to evolve to represent a well-balanced, challenging, and coordinated instructional blueprint, aligned to national, state, and local standards, as well as, the 12<sup>th</sup> grade graduation goals. The instructional goals adopted by the Denton ISD Board of Trustees reflect the attributes deemed critical for you to possess as you leave high school.

The Denton ISD high school graduates are...

1. **Effective Communicators** – who master basic English skills of reading, writing, speaking, and listening; have the mathematical, technical, scientific inquiry, and second language skills sufficient for effective, efficient functioning in a complex society.
2. **Contributing Citizens** – who contribute their time, energies, and talents to improve the welfare of themselves and others; have a sense of social responsibility; participate in the democratic process; operate effectively as responsible members of our local, state, national, and international societies.
3. **Collaborative Team Members** – who use effective leadership and interactive skills in diverse groups and settings; demonstrate an appreciation and understanding of the contributions of all cultures.
4. **Problem Solvers** – who anticipate, assess, and address the problems and challenges that accompany the rapidly changing political, environmental, technological, and the social and economic conditions of society.
5. **Responsible Learners** – who commit to the process of life-long learning; create a vision for their future; set priorities and goals; take responsibility for pursuing these goals and evaluating their progress; are self-disciplined and self-starters who have a sense of confidence and self-worth.
6. **Perceptive Thinkers** – who possess creative and critical thinking skills; use multiple frames of reference to identify, access, integrate, and apply available information from appropriate resources for meaning and/or action.
7. **Resourceful Producers** – who display high degrees of effort; develop intellectual, artistic, and practical products which reflect originality, innovativeness, and use of advanced technologies; have a flexible career path; live a physically, mentally, and emotionally balanced life.
8. **Quality Decision-Makers** – who exhibit honesty, integrity, and kindness; take personal responsibility for their actions; formulate positive social behaviors and demonstrate sound judgment; have an ability to make choices that benefit society.

The Denton Independent School District is dedicated in its mission to prepare students as thoroughly as possible for their next step in life, whether that step is admission to college or immediate entrance into the job market. To achieve this mission, parents and students are urged to become familiar with the courses available to meet the requirements for graduation.

# Campus Contacts

## Denton High School

Phone: 940-369-2000

To Be Determined, *Principal*  
Joel Hays, *Associate Principal*

### Counselors

Jari Peltier.....Students: A-D  
Kathleen Ashton ..... Students: E-L  
Justin Fields.....Students: M-R  
Doretha Hudspeth ..... Students: S-Z  
Chris Lydia..... Students: Freshman  
Kim Keith .....Career Counseling

## Billy Ryan High School

Phone: 940-369-3000

Vernon Reeves, *Principal*  
Fred Younkman, *Associate Principal*

### Counselors

Erica Chupp.....Students: A-B  
Courtney Skaggs..... Students: C-G  
Danielle Kading .....Students: H-Mc  
Rebecca Coley ..... Students: Me-R  
Christie Weir ..... Students: S-Z  
Angela Clouse .....Career Counseling

## Guyer High School

Phone: 940-369-1000

Shaun Perry, *Principal*  
DeCorian Hailey, *Associate Principal*

### Counselors

Christina Dorton.....Students: A-E  
Brandy Guilford..... Students: F-L  
Kristi Gibson .....Students: M-R  
Andrea Wyatt.....Students: S-Z  
Lori Morris..... Students: Freshman  
Jeanie Bragg .....Career Counseling

## Braswell High School

Phone: 972-347-7700

Lesli Guajardo, *Principal*  
Laura Ice, *Associate Principal*

### Counselors

Nicole Dampman.....Students A-J  
Kanika McClary.....Students: K-Z  
Amy Williams.....Freshman  
To be determined.....Career Counseling

## Fred Moore High School

Phone: 940-369-4000

Marilyn Rabsatt, *Principal*  
Trevina Willis, *Counselor*

## Davis School

Phone: 940-369-4050

Buddy Dunworth, *Principal*  
Bobbie Roberts, *Counselor*

# Instructional Contacts

Advanced Placement.....	Dan Ford	369-0655
Athletics .....	Joey Florence	369-0070
Bilingual / ESL.....	Teresa Taylor	369-0151
Career & Technology Education .....	Carla Ruge	369-4850
Counseling Services .....	Amy Lawrence	369-0065
Deaf Education .....	Sandra Hensley	369-4084
Federal Programs.....	Chris Shade	369-0676
Gifted & Talented .....	Lori Mabry	369-0145
Instructional Technology .....	Dwight Goodwin	369-0112
English Language Arts and World Languages.....	Beth Myers	369-0657
Mathematics .....	Grace Anne McKay	369-0654
Science .....	Rebecca Jinks	369-0658
Social Studies .....	Erika Lowery	369-0660
Special Education .....	Debbie Roybal	369-0136

# *Planning Your High School Program*

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Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. Your course selection should be guided largely by your plans for the future. *Will you continue your education in college or in a technical school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education?* The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Those answers should also be guided by your interests and abilities.

Denton ISD provides a wide range of programs that prepare students for post-high school experiences: college, business school, vocational-technical school, military service, fine arts participation, full-time employment, and other areas. The Advance Technology Center offers career and technical programs that enable students to gain entry level employment in high skill and high wage jobs or to continue their post high school education. All of the programs offered allow students to choose the high school program best suited for their future plans, whether that program follows the traditional college preparatory, articulated credit, or career preparatory pathway. By planning wisely, you can create the future that is most appropriate for you.

## ***Know what Denton ISD has to offer...***

This section serves as a planning guide as you make decisions about your four-year high school program. You are urged to consider each decision carefully. There are certain steps to follow that can help you make your choices. Find out all you can about the programs of study offered:

- compare the programs
- consider the advantages and disadvantages of each program
- choose the program of studies that seems to have the most advantages for you

## ***Know about all of the High School Programs...***

Your counselor and teachers will be helpful in advising you more specifically about the high school programs of study offered. Find out:

- Which endorsements are available and the types of performance acknowledgements you can earn
- The number of units of credit in specific subject areas needed for each graduation plan
- The prerequisites that are required to begin certain high school sequences of courses
- Which elective courses are available

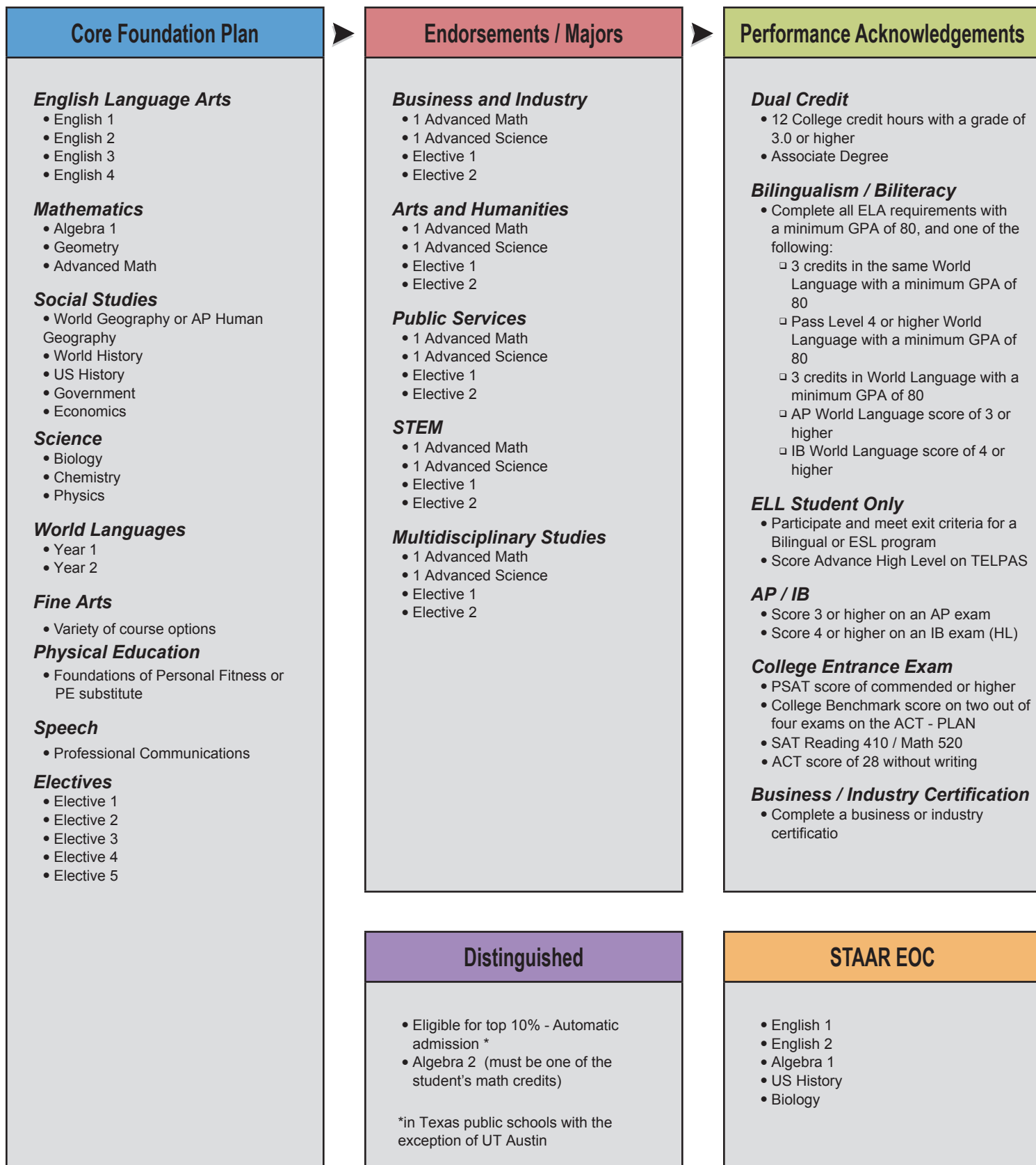




# General Information

- Denton ISD Graduation Programs
- Grade Point Average Calculations
- Class Loads
- Schedules Changes
- Grade Classificatio
- Early Graduation
- Guidance Services
- Guidance Center Resources
- Credit by Exam With Prior Instruction
- TSI Assessment
- STAAR
- NCAA Scholar Athlete Information

# High School Graduation Programs



# Grade Point Average Calculation

## Administrative Regulations

In reviewing the GPA policy passed by the Denton ISD Board of Trustees, and in studying the established intent of the policy, the following administrative regulations shall apply:

The policy passed by the Board states that “the highest grades and grade points in four courses in language arts and social studies, four courses in science which must include one each in biology or environmental science, chemistry, and physics, four courses in math, and two courses in foreign language” [World Languages] will be calculated. The list of Board approved courses is found on page 5. The intent of the policy is to establish a clear and consistent process for determining which courses would be used in earning grade points and in determining rank in class. In studying this issue, it is clear that the process for calculating the rank in class for a student and in determining a student’s grade point average will vary depending on the year of calculation and on where a particular student is in completing his or her course of study. For purposes of making this process understandable, a student will carry an earned grade point average (GPA for courses completed within the prescribed board approved courses divided by the courses attempted) and a ranking GPA (GPA process that is the same for all students and is used to calculate the final rank in class). For this process, each should be examined differently.

**Earned GPA** – This GPA simply takes the courses completed within the defined allotment of 18 courses or 36 semesters and divides by the number of attempts. For a freshman who takes one course in each of the core areas of language arts, math, science, social studies, and world languages, the earned GPA would be the number of grade points earned divided by the 10 semesters taken. For the freshman who takes one course each in the areas of language arts, math, science, and social studies, the earned GPA would be the number of grade points earned divided by the 8 semesters taken. It is necessary to calculate an Earned GPA because it would not be feasible to use a divisor of 18 courses or 36 semesters until the senior year. It also would not be feasible to assume a standard divisor for each year, because not all students take the prescribed courses in the same order, sequence, or year. The Earned GPA shall be used both for reporting and ranking purposes until a final ranking GPA using a standard 36 semesters is utilized in the senior year. For transcript purposes the Earned GPA shall be the recorded GPA. Note: In the new Naviance system for students and parents, Earned GPA is referred to as “Weighted” GPA.

**Ranking GPA** – This calculation will be used to determine a final rank in class. Because of the confusion of using the terms Earned GPA and Ranking GPA, the Ranking GPA will be referred to as a *Ranking Index*. The final rank in class for graduating seniors will be determined by using a consistent process that will be applicable to all students. As stated above, the Board approved 18 courses/36 semesters that would be used in determining class rankings. The intent of the Board is to encourage students to complete a rigorous course of study. The final Ranking Index for all students will be calculated using the grade points earned within the allowable 18 courses (36 semesters) and a constant divisor of 36 (representing the Board approved courses). For example, for a student who completes a rigorous course of study including all 36 identified semesters, the Ranking Index is calculated using total grade points in 36 semesters divided by 36. For another student who completes only 30 of the identified semesters Ranking Index is calculated using total grade points earned in those 30 semesters divided by 36. Thus, a student who is successful in the more rigorous curriculum will have a higher Ranking Index than a student who, although successful in the courses taken (as indicated in the Earned GPA), has not completed the Board approved recommended course of study. This process is used only in determining the final rank in class. The Ranking Index will always use the same 36 semesters as the divisor. Again, please remember that the Ranking Index becomes the final determiner of the official rank in the class for graduating seniors. Preliminary rankings for students in the freshman, sophomore and junior classes will be based on the Earned GPA. While the Ranking Index will be calculated and monitored throughout the traditional four-year high school program, the index will be used only to determine the final rank in class

**Transfer Courses** – While the policy does not specifically identify a process for handling transfer courses the policy is clear in stating that “foundation courses will be calculated whether the student took the class during the regular school year, in summer school, by correspondence, by course exam, or by dual enrollment.” The intent is clear that foundation courses transferred in from other public schools would be counted as part of the established 18 courses (36 semesters). For states or schools that do not use numeric grades, a conversion process will be established. Additionally, the only Honors, Pre-AP, AP, or IB transfer courses that will be recognized for weighted points will be those courses that also carry weighted points for Denton ISD students. Final determination of how transfer courses will be counted for GPA is calculated by the Superintendent of Schools or designee.

**Ties** – The philosophical change in the way rank is calculated creates the potential for many students to share the same ranking index. The fact that many students could be tied throughout the system is recognized as one of the strengths - not weaknesses of the system. Internally, there is no desire or need to break ties merely for the sake of breaking ties. Externally, in the case of scholarships or college admissions, there may be the need or requirement on the part of the external agency to break ties. For this purpose, a procedure to address ties is needed. Since the actual ranking index is based on a specific set of core or foundation courses, it is appropriate to use the grades in these same courses in addressing ties. The actual numeric grades within the approved courses being used in the calculation of the Earned GPA and/or Ranking Index will be averaged and used to break ties as needed. In the event two or more students have the same Earned GPA and/or same Ranking Index and the same numeric average over the established courses, no further tiebreakers will be utilized and the students will be considered officially tied. Again, ties will be addressed only as required for external uses. Students with the same ranking index will be considered tied for Denton ISD recognition purposes.

**Conversions** – As grades are received from non-Denton ISD institutions, it may become necessary to convert grades from colleges, exams, public or private schools to the Denton ISD system. Since the systems used at outside institutions vary, different conversion methods may be needed. The district shall always encourage the non-Denton ISD institution to supply numeric grades based on our system; however, in the event numeric grades are not provided, the following conversions shall apply to these specific situations:

**Conversion of University Letter Grades** – Universities typically use standard letter grades without the use of + (pluses) or – (minuses). These grades will be easy to use in the assignment of grade points unless it becomes necessary to break ties. Since the approved GPA policy calls for university level courses to carry honors GPA, this numeric conversion shall apply if needed:

University Grade	Grade Points Earned	Denton ISD Numeric Equivalent
A	5	97
B	4	87
C	3	77
D (if passing)	2	72
F	0	55

**Grade Conversion Table for Accredited Public and Private School Systems that use Letter Grades with + (pluses) and – (minuses):**

Submitted Grade	Denton ISD Numeric Equivalent
A +	99
A	95
A -	92
B +	89
B	85
B -	82
C +	79
C	77
C -	75
D + (if passing)	74
D (if passing)	72
D - (if passing)	70
F	55

This conversion also applies to correspondence courses, credit exams, and other grades awarded in this fashion.

**Grade Conversion Table for Accredited Public and Private School Systems that use Letter Grades without + (pluses) and – (minuses):**

Submitted Grade	Denton ISD Numeric Equivalent
A	95
B	85
C	78
D (if passing)	72
F	55

This conversion also applies to correspondence courses, credit exams, and other grades awarded in this fashion. If the course is recognized by Denton ISD as a course that should carry honors GPA, then the college conversion table shall apply.

**Non-Accredited Schools / Home School Students** – Policy FDA (LOCAL) states that “Students entering the District from non-accredited public, private, or parochial schools, including home schools shall validate high school credit for courses by testing or evidence that courses meet State Board requirements and standards”. If grades are submitted by the sending institution, then the district shall attempt to apply an appropriate conversion. If credit is verified through testing, then the test scores will be used for conversion purposes.

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

**Denton ISD Grading System:**

Regular	Grade Points	Pre-AP/AP/IB Grade Points
A 90 -100	4	5
B 80 - 89	3	4
C 70 -79	2	3
F Below 70	0	0

## Foundation Courses to be Included in GPA

English Language Arts	Social Studies	Pre-AP Spanish 1
English 1	World Geography	Spanish 2
<b>Pre-AP English 1</b>	<b>Pre-AP World Geography</b>	<b>Pre-AP Spanish for Spanish Speakers</b>
English 2	<b>AP Human Geography</b>	<b>Pre-AP Spanish 2</b>
<b>Pre-AP English 2</b>	<b>AP World History</b>	Spanish 3
English 3	U.S. History	Spanish for Spanish Speakers 3
<b>AP English 3</b>	<b>AP U.S. History</b>	<b>Pre-AP Spanish for Spanish Speakers</b>
English 4	U.S. Government	<b>Pre-AP Spanish 3</b>
<b>AP English 4</b>	<b>AP U.S. Government</b>	Spanish 4
ESOL English 1 (grade 9 or above)	Economics	<b>AP Spanish 4</b>
ESOL English 2	<b>AP Economics</b>	<b>AP Spanish 5</b>
ESOL English 2	ESL World Geography	French 1
Science	ESL World History	French 2
Biology	ESL U.S. History	<b>Pre-AP French 2</b>
<b>Pre-AP Biology</b>	Math	French 3
<b>AP Biology</b>	Algebra 1	<b>Pre-AP French 3</b>
Chemistry	<b>Pre-AP Algebra 1</b>	<b>AP French 4</b>
<b>Pre-AP Chemistry</b>	Geometry	Latin 1
<b>AP Chemistry</b>	<b>Pre-AP Geometry</b>	Latin 2
Physics	Mathematical Models with Applications	<b>Pre-AP Latin 2</b>
<b>AP Physics (B) Year 1</b>	Algebra 2	<b>Pre-AP Latin 3</b>
<b>AP Physics (B) Year 2</b>	<b>Pre-AP Algebra 2</b>	<b>AP Latin 4: Poetry</b>
<b>AP Physics (C) Year 2</b>	Advanced Quantitative Reasoning	<b>AP Latin 5: Literature</b>
Environmental Systems	Pre-Calculus	German 1
<b>AP Environmental Science</b>	<b>Pre-AP Pre-Calculus</b>	German 2
Anatomy and Physiology	<b>AP Calculus AB</b>	<b>Pre-AP German 2</b>
Aquatic Science	<b>AP Calculus BC</b>	German 3
Scientific Research and Design	Statistics	<b>Pre-AP German 3</b>
Forensic Science	<b>AP Statistics</b>	<b>AP German 4</b>
Advanced Animal Science	<b>AP Computer Science</b>	ASL 1
Food Science	Engineering Math	ASL 2
ESL Biology	ESL Algebra 1	ASL 3
ESL Physics	ESL Geometry	ASL 4
ESL Chemistry	ESL Algebra 2	Mandarin Chinese 1
Engineering Science	Accounting II	Mandarin Chinese 2
Pathophysiology	World Languages	Mandarin Chinese 3
Engineering Design & Problem Solving	Spanish 1	Mandarin Chinese 4

**Notes:**

- Subjects in **bold** print or any courses taken at the University level carry weighted GPA.
- Courses taken in Middle School for High School credit do not count in the GPA calculations.
- Failure to complete 2 years of a World Language in high school can negatively affect a student's GPA.
- IB courses may also count in the GPA calculations and carry weighted GPA.

# Sample GPA Calculations

(Not Intended as a Recommended Course of Study)

**Scenario – A** ...this student has elected to pursue a course of study not intended for major college admission

## 9<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 1	<u>82</u>	3	<u>91</u>	4
Math	Alg 1	<u>75</u>	2	<u>85</u>	3
Science	Bio 1	<u>90</u>	4	<u>92</u>	4
Social Studies	W Geo	<u>80</u>	3	<u>83</u>	3
World Languages	-	-	-	-	-

9th Grade End of Year Summary	
A. Grade Points Earned	26
B. Semesters Attempted	8
C. Best Cumulative Grade Points Earned	26
D. Best Cumulative Semesters Attempted	8
E. Earned GPA (C/D)	3.2500
F. Ranking Index (C/36)	0.7222
G. Rank Based On: Earned GPA	3.2500

## 10<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 2	<u>82</u>	3	<u>80</u>	3
Math	Geom	<u>89</u>	3	<u>90</u>	4
Science	Chem 1	<u>90</u>	4	<u>90</u>	4
Social Studies	W Hist	<u>85</u>	3	<u>85</u>	3
World Languages	-	-	-	-	-

10th Grade End of Year Summary	
A. Grade Points Earned	27
B. Semesters Attempted	8
C. Best Cumulative Grade Points Earned	53
D. Best Cumulative Semesters Attempted	16
E. Earned GPA (C/D)	3.3125
F. Ranking Index (C/36)	1.4722
G. Rank Based On: Earned GPA	3.3125

## 11<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 3	<u>87</u>	3	<u>85</u>	3
Math	Alg 2	<u>78</u>	2	<u>87</u>	3
Science	-	-	-	-	-
Social Studies	US Hist	<u>92</u>	4	<u>93</u>	4
World Languages	-	-	-	-	-

11th Grade End of Year Summary	
A. Grade Points Earned	19
B. Semesters Attempted	6
C. Best Cumulative Grade Points Earned	72
D. Best Cumulative Semesters Attempted	22
E. Earned GPA (C/D)	3.2727
F. Ranking Index (C/36)	2.0000
G. Rank Based On: Earned GPA	3.2727

## 12<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 4	<u>86</u>	3	<u>93</u>	4
Math	-	-	-	-	-
Science	-	-	-	-	-
Social Studies	Govt / Eco	<u>84</u>	3	<u>87</u>	3
World Languages	-	-	-	-	-

12th Grade End of Year Summary	
A. Grade Points Earned	13
B. Semesters Attempted	4
C. Best Cumulative Grade Points Earned	85
D. Best Cumulative Semesters Attempted	26
E. Earned GPA (C/D)	3.2692
F. Ranking Index (C/36)	2.3611
G. Rank Based On: Earned GPA	2.3611

Notes: (1) Grades underlined represent grades used to calculate C, D, E, and F.

(2) Final Ranking Index (F) is lower than final Earned GPA (E) because only 26 of the required 36 semesters were taken for ranking purposes.

(3) Semesters missing for ranking purposes were World Languages (6), Science (4), and Math (2).

# Sample GPA Calculations

(Not Intended as a Recommended Course of Study)

**Scenario – B** ...this student has elected to pursue recommended program requirements without Pre-AP or AP courses

## 9<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 1	<u>82</u>	3	<u>91</u>	4
Math	Alg 1	<u>75</u>	2	<u>85</u>	3
Science	Bio 1	<u>90</u>	4	<u>92</u>	4
Social Studies	W Geo	<u>85</u>	3	<u>94</u>	4
World Languages	Span 1	<u>90</u>	4	<u>90</u>	4

9th Grade End of Year Summary	
A. Grade Points Earned	35
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	35
D. Best Cumulative Semesters Attempted	10
E. Earned GPA (C/D)	3.5000
F. Ranking Index (C/36)	0.9722
G. Rank Based On: Earned GPA	3.5000

## 10<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 2	<u>82</u>	3	<u>80</u>	3
Math	Geom	<u>89</u>	3	<u>90</u>	4
Science	Chem 1	<u>90</u>	4	<u>90</u>	4
Social Studies	W Hist	<u>85</u>	3	<u>85</u>	3
World Languages	Span 2	<u>85</u>	3	<u>88</u>	3

10th Grade End of Year Summary	
A. Grade Points Earned	33
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	68
D. Best Cumulative Semesters Attempted	20
E. Earned GPA (C/D)	3.4000
F. Ranking Index (C/36)	1.8889
G. Rank Based On: Earned GPA	3.4000

## 11<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 3	<u>87</u>	3	<u>85</u>	3
Math	Alg 2	<u>78</u>	2	<u>87</u>	3
Science	Phys 1	<u>82</u>	3	<u>88</u>	3
Social Studies	US Hist	<u>92</u>	4	<u>93</u>	4
World Languages	Span 3	<u>80</u>	3	<u>84</u>	3

11th Grade End of Year Summary	
A. Grade Points Earned	25
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	93
D. Best Cumulative Semesters Attempted	28
E. Earned GPA (C/D)	3.3214
F. Ranking Index (C/36)	2.5833
G. Rank Based On: Earned GPA	3.3214

## 12<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 4	<u>86</u>	3	<u>93</u>	4
Math	PreCal	<u>87</u>	3	<u>80</u>	3
Science	Env Sci	<u>95</u>	4	<u>85</u>	3
Social Studies	Govt / Eco	<u>84</u>	3	<u>87</u>	3
World Languages	Span 4	<u>78</u>	2	<u>75</u>	2

12th Grade End of Year Summary	
A. Grade Points Earned	26
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	119
D. Best Cumulative Semesters Attempted	36
E. Earned GPA (C/D)	3.3056
F. Ranking Index (C/36)	3.3056
G. Rank Based On: Earned GPA	3.3056

Notes: (1) Grades underlined represent grades used to calculate C, D, E, and F.

(2) Final Ranking Index (F) is equal to final Earned GPA (E) because all 36 of the required 36 semesters were taken.

(3) Since there were more semesters taken than were required in World Languages, the best semesters had to be determined according to established policy.



# Sample GPA Calculations

(Not Intended as a Recommended Course of Study)

**Scenario – C** ...this student has elected to pursue recommended program requirements with Pre-AP and AP courses

## 9<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 1 Pre-AP	<u>92</u>	5	<u>91</u>	5
Math	Geom Pre-AP	<u>93</u>	5	<u>90</u>	5
Science	Bio 1 Pre-AP	<u>90</u>	5	<u>92</u>	5
Social Studies	W Geo Pre-AP	<u>90</u>	5	<u>91</u>	5
World Languages	Span 2 Pre-AP	<u>95</u>	5	<u>90</u>	5

9 <sup>th</sup> Grade End of Year Summary	
A. Grade Points Earned	50
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	50
D. Best Cumulative Semesters Attempted	10
E. Earned GPA (C/D)	5.0000
F. Ranking Index (C/36)	1.3889
G. Rank Based On: Earned GPA	5.0000

## 10<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 2 Pre-AP	<u>96</u>	5	<u>92</u>	5
Math	Alg 2 Pre-AP	<u>94</u>	5	<u>90</u>	5
Science	Chem 1 Pre-AP	<u>85</u>	4	<u>81</u>	4
Social Studies	W Hist Pre-AP	<u>99</u>	5	<u>96</u>	5
World Languages	Span 3 Pre-AP	<u>94</u>	5	<u>94</u>	5

10 <sup>th</sup> Grade End of Year Summary	
A. Grade Points Earned	48
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	98
D. Best Cumulative Semesters Attempted	20
E. Earned GPA (C/D)	4.9000
F. Ranking Index (C/36)	2.7222
G. Rank Based On: Earned GPA	4.9000

## 11<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 3 Pre-AP	<u>95</u>	5	<u>94</u>	5
Math	PreCal Pre-AP	<u>94</u>	5	<u>92</u>	5
Science	Phys 1 Pre-AP	<u>94</u>	5	<u>95</u>	5
Social Studies	US Hist Pre-AP	<u>98</u>	5	<u>97</u>	5
World Languages	Span 4 AP	<u>93</u>	5	<u>91</u>	5

11 <sup>th</sup> Grade End of Year Summary	
A. Grade Points Earned	40
B. Semesters Attempted	10
C. Best Cumulative Grade Points Earned	138
D. Best Cumulative Semesters Attempted	28
E. Earned GPA (C/D)	4.9286
F. Ranking Index (C/36)	3.8333
G. Rank Based On: Earned GPA	4.9286

## 12<sup>th</sup> Grade:

Subject	Course	Fall Semester		Spring Semester	
		Numerical Grade	Grade Points	Numerical Grade	Grade Points
English Language Arts	Eng 4 AP	<u>91</u>	5	<u>93</u>	5
Math	Cal BC AP	<u>93</u>	5	<u>93</u>	5
Science	Bio 2 AP	<u>94</u>	5	<u>95</u>	5
Social Studies	Govt AP / Eco AP	<u>92</u>	5	<u>93</u>	5
World Languages	-	-	-	-	-

12 <sup>th</sup> Grade End of Year Summary	
A. Grade Points Earned	40
B. Semesters Attempted	8
C. Best Cumulative Grade Points Earned	178
D. Best Cumulative Semesters Attempted	36
E. Earned GPA (C/D)	4.9444
F. Ranking Index (C/36)	4.9444
G. Rank Based On: Earned GPA	4.9444

Notes: (1) Grades underlined represent grades used to calculate C, D, E, and F.

(2) Final Ranking Index (F) is equal to final Earned GPA (E) because all 36 of the required 36 semesters were taken.

# Academic Policies

## Class Loads

All freshmen and sophomores are required to enroll in 8 courses. Juniors may reduce this requirement to 7 courses, seniors to 6 courses, provided they meet the following qualifying criteria:

- (1) Be on track to graduate with designated class;
- (2) Have mastered all state assessments; and,
- (3) Remain in compliance with compulsory attendance and discipline policies.

Seniors may take an additional dismissal tied to enrollment in an AP course resulting in a course load of 6 required courses. Senior students can enroll in no more than one non-content course (PALS, Student Council, High School Helpers, Student Aide, etc) as part of the 6 required courses. Students could enroll in more than one of these non-content courses if they forfeit one early dismissal period for each additional non-content course. Juniors and seniors may qualify for other dismissal opportunities. Check with your counselor for more information on dismissals.

Class load requirements differ for Career Preparations/CO-OP senior students. If enrolled in that program, see your counselor for further clarification. Career Preparations/CO-O students are required to take 4 core credits and the Career Preparations/CO-OP class, which also counts 3 credits. Some courses listed in this guide may not actually be offered due to low enrollment. Because of scheduling conflicts and classes closing, a student may not be able to register for every course he/she planned to take during a semester. For this reason, the student should have in mind alternate courses in case the first choice is not available. Please note that all courses will not be offered every semester of every year. In cases of limited class enrollment, priority may be given to 12<sup>th</sup> graders.

## Schedule Changes

**Course selections during pre-registration are considered final.** Any request for a change in course after spring pre-registration must be approved by the principal before the campus announced Spring deadline. **Students may not drop or add a course after four class days of attendance.** The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction. Only changes pertaining to graduation plans and/or computer errors will be addressed after school begins. **To receive full credit for a course, students must be in attendance for 90% of the class. Students may change levels (move from a Pre-AP to a regular class) within a content area at the end of the first four weeks in the first grading period for Pre-AP and AP courses, after a parent-teacher conference, and if class loads permit.**

## Grade Classification

1. Students are classified at the beginning of the school year according to the number of credits they have earned. Classifications will remain the same throughout the school year unless corrections are necessary due to errors. All changes in grade classification must be approved by the principal
2. Minimum grade classification requirements for classes are

<b>Freshman</b>	9 <sup>th</sup> Grade	0-5 ½ Credits
<b>Sophomore</b>	10 <sup>th</sup> Grade	6 Credits
<b>Junior</b>	11 <sup>th</sup> Grade	12 Credits
<b>Senior</b>	12 <sup>th</sup> Grade	18 Credits

## Guidance Services

The guidance department is an integral part of the overall school program. Academic and career counselors are available to assist you with your needs in the following areas:

- to provide you with information regarding your placement in classes or programs. The counselors have many materials at their disposal to help you make the best choices of courses and programs within the school. Counselors can tailor program choices to your needs now and in the future, whether occupationally or educationally. Specialized career counseling is available with the career counselor.
- to identify strengths and weaknesses as they relate to your choice of courses, career planning, college preparation or potential employment after completion of high school. career counselors can assist students with testing, career planning, and use of tech prep process, internships, and work-based learning experiences; and,
- to offer counseling in personal problem areas. Counselors can help you focus on self-development and on acquiring decision-making abilities. Because academic growth and success are directly related to the mental health of each individual, counseling services meet a fundamental need. Whether the problems are at school or at home, the counselors are available to provide support and resources.

While counselors are responsible for assisting students in planning for their academic and career futures, students and parents are partners in the process. The ultimate responsibility for those decisions is the student's with the parents' support. **Students and parents are responsible for checking the transcript and student academic progress each year in order to verify accuracy and bring any errors to the attention of the counselors and registrar.**

For referrals to professional services outside Denton ISD, contact the school counselor.

The guidance office, library, and career center have materials available for you to use in planning for your future. Videos, college reference materials, job information, career information, scholarship applications, and financial aid information are all available

## Naviance Family Connection

The district provides free of charge to all high school students and parents a program called Naviance Family Connection. Naviance provides access to college and scholarship information, career information, as well as GPA and standardized test scores (PSAT, SAT and/or ACT). Students and parents may request transcripts and link to college applications and financial aid forms (FAFSA). Additionally, students can set goals, build resumes and learn more about themselves through a variety of assessments in Naviance. All Denton ISD students begin developing their own personal graduation plans in Naviance starting in the 8th grade. Students revisit these plans each year with the support of their school counselor. Campuses will make log-in information available at the beginning of each school year.

## Go Center

Each high school campus houses a Go-Center staffed by a group of current college students known as the G-Force. The G-Force mentors make weekly visits to high school campuses and provide college enrollment guidance and support and post-secondary mentoring. The G-Force make classroom and assembly presentations, attend parent meetings and workshops, and work one-on-one with 9th through 12th grade students. The G-Force mission is to assist and educate students on their plans after high school graduation.

