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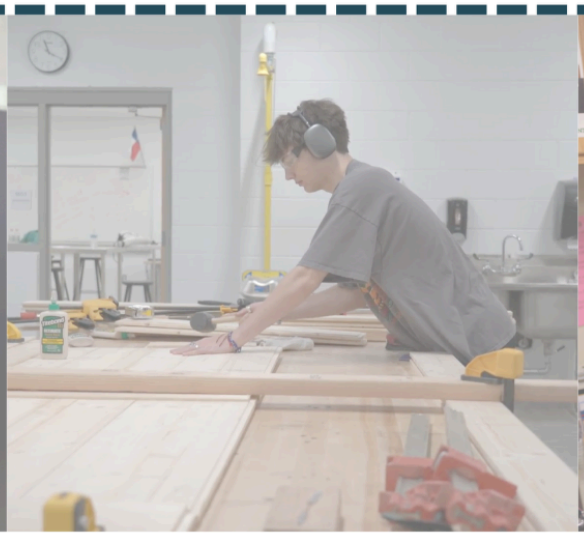


PROSPER INDEPENDENT SCHOOL DISTRICT

ACADEMIC COURSE GUIDE & CATALOG

HIGH SCHOOL







LAUNCH YOUR JOURNEY

FIND YOUR **PLACE.** FIND YOUR **PEOPLE.** FIND YOUR **PASSION.**

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Prosper Independent School District

Mission, Vision, and Guiding Principles

Mission

Unite students, families, teachers, staff, and the larger community in the relentless pursuit of excellence.

Vision

Prosper ISD envisions a learning community where students, families, teachers, staff, and community members unite as partners in education, creating an environment where excellence is expected and achieved daily. Through personalized learning experiences that honor individual strengths and challenges, we fulfill the promise in every child, preparing them with the knowledge, skills, and character to thrive in an ever-changing world. Our tight-knit community remains our foundation even as we grow, ensuring everyone is seen, valued, and empowered to reach their full potential.

Together, we build a future where Prosper students graduate ready to lead confidently, innovate purposefully, and make meaningful contributions to society.

Guiding Principles

Together We Champion:

- Supporting every student's journey to excellence

Together We Cultivate:

- Creating meaningful connections across our growing community

Together We Empower:

- Developing our people to lead and inspire growth

Together We Prosper:

- Uniting in shared purpose while honoring individuality

How to Use The Academic Guide and Course Catalog

This catalog serves to provide students and their families with key information needed to make informed decisions regarding academic pathways and graduation requirements. We strongly encourage parents/guardians and students to familiarize themselves with the graduation and endorsement criteria outlined here, and to collaborate closely with teachers and counselors to ensure the best possible academic choices are made.

Please note, the Texas Education Agency and the Texas State Board of Education may revise requirements throughout the school year. While the information in this guide is accurate at the time of publication, updates will be made as new information becomes available.

This guide is intended for reference purposes and does not supersede board policy. Any exceptions or unique circumstances will be addressed at the discretion of the campus principal.

It is the policy of the Prosper Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices and/or its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the Title IX Coordinator at (945) 678-0000.

Prosper ISD offers Career and Technical Education Programs for Prosper ISD students in Agriculture, Food & Natural Resources, Architecture, Arts, A/V Technology & Communications, Business Management & Administration, Education & Training, Finance, Health Science, Hospitality & Tourism, Human Services, Law, Public Safety, Corrections & Security, Manufacturing, Marketing, STEM, and Transportation, Distribution & Logistics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space available.

The Prosper Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technical education programs. The Prosper Independent School District offers a free and appropriate education to eligible students.

Academic Guidelines

Graduation Information and Requirements

Graduation Requirements

Graduation requirements include:

- 26 credits (Foundation High School Program with Endorsement - see below)
    - In rare cases, or by ARD Committee determination, students may graduate on the Foundation Only Program with parent/guardian, principal, and counselor approval. This decision can be decided after a student's sophomore year.
- Five End-of-Course Exams in English I, II; Algebra I; Biology; U.S. History**
    - **TEA will release guidance on how graduation requirements may change for 2028 and 2029 graduates once the bill is implemented in its entirety.
    - Students who take an EOC course in middle school will be expected to take either the SAT or ACT prior to graduation. At least one of these tests will be offered during the school day at no cost to all students in the spring of their junior year.
- Four Student Success Tool of Academic Readiness Assessments in English I; Algebra I; Biology; U.S. History: Class of 2030 and beyond**
    - **TEA will release guidance on how graduation requirements may change for 2028 and 2029 graduates once the bill is implemented in its entirety.
- Students must complete one of the following:
    - Submit a Free Application for Federal Student Aid
    - Submit a Texas Application for State Financial Aid
    - Submit a signed opt-out form in Skyward in the parent portal
    - Elect whether to opt in or opt out to allowing the Texas Higher Education Coordinating Board (THECB) to share student data through My Texas Future *My Future Texas Account Creation Instructions *

Early High School Graduation

Students who complete all Texas High School graduation requirements may graduate early. If your student is considering graduating in 3 or 3½ years, they must complete an application and work with their school counselor to develop a plan for meeting all requirements.

Texas First Early High School Completion Program

Texas First Early High School Completion Program allows public high school students who demonstrate readiness for college to graduate early from high school. If your student is interested in this opportunity, contact your school counselor. Students must complete an application with their school counselor. Eligibility is determined based on academic readiness for post-secondary success in English, math, science, social studies, and LOTE.

Distinguished Level of Achievement

In Prosper ISD, our students will be on the Foundation High School Graduation Program with Endorsement and earn the Distinguished Level of Achievement (DLA). This will best prepare our students for college, career, and the workforce.

To qualify for automatic admission into a Texas public university under the Top 10% law, a student must earn the Distinguished Level of Achievement by completing:

- Four credits in mathematics that must include Algebra II
- Four credits in science
- Foundation High School Program with Endorsement curriculum requirements

Endorsements

As students transition to high school, all Prosper ISD students are automatically placed on the Multidisciplinary Studies endorsement, which provides a strong, well-rounded academic foundation.

In addition to Multidisciplinary Studies, students can pursue additional endorsements in areas of:

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

These endorsements allow students to tailor their high school experience to suit their career paths or college goals.

To earn an endorsement, students must complete specific curriculum requirements, including a fourth credit in both math and science. Students can learn more about courses for endorsement in the Academic Planning and Course Selection section of this document.

Students may change or add endorsements at any time with signed approval from both the parent/guardian and student.

Performance Acknowledgments

Students may earn Performance Acknowledgments through outstanding achievement in the following areas:

- Earn a nationally or internationally recognized business or industry certification or license.
- Outstanding Performance in Dual Credit courses
    - Earn at least 12 hours of dual credit as part of the Texas core curriculum or advanced technical credit courses with a GPA of 3.0 or higher on a 4.0 scale
    - Earn an Associates Degree while in high school
- Outstanding Performance in Bilingualism and Biliteracy
    - Complete all English Language Arts requirements and maintain a minimum of an 80 average on a 100 point grading scale. Students must also complete one of the following:
        - Complete a minimum of 3 credits in the same language in a language other than English with an 80 average on a 100 point grading scale
        - Demonstrate proficiency in TEKS for Level IV or higher in a language other than English with an 80 average on a 100 point grading scale
        - Demonstrate proficiency in one or more World Languages (LOTE) through
            1. A score of 3 or higher on a College Board Advanced Placement examination for a language other than English or a score of 4 or higher on an International Baccalaureate examination for a language other than English
            2. Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
    - English Language Learners must also have:
        - Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
        - Scored Advanced High on the Texas English Language Proficiency Assessment System (TELPAS)
- Outstanding Performance on a College Board Advanced Placement or International Baccalaureate Exam
    - A score of 3 or higher on a College Board Advanced Placement exam
    - A score of 4 or higher on an International Baccalaureate examination
- Outstanding Performance on a College Readiness Exam
    - Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, or as an awardee of the National Recognition Programs of the College Board;
    - Earn a combined critical reading and mathematics score of at least 1350 on the SAT®®;
    - Earning a composite score on the ACT® examination of 29 (excluding the writing subscore)

Grading and Reporting

Attendance for Credit or Final Grade (Kindergarten- Grade 12)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student may regain credit [See policy FEC]. All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days.

Progress Reports and Report Cards

Progress Reports and Report Cards are available in Skyward Family Access. Report cards are posted at the end of the nine weeks grading period. Parents/guardians may request a paper copy of progress reports and report cards.

Skyward Family Access

Skyward Family Access is a web-based information and communication center designed to provide parents/guardians with real-time information regarding student progress including:

- daily attendance
- individual assignment descriptions and grades
- progress reports, report cards, and notification of low grades
- missing assignments

Semesters and Nine Weeks

Prosper ISD divides the grading periods into two semesters, fall and spring. To receive credit for a course, students must be enrolled in PISD and:

- Earn a grade of 70 for a semester course
- Earn a grade of 70 for each semester for a year long course
- Earn a grade of 70 or above when both semester grades are averaged together.

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. Average passing is only allowed during the academic school year in which the course was originally taken for initial credit. The student shall be required to retake only the semester in which he or she earned the failing grade.

Transfer Grades

Per Board Policy (EIC), for students coming in with letter grades on their transcript the following grading translation will be used:

A+	98
A	95
A-	93
B+	88
B	85
B-	83

C+	78
C	75
C-	73
D (if previous district awarded credit)	70
D (if previous district did not award credit)	69
F	65

Grade Classification

Grade classification is determined prior to the start of each school year. Classification is for the entire school year. Students who are graduating a semester or year early must complete an application with their counselor prior to the start of the requested graduation year.

- **Freshman:** A student entering high school for the first time or having fewer than 6 credits.
- **Sophomore:** A student in the second year of high school who has earned a minimum of 6 credits will be classified as a sophomore.
- **Junior:** A student in the third year of high school who has earned a minimum of 12 credits will be classified as a junior.
- **Senior:** A student in the fourth year of high school who has earned a minimum of 18 credits and who is enrolled in the correct courses that will allow for graduation.

Class Rank

Freshmen, sophomores, and juniors will have their GPA and class rank recalculated after each semester. Seniors are ranked at the end of each semester and after the third nine weeks to determine graduation honors. The seniors' official grade point average is determined at the end of the fourth nine weeks. Before GPA and class rank are calculated, new to Prosper ISD students must complete a semester of district coursework. Review PISD Board Policy EIC Local to learn about the GPA rank and the high school transcript.

Grade Exclusions: The calculation of class rank shall exclude grades earned in any course taken outside the regular school day or regular school year; any private or commercially sponsored physical activity program conducted off campus; any traditional correspondence course; any online course, unless approved by the principal and monitored and proctored by a District employee; any local credit course; and grades earned through credit by examination. The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District for the entire two school years immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with at least one endorsement.

Beginning with the graduating class of 2029, The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District for the entire 4 school years immediately preceding graduation;
2. Be graduating after exactly 8 semesters of enrollment in high school courses; and
3. Have completed the foundation program with at least one endorsement.

In case of a tie in weighted GPAs after calculation to the third decimal place, the District shall recognize all students involved in the tie as sharing the honor and title. The District shall recognize the ten highest ranking students who have completed the Foundation Program with the Distinguished Level of Achievement.