## Credit by Exam (CBE) with Prior Instruction

1. Students interested in Credit by Exam should contact the school counselors to pick up an application form. Candidates for credit retrieval cannot have failed the course with less than a grade of 60.
2. The school counselor will confer with the building principal for CBE approval.
3. Upon approval, the school counselor will give the student an application packet.
4. Study Guide information must be directly obtained from the appropriate institution.

Texas Tech University: Access website at [www.depts.ttu.edu/ttuisd/cbe.php](http://www.depts.ttu.edu/ttuisd/cbe.php)

University of Texas: Access website at [www.utexas.edu/ce/k16](http://www.utexas.edu/ce/k16)

Students may receive unit credit for a course or courses if they:

- obtain prior permission from their parents or guardian.
- receive prior approval from the building principal.
- make a grade of 70 or higher on the CBE.

Any student who wishes to graduate in June of the current school year must either:

- enroll in the necessary classes on campus for the second semester (if available), or
- **complete the Credit by Exam before the end of the first semester.**

Students who have **extenuating circumstances** (such as students who transfer from other districts in their senior year), must obtain the recommendation of their campus principal and permission from the Denton ISD Director of Counseling to complete Credit by Exam outside the window of time designated. Students who receive permission to register and complete exams any time after April 1<sup>st</sup> of the current school year may not receive test scores in time to participate in June commencement.

*These test dates will be scheduled and publicized within the district website on the Department of Counseling Services webpage.*

For more information on Credit by Exam with prior instruction you may contact:

**Guyer High School Guidance and Counseling Department ..... 940-369-1017**  
**Denton High School Guidance and Counseling Department ..... 940-369-2011**  
**Ryan High School Guidance and Counseling Department..... 940-369-3026**  
**Braswell High School Guidance and Counseling Department..... 972-347-7724**  
**Fred Moore High School Guidance and Counseling Department ..... 940-369-4000**  
**Denton ISD Credit by Exam Department ..... 940-369-0160**

## Texas Higher Education Assessment (TSI)

The TSI Assessment has been approved by the Texas Higher Education Coordinating Board, under Senate Bill 286, Texas Education Code [TEC] 51.3062: Texas Success Initiative (TSI), for use by Texas institutions of higher education as an assessment instrument for entering students. The TSI Assessment provides the diagnostic data required by this legislation. It provides information about the reading, mathematics, and writing skills of students entering Texas public colleges and universities. As part of the TSI, colleges and universities are required to offer their students advisory and support services related to the TSI Assessment and to develop and implement appropriate developmental education activities for students who do not reach the diagnostic level of the TSI Assessment.

Please Note: The terms “college-level courses” and “college-level work” refer to courses or other academic experiences that provide credit toward college or university graduation requirements for the degree or certificate a student is seeking. College-level work is different from pre-collegiate work such as developmental courses, which do not provide credit toward college or university graduation requirements.

### **Who Must Take the Test?**

Students who plan to enroll in a Texas public college or university must take the TSI Assessment before enrolling in any college coursework. If students are still in high school and are taking college-level courses for credit or are taking dual credit courses, see the information below.

Students must take the TSI Assessment before enrolling in any college-level coursework. If a student takes the test while in high school and does not meet the minimum standards, they will be allowed to take courses related to the sections of the test they passed but will **not** be allowed to take college courses related to the sections of the test that they did **not** pass. A non-attempt or cancellation is treated as a section not yet passed. High school students who do not meet the minimum passing standard for the TSI Assessment will not be required to take developmental education courses from a college or university while in high school.

Students must take the TSI Assessment if any one of the conditions listed below applies to them:

- entering a Texas public institution of higher education (i.e., a college, university, or technical institute) as a full-time or part-time student in an associate or baccalaureate degree program.
- seeking admission to an educator preparation program in either a public or a private institution in Texas.

### **Who Is Exempt from Taking the Test?**

Students are exempt from taking the TSI Assessment if any one of the following conditions listed below apply:

- Have received credit for at least three(3) semester credit hours or the equivalent of college-level work prior to the fall of 1989.
- Have enrolled in a certificate program of one year or less (42 or fewer semester credit hours or the equivalent).
- Have met the qualifying assessment standards on the following chart.

<b>ASSESSMENT</b>	<b>MATHEMATICS</b>	<b>READING</b>	<b>WRITING</b>
ACT	19 Math and 23 Composite	19 Verbal and 23 Composite	19 Verbal and 23 Composite
SAT (prior to March, 2016)	500 Math and 1070 Composite	500 Critical Reading and 1070 Composite	500 Critical Reading and 1070 Composite
SAT (after March, 2016)	530 Math	480 Evidenced Based Read/Write	480 Evidenced Based Read/Write

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For more information see your school counselor.

## **State Assessment (STAAR)**

***The STAAR program requires students to meet the passing standard on five STAAR EOC assessments in order to graduate on the Foundation High School Program. The 5 EOC assessments are English 1 and 2, Algebra 1, Biology, and US History. Students with disabilities will be required to pass appropriate state assessments as recommended by the ARD committee. See your Counselor for the latest information and complete details on state assessment requirements for all high school diploma plans.***

# Academic Eligibility Centers

Students interested in playing college sports at a Division I, II, or III School should visit the following link to learn more about the specific requirements:

[Web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.jsp](http://Web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp)

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/eligibility-center>

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, a transcript which includes six semesters of grades, should be sent to the appropriate Eligibility Center from the high school. Additionally, students should have their SAT or ACT scores forwarded directly to the Eligibility Center whenever they take the exam.

## **High School Codes:**

RHS = 441950    DHS = 441951    GHS = 441946    FMHS = 441941    BHS = 440018

## **Contact Information:**

### **NAIA**

[www.naia.org](http://www.naia.org)

**816-595-8180**

### **NAIA Eligibility Center**

[www.playnaia.org](http://www.playnaia.org)

**816-595-8300**

### **NCAA**

[www.ncaa.org](http://www.ncaa.org)

**317-917-6222**

### **Eligibility Center**

[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

**877-262-1492**

**A guide for the college bound athlete is available on-line at the Eligibility Center.**



## Optional Programs

- Credit by Exam Without Prior Instruction**
- Gifted & Talented (EXPO) Program**
- Advance Coursework: Pre-AP / AP**
- Dual Credit**
- Concurrent Enrollment**
- Correspondence Courses**
- Distinguished Achievement Diploma (DAP)**
- PSAT, SAT, & ACT Information**
- National Merit Scholarship Information**
- International Baccalaureate Diploma Programme**

## Credit by Examination (CBE) Without Prior Instruction

Denton ISD will provide services for Credit by Exam through arrangements made with Texas Tech University and the University of Texas at no cost to the parent. These tests will occur at a specific time and will be publicized by the Department of Counseling Services located at Central Services. The parent or student must declare the grade level and subject of the test that he/she is planning to take. The Department of Counseling Services will conduct the student registration and facilitate the administration of these tests. The school district must enter the examination score on the student's transcript if the student is given credit in a subject on the basis of the exam.

A student in grades 9-12 may be given credit for an academic subject in which he/she has had no prior instruction if he/she:

- obtains prior permission from his/her parent or guardian;
- registers with his/her school counselor; and,
- makes a grade of 80 or higher on the CBE test.

Any student who wishes to graduate in June of the current school year must either:

- enroll in the necessary classes for the second semester; or,
- complete the Credit by Exam before the end of the first semester.

Students who have extenuating circumstances, such as students who transfer from other districts in their senior year, must obtain the recommendation of their campus principal and permission from the Department of Counseling Services to complete Credit by Exam outside the window of time designated. Students 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 June commencement. Study Guide information must be directly obtained from Texas Tech University: [www.depts.ttu.edu/ttuisd/cbe.php](http://www.depts.ttu.edu/ttuisd/cbe.php) or the University of Texas: [www.utexas.edu/ce/k16](http://www.utexas.edu/ce/k16)

## EXPO – Gifted and Talented Program

The EXPO program is the school district's program for gifted and talented students. The initial step in this process is the nomination of the student. Students can be nominated by their teachers, their parents, their peers, or they may nominate themselves. Following nomination, the students are screened by an established district process. Additional information about the program and the identification process can be attained from school counselors. Contact the school counselor for a student application. Nominations at the high school level will be accepted each semester according to the district calendar. Information may be found at [www.dentonisd.org/expo](http://www.dentonisd.org/expo).

Students identified as qualifying for the gifted and talented program have many provisions available to meet their needs and must be enrolled in one of the following:

- differentiated curriculum offered in Pre-AP, AP, and IB; or,
- concurrent enrollment limited to seniors, whereby the student is admitted as a regular college student for a portion of the school day, and also attends high school classes for a portion of the day; or,
- dual credit enrollment that allows students to enroll in selected college-level courses and receive both high school and college credit.



# Advanced Coursework (Pre-AP and AP)

## Recommendations

Pre-Advanced or Advanced Placement classes are available in the areas of English, math, science, social studies, world languages, computer science, and fine arts. These classes are approved at the state level and are designed to accommodate students who are highly motivated, college bound, gifted, or working toward the Distinguished Achievement Program. These courses have a definite scope and sequence that reflect 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.

The College Board's Advanced Placement (AP®) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs. These performance-based courses are geared to students who have previously demonstrated excellent achievement. *A student may continue in advanced coursework credit classes as long as a semester grade average of 70 or above is maintained. Failure to maintain a grade of 70 may result in the student being reassigned to a regular class. Check with your counselor for more information and requirements for enrolling in Pre-AP and AP classes.*

**An examination will be available through the College Board upon completion of the required material for possible advanced placement college credit. The AP examination is given in May. Results are sent to the colleges of the student's choice, which may grant up to twelve hours of college credit, advanced placement, or both. Placement and credit are granted by institutions in accordance with their own policies.**

## Questions & Answers

More and more Texas high schools are offering students the opportunity to participate in College Board Pre-AP / AP courses and exams. The Pre-AP / AP courses and exams challenge students on a more disciplined, structured, higher academic level, while introducing them to and preparing them for a college education. To help parents better understand, we have compiled Questions and Answers for Parents on Pre-AP / AP Courses and Exams.

### ***1. What is the Pre-AP / AP Program?***

The Pre-AP / AP Program, administered by The College Board and taught at Denton ISD secondary schools, allows students to participate in college preparation courses leading to placement in a college-level course and possibly earn college credit while still in high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking the AP exam in May of each school year.

### ***2. What are the advantages of my student taking Pre-AP / AP courses?***

The main advantage of taking a Pre-AP / AP course is better preparation for college. It has been shown that students tend to master in-depth content at the college level more easily after completing Pre-AP / AP courses in high school. Students also acquire sophisticated academic skills and increased self-confidence in preparation for college

Students who take AP exams may receive college credit while still in high school, saving both time and money. Credit on AP exams can save up to \$1,500 or more in college tuition alone and/or count as credit for one or more courses. Some parents have saved what would be the equivalent of a full year of college tuition and living expenses for their student. However, check with the college you are interested in to see if they accept AP exams for credits.

**3. *How does a Pre-AP / AP class compare to other secondary school courses?***

Pre-AP / AP classes are more challenging, stimulating, and they take more time and require more independent work. Pre-AP / AP classes require energetic, involved, and motivated students.

**4. *Why should I encourage my student to take a Pre-AP / AP class? Could it hurt their GPA?***

Students who succeed in Pre-AP / AP courses generally do well in college as a result of rigorous academic preparation. A student's GPA is not adversely affected by taking accelerated Pre-AP/ AP courses due to the weighted grading system. Colleges also look favorably on students who tackle Pre-AP / AP courses.

**5. *What background does my student need in order to succeed in a Pre-AP / AP course?***

Students will have practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently. Additionally, students will become proficient in writing clear, concise essays. Students who are not skilled in these areas must be even more highly motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for college courses by taking the most rigorous classes available, the more likely will be their success. The keys to success are maturity, motivation, self-discipline, and academic preparation. Pre-AP classes are highly recommended and encouraged as a prerequisite for being successful in an AP course.

**6. *What AP courses / exams do high schools offer?***

High schools are not required by the state to offer AP courses. However, Denton ISD offers over 25 courses district-wide. The College Board administers exams for each course in May of each school year.

**7. *How can I assist my student to do well in Pre-AP / AP courses?***

Preparation for Pre-AP / AP courses should begin early. You can encourage your student's academic pursuits, help him or her schedule time wisely, encourage and require strong study skills, set up a good study atmosphere, and participate in Pre-AP / AP course planning with your student and the school counselor, principal, or teacher. It is very important that you and your student thoroughly read the Pre-AP / AP course information and agreement forms and discuss the information provided. These forms provide the expectations for the course and the withdrawal process from a course. Your support is important.

**8. *Can I withdraw from an Pre-AP / AP course after the semester has begun?***

Students may change levels (move from a Pre-AP to a regular class) within a content area at the end of four weeks of the first grading period for a semester or year-long course or at the end of the first semester for a year-long course only. However, a parent-teacher-student conference is required before the withdrawal process can begin. A change can only be made if the alternative course is available.

## Advanced Placement Awards

Award	Requirements
<b>AP Scholar</b>	Grades of 3 or higher on three or more full-year AP Exams (or the equivalent)
<b>AP Commended Scholar</b>	Grades of 3 or higher on four or more full-year AP With Honor Exams (or the equivalent); average exam grade of 3.25
<b>AP Distinction</b>	Grades of 3 or higher on five or more full-year AP Exams (or the equivalent) average exam grade 3.5
<b>AP State Scholar</b>	The one female and one male high school student in each state and the District of Columbia with Grades of 3 or higher on the greatest number of full year AP Exams (or the equivalent); average AP Examination Grade of at least 3.5
<b>National AP Scholar</b>	Average Grade of 4 or higher on eight or more full year AP Exams (or the equivalent)
<b>National AP Scholar (Canada)</b>	Average Grade of 4 or higher on five or more full year AP Exams (or the equivalent)
<b>AP Department of Defense for Education Activity (DoDEA) Scholar</b>	The one female and one male student enrolled in DoDEA schools with the highest average grade on the greatest number of full year AP Exams (or the equivalent)
<b>AP International</b>	The one male and one female student with the highest grades on the greatest number of full-year AP Exams (or the equivalent). (Students must attend a School outside the U.S. and Canada that is not a DoDEA school.)

*See your Counselor for additional details*

# Example of AP Scores Required to Earn College Credit

Advanced placement is awarded by the college or university. Some institutions specify certain courses or other requirements for sophomore standing. Check with the institution you are interested in attending to get a complete description of its policy before assuming that you will get credit.

**For example: College A gives no credit for AP Art History.**

**College B gives 4 credits for AP Art History.**

**College C gives 3 credits for AP Art History.**

To verify credits given for AP, check your university's website. A few web addresses have been listed below for your convenience.

Baylor University	<a href="http://www.baylor.edu">www.baylor.edu</a>
Dallas Baptist University	<a href="http://www.dbu.edu">www.dbu.edu</a>
East Texas Baptist University	<a href="http://www.etbu.edu">www.etbu.edu</a>
Lamar University	<a href="http://www.lamar.edu">www.lamar.edu</a>
Rice University	<a href="http://www.rice.edu">www.rice.edu</a>
Southern Methodist University	<a href="http://www.smu.edu">www.smu.edu</a>
Stephen F. Austin University	<a href="http://www.sfasu.edu">www.sfasu.edu</a>
Tarleton State University	<a href="http://www.tarleton.edu">www.tarleton.edu</a>
Texas A&M University	<a href="http://www.tamu.edu">www.tamu.edu</a>
Texas A&M University-Commerce	<a href="http://www.tamuc.edu">www.tamuc.edu</a>
Texas Christian University	<a href="http://www.tcu.edu">www.tcu.edu</a>
Texas State University	<a href="http://www.txstate.edu">www.txstate.edu</a>
Texas Tech University	<a href="http://www.ttu.edu">www.ttu.edu</a>
Texas Wesleyan University	<a href="http://www.txwes.edu">www.txwes.edu</a>
Texas Woman's University	<a href="http://www.twu.edu">www.twu.edu</a>
Trinity University	<a href="http://www.trinity.edu">www.trinity.edu</a>
University of Dallas	<a href="http://www.dallas.edu">www.dallas.edu</a>
University of Houston	<a href="http://www.uh.edu">www.uh.edu</a>
University of North Texas	<a href="http://www.unt.edu">www.unt.edu</a>
University of Texas	<a href="http://www.utssystem.edu">www.utssystem.edu</a>

# Dual Credit Enrollment (Application Required)

Students taking university courses are still required to register for at least 6 classes at the high school.

The dual credit program is a cooperative effort between the Denton Independent School District, **Texas Woman's University**, the **University of North Texas**, and **NCTC**. This program provides students an opportunity to enroll in courses typically not offered at the public school level, as well as an opportunity for enrichment in selected subject areas. The credit earned in the course is counted for both high school and college credit.

In order to qualify for this program in Denton ISD, **a student must have a GPA of 3.0 and have a history of good attendance and conduct and reach the TSI Assessment qualifying level.** Participating universities may have additional requirements. The candidate for admission must seek the approval of your counselor and the associate principal as part of the application process. The candidate must also be approved by the admissions office of the accepting university. Once approved for admission, the student can enroll in a pre-approved course. The student must realize that the approved classes are offered only on a space available basis and that the approval for acceptance is for one semester only. Since the courses available are based on university need, interested students should check with their counselor for a list of courses that are currently available.

The Higher Education Coordinating Board considers a student eligible to enroll in dual credit courses if the student meets the following criteria on one of the assessments below and meets all of the university's regular prerequisite requirements designated for that course.

ASSESSMENT	MATHEMATICS	READING	WRITING
ACT	19 Math and 23 Composite	19 Verbal and 23 Composite	19 Verbal and 23 Composite
SAT (prior to March, 2016)	500 Math and 1070 Composite	500 Critical Reading and 1070 Composite	500 Critical Reading and 1070 Composite
SAT (after March, 2016)	530 Math	480 Evidenced Based Read/Write	480 Evidenced Based Read/Write
TSI Assessment	350 Math	351 Reading	363 M/C and 4 Essay; or 5 Essay

This program allows students the opportunity to earn high school and university credit. The student is expected to abide by the rules and regulations of both institutions. The course will be counted as part of the student's daily schedule. The grade earned will be designated on the high school transcript. While this course will earn university credit and will be recorded on a formal transcript, the transferability of this course to another university rests solely with the accepting institution. Students should consult the admissions officer of the appropriate institution for information regarding the transfer of credits.

The student is responsible for the payment of all tuition, books and fees, as well as for providing his own transportation, if the course is offered only at the university. Enrollment at the university affords the student the same rights and privileges granted to all students as stated by university policy. However, many dual credit courses are offered on each high school campus.

Students who want to take more than two dual credit courses must consult with their counselor to discuss their prediction for success. Students must pass all dual credit courses to be eligible to continue in the dual credit program. Students must check with their counselor **BEFORE** pursuing a college course to be certain it has been approved for high school credit and for any additional information.

*refer to chart on following page for additional details*

# Denton ISD/UNT/TWU/NCTC Dual Credit Courses

## *Examples of courses available:*

Location	University Course Number	University Course Name	Denton ISD Course Name
UNT	MATH 1710	Calculus 1	Calculus (½)
UNT	MATH 1720	Calculus 2	Calculus (½)
UNT	CSCI 1100	Introduction to Computer Science	Computer Science A (½)
UNT	CSCI 1110	Program Development	Computer Science A (½)
UNT	CSCI 1120	Structured Programming	Computer Science AB (½)
UNT	CHEM 1410	General Chemistry	Chemistry*
UNT	PSCI 1050	American Government	U.S. Government (½)
UNT	ECON 1110	Principles of Macro Economics	Economics (½)
UNT	HIST 2610	American History to 1865	U.S. History (½)
UNT	HIST 2620	American History from 1865	U.S. History (½)
TWU	MATH 1303	Elementary Analysis 1	Pre-Calculus (Fall Semester)
TWU	MATH 1313	Elementary Analysis 2	Pre-Calculus (Spring Semester)
TWU	MATH 1703	Elementary Statistics 1 (Spring Semester)	AP Statistics (All Year)
TWU	GOV 2013	U.S. National Government	AP Government (½)
TWU	HIST 1013	U.S. History 1492-1865	AP U.S. History (Fall Semester)
TWU	HIST 1023	U.S. History 1865-Present	AP U.S. History (Spring Semester)
TWU	ECO 1023	Principles of Economics	AP Macro Economics (½)
TWU	ENG 1013	Composition 1	AP English 3 (½)
TWU	ENG 1023	Composition 2	AP English 3 (½)
TWU	ENG 2013	English Literacy Masterpieces	AP English 4 (½)
TWU	ENG 2023	American Literacy Masterpieces	AP English 4 (½)
TWU	BIOL 1113	Principles of Biology	AP Biology
TWU	CHEM 2103	Environmental Chemistry	AP Environmental Science (Fall Semester)
TWU	BIOL 1022	Environmental Biology	AP Environmental Science (Spring Semester)
NCTC	BIOL 2406	Environmental Biology	Environmental Science (½)
NCTC	CHEM 1411	General Chemistry 1	Chemistry
NCTC	MATH 2413	Calculus 1	Calculus AB (½)
NCTC	MATH 2414	Calculus 2	Calculus BC (½)
NCTC	GOVT 2305	American National Government	U.S. Government (½)
NCTC	HIST 1301	American History to 1865	U.S. History (½)
NCTC	HIST 1302	American History from 1865	U.S. History (½)
NCTC	PSYC 2031	Introduction to General Psychology	Psychology (½)
NCTC	SOCI 1301	Introduction to Sociology	Sociology (½)
NCTC	ECON 2301	Principles of Economics (Macro)	Economics (½)

\* All 4 Chemistry courses are required for a full year of AP Chemistry at UNT.

- Important Notes:***
- (1) Students must check with their counselor BEFORE registering for any university course.***
  - (2) University course numbers may change after the printing of this catalog.***
  - (3) All TWU dual credit courses are offered on the high school campuses.***
  - (4) All dual credit courses receive weighted credit.***

## Concurrent Enrollment Opportunities

Concurrent enrollment opportunities are limited to senior students. The university classes receive university credit only, unless the class is on the Denton ISD Dual Credit list. The student is admitted as a regular college student and does not need to re-apply for admission each semester. The college courses are counted as part of the high school load even though high school credit is not awarded. Proof of enrollment must be filed with the high school registrar .

In order to be eligible for this opportunity, the senior must be able to complete all requirements for graduation through the high school. The student must be approved by the counselor, must make successful application to the university, and must pass the TSI Assessment. ***Students interested in this program should consult with their school counselor.***

## Correspondence/Distance Learning Courses

Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

1. The institution offering the course is the University of Texas at Austin, Texas Tech University, or other public institution of higher education approved by the commissioner of education.
2. The correspondence course includes the state-required TEKS for such a course.
3. Denton ISD students may earn a maximum of 2 state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time.
  - a. Seniors enrolled in a correspondence course must complete the course and submit the grade at least thirty days prior to the date of graduation.
  - b. The superintendent or designee may exercise discretion in waiving limitations on an individual basis.
4. The state STAAR End of Course exams are still required for a course taken by correspondence.

Denton ISD will be participating in the ***Texas Virtual School Network*** so that students may take specific coursework on-line. Please check with your counselor for exact details regarding participation in this program.

## Contact Information

### ***Texas Tech University***

[www.depts.ttu.edu/ttuids/supplemental.php](http://www.depts.ttu.edu/ttuids/supplemental.php)

**800-692-6877**

### ***University of Texas***

<https://highschool.utexas.edu/enroll.php>

**888-232-4723**

***Any courses taken for advancement purposes must have prior written approval from your principal or counselor.***

# PSAT, SAT, and ACT Information

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

## **SAT Readiness Center**

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

<https://www.khanacademy.org/sat?affiliateid=aru%7Canypage&bannerid=ue%7Ckhan-sat-pracday>

### **High School Codes for College Entrance Testing:**

RHS = 441950    DHS = 441951    GHS = 441946    FMHS = 441941    BHS = 440018

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

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



# National Merit Scholarship Information

## **What is the PSAT / NMSQT?**

The PSAT/NMSQT (Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test) is a standardized test that measures developed verbal, mathematical, and writing reasoning abilities important for success in college. It can provide students with valuable information about academic strengths and weaknesses for competitive college entrance and help assess personal test taking skills. See the next page and your counselor for more information on how the PSAT can help you better prepare for college admissions. The test consists of a:

- Verbal Section – analogies, sentence completion, critical reading
- Mathematics Section – multiple choice, quantitative comparisons, student-produced responses
- Writing Section – grammar, punctuation, usage, diction, idioms, and sentence construction

Although not expected to recall or memorize facts for the PSAT / NMSQT, the student needs a good working vocabulary and knowledge of arithmetic, elementary algebra, and some geometry. In the test, the student is given verbal, mathematical and writing information and is asked to reason with the material to find the correct answer.

## **Reasons for Taking the PSAT / NMSQT:**

- The PSAT / NMSQT gives students practice for taking the SAT because both tests have the same kinds of questions and similar scores. Taking the PSAT / NMSQT helps students plan for college, gives students an idea of how they will do on a college admission test, and helps them identify colleges that seek students like themselves.
- The PSAT / NMSQT lets students compare their ability to do college work with the ability of other college-bound students. After the test, students will receive a PSAT / NMSQT Score Report and their test book so that they can review their own performance.
- Taking the PSAT / NMSQT is the first step in entering the scholarship programs conducted by National Merit Scholarship Corporation (NMSC).

## **Scholarship Program:**

The PSAT/NMSQT is co-sponsored by the College Board and the National Merit Scholarship Corporation. NMSC conducts three annual competitions:

1. The National Merit Scholarship Program
2. The National Achievement Scholarship Program for Outstanding African-American Students
3. The National Achievement Scholarship Program for Outstanding Hispanic Students

Selection for all of these competitions is initially based upon the student's score on the PSAT given during the junior year of high school. In addition, the student must make a comparable score on the SAT, which MUST be taken before December of their senior year in high school. For additional information contact: National Merit Scholarship Corporation, 1560 Sherman Ave., Suite 200, Evanston, IL 60201-4897, 847-866-5100.

## **Other Scholarship and Financial Aid Information:**

- Naviance: <http://connection.naviance.com>
- College for Texans: [www.collegeforalltexas.com](http://www.collegeforalltexas.com)
- FASFA Free Application for Federal Student Aid: [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and <http://studentaid.ed.gov>
- Financial Aid Calculator: [www.finaid.org/calculators/fi\\_idestimate.phtml](http://www.finaid.org/calculators/fi_idestimate.phtml)
- Minority Student Scholarships: [www.uncf.org/scholarships](http://www.uncf.org/scholarships)
- The College Board: <https://bigfuture.collegeboard.org/pay-for-college/financial-aid>
- ACT: [www.act.org/content/act/en/education-and-career-planning/financial-aid.html](http://www.act.org/content/act/en/education-and-career-planning/financial-aid.html)

Also, check your campus website under Counselors.

## Steps in the Merit Scholarship Competition

Events & Awards	Requirements & Timelines
<b>Program Entry</b>	October test of junior year.
<b>Scores Arrive</b>	Late December or early January of junior year
<b>High Scores</b>	In April of junior year about 50,000 high scoring participants will be invited to name two colleges or universities to which they would like NMSC to refer them. These students will continue on in the National Merit Competition.
<b>Semi-Finalists</b>	Mid-September of senior year about 15,000 participants, the highest score in each of the 50 states, will be announced publicly as Semi-Finalists. NMSC will provide scholarship applications and material explaining what the Semi-Finalist (and their schools) must do to advance in the competition of Merit Scholarships.
<b>Commended Students</b>	Late September of senior year about 35,000 of the high scores will receive Letters of Commendation, but these students will not continue in the competition for Merit Scholarships.
<b>Finalists</b>	In February of senior year, NMSC will notify Semi-Finalists who meet all academic and other requirements and become Finalists that they will be considered for Merit Scholarships. Of some 14,000 Finalists, about 6,500 will be chosen to receive a Merit Scholarship, based on information submitted about their abilities, accomplishments, and goals. Teacher recommendations and course grades are important in this selection.
<b>National Merit Scholarship Winners</b>	Every Finalist will be considered for one of the national awards. Recipients of these awards will be notified beginning in late March.
<b>Corporate-Sponsored Merit Scholarship Winners</b>	Finalists who meet preferential criteria of sponsor organizations will be considered for these scholarships. About 1,300 winners will be notified beginning in mid-March
<b>College-Sponsored Merit Scholarship Winners</b>	Finalists planning to attend a sponsor institution will be considered for these scholarships. Approximately 3,200 winners will be notified beginning in mid-April of senior year. A list of these institutes can be found in the PSAT bulletin or on their website.

# International Baccalaureate Diploma Programme

(at Denton High School)

The Denton High School's International Baccalaureate Programme offers the most rigorous college preparatory work in Denton ISD. Our graduates have been accepted to 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. Our students have also earned millions of dollars in scholarships and have maintained a 100% retention rate once accepted into a four year college or university.

## ***Philosophy/Objectives***

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



We strongly recommend Diploma Programme students to enroll in Economics or AP Economics during the sophomore year.

## ***Benefits of the Diploma Programme***

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

## ***Transfers for the IB Programme***

Students who are not zoned to attend Denton High School must request a transfer. Transfer request applications may be obtained from the Denton ISD website. Meeting with the IB DP or MYP Coordinator is a requirement for anyone applying for a transfer. In order to maintain transfer status, DP students are required to participate in at least 2 higher level courses in both the 11th and 12th grades.

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

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

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### ***For More Information Contact:***

Beth Hughes, IB DP Coordinator • 940-369-2238 • [bhughes@dentonisd.org](mailto:bhughes@dentonisd.org) • [www.dentonisd.org/dhsIB](http://www.dentonisd.org/dhsIB)

Christy Cooksey, IB MYP Coordinator • 940-369-2014 • [ccooksey@dentonisd.org](mailto:ccooksey@dentonisd.org) • [www.dentonisd.org/Domain/5335](http://www.dentonisd.org/Domain/5335)

# IB Diploma Courses Offered

## Choose 3 at Higher Level and 3 at Standard Level

(Full diploma programme candidates must choose ONE course from Groups 1-5 PLUS ONE from Group 6 or a second Group 2-4 course)

### Denton High School's Offerings for 2017-2018

<b>Group 1</b>
<ul style="list-style-type: none"> <li>• IB English HL (Higher Level)</li> </ul>
<b>Group 2</b>
<ul style="list-style-type: none"> <li>• Spanish SL (Standard Level and Higher Level)</li> <li>• French SL (Standard Level)</li> <li>• German SL (Standard Level)</li> <li>• Latin SL (Standard Level)</li> </ul>
<b>Group 3</b>
<ul style="list-style-type: none"> <li>• IB History of the Americas HL (Higher Level)</li> </ul>
<b>Group 4</b>
<ul style="list-style-type: none"> <li>• Biology SL/HL (Standard Level and Higher Level)</li> <li>• Environmental Systems and Societies SL (Standard Level)*</li> <li>• Computer Science SL/HL (Standard Level and Higher Level)</li> <li>• Physics SL (Standard Level)</li> <li>• Chemistry (Standard Level)</li> </ul> <p><small>* may also be counted as a Group 3 offering</small></p>
<b>Group 5</b>
<ul style="list-style-type: none"> <li>• Mathematical Studies SL (Standard Level)</li> <li>• Mathematics SL (Standard Level)</li> </ul>
<b>Group 6</b>
<ul style="list-style-type: none"> <li>• Visual Arts SL/HL (Standard Level and Higher Level)</li> <li>• Music SL (Standard Level and Higher Level)</li> <li>• Dance SL/HL (Standard Level and Higher Level)</li> <li>• Film SL/HL (Standard Level and Higher Level)</li> </ul>

### Sample Schedules

Junior Year	Senior Year
<ul style="list-style-type: none"> <li>• IB English III HL</li> <li>• IB Language Acquisition Choice III or IV SL</li> <li>• IB History of the Americas, Year 1 HL</li> <li>• IB Biology, Year 1 HL or regular Physics or IB Physics SL</li> <li>• Pre-AP/IBDP Algebra 2, or IB Math Studies, or IB Math, Year 1 SL</li> <li>• IB Visual Arts SL/HL or IB Dance SL/HL or IB Computer Science SL/HL or Film SL/HL or Music SL/HL</li> <li>• IB Research - Fall Semester</li> <li>• Theory of Knowledge - Spring Semester</li> <li>• Choice Class or Dismiss</li> </ul>	<ul style="list-style-type: none"> <li>• IB English IV HL</li> <li>• IB Language Acquisition Choice IV SL</li> <li>• IB History of the Americas, Year 2 HL</li> <li>• IB Biology HL or Environmental Systems &amp; Society SL or IB Physics SL</li> <li>• IB Math Studies SL or IB Math, Year 2 SL</li> <li>• IB Visual Arts SL/HL or IB Dance SL/HL or IB Computer Science SL/HL or Film SL/HL or Music SL/HL</li> <li>• Theory of Knowledge - Fall Semester</li> <li>• IB Research - Spring Semester</li> <li>• Choice Class or Dismiss</li> </ul>

# International Baccalaureate Diploma Classes

## Group 1: English Language and Literature

### **English HL**

**Prerequisite: Pre-AP/IBDP English 1 and English 2 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. Both students and parents should be aware that outside reading and writing is required for this course.

## Group 2: Language Acquisition

**Spanish SL, French SL, German SL, Latin SL, Mandarin Chinese ab initio**

**Prerequisite: Level 1 and Pre-AP/IBDP Level 2 and 3**

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 and gain 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

### **History of the Americas HL**

**Prerequisite: Pre-AP/IBDP World Geography AND AP World History**

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 US 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 finally, research focused papers including an IB required Historical Investigation.

## Group 3 or 4: Individuals and Societies or Sciences

### **Environmental Systems and Societies SL**

**Prerequisite: Biology, Chemistry, World Geography, and World History**

The purpose of Environmental Systems and Societies SL course is that it provides students with a logical, comprehensible and personal perspective of man and his impact on the environment. Studying Environmental Systems and Societies presents both an interdisciplinary understanding and an international perspective on the global issues that affect us as an entire planetary population, and emphasizing 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 all 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

### **IB Biology HL and SL**

**Prerequisite: Pre-AP/IBDP Biology and Pre-AP/IBDP Chemistry**

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.

### ***IB Computer Science SL & HL***

#### ***Prerequisite: Pre-AP/IBDP Computer Science***

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 introduced in the SL course year 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.

### ***IB Physics SL***

#### ***Prerequisite: Pre-AP / IBDP Biology and Pre-AP / IBDP Chemistry are recommended***

The IB Diploma Programme physics course 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, moreover, 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.

### ***IB Chemistry SL***

#### ***Prerequisite: Pre-AP / IBDP Chemistry***

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**

### ***Math Studies SL***

#### ***Prerequisite: Algebra 1, Geometry, and Algebra 2 are required (Pre-AP/IBDP preferred)***

The Math Studies SL course gives a sampling of several math topics that are offered in college. These include, but are not limited to, the history of mathematics, trigonometry, statistics, number theory, and calculus. The course is offered to students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students, some of whom do not anticipate a need for mathematics in their future studies. The key objective of this course is to introduce students to mathematical concepts and principles through the development of various techniques, allowing for the possibilities of the practical and real-world application of the subject. Assessments will include the following items: class work exercises, homework assignments, quizzes, exams, class projects, midterm and final exams. A key component of the mathematics studies course will be the IB project, in which the student will produce a piece of written work based on personal research that is guided and supervised by the teacher and cumulative written exam.

### ***Pre-AP/IBDP Mathematics SL***

#### ***Prerequisite: Algebra 1 & 2, Geometry***

Mathematics SL is a 2 year upper level course ideal for students who wish to explore mathematics at an advanced level. The course is focused on the development of students' understanding of advanced mathematics, providing experience with its methods and applications, and supplying a rigorous foundation for future advanced mathematics courses. The course emphasizes a multi-representational approach to mathematics with concepts, problems, results and solutions being expressed graphically, numerically, analytically, and verbally. The connections among these representations are explored and reinforced. Written communications in a rigorous, precise, and concise manner of concepts, problem solutions, and investigative results are also emphasized. Technology is used extensively, and on a daily basis, to reinforce the relationships among multiple representations, confirm written work, implementation, experimentation, and assist in interpreting results. The course as taught provides a vehicle for students to employ and further develop their powers of abstraction and generalization along with their logical, critical and creative thinking skills. Students should develop an appreciation for persistence and patience as critical problem solving skills as well as an appreciation for the historical evolution of skills brought on by technological development. A further aim of the course is that students develop the ability to apply learned skills to alternative situations and future developments. Assessments include two tests at the end of the course year and mathematical research exploration.

## **Group 6: Arts**

### ***IB Dance HL & SL***

***Prerequisite: Dance 1 and Dance 2 are strongly 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 in one's life. Our aim and objectives are to encounter the art of dance through movement, knowledge, and a level of performance as well as to increase 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.

### ***IB Music HL & SL***

***Prerequisite: Membership in Band, Choir or Orchestra***

The IB Music Class is designed to provide opportunities for students to compare and contrast a variety of music in the classroom while giving all students a music vocabulary to use in describing the characteristics of music from different cultures. Mechanics of music will be covered as the students study theory, composition and analysis. All of this combined prepares the student for the IB Listening Paper. IB music students are expected to: be a member in band, choir or orchestra, complete the musical links investigation, complete the listening paper exam given in May of senior year, and put together a group performance recording.

### ***IB Visual Art HL & SL***

***Prerequisite:***

The IB Visual Art HL & 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.

### ***IB Film SL & HL***

***Prerequisite: None***

IB film students will watch cinematic masterpieces from around the world and develop the ability to understand film a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly will be expected to watch and experience film actively and analytically. Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessments will include textual analysis of films, essays pertaining to film theory and history of film, and an individual, creative film product

## **IB Core Requirements**

### ***Theory of Knowledge***

***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.

### ***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

### ***Extended Essay***

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.



# Course Descriptions

- English Language Arts**
- Mathematics**
- Computer Science**
- Science**
- Social Studies**
- World Languages**
- Fine Arts**
- Physical Education, Athletics, & Health**
- Air Force Junior R.O.T.C.**



# Introduction *English Language Arts*

The English Language Arts Program gives students extensive instruction in the writing process, literature study, vocabulary development, English mechanics and usage, reading comprehension, speaking/listening and research skills. Students gain an appreciation of their literary heritage through studies of world, British, and American literature. Students develop skills in reading, writing, and speaking as well as an understanding and appreciation of literature. Vocabulary growth is enhanced through extensive reading, direct instruction, and the study of literature. All students will complete four units of English language arts.

# Career Opportunities *English Language Arts*

- |                                |                      |                       |
|--------------------------------|----------------------|-----------------------|
| Actor                          | Institutional Editor | Government Researcher |
| Advertising Copywriter         | Lawyer               | Salesperson           |
| Business Administrator         | Librarian            | Secretary             |
| Court Reporter                 | Media Specialist     | Teacher               |
| Editor (Newspaper or Magazine) | Minister             | Technical Writer      |
| Film, Radio, and TV Writer     | Newscaster           | Journalist            |

# Course Listings *English Language Arts*

**10110**

## English 1

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

English 1 stresses the genre approach to literature and provides a year-long program of interrelated language skills with study in the areas of reading, writing, speaking, and listening. The course includes a study of literature, creative writing, and introductory research skills. English 1 students are given an opportunity to refine the skills tested on STAAR.

**10105**

## English 1 for Speakers of Other Languages (ESOL 1)

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 2 (State: 1, Local: 1)
- ▶ **Prerequisite**..... LPAC Placement

ESOL 1 is a beginning level course that combines English 1 TEKS with English language acquisition learning strategies and methodology. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. Students will receive English 1 state credit as well as one local elective credit for this course.

**10115**

## **Pre-AP English 1**

- ▶ **Grade Placement ..... 9**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Advanced Coursework Criteria**

Pre-AP English 1 is an advanced level English course designed for students identified as gifted and for students with a high degree of skill in reading, grammar, writing and interpretation of literature. The course provides for the development of high level thinking skills and an intensive in-depth study of literature and composition including grammar, mechanics and usage, reading concepts, and study skills. Pre-AP English 1 places greater emphasis on critical thinking skills, student interaction, and independent research than does the English 1 class. A summer reading assignment is required. Students should see their eighth grade English teacher for assignment information.

**10210**

## **English 2**

- ▶ **Grade Placement ..... 10**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... English 1**

English 2 reviews the literary genres within the context of world literature. The language study 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. A research component is included.

**10205**

## **English 2 for Speakers of Other Languages (ESOL 2)**

- ▶ **Grade Placement ..... 10**
- ▶ **Credits ..... 2 (State: 1, Local: 1)**
- ▶ **Prerequisite..... LPAC Placement**

ESOL 2 is an intermediate level course that combines English 2 TEKS with English language acquisition learning strategies and teaching methods. The year-long program develops skills in listening, speaking, reading, writing, viewing, representing, and culture. Students will receive English 2 state credit as well as one local elective credit for this course.

**10220**

## **Humanities**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

Humanities is an interdisciplinary course in which students recognize writing as an art form and read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and other fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. Humanities is an elective course and does not substitute for any required English or social studies course.

**10215**

## **Pre-AP English 2**

- ▶ **Grade Placement ..... 10**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... *Pre-AP English 1 or Advanced Coursework Criteria is Strongly Recommended***

Pre-AP English 2 is an advanced level English course designed for students identified as gifted and for students with a high degree of skill in reading, writing, and interpretation of literature. The course provides for the development of high level thinking skills and an intensive in-depth study of literature and composition. A research component is included. Pre-AP English 2 continues to develop skills acquired in Pre-AP English 1 and focuses on the necessary skills for success in AP English 3. A summer reading assignment is required. See ninth grade English teacher for assignment information.

**10310**

## **English 3**

- ▶ **Grade Placement ..... 11**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... *English 2***

English 3 balances the study of literature, composition, and language while reviewing the fundamentals of composition and sentence structure employed in effective writing. English 3 studies American literature from the beginning of literary development in the United States through contemporary times, including representative writers and their contributions to the literary heritage of the United States. The course integrates writing skills with the study of literature and the research process.

**10305**

## **English as a Second Language (ESL 3)**

- ▶ **Grade Placement ..... 11**
- ▶ **Credits ..... 1 (Local)**
- ▶ **Prerequisite..... *LPAC Placement***

ESL 3 provides a balanced curriculum designed to further refine language acquisition support to immigrant and non immigrant students. Students receive instruction in increasingly advanced grammar and composition, content area writing, vocabulary, and test-taking strategies. Students will receive one local elective credit. Students also register concurrently in the appropriate English course.

**10325**

## **AP English 3: Language and Composition**

- ▶ **Grade Placement ..... 11**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... *Pre-AP English 2 or Advanced Coursework Criteria is Strongly Recommended***

AP English 3 is designed for students identified as gifted and for college-bound students who demonstrate high levels of proficiency in the composition process and study of literature. The course presents a thematic or chronological study of American literature including an in-depth study of selected authors and their contributions to the literary heritage of the United States. A natural continuation of Pre-AP English 1 and 2, this course uses instructional strategies to challenge students academically and intellectually. It includes reading-, writing-, and research-related skills in preparation for the Advanced Placement Language and Composition Examination for possible college credit. A summer reading assignment is required. See tenth grade English teacher for assignment information.

**10410**

## English 4

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **English 3**

English 4 introduces well-known British authors, their works and the thoughts that shape them. The course emphasizes the history and development of the English language, the art of critical thinking and writing, the techniques of research, and all grammatical structures that aid in effective communication. A research project is required.

**10425**

## AP English 4: Literature and Composition

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites**..... **AP English 3 or Advanced Coursework Criteria is Strongly Recommended**

AP English 4 is designed for students identified as gifted and for college-bound students who demonstrate high levels of proficiency in the composition process and study of literature. Students taking AP English 4 study major genres of the world's most complex literature. Students write multiple papers to challenge and develop their levels of language perception and literary analysis. Coursework prepares them to take the Advanced Placement Literature and Composition Exam for possible college credit. A summer reading assignment is required. See eleventh grade English teacher for assignment information.

**105403**

## Creative Writing

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... ½–1
- ▶ **Prerequisite**..... **None**

Creative Writing provides students the opportunity to produce original works that use sensory observation and concrete imagery. Students learn about structure, style, point of view, figurative language, and other effective language tools. Culminating efforts will allow students to publish original works. Course offered in the fall and spring.

**10580 / 10583**

## Reading Improvement 1 and 2

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Open to Students Who Fail 7th - 8th Grade STAAR**

Reading Improvement focuses on 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.

**10560**

## **Public Speaking 1**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

Public Speaking 1 involves the preparation, presentation, and evaluation of public speeches for a variety of purposes. Self-confidence and poise-building are stressed to improve skills through classroom practice. Special areas of public speaking include the presentation of informative and persuasive speeches, small group discussion, problem solving, analysis of famous speakers and speeches, student congress, and verbal/nonverbal communication.

**10550**

## **Debate 1**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Strong Oral and Written Communication Skills Required**

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.

**10553**

## **Debate 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Debate 1 and Instructor Approval**

The skills of Debate 1 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.

**10555**

## **Debate 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Debate 2 and Instructor Approval**

The skills of Debate 1 and 2 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.

**10500**

## **Journalism 1**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Strong Oral and Written Communication Skills Required**

Journalism is geared to the highly motivated student who desires a firm background in journalistic technique. This course covers the essential ingredients of newspaper 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 newspaper layout will be covered. Students interested in eventually joining the school newspaper staff and/or yearbook staff should take this course.

**10527**

## **Photojournalism**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... ½–1
- ▶ **Prerequisites** ..... **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, taking pictures, film and print processing, teamwork, and management skills.

**10505 / 10510 / 10513**

## **Advanced Journalism Newspaper Production 1, 2, and 3**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Teacher Approval Required and Journalism 1 is Suggested**

Advanced Journalism Newspaper Production 1, 2, and 3 is 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.

**10515 / 10520 / 10525**

## **Advanced Journalism Yearbook Production 1, 2, and 3**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Teacher Approval Required and Journalism 1 is Suggested**

Advanced Journalism Yearbook Production 1, 2, and 3, is 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.

**10530**

## **Independent Study / Journalism Broadcast**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **One Year Advanced Journalism and/or Teacher Approval**

Independent Study/Journalism is a course designed for advanced journalism students who want to expand their interest in journalism to broadcast.

## Digital Design and Media Production

- ▶ *Grade Placement* ..... 10–12
- ▶ *Credits* ..... 1
- ▶ *Prerequisites* ..... *Teacher Approval*

Students will learn to use publishing programs to plan, design, create, and complete pages for the yearbook and/ or newspaper. Basic computer skills will be taught with actual hands-on projects. Students must agree to be on either the newspaper or yearbook staff and to abide by their constitutions and code of conduct. This course is open to second year publications students. See journalism teacher for application.

## Special Education Services

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.

- M1110** *English 1*
- M1120** *English 2*
- M1130** *English 3*
- 10401** *English 4*
- M1210** *English 1*
- M1220** *English 2*
- M1230** *English 3*
- 10404** *English 4*
- A1010** *English 1*
- A1020** *English 2*
- A1030** *English 3*
- 23103** *English 4*
- M1310** *English 1 DE*
- M1320** *English 2 DE*
- M1330** *English 3 DE*
- 10402** *English 4 DE*
- 10582** *Reading Improvement DE*

Note: Any course title with a DE suffix refers to a Deaf Education course.

The Denton ISD Board of Trustees requires all students to have four years of high school mathematics beginning with Algebra 1. If a student decides to begin advanced mathematics coursework for high school credit in middle school, it is still a requirement for this student to take four years of mathematics in high school. This will provide the student with the opportunity to take additional advanced courses in mathematics.

Students should take math courses in the sequence listed in the Sequence of Coursework chart since the concepts in one course build upon concepts and skills mastered in previous courses. Therefore, it is extremely important that when registering for courses, students pay careful attention to prerequisite courses.

### **Mathematics College Entrance Requirements**

Check the requirements at the college or university of your choice prior to planning your high school mathematics courses. These requirements may specify an Algebra 2 minimum, where others may need Pre-Calculus as a minimum.

### **9th Grade Mathematics Course Recommendations**

If in the 8th grade you took **Geometry**, you should take Pre-AP Algebra 2 (recommended) or Algebra 2. If in the 8th grade you took **Algebra 1**, you should take Pre-AP Geometry (recommended) or Geometry. If in the 8th grade you took **8th grade Math** and you made an 80 or higher for the semester and passed the STAAR test, you should take either Algebra 1 (Course # 15115) or Pre-AP Algebra 1 (Course # 15118). If you made a 79 or below for the year / spring semester and failed the STAAR test, you should take Algebra 1 with Algebra 1 Extension, Course # 15110. If you made a 79 or below for the year / spring semester and passed the STAAR test, you may want to take Algebra 1 with Algebra 1 Extension, Course # 15110 depending on the advice of your 8th grade math teacher. Students in middle school who successfully complete math courses that earn high school credit are advised that the grade earned in these courses will **not** be counted in the high school GPA calculation. **These students are also required to take at least four additional math courses during the four years of high school.**

# Career Opportunities

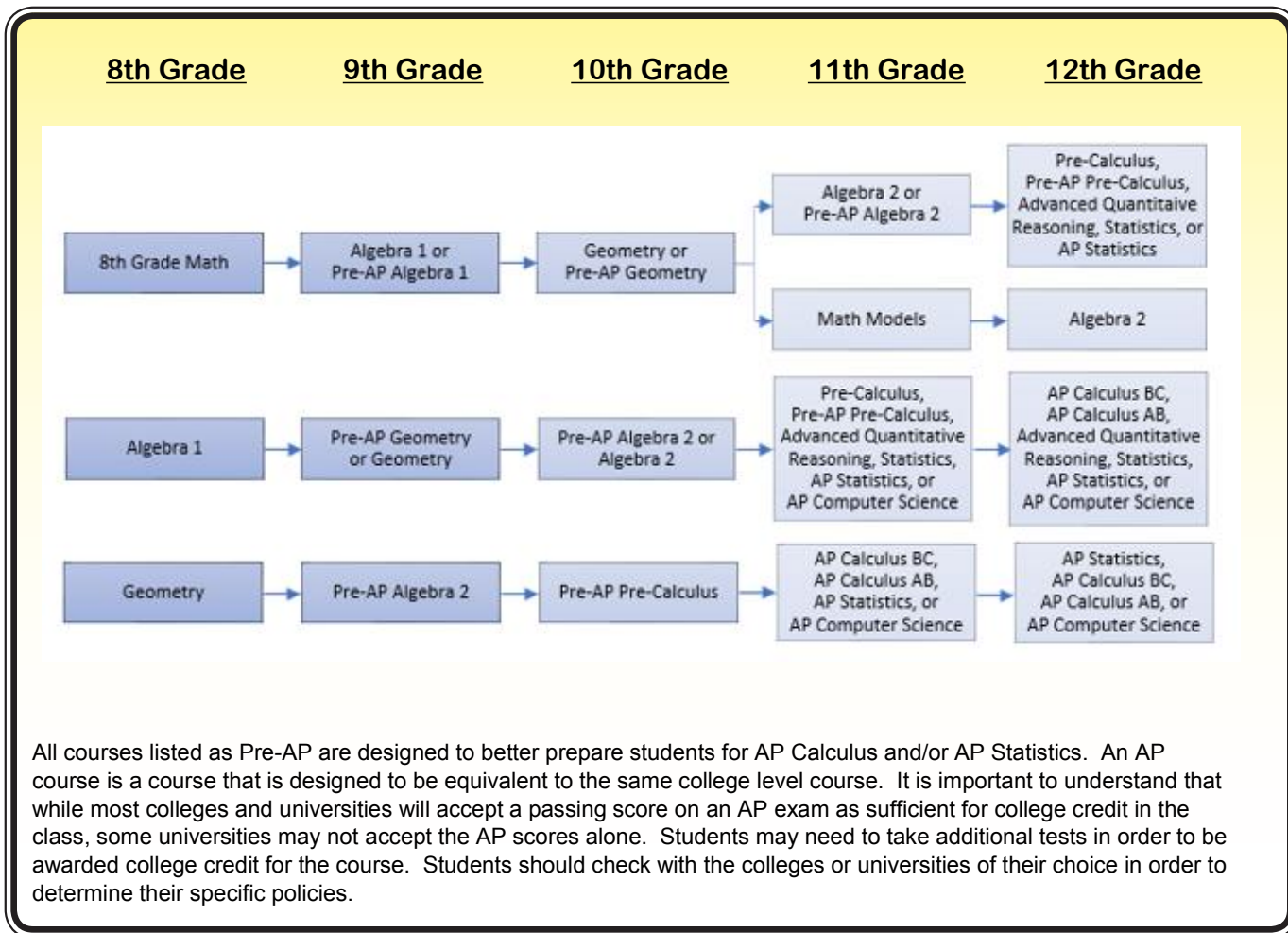
Actuary  
Aircraft Pilot  
Architect  
Astronomer  
Banker  
Biologist  
Business  
Certified Public Accountant  
Computer Engineer  
Data Processor

Dental Assistant  
Dentist  
Economist  
Educator  
Electronics Technician  
Engineer – all types  
Environmental Analyst  
Lawyer  
Mathematician  
Natural Science Managers

Navigator  
Pharmacist  
Physician  
Physician's Assistant  
Psychologist (Experimental)  
Real Estate Broker  
Statistician  
Systems Analyst



# Sequence of Coursework Mathematics



# Course Listings Mathematics

**15115**

## Algebra 1

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

This course is the “gateway” math course. It is a prerequisite for every other math course offered in high school. It is, generally, the entry-level math course and is taken by most ninth grade students who have not completed it in middle school. This is a function-based course that develops the structure of the real number system in a variety of ways. Students will learn 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 will 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. Note: Students who have successfully completed this course in the 8th grade will receive a high school elective credit for the course, but the grade earned will not be counted in the calculation of grade point averages, and the student is still required to take four years of math in high school.

**15105 / 15905**

## ESL Algebra 1

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **LPAC Placement**

ESL Algebra 1 integrates all of the concepts taught in Algebra 1 with second language skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of mathematics vocabulary. Students enrolled in this class will be required to enroll concurrently in ESL Algebra 1 Extension.

**15118**

## Pre-AP Algebra 1

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **8th Grade Math and Teacher Recommendation**

Pre-AP Algebra 1 provides a course of study for students with advanced mathematical ability who are interested in studying algebra at an enriched level. The basic content is the same as regular algebra, 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. This is a function-based course that develops the structure of the real number system in a variety of ways. Students will 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 will 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.

**15210**

## Geometry

- ▶ **Grade Placement** ..... 9–10
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Algebra 1**

Geometry is a course 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. Students develop and apply formulas including distance, midpoint, perimeter, area, surface area, and volume. Students will also compare and contrast Euclidean and non-Euclidean geometries.

**15205 / 15907**

## ESL Geometry

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **LPAC Placement**

ESL Geometry integrates all concepts taught in Geometry with second language acquisition skills for immigrant and non-immigrant students. The student will explore the relationship of geometry in nature with man-made creations. Additional emphasis will be placed on the acquisition of mathematics vocabulary. Students enrolled in this class will be required to enroll concurrently in ESL Geometry Extension.

**15215**

## **Pre-AP Geometry**

- ▶ **Grade Placement** ..... 9–10
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Algebra 1 and Teacher Recommendation**

Pre-AP Geometry provides an enriched course of study for students with strong math skills. The basic content is the same as regular geometry, but an 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. Students will investigate non-Euclidean geometries.

**15410**

## **Mathematical Models with Applications**

- ▶ **Grade Placement** ..... 10–11
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Algebra 1**

In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve real life applied problems related to finance, data analysis, chance, probability, patterns in music, art and architecture, and scientific growth and decay. Students use mathematical models from algebra, geometry, probability and statistics, and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to link modeling techniques and purely mathematical concepts to solve applied problems. Note: Starting with the 2007-2008 freshman class, this course must be taken before Algebra 2 in order to qualify as one of the four math credits required for graduation. Also, this course may not address minimum college admissions standards.

**15310**

## **Algebra 2**

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Geometry**

Algebra 2 extends the concepts learned in Algebra 1 to the complex number system. Emphasis is placed on the study of functions, graphing, factoring, and solving equations within the field of complex numbers (square root functions, rational functions, and exponential and logarithmic functions).

**15305**

## **ESL Algebra 2**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **LPAC Placement**

ESL Algebra 2 extends the concepts learned in Algebra 1 to integrate the study of functions, graphing, factoring, and equation solving within the field of complex numbers with second language acquisition skills for immigrant and non-immigrant students. Additional emphasis will be placed on the acquisition of mathematics vocabulary.

**15315**

## **Pre-AP Algebra 2**

- ▶ **Grade Placement** ..... 10–11
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Geometry (Pre-AP Prerequisite is Strongly Recommended)**

Pre-AP Algebra 2 includes an advanced study of 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).

**15510**

## **Pre-Calculus**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Algebra 2**

Pre-calculus integrates the topics of trigonometry, elementary analysis, and analytic geometry to represent mathematical situations, to express generate and study mathematical concepts and the relationships among them. The topics covered in pre-calculus are necessary for success in physics and calculus. Emphasis is placed on fundamental trigonometric properties and the study of functions and relations. Students who wish to leave open the option of taking calculus in college should include pre-calculus in their high school program.

**15515**

## **Pre-AP Pre-Calculus**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Algebra 2 (Pre-AP Geometry and Pre-AP Algebra 2 are Strongly Recommended)**

Pre-AP Pre-Calculus is designed to provide the advanced student with the same concepts and skills normally obtained in pre-calculus. Additional emphasis is placed on applications of the trigonometric functions; graphs of higher degree, algebraic, trigonometric, polar, and rational functions and relations; limits; and vector and geometric applications in the plane and space. Focus is on higher-level skills necessary to prepare students for Advanced Placement Calculus.

**15865**

## **Advanced Quantitative Reasoning (AQR)**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Algebra 2**

Advanced Quantitative Reasoning (AQR) is a mathematical course that follows Algebra 1, Geometry, and Algebra 2. AQR is an engaging and rigorous course that prepares students for a range of future options in non-mathematics-intensive 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.

**15525**

## **AP Calculus AB**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Pre-Calculus is Strongly Recommended (AP Statistics May be Taken Concurrently)**

AP Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Students and teachers will use technology to reinforce the relationships among the multiple representations of functions to confirm written work, to implement experimentation, and to assist in interpreting results. 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. 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

15530

## AP Calculus BC

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Pre-Calculus is Strongly Recommended (AP Statistics May be Taken Concurrently)**

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. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations also are important. Students and teachers will use technology to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Calculus BC is an extension of Calculus AB rather than an enhancement. Common topics require a similar depth of understanding. AP Calculus BC includes all the topics covered in the AB course as well as Calculus with polar, vector, and parametric functions and series. This course will prepare students for the AP exam in Calculus BC as administered by the College Board. Successful completion of AP Calculus BC is equivalent to the first semester 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 is only awarded for either AP Calculus AB or AP Calculus BC, NOT both.*

15840

## Statistics

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Algebra 1**

In this course, students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. This course is a good option for students who have completed Algebra 2 and are considering a liberal arts program, health science program, nursing program, etc.

15850

## AP Statistics

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Algebra 2 (College Algebra, Pre-Calculus, or Calculus May be Taken Concurrently)**

AP Statistics is equivalent to a one-semester, introductory, non-calculus based, college course in statistics. The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. This AP course is an excellent option for any student who has successfully completed Algebra 2, who is considering pre-med, science, research, engineering, psychology, etc.. Since Algebra 2 is the prerequisite course, AP Statistics will usually be taken in either the junior or senior year. Students planning to take an AP science course in their senior year will benefit greatly from AP statistics in their junior year. This course will prepare students for the AP exam in Statistics as administered by the College Board. Successful completion of AP Statistics is equivalent to a one-semester college level statistics class at most universities and colleges. Depending on the local placement policies of the college and the score achieved on the AP exam, students can receive credit for one semester college statistics.

## Special Education Services

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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.

**M2110 Algebra 1**  
**M2120 Geometry**  
**15201 Math Models & Applications**  
**M2130 Algebra 2**  
**M2210 Algebra 1**  
**M2220 Geometry**  
**M2230 Algebra 2**  
**15404 Math 4**  
**A2010 Algebra 1**  
**A2020 Geometry**  
**23402 Math 3**  
**23403 Math 4**  
**M2310 Algebra 1 DE**  
**M2320 Geometry DE**  
**M2330 Algebra 2 DE**

Note: Any course title with a DE suffix refers to a Deaf Education course.

## Career and Technology Education

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

**T3550 Accounting II**

**17110**

## Computer Science 1

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Algebra 1, and Completion of, or Concurrent Enrollment in Geometry/Algebra 2**

Computer Science 1 is recommended for students who wish to go to trade school or have a career in mathematics or mathematics related fields, engineering or engineering related fields, computer science or other computer related fields, business administration, or any other field that will require one or more semesters of post-high school level computer science. Emphasis is placed on object oriented programming, program structures, and problem solving techniques. The programming languages utilized in this course are Visual Basic, and/or JAVA. This course satisfies the computer technology applications requirement for high school graduation and provides a minimal experience in computer programming. It cannot be used to meet the minimum math requirement.

**17115**

## Pre-AP Computer Science 1

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Algebra 1, and Completion of, or Concurrent Enrollment in Geometry/Algebra 2**

Pre-AP Computer Science 1 is recommended for college-bound students and students wanting to prepare for taking AP Computer Science A or AB. This is an excellent course for students who wish to have a career in mathematics or mathematics related fields, engineering or engineering related fields, computer science or other computer related fields and are preparing to go to college. Emphasis is placed on program structures and problem solving techniques and programming language JAVA. These concepts are at a higher level than those taught in Computer Science 1 and will help students develop a deeper understanding of concepts to support their success on the AP Computer Science A or AB Exam. This course satisfies the computer technology applications requirement for high school graduation. It cannot be used to meet the minimum math requirement.

**17225**

## AP Computer Science A

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisites** ..... **Algebra 1, Computer Science 1 or Consent of the Instructor, and Completion of, or Concurrent Enrollment in Geometry/Algebra 2**  
**Students Should be Comfortable with Functions and the Concepts Often Found in the Uses of Functional Notation**

Computer Science A is recommended for college-bound students who wish to have a career in computer science, mathematics, engineering, business administration, or other fields that will require one or more semesters of college level computer science. The emphasis in this course is on object oriented programming, program methodology and structure, and problem solving techniques. The programming language utilized in this course is JAVA. A main function of this course is to prepare students for the AP Exam in Computer Science A. **This course may also count for the fourth year of math as required for graduation.**

The Denton Independent School District secondary science program reflects a major shift in philosophy to include

- (1) broadening the scope, availability, and selection of science courses for all students,
- (2) strengthening the College Preparatory/Advanced Placement science courses,
- (3) designing all Science courses around teaching strategies that develop a strong conceptual foundation of the discipline before moving to more complex content, and
- (4) reawakening the excitement and creativity students should experience when exploring science.

Students are encouraged to complete four years of high school science (four credits). All students are required to enter a specific discipline (biology, chemistry, or physics) by starting with an interest level 1 course (such as Biology 1 or Pre-AP Biology 1). These courses are designed to lay a strong conceptual foundation for that field which will prepare students for a variety of other courses in that discipline. There is absolutely no grade level specific requirement for these entry-interest level courses, however, students are encouraged to begin their high school science study by choosing the field they are most interested in exploring. One recommended grade level sequence is 9th grade = Biology, 10th grade = Chemistry, and 11th grade = Physics. Students are strongly encouraged to take a variety of science courses from all of the disciplines.

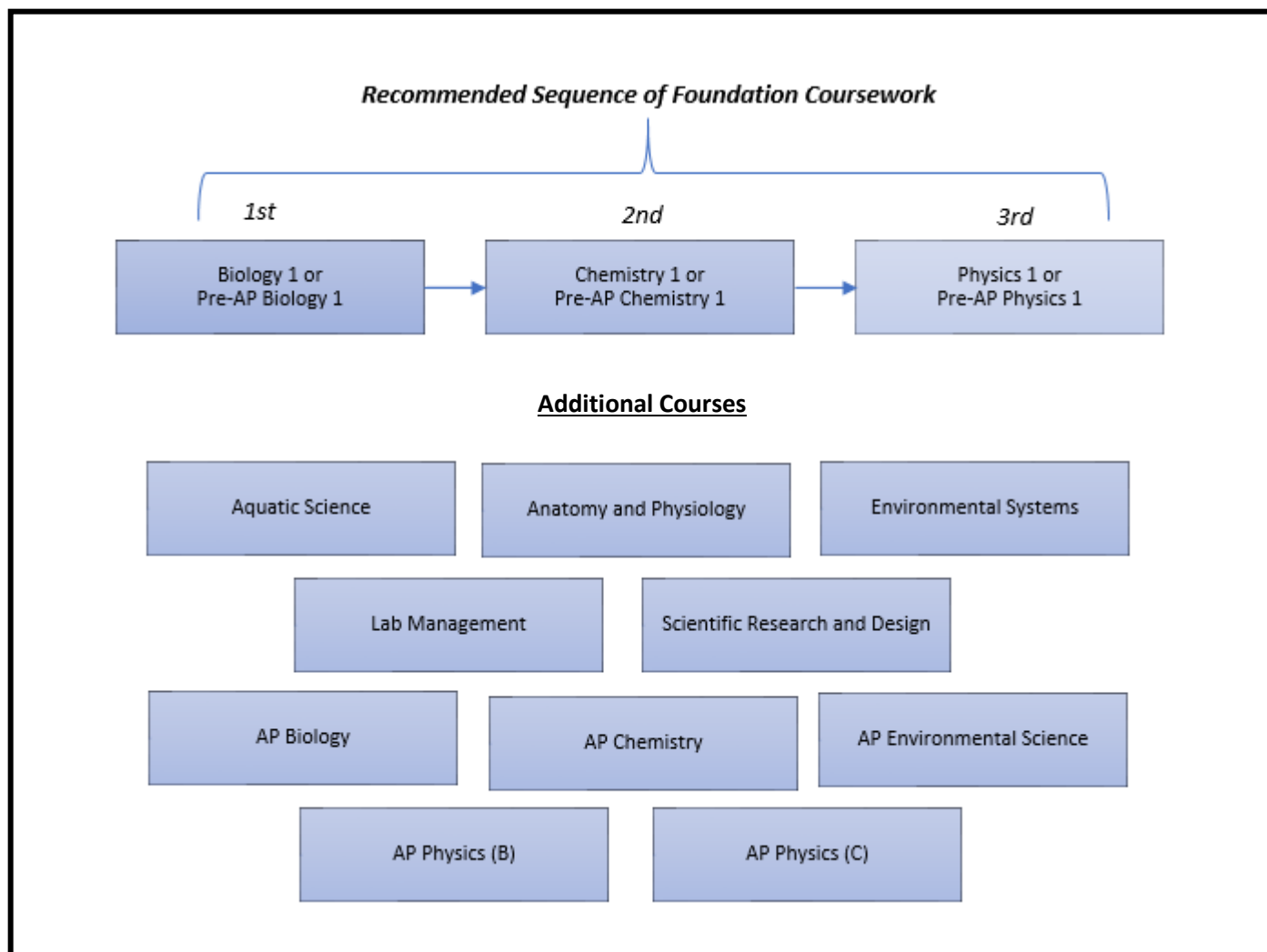
The overall science program provides students with manipulative laboratory skills, critical thinking skills, and analytical skills as well as opportunities to use problem-solving strategies. Through laboratory activities and investigations, data will be collected to strengthen the ability to interpret natural phenomena and to develop skills in the use of scientific equipment and procedures. All of the disciplines will focus on helping students to live effectively in today's world, answer questions about the physical environment, and to be better prepared to evaluate the issues of our modern technological society.