Grade Point Average (GPA) Chart

The District shall categorize and weight eligible courses as Advanced Placement (AP)/Dual Credit, Honors, and On-Level courses in accordance with provisions of this policy and as designated in appropriate District publications. The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	On-Level	Honors Courses	AP/Dual Credit Courses
100	5	5.5	6
99	4.9	5.4	5.9
98	4.8	5.3	5.8
97	4.7	5.2	5.7
96	4.6	5.1	5.6
95	4.5	5	5.5
94	4.4	4.9	5.4
93	4.3	4.8	5.3
92	4.2	4.7	5.2
91	4.1	4.6	5.1
90	4	4.5	5
89	3.9	4.4	4.9
88	3.8	4.3	4.8
87	3.7	4.2	4.7
86	3.6	4.1	4.6
85	3.5	4	4.5
84	3.4	3.9	4.4
83	3.3	3.8	4.3
82	3.2	3.7	4.2
81	3.1	3.6	4.1
80	3	3.5	4
79	2.9	3.4	3.9
78	2.8	3.3	3.8
77	2.7	3.2	3.7
76	2.6	3.1	3.6
75	2.5	3	3.5
74	2.4	2.9	3.4
73	2.3	2.8	3.3
72	2.2	2.7	3.2
71	2.1	2.6	3.1
70	2	2.5	3
69 and below	No Grade Points Awarded	No Grade Points Awarded	No Grade Points Awarded

Alternate Methods of Earning Course Credit: Recovering Credit

Distance Learning and Correspondence Courses

Students who have failed a course can retake it through correspondence courses, which must be approved in advance and meet Texas Essential Knowledge and Skills (TEKS) standards. Application and approval from the school counselor is required before enrolling. Grades earned in correspondence courses are not factored into the student's GPA, credit is awarded, and the grade will appear on the transcript. It is recommended to take only one correspondence course at a time. Seniors needing credit for graduation must complete the course and submit their grade to their counselor by May 1st. All other students taking correspondence courses must complete the course by the deadline specified on the required application for the course to be added to the student's transcript for the student's schedule to be adjusted for the school year. The student is responsible for the cost of enrollment. Helpful links for approved correspondence courses:

- http://www.depts.ttu.edu/k12/programs/supplemental/
- https://highschool.utexas.edu/

Coursework from non-approved programs will not count for credit towards graduation.

Summer School

Students who fail courses may retake them in summer school. Grades earned in summer school are not calculated into the student's GPA, but credit is awarded and the grade will appear on the student's transcript. If students attend summer school through another Texas school district, credit will be awarded upon receipt of course completion records. The cost of enrolling in summer school is the responsibility of the student. Prosper ISD's summer school information is posted on the district website.

Credit by Examination

Students who have previously taken a course but failed may earn credit by passing a Credit by Exam (CBE), which tests the essential skills and knowledge of the course. To receive credit, students must score at least 70 on the exam. The attendance review committee may allow students with excessive absences to earn credit through CBE if credit was previously denied. CBE grades do not affect GPA, but credit is awarded, and the grade will appear on the transcript. The cost of CBE is the student's responsibility. CBE information is available from the campus testing coordinator, and study guides are available online.

Edgenuity

Students who have failed a course may recover credit by replacing an elective with a credit recovery period, with counselor approval. Credit recovery is completed through Edgenuity. Although grades earned in Edgenuity do not count towards GPA, credit is awarded, and the grade will appear on the transcript.

Alternate Methods of Earning Course Credit: Accelerating Credit

Enroll in Approved Summer School Courses for Credit

Students seeking to earn credits through summer school must enroll in a Prosper ISD approved online program or another Texas school district, with prior counselor approval. Students will not be approved if they have not completed the prerequisites for the course they would like to take. Summer courses taken for original credit cannot be taken for End-of-Course (EOC) subjects, except for U.S. History dual credit through Collin College. Students must register, pay the required fees, successfully complete the course, and submit the grade to their counselor before the first day of the academic semester to receive credit. While credit is awarded, the grades are not included in the student's GPA.

Credit by Examination (CBE) for Acceleration

Prosper ISD allows students in grades 9-12 to earn credit for courses in which they have not received prior instruction by scoring 80% or higher on a Credit by Exam (CBE). Both semester exams must be passed with a score of 80% or higher to receive credit; partial credit is not awarded for acceleration. Students need to complete an application and get counselor approval before the test is ordered. Students will not be approved if they have not completed the prerequisites for the course they would like to take. The course and CBE score will be recorded on the transcript but will not affect the student's GPA. Students may attempt the CBE for a specific course a maximum of two times but not in the same testing window. For students proficient in a language other than English (LOTE), Prosper ISD offers CBEs through Avant Assessment. CBE information is available from the testing coordinator or the district website. The district covers the cost of the exam, and tests are administered at a district-assigned location.

Distance Learning and Correspondence Courses

Students may take approved correspondence courses to earn high school credit. The courses must be TEKS-based. Application and approval from the school counselor is required before enrolling. Students will not be approved if they have not completed the prerequisites for the course they would like to take. Although grades earned in correspondence courses are not factored into the student's GPA, credit is awarded, and the grade will appear on the transcript. It is recommended to take only one correspondence course at a time. Seniors needing correspondence course credit for graduation must complete the course and submit their grade by May 1st. All other students must complete the course by the deadline specified on the required application for the course to be added to the student's transcript for the student's schedule to be adjusted for the school year. The cost of correspondence courses is the student's responsibility. Helpful links for approved correspondence courses:

- http://www.depts.ttu.edu/k12/programs/supplemental/
- https://highschool.utexas.edu/

Coursework from non-approved programs will not count for credit towards graduation.

UIL Eligibility for Extracurricular Participation

UIL participants should be aware of the following:

- Eligibility requirements for the first six weeks of each academic year's credits are determined by state graduation requirements. Students in grades 9-12 may participate in extracurricular activities at the beginning of the school year if the grade specific eligibility criteria below are met:
    - Beginning the 9th grade: has been academically promoted to the 9th grade.
    - Beginning the 10th grade: has earned 5 credits toward state graduation.
    - Beginning the 11th grade: has earned 10 credits or a total of 5 credits in the last 12 months.
    - Beginning the 12th grade: has earned 15 credits or a total of 5 credits in the last 12 months.
- UIL eligibility is based on semesters of participation and not years in high school.
- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than a 70 in any academic class other than those designated courses exempt from “no pass no play”:
    - Students are evaluated every three weeks for eligibility status. Loss of eligibility occurs at the end of the first six weeks’ progress report and, thereafter, only at the end of the nine-week grading period. Students can regain eligibility at the end of the six-week period and must be passing ALL courses.
    - All students are academically eligible during Thanksgiving break, winter break and spring break.
    - The grace period for eligibility is seven calendar days after evaluation, with the exception of holidays.
    - Students lose eligibility from participation in extracurricular activities if, after a grade-evaluation period, the student receives a grade below 70 in any academic class other than an identified honors or advanced class.

UIL Waived PISD Advanced Courses

Policy FM (Local) outlines the advanced courses in PISD that are exempt from the "no pass, no play" rule, as long as the student maintains a minimum of a 50 average in the course. The advanced courses in PISD and recognized by the Texas Education Agency defined as exempt from "no pass, no play" guidelines, minimum grade of 50 are:

English Language Arts
Honors English I, Honors English II, GT American Studies, GT Humanities, AP English Language, AP English Literature, Dual Credit ENGL 1301 and 1302, Dual Credit ENGL 2322 and 2323

Mathematics
Honors or GT Algebra I, Honors or GT Geometry, Honors Algebra II, Precalculus, AP Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, Dual Credit MATH 1314 (College Algebra), Dual Credit MATH 1342 (Elementary Statistical Methods), Dual Credit MATH 1324 (Mathematics for Business and Social Sciences), Dual Credit MATH 1325 (Calculus for Business and Social Sciences), Dual Credit MATH 2415 (Calculus III), Dual Credit MATH 2320 (Differential Equations)

Science
Anatomy & Physiology (Dual Enrollment - Tarleton State), Honors Biology, Honors Chemistry, AP Biology, AP Chemistry, AP Physics 1, AP Physics C, AP Physics 2, AP Environmental Science, Dual Credit Biology 1406 (Biology for Science Majors I), Dual Credit Biology 1407 (Biology for Science Majors II), Advanced Animal Science (Dual Enrollment - Tarleton State)

Social Studies
GT American Studies, GT Humanities, AP World History, AP US History, AP European History, AP Macroeconomics, AP U.S. Government and Politics, AP Psychology, AP Human Geography, Dual Credit ECON 2301 (Principles of Macroeconomics), Dual Credit GOVT 2301 (US GOVT), Dual Credit HIST 1301 and 1302 (US History), Dual Credit GOVT 2306 (Texas Government

Fine Arts
AP Art: 2-D Design Portfolio, AP Art: 3-D Design Portfolio, AP Art: Drawing Portfolio, AP Music Theory and AP Art History

World Languages: Languages Other than English (LOTE)
Honors American Sign Language, Honors Chinese, Honors French, Honors Spanish, AP Spanish Language, AP Spanish Literature, AP French Language, AP Chinese Language

CTE
AP Computer Science A, AP Computer Science Principles

Other
AP Seminar, AP Research

Academic Planning

College, Career, and Military Readiness (CCMR)

Prosper ISD is dedicated to preparing students for success after high school through our College, Career, and Military Readiness (CCMR) initiatives. We work to ensure every graduate is well-prepared for their post-secondary journey.

What is CCMR?

The Texas Education Agency (TEA) defines CCMR as the demonstration of a student's preparedness for college, a career, or military service. While not a graduation requirement, meeting these criteria serves as a valuable benchmark for students and families.

Prosper ISD's Commitment to CCMR

We support student readiness through a comprehensive approach that includes:

- Offering a challenging curriculum with courses like Honors, Advanced Placement (AP), and Dual Credit/Enrollment
- Providing access to tools such as Xello and guidance from school counselors to assist with planning.
- Events like High School Expo Night, Advanced Academics Night, and a College, Career, and Military Fair to help students explore their options.
- A robust Career and Technical Education (CTE) program with various pathways and certification opportunities.
- College testing paid for by the District (Fall PSAT/NMSQT for grades 10 and 11; Spring SAT for 11th grade; TSIA2)

While it's not a graduation requirement, our goal is for every Prosper ISD graduate to meet at least one CCMR indicator. School counselors collaborate with students and families to create personalized plans and select courses that align with their future goals. Prosper ISD graduates can demonstrate college, career or military readiness in the following ways:

Accountability Criteria	**Requirements**
A graduate must meet the TSI requirement for both reading and mathematics but does not have to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and may meet TSI criteria on ACT in mathematics.	
Meet TSI Criteria via SAT	Reading & Writing 480; Math 530
Meet TSI Criteria via ACT	English & Reading combined 40; Math 22
Meet TSI Criteria via TSIA2	ELAR 945; Math 950; 5 or higher on Essay

Accountability Criteria	**Requirements**
Other criteria graduates may meet for College and Career Readiness	
Advanced Placement (AP) Exam	Score 3, 4, or 5 on any exam
International Baccalaureate (IB) Exam	Score a 4, 5, 6, or 7 on any exam • IB courses are not available in PISD
Earn Dual Course Credits	Earn credit for at least three hours in ELA *or* mathematics *or* at least nine hours in *a combination of any* subjects
Earn an Industry-Based Certification (IBC)	To earn an Industry-Based Certification (IBC), you must: • Obtain an IBC from the TEA Approved IBC Listing. • Be a completer in an aligned Program of Study, which means completing three or more courses for at least four credits within the same Program of Study. One of these courses must be a level three or higher. Review this chart for a list of available Industry-Based Certifications in PISD
Earn a Level I or Level II Certificate	A graduate earning a level I or level II certificate in any workforce education area through an Institute of Higher Education (i.e. Collin College) Review this list of available Level1/2 Certifications
Enlist in the Armed Forces	A graduate enlisting in the US Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard.
JROTC	Completion of 4 years of a JROTC program and achieving a passing score on the ASVAB test
*Please note that **Special Education students** may also meet **College and Career Readiness (CCMR)** through one of the following specialized criteria. The ARD Committee will review.*	
Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness (Students served in Special Education Student)	A graduate receiving a graduation type code of 54 or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
Graduate Under an Advanced Diploma and be Identified as a Current Special Education Student.	A graduate receiving a graduation type code of 34 or 35 who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as *Foundation High School Plan with Endorsement (FHSP-E)* or *Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA).*

College Prep Courses

College Prep courses offer intensive instruction in English and/or math for high school seniors who need additional support to meet college readiness standards. They are designed for students who have not achieved college-ready scores on the ACT, SAT, or TSIA. Students in College Prep courses are expected to complete the TSIA2 exam for their respective subject area (either math or English). This course gives students a two-year TSIA2 waiver for Collin College.

AVID

The AVID (Advancement Via Individual Determination) program is a dynamic academic support system nationally proven to help students achieve their personal and educational goals. Designed to ensure students reach their full potential, AVID provides the resources and guidance necessary to pursue a college-preparatory path for admission to universities and colleges. This program is typically intended for students in the academic middle (often with a GPA between 2.0 and 3.5) who have the potential and determination to attend a four-year university but need extra support to succeed. Students who particularly benefit include first-generation college students and those who need assistance to improve their grades or access enrichment opportunities. AVID is offered at Richland High School.

Career and Technical Programs of Study

Prosper ISD offers a wide array of Career and Technical Education (CTE) programs to help students explore their passions and prepare for in-demand careers. CTE programs of study provide students access to coherent course sequences, industry-based certifications, work-based learning programs, and college credits to ensure students are prepared for high-wage, in-demand, and high skill careers. The CTE Programs of Study in Prosper ISD are:

- Accounting and Financial Services
- Agriculture and Technology Mechanical Systems
- Animal Science
- Animation
- Architectural Design
- Audio/Video and Broadcast Production
- Biomedical Science
- Business Management
- Construction and Project Management
- Cosmetology and Personal Care
- Culinary Arts and Hospitality
- Cybersecurity
- Diagnostic and Therapeutic Services
- Electrical Engineering
- Engineering Foundations
- Exercise Science, Wellness, and Restoration
- Family and Community Services
- Fashion Design
- Health Science
- Interior Design
- Law Enforcement
- Marketing and Sales
- Modern Media
- Plant Science
- Programming and Software Development
- Teaching and Training
- Transportation, Distribution, and Logistics
- Video Game Design
- Yearbook

US Army JROTC

Prosper ISD's U.S. Army Junior Reserve Officers' Training Corps (JROTC) program offers high school students a unique opportunity to develop leadership skills, character, and citizenship. Students learn how to follow and give orders, build self-discipline, pride, and teamwork, and prepare for future responsibilities. Rock Hill High School currently hosts the JROTC program for all Prosper ISD students.

Advanced Academics

Prosper ISD provides all students, regardless of race, ethnicity, language, disability status, or socio-economic background, with opportunities across all campuses to establish a foundation for success in college, career, and military service, empowering them to thrive in a global economy. Advanced Academics plays a crucial role in this endeavor by offering a diverse array of advanced academic opportunities for students. These programs are designed to enrich learning, cater to varied interests, and support the achievement of personal goals, ensuring comprehensive readiness for their future endeavors.

The district has an open enrollment policy for these courses, but advises students to consider course requirements and time commitments. Prosper ISD promotes balance, encouraging students to combine advanced coursework with extracurricular activities and personal time.

Honors Courses

Prosper ISD encourages students to challenge themselves academically by taking challenging courses aligned with their interests. Honors courses offer increased depth and complexity, resulting in mastery of advanced skills aligned with course objectives. They provide students access to challenging goals and extended outcomes by way of learning experiences at greater depths of complexity and sophistication than is typical for the course, academic discipline, and/or grade level.

Advanced Placement® (AP) Courses

The Advanced Placement (AP) Program offers high school students the opportunity to take rigorous college-level courses across a wide variety of subjects, including the arts, English, history, math, computer science, physical and life sciences, and world languages. AP courses provide an evidence-based academic experience designed to prepare students for success in college and beyond. The program operates on core principles that ensure teachers' expertise is respected, course content is clearly understood, and students are academically challenged while remaining free to make up their own minds. Students are highly encouraged to take AP exams in May to demonstrate mastery of the course material and have the opportunity to gain college credit depending on their test scores.

To learn more about how AP credits are accepted by colleges, check with individual institutions or use the AP Credit Policy Search. While students are responsible for exam fees, scholarship opportunities are available. For more information, contact your school counselor or testing coordinator.

College Credit Earning Opportunities

Prosper ISD is committed to providing students with various pathways to earn college credit while still in high school, offering a significant academic and financial advantage. Through our established dual credit and dual enrollment partnerships with institutions such as Collin College and Tarleton State University, students can simultaneously earn credit on both their high school and college transcripts.

These programs allow qualified students to engage in rigorous college-level coursework, potentially accelerating their progress toward a post-secondary degree. Families are strongly encouraged to utilize the Texas Common Course Numbering System (TCCNS), which helps students view transferable courses offered by each institution and understand how universities evaluate community college courses, ensuring credits align with future academic plans. Students are also encouraged to review freshman admissions requirements at the post-secondary institutions at which they have interest in applying. Students who anticipate missing a significant amount of class time are encouraged to reconsider enrolling in dual credit/enrollment courses, as we cannot provide online access to assignments during absences or extended trips.

Dual Credit/Enrollment Grading

Grades earned in Dual Credit courses taken in person during the fall and spring semester are weighted, calculated into the student's high school GPA, and appear on the student's high school and college transcript. Dual credit courses taken during summer school or online will not be calculated into the student's high school GPA but will appear on the high school and college transcript.

College Student Expectations

The transition from high school to dual credit and college courses is a shift, primarily because the responsibility for academic success moves entirely to the student. This change can be challenging for both students and parents.

Successfully navigating dual credit requires understanding that the expectations and policies in a college setting, whether through Collin College or other universities differ significantly from those in high school. The transition shifts responsibility to the student and requires adherence to a new set of rules regarding curriculum, grading, and accommodations.

To explore the specific programs, eligibility requirements, financial details, and transition information for all our dual credit/enrollment opportunities, please click on the Comprehensive Dual Credit/Enrollment Partnership Supplement link.

College Credit Earning Opportunities: Program Comparisons

Category	Collin College (Dual Credit/ Concurrent)	Tarleton Today (Dual Enrollment)
Credit Model & Focus	Dual Credit (HS & College credit simultaneously) and Concurrent Credit (College credit only). Focuses on Core Academic and Health Science Technical (AAS) courses.	Dual Enrollment (HS & College credit simultaneously). Focuses on a variety of college courses delivered via Distance Education. Students earn the high school credit, and can choose if they want to accept the college credit.
Cost to Student (Tuition)	Students pay tuition and fees, but fees may be covered if the student qualifies for Federal Free and Reduced Lunch. Students pay for books.	Subsidized Rate of $50 per student per semester credit hour ($150 for 3-credit course; $200 for 4-credit course). Fees may be covered if the student qualifies for Federal Free and Reduced Lunch.
Placement/Eligibility Test	Student interest and completion of enrollment steps. At 15 hours; students become degree-seeking and may need to take the TSIA test for admittance.	Students must meet the minimum academic requirements for each course and have PISD approval (pre-requisites must be met)

Category	Collin College (Dual Credit/ Concurrent)	Tarleton Today (Dual Enrollment)
Disability Services	Students Must Initiate Accommodations: Students are fully expected to initiate the accommodation process and remain active participants by maintaining direct interaction with the ACCESS office. Parents Cannot Request Services: While parents or guardians can inquire about general policies, they cannot request accommodations or services on the student's behalf. https://www.collin.edu/studentresources/disabilityservices/ Access & Disability Services	Students self-select accommodations during the application process. High school teachers verify that the selected accommodations align with district documentation. Students may also request accommodations at any point during the course.
Course Instructor	Collin College Faculty, which includes PISD teachers hired and supervised as Collin College adjunct faculty.	Prosper ISD Teachers who meet Tarleton's qualifications (Bachelor's in the field + experience).
College Oversight	Collin College Academic Departments select, supervise, and evaluate all faculty to ensure rigor is equivalent to main campus courses.	Tarleton faculty develop the curriculum. PISD teachers receive mandatory Summer Professional Development and virtual coaching from Tarleton staff.
Minimum Passing Grade	D or above on the college transcript (grades of A, B, C, D, F, I). Health Science Pathways have different standards.	D or above on the college transcript (if the student accepts the credit).

Category	Collin College (Dual Credit/ Concurrent)	Tarleton Today (Dual Enrollment)
Student Benefits/Support	Access to all Collin College academic support services (libraries, tutoring, ACCESS for accommodations, etc.).	Students are enrolled as Tarleton State University Texans and receive benefits like tutoring and fine arts event access.
Credit Transfer Details	Courses are part of the Texas Common Course Numbering System (TCCNS) for maximum transferability across Texas public colleges.	Courses use the TCCNS to maximize transferability within Texas institutions and are applicable toward one or more bachelor's degrees at Tarleton.
Privacy Policy (FERPA)	Students are considered college students; FERPA applies. Collin will not disclose information to parents without student consent or proof of dependency.	Students are afforded FERPA rights. Tarleton designates PISD as a school official with a legitimate educational interest in the student records.

Planning for College

College Readiness Assessments

Prosper ISD encourages students to take the SAT® and/or ACT® tests before the spring of their junior year. Students needing accommodations for either exam must apply through the respective websites at least six months prior to testing. For more information, please contact your campus testing coordinator.

ACT/SAT School Registration Codes			
Prosper HS **445-715**	Richland HS **767-564**	Rock Hill HS **440-567**	Walnut Grove HS **108-732**

ACT

The ACT® is a curriculum-based achievement test measuring what students have learned in high school English, mathematics, reading, and science, and is not an IQ or aptitude test. The ACT® also provides college and career readiness indicators, helping students assess their preparedness for life after high school.

SAT

The SAT®, a College Board assessment, measures critical thinking skills essential for college success, such as problem analysis and solving. Typically taken in the junior and senior years, the SAT®, combined with high school GPA and course rigor, serves as a strong indicator of college success. Prosper ISD offers the School Day SAT in the spring of junior year at no cost to students.

Texas Success Initiative (TSIA2)

The TSIA2 is a state-mandated placement test for students entering Texas public colleges or universities. Students may be exempt if they meet the institution's entrance standards. To determine if you need to take the TSIA2, contact the testing or advising office of the college or university. The following criteria can exempt students from the TSIA2:

ACT	Math: 22	English & Reading combined: 40
SAT	Math: 530	Evidenced-Based Reading & Writing (EBRW): 480

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). It serves two main purposes: it provides practice for the SAT and gives high school juniors a

chance to qualify for NMSC scholarship programs. The test measures critical reading, math problem-solving, and writing skills.

Prosper ISD administers a PSAT to all sophomores, and juniors in the fall at no cost. Students receive feedback identifying their strengths and weaknesses in college readiness skills, allowing them to focus their preparation. The PSAT does not meet College and Career Readiness standards and cannot be used as a substitute for the TSI for college admission.

Test Preparation

In order to prepare for success on college readiness tests, we encourage students to access free tools and take full advantage of test preparation opportunities for ACT, SAT, and TSIA. Below are resources students can access:

- Edgenuity: Free ACT, SAT and TSIA2 Prep
- Khan Academy: Type SAT/ACT/TSIA in search; helpful modules populate
- TSIA2: Free TSIA2 test prep
- SAT: Free SAT test prep
- ACT: Free ACT test prep

Financial Aid

Students in their final year of high school should apply for financial aid early in their final year and each subsequent year, as long as they are enrolled in post-secondary education or training. Federally funded grants and loans are available to students through a variety of sources. ***Students enrolled in 12th grade must*** do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA),
- Complete and submit a Texas Application for State Financial Aid (TASFA), or
- Submit a signed opt-out form in Skyward Family Access

FAFSA

The Free Application for Federal Student Aid (FAFSA) is the single most important application for students seeking financial assistance for college, career, or graduate school. The completion of the FAFSA application determines a student's eligibility for federal aid (grants, work-study, and federal loans), state aid, and institutional aid.

FAFSA submission will be available October 1 of the student's senior year.

TASFA

The Texas Application for State Financial Aid (TASFA) is a free application for students who are Texas Residents but are not eligible to apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA). The TASFA is specifically for Texas residents who cannot apply for the FAFSA, often including:

- Undocumented students
- Students with DACA status
- Other non-U.S. citizens who are classified as Texas residents

TEXAS Grant

The state legislature established the TEXAS (Towards Excellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college. For more information, please visit Texas Higher Education Coordinating Board.

Xello

Prosper ISD secondary students and their families can access Xello through the Student/Parent Portals. Xello is an interactive platform designed to help with college, career, and military exploration. It empowers middle and high school students to explore and prepare for postsecondary success. Xello Features Include:

- Learning Styles Inventory and Course Planning Tools
- Four-Year Planning Access (available during 7th and 8th grade)
- Career Interest Surveys: Helps students identify personal preferences and explore matching careers.
- College and Major Search Tools: Allows students to explore colleges based on location, cost, programs, and admissions criteria.
- Resume Creation
- Volunteer Hours Tracking

Top 10% Rule and Automatic Admission to Texas Public Universities

Students graduating in the top 10% of their class from a Texas high school are eligible for automatic admission to most public Texas universities, provided they enroll within two years of graduation.