# Career Opportunities

- |   |                       |                        |
|---|-----------------------|------------------------|
| Astronaut                                   | Forensic Scientist    | Nurse                  |
| Biologist                                   | Game Warden           | Optometrist            |
| Chemical Engineer                           | Genetic Counselor     | Park Ranger            |
| Chemist                                     | Genetic Engineer      | Public Health Services |
| Dental Hygienist                            | Geneticist            | Physical Therapist     |
| Dentist                                     | Laboratory Technician | Physicist              |
| Drug Rehabilitation                         | Marine Biologist      | Research Scientist     |
| Environmental Protection                    | Medical Doctor        | Soil Scientist         |
| Environmental Scientist/<br>Conservationist | Medical Technician    | Teacher                |
| Epidemiologist                              | Museum Curator        | Zoologist              |
|   | Mining                |                        |



# Sequence of Coursework Science



# Course Listings Science

**20310**

## **Biology**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

### **Student Profil**

- interested in living things
- able to follow directions carefully in order to perform safe laboratory experiments

Biology is designed as an interest level course focusing on the major concepts in biology and their application in our society. The content emphasized to illustrate the major concepts and skills of this course will be related to the study of life and human experiences. This course is designed to provide students with a strong foundation and conceptual understanding of biology which will prepare students to take a variety of other biology courses.

**20305**

## **ESL Biology**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... LPAC Placement**

ESL Biology combines the study of living things with second language acquisition of immigrant and non-immigrant students. This course will provide a strong foundation and conceptual understanding of biology, preparing students to explore the relationship between the study of life and human experience.

**20315**

## **Pre-AP Biology**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

### **Student Profil**

- highly motivated and college bound
- anticipates taking Advanced Placement Biology
- has some general background knowledge in Chemistry

Pre-AP Biology was developed as a course for the academically gifted or college bound student. This advanced course takes the concepts of Biology and expands them to include an in-depth study of cellular biology, taxonomy, microbiology, and genetics in order to prepare students for future Advanced Placement studies as well as prepare students to take a full range of other biology courses.

**20420**

## **Anatomy and Physiology of Human Systems**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Biology or Pre-AP Biology**

### **Student Profil**

- interested in the structure of the human body
- interested in a career within the medical field such as a Medic I Doctor (MD), Registered Nurse (RN), Physical Therapist, Lab Technician, etc.

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.

**20430**

## **Aquatic Science**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... *Biology or Pre-AP Biology***

### **Student Profil**

- interested in studying the oceans and their habitats
- curious about man's environmental impact on the oceans
- interested in a career in marine biology, aquatic science, or oceanography

Aquatic Science focuses on three main topics of aquatic science: physical oceanography, the diversity of aquatic and marine life, and the dynamics of aquatic and marine environments. This course also explores man's impact on the oceans and special topics related to the Texas Coast. As students examine man's role in protecting the ocean and its inhabitants, they will explore the still untapped power, resources, and knowledge housed in this majestic world.

**20325**

## **AP Biology**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... *Pre-AP Biology or Meet Advanced Coursework Criteria (and) Chemistry or Pre-AP Chemistry***

### **Student Profil**

- highly motivated and college bound
- able to read at a college level
- preparing to take the Advanced Placement Exam in Biology

AP Biology is a course designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The AP Biology course is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This is highly recommended for students interested in pursuing a career in the medical field. (Future Pre-Med and Pre- et majors)

**20210**

## **Chemistry**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... *Algebra 1 and one high school science course***

### **Student Profil**

- interested in learning about the nature of the substances and products within our world
- enjoys using the inquiry method in a laboratory setting
- able to follow directions carefully in order to perform safe laboratory experiments

Chemistry is an interest level course designed to introduce students to relevant chemistry concepts and investigations. The scientific inquiry method, measurement and data gathering techniques, the atom, naming and using chemicals that are familiar to the student, identifying chemicals, balancing equations, and laboratory investigations of new products will be investigated. This course is designed to provide students with a strong foundation and conceptual understanding of chemistry, which will prepare students to take a variety of other chemistry courses and Biology.

**20205**

## ESL Chemistry

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... LPAC Placement**

ESL Chemistry integrates the study of the composition and chemical properties of a substance with second language acquisition of immigrant and non-immigrant students. This course will provide a strong foundation about the nature of the substances and products that make up the world.

**20215**

## Pre-AP Chemistry

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Algebra 1**

### Student Profil

- highly motivated and college bound
- anticipates taking Advanced Placement Chemistry or Chemistry in college
- interested in doing extensive laboratory experimentation

Pre-AP 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 Pre-AP Biology.

**20225**

## AP Chemistry

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Pre-AP Chemistry or Meet Advanced Coursework Criteria (and) Algebra 2 (Pre-AP Algebra 2 highly recommended)**

### Student Profil

- highly motivated and college bound
- preparing to take the Advanced Placement Exam in Chemistry
- interested in doing extensive laboratory experimentation

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. AP Chemistry meets the objectives of the general chemistry course so that students in such a course attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the student's abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. This course is highly recommended for students interested in pursuing a career in the medical field. (Future Pre-Med and Pre- et majors)

**20110**

## Physics

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

### Student Profil

- interested in how things work
- interested in studying electricity, sound, light, and motion
- able to follow directions carefully and use math skills commensurate with Pre-Algebra

Physics is an interest level course which looks at the principles of motion from autos to airplanes and from molecules to moons and examines electricity from the power of toasters to the fuses in the family car. Light and waves will be studied from communication to holography. Physics will provide students with a better understanding of the way our world works. This course is designed to provide students with a strong foundation and conceptual understanding of physics which will prepare students to take a variety of other physics courses.

**20105**

## ESL Physics

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... LPAC Placement**

ESL Physics integrates the principles of motion, matter, energy, and force with second language acquisition of immigrant and non-immigrant students. This course will provide students with a better understanding of the way our world works.

**20135**

## AP Physics 1

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Meet Advanced Coursework Criteria, Geometry, and Algebra 2 (concurrent enrollment is acceptable)**

### Student Profil

- highly motivated and college bound
- anticipates taking Physics in college
- enjoys using mathematics in real life applications

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. Calculus is seldom used, although some theoretical developments may use basic concepts of calculus. In the AP Physics 1 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 Physics 1 includes mechanics, dynamics, energy, momentum, rotation, waves, and basic electricity.

20137

## AP Physics 2

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Meet Advanced Coursework Criteria, AP Physics 1, and Pre-Calculus (concurrent enrollment is acceptable)**

### Student Profil

- highly motivated and college bound
- anticipates taking Physics in college
- enjoys using mathematics in real life applications

AP Physics 2 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. Calculus is seldom used, although some theoretical developments may use basic concepts of calculus. 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 program that has science requirements. AP Physics 2 includes fluids, thermodynamics, light, optics, electricity and magnetism, nuclear physics, and modern physics.

20130

## AP Physics C

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Meet Advanced Coursework Criteria and Algebra 2**

### Student Profil

- highly motivated and college bound
- comfortable working with high-level math skills
- planning to enroll in engineering or other physical science fields in college
- strongly considering concurrent enrollment in pre-calculus with this course

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. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. 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 and 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.

20520

## Environmental Systems

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... Biology or Pre-AP Biology and Chemistry or Pre-AP Chemistry or Physics and Personal Transportation to-and-from Field Sites Which Are Subject to Verification by the Completion of an Application Form**

### Student Profil

- extremely responsible and self-motivated due to the nature of the field investigation
- environmentally responsible and interested in being involved in ecological projects

This course will be a field-oriented interdisciplinary science course which emphasizes data collecting techniques in outdoor lab settings. In addition to the field based and laboratory activities, this course will involve numerous group and independent ecological projects. Studies will include all types of environments, their inhabitants, and the processes that allow them to function. The causes and the possible solutions to the earth's pollution and resource problems will also be investigated.

**20525**

## **AP Environmental Science**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... *Pre-AP Biology or Pre-AP Chemistry or Environmental Systems, and Personal Transportation To-and-From Field Sites Which Are Subject to Verification by the Completion of an Application Form***

### **Student Profil**

- extremely responsible and self-motivated due to the nature of the lab and field investigation
- environmentally responsible and interested in being involved in ecological projects
- interested in taking a college level environmental science course
- preparing to take the Advanced Placement Exam in Environmental Science

AP Environmental Science is a course designed as a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through first hand observation. Experiences both in the laboratory and in the field provide student 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.” In these experiences students can employ alternative learning styles to reinforce fundamental concepts and principles. Because all students have a stake in the future of their environment, such activities can motivate students to study environmental science in greater depth.

**20524**

## **DAP Scientific Research and Design**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisites..... *Three Science Courses, One of Which Must be a Pre-AP or AP Level Course and Junior or Senior Classification***  
***A Recommendation from a Previous Science Teacher is also Required***

Scientific Research and Design is intended for students who want to engage in individualized research and experimentation assisted by a mentor scientist in a chosen field of stud . It promotes the exploration of advanced science topics and applies previous knowledge and skills within a framework that allows students to work as real scientists. Students will have the opportunity to apply for “mini-grants” to fund their research and to manage those funds. They will also have the opportunity to present their research to the community and to be a part of the Denton ISD Science Discovery Center. This course will apply toward the Distinguished Achievement Diploma.

**20522**

## **Laboratory Management**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... ½–1**
- ▶ **Prerequisites..... *Three Science Courses and the Completion of an Information Form Submitted to the Science Department Chair***

### **Student Profil**

- extremely responsible and self-motivated due to the nature of the laboratory investigations, research activities, and off-campus opportunities
- interested in expanding science experiences to include individualized study and/or research as well as the opportunity to help determine the focus of participation

Laboratory Management is a course designed to provide opportunities to identify and manipulate conditions of laboratory investigations. Students will be involved in the use of extensive laboratory techniques, data collection and reporting, and the evaluation of the applications and implications of their research.

***All advanced science courses taken for the fourth year science requirement have no alternative course available if you decide to drop the course. So, choose wisely and consult your Counselor.***

## **Special Education Services**

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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.

**20101** *Integrated Physics and Chemistry*  
**M3110** *Biology*  
**M3120** *Chemistry*  
**M3130** *Physics*  
**20501** *Environmental Systems*  
**M3210** *Biology*  
**M3220** *Chemistry*  
**M3230** *Physics*  
**20404** *Science 4*  
**A3010** *Biology*  
**23201** *Science 2*  
**23202** *Science 3*  
**23203** *Science 4*  
**20102** *Integrated Physics and Chemistry DE*  
**M3310** *Biology DE*  
**M3320** *Chemistry DE*  
**M3330** *Physics DE*

Note: Any course title with a DE suffix refers to a Deaf Education course.

## **Career and Technology Education**

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

**T6040** *Forensic Science*  
**T4500** *Food Science*  
**T1035** *Advanced Animal Science*  
**T4090** *Allied Health Anatomy and Physiology*  
**T4095** *Allied Health Physiology*  
**T7525** *Engineering Science*  
**T7530** *Engineering Design and Problem Solving*



# Introduction *Social Studies*

Four credits of social studies are required for graduation. The social studies curriculum is designed to aid students in the development of appropriate knowledge, skills, and attitudes required to be responsible, contributing citizens in our society.

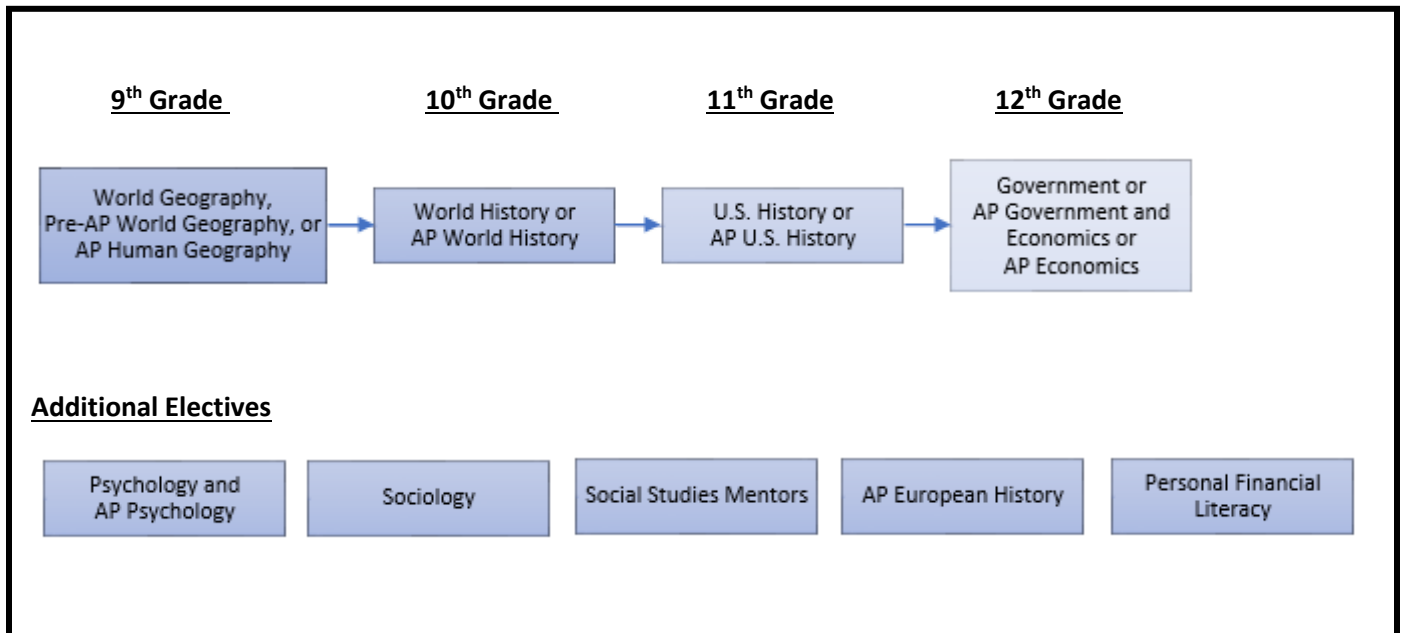
# Career Opportunities *Social Studies*

Anthropologist  
Art Historian  
Civic Service  
Curator - Museum  
Economist  
City Planner

Foreign Affairs  
Historian  
History Professor  
History Teacher  
Lawyer  
GIS

Politician  
Psychologist  
Sociologist  
Stockbroker  
Population Analyst

# Sequence of Coursework *Social Studies*



**22110**

## World Geography

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

World Geography focuses on 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.

**22105**

## ESL World Geography

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... LPAC Placement

ESL World Geography integrates the study of landforms, location, climate, natural resources, and culture with second language acquisition skills for immigrant and non-immigrant students. This course is designed to develop a basic understanding of man and his adaptation to his environment.

**22115**

## Pre-AP World Geography

- ▶ **Grade Placement** ..... 9
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Pre-AP World Geography presents a conceptual framework of people and their adaptation to their environment using case studies and class discussions as a springboard to acquiring a deeper understanding of our world. Various projects related to World Geography studies will be required of students throughout the course. Pre-AP World Geography covers the same content as World Geography. The pace of the course is accelerated with differentiated student projects and assessments.

**22115**

## AP Human Geography

- ▶ **Grade Placement** ..... 9
- ▶ **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.

**22210**

## World History

- ▶ **Grade Placement** ..... 10
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

World History 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.

**22205**

## **ESL World History**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **LPAC Placement**

ESL World History combines the study of human events with second language acquisition skills for immigrant and non-immigrant students. This course will emphasize the significant eastern and non-Western cultures, people, and events.

**22225**

## **AP World History**

- ▶ **Grade Placement** ..... 10
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Recommended Completion of Pre-AP World Geography**

AP World History is an advanced level course designed for students identified as gifted and for college-bound students who demonstrate high levels of proficiency in historical concepts. This course highlights the nature of changes in global frameworks and their causes and consequences as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

**22310**

## **United States History**

- ▶ **Grade Placement** ..... 11
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **World Geography and World History**

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.

**22305**

## **ESL United States History**

- ▶ **Grade Placement** ..... 11
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **World Geography and World History**

ESL 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 with second language acquisition learning strategies and methodology.

**22325**

## **AP United States History**

- ▶ **Grade Placement** ..... 11
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Recommended Completion of Pre-AP World Geography**

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.

**224103**

## **United States Government**

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... ½
- ▶ **Prerequisite**..... **Senior Classification Recommended (Juniors Require Approval)**

Government is a one-semester course consisting of a comparative study of the basic political and economic philosophies under which the modern world nations operate. A working knowledge of the federal and state constitutions is emphasized to encourage the students to participate actively in the American political process. Community resources are incorporated into the course in order to bring students into personal contact with varied aspects of government.

**224253**

## **AP United States Government**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... ½**
- ▶ **Prerequisite..... AP History with Senior Classification Recommended (Juniors Require Approval)**

AP United States Government is a one-semester course that gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics.

**225103**

## **United States Economics**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... ½**
- ▶ **Prerequisite..... U.S. History and Senior Classification (Juniors Require Approval)**  
**Special Note: Prerequisites may vary for students with a four year IB plan**

United States Economics is a one-semester course which helps the students understand events and conditions in the economy (such as: inflation, high unemployment, the energy crisis, and economic instability) in an attempt to make the student a better decision-maker.

**225253**

## **AP United States Macroeconomics**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... ½**
- ▶ **Prerequisite..... AP History with Senior Classification (Juniors Require Approval)**

Economics 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 particular 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.

**226103**

## **Psychology**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... ½**
- ▶ **Prerequisite..... Senior Classification (Juniors Require Approval)**

Psychology is an elective one-semester course which helps the student acquire a better understanding of oneself and acquire the skills necessary for successful interactions with others through the understanding of human behavior.

**226253**

## **AP Psychology**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... ½**
- ▶ **Prerequisite..... Senior Classification (Juniors Require Approval)**

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.

**227103**

## Sociology

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... ½
- ▶ **Prerequisite**..... *Senior Classification (Juniors Require Approval)*

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.

**227303**

## Personal Financial Literacy

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... ½
- ▶ **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.

**22530**

## AP European History

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Senior Classification (Juniors Require Approval)*

AP European History is an elective two-semester course. The goals of the course are to develop an understanding of the principal themes in modern European History, an ability to analyze historical evidence, and express historical understanding in writing.

## Special Education Services

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.

- M4110 World Geography**
- M4120 World History**
- M4130 U.S. History**
- M4210 World Geography**
- M4220 World History**
- M4230 U.S. History**
- 22404 Government**
- 20504 Economics**
- A4010 World Geography**
- A4020 World History**
- A4030 U.S. History**
- 23303 Social Studies**
- M4310 World Geography DE**
- M4320 World History DE**
- M4330 U.S. History DE**
- 222402 Government DE**
- 222502 Economics DE**

Note: Any course title with a DE suffix refers to a Deaf Education course.

# Introduction World Languages

The World Languages Department offers courses in the following languages: French 1-4, Spanish 1-5, Latin 1-5, German 1-4, and American Sign Language 1-4. The first two years of language study are devoted to the acquisition of the fundamental skills or in conversation, grammar, reading, listening, and writing. Each unit is designed so that the student will develop specific skills and will be able to ask and answer questions on specific topics in the second language as well as read and write on specific topics in the second language. The student will learn phrases for conversation and will continue to increase his/her basic vocabulary throughout the year. Work in the advanced levels includes literature and the culture of the countries studied.

A goal of language learning is to be able to converse in and understand the language in both formal and informal situations. To enhance the student's enjoyment of speaking, reading, and writing in the selected language, current records, tapes, films, videotapes, computer programs, and filmstrips are used as supplementary materials as are opportunities to meet and talk with people from other countries. A language lab is an integral part of the program.

The recommended high school program for students requires two years of the same World Language. In addition, the student may continue a World Language for a third and fourth year, take the Advanced Placement (College Board) Examination in May, and receive from nine to twenty-four college credits in the language. Denton ISD believes that all college-bound students will be best prepared for college success if they take a world language each year of their high school program.

**NOTE:** Care should be taken in selecting the correct language not only for the future career and area of the world in which the student might work, but also for the language which is acceptable to the University-of-Choice and which may be continued while at that University. **Students who begin language study in middle school for high school credit are expected to continue through level 3 of that language in high school. Dropping the language before level 3 will result in a minor mathematical penalty to the student's GPA.**

# Career Opportunities World Languages

- |                     |                           |                    |
|---------------------|---------------------------|--------------------|
| Ambassador          | Expert Travel Agent       | Military Attaché   |
| Anthropologist      | Foreign Correspondent     | Museum Curator     |
| Art Historian       | Foreign Service           | Naturalist         |
| Bilingual Secretary | Import / Export           | Nurse              |
| Business Teacher    | International Relations   | Peace Corps Worker |
| Criminal Justice    | International Legal       | Physician          |
| Diplomat            | Lawyer                    | Social Worker      |
| Environmentalist    | Magazine Writer (Foreign) | Tour Guide         |

# Course Listings World Languages

**24110**

## French 1

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

French 1 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.

**24210**

## **French 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... French 1**

French 2 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.

**24215**

## **Pre-AP French 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... French 1 and Meet Advanced Coursework Criteria**

This course develops the four communications skills of reading, writing, speaking, and listening in depth. Vocabulary, speaking fluency, writing proficiency, and Francophone culture will be emphasized. Pre-AP students can expect to spend more time out of class preparing for the course than they did in French 1. Less time will be spent on grammar and rote drill and more time will be spent on actual practice using the language.

**24310**

## **French 3**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... French 2 or Pre-AP French 2**

French 3 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.

**24315**

## **Pre-AP French 3**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Pre-AP French 2**

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. With the exception of grammar explanations, the class will be taught almost exclusively in French. The course will provide cultural experiences as well as develop language proficiency.

**24425**

## **AP French 4**

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Pre-AP French 3**

The purpose of this course is to prepare students to succeed on the Advanced Placement exam. 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 with the exception of grammar explanations. A number of texts are provided for mastery of the four skills. Students can expect to produce compositions as well as oral presentations.

**25110**

## **German 1**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **None**

German 1 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.

**25210**

## **German 2**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **German 1**

German 2 begins with an in-depth review and expansion of German 1. 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.

**25215**

## **Pre-AP German 2**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **German 1 and Meet Advanced Coursework Criteria**

Pre-AP German 2 is a continuation of German 1 with an accelerated and in-depth study of grammar and vocabulary. Supplementary graded readers are used extensively to build vocabulary. Readings deal with modern and historical aspects of German-speaking countries. Oral and listening skills are emphasized in the classroom and the language lab.



**25310**

### **German 3**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... German 2 or Teacher Approval**

German 3 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.

**25315**

### **Pre-AP German 3**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Pre-AP German 2 or Teacher Approval**

Pre-AP German 3 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.

**25425**

### **AP German 4**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... *The AP German Course Builds on a Minimum of Three Years of German Instruction, ideally from a Pre-AP 2 and Pre-AP 3 Class Background***  
***Regular Classes Are Possible With Teacher Approval***

AP German 4 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.

**26110**

### **Latin 1**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

Latin 1 content focuses on communication, culture, connection and comparison of the Latin language and culture to ours. Latin 1 introduces the basic structure and grammar of the Latin language with emphasis on reading and comprehension of Latin texts through an inductive language method. Classical civilization and culture, history and mythology are studied in conjunction with the readings. Vocabulary and grammar and their relationship to English are essential components of the course.

**26210**

## Latin 2

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Latin 1**

Intermediate grammatical concepts and vocabulary are introduced through the use of a continuous narrative begun in the first year. As in Latin 1, the relationship between English and Latin vocabulary and grammar are emphasized. Skills in reading and comprehension of Latin passages at the intermediate level are developed. The students continue their study of Roman civilization and culture, history and mythology, as related to the readings.

**26215**

## Pre-AP Latin 2

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Latin 1 and Meet Advanced Coursework Criteria**

Intermediate grammatical concepts and vocabulary are introduced through the use of a continuous narrative begun in the first year. As in Latin 1, the relationship between English and Latin vocabulary and grammar are emphasized. Skills in reading and comprehension of Latin passages at the intermediate level are developed. The students continue their study of Roman civilization and culture, history and mythology, as related to the readings. Pre-AP Latin 2 has additional native language readings on Roman culture and an emphasis on character analysis of material in the daily readings as a preparation for doing literary analysis for AP Latin.

**26315**

## Pre-AP Latin 3

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Latin 2 or Pre-AP Latin 2**

Latin 3 Pre-AP curriculum includes advanced grammatical concepts and vocabulary as needed to prepare students for reading authentic Latin texts. It is introduced through narratives interspersed with authentic Latin literature, including prose and poetry as well as the study of culture and history relevant to individual authors. The second semester is a general survey of Roman authors including Caesar, Cicero, Livy, Petronius, Ovid and Vergil. The students continue their study of Roman civilization and culture, history and mythology as related to the readings.

**26425**

## AP Latin 4: Poetry

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Pre-AP Latin 2, and/or Pre-AP Latin 3, or Teacher Approval**

This course is the advanced study of the Latin epic, Vergil's AENEID. The course follows the prescribed curriculum of the College Board Advanced Placement Committee in order to prepare students for the Advanced Placement Examination on Vergil. This course includes extensive reading of the primary text and the entire AENEID in translation, literary analysis, forms and devices specific to poetry, metrical conventions, and the study of culture, history, and mythology as relevant to the AENEID with particular emphasis on preparing for Advanced Placement examination on Vergil.

**26530**

## Latin 5: Literature

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Pre-AP Latin 2, and/or Pre-AP Latin 3, or AP Latin 4, or Teacher Approval*

This course is the advanced study of Latin literature (e.g., Catullus/Ovid). The Latin Literature curriculum, determined by the College Board, includes the study of the works of Catullus and one of the following authors: Horace, Cicero, Ovid. The course covers extensive reading of the primary texts, literary analysis, forms and devices specific to poetry/prose, metrical conventions, and the study of culture and history relevant to the individual authors.

**28110**

## Spanish 1

- ▶ **Grade Placement** ..... 7–12
- ▶ **Credits** ..... 1 (*May Be Taken in Grades 7 and 8 for One Credit*)
- ▶ **Prerequisite**..... *None*

Spanish 1 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.

**28115**

## Pre-AP Spanish 1

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *None*

Pre-AP Spanish 1 begins the preparation for the Advanced Placement Exam in Spanish Language and Spanish Literature. The course is directed toward the student who is academically oriented. The class is conducted in English at first, but Spanish will be used for increasingly extended periods of time. The students are encouraged to respond in Spanish. Students will 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.

**28210**

## Spanish 2

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Spanish 1 (Exception: Placement by Exam)*

Spanish 2 is a continuation of Spanish 1. 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.

**281051 / 281052**

## Pre-AP Spanish for Spanish Speakers 1-2

- ▶ **Grade Placement** ..... 7–12
- ▶ **Credits** ..... 2 (*May Be Taken in Grades 7 and 8 for One Credit*)
- ▶ **Prerequisite**..... *Native Spanish Speaker*

Spanish for Spanish Speakers 1-2 is designed for Spanish speaking students whose native language is Spanish but who lack Spanish literacy skills. Course curriculum focuses on the refinement of the student's reading, writing, and listening skills in order to make successful language transitions to other academic areas in the English language.

**28215**

## **Pre-AP Spanish 2**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Spanish 1 with Suggested Average of 90 in the Second Semester of Spanish 1**

Pre-AP Spanish 2 continues the preparation for the Advanced Placement Exam in Spanish Language and Spanish Literature. The course is directed toward the student who is academically oriented. The first six weeks is a review of Spanish 1. 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.

**28310**

## **Spanish 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Spanish 2 or Pre-AP Spanish 2**

Spanish 3 is a continuation of Spanish 1 and 2, 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.

**28305**

## **Pre-AP Spanish for Spanish Speakers 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Spanish for Spanish Speakers 1-2**

Pre-AP Spanish for Spanish Speakers 3 is a continuation of SSS 1-2. 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.

**28315**

## **Pre-AP Spanish 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Pre-AP Spanish 2, Spanish for Spanish Speakers 1-2, or by Special Examination and Authorization**

Pre-AP Spanish 3 is a continuation of Pre-AP Spanish 2 and is designed to concentrate on those skills necessary for success on the Advanced Placement Exam in Spanish Language or Literature. In addition to the Spanish 3 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.

**28410**

## **Spanish 4**

- ▶ **Grade Placement** ..... 10–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Spanish 3 or Acceptance by Examination**

Spanish 4 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.

**28425**

## **AP Spanish 4**

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **Pre-AP Spanish 3, Spanish for Spanish Speakers 3, Spanish 3, or by Special Examination and Authorization**

AP Spanish 4 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.

**28530**

## **AP Spanish 5**

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **AP Spanish 4, by Special Examination, or a Native Spanish Speaker**

AP Spanish 5 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.

**27110**

## **American Sign Language 1 (Qualifies as a World Language)**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... **None**

American Sign Language 1 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.

**27210**

### **American Sign Language 2 (Qualifies as a World Language)**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... ASL 1**

This course will expand the ASL sign vocabulary acquired in ASL 1. The course will focus on the improvement of expressive and receptive signing skills. During ASL 2, the student's knowledge will be expanded in the areas of the history of the deaf, deaf culture, and grammatical aspects of ASL.

**27310**

### **American Sign Language 3 (Qualifies as a World Language)**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... ASL 2**

ASL 3 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 whenever possible.

**27410**

### **American Sign Language 4 (Qualifies as a World Language)**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... ASL 3**

This course is a continuation of ASL 3. 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 1 certification exam to interpret for the deaf.

#### **Special Note:**

While ASL is accepted as a World Language for college admissions purposes in Texas public colleges and universities and in many private and public institutions of higher learning across the United States, it is not accepted everywhere. Students interested in admission to private colleges and out of state universities and colleges should check the specific requirements for admission before determining the World Languages portion of their four year high school graduation plan.

**285701**

### **Mandarin Chinese**

- ▶ **Grade Placement ..... 9**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... none**

Mandarin Chinese I is an entry level course in Mandarin Chinese language acquisition appropriate for the general high school and the IB student with little or no prior knowledge of the Mandarin Chinese language. It is designed to develop listening, speaking, reading, and writing skills. The main objectives include developing students' linguistic proficiency, promoting cultural sensitivity, and developing their overall fluency. This course will primarily focus on the simplified character version/text throughout the year.

The Denton Independent School District recognizes the importance of the Visual and Performing Arts for a well-rounded high school graduate. Our community offers a rich environment for the fine arts. The University of North Texas and Texas Woman’s University offer nationally recognized programs in Art, Music, Theatre, and Dance. Combined with various community performing groups and organizations including: Denton Community Theatre, Denton Arts Council, Denton Community Band, Denton Community Chorus, the Metroplex Children’s Choir, the Annual Denton Jazz and Arts Fest, all contribute to the on-going tradition of excellence in the fine arts in Denton

The Denton ISD Fine Arts Department offers regular and advanced courses in the following Fine Arts areas; Art, Theatre Arts, Dance, Band, Orchestra, Choral Music, and Music Theory Studies. Careers in Fine Arts cover a wide range of vocations and with unique opportunities for specialization areas in the arts. Beginning with Art, the Fine Arts pathways offer numerous electives for the creative appetite.

## Career Opportunities

### Visual Arts

Animator  
 Architect  
 Art Historian  
 Art Supply Store Employee / Manager  
 Art Therapist  
 Automobile Designer  
 Craft Store Employee/Manger  
 Fashion Designer  
 Film Maker  
 Fine Arts Teacher  
 Graphic Designer  
 Industrial Designer  
 Interior Designer  
 Jewelry Designer  
 Magazine Editor  
 Museum Curator, Education Director  
 Owner / Manager for Art Gallery  
 Painter, Potter, Sculptor

Photographer  
 Set Designer  
 Store Display Designer

### Performing Arts / Instrumental Music

Composer  
 Conductor  
 Instrumental Musician  
 Local Music Store Employee  
 Music Theory Teacher  
 Pianist / Organist  
 Radio / TV Production  
 Recording Artist  
 Studio Musician / Owner

### Performing Arts / Vocal Music

Booking Agent  
 Broadway Musical Theatre

Conductor  
 Music Therapist  
 Private Vocal Instructor  
 Public School Teacher  
 Radio / TV Production  
 Roles in Opera  
 University Professor

### Performing Arts / Theatre and Dance

Broadway Stage / Music Video  
 Commercial Advertiser  
 Designer for Stage and Screen  
 Performer  
 Professional Actor  
 Professional Choreographer  
 Professional Dancer  
 Professional Director  
 Professional Speaker  
 Theatre or Dance Teacher

## Course Listings

30110

### Art 1

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Art 1 is an introductory course in which students will learn how to use the elements and principles of art and apply them using a variety of two and three dimensional art media (art production). This will include drawing, painting, print making, sculpture, ceramics, and fibers. Students will study the historical and cultural influences on art (art history). They will also explore the philosophical nature of art (aesthetic) and learn how to make critical judgments about art (art criticism). There will be periodic quizzes and tests to check for understanding. Students are responsible for purchasing and maintaining a set of art supplies.

**30120**

## **Pre-AP Art 1**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Recommendation from 8th Grade Art Teacher Required or Instructor Approval**

Pre-AP Art is available to students with extensive experience at the middle school level. The Art 1 curriculum is covered, however; students will be required to produce work at a more advanced level in quality and quantity. This class is designed to prepare Art 1 students for the more rigorous AP Studio Art class. Students are responsible for purchasing and maintaining a set of art supplies.

**30260**

## **Pre-AP Studio Art**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Art 1 or Pre-AP Art 1 and Instructor Approval**

Pre-AP Studio Art will provide an in depth approach to developing skills related to drawing from observations, adept application of a broad range of media and processes, the development of personal and creative solutions to visual problems, a broad understanding of drawing, and the cultural and historical contexts around which drawings are created. By the end of the course, the students will complete the majority of the work for the “Breadth Section” of their AP Studio Art portfolio. In addition, students will be expected to research, write about, and view the art of contemporary and historical art and artists. Students are responsible for purchasing and maintaining a set of art supplies.

**30220 / 30230 / 30240 / 30250**

## **Art 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Art 1**

### **30220 - Drawing 2**

This course offers instruction in a variety of drawing media and techniques. Students will be expected to utilize the information and skills learned in Art 1. Emphasis is on skill building and creative problem solving, however the practical, cultural, and historical aspects of drawing will also be addressed. There will be periodic quizzes and tests to check for understanding. Students are responsible for purchasing and maintaining a set of art supplies.

### **30230 - Painting 2**

This 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. There will be periodic quizzes and tests to check for understanding. Students are responsible for purchasing and maintaining a set of art supplies.

### **30240 - Ceramics 2**

This course 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. Ceramic students in Ceramic 2 will be given specific hand- building assignments to increase skill and encourage creativit . They will also be expected to throw on the potters- wheel periodically throughout the school year in order 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. There will be periodic tests and quizzes to check for understanding. This course allows students many opportunities to work with both functional and sculptural forms in a personally expressive manner.



### **30250 - Sculpture 2**

This course 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 be asked to learn important vocabulary, 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. There will be periodic tests and quizzes to check for understanding. 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.

## **30320 / 30330 / 30340 / 30350**

### **Art 3**

- ▶ **Grade Placement ..... 11 – 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Art 2**

#### **30320 - Drawing 3**

This course 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. Students will be responsible for purchasing and maintaining a set of art supplies.

#### **30330 - Painting 3**

This course further explains the student's knowledge of the elements and principles of art, drawing skills, and use of color through the use of 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 and engage in art criticism. Students will be responsible for purchasing and maintaining a set of art supplies.

#### **30340 - Ceramics 3**

This course will allow students to specialize more, focusing on a specific method. Students will have opportunities to further develop present skills while exploring more challenging techniques.

#### **30350 - Sculpture 3**

This course will incorporate the information and skills that were learned in Sculpture 2, while allowing students to become more specialized. They may work with a medium of choice to increase skill and produce original designs.

## **30420 / 30430 / 30440 / 30450**

### **Art 4**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Art 3**

#### **30420 - Drawing 4**

This course continues instruction in a variety of drawing media and techniques. Students will also develop experimental approaches to drawing, and incorporate painting techniques in their work as well. Students will be expected to utilize the information and skills 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. Students will be responsible for purchasing and maintaining a set of art supplies.

#### **30430 - Painting 4**

This course further explains the student's knowledge of the elements and principles of art, drawing skills, and use of color through the use of 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 and engage in art criticism. Students will be responsible for purchasing and maintaining a set of art supplies.

#### **30440 - Ceramics 4**

This course will allow students to specialize more, focusing on a specific method. Students will have opportunities to further develop present skills while exploring more challenging techniques.

#### **30450 - Sculpture 4**

This course will 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.

**30525**

## **AP Studio Art**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Although The College Board Does Not List Prerequisites For This Course, it is Understood that Previous Art Coursework is Necessary for a Student to be Successful in Developing Portfolios on an Advanced Level. Teacher Approval is Required.**

AP Studio Art provides challenging educational opportunities for high school art students. Rather than focusing merely on preparing students for the AP Exam, this course emphasizes the production of portfolios that will be evaluated at the end of the year. This course addresses several constants in the instruction of a rigorous art course: a sense of quality in student work; the student's concentration on a particular visual interest or problem; and the student's need for breadth of experience in the formal, technical and expressive means of the artist.

The AP Studio Art Program is intended for the student who is highly motivated and keenly interested in a rigorous and time-intensive course of study. Success will most likely result from having taken previous training in art, although there is no prerequisite to the course. The AP examination is given in May. Results are sent to the colleges of the student's choice, which may grant three or six hours of college credit, advanced placement, or both. Placement and credit are granted by institutions in accordance with their own policies.

**35110**

## **Theatre Arts 1**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... ½–1**
- ▶ **Prerequisite..... None**

Theatre Arts 1 incorporates an introduction to theatre, the role of the actor in interpreting dramatic literature, performance theory and techniques, and an overview of the technical elements of theatrical production.

**35210 / 35310 / 35410**

## **Theatre Arts 2, 3, and 4**

### **Theatre Arts 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... ½–1**
- ▶ **Prerequisite..... Theatre Arts 1 Recommended**

### **Theatre Arts 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... ½–1**
- ▶ **Prerequisite..... Theatre Arts 1 and 2 (or Equivalent) Recommended**

### **Theatre Arts 4**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... ½–1**
- ▶ **Prerequisite..... Theatre Arts 1, 2, and 3 (or Equivalent) Recommended**

Theatre Arts 2, 3, and 4 continue the study of the historical evolution and cultural contributions of the theatre, its plays, and its performance and production styles and techniques. Students study basic components of production and apply them through performances in various historic styles and theatrical modes selected from mime, masked theatre, dance drama, puppetry, theatre for children, musical theatre, radio, television, and film

*Advanced Theatre Arts courses are available by an audition/interview. These courses focus on specific student interests and performance opportunities. The following paragraphs provide detailed descriptions of these courses.*

### **Children's Theatre**

Theatre Arts 2-4 is an audition section of theatre 2-4 for advanced students wanting to specialize in Children's Theatre and Creative Dramatics. This would include a touring production of a Children's Classic, an elementary exchange program for shared reading and other creative dramatics activities. A primary goal of this section would include the creation of a traveling Children's Troupe presenting performances for elementary schools. This course will still include the same TEKS as the content for Theatre 2-4 by concentrating on perception, creative expression / performance, historical and cultural heritage and critical evaluation. The course will provide a broad unifying structure for organizing knowledge and skills students are expected to acquire with the emphasis on the production style of Children's Theatre. Theatre Arts 2-4 course goals will center on increased communication skills between various age groups and the communication of theatrical concepts and experiences for elementary age children.

### **Advanced Performance**

Theatre Arts 2-4 Advanced Performance is designed to develop an actor's skills based on the individual rather than the class as a whole. This course is for students who are highly interested in pursuing Theatre Arts as a career path, as a major in college and possibly a life-long vocation. Students will prepare scholarship audition pieces, Texas Forensics Association tournament competition pieces, and individual event scenes such as monologue, duet acting, pantomime, solo musical, duet musical, and interests specific to the individual student. Study will still focus on general Theatre Arts skills including: perception, creative expression / performance, historical and cultural heritage, and critical evaluation. The variety of theatrical experiences will be taught, but geared toward the individual.

### **Directing**

Theatre Arts 3-4 Directing is designed as a specialization class in directing. The directing component is part of the Theatre Arts curriculum, but is designed for students particularly interested in proposing a show for a series of student-directed pieces. The course material and instruction will be specialized toward the craft of directing, rather than a performance focus. The content of this course is the same as the content for Theatre 3-4 and will include perception, creative expression / performance, historical and cultural heritage and critical evaluation. The course will include a broad unifying structure for organizing knowledge and skills that students are expected to acquire. A variety of theatrical experiences will be provided for students with a focus on directing. Goals for student learning will be the same as for the general Theatre 3-4 sections with the addition of proposing, preparing and presenting a student-directed one-act play. A series of student-directed work will be adjudicated, and vast experience will be shared by actors and directors all applying their skills and knowledge in a creative, yet, practical way. The goal is to teach the students what they most need to learn—to think, to envision, to execute.

**35120 / 35220 / 35320 / 35420**

## **Theatre Production 1, 2, 3, and 4**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... ½–1**
- ▶ **Prerequisite..... Production Assignment in Cast or Crew**

Theatre Production is a co-curricular laboratory 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 public performance and 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 rehearsals lasting most of the semester. There is no fee required for this course. This course is co-curricular and is held after school.

**35130 / 35230 / 35330 / 35440**

## **Technical Theatre 1, 2, 3, and 4**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Theatre 1 and Teacher Approval**

Technical Theatre is designed for students interested in the operation of equipment in the scene shop and the auditorium. The course provides students the opportunity to acquire construction and design aspects of theatre through the teaching of production and stagecraft. Students will also design sets, and costumes, acquire advanced skills in make-up artistry, and sound and lighting techniques. Technical Theatre takes the playwright's script from "page to stage" through the formation of highly trained production staffs. The Theatre Tech students will be able to assist in the production of various school activities requiring use of the auditorium including: band and orchestra concerts, drill team productions, and various civic group activities. There is no fee required for this course.

**33110**

## **Dance 1**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... None**

Dance 1 is a full year course providing students the opportunity to practice and perform dance skills through a variety of dance forms. While the emphasis is placed on developing physical skills, the program encourages development of the total person. The greatest continuing values for a student participating in the dance program are not in learning dance techniques but in the student's physical growth and development, attitudes, standard of conduct, and health habits which become beneficial lifetime experiences. In addition, students will grow to appreciate dance as an art form. Dance 1 is based on the TEKS and provides Fine Arts and P.E. credit (when teacher is certified in those content areas)..

**33210 / 33310 / 33410**

## **Dance 2, 3, and 4**

### **Dance 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Dance 1**

### **Dance 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Dance 2**

### **Dance 4**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Dance 3**

Dance 2, 3, and 4 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 1 course, Dance 2-4 will provide more physical and scientific perception of the body as a whole, 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 a beneficial attribute for life. In addition, students will continue developing their appreciation of dance as an art form. Dance 2, 3, and 4 are based on the TEKS and provide Fine Arts credit.

**33510 / 33360 / 33710**

## **Dance (Drill Team) 2, 3, and 4**

### **Dance (Drill Team) 2**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Audition Only, Dance 1**

### **Dance (Drill Team) 3**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Audition Only, Dance 2**

### **Dance (Drill Team) 4**

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Audition Only, Dance 3**

Dance (Drill Team) 2, 3, and 4 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 1 course, Dance (Drill Team) 2-4 will provide more physical and scientific perception of the body as a whole, 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 a beneficial attribute for life. In addition, students will continue developing their appreciation of dance as an art form. Dance (Drill Team) 2, 3, and 4 are based on the TEKS and provide Fine Arts credit and a P.E. substitution credit in the fall semester.

**31110**

## **Beginning Band**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... By Interview Only**

Beginning Band will provide serious students with the opportunity to learn to play a musical instrument. Students must provide their own equipment for this course.

**31116 / 31210 / 31310 / 31410**

## **Band (Concert) 1, 2, 3, and 4**

- ▶ **Grade Placement ..... Band 1: Grade 9  
Band 2: Grade 10  
Band 3: Grade 11  
Band 4: Grade 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... By Audition Only**

All bands and wind ensembles are two semester courses, which provide a laboratory for instrumental music students, giving them the opportunity to further develop musical skills begun in middle school. These skills include the development of physical coordination, improvement of musical performance, and the development of a lasting appreciation of music. During the school year, band is divided into the following ensembles: Marching Band, Concert Band, Symphonic Band, and Honors Wind Ensemble. There is the further opportunity to participate in the Flag Corp (Color Guard), which is part of the Marching Band and is open to all students. Color Guard members who do not play musical instruments are scheduled for band during the first semester onl . Marching Band may substitute for the physical education requirement. Membership in all band classes is by audition, and 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 instrumental ensembles. Auditions for all bands will take place in the spring preceding the new school year, and will determine a qualified student s placement in a spring performing ensemble (band).

**31117 / 31220 / 31320 / 31420**

## **Band (Symphonic) 1, 2, 3, and 4**

- ▶ **Grade Placement .....** *Band 1: Grade 9*  
*Band 2: Grade 10*  
*Band 3: Grade 11*  
*Band 4: Grade 12*
- ▶ **Credits .....** *1*
- ▶ **Prerequisite.....** *By Audition Only*

All bands and wind ensembles are two semester courses, which provide a laboratory for instrumental music students, giving them the opportunity to further develop musical skills begun in middle school. These skills include the development of physical coordination, improvement of musical performance, and the development of a lasting appreciation of music. During the school year, band is divided into the following ensembles: Marching Band, Concert Band, Symphonic Band, and Honors Wind Ensemble. There is the further opportunity to participate in the Flag Corp (Color Guard), which is part of the Marching Band and is open to all students. Color Guard members who do not play musical instruments are scheduled for band during the first semester only. Marching Band may substitute for the physical education requirement. Membership in all band classes is by audition, and 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 instrumental ensembles. Auditions for all bands will take place in the spring preceding the new school year, and will determine a qualified student's placement in a spring performing ensemble (band).

**31425**

## **Jazz Ensemble**

- ▶ **Grade Placement .....** *Band 1: Grade 9*  
*Band 2: Grade 10*  
*Band 3: Grade 11*  
*Band 4: Grade 12*
- ▶ **Credits .....** *1 (Two Semester Course)*
- ▶ **Prerequisite.....** *By Audition Only and Open to Current Members of the Performing Band Ensembles*  
*Students Must Have Participated-In, and Successfully Completed the Fall Semester of Marching Band to Participate In the Spring Semester of Jazz Ensemble*

Jazz ensemble provides the opportunity to perform a variety of jazz, rock, and popular styles. Students may explore jazz improvisation and small group performances.

**34110 / 34120**

## **String Orchestra 1 and 2**

- ▶ **Grade Placement .....** *9–12*
- ▶ **Credits .....** *1 (Two Semester Course)*
- ▶ **Prerequisite.....** *Participation in 7th and 8th Grade Orchestra or an Audition for Those Who Have Studied Privately*

String Orchestra 1, 2 is a two-semester course for students who have been prepared technically and musically for early high school literature. The students will develop the skills and the musical sensitivity required to play the many styles of orchestra literature in a large ensemble. They will participate in the University Interscholastic League competition as members of the Philharmonic Orchestra.

**34210 / 34310 / 34410**

### **String Orchestra (Concert) 2, 3, and 4**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Participation in the Philharmonic Orchestra and Audition**

String Orchestra 2, 3, 4 is a two-semester course for students who wish to develop their playing skills to accommodate higher levels of reading and performing required in the standard orchestral literature. Students will experience the self-discipline needed to contribute to the many performances of the Sinfonia, including the annual University Interscholastic League Contest.

**34220 / 34320 / 34420**

### **String Orchestra (Symphonic) 2, 3, and 4**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Participation in the Philharmonic Orchestra and Audition**

String Orchestra 2, 3, 4 is a two-semester course for students who wish to develop their playing skills to accommodate higher levels of reading and performing required in the standard orchestral literature. Students will experience the self-discipline needed to contribute to the many performances of the Sinfonia, including the annual University Interscholastic League Contest.

**34500 / 34510 / 34520 / 34530**

### **String Orchestra 5**

- ▶ **Grade Placement ..... 34500 – String Orchestra 5-A: Grade 9**  
34510 – String Orchestra 5-B: Grade 10  
34520 – String Orchestra 5-C: Grade 11  
34530 – String Orchestra 5-D: Grade 12
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Previous Orchestra Experience and an Audition**

String Orchestra 5 is a two-semester course for students who are very musically and technically proficient on their instruments. In Chamber Orchestra, students will develop a high level of self-discipline by putting forth their best individual effort to perform as the top-performing group. A difficult and challenging repertoire will be developed throughout the year. Students will have a variety of performing opportunities including the University Interscholastic League Contest.

**32110**

### **Choral Music 1**

- ▶ **Grade Placement ..... 9–10**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... None**

Choral Music 1 is a developmental course for vocal music. Students who aspire to perform in small and large ensembles will develop skills to orient them with vocal technique and rudimentary music-reading skills. Choral Music 1 students will have the opportunity to perform as a choral organization on its own, as well as some performances with other choral groups.

**32610 / 32620**

### **Vocal Ensemble 1-A and 1-B**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Teacher Approval and Audition Required**

Vocal Ensemble 1 provides opportunities for the teacher to work directly with individuals and small groups in order to advance them to higher levels of performance abilities. In this setting, the teacher can use a diagnostic, prescriptive, therapeutic, accelerated, and personalized approach to music education.

**32710**

### **Vocal Ensemble 2**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Teacher Approval and Audition Required**

Vocal Ensemble 2 provides opportunities for the teacher to work directly with individuals and small groups in order to advance them to higher levels of performance abilities. In this setting, the teacher can use a diagnostic, prescriptive, therapeutic, accelerated, and personalized approach to music education.

**32810**

### **Vocal Ensemble 3**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Teacher Approval and Audition Required**

Vocal Ensemble 3 emphasis the development of the vocal instrument to its fullest. Students will be introduced to advanced music-reading skills. Students will be actively involved in the study of and performance of choral literature of all styles.

**32910**

### **Vocal Ensemble 4**

- ▶ **Grade Placement ..... 9–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Teacher Approval and Audition Required**

Vocal Ensemble 4 is a performance and traveling organization. This class is designed for those students with a highly developed vocal proficiency, and who exhibit advanced music-reading skills.

**31525**

### **AP Music Theory**

- ▶ **Grade Placement ..... 11–12**
- ▶ **Credits ..... 1 (Two Semester Course)**
- ▶ **Prerequisite..... Strong Musical Notation Skills and Basic Vocal or Instrumental Music Skills**

AP Music Theory develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. This course teaches fluency in reading notation, listening skills, and the ability to integrate these skills in sight singing. Visual and aural understanding is tested in relation to musical elements and compositional procedures.



# Introduction *Physical Education, Athletics, & Health*

## **Graduation Requirements**

One credit of physical education is required with a maximum of 4 P.E. and/or P.E. Equivalents in any combination. The required credit may be earned from any combination of the following one-half to one credit courses: Foundations of Personal Fitness and Team or Individual Sports.

## **Physical Education Substitutions**

A student may substitute certain physical activities for the one required credit of physical education. The substitutions must be based on the physical activity involved in the following courses and must include a minimum of 100 minutes per 5-day week of moderate to vigorous physical activity.

- Drill Team
- Marching Band
- Cheerleading
- Reserve Officer Training Corps (R.O.T.C.)
- Athletics
- Approved private or commercially-sponsored physical activity programs conducted on or off campus

Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. A student may not earn more than four credits in physical education toward state graduation requirements.

## **Off-Campus Physical Education**

Students participating in intensive off-campus physical training in district-approved programs may apply for off-campus physical education credit through the office of Secondary Academics.

## **Athletics/Competitive Activities**

The following courses are offered as competitive athletics and are governed by the rules and regulations of the University Interscholastic League (UIL):

- Baseball
- Basketball
- Cross Country
- Diving
- Football
- Golf
- Softball
- Soccer
- Swimming
- Tennis
- Track
- Volleyball
- Water Polo

Students in grades 9-12 may select these courses and may count athletics to substitute for Physical Education as required for graduation. One credit of P.E. is required to graduate and a maximum of four (4) credits are permitted to count toward graduation requirements. The prerequisite for these courses is Coach approval and participation in the off-season program.

# Career Opportunities ————— *Physical Education, Athletics, & Health*

Adapted P.E. Coordinator  
Camp Director  
Coach  
Corporate Fitness Director

Fitness Programs  
Health Industries  
Physical Therapist  
Recreation Director

Sales  
Teacher  
Trainer  
Youth Counselor

# Course Listings ————— *Physical Education, Athletics, & Health*

**74110**

## **P.E. 1-A / Foundations of Personal Fitness**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... None

Foundations of Personal Fitness is required for graduation. This course represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness.

**742103**

## **P.E. 1-C / Physical Education Equivalent**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... ½
- ▶ **Prerequisite** ..... None

P.E. 1-C is a semester course designed to provide students with the opportunity to develop health-related fitness and an appreciation for teamwork and fair play through participation in a variety of team and individual sports. Aerobic activities are designed to help students develop a strong level of cardiovascular fitness and skills necessary to engage in a variety of aerobic activities that will help them develop and maintain a positive attitude and build the foundation of fitness for life. Individual and group sports are designed to provide students with the opportunity to develop health-related fitness and an appreciation of a variety of lifetime activities related to developing and maintaining an appropriate level of personal fitness.

**74460**

## **Partner P.E.**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... *Application and Teacher Approval*

Partner P.E. is a success oriented physical education course for students with special needs and peer partners. This course can be taken for physical education credit or as an elective. Partner P.E. will enhance the existing academic schedule by offering a class that 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. The goals of the Partner P.E. course are (1) to meet the physical education requirement for the students with disabilities in an environment of support and partnership, to increase their social skills, create friendships, and build self-esteem, and (2) to meet the physical education requirement for the students without disabilities, to develop leadership skills, to learn to interact and develop respect and empathy for their peers with disabilities, and to understand from first-hand experience the expectations for careers working with individuals with special needs.

**603003**

### **Athletic Training 1 (Sports Medicine)**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... ½
- ▶ **Prerequisite**..... None

Athletic Training 1 (Sports Medicine) is designed to provide the student with the basic knowledge of the field of athletic training. Emphasis will be placed on specific human anatomy and injury recognition, injury management, therapeutic modalities, rehabilitation techniques, and administrative issues in athletic training. This course is intended for students who may seek further education in order to be athletic trainers.

**60310**

### **Athletic Student Trainer**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Athletic Training 1 (Sports Medicine) and Teacher Approval*

Athletic Training (Student Trainers) is a course designed to provide hands-on opportunities for students to apply the knowledge and skills acquired in the Athletic Training 1 (Sports Medicine) course. Students will serve as actual “Athletic Trainers” as they travel with various teams throughout U.I.L. competitions. Student Athletic Trainers will assist the coaching staff with injury management, physical therapy, and rehabilitation techniques as appropriate for skill level. Athletic Training / Sports Medicine is predicted to be one of the most lucrative careers of the future. Students successfully completing several years in high school as an athletic trainer will be top candidates for athletic training scholarships.

**381103**

### **Health Education**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... ½
- ▶ **Prerequisite**..... None

This course is designed to provide knowledge and understanding of the following areas: lifetime fitness, nutrition, communicable diseases, mental health, drug abuse and prevention, safety and emergency procedures, family living, and environmental health.

## **Special Education Services**

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.

- 38104**    *Health 1*
- 38204**    *Health 2*
- 38304**    *Health 3*
- 38404**    *Health 4*

# Introduction Air Force Junior R.O.T.C.

The Air Force Junior Reserve Officers Training Corps (AFJROTC) is an exciting four year learning program for high school students. The goal of the AFJROTC is to instill in high school cadets values of citizenship and service to the United States, personal responsibility, physical wellness, and a sense of accomplishment. Studies in JROTC are divided into two categories: Aerospace Science (AS), Leadership (LE) and Health/Wellness. AS studies include four years of study in aerospace history and science. LE studies include Military Customs and Courtesies, Communication Skills, as well as Leadership Traits, Styles, and Responsibilities. The Health and Wellness program is designed to motivate cadets to lead healthy, active life-styles and confers PE credit on participating cadets. Successful completion of a JROTC program also affords students the chance to enter the military at a higher rank than non-JROTC students. However, AFJROTC is not designed to recruit students for the military. Students may also earn college credits from multiple universities for completion of the AFJROTC program (see instructors for more information). The sequence of courses offered for Denton ISD schools may not be the same as the standard sequence listed below. Instructors will provide a detailed course syllabus each academic year to all cadets.

# Career Opportunities Air Force Junior R.O.T.C.

Aviation  
Computer Science  
Community Services

Engineering  
Government Agencies  
Military

Social Services  
Space Exploration

# Course Listings Air Force Junior R.O.T.C.

**55110**

## J.R.O.T.C. 1

- ▶ **Grade Placement ..... 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 President's Fitness Program for high school students.

**55210**

## J.R.O.T.C. 2

- ▶ **Grade Placement ..... 10–12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... J.R.O.T.C. 1**

This curriculum for second year students is a science course designed to acquaint students with the aerospace environment, human requirements for flight, and principles of aircraft flight and flight navigation. The Leadership portion focuses cadets on communications skills, group awareness, and leadership dynamics. Written reports and speeches compliment academic materials. Wellness continues to focus cadets on personal diet and exercise habits leading to enhanced fitness for cadets.

**55310**

### **J.R.O.T.C. 3**

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... J.R.O.T.C. 1 and 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

**55410**

### **J.R.O.T.C. 4**

- ▶ **Grade Placement** ..... 11–12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... J.R.O.T.C. 1, 2, and 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 JROTC instructor 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.

**55510**

### **J.R.O.T.C. Military Drill**

- ▶ **Grade Placement** ..... 9–12
- ▶ **Credits** ..... ½–1
- ▶ **Prerequisite**..... *Instructor approval, tryout, and concurrent enrollment in J.R.O.T.C. 1, 2, 3, or 4*

This Drill and Ceremonies course provides fundamentals and in-depth instruction in Air Force drill and ceremonies, to include cadet ability to perform the AFJROTC 30-step drill sequence at the appropriate level commensurate with their enrollment experience. This course concentrates on the elements of military drill and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice. Students are provided detailed instruction on ceremonial performance and protocol for civilian and military events and have the opportunity to personally learn Air Force drill concepts and procedures. Though each class will follow an established lesson plan, most of the work is “hands-on”. This course will also help cadets develop teamwork, self-discipline, pride, and esprit-de-corps while working as a group.



# Career and Technology

- Career Planning
- Academic Credit
- Student Leadership
- Career Planning & Development
- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts/Audio Video Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law and Public Safety, Corrections, & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, & Math
- Transportation, Distribution & Logistics

## Introduction *Career and Technical Education*

Career and Technical Education courses are designed to prepare students in the technical and professional skills necessary to succeed in today's high-demand occupational environment. Career and Technical Education can help a student explore his/her potential and establish future career goals. Our mission is to provide a positive difference in the lives of our students by making connections through technology rich, academically rigorous curriculum and real world applications that empower our students to become contributing members of the global community. Students may chose to take advantage of the articulated agreements in which students received community college credit for technical courses completed in high school. Be sure to read the information listed under Preparing Today's Students. Several courses prepare students for employment and certification/licensures.

Questions concerning any of the following courses or requests for career information may be directed to any of the Career Counselors or CTE Director. For additional CTE information visit our website at [www.dentonisd.org/CTE](http://www.dentonisd.org/CTE).

## Contacts *Career and Technical Education*

**Jeanie Bragg**

Guyer High School  
940-369-1033  
[jbragg@dentonisd.org](mailto:jbragg@dentonisd.org)

**Angela Clouse**

Ryan High School  
940-369-3025  
[aclouse@dentonisd.org](mailto:aclouse@dentonisd.org)

**Kimberly Keith**

Denton High School  
940-369-2020  
[kkeith@dentonisd.org](mailto:kkeith@dentonisd.org)

**Susan Reyes**

Advanced Technology Complex  
940-369-4838  
[sreyes@dentonisd.org](mailto:sreyes@dentonisd.org)

**Carla Ruge**

Director, Career and Technical Education  
940-369-4852  
[cruge@dentonisd.org](mailto:cruge@dentonisd.org)

## Career Planning *Career and Technical Education*

All individuals are encouraged to contact the Career Counselors listed above. These counselors welcome the opportunity to assist you in any career-related question. The Career Counselors will be able to assist you with the following tasks:

- To gain the latest occupational information.
- To expand and consider other career options.
- To narrow potential occupations.
- To plan your educational courses.
- To interpret career assessments in grades 9-12.
- To prepare your individualized four-year high school plan.
- To develop post-secondary plans.
- To understand and establish your articulated program of study.

### FACTS EVERYONE SHOULD KNOW

(According to a National Education Goals Panel Survey in Texas, InterLink)

- For every 1000 high school students, 86% graduate.
- Of that 86% or 860 students, 50% or 430 go to a four-year college.
- Of that 50%, only 20% or 86 students ever graduate; 8.6% of Texas high school students go on to achieve a college level education.
- By the year 2030, between 30-40% of the Texas workforce will be a dropout.
- For every college graduate, there will be three individuals who do not finish high school.

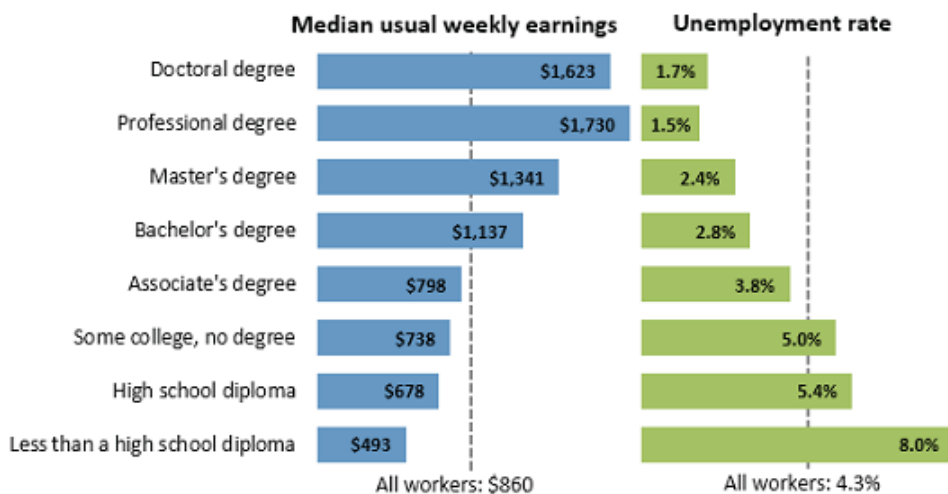
**DOES SCHOOL REALLY PAY OFF?** The answer is an unequivocal YES!! One of the largest factors in determining your future is the amount of education you have completed.

Did you know that if you drop out of high school, your average annual income will be only \$25,636.00? BUT, if you stay in school and graduate from high school, your average income jumps to \$35,256.00

**Talk about a great return on your investment!** Just think, by staying in school, you are probably going to earn \$9,620.00 more a year than if you dropped out.

The best part is that the more school you complete, the higher your average annual salary could be! The chart below details average weekly incomes based on the highest level of school completed.

**Earnings and unemployment rates by educational attainment, 2015**



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: U.S. Bureau of Labor Statistics, Current Population Survey



# Introduction Advanced Technology Complex

## Advanced Technology Complex (ATC) Special Information

To keep pace in the rapidly changing world, Denton ISD opened this state-of-the-art Advanced Technology Complex in 2006. It is a professional training facility to prepare high school students for today's and tomorrow's high demand careers.

Its main purpose is to provide high school juniors and seniors with professional training and/or pre-college courses. Students also have the opportunity to earn university or community college credit and/or the necessary preparation to attain certifications or licenses in certain technical fields.

Courses at the ATC may earn community college credit, university credit, or certification and licensing. Classes at the ATC may have fees associated with them for lab materials, supplies and professional certification examinations. Buses will be available for student transportation to and from the ATC. Students who miss the bus need to report to the Attendance office at their home campus. No late transportation will be provided by Denton ISD. Students must meet strict guidelines that govern community placement, and placement is not a guarantee, but an earned opportunity for the serious student. ATC students are expected to maintain good attendance, behavior and grades. Any students wishing to **drive themselves (alone)** must comply with Denton ISD District Policy. If you have questions or need more information, contact Principal Marcus Bourland at 940-369-4850.

## Accelerated Classes

All of the one-credit courses being taught at the Advanced Technology Complex are accelerated so students will complete one entire credit (in a double blocked class) in one semester's time. For more information, contact your Career Counselor.

# Academic Credit Career and Technical Education

## Academic Credit for Career & Technical Education

Students have the opportunity to choose from the following options for required academic credit.

Academic Credit for CTE Options	
Science	Math
Food Science (12) (1)	Accounting II (11-12) (1)
Allied Health Anatomy & Physiology (12) (1) (ATC)	Fine Arts
Advanced Animal Science (11-12) (1)	Floral Design (10-12) (1)
Engineering Design & Problem Solving (12) (1) (ATC)	Speech
Forensic Science (12) (1) (ATC)	Professional Communications (9-12) (.5)
Allied Health Pathophysiology (12) (1) ATC	
Engineering Science (11-12) (1)	

# Student Leadership *Career and Technical Education*

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

## **BPA (Business Professionals of America)**

BPA is a student organization that contributes to the advancement of leadership, citizenship, personal growth, as well as academic, and technological skills. Competitive events enhance career/job preparation, workplace competencies, self-confidence, and the instructional program.

## **DECA (Marketing)**

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

## **FCCLA (Family, Career, and Community Leaders of America)**

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

## **FFA (National FFA Organization)**

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

## **HOSA (Health Occupations Students of America)**

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

## **TSA (Technology Student Association)**

TSA is a student organization for students enrolled in Technology Education and an avenue by which leadership, citizenship, and technical skills are provided as an integral part of the instructional program. 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)**

SKILLS USA/VICA is a national organization preparing students for careers in trade, technical and skilled service occupation, 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.

## **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 necessary for becoming effective educators.

## **NTHS (National Technical Honor Society)**

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

**T1140**

## Investigating Careers

► **Grade Placement ..... 7-8**

Students in this class will learn about careers related to Science, Technology, Engineering, and Mathematics; Construction or Business and Industry. Students will develop the basic knowledge and skills in one of these career areas through project based learning activities, virtual field trips and guest speakers. The students will also research labor market information, further educational requirements, learn job-seeking skills, and create documents required for employment.

**T1160**

## College and Career Readiness

► **Grade Placement ..... 7-8**

Students in this class will explore education and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will learn time management, study skills and critical thinking strategies as well as explore options and requirements for a variety of chosen career paths.

**T1110/T1120/T1130**

## Gateway to Technology I, II and III

► **Grade Placement ..... 7-8**

► **HS Credits ..... 1/2**

This course is designed to introduce and explore design through 3D computer aided design, automation, and robotics. It is a course centered on engineering concepts and hands-on projects that are designed to give students an introduction to the engineering field. The students will develop problem solving, science, technological, engineering and math skills that will prepare student for a future career in any engineering field. Students will receive .5 high school credit upon successful completion of each class

**T1170**

## Lifetime Nutrition and Wellness

► **Grade Placement ..... 7-8**

► **HS Credits ..... 1/2**

Students in this laboratory class will learn how to use principles of wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students will learn about dietary guidelines, food purchasing, food safety and sanitation, as well as food preparation and nutritional factors associate with food. Students will receive .5 high school credit upon successful completion of the class

**T1100**

## Principles of Information Technology

► **Grade Placement ..... 7-8**

► **HS Credits ..... 1**

Students in this class will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will focus on applications that utilize personal and interpersonal skills, networking, computer programming and application development. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Students will receive 1 high school credit upon successful completion of this class

**T9010 / T9015**

## Career Preparation I & II

- ▶ **Grade Placement..... 11-12**
- ▶ **Credits ..... 3**
- ▶ **Prerequisite..... None**

Students may choose to earn **THREE** high school elective credits per year for attending one Career Preparation class and working 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.

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. The majority 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 is approved by the instructor. Students must provide their own transportation to their work based learning sites.

### Special Education Services

The courses listed below are for the students eligible for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) committee decision and instructional arrangement.

<b>48101</b>	<b>Career Orientation *</b>
<b>48104</b>	<b>Functional Career Preparation *</b>
<b>48101</b>	<b>Functional Pre-Employment (Fall)*</b>
<b>48102</b>	<b>Functional Pre-Employment (Spring)*</b>
<b>58301</b>	<b>VAC Co-op *</b>
<b>48304</b>	<b>Functional VAC Co-op</b>
<b>50104</b>	<b>Functional Independent Living Skills I *</b>
<b>50204</b>	<b>Functional Independent Living Skills II *</b>
<b>50304</b>	<b>Functional Independent Living Skills III *</b>
<b>50404</b>	<b>Functional Independent Living Skills IV*</b>

The Vocational Adjustment Class (VAC) is a work/study program designed to transition students with special needs into the world of work. Vocational training and job experience are combined with academic courses in a special curriculum that leads to a maximum development of employment potential. Students are responsible for securing their own employment.