UT Austin Exception: The University of Texas at Austin (UT Austin) is limited to offering automatic admission to the top 5% of the graduating class for 2026 and beyond. Additionally, UT Austin may cap automatic admissions at 75% of its freshman class (per Senate Bill 175).

Application Requirements:

- Students must still submit an application before the university's deadline.
- SAT/ACT scores may be required for submission, but they are not used for the automatic admission decision.
- Students must also take the Texas Success Initiative (TSI) Assessment, unless exempt. Students should verify all standardized testing requirements directly with the admissions office.

Important Note: Automatic admission does not guarantee entry into specific programs or departments. Universities may review high school records and require students who need extra preparation to take developmental or orientation courses prior to their first semester.

Prospective College Athletes

High school students planning to participate in Division I or Division II college athletics must register with the National Collegiate Athletic Association (NCAA) after completing their junior year. The Eligibility Center certifies the academic and amateur credentials of college-bound athletes. It is the student-athlete's responsibility to maintain and protect their eligibility status. For more information, visit www.eligibilitycenter.org.

Collin College Counselor

The Collin College Counselor helps bridge the transition from high school to post-secondary education. Located on each high school campus, the counselor assists students with navigating college and career options, guiding them through the college search and application process, financial aid and scholarships, and educational planning. They also serve as a liaison to Collin College for dual credit services, including admissions, testing, advising, ACCESS, and course registration.

Planning and Advising Resources

- My Texas Future: My Texas Future is a free, personalized digital platform developed by the Texas Higher Education Coordinating Board (THECB). It is designed to be a comprehensive roadmap that guides Texans—from middle school students to adult learners—through the entire process of career planning, higher education exploration, application, and financing. The platform's core mission is to help Texans pursue a degree, certificate, or other credential that leads to an in-demand, successful career with minimal debt. *My Future Texas Account Creation Instructions

- Texas OnCourse: A state-funded initiative to improve college and career readiness by equipping all Texas students for an educational and professional future that unlocks their potential. Texas OnCourse will help counselors and students to create personal graduation plans. Check out MapMyGrad, an interactive website where students can learn about endorsements, careers, graduation plan options, and creating a personal graduation plan.

- ApplyTexas: ApplyTexas allows a student to apply to nearly all public universities and two-year colleges, plus many private institutions, in Texas using a single online system. This streamlines the process significantly, as the student only needs to enter their basic personal and educational background information once. It is the official application platform created by the Texas Higher Education Coordinating Board (THECB).

- Common App: The Common Application (Common App) is the most widely used online application platform used for undergraduate college admissions worldwide. Accepted by over 1,000 diverse institutions, including nearly every selective private school in the U.S., its primary purpose is to streamline the entire application process. Students complete their personal details, academic history, and a main personal essay *once*, and then send this core information to every college on their list. This

consolidation saves time and effort, while still allowing each member institution to collect its own unique requirements (like supplemental essays or specific questions). The Common App functions as a central hub, making it significantly easier for students to apply widely and manage all their materials, from transcripts to teacher recommendations, in one place.

- Labor Market and Career Information: The Texas Workforce Commission's Labor Market and Career Information (LMCI) Department produces many valuable resources to provide regional and statewide labor market information to students and their families. LMCI also has several educational tools, such as the Texas Reality Check and Texas Career Check, that can support students in career decision-making.

- Ask ADVi: The Texas Virtual College Advisor offers assistance to Texas students who need answers to questions about attending college, returning to college, financial aid, and more.

- Tri-Agency Workforce Initiative: Launched by Governor Greg Abbott in 2016, this initiative seeks to achieve the ambitious goal of ensuring that all Texans achieve their full potential and contribute to the state's continued economic growth.

- My Big Future: BigFuture is an online resource from the College Board that provides free tools and guidance to help high school students plan their future by exploring careers, researching colleges, and finding ways to pay for their education. Students can take quizzes to discover careers, build college lists based on their preferences, and search for scholarships, with chances to win scholarships by taking action on their plan.

- Compendium of Texas Colleges and Financial Aid Calendar: The Compendium of Texas Colleges and Financial Aid Calendar is a vital, consolidated resource published by the Minnie Stevens Piper Foundation and hosted by the Texas Comptroller's office. It's designed to be a "one stop shop" for students and parents navigating the process of applying to and funding higher education in Texas. The compendium was designed to answer three main questions about college admissions. ***How do I get in? How much does it cost? And how do I pay for it?*** The compendium points out the requirements for admissions to a particular Texas college, how much it will cost, and how students can pay for college.

- U.S. Department of Education College Scorecard: An official website of the U.S. Department of Education designed to help students and their families search, compare, and make informed decisions about colleges and universities. This website provides tools to search and compare colleges, review college profile information (cost, debt, outcomes, admissions, etc.), majors available, and financial aid resources.

Planning for Graduation

Begin with the End in Mind

To assist students and parents/guardians in making important decisions about the high school sequence of courses, PISD has provided a Personal Graduation Plan in this Course Catalog. Students should complete a four-year plan and select their endorsement prior to entering 9th grade. Students should begin with the end in mind in order to make the best possible decisions now. Once graduation arrives, the student's course of study should have adequately prepared the student for post-secondary education and goals.

Students can begin exploring different academic pathways and course options in Prosper ISD, including: Advanced Placement (AP) courses, Athletics, Career and Technical Education (CTE) Programs, Dual Credit/Dual Enrollment, and Fine Arts.

During 9th Grade

- Join clubs and organizations. Your extracurricular involvement should highlight your passions, interests, and leadership skills.
- Build connections with your teachers, counselors, and sponsors of your clubs/organizations.
- Continue to review high school graduation requirements and endorsement plan.
- Review your 4-year plan and make adjustments in course selections for 10th - 12th Grade.

During 10th Grade

- Get involved or stay involved in school activities and start your resume in Xello.
- Take the PSAT in October.
- Practice for future PSAT/SAT/ACT.
- Take the optional ASVAB exam when your campus advertises the opportunity.
- Consider career plans - take career assessments in Xello.
- Review your 4-year plan and make adjustments in course selections for 11th - 12th Grade. If interested in dual credit, follow Collin College application requirements.

During 11th Grade (Fall)

- Take challenging classes and make good grades. Your end of year junior transcript is what you will use to apply to college in the fall of senior year.
- Continue to stay involved in school activities, community service, and outside work or education experiences. Update resume accordingly and add awards, etc.
- Attend College Fair events.
- Plan College visits. Juniors can get two excused absences for college visits.
- Take PSAT in October (juniors are testing for National Merit status)
- Practice for spring administration of ACT or SAT.
- Review your 4-year plan and make adjustments in course selections for 12th Grade.

During 11th Grade (Spring)

- Attend college events for juniors to learn more about requirements and processes.
- Review the Automatic Admission criteria for Texas public colleges.
- Begin to narrow the college choices you are interested in.
- Register with the Eligibility Center, if you are a potential college athlete.
- Take the optional ASVAB exam when your campus advertises the opportunity.
- Take the ACT or SAT, if your college requires it for admission. SAT is administered to all PISD 11th grade students in the spring.

During 12th Grade (Fall)

- Begin college applications. Apply to 3-5 colleges before Thanksgiving.
- Create a Parchment account using a personal email in order to send high school transcripts to colleges.
- Keep up with deadlines (admissions, financial aid, scholarships, etc.).
- Retake ACT/SAT if needed. Send scores to colleges you will be applying to.
- Review TSIA requirements and exemptions if you will be attending college in Texas.
- Submit the FAFSA. Seniors must submit a FAFSA, TASFA, or opt-out form to graduate.
- Begin applying for scholarships.

During 12th Grade (Spring)

- Be mindful of timelines and deadlines.
- Select your college by May 1
- Send the request for your final high school transcript to be sent to your college.
- Graduation.

Course Selection and Graduation Planning

Course Selection Guidelines

Parent/guardian and student informational meetings will be held during the course selection window. Students will choose courses online through Skyward. Students who do not submit their course selections will have courses scheduled for them by their counselor according to their academic needs, graduation plan, and course availability. Course offerings are subject to change due to enrollment and staffing.

Course Change Requests

The last day of the school year is the final day for any course change requests.

- **Changes Before 2026-2027 School Year Begins:**
  - Student schedules will not be changed to accommodate different teachers, lunch periods, or electives. Once a class schedule is created, the student is expected to follow the schedule.
  - Schedules may change to move students to a new course due to original course selections being no longer available (or due to class balancing).

- **Changes After the 2026-2027 School Year Begins:**
  - During the first week of school, schedule changes will be made for the following reasons:
    - Student is in a class for which he/she has already received credit.
    - Student needs to be moved to balance classes.
    - Student schedules have the same course listed twice or are missing a class.

Elective Changes

Elective changes may not be requested during the school year. Counselors require director or coach approval, in writing, before making a schedule change.

Special Education Courses

Placement in any special education class is dependent upon eligibility and the recommendation of the Admission, Review and Dismissal (ARD) Committee. The ARD Committee will assist the student and parent in choosing classes that are most appropriate based on the student's Individualized Education Plan (IEP).

Leveling Down

Students can request to level down from an Honors or AP course at the end of the sixth week of school and at the completion of the first semester. For courses leveled down at the end of the six weeks, the grade the student earned in the first six-weeks will be transferred to the newly scheduled academic level class with a 10-point addition to the current grade, not to exceed 100. If a student remains in the course beyond the six week period, he/she will

not be able to withdraw until the semester ends; please note, students dropping at semester will not receive a 10-point addition to the grade as the semester will have ended. This timeline applies to dropping a course to move into an early release/late arrival period.

- Students moving from GT Humanities I to Honors English I, GT Humanities II to AP World History, GT American Studies to AP English/AP US History, and GT Geometry to Honors Geometry do not get the 10 points since they are equivalent GPA levels courses.
- Students and parents/guardians must discuss a plan for success with their teacher prior to the due date and submit the form to the counselor.

End of the First Six-Weeks Drop

The chart below outlines the available "level down" options available at the end of the first six weeks of a course. Courses listed under Semester-Only Drop must be maintained until the semester break.

Current Course	Available "Level Down" Option	Current Course	Available "Level Down" Option
GT Humanities I	English I **OR** Honors English I	**AP Calculus BC**	Calculus AB AP
Honors English I	English I	**AP Statistics**	Statistics
Honors English II	English II	**AP Precalculus**	Precalculus
AP English III Language	English III	**Dual Enroll Anatomy**	Honors Anatomy
AP English IV Literature	English IV	**AP Environmental Science**	Environmental Systems
Honors Algebra I	Algebra I	**AP Physics 1**	Physics
Honors Geometry	Geometry	**GT Humanities II**	World History **OR** World History AP
GT American Studies	US History **OR** US History AP	**AP World History**	World History
AP Government	Government	**AP US History**	US History
AP Psychology	Psychology (or Sociology 2nd semester)	**AP Economics**	Economics
Geometry GT	Geometry **OR** Geometry Honors	**AP Computer Science A**	Computer Science 2
Honors Algebra II	Algebra II	**AP Computer Science Principles**	Computer Science 1

***Note on AP Computer Science and Physics AP Courses:** The level-down option is only available if the student has **not previously** taken the level down course. Otherwise, the course can only be dropped at the semester break.

Semester-Only Drop

For the following AP courses, there is no immediate "level down" option; students must remain in the course until the semester break.

- Art 2-D Art and Design
- Art 3-D Art and Design
- Art History
- Biology
- Calculus AB
- Capstone Research
- Capstone Seminar
- Chemistry
- Chinese Language
- Drawing
- European History
- French Language
- Music Theory
- Physics 2*
- Physics C*
- Spanish Language
- Spanish Literature

Personal Graduation Plan Schedule Cards

Prosper ISD 4 Year Plan & 9th Grade Schedule Card (Classes of 2027 - 2029)

The Four-Year Plan is intended to give you a guide to use as you progress through high school. You will want to review your plan each year and you are encouraged to make adjustments as needed while keeping track of your graduation requirements and your endorsement selection. Your course selection should support your aptitude and interests and align with the career you want to pursue. This is a traditional plan students follow, there may be exceptions to some of the classes listed below.

Endorsements: **Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement* in the ninth grade.**

You must select ONE to graduate:
___ STEM ___Business & Industry ___Public Services ___Arts & Humanities _✔_ Multidisciplinary Studies

	1st Course	2nd Course	3rd Course	4th Course
English (4 credits)	English I Honors English I GT Humanities I	English II Honors English II	English III AP English Language Dual Credit English GT American Studies	English IV AP English Literature Dual Credit English
Math (4 credits)	Algebra I Honors Algebra I	Geometry Honors Geometry	Algebraic Reasoning Algebra II Honors Algebra II	Algebra II Precalculus or AP Precal Adv. Quant. Reasoning Dual Credit Math AP Statistics AP Calculus AB or BC
Science (4 credits)	Biology Honors Biology	IPC Chemistry Honors Chemistry	Advanced Science Physics AP Physics I	Advance Science (see options in course guide)
Social Studies (4 credits)	World Geography AP Human Geography	World History AP World History GT Humanities II	US History AP US History DC US History American Studies GT	Government (0.5 cr) Dual Credit Gov (0.5 cr) AP Government (0.5 cr) --- Economics (0.5 cr)
Physical Education (1 credit)	PE JROTC Off-Campus PE	Off-Campus PE Athletics Dance	Marching Band (1st semester) Color Guard (1st semester) Drill Team	
Fine Arts (1 credit)	Art Band Choir Orchestra Dance Drill Team Theatre Arts Floral Design Digital Arts and Animation 3D Modeling & Animation Intro to Communication Arts & Media			
World Languages (2 Credits Same Lang)	American Sign Language (ASL) Chinese French Spanish			
Other required course/Elective (6 credits)	Endorsement Elective (See next page) General Elective	Endorsement Elective (See next page) General Elective	Endorsement Elective (See next page)	Endorsement Elective (See next page)

Prosper ISD Graduation Requirements = 26 Credits

English	4 Credits	World Languages	2 Credits
Math	4 Credits	Fine Arts	1 Credits
Science	4 Credits	Physical Education	1 Credits
Social Studies	4 Credits	Additional Courses	6 Credits

Prosper ISD 4 Year Plan & 9th Grade Schedule Card (Class of 2030+)

The Four-Year Plan is intended to give you a guide to use as you progress through high school. You will want to review your plan each year and you are encouraged to make adjustments as needed while keeping track of your graduation requirements and your endorsement selection. Your course selection should support your aptitude and interests and align with the career you want to pursue. This is a traditional plan students follow, there may be exceptions to some of the classes listed below.

Endorsements: **Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement* in the ninth grade.**

You must select ONE to graduate:
___ STEM ___Business & Industry ___Public Services ___Arts & Humanities _✔_ Multidisciplinary Studies

	1st Course	2nd Course	3rd Course	4th Course
English (4 credits)	English I Honors English I GT Humanities I	English II Honors English II	English III AP English Lang Dual Credit English GT American Studies	English IV AP English Lit Dual Credit English
Math (4 credits)	Algebra I Honors Algebra I	Geometry Honors Geometry	Algebraic Reasoning Algebra II Honors Algebra II	Algebra II Precalculus or AP Precal Adv. Quant. Reasoning Dual Credit Math AP Statistics AP Calculus AB or BC
Science (4 credits)	Biology Honors Biology	IPC Chemistry Honors Chemistry	Chemistry Honors Chemistry Physics/AP Physics I Advanced Science	Advance Science (see options in course guide)
Social Studies (4 credits)	World Geog. AP Human Geog.	World History AP World History Economics* GT Humanities II	US History AP US History Dual Credit US History American Studies GT	Government (0.5 cr) Dual Credit Govt (0.5 cr) AP Government (0.5 cr) --- Personal Financial Literacy (0.5 cr)
Physical Education (1 credit)	PE JROTC Off-Campus PE	Off-Campus PE Athletics Dance	Marching Band (1st semester) Color Guard (1st semester) Drill Team	
Fine Arts (1 credit)	Art Band Choir Orchestra Dance Drill Team Theatre Arts Floral Design Digital Arts and Animation 3D Modeling & Animation Intro to Communication Arts & Media			
World Languages (2 credits same lang)	American Sign Language (ASL) Chinese French Spanish			
Other required course/Elective (6 credits)	Endorsement Elective (See next page) General Elective	Endorsement Elective (See next page) General Elective	Endorsement Elective (See next page)	Endorsement Elective (See next page)

Prosper **ISD Graduation Requirements = 26 Credits**

English	4 Credits	World Languages	2 Credits
Math	4 Credits	Fine Arts	1 Credits
Science	4 Credits	Physical Education	1 Credits
Social Studies	4 Credits	Additional Courses	6 Credits

* Economics (1 credit) may be taken in lieu of World History and count toward the 4 social studies credits required for graduation.

Prosper ISD Endorsement Card

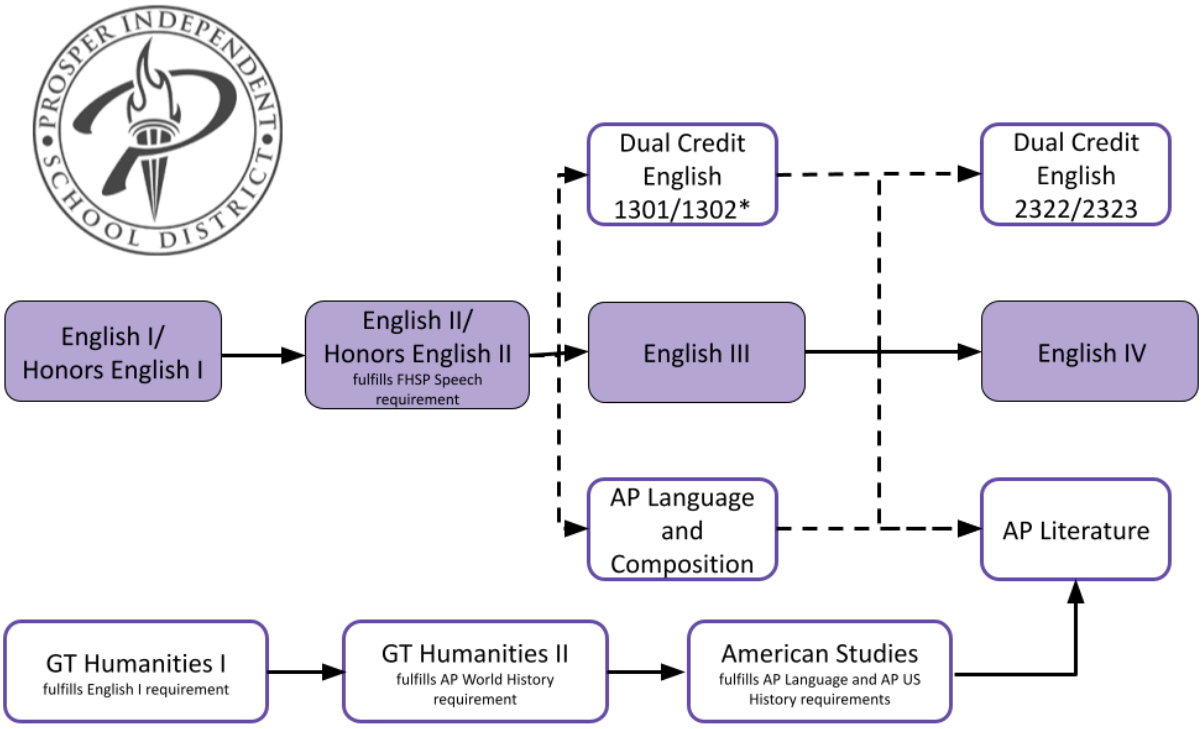
All students are placed on the Multidisciplinary endorsement.
Students may choose additional endorsements.

Multidisciplinary Studies	**Business & Industry**	**Public Services**	**Arts & Humanities**	**STEM** *Requires Physics and Algebra 2*
☐ 4 English, Math, Science, Social Studies courses ☐ 4 AP/DC Courses	☐ 3 courses in debate **CTE**: ☐ Accounting & Financial Services ☐ Agriculture Technology and Mechanical Systems ☐ Animal Science ☐ Animation ☐ Architectural Design ☐ Automotive ☐ A/V and Broadcast Production ☐ Business Management ☐ Construction and Project Management ☐ Cosmetology ☐ Culinary Arts ☐ Cybersecurity ☐ Electrical Engineering ☐ Engineering Foundations ☐ Fashion Design ☐ Marketing & Sales ☐ Interior Design ☐ Modern Media ☐ Plant Science ☐ Programming & Software Development ☐ Video Game Design ☐ Yearbook	**CTE:** ☐ Biomedical Science ☐ Diagnostic & Therapeutic Services ☐ Exercise Science, Wellness & Restoration ☐ Family & Community Service ☐ JROTC ☐ Law Enforcement ☐ Nursing Science ☐ Teaching and Training	☐ 4 Courses in one Language other than English area ☐ 2 courses in two Language other than English areas ☐ 5 total Social Studies credits (includes 4 courses taken as core classes) **Fine Arts:** 4 courses in any of the following programs or 2 courses in two of the following programs ☐ Art ☐ Band ☐ Choir ☐ Colorguard ☐ Dance ☐ Orchestra ☐ Theater	☐ 5 total math credits (includes 4 courses taken as core classes)(requires completion of TWO additional courses that require Algebra 2 as a pre-requisite) ☐ 5 total science credits (includes 4 courses taken as core classes) **CTE:** ☐ Biomedical Science ☐ Cybersecurity ☐ Electrical Engineering ☐ Engineering Foundations ☐ Programming & Software

Course Descriptions

English Language Arts and Reading (ELAR)

Prosper ISD High School English Track



***** If students earn a 3 or higher on the AP Language and Composition test as a Junior and then enrolls in Dual Credit English 1301/1302 as a Senior, they could potentially be earning duplicate college credit.

****** The LPAC committee determines placement in ESOL courses based on TELPAS scores. Students should NOT enroll concurrently in any other English course.

English Language Arts: Core Courses

English I EN100A/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: None	English I build off of previously learned skills. Students will read assorted texts in multiple genres, and will compose literary and informational texts. Additionally, students will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information.
Honors English I EN110A/B Grade: 9 Credit: 1.0 GPA: Honors Prerequisite: None	In this Honors course, students cover the same standards as the English I course but with greater depth and complexity. Students will read assorted texts in multiple genres, and will compose literary and informational texts. Additionally, students will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information.
GT Humanities I GTHU1A/B Grade: 9 Credit: 1 GPA: Honors Prerequisite: PISD GT Identification	Humanities I GT is a course that provides students receiving gifted services with opportunities not available through on-level or advanced classes. This course combines Honors English I with AP World History, starting a two-year interdisciplinary spiral. The content is a historical study of the commonalities of the fine arts, including literature, the visual arts, architecture, and music. Humanities I focuses on the period up to the Renaissance. Students will learn and practice the craft of writing through various products, including AP style writing. Literature from a variety of world traditions will also be a key focus. *Completion of this course fulfills the English I graduation requirement. Students should not enroll concurrently in English I. Humanities does not fulfill the fine arts requirement for graduation.*
English for Speakers of Other Languages (ESOL) I EN150A/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: LPAC Recommendation	ESOL I is a linguistically accommodated English I course for beginner and intermediate level Emergent Bilingual students receiving ESL services. The course is aligned to the English I TEKS and designed to provide differentiation, scaffolds, and targeted teaching strategies for English learners. Students will acquire academic language and develop listening, speaking, reading, and writing skills in English. *Completion of this course fulfills the state English I graduation requirement-students should NOT enroll concurrently in ESOL I and English I*

English II EN200A/B Grade: 10 Credit: 1 GPA: On-Level Prerequisite: English I or equivalent	This course builds on skills from English I. Students will read assorted texts in multiple genres with an emphasis on world literature. Additionally, students will compose literary and informational texts and will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information. *Completion of this course also fulfills the state requirement indicating proficiency in the major components of Speech.*
Honors English II EN210A/B Grade: 10 Credit: 1 GPA: Honors Prerequisite: English I or equivalent	In this Honors course, students cover the same standards as the English 2 course but with greater depth and complexity. Students will read assorted texts in multiple genres with an emphasis on world literature. Additionally, students will compose literary and informational texts and will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information. *Completion of this course also fulfills the state requirement indicating proficiency in the major components of speech.*
English for Speakers of Other Languages (ESOL) II EN250A/B Grade: 10 Credit: 1 GPA: On-Level Prerequisite: LPAC recommendation	ESOL II is a linguistically accommodated English II course for beginner and intermediate level Emergent Bilingual students receiving ESL services. The course is aligned to the English II TEKS and designed to provide differentiation, scaffolds, and targeted teaching strategies for English learners. Students will acquire academic language and develop listening, speaking, reading, and writing skills in English. *Completion of this course fulfills the state English II graduation requirement-students should NOT enroll concurrently in ESOL II and English II. Completion of this course also fulfills the state requirement indicating proficiency in the major components of speech.*
English III EN300A/B Grade: 11 Credit: 1 GPA: On-Level Prerequisite: English II or equivalent	This course builds on skills from previous years. Students will read assorted texts in multiple genres with an emphasis on American literature. Additionally, students will compose literary and informational texts and will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information.
AP English III EN320A/B Grade: 11 Credit: 1 GPA: AP/DC Prerequisite: English II or equivalent	Advanced Placement English Language and Composition (AP Lang) engages students in becoming skilled readers of complex prose written in a variety of rhetorical contexts while providing students opportunities to compose prose of sufficient complexity commensurate with a college freshman. Students will read critically, think analytically, and communicate clearly. This course includes AP preparation, test taking strategies, and outside readings.