# Preparing Today's Students *————— Career and Technical Education*

PREPARING TODAY'S STUDENTS...

FOR TOMORROWS CAREERS



Denton ISD provides a large number of programs that prepare students for post high school experiences such as college/university, business school, technical school, military service, and full-time employment. The programs offered at our high schools allow a student to select the program that prepares them to meet the challenges of the future they have chosen. Building skills in their area of interest through a coherent sequence of high school classes allows the students to be well prepared to enter college, technical school, or the work force.

Planning ahead and using time wisely not only can help build skills but also can earn college credit while taking courses in high school. Students can include courses in their graduation plans that may apply toward academic and/or technical degrees at colleges and universities statewide. Students may earn college credits immediately, earn "banked" credit (credit in escrow – articulated credit), or prepare to test-out of a college degree requirement. High school courses taken for this purpose should help advance a student's career goal and/or count toward a two or four year college degree in a student's area of interest.

High school students may earn college credit by the methods listed below. They must make a "B" or above in their high school class and may have to take a comprehensive exam at the end of the class to prove competency and expertise.

## **Methods To Gain College Credit**

- The International Baccalaureat Program (IB Exams)
- The College Board Advanced Placement Program (AP Exams)
- Dual Credit by Concurrent College Enrollment
- Credit by Examination
- College Credit by Articulation
  - Statewide Articulation Program
  - Local Articulation Program

For the latest information, contact the Career Counselors at each high school:

**Jeanie Bragg at GHS**  
940-369-1033  
jbragg@dentonisd.org

**Angela Clouse at RHS**  
940-369-3025  
aclouse@dentonisd.org

**Kimberly Keith at DHS**  
940-369-2020  
kkeith@dentonisd.org

**Susan Reyes at ATC**  
940-369-4838  
sreyes@dentonisd.org

# Introduction Agriculture, Food and Natural Resources

The Agriculture, Food and Natural Resources program provides students with coordinated group and individual instructional activities consisting of classroom and laboratory experiences, supervised agricultural experiences, and leadership activities. The program is designed to develop skills needed for students to learn to enter agricultural, food, and natural resources careers. Students will learn using a variety of methods which may include classroom based instruction and hands on learning. **Students may be required to purchase supplies for personal projects.** All classes are located at the high school

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

# Careers Agriculture, Food and Natural Resources

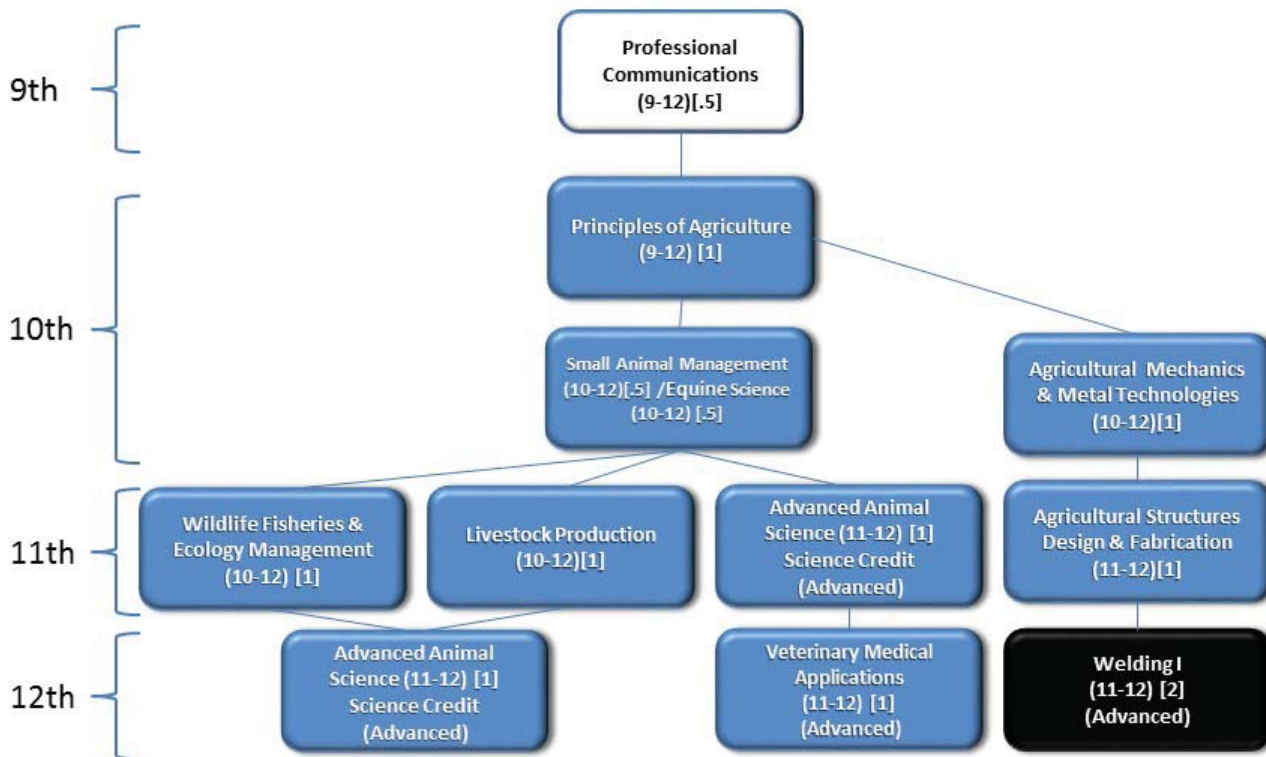
Agricultural Scientist  
 Cooperative Extension Agent  
 Fish and Game Warden  
 Landscape Architect  
 Teacher, Career & Technical Education  
 Hazardous Material Technical Coordinator

Agricultural Engineer  
 Biological Scientist  
 Farmer/Farmer Manager  
 Forester and Conservation Scientist  
 Range Manager  
 Veterinary Technician

Technical Sales Rep. (Agricultural)  
 Quality Control/Technician-Food  
 Crop Protection  
 Veterinarian

# Sequences Agriculture, Food and Natural Resources

## Agriculture, Food, and Natural Resources



Business and Industry

## T1010

### Principles of Agriculture, Food, and Natural Resources

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... None

Where would we be without Agriculture? Cold and hungry! This is a comprehensive course for freshmen and/or first year agriculture students that introduces them to the international scope of agriculture, food, and natural resources and its effect upon society. It includes topics related to career development, building leadership skills through communication practices, developing technical knowledge and skills related to animal production.

## T1015

### Floral Design

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1 (**FINE ARTS CREDIT**)
- ▶ **Prerequisite** ..... None

Want to earn extra income making homecoming mums and floral arrangements? Floral Design is a lab based technical course designed to develop knowledge and skills associated with identifying and demonstrating the principles and techniques related to floral design as well as developing an understanding of the management of floral enterprises. Students are required to purchase supplies for personal projects. This course counts as a **Fine Arts** credit for graduation.

## T10303

### Small Animal Management

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1/2
- ▶ **Prerequisite** ..... **Recommended: Principles of Agriculture, Food, and Natural Resources**

Small Animal Management is a course designed to prepare students for a career in the field of animal science as it relates to small animal care and production. Students will learn responsibility of small animal ownership, animal welfare, care, animal health and management, facilities management, and record keeping systems, as well as examine career opportunities.

## T10203

### Equine Science

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1/2
- ▶ **Prerequisite** ..... **Recommended: Principles of Agriculture, Food, and Natural Resources**

Want to learn about horses? Equine Science prepares students for a career in the field of animal science as it relates to horse(equine) care and production. Students will learn the responsibilities of ownership, health, facilities management, and anatomy and physiology, and develop a supervised agricultural experience program

## T1035

### Advanced Animal Science

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1 (**4th SCIENCE CREDIT**)
- ▶ **Prerequisite** ..... **Biology, Chemistry, Algebra I & Geometry, Small Animal Management or Equine Science, or Livestock Production**

Want to be a vet? Let us get you started. Advanced Animal Science is a lab based technical course that allows students to explore the various areas of livestock production through a hands-on approach to learning. At least 40% of the instructional time will be used to conduct field and laboratory investigations. Nutrition, genetics, breeding systems, anatomy and physiology, health, and selection are some of the areas that will be covered. This course counts as a 4th SCIENCE credit for graduation.

**T1070**

## **Veterinary Medical Application**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Equine Science, Small Animal Management or Livestock Production*

Student enrolled in this course will attain and develop the knowledge and technical skills related to animal systems and the workplace, career opportunities, entry requirements and industry expectations. Topics covered in this course include but are not limited to veterinary practices as they relate to both large and small animal species. Students will be exposed to small animals and be in direct proximity of avian, fish, amphibians, dogs, cats & rabbits. They will also have the opportunity to work with large animals such as cattle, sheep, horses, goats and pigs.

**T1040**

## **Livestock Production**

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Recommended: Principles of Agriculture, Food, and Natural Resources*

Want to learn where your food comes from? Want to raise your own animal? We will show you how. Livestock Production is a course designed to prepare students for a career in the field of animal science. Students will learn employability characteristics, technical skills dealing with livestock and business operating plans. Within these areas, they will learn anatomy and physiology, feeding, breeding, and facility design and management.

**T1045**

## **Wildlife, Fisheries & Ecology Management**

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Recommended: Principles of Agriculture, Food, and Natural Resources*

This course examines the management of game and non-game wildlife species, fish and aqua crops. The student may complete the Hunter Safety course, identification of wildlife and fish, state and federal policies and wildlife careers. Class may include demonstrations of taxidermy skills.

**T1055**

## **Agricultural Mechanics & Metal Technologies**

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Recommended: Principles of Agriculture, Food, and Natural Resources*

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain technical knowledge and skills related to these areas and the industry. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

**T1065**

## **Agricultural Structures Design and Fabrication**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Agricultural Mechanics & Metal Technologies*

Do you own horses but have no place to keep them when it rains? Do you have a cool car but have nowhere to park it at night? Maybe you just want to save money on repairs to your house. This course will provide students with the knowledge and skills necessary to consider a career in constructing agricultural and building systems. Instruction will focus on the specific components of building systems and on developing leadership and career skills.



# Introduction Architecture and Construction

Architecture and Construction career fields include the creative and detailed drafting of architectural designs with a focus on an environmentally friendly outcome. Students learn how to create architectural designs using board methods prior to learning the same methods using the Auto CAD computer program. For the more active and outdoor-oriented student, the construction fields that include the execution of blueprints into a finished project or home becomes the focus. Students entering into these fields must be able to measure well and do math fractions with relative ease.

Student organizations for this area include Technology Student Association (TSA) or Skills USA, which provide opportunities for leadership development and competitions to enhance the students learning experience.

# Career Opportunities Architecture and Construction

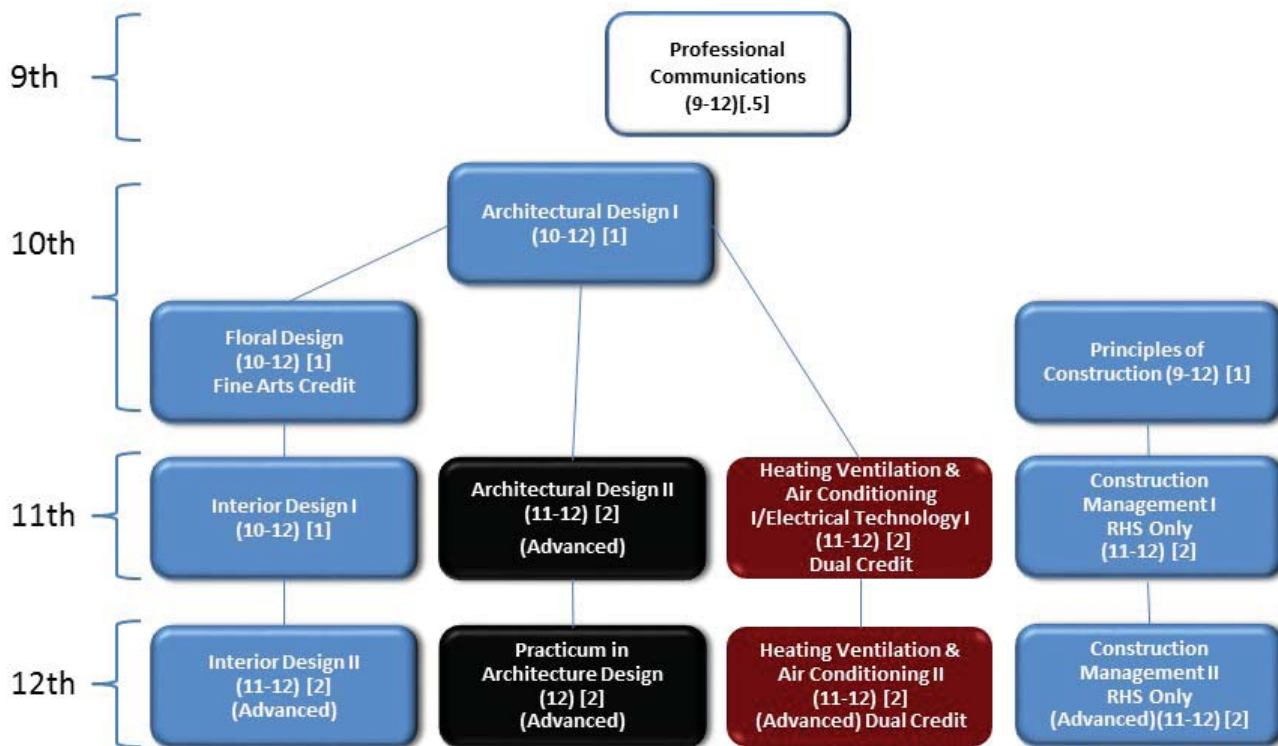
Architect  
Industrial Designer  
Drafter  
Landscape Architect  
Teacher, Career and Technical Education  
Project Manager

Construction Manager  
HVAC Technician  
Dry Wall Installer  
Brick Masons  
Electrician  
Plumber

Roofer  
Cabinetmakers  
Tile Mason  
Flooring Installer  
Interior Designer  
Painters

# Sequences Architecture and Construction

## Architecture and Construction



Business and Industry

## T1510

### Principles of Construction - RHS Only

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Principles of Construction provides a solid foundation for students entering into the construction and craft skilled areas. The students will learn construction safety, construction math, hand and power tools and explore career paths in construction.

## T1520

### Architectural Design I

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Algebra I and English I*

Would you like to design your own home? Students will study requirements of residential architecture, building codes, materials and construction techniques. Students will develop a working set of residential plans. Drafting techniques will include computer aided design and/or traditional methods. This course emphasizes problem solving, design principles, technical standards and the use of drafting equipment including AutoCAD systems.

## T1525

### Architectural Design II

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Architecture I and Geometry*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *Balfour Beatty Construction, VLK Architects*

Are you concerned about energy use and the environment? Architecture Design II begins to prepare the student for a career in the architectural field. The learner will use advanced AutoCAD 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.

## T1530

### Practicum in Architectural Design

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Architecture Design II*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *Balfour Beatty Construction, VLK Architects*

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.

**T1535**

## **Construction Management I - RHS Only**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... None**

Have you ever been fascinated by watching a new home take shape from raw building materials? Then this is a great beginning opportunity for you! Students will learn about all facets of construction, focusing on building the knowledge and skills necessary to participate in the construction industry. Students will participate in designing and building group or individual projects. Students will continue to develop advanced skills and techniques related to power equipment and safety requirements. Students will be required to purchase material for personal projects. This course is two class periods during the school day at the high school.

**T1540**

## **Construction Management II - RHS Only**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... Construction Management I**

Students build on the knowledge learned in the previous class and are introduced to exterior and interior finish-out skills. Students will focus on environmental green building techniques and knowledge. They will acquire knowledge and skills in general safety, hand and power tool use, building materials, HVAC, Electrical and code requirements for structural framing as well as interior finishes including floors, walls, and ceilings. This course is two class periods during the school day at the high school.

**T1560/T1570/T1565**

## **HVAC Dual Credit Program**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... Recommended Principles of Construction**

Students will gain knowledge and skills needed to enter the industry as a HVAC Technician Students will acquire knowledge and skills in safety, electrical theory, HVAC tools, building codes, installation of commercial HVAC equipment, heat pumps, building science, troubleshooting techniques, various duct systems, and maintenance practices. Students will have the opportunity to test for their HVAC Technician Level 1 and EPA 608 Certification This course is a dual credit Program offered with NCTC. The courses students will register for are HART 1307, 1301, 1256, 1341 and RBPT 1300. Students will be required to provide their own transportation to Ryan High School.

**T1545**

## **Interior Design I**

- ▶ **Grade Placement ..... 10-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Algebra I and English I**

Students will learn about design, color and texture theories for interior and exterior design. They will also design models for presentations. Interior design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work.

**T1550**

## **Interior Design II**

- ▶ **Grade Placement ..... 10-12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... Geometry, English II and Interior Design I**

Students will learn processes, principles, technologies, communication tools, equipment and materials related to interior design to meet industry standards. Interior Design II will be a double blocked class for two credits.

# Introduction *—Arts, Audio/Video Technology and Communications*

The Arts, Audio/Video Technology and Communication career areas include the mastery and use of computer or other technology along with individual creativity. This area includes film production and editing, print media, animation, journalism and photography as well as illustration in its wide range of careers. People who mix their artistic talents with training in the latest design software should be able to find opportunities for employment. Computer graphics for software and web page design are two of the hot trends in the industry.

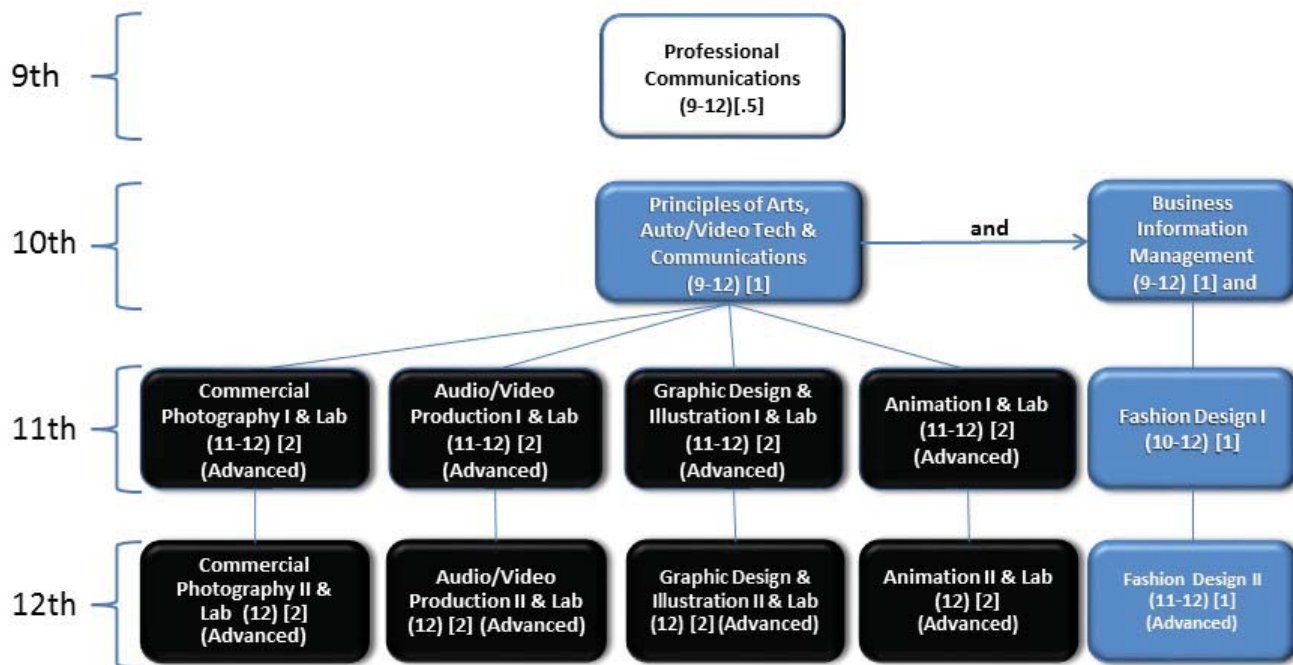
Students participate in leadership activities in the Technology Student Association or SKILLS USA clubs, which allow them to compete in local and state contests and learn leadership skills as officers in the club.

# Career Opportunities *—Arts, Audio/Video Technology and Communications*

- |                          |                              |                  |
|--------------------------|------------------------------|------------------|
| Graphic Artist           | Art Gallery Owner/Manager    | Fashion Designer |
| Advertising Designer     | Computer Graphic Designer    | Illustrator      |
| Special Effects Designer | Photographer/Photojournalist | Filmmaker        |
| Audio-Video Producer     | Motion Picture Producer      | Media Director   |

# Course Listings *—Arts, Audio/Video Technology and Communications*

## Arts, A/V Technology & Communication



Business and Industry

# Course Listings — Arts, Audio/Video Technology and Communications

**T20703**

## Professional Communications

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1/2
- ▶ **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 will satisfy the Speech requirement for graduation.

**T2000**

## Principles of Arts, Audio/Video Technology and Communications

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve problems. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

**T2020**

## Commercial Photography I and Lab

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *Denton Record Chronicle*

Do you love to take pictures but want to take it to the next level? Commercial Photography covers everything from setting up a shot to delivering the finished product in a competitive market. Students will develop knowledge of different types of cameras and lenses and their applications to photography. They will analyze customer needs, preferences, apply the principles of art to photographs, and develop photographs using a variety of production processes. Students will have an opportunity to test for certification.

**T2025**

## Commercial Photography II and Lab

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Commercial Photography I*
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *Denton Record Chronicle*

Commercial Photography II develops advanced skills and knowledge in commercial photography projects. Students' knowledge will increase in creating photographs for defined purposes, applying elements and principles of design to projects, choosing appropriate camera equipment for projects, and selecting appropriate production processes for the finished product.

**T2030****Audio/Video Production I and Lab**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *The Crouch Group, City of Denton*

Audio/Video Production is a course designed to provide training for entry level employment in the Radio, Television & Film industries. The students will learn the pre-production, production and postproduction phases as well as nonlinear editing using Apple's Final Cut Pro Studio 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.

**T2035****Audio/Video Production II and Lab**

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Audio/Video Production I and Lab*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *The Crouch Group, City of Denton*

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, as well as 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.

**T2040****Animation I and Lab**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... *Advanced Technology Complex*

The student will use Adobe Flash to create animations and games, then place their work onto a website. They will also create animations for cell phones, industry control panels, company logos, advertising, and local current business applications. A portfolio will be the student's final product. Students will have an opportunity to test for certification.

**T2045****Animation II and Lab**

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Animation I and Lab*
- ▶ **Location**..... *Advanced Technology Complex*

The student will use NewTek 3D Lightwave v. 9.6 software on multi-processor computers to model, light, surface texture, animate, camera shoot and render characters and projects as directed by the instructor. This course requires advanced level math. Upon completion of this program the student will have created and animated 3D models embedded into scenes.

**T2050**

## **Graphic Design & Illustration I and Lab**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... None**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships..... Adobe Corporation, AlphaGraphics, Denton Record Chronicle**

A course for creative and artistic students, this course will appeal to students who enjoy designing and creating projects that communicate visually. Graphic Design and Illustration is a creative study of the art of visual communications and advertising through creativity, illustration, design, analysis, approach and technical skills. Students will improve communication skills by learning to communicate visually, describe and defend their work, interview clients, present completed layouts and develop electronic and print portfolios. Students will have an opportunity to test for certification. Students may take the course for high school credit only which would require no tuition payment. This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met in order to earn the NCTC dual credit.

**T2055**

## **Graphic Design & Illustration II and Lab**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... Graphic Design & Illustration I and Lab**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships..... Adobe Corporation, AlphaGraphics, Denton Record Chronicle**

Graphic Design and Illustration II will be a more in-depth study of illustration and visual communication with demonstrated ability to create, illustrate and communicate complicated ideas or designs with regard to technique and layout skills. Advanced students will be involved in projects for real world situations or clients. Additionally, students will have an opportunity for certification in Adobe Photoshop CS4. Students will further perfect a well developed portfolio, both in electronic format and print.

**T2060**

## **Fashion Design I**

- ▶ **Grade Placement ..... 10-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

Students will develop an understanding of fashion, textile and apparel industries. They will create apparel products using principles of effective design: body types, clothing silhouettes, and fabric selection. They will use basic design tools and techniques for fashion drawing, draping and flat pattern methods for fitting a garment. Identifying characteristics of quality apparel construction as a basis for consumer decision making is included.

**T2065**

## **Fashion Design II**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Fashion Design I**

Students will build upon the skills learned in fashion design I class and develop their design portfolio of fashion drawings. They will develop an advanced technical understanding of fashion with emphasis on design and production. Students will analyze international design influences and trends as well as the planning and production of garments.

# Introduction Business Management and Administration

The Business Management and Administration program is comprised of courses that integrate academic and critical thinking skills for a complete understanding of the functions of business and the implications for personal life skills. These courses emphasize developing effective oral and written communication, preparing and analyzing business records, operating appropriate equipment, utilizing software, and developing necessary interpersonal skills to interact successfully with others.

Business Professionals of America (BPA) contributes to the advancement of leadership, citizenship, personal growth, academics, and technological skills. Competitive events enhance career/job preparation, workplace competencies, self-confidence, and the instructional program.

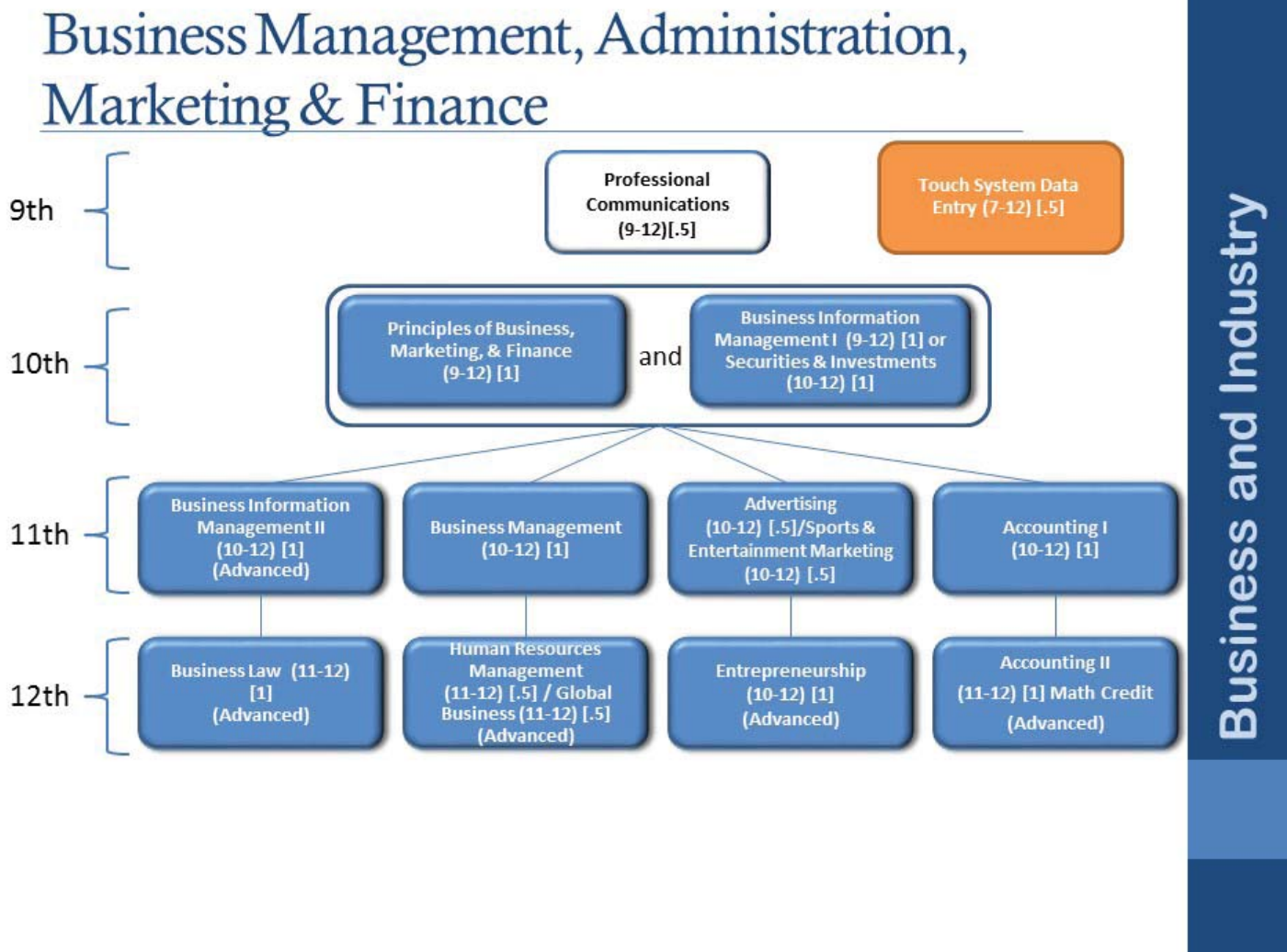
# Career Opportunities Business Management and Administration

Accountant & Auditor  
Bank Manager  
Buyer, Wholesale & Retail  
City Manager  
Claims Adjuster

Computer Programmer  
Court Reporter  
CPA (Certified Public Accountant)  
Educational Administrator  
Entrepreneur

Medical Secretary  
Management Consultant  
Real Estate Manager  
Stockbroker  
Telecommunications Specialist

# Sequences Business Management and Administration





**T2210**

## **Business Information Management I**

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Do you want technology skills to make you competitive in the workforce? Students will learn the Microsoft Office Suite (Word, Excel, PowerPoint, and Access) and its application to high school, college, and the workplace. Students apply technical skills to create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

**T2220**

## **Business Information Management II**

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Business Information Management I*

Sharpen your competitive technology skills in a more advanced setting! Students will apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, manage and create enhanced data reports and create an electronic presentation using appropriate multimedia software. Students are strongly encouraged to take the Microsoft Certified Application Specialist (MCAS) exams.

**T2510**

## **Principles of Business, Marketing and Finance**

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Will you make a good business owner or team member in the corporate world? In Principles of Business, Marketing, and Finance, students gain knowledge and skills regarding economies and the private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

**T25503**

## **Human Resources Management**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1/2
- ▶ **Prerequisite**..... None

Whom do you hire? Why would you fire an employee? Students will prepare for a rapidly evolving business environment. Students will understand the functions of human resources management including hiring, training, and compensation. Students will have a broad base of knowledge that will allow them to be successful in business.

**T2555**

## **Business Law**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

What causes a business to fail? Business Law students will learn legal issues which effect businesses may include: business ethics, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

**T25603**

## **Global Business**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 1/2**
- ▶ **Prerequisite..... None**

Students put their skills to work strengthening individual performance in the workplace and to help make a successful transition after high school. They apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economic, finance, technology, international relations and ethics of a business to become informed consumers, employees, and entrepreneurs.

**T2570**

## **Business Management**

- ▶ **Grade Placement ..... 10-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... None**

Do you enjoy being a leader or being in charge? Students will learn to effectively plan, organize, direct, and evaluate business functions essential to efficient and productive business organizations. This class will help develop technical and interpersonal skills related to management, finance, operations, customer service management, and ethics.

**T2580**

## **Touch System Data Entry (Keyboarding)**

- ▶ **Grade Placement ..... 7-12**
- ▶ **Credits ..... 1/2**
- ▶ **Prerequisite..... None**

Students will increase their speed and accuracy while learning to type by touch. Students will learn the alphabetic, numeric, and symbol keys, as well as the ten-key pad. Students will learn to format business documents such as letters, reports, outlines, and reports.

# Introduction Education and Training

The Education and Training cluster includes the understanding of the developmental stages of children and preparing students for the experience of becoming teachers. The courses provide students the opportunity to observe students in actual classrooms and later assisting the teacher in preparing lessons for the class. These courses provide an opportunity for real-world experience prior to entering college.

The TAFE (Texas Association of Future Educators) club and the Family, Career, Community Leaders of America (FCCLA) organization provide extracurricular involvement for students. Leadership skills, citizenship, personal growth and community service related opportunities are supported through membership. Competitive events enhance career preparation, curriculum competencies, self-confidence, and the instructional program.

# Career Opportunities Education and Training

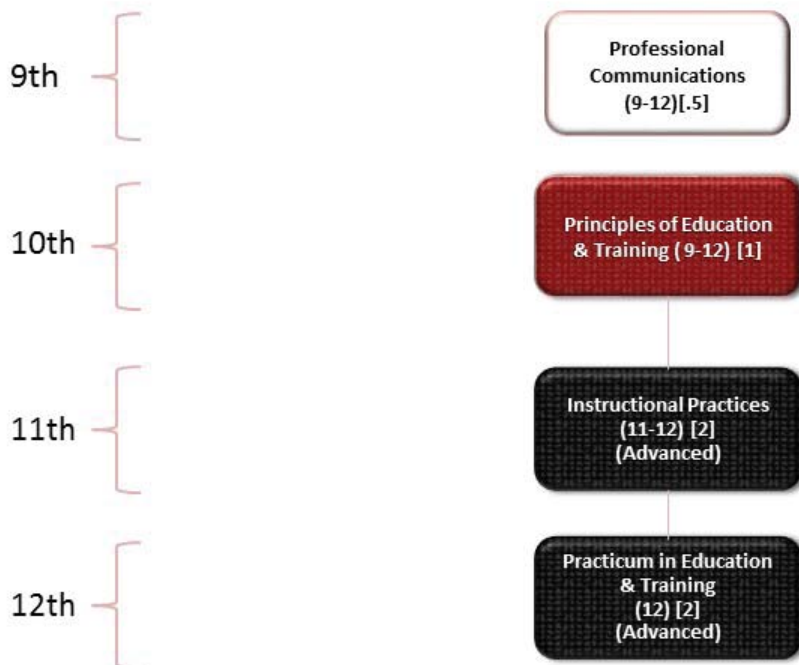
Teacher, Pre-K  
 Teacher, Elementary  
 Teacher, Secondary  
 Administrator  
 College Professor

Teacher Aide  
 Child Care Worker  
 Corporate Trainer  
 Human Resource personnel  
 Child Psychologist

Child Care Director  
 Head Start Teacher  
 Career Counselor  
 Counselor  
 Social Worker

# Sequences Education and Training

## Education & Training



## T3010

### Principles of Education and Training

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Do you like to work with children? Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers.