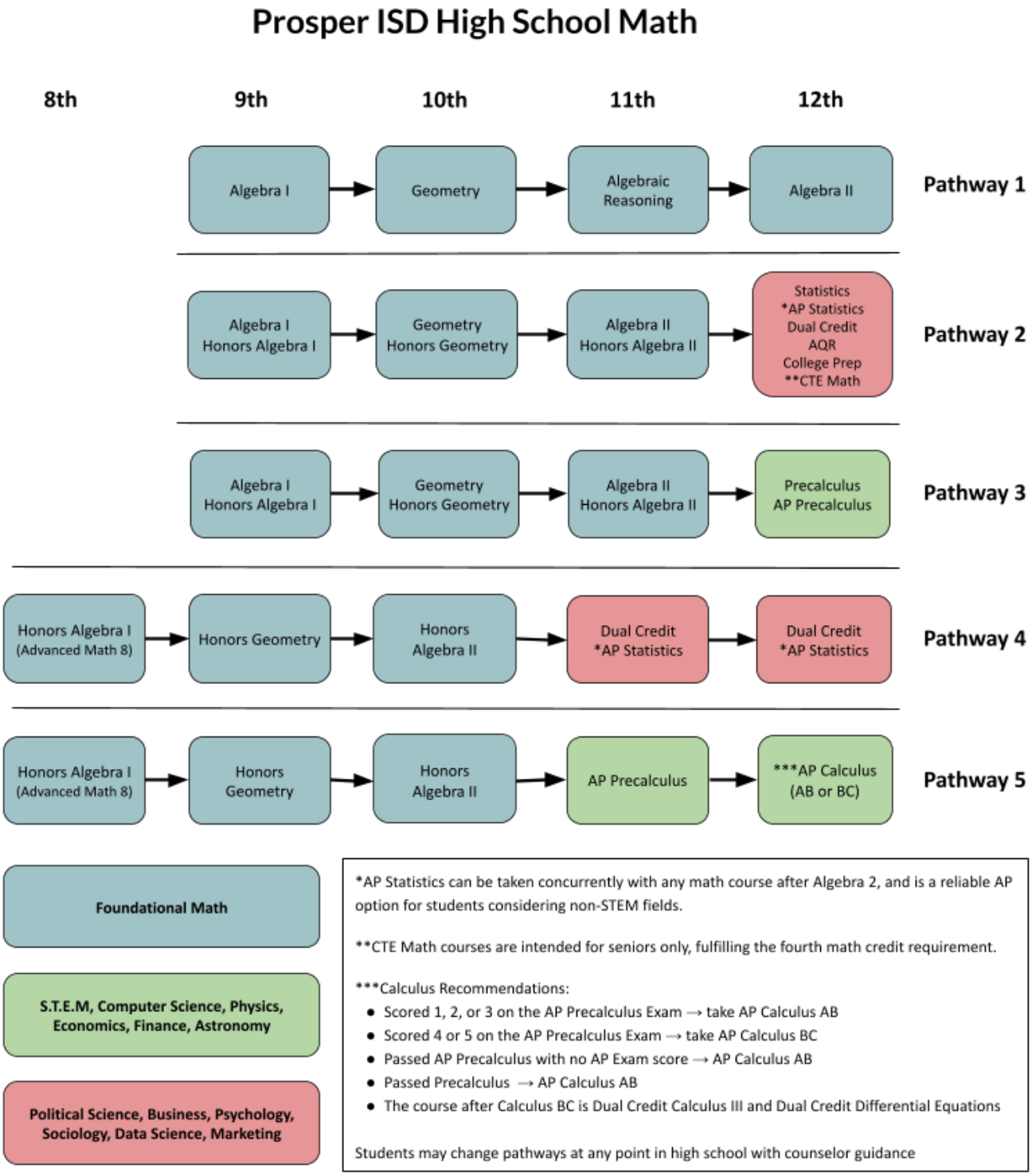
GT American Studies: AP English III GTEN3A/B Grade: 11 Credits: 1 GPA: AP/DC Prerequisite: PISD GT Identification Corequisite: Concurrent enrollment in GT American Studies: AP US History	American Studies is a one-year, double-blocked course that combines the Advanced Placement US History (APUSH) and Advanced Placement English Language and Composition (APLANG) courses with the study of American humanities and culture. As the next step after 9th/10th grade Humanities in the Prosper ISD Gifted and Talented program, it focuses on the philosophical underpinnings of American writing and thought, along with an understanding of the historical climate associated with that writing. The materials used by the teachers result in cognition on many levels; lecture, inquiry, group activities, and computer assignments address different learning styles. Discussion participation, careful writing and critical reading are significant elements for this course, along with the implementation of Gifted and Talented strategies.
English IV EN400A/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: English III or AP English III	This course builds on skills from previous years. Students will read assorted texts in multiple genres with an emphasis on British literature. Additionally, students will compose literary and informational texts and will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information.
English IV College Prep EN400A/B EN4CPA/B Grade: 12 Credits: 2 GPA: English IV On-Level (1.0) College Prep No GPA (1.0) Prerequisite: English III and Counselor Approval*	English IV College Prep is developed in conjunction with Collin College to prepare students for college level English while still addressing the English IV TEKS. Students will compose literary and informational texts and will use inquiry and research to locate relevant sources and to evaluate, synthesize, and present ideas and information. Successful completion of this course waives the requirement to take the Texas Success Initiative (TSI) placement test (entrance exam) at Collin College. *Students who have met TSI criteria in English are not eligible to enroll in this course.
AP English IV EN420A/B Grade: 12 Credit: 1 GPA: AP/DC Prerequisite: English III or AP English III	Advanced Placement Literature and Composition (APLit) engages students in the critical analysis of imaginative literature, deepening their understanding of a work's structure, style, and themes. Writing instruction includes developing and organizing ideas in clear, coherent, and persuasive language, characteristics commensurate with the stylistic maturity of a college sophomore. This course includes AP preparation, test taking strategies and outside readings.

Dual Credit Composition I (English IIIA or IVA): ENGL 1301 EN3210 EN431A Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance Corequisites: You must also take EN3220/EN431B (ENGL 1302)	This course takes the place of English 3 or 4, depending on which year it is taken. This is a college freshman English course divided into two semesters focusing on an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. • 3 college credit hours • College acceptance and registration required.
Dual Credit Composition II (English IIIB or IVB): ENGL 1302 EN3220 EN431B Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance Corequisites: You must also take EN3210/EN431A (ENGL 1301)	This course takes the place of English 3 or 4, depending on which year it is taken. This is a college freshman English course divided into two semesters focusing on intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. • 3 college credit hours • College acceptance and registration required.
Dual Credit British Literature (English IVA) : ENGL 2322 EN430A Grade: 12 Credit: .5 GPA: AP/DC Prerequisite: ENGL 1302 Corequisites: ENGL 2323 in Spring	A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. • 3 college credit hours • College acceptance and registration required.
Dual Credit British Literature (English IVB) : ENGL 2323 EN430B Grade: 12 Credit 0.5 GPA: AP/DC Prerequisite: ENGL 2322 Corequisites: ENGL 2322 in Fall	A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. • 3 college credit hours • College acceptance and registration required.

English Language Arts: Electives

Personal and Academic Skills (PASS) PASSA/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: Counselor Approval	Personal and Academic Skills (PASS) ELAR is a comprehensive support program designed to ensure student success in English I and beyond. The program integrates literacy skills and executive functioning skills while actively building student confidence. Through the combination of targeted ELAR instruction, problem-solving skills, and growth mindset development, PASS ELAR creates a strong foundation for students' ongoing achievement in ELAR.
Creative Writing CREAWA/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: None	This course, which serves as an elective, is a rigorous composition course where students hone their writing skills in a variety of forms and genres through a writing workshop environment. The course has two sections with each section lasting one semester: creative writing and publication. The creative writing semester emphasizes the use of the writing process and the effective application of the conventions of language along with self- and peer-evaluation and goal-setting. The publication semester works with students on the business of writing- how to find your audience, the rewrite process, and the process of publishing a work. The students will create and publish a school literary journal to showcase their learning in addition to submitting works to various contests and magazines.
Debate I DEBA1A/B Grade: 9-12 Credit: 1 GPA: Honors Prerequisite: None	Students will learn the basics of Lincoln Douglas, Congress, Cross Examination, and Public Forum debates. Students will be introduced to major theories of philosophy and the fundamentals of government policymaking. Students involved in the class will be required to work all Prosper UIL and TFA Academic and Speech/Debate tournaments and attend and compete in multiple tournaments at other locations throughout the year. Advanced research and writing are part of the course which will greatly benefit students in high school, college, and beyond.
Debate II DEBA2A/B Grade: 10-12 **Debate III** DEBA3A/B Grade: 11-12 **Debate IV** DEBA4A/B Grade: 12 Credit: 1 GPA: Honors Prerequisite: Debate I	This class is an intensive study and participation in the art of speech and debate. Students involved in the class will be required to work all Prosper UIL and TFA Academic and Speech/Debate tournaments and to attend and compete in multiple tournaments at other locations throughout the year. Advanced research and writing are part of the course which will greatly benefit students in high school, college, and beyond.

Mathematics



*AP Statistics can be taken concurrently with any math course after Algebra 2, and is a reliable AP option for students considering non-STEM fields.

**CTE Math courses are intended for seniors only, fulfilling the fourth math credit requirement.

***Calculus Recommendations:

- Scored 1, 2, or 3 on the AP Precalculus Exam → take AP Calculus AB
- Scored 4 or 5 on the AP Precalculus Exam → take AP Calculus BC
- Passed AP Precalculus with no AP Exam score → AP Calculus AB
- Passed Precalculus → AP Calculus AB
- The course after Calculus BC is Dual Credit Calculus III and Dual Credit Differential Equations

Students may change pathways at any point in high school with counselor guidance

Mathematics Core Classes

Algebra I MA100A/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: Math 8	This course is designed to transfer understanding of properties and operations of the real number system, as well as proportionality, to the use of algebraic expressions, equations, and inequalities. Students use the graphs of linear, quadratic, and exponential functions, and their equations, to solve problems using concrete manipulatives, calculator and computer technology, and algebraic thinking and problem solving.
Honors Algebra I MA110A/B Grade: 9 Credit: 1 GPA: Honors Prerequisite: Math 8	This course addresses all of the concepts presented in the Algebra I class described above with a great emphasis on depth and complexity and moving quickly through foundational knowledge to application of the standards.
Geometry MA200A/B Grade: 9-10 Credit: 1 GPA: On-Level Prerequisite: Algebra I	Geometry is designed to develop an understanding of the basic structure of plane and spatial geometry. Students will develop the ability to analyze geometric relationships, make and verify conjectures, apply logical reasoning to justify and prove mathematical statements, and use a variety of representations to describe geometric relationships and solve problems. This course allows students to apply algebraic skills in a logical and concrete manner. Students will take the Texas Success Initiative Assessment as a part of this course.
Honors Geometry MA210A/B Grade: 9-10 Credit: 1 GPA: Honors Prerequisite: Algebra I	This course addresses all of the concepts presented in the Geometry class described above with a great emphasis on depth and complexity and moving quickly through foundational knowledge to application of the standards. Students will take the Texas Success Initiative Assessment as a part of this course.
GT Geometry MA212A/B Grade: 9, GT Identification Credit: 1 GPA: Honors Prerequisite: Algebra I	This course offers identified GT students the opportunity to work with GT peers in a Geometry class. It contains all the concepts presented in the Geometry course with a great emphasis on depth and complexity and moving quickly through foundational knowledge to application of the standards. Students will learn to appreciate the moral, social, and ethical questions arising from the work of mathematicians and the application of mathematics. Students will take the Texas Success Initiative Assessment as a part of this course.

Algebraic Reasoning MA3ARA/B Grade: 11 Credit: 1 GPA: On-Level Prerequisite: Algebra I	Designed to prepare students for Algebra II and future studies, this course builds on Algebra I to enhance algebraic reasoning and process skills. Students will broaden their knowledge of numerous functions (linear, quadratic, exponential, logarithmic, etc.) through analysis and application. Explorations include data modeling using software and measurement tools to build college and workforce readiness. This course should be taken after Geometry and before Algebra II. *Note: Algebraic Reasoning may be taken concurrently with Geometry.*
Algebra II MA300A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Algebra I Recommended Prerequisite: Geometry	Students will build on the knowledge and skills for mathematics learned in Algebra I to broaden their knowledge of quadratic functions, exponential functions, and systems of equations. They will expand their knowledge of functions to include logarithmic, radical, polynomial, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.
Honors Algebra II MA310A/B Grade: 9-12 Credit: 1 GPA: Honors Prerequisite: Algebra I Recommended Prerequisite: Geometry	This course addresses all of the concepts presented in the Algebra 2 class described above with a great emphasis on depth and complexity and moving quickly through foundational knowledge to application of the standards.
College Prep Math MA4CPA/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: Algebra II	College Prep Math is designed in conjunction with Collin College to cover the content of the Collin College developmental math courses. Topics include a study of relations, functions, inequalities, algebraic expressions and equations, with a special emphasis on linear and quadratic expressions and equations. Students enrolled in this course are expected to complete the TSIA2 exam. *NOTE*: This course fulfills students' requirement for a fourth mathematics credit under the Foundation Plan or Distinguished Level of Achievement Plan. Successful completion of this course earns a Texas Success Initiative (TSI) exemption at Collin College for two years after graduation. **Students who have met TSI criteria in math cannot enroll in this course.*
Advanced Quantitative Reasoning (AQR) MA4QRA/B Grade: 12 Credit: 1 GPA: On-Level Prerequisites: Geometry and Algebra II	Students will develop and apply the skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts. Students will develop and apply reasoning, planning, and communication, to make decisions and solve problems in situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

Advanced Quantitative Reasoning (AQR) MA4QRA/B Grade: 12 Credit: 1 GPA: On-Level Prerequisites: Geometry and Algebra II	Students will develop and apply the skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts. Students will develop and apply reasoning, planning, and communication, to make decisions and solve problems in situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.
Statistics MA4STA/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Algebra I Recommended Prerequisites: Geometry and Algebra II	Taking statistics in high school equips students with essential skills for analyzing and interpreting data, fostering critical thinking and problem-solving abilities. By applying these skills to real-world contexts like business, health sciences, and social studies, students gain a deeper understanding of trends, probabilities, and predictions that shape various fields. Statistics also empowers students to critically evaluate information from media, politics, and scientific reports, promoting informed citizenship. It lays a strong foundation for college majors where data analysis is crucial, such as business, psychology, and data science. Additionally, statistics supports personal decision-making in areas like finance and risk assessment, preparing students for success in an increasingly data-driven world.
AP Statistics MA4ASA/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisites: Algebra I, Geometry and Algebra II	AP Statistics provides students with advanced skills in data analysis, interpretation, and critical thinking, preparing them to tackle real-world problems with confidence. This course helps students understand and apply statistical concepts in fields like business, health sciences, and social studies, allowing them to analyze trends, assess probabilities, and make informed predictions. Students planning to take a science course in their senior year will benefit greatly from taking AP Statistics in their junior year. Students with the appropriate mathematical background are encouraged to take both AP Statistics and AP Calculus in high school.
Precalculus MA400A/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisites: Algebra I, Geometry and Algebra II	This course is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students develop mathematical ideas, multiple strategies for analyzing complex situations, use technology to build understanding, make connections between representations, and provide support in solving problems.

AP Precalculus MA422A/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisites: Algebra I, Geometry and Algebra II	AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience.
AP Calculus AB MA420A/B Gradel: 11-12 Credit: 1 GPA: AP/DC Prerequisites: Precalculus or AP Precalculus	AP Calculus AB is designed to introduce students to the four major topics in calculus: functions and graphs, limits and continuity, differential calculus and integral calculus. At the end of this course, students can take the Advanced Placement examination for an opportunity to earn college credit in Calculus. Upon completion of AP Calculus AB, students who are not pursuing a STEM field in college are recommended to take AP Statistics. For recommendations to take Calculus AB or Calculus BC, please see the program pathway chart.
AP Calculus BC MA421A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: AP Precalc	AP Calculus BC is a full-year course in the calculus of functions of a single variable. Calculus BC covers all the topics in Calculus AB, but is more extensive. Students cover the additional topics of vector functions, polar coordinates, and Epsilon-delta proofs. The course represents college-level mathematics for which most colleges grant advanced placement and/or credit in Calculus. For Calculus AB or Calculus BC recommendations, please see program pathway chart.
Dual Credit College Algebra: MATH 1314 MA435A Grades: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: Geometry and Algebra II	College Algebra focuses on relations and functions: Specifically, it is an in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. A graphing calculator may be required. College Acceptance is required. • 3 college credit hours • College acceptance and registration required. • Corequisite: MATH 1342 Elementary Statistical Methods (Spring)
Dual Credit Elementary Statistical Methods: MATH 1342 MA435B Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: Geometry and Algebra II	College Statistics is the collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. A graphing calculator may be required. • 3 college credit hours • College acceptance and registration required. • Corequisite: MATH 1314 College Algebra (Fall)

Dual Credit Mathematics for Business and Social Sciences: MATH 1324 MA4222 Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: Geometry and Algebra II	The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. Graphing calculator required. Lab required. • 3 college credit hours • College acceptance and registration required. • Recommended Corequisite: MATH 1325 Calculus for Business and Social Sciences (Spring Semester)
Dual Credit Calculus for Business and Social Sciences: MATH 1325 MA4223 Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: Geometry and Algebra II	This course is the basic study of limits and continuity, differentiation, optimization and graphing, and integration of elementary functions, with emphasis on applications in business, economics, and social sciences. Graphing calculator required. Lab required. • 3 college credit hours. • College acceptance and registration required. • Recommended Corequisite: MATH 1324 Math for Business and Social Sciences (Fall Semester)
Dual Credit Calculus III: MATH 2415 MA4220 Grade: 12 Credit: 0.5 GPA: AP/DC Prerequisite: AP score of 4 or 5 on Calculus (BC)	Calculus III focuses on advanced topics in Calculus including vectors and vector-valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green's Theorem, the Divergence Theorem, and Stokes' Theorem. • 4 college credit hours. • College acceptance and registration required • Corequisite: MATH 2320 Differential Equations (Spring Semester)
Dual Credit Differential Equations: MATH 2320 MA4221 Grade: 12 Credit: 0.5 GPA: AP/DC Prerequisite: AP score of 4 or 5 on Calculus (BC)	Differential Equations focuses on linear equations, systems of equations, equations with variable coefficients, existence and uniqueness of solutions, series solutions, singular points, transform methods, and boundary value problems; application of differential equations to real-world problems. • 3 college credit hours • college acceptance and registration required • Corequisite: MATH 2415 Calculus III (Fall Semester)

CTE Courses for Math Core Credit

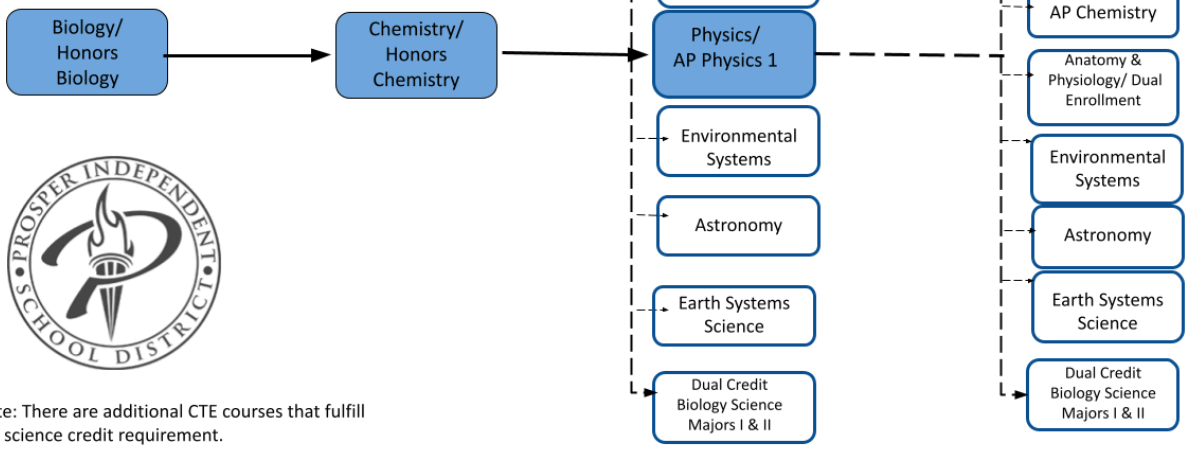
AP Computer Science A MA520A/B FCSAPA/B Grade: 10-12 Credit: 2 GPA: AP/DC Prerequisite: Algebra I and Computer Science 1 OR AP Computer Science Principles	AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Course Note: Two credits in computer programming which includes, Computer Science I, II, III, AP Computer Science Principles, and AP Computer Science A may be used to satisfy the World Languages graduation requirements. Check with the college you plan on attending to see if this will count for admissions.
Accounting II HACT2A/B Grade: 11-12 Credit: 1 GPA: Honors Prerequisite: Accounting I	In Accounting II, students investigate accounting's impact from industry standards and economic, financial, technological, international, social, legal, and ethical factors. Students engage in managerial, financial, and operational accounting activities while formulating, interpreting, and communicating financial information for management decision making. Students use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems to maintain, monitor, control, and plan financial resources in real-world situations. **Certification**: TBD - pending TEA
Robotics II ROBO2A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Robotics I	Students will transfer academic skills to robotic designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Science

Prosper ISD STEM Science Track

Endorsement:

- **Science, Technology, Engineering, and Mathematics (STEM)**

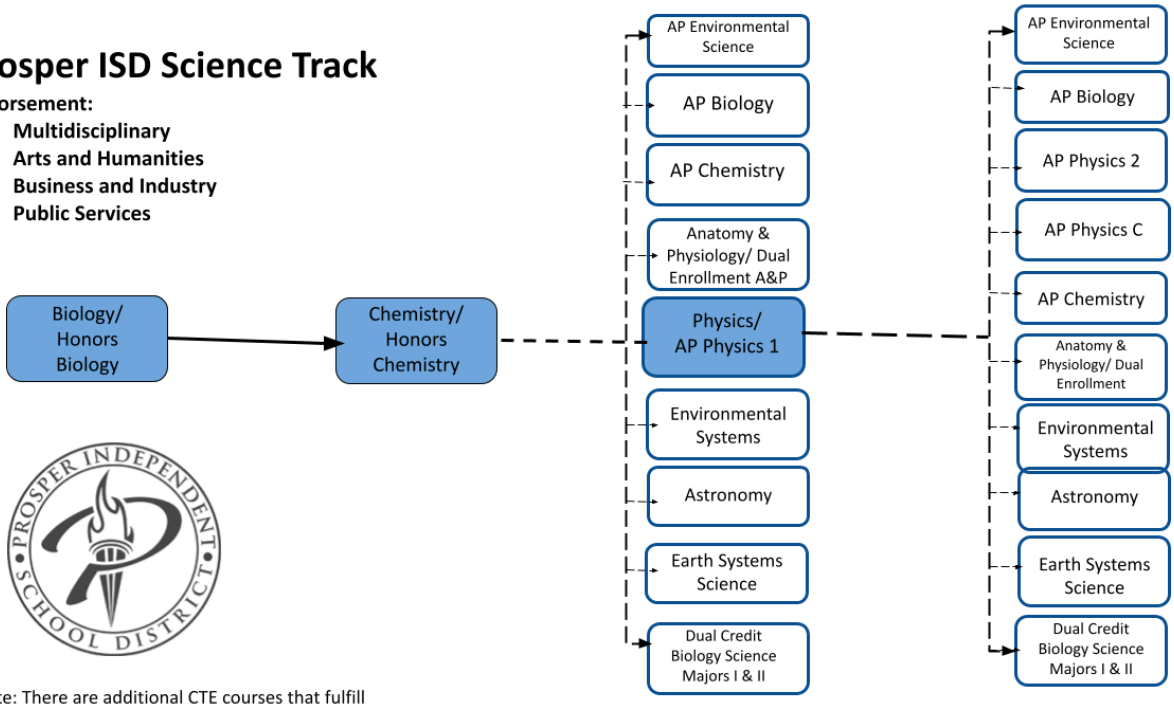


Note: There are additional CTE courses that fulfill the science credit requirement.