## T3050

### Human Growth and Development

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Human Growth and Development provides an overview of human development across the lifespan with emphasis on the developmental areas- physical, emotional and social development. Evaluation of society, culture, legislation, theory, guidance techniques, and responsibilities are a part of the various age groups.

## T3055

### Instructional Practices

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... **Recommended: Principles of Education and Training**
- ▶ **Location**..... **Advanced Technology Complex**
- ▶ **Partnership**..... **TWU, UNT, and NCTC Education Departments**

Do you want to be a teacher and work with students? Students work under the supervision of the elementary/middle school teacher and the instructor. Students learn to plan, develop and prepare instructional materials, teach activities for the classroom and complete responsibilities of teachers in general. The TWU Teacher Education Program recognizes that all Denton ISD Education and Training students who provide evidence of successful completion of the Instructional Practice course with a grade of "B" or better OR both the Instructional Practice and Practicum in Education and Training with a combined average of a "C" or better will have met the competencies required of the first introductory course listed in the education minor, EDUC 2003: Schools and Society. The Teacher Education Program will waive this course from the degree plan upon the student's admission into the TWU Teacher Education Program. This non-transferable course waiver may provide both time and cost savings.

## T3060

### Practicum in Education and Training

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... **Instructional Practices**
- ▶ **Location**..... **Advanced Technology Complex**
- ▶ **Partnership**..... **TWU, UNT, and NCTC Education Department**

Practicum in Education and Training provides an opportunity to build on skills developed with a teacher in one of Denton ISD's Pre-K, Kindergarten, Elementary or Middle School classes. Students will continue to 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 all Denton ISD Education and Training students who provide evidence of successful completion of the Instructional Practices course with a grade of "B" or better OR both the Instructional Practice and Practicum in Education and Training with a combined average of a "C" or better will have met the competencies required of the first introductory course listed in the education minor, EDUC 2003: Schools and Society. The Teacher Education Program will waive this course from the degree plan upon the student's admission into the TWU Teacher Education Program. This non-transferable course waiver may provide both time and cost savings.

# Introduction

*Finance*

The Finance Cluster prepares learners for careers in financial planning, insurance, banking, business and financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Students may enjoy leadership and competition opportunities in the Business Professionals of America (BPA) student leadership organization.

# Career Opportunities

*Finance*

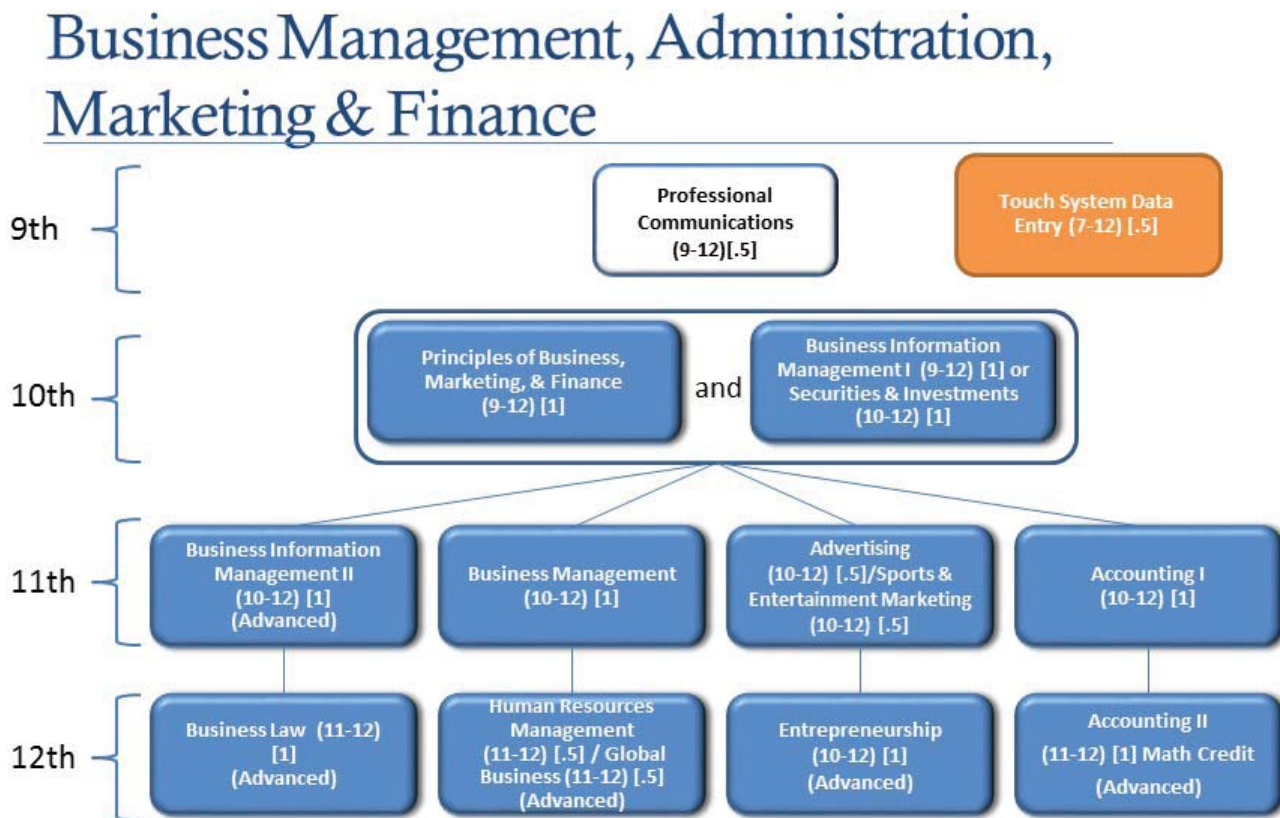
Financial Planner  
Sales, Securities and Commodities  
Teacher, Accounting  
Chief Financial Officer  
Treasurer

Tax Preparer  
Investment Advisor  
Accountant  
Revenue Agent  
Auditor

Brokerage Clerk  
Development Officer  
Bookkeeper  
Comptroller  
Economist

# Sequences

*Finance*



Business and Industry

**T3510**

## Accounting I

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1 (*Math Credit*)
- ▶ **Prerequisite**..... None

Do you like working with numbers? Students will explore the field of accounting, as well as the economic, financial, technological, international, social, legal, and ethical issues related to the maintenance of financial records. Students will record, classify, summarize and analyze accounting information in order to communicate it effectively to others. Students will learn to formulate and interpret financial information used in management decision making. Students will learn these processes both on paper and electronically.

**T3550**

## Accounting II

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **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 counts as a Math credit for graduation.

**T3750**

## Securities and Investments

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

As close to Wall Street as you can get in Denton! This class focuses on the investment and security side of finance. Students will learn about monetary regulations, investing, how to run a financially secure business, managing portfolios, providing investment advice and how to develop a career in the securities industry. Students will develop a portfolio that includes work completed in class such as stock portfolios, PowerPoint presentations and job resumes.

# Introduction Government and Public Administration

The Government and Public Administration courses provide students with the opportunity to learn about executing governmental functions to include Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, and Management and Administration at the local, state, and federal levels. With the growth of America, there will be numerous employment opportunities in this area. Students may enjoy leadership and competition opportunities in Skills USA.

# Career Opportunities Government and Public Administration

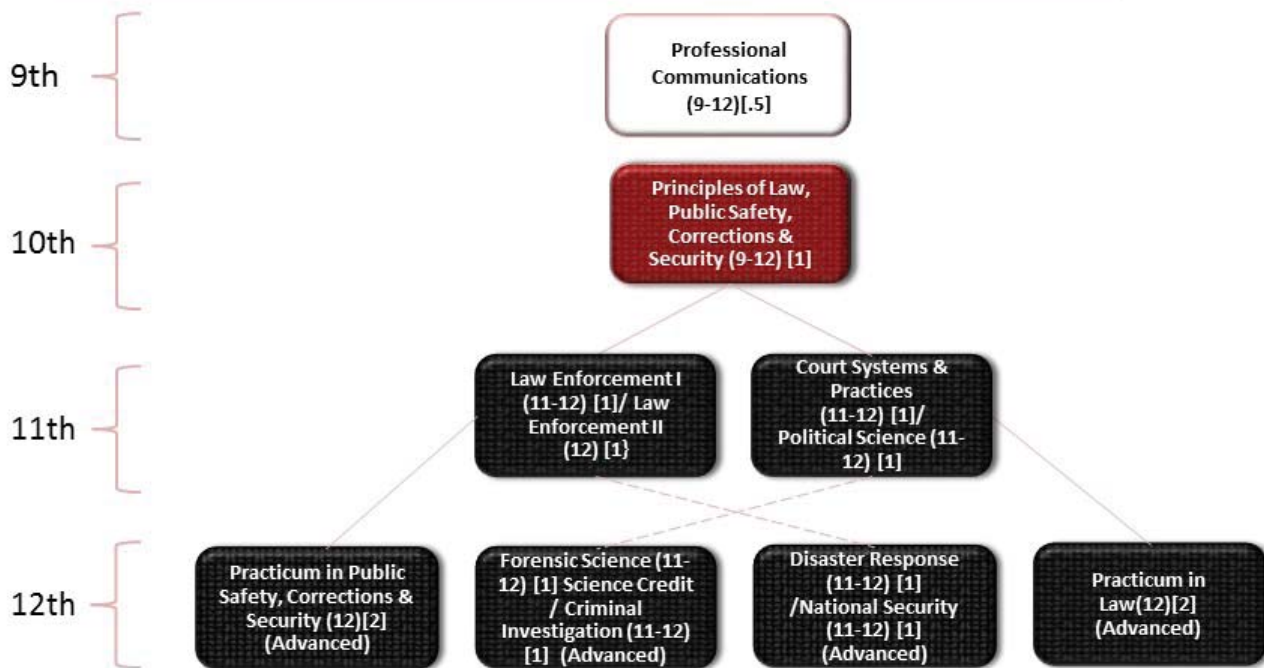
Planner  
 Brokerage Clerk  
 Financial Officer  
 Treasurer

Secret Service Agent  
 Disaster Relief Trainer  
 Revenue Agent  
 Auditor

Advisor  
 Bookkeeper  
 Controller  
 Economist

# Sequences Government and Public Administration

## Law, Public Safety, Corrections & Security & Government & Public Administration



Public Service

**T6060**

## National Security

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None
- ▶ **Location**..... *Advanced Technology Complex*

National Security includes knowledge of maintaining a strong national security and encompasses such activities as operating a security agency, responding to disasters (participating in Community Emergency Response Teams/ CERT), leadership skills and intelligence information. It also includes mitigating and preparing for the possible effects of chemical, biological or nuclear events and understanding the use of Geographical Information Systems (GIS) on a local, state, and national level. Understanding of and ability to work corroboratively with military and paramilitary structures is a necessary addition. Leaders in the field will be frequent guest speakers.

**T6065**

## Political Science I

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None
- ▶ **Location** ..... *Advanced Technology Complex*

Political Science course introduces students to the political theory through the study of governments; public policies; and political processes, systems and behaviors. The student learns to independently collect and critically analyse information about politics, and to argue comparative politics.

### Workplace Habits That Can Ruin A Career

Forbes magazine reported the top 3 habits that leading career coaches say can damage a career -- or get a person fired.

#### **Habit 1: You're addicted to e-mail and texting**

You can't stop scrolling through your phone.

#### **Habit 2: You're full of excuses**

You don't know the answer to your supervisor's questions, but try to talk your way around it.

#### **Habit 3: You set too many boundaries**

Saying "That's not in my job description," may shorten the hours you spend on the job, but won't help your career.



# Introduction

Health Science is a program for students who have an interest and desire to explore medical careers. Students gain the knowledge and skills to make realistic career choices in this field. Students enhance their academic foundation through a strong science and math based enriched curriculum. Industry partnerships provide students with valuable observation-based experience so students can visualize their potential roles in safe, effective, efficient, quality health care settings. Emphasis is placed on safety and technology used in health care.

Opportunities for leadership and citizenship development are available through membership and participation in Health Occupations Students of America (HOSA). This student professional organization 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.

# Career Opportunities

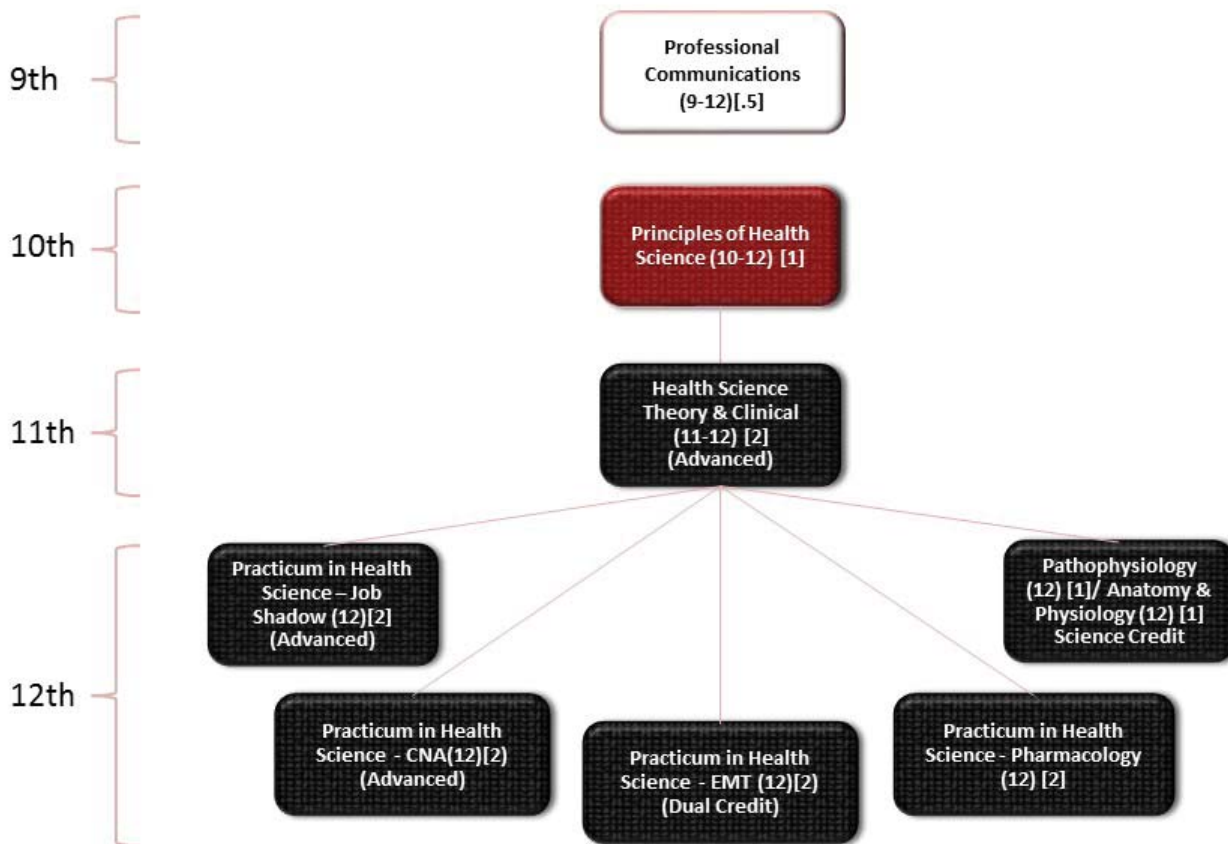
Physician  
Dentist  
Therapist (i.e., Physical, Respiratory)  
Psychologist  
Administrator

Nurse  
Emergency Medical Technician  
Radiologist  
Optometrist  
Nutritionist

Pharmacy Services  
Veterinary Services  
Lab Technician  
Ophthalmologist  
Sports Physician

# Sequences

## Health Science



Public Service

## T4080

### Principles of Health Science

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

This course gives an overview of the medical terminology, therapeutic, diagnostic, environmental and informational systems of the health care industry. The focus is on career exploration, leadership development, ethical and legal issues and the history, economics and trends in financing health care. Students will develop a concept of health and wellness from the perspective of a consumer as well as a potential professional in the health care industry. **This course is a required prerequisite for Health Science.**

## T4050

### Health Science Theory and Clinical

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Principles of Health Science (Application/Approval Required)*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships**..... *Denton Regional Medical, Presbyterian Hospital of Denton, Denton Fire Department*

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: Job Shadow Internship.**

## T4055 / T4060 / T4065 / T4085

### Practicum in Health Science

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Principles of Health Science, Health Science(Approval Required)*
- ▶ **Location**..... *Advanced Technology Complex*

The course may be taught by different methodologies such as laboratory, cooperative education or an occupationally specific course with clinical training. Students may be placed in clinical rotation internships at the hospitals; this placement is a privilege, not a guarantee.

#### T4055

##### **1) Job Shadow Internships (Seniors Only)**

**Prerequisite:** Principles of Health Science/Health Science

Job Shadow Internships in a specific and selected specialty area are what this course entails. This course provides students an opportunity for an unpaid internship at a medical location correlated with the student's career goals. It can also be used as an occupational course specifically designed to provide knowledge and skills for certification or licensure in an allied health career. Students develop advanced clinical skills necessary for employment in the health care industry or continued education in health careers. Students must provide their own transportation to their internship sites.

#### T4060

##### **2) Certified Nursing Assistant (CNA) (Seniors Only)**

**Prerequisite:** Principles of Health Science/Health Science

**Partnerships:** Good Samaritan

This course is designed to provide instruction toward a certification with the State of Texas for Certified Nursing Assistant. CNAs provide basic bedside care under the care of a Physician, Registered Nurse and Licensed Vocational Nurse. Students will be able to work in a medical facility after passing state certification. Class requirements include 76 hours of classroom instruction along with 30 to 40 hours of clinical instruction at the nursing facility. Students will have an opportunity to test for certification.

**T4065**

**3) Pharmacology (Seniors Only)**

**Prerequisite:** Principles of Health Science/Health Science

The Pharmacology Program provides students with the skills and knowledge to prepare them for the national Pharmacy Technician Certification Board exam and enable students to qualify for entry-level positions in retail and hospital pharmacies. The course content will emphasize medical math skills for pharmacy and nursing, drug classifications, drug actions, drug administration, ethical and legal issues, safety, and pharmacodynamics/pharmacokinetics of prescription and nonprescription medications. Students will explore career options. Students will have an opportunity to test for certification.

**T4085**

**5) Emergency Medical Technician (Dual Credit Program) (Senior Only)**

**Prerequisite:** Principles of Health Science, Health Science

This course provides an introduction to 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 VNSG 1420, EMSP 1160 & 1501. The EMT curriculum is based on the National EMS Educational Standards

Allied Health Program

These courses are designed to provide a portion of basic foundation curriculum of the Allied Health program offered at North Central Texas College. Upon passing the final provided by NCTC with a minimum grade of 80%, the student will earn Anatomy and Physiology credit in the Allied Health program at NCTC. The student will be required to pass the Nursing Entrance Exam to be accepted into the NCTC Allied Health program.

**Semester 1**

**T4090**

**Allied Health Anatomy & Physiology**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Biology and 2nd Science**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships ..... North Central Texas College**

Anatomy and Physiology 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. Student must take both semesters to receive college Anatomy & Physiology credit.

**Semester 2**

**T40953**

**Allied Health Pathophysiology**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Biology and Chemistry**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships ..... North Central Texas College**

The pathophysiology course is designed for students to make informed decisions using critical thinking and scientific problem solving. Students in this class will study disease processes and how humans are effected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. This course counts as a Science credit.

# Introduction Hospitality and Tourism

Hospitality and Tourism is one of the fastest growing career fields in America. More and more cities are taking advantage of these opportunities for the tourist dollar. Real estate developers, corporations and urban planners are all working to tap into the huge amount of money available from tourism. These efforts create jobs for thousands of people. Business people working away from home account for the majority of rented rooms at many hotels across the country. The Hospitality and Tourism career cluster provides training in the related fields, with specific focus on job related preparation for employment. Students learn the basics of the tourism industry and the culinary industry and then have the opportunity to practice these skills in the pre-employment laboratory situation. Leadership and competition opportunities are provided for students with the FCCLA Club – Family, Career and Community Leaders of America and/or Skills USA.

# Career Opportunities Hospitality and Tourism

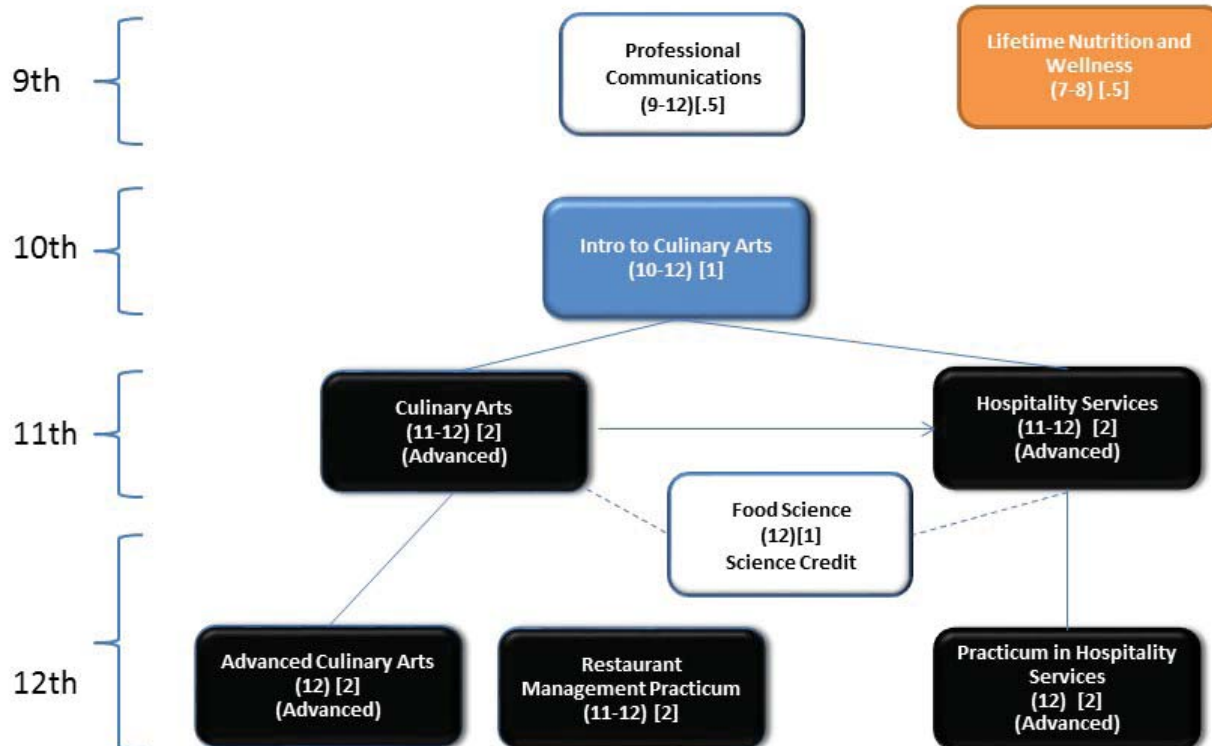
Executive Chef  
 Reservation Agent  
 Sous Chef  
 Flight Attendant  
 Convention Services

Travel Agent  
 Concierge  
 Waitress/Waiter  
 Cook/Short Order Cook  
 Tour Guide

Hotel Manager  
 Food Service Worker  
 Maitre 'D  
 Baker  
 Food/Beverage Manager

# Sequences Hospitality and Tourism

## Hospitality & Tourism



## T4520

### Introduction to Culinary Arts

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Introduction to Culinary Arts will provide a foundation in basic food production, nutrition and sanitation, and management and services. As part of the instruction, reinforcement of basic skills is provided to assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic math skills as applied to a culinary arts setting. Students will gain insight into a careers in the Hospitality and Tourism field.

## T4550

### Culinary Arts

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... Advanced Technology Complex
- ▶ **Partnership**..... Texas Restaurant Association and Greater Dallas Restaurant Association.

This is an introductory course into the professional world of food production. The student will have the opportunity to explore many facets of the food service industry. Students will complete the Serv-Safe curriculum and have the opportunity to take the certification exam. Once completed, the learner will focus on basic food preparation skills. There will be practical experiences to accompany the course work through the various catering opportunities that are offered to our students.

## T4600

### Advanced Culinary Arts

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... Culinary Arts
- ▶ **Location**..... Advanced Technology Complex
- ▶ **Partnership**..... Texas Restaurant Association and Greater Dallas Restaurant Association.

The student will expand upon the basic skills that they developed in Culinary Arts, through more in depth baking as well as exploring international cuisines. They will take on the role of leadership during the catered events, thus developing their managerial skills.

## T4700/T4750

### Hospitality Services and Practicum of Hospitality Services

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... Advanced Technology Complex

Students will develop the skills needed to excel in careers including; hotel and restaurant manager, cruise ship director, chef, amusement park manager, travel agent, and many more. Curriculum will be delivered through classroom instruction and/or internships in community hotels. Example of skills covered include; communications and guest services, hotel ownership types, career exploration, security, ethics, forecasting, housekeeping, food service, and travel and tourism.

**T4500**

## Food Science

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 1 (4th SCIENCE CREDIT)
- ▶ **Prerequisite**..... Chemistry, Biology & 3rd Science

In Food Science students conduct laboratory and field investigations, using scientific methods during investigations, and 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 counts as a 4th Science credit for graduation.

**T4650**

## Restaurant Management Practicum

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... Advanced Technology Complex
- ▶ **Partnership**..... Texas Restaurant Association and Greater Dallas Restaurant Association.

Restaurant Management introduces students to the basic management techniques and administrative practices and procedures of the restaurant and food service industry. This course focuses on the following areas of study: food preparation, food purchasing, food and beverage cost control, sanitation and safety, customer service, human resource management, beverage management, hospitality marketing and dining room management services.

### Education and Lifetime Wages

Getting a postsecondary degree is almost always worth it. The higher the level of educational attainment, the greater the payoff over a lifetime, studies show.

Professional Degree	\$4,400,000
Doctoral Degree	\$3,400,000
Masters Degree	\$2,500,000
Bachelor's Degree	\$2,100,000
Associate's Degree	\$1,600,000
Some College/No Degree	\$1,500,000
High School Diploma	\$1,200,000
Less than High School	\$1,000,000

Bureau of Labor Statistics

# Introduction Human Services

The Human Services curriculum empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is the unique focus of Human Services. The department offers courses designed to prepare students for the world of work and life. These courses provide in-depth study for life as well as possible careers in child development, food science, and fashion design. Career preparation courses offer work-based training opportunities for students. Articulated agreements allow students an opportunity to earn college credit in designated areas with specific post-secondary education institutions.

The Family, Career, Community Leaders of America (FCCLA) organization provides extracurricular involvement for students enrolled in Human Services courses. Leadership skills, citizenship, personal growth and community service related opportunities are supported through membership. Competitive events enhance career preparation, curriculum competencies, self-confidence, and the instructional program.

# Career Opportunities Human Services

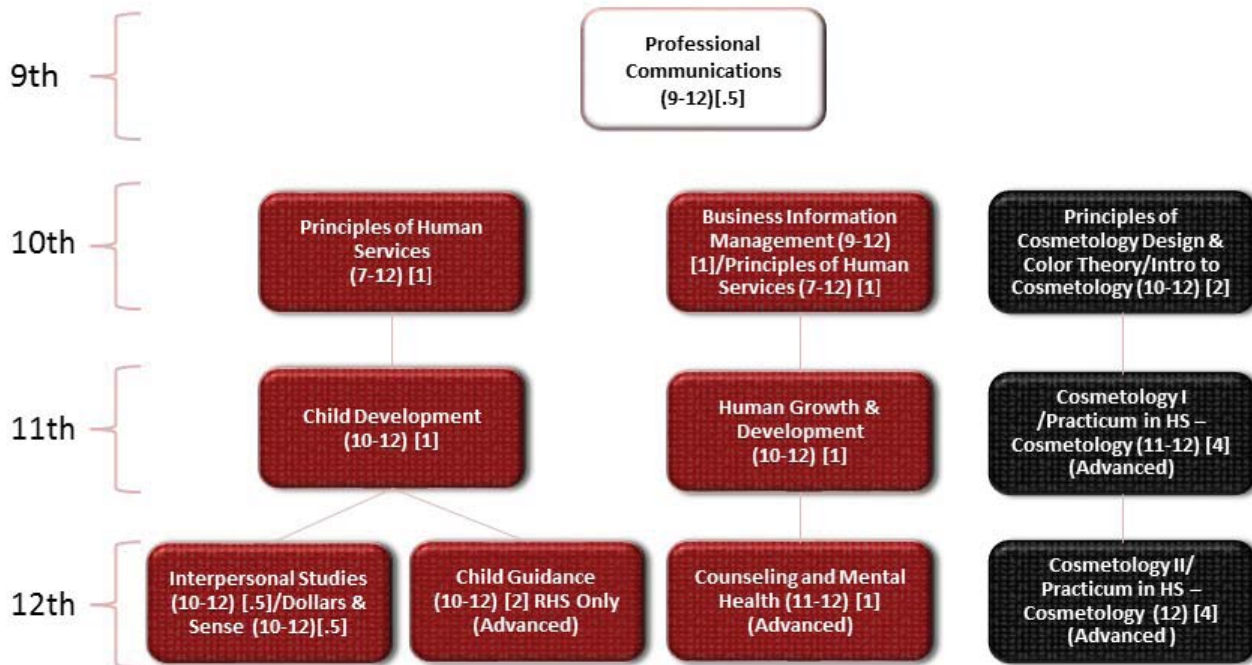
Family, School or Career Counselor  
 Child Care Specialist  
 Manicurist  
 Professional Educator

Child Psychologist  
 Dietician  
 Family and Consumer Sciences Teacher  
 Fashion Designer

Merchandise Display Artist  
 Home Furnishings Buyer  
 Cosmetologist  
 Social Worker

# Sequences Human Services

## Human Services



Public Service

**T3020**

## Principles of Human Services

- ▶ **Grade Placement**..... 7-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

This hands-on course will allow the student to sample and gain knowledge about careers in the human services career cluster, including counseling and mental health, early childhood, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high demand human service careers. Students are encouraged to participate in the student organization: Family, Career, Community Leaders of America (FCCLA).

**T5015**

## Child Development

- ▶ **Grade Placement** ..... 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.

**T50203**

## Interpersonal Studies

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1/2
- ▶ **Prerequisite**..... None

In Interpersonal Studies, students will develop valuable skills that will help them prepare for life as a young adult. This program has a central focus on family but also on developing a lifelong positive impact in their community. The goal is to provide opportunities for personal development through a variety of activities including decision making and problem solving.

**T50303**

## Dollars and Sense

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1/2
- ▶ **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.

**T5025**

## Child Guidance - Internship

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None

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 children, including those with special needs.



**T5035****Counseling and Mental Health**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... None

Students begin the study of mental health disorders and examine treatment options. Students learn self-management skills that will benefit them in a variety of human services professions such as their ethical/legal responsibilities, the limitations/implications of their actions and stress/coping mechanisms. Students model knowledge and skills necessary to pursue a Counseling & Mental Health career through simulated environments.

**T5050/T5045****Introduction to Cosmetology/Principles of Cosmetology Design/Color Theory**

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite** ..... None
- ▶ **Location** ..... Advanced Technology Complex

This course will provide a foundation of 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 work place skills. Students will begin to earn hours toward their state licensing requirements.

**T5055/T5060****Cosmetology I & Practicum**

- ▶ **Grade Placement** ..... 11
- ▶ **Credits** ..... 4
- ▶ **Prerequisite** ..... None (Parent Meeting/Application/Approval Required)
- ▶ **Location** ..... Advanced Technology Complex
- ▶ **Partnership** ..... Sally Beauty Supply Corporation

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 curriculum modules. After school hours are mandatory for students to complete this hour expectation. Students are required to attend a parent meeting.

**T5065/T5070****Cosmetology II & Practicum**

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 4
- ▶ **Prerequisite** ..... Cosmetology I
- ▶ **Location** ..... Advanced Technology Complex
- ▶ **Partnership** ..... Sally Beauty Supply Corporation

Cosmetology II continues subjects begun in Cosmetology I. After the completion of **all** TDLR curriculum modules, 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.

# Introduction Information Technology

Information Technology includes the entire world of computers – from learning how to use them, to creating them, to programming them, to repairing them. As technology improves, the desire for faster and more powerful equipment grows. Computer technology is quickly changing every industry – from agriculture to entertainment. People with a scientific understanding of computer technology will play a major role in America’s future. Opportunities will be great for innovative specialists who keep up with the latest technology.

Students may join the BPA – Business Professionals of America student leadership organization in order to participate in activities and competitions and develop leadership skills. The Technology Student Association (TSA) provides the same opportunities for students with more hands-on activities such as networking and computer repair and upgrading.

# Career Opportunities Information Technology

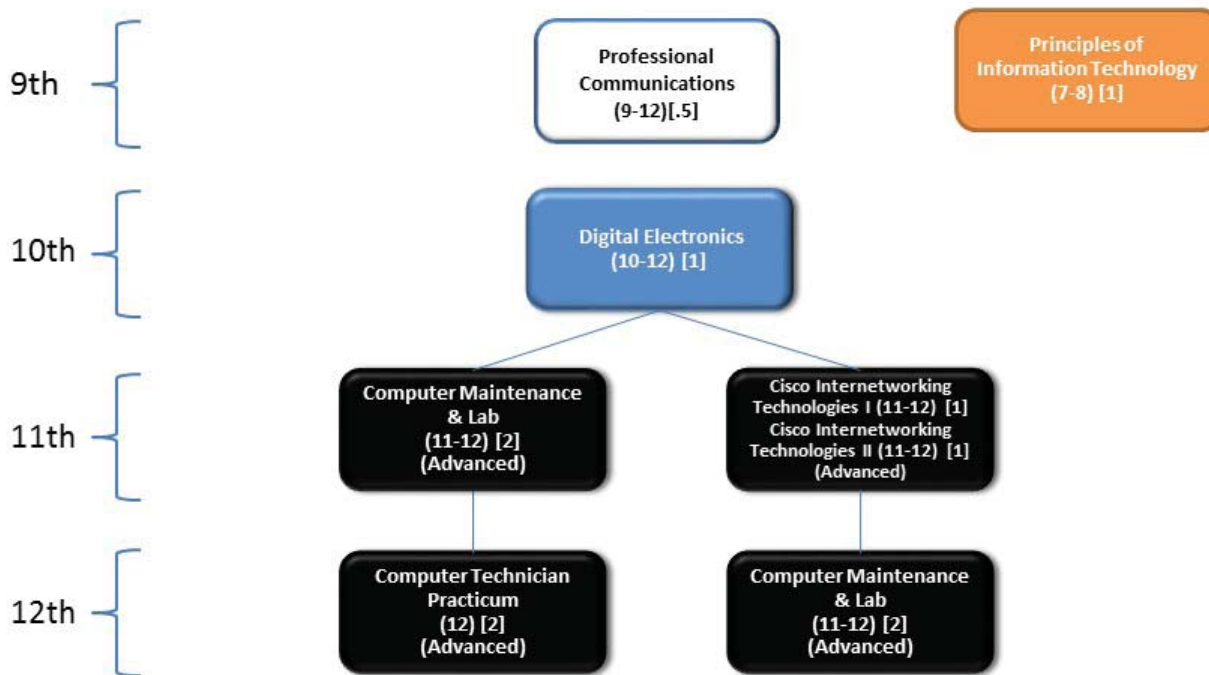
Computer Systems Hardware Analyst  
Cisco Certified Networking Associate  
Computer Scientist/Engineer  
Global Positioning Technician

Computer Security Specialist  
Computer Repair Technician  
Cryptanalyst Mathematician  
Court Reporter

Computer Programmer  
Website Designer  
Computer Security  
Computer Technician

# Sequences Information Technology

## Information Technology



Business and Industry

## T5510

### Computer Maintenance and Lab

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... *Advanced Technology Complex*

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. Students will also be able to connect to the internet and share resources in a network environment. Topics also include laptop and portable devices, wireless connectivity, security, safety and environmental issues, and communication skills. Students will explore a variety of topics including installation procedures, security issues, back up procedures and remote access. Hands-on lab activities are an essential element. Students will have an opportunity to test for certification.

## T5515

### Computer Technician Practicum

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Computer Maintenance*
- ▶ **Location**..... *Advanced Technology Complex*

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 prepare computers for the Computers for Kids Program and provide professional repair service to the community.

## T5540 / T5545

### Cisco Internetworking Technologies I & II

- ▶ **Grade Placement**..... 11-12
- ▶ **Credits**..... 1 + 1 = 2
- ▶ **Prerequisite**..... None
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Cisco Systems, Inc.*

Cisco Internetworking I / II curriculum covers networking based application, networking concepts within the context of network environment that students may encounter in their daily lives – from small office and home office (SOHO) networking to more large scale networking models. The curriculum is the Cisco Networking online computer based curriculum and hands-on lab assignments. Students will have an opportunity to test for certification.

# Introduction *Law, Public Safety, Corrections and Security*

Career Opportunities in the criminal justice field are extensive and projected as a high growth area. Students may choose the introductory course to explore career options and/or continue into the more in-depth courses. Several courses offer certification preparation and/or community college credit. Students have the option to explore and prepare for careers ranging from emergency operators to a Supreme Court judge. The opportunities and variations are exciting. Opportunities for student leadership and competitions are available with these programs.

# Career Opportunities *Law, Public Safety, Corrections and Security*

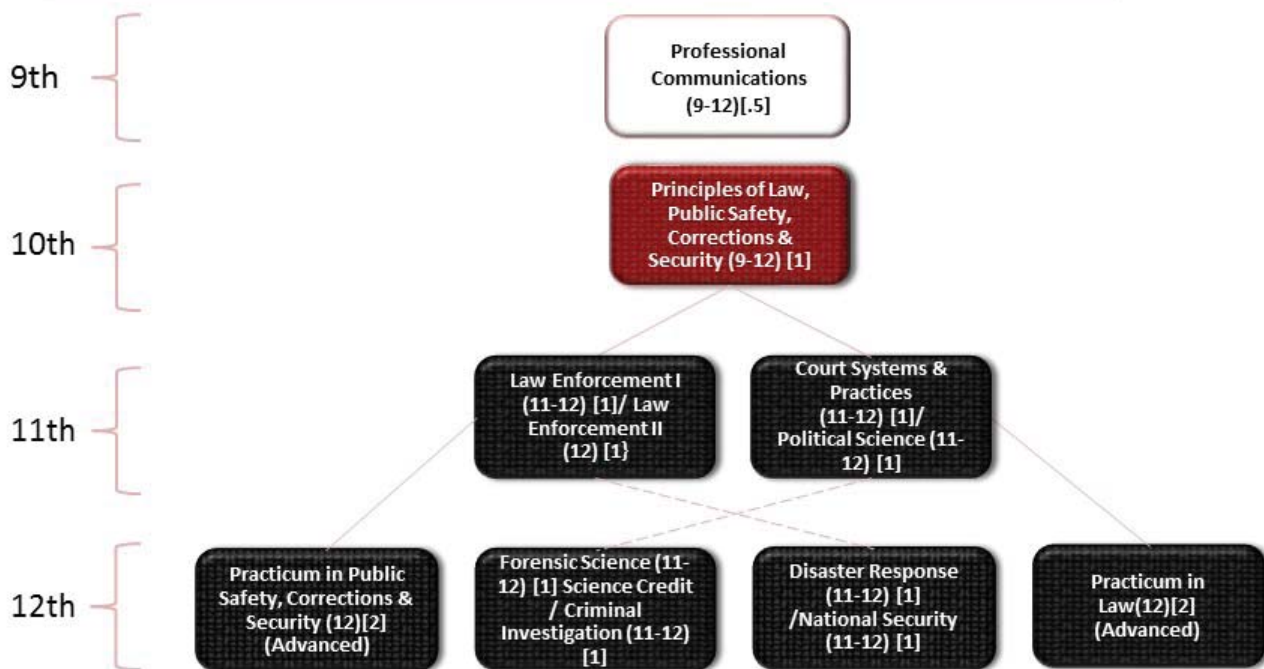
Airport Security  
 Bodyguard  
 Border Patrol  
 Central Intelligent Agent  
 Corporate Security

Correction Officer  
 Detective  
 Drug Enforcement Agent  
 FBI Agent  
 Arson Investigator

Hotel Security  
 Probation and Parole  
 Attorney  
 Police Officer  
 911 Telecommunication

# Sequences *Law, Public Safety, Corrections and Security*

## Law, Public Safety, Corrections & Security & Government & Public Administration



Public Service

**T6010**

## Principles of Law, Public Safety, Corrections & Security

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... None

The Principles of Law, Public Safety, Corrections & 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.

**T60153**

## Court Systems and Practices

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... None
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton County District Attorney's Office*

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. In addition to classroom learning, the student will hear lectures from individuals employed in the community in related fields. Students will participate in scenarios using skills from this course and academic courses to prepare various forms of grammatically correct communication, both oral and written. The class will participate in various mock trials, demonstrating mastery of knowledge and skills. **This course is a required prerequisite for the Practicum in Law, Public Safety, Corrections & Security.**

**T6020**

## Pre Law Practicum

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite** ..... *Court Systems & Practices (Approval Required)*
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton County District Attorney's Office*

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 for the serious student. Internship location may be at Denton County District Attorney's office or at a local private law firm.

**T6025**

## Law Enforcement I

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite** ..... None
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton County Sheriff's Department, Denton Police Department*

Law Enforcement I 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.

**T6030**

## **Law Enforcement II**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Law Enforcement I*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton County Sheriff's Department, Denton Police Department*

Law Enforcement II includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, GIS, law enforcement and investigations. The rules, regulations, laws, and techniques that assist the law enforcement professional are applied through the use of a variety of tools and equipment.

**T6040**

## **Forensic Science**

- ▶ **Grade Placement**..... 11-12
- ▶ **Credits** ..... 1 (*Accelerated: Double Blocked for One Semester*) (*4th SCIENCE CREDIT*)
- ▶ **Prerequisite**..... *None*
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton Police Department*

Forensic Science is a course focusing on the drive to unlock the mystery of crimes through the application of science. It is designed to provide students with an introductory understanding of criminology. Knowledge and skills will be gained in hair/fiber analysis, blood type analysis, bloodstain patterns, DNA, and fingerprint comparison. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. This course counts as a 4th SCIENCE credit for graduation.

**T60503**

## **Criminal Investigation**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1 (*Accelerated: Double Blocked for One Semester*)
- ▶ **Prerequisite**..... *None*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton Police Station*

Criminal Investigations course will focus on basic functions of criminal investigations and procedures. Students will learn terminology, and investigating processing, evidence collection, fingerprinting, and courtroom presentation. Students will collect and analyze evidence from a simulated crime scene.

**T60453**

## **Disaster Response**

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 1 (*Accelerated: Double Blocked for One Semester*)
- ▶ **Prerequisite**..... *None*
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *Denton County Emergency Management*

Disaster Response is a course in which students may become CERT certified in order to work as a volunteer emergency team member or perhaps as a preparation for employment with the Federal Emergency Management Administration (FEMA).

# Introduction Manufacturing

Are you interested in how products and machines come together? Do you care about the quality of materials and of workmanship? The Manufacturing cluster covers how industry and technology work together to make or package the things that we use or consume every day like cars, computers and food. Students are expected to be able to problem solve, make decisions and work in teams.

Careers in advanced manufacturing offer exciting opportunities in designing and improving products, operating high-tech tools and machinery, analyzing problems and coming up with creative solutions, and working with both your hands and your mind.

# Career Opportunities Manufacturing

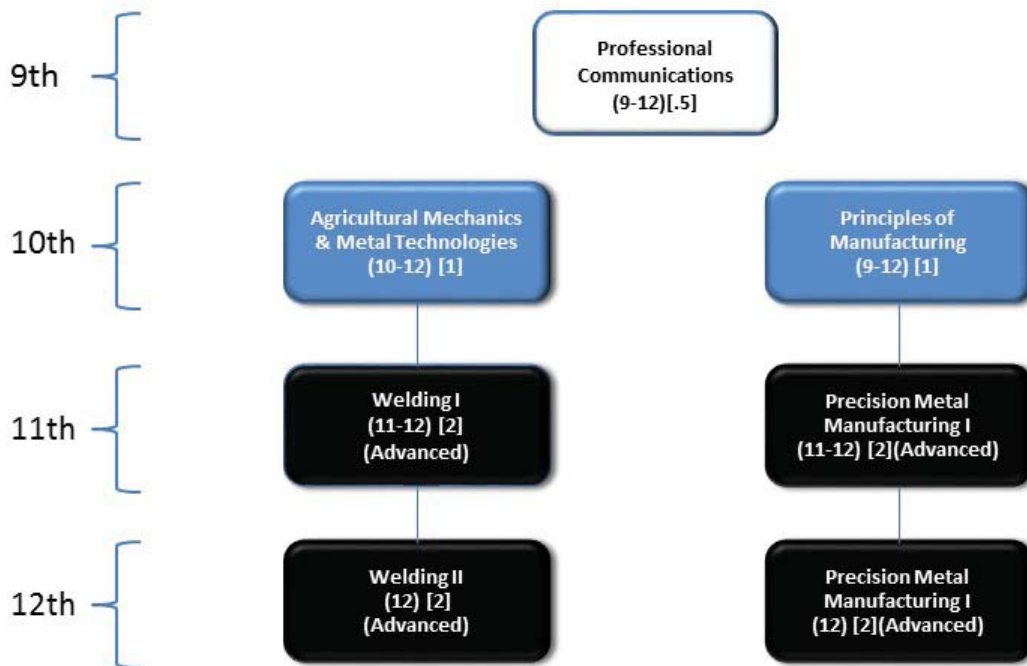
Aircraft Assembler  
Technologist  
Automated Manufacturing Tech  
Computer Engineering Technician  
Instrumentation Technician  
Calibration Technician

CNC Machinist  
Industrial Engineer  
Electromechanical Equip. Assemblers  
Diesel Engine Machinist  
Extruding & Drawing Mach. Operators  
Machine Technician

Tool & Die Maker  
Machine Operators  
Manufacturing Engineers  
Welder  
Precision Metal Workers  
Avionics Maintenance Tech

# Sequences Manufacturing

## Manufacturing



Business and Industry

**T1515**

## Principles of Manufacturing

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

Do you ever wonder how things are made? Have you ever wondered what it would take to make something yourself? In Principles of Manufacturing, students learn skills in the design, production, and testing of products that can be made from raw materials. Students will also gain an understanding of career opportunities available in manufacturing and what employers require in order to gain and maintain jobs in these careers. Students learn basic safety standards and proper use of power and hand tools.

**T6510**

## Precision Metal Manufacturing I

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... None
- ▶ **Location**..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *MAYDAY Manufacturing Company, Flowers Bakery and Bell Helicopter*

Ever wondered how precision metal products are manufactured for the aerospace, automotive, medical, and many other industries? Then this is the class for you! This course requires precision manufacturing tolerances within ten thousandths of an inch. In this course you will learn to work with the leading CAD/CAM (Computer Aided Design/ Computer Aided Machining) software utilized by industry. Students will also learn about material machineability and how to select and use the precision instruments necessary to ensure machined parts meet specifications and are within tolerance.

**T6515**

## Advanced Precision Metal Manufacturing II

- ▶ **Grade Placement**..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... *Precision Metal Manufacturing I*
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *MAYDAY Manufacturing Company, Flowers Bakery and Bell Helicopter*

Advanced Precision Metal Manufacturing builds on first year knowledge and skills. It will include exposure to a 4th axis in design and part production. Students will complete a job shadow rotation at local manufacturing company.



**T6520**

## **Welding I**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... None**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships ..... North Central Texas College**

This course is an entry level technical welding course. It is designed for the beginner with little or no welding experience who is interested in pursuing a course of study that can lead to an American Welding Society (AWS) entry level certification. Course curriculum follows American Welding Society "SENSE" guidelines to prepare the serious student for entry level certification testing after completing Advanced Welding. Students may take the course for high school credit only which would require no tuition payment. This course may be offered in partnership with North Texas Central College. NCTC registration must be completed and tuition requirements met in order to earn the NCTC dual credit.

**T6525**

## **Welding II**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... Welding I**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships ..... North Central Texas College**

This advanced welding program will follow American Welding Society "SENSE" guidelines to prepare the serious student for entry level certification testing after completing Advanced Welding. Students will complete individual projects to demonstrate industry competencies.

# Introduction

Marketing

Marketing education is a program designed to prepare students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer. A fundamental understanding of the marketing concept and basic marketing skills are essential not only to students entering the field of marketing, but also everyone entering the workforce. Marketing education courses provide students with knowledge and skills that are highly transferable.

Students also have opportunities to develop leadership, as well as social, civic and career skills in marketing through their participation in DECA, the student organization for marketing education. DECA 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.

# Career Opportunities

Marketing

Advertising Director  
Hotel/Motel Manager  
Travel Services Marketing Dir.  
Restaurant Manager  
Fashion Consultant

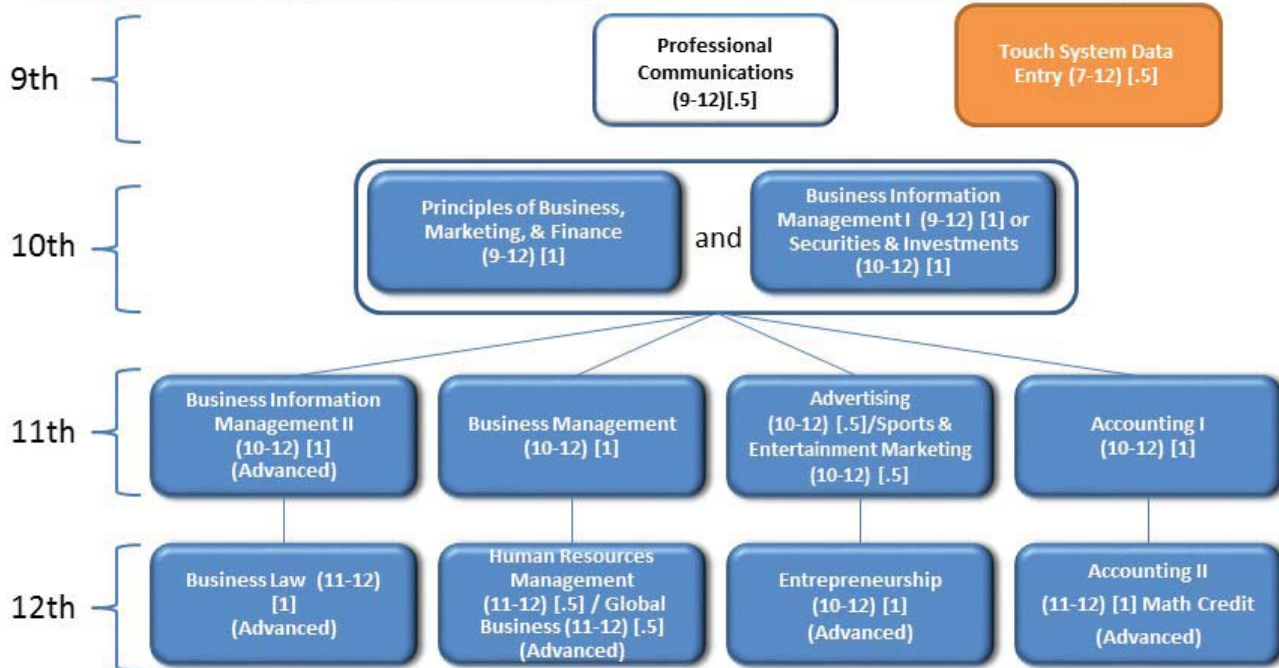
International Marketer  
Marketing Instructor  
Fashion Merchandiser  
Store Manager  
Distribution Manager

Buyer/Purchasing Agent  
Financial Manager  
Broker  
Display Designer  
Product Designer

# Sequences

Marketing

## Business Management, Administration, Marketing & Finance



**T7010**

## Entrepreneurship

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... None

This course will provide students with the knowledge and skills needed to become an entrepreneur. They will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired and the potential for profit.

**T7015**

## Advertising

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1/2
- ▶ **Prerequisite**..... None

Advertising course is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast and digital media. This course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

**T7035**

## Sports & Entertainment Marketing

- ▶ **Grade Placement** ..... 10- 12
- ▶ **Credits** ..... 1/2
- ▶ **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.

### Education Still Pays, Even in a Down Economy

On the whole, college improves job prospects. The median salary range for college graduates is about \$21,900 more per year and about \$1 million dollars more over a lifetime than for non-graduates. College grads have about half the unemployment rate of those without degrees.

Median annual earnings for people 25 and over in 2010  
(Half earn more, and half earn less.)

High school graduate	\$32,552
Associate degree	\$39,884
Bachelor's degree	\$53,976

# Introduction — Science, Technology, Engineering and Math

A career in Science, Technology, Engineering or Mathematics (S.T.E.M.) is challenging and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Project Lead The Way (PLTW) includes a three year sequence of courses which introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. Introduction at this level will allow high school students to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs, which currently exceeds 50% nationally.

# Career Opportunities — Science, Technology, Engineering and Math

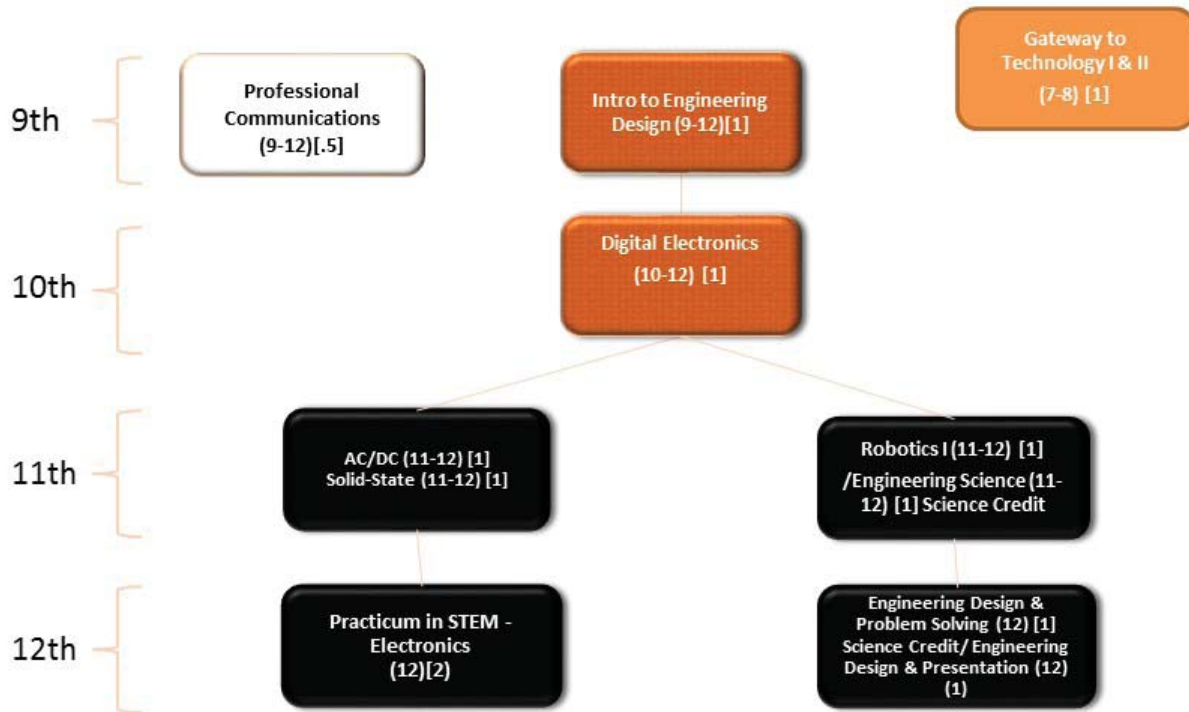
Aerospace Engineer  
 Product Designer  
 Manufacturing Supervisor  
 Mineral Engineer  
 Electrical Engineering

Computer Engineer  
 Mechanical Engineer  
 Robotics Technician  
 Civil Engineer  
 Nuclear Engineer

Architectural Engineer  
 Architect  
 General Contractor  
 Laser Technician  
 Environmental Engineer

# Sequences — Science, Technology, Engineering and Math

## Science, Technology, Engineering & Math



Science, Technology, Engineering & Math

## PROJECT LEAD THE WAY

**PRE-ENGINEERING** -- Students may begin the three year program in the 9<sup>th</sup> grade or later, but must take the courses in sequence in order for the training and education to be most effective. The courses are outlined in their proper sequential order.

**T7510**

### **Introduction to Engineering Design (IED)**

- ▶ **Grade Placement** ..... 9-12
- ▶ **Credits** ..... 1 (*Accelerated: Double Blocked for One Semester*)
- ▶ **Prerequisite**..... None
- ▶ **Partnerships**..... *University of North Texas Engineering Department, Bell Helicopter, Batteries Plus*

Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or, have you wondered how someone designed that new MP3 player or sleek new phone? Then Introduction to Engineering Design(IED) is the course for you. The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. Students will have the opportunity to test for university credit.

**T7540**

### **Digital Electronics (DE)**

- ▶ **Grade Placement** ..... 10-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Introduction to Engineering Design*
- ▶ **Partnerships**..... *University of North Texas Engineering Department, Bell Helicopter, Batteries Plus*

Digital Electronics(DE) is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Students will have the opportunity to test for university credit.

**T7535**

### **Robotics I**

- ▶ **Grade Placement**..... 11-12
- ▶ **Credits** ..... 1
- ▶ **Prerequisite**..... *Introduction to Engineering Design/Digital Electronics*
- ▶ **Location** ..... *Advanced Technology Complex*
- ▶ **Partnerships** ..... *University of North Texas Engineering Department, Bell Helicopter, Batteries Plus*

Robotics 1 course was designed to introduce the students 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 applies 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.

**T7525**

## **Engineering Science**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 1 (Accelerated: Double Blocked for One Semester)**
- ▶ **Prerequisite..... IED, DE, Robotics**
- ▶ **Location ..... Advanced Technology Complex**
- ▶ **Partnerships..... University of North Texas Engineering Department, Bell Helicopter, Batteries Plus**

Engineering Science is designed to help students understand the field of engineering and engineering technology. 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. The course also includes concerns about social and political consequences of technological change. Students will have the opportunity to test for university credit. The course counts as a 4th Science credit for graduation.

**T7530**

## **Engineering Design & Problem Solving**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1 (Accelerated: Double Blocked for One Semester) (4th SCIENCE CREDIT)**
- ▶ **Prerequisite..... IED, DE, Robotics, Engineering Science, Algebra I and Geometry**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships..... University of North Texas Engineering Department, Bell Helicopter, Batteries Plus**

Engineering Design & Problem Solving is an applied physics course designed to provide a study in force, work, rate, resistance, energy, power and force transformers as applied to mechanical, fluid, thermal, and electrical energy. Students learn to apply principle theories to the design and development process through project-based lessons where they create a variety of projects to meet specific goals. The course counts as a 4th Science credit for graduation.

**T7520**

## **Engineering Design & Presentation**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 1 (Accelerated: Double Blocked for One Semester)**
- ▶ **Prerequisite..... IED, DE, Robotics, Eng Science, Engineering Design & Problem Solving**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships ..... University of North Texas Engineering Department, Bell Helicopter, Batteries Plus**

Engineering Design and Presentation is the course that allows you to design a solution to a technical problem of your choosing. Now is the time to eliminate one of the “Don’t you hate it when...” statements of the world. This course is an engineering research course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process will be used to guide and help your team reach a solution to the problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the school year.

**T7545**

## **AC/DC Electronics**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... Recommended: Digital Electronics**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships..... International Society of Certified Electronics Technicians (ISCET)**

AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement and implementation. Through the use of the design process, students will transfer academic skills to component design in project based environment.

**T7550**

## **Solid State Electronics**

- ▶ **Grade Placement ..... 11-12**
- ▶ **Credits ..... 1**
- ▶ **Prerequisite..... AC/DC Electronics**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships..... International Society of Certified Electronics Technicians (ISCET)**

In Solid State Electronics, Students will demonstrate knowledge and application of advanced circuits, electronic measurement, and electrical implementation used in the electronics and computer industries. Students will transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair and modify electronic components, equipment, and power 16 electronic systems in a project based learning environment

**T7555**

## **Practicum in STEM - Electronics**

- ▶ **Grade Placement ..... 12**
- ▶ **Credits ..... 2**
- ▶ **Prerequisite..... AC/DC & Solid State Electronics**
- ▶ **Location..... Advanced Technology Complex**
- ▶ **Partnerships..... International Society of Certified Electronics Technicians (ISCET) & Texas State Technical College**

Students will learn advanced semiconductor/solid state theories (transistor/integrated circuit-IC chip theories), associated labs, test equipment usage and prototyping. Students will build and analyze a basic power supply, amplifier and learn digital theories! Students will have an opportunity to design projects that utilize electronics skills. At the end of each semester you will have the opportunity to test for an industry standard electronics certification through ISCET.

# Introduction Transportation, Distribution and Logistics

The Transportation, Distribution and Logistics cluster includes the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. This area provides instruction that develops manipulative skills, safety, judgment, technical knowledge, and related occupational information. These skills prepare students for profitable employment in trade and industrial pursuits. It also trains students for industrial occupations through contextual instruction in the layout, design, production, processing, assembling, testing, diagnosing, and maintaining of industrial, commercial, and residential goods and services.

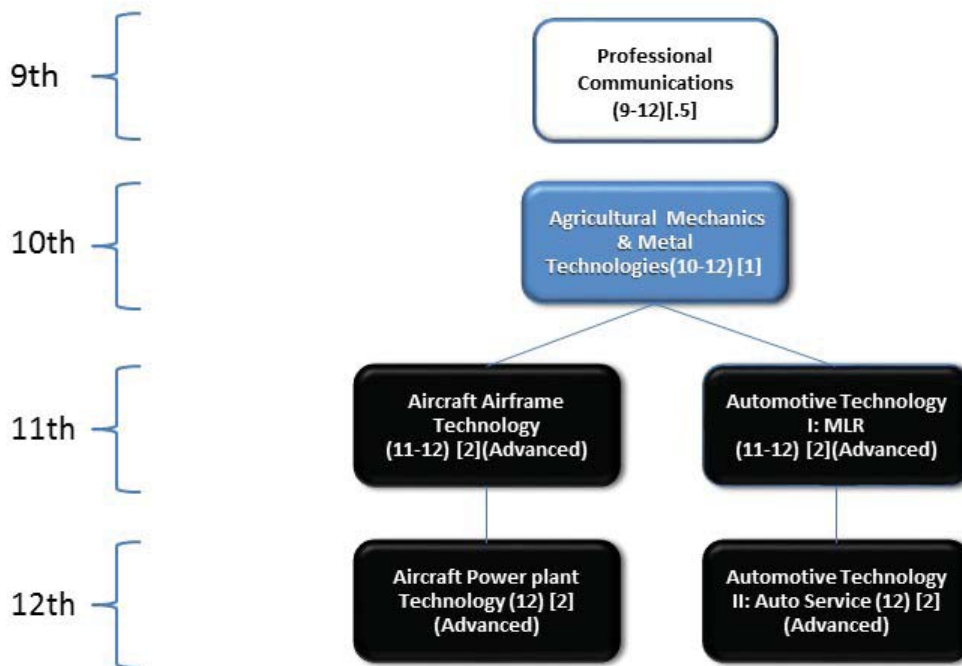
Individuals who have actual wage-earning experiences in the field provide instruction. Classrooms are laboratory equipped to emulate industry or are actual work sites, through such training arrangements as cooperative education, internships, or apprenticeships. Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through the Skills USA, the student organization for young people enrolled in these programs. As an integral part of the instructional program, club activities enhance and expand classroom instruction.

# Career Opportunities Transportation, Distribution and Logistics

- |                               |   |                            |
|-------------------------------|---|----------------------------|
| Aviation Technician           | Heavy Equipment Technician              | Automobile Service Advisor |
| Aircraft Mechanic             | Heating & Cooling Mechanic              | Aircraft Pilot             |
| Small Engine Mechanic         | Instrumentation & Electrical Specialist | Air Traffic Controller     |
| Diesel Engine Mechanic        | Farm Equipment Mechanic                 | Jet Engine Technician      |
| Industrial Machine Technician | Automobile Collision Technician         | Automobile Design Engineer |

# Sequences Transportation, Distribution and Logistics

## Transportation, Distribution & Logistics



Business and Industry



## T8010

### Automotive Technology I: Maintenance and Light Repair

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... **Recommended: Ag Mechanics & Metal Technologies**
- ▶ **Location**..... **Advanced Technology Complex**
- ▶ **Partnerships**..... **James Wood Automotive, Gentry Mufflers**

The Automotive Technology student will gain knowledge and skills in the repair, maintenance, and diagnosis of motor vehicles. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. Students will explore career and post secondary opportunities as they relate to the automotive repair industry.

## T8015

### Automotive Technology II: Automotive Service

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... **Automotive Technology I: MLS**
- ▶ **Location**..... **Advanced Technology Complex**
- ▶ **Partnerships**..... **James Wood Automotive, Gentry Mufflers**

The Automotive Technology II student will build on the knowledge and skills in the repair, maintenance, and diagnosis of motor vehicles acquired from Automotive Technology I. Students will explore career and post secondary opportunities as they relate to the automotive repair industry.

## T8020

### Aircraft Airframe Technology

- ▶ **Grade Placement** ..... 11-12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... **None**
- ▶ **Location**..... **Advanced Technology Complex**
- ▶ **Partnerships**..... **Meyer Aircraft Company, Tarrant County College, US Aviation, Tina's Pilot Shop**

In Aircraft Airframe Technology, students gain knowledge and skills in the general repair, maintenance, and diagnosis of aircraft systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. Students will be introduced to the aviation industry, air traffic control system, ground operations, as well as weather considerations, reporting, and prediction. Students will also learn the safety procedures, uses, and care of major shop equipment and tools. Students will explore career and post secondary opportunities as they relate to the aviation repair industry.

## T8025

### Aircraft Powerplant Technology

- ▶ **Grade Placement** ..... 12
- ▶ **Credits** ..... 2
- ▶ **Prerequisite**..... **Aircraft Airframe Technology**
- ▶ **Location** ..... **Advanced Technology Complex**
- ▶ **Partnerships** ..... **Meyer Aircraft Company, Tarrant County College, US Aviation, Tina's Pilot Shop**

In Aircraft Powerplant Technology, students gain knowledge and skills in the general repair, maintenance, and diagnosis of aircraft systems. Students will expand their knowledge of the aviation industry, air traffic control system, ground operations, as well as weather considerations, reporting, and prediction. Students will also learn engine start up, aircraft movement, and taxi procedures.



# Appendix

- Web Sites for College and Career Planning**



# Hot Links - to - COOL SITES

...for college and career planning

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✓ <i>General Information for College-Bound Students</i>	<a href="http://www.collegexpress.com/reg/signup">www.collegexpress.com/reg/signup</a>
✓ <i>General Information for College Scholarships</i>	<a href="http://www.gocollege.com">www.gocollege.com</a>
✓ <i>Assistance with the College Selection Process</i>	<a href="http://www.collegeadmissioninfo.com/college_selection.html">www.collegeadmissioninfo.com/college_selection.html</a>
✓ <i>General Information on SAT and ACT</i>	<a href="http://www.collegeboard.org">www.collegeboard.org</a> and <a href="http://www.actstudent.org">www.actstudent.org</a>
✓ <i>Complete Listing of All Universities</i>	<a href="http://university.graduateshotline.com/">http://university.graduateshotline.com/</a>
✓ <i>The Princeton Review – General College Information</i>	<a href="http://www.princetonreview.com">www.princetonreview.com</a>
✓ <i>Link for Student Athlete Eligibility (NCAA)</i>	<a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>
✓ <i>Career Center, College Search, and Financial Aid Information</i>	<a href="http://www.everychanceeverytexan.org">www.everychanceeverytexan.org</a>
✓ <i>Free College Scholarship and Financial Aid Searches.</i>	<a href="http://www.fastweb.com">http://www.fastweb.com</a>
✓ <i>American Association of Community Colleges</i>	<a href="http://www.aacc.nche.edu">www.aacc.nche.edu</a>
✓ <i>Texas Common Application</i>	<a href="http://www.applytexas.org/adappc/gen/c_start.WBX">www.applytexas.org/adappc/gen/c_start.WBX</a>

# High School Course Catalog & Planning Guide

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