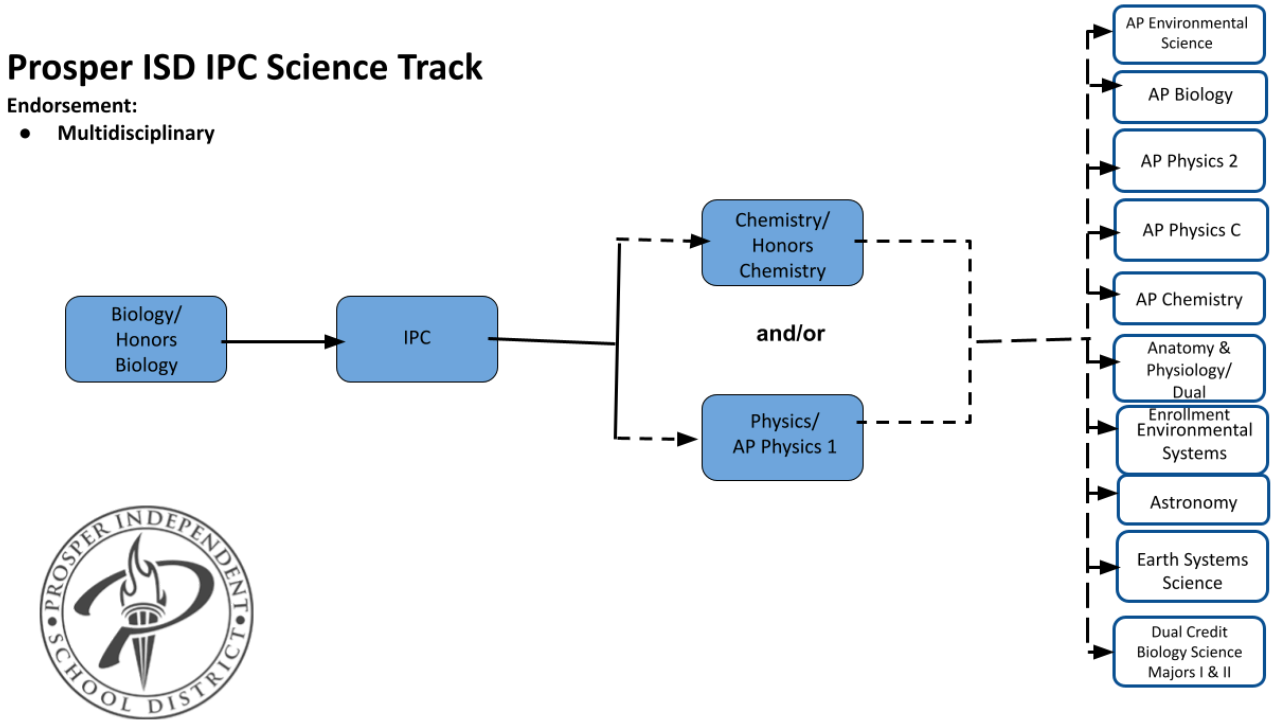
Prosper ISD Science Track

Endorsement:

- **Multidisciplinary**
- **Arts and Humanities**
- **Business and Industry**
- **Public Services**



Note: There are additional CTE courses that fulfill the science credit requirement.



Science Core Courses

Biology SC100A/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: None	Biology focuses on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. The scientific process and laboratory skills are emphasized along with connections to other scientific disciplines. *Completion of this course also fulfills the state requirement for cardiopulmonary resuscitation (CPR) training.*
Honors Biology SC110A/B Grade: 9 Credit: 1 GPA: Honors Prerequisite: None	Biology focuses on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. The scientific process and laboratory skills are emphasized along with connections to other scientific disciplines. Honors Biology covers the same objectives as Biology in more depth and complexity. *Completion of this course also fulfills the state requirement for cardiopulmonary resuscitation (CPR) training.*

Chemistry SC200A/B Grade: 10 Credit: 1 GPA: On-Level Prerequisite: One high school science and Algebra I	Chemistry is a laboratory science course that focuses on characteristics of matter, energy transformations, atomic structure, behavior of gasses, bonding, solutes, and chemical reactions. The scientific process and laboratory skills are emphasized along with connections to other scientific disciplines.
Honors Chemistry SC210A/B Grade: 10 Credit: 1 GPA: Honors Prerequisite: One high school science and Algebra I	Chemistry is a laboratory science course that focuses on characteristics of matter, energy transformations, atomic structure, behavior of gasses, bonding, solutes, and chemical reactions. The scientific process and laboratory skills are emphasized along with connections to other scientific disciplines. Honors Chemistry covers the same objectives as Chemistry in more depth and complexity.
AP Biology SC120A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Biology/Honors Biology **and** Chemistry/Honors Chemistry	AP Biology is an advanced, lab-based course that provides a college-level foundation to support future advanced coursework in life science. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.
Integrated Physics & Chemistry (IPC) SC000A/B Grade: 10 Credit: 1 GPA: On-Level Prerequisite: None	Integrated Physics and Chemistry is designed for students to conduct laboratory investigations, use scientific practices during investigation, and make informed decisions and draw conclusions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry to cover foundational concepts of force, motion, energy, and matter.
Earth Systems Science ESSCIA/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Algebra I and two credits of high school science	Earth Systems Science is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

Astronomy ASTRMA/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Algebra I and Integrated Physics and Chemistry or Chemistry.	Astronomy focuses on patterns, processes, and relationships between celestial objects in our universe, from the Sun-Earth-Moon system to the vast expanse of the Milky Way and beyond. Through investigations, students will develop a deeper understanding of our place in space and time.
AP Chemistry SC220A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Chemistry/ Honors Chem and Algebra II	AP Chemistry is an advanced, lab-based course that provides a college-level foundation to support post-secondary coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.
Physics SC300A/B Grade 11-12 Credit: 1 GPA: On-Level Prerequisite: Algebra 1	Physics is a laboratory science course that covers laws of motion, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity and magnetism, and quantum physics. This course provides students with a conceptual and mathematical foundation of physics content in addition to building analytical and scientific skills.
AP Physics 1 SC321A/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisite: Algebra I and Geometry	AP Physics 1 is an advanced, lab-based course that provides a college-level foundation to support future advanced coursework in physical science. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and sound. AP Physics 1 is a first year, algebra-based physics course. • College Board requires Algebra II as a corequisite if not already taken prior to AP Physics 1
AP Physics 2 SC322A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Physics or AP Physics 1	AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in thermodynamics, electric force, field, and potential, electric circuits, magnetism and electromagnetism, geometric optics, waves, sound, and physical optics, and modern physics. • College Board requires Pre-Calculus as a corequisite if not already taken prior to AP Physics 2

Environmental Systems ENVSYA/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Biology Corequisite: IPC or Chemistry	Environmental Systems, through the use of field and laboratory investigations, students will draw conclusions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.
AP Physics C SC320A/B Grade: 12 Credits: 2 GPA: AP/DC Prerequisite: AP Physics 1 or Physics	AP Physics C is a calculus-based course that provides a college-level foundation to support post-secondary coursework in physical science. Investigations include topics in classical mechanics during the fall and studies of electricity and magnetism in the spring. This course will prepare students to take both the Physics C: Mechanics and Physics C: Electricity and Magnetism examinations offered by the College Board. • College Board requires Calculus as a corequisite if not already taken prior to AP Physics C
AP Environmental Science SC420A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Biology, Chemistry, and Algebra 1	AP Environmental Science is a lab-based course that provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will be expected to identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary and embraces a wide variety of topics from different areas of study.
Dual Credit Biology for Science Majors I: BIOL 1406 SC130A Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College Acceptance Corequisite: BIOL 1407	Lecture: Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. Lab: Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. This course includes a **required** lab and is taught at Collin College in Celina. • 4 college credit hours • College acceptance and registration required

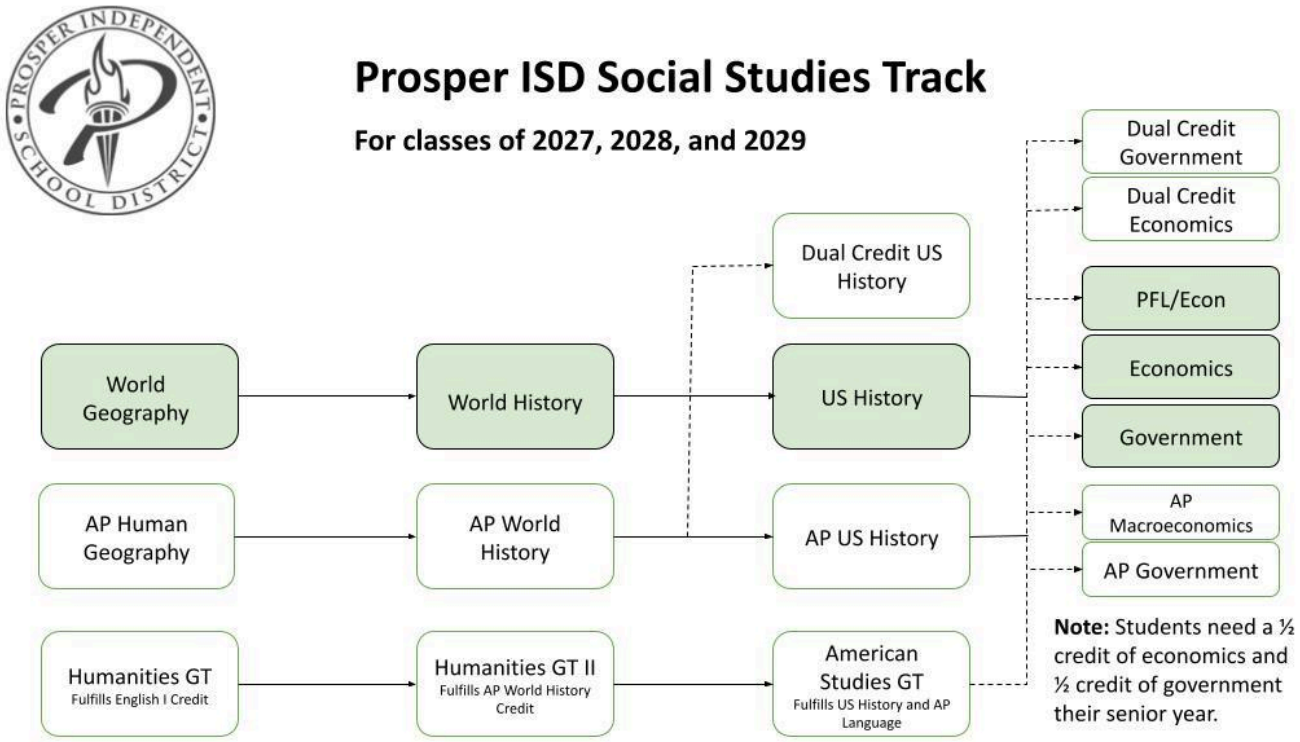
Dual Credit Biology for Science Majors II: BIOL 1407 SC130B Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College Acceptance Corequisite: BIOL 1406	Lecture: The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Lab: Laboratory activities will reinforce study of the diversity and classifications of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. This course includes a **required** lab and is taught at Collin College in Celina. • 4 college credit hours • College acceptance and registration required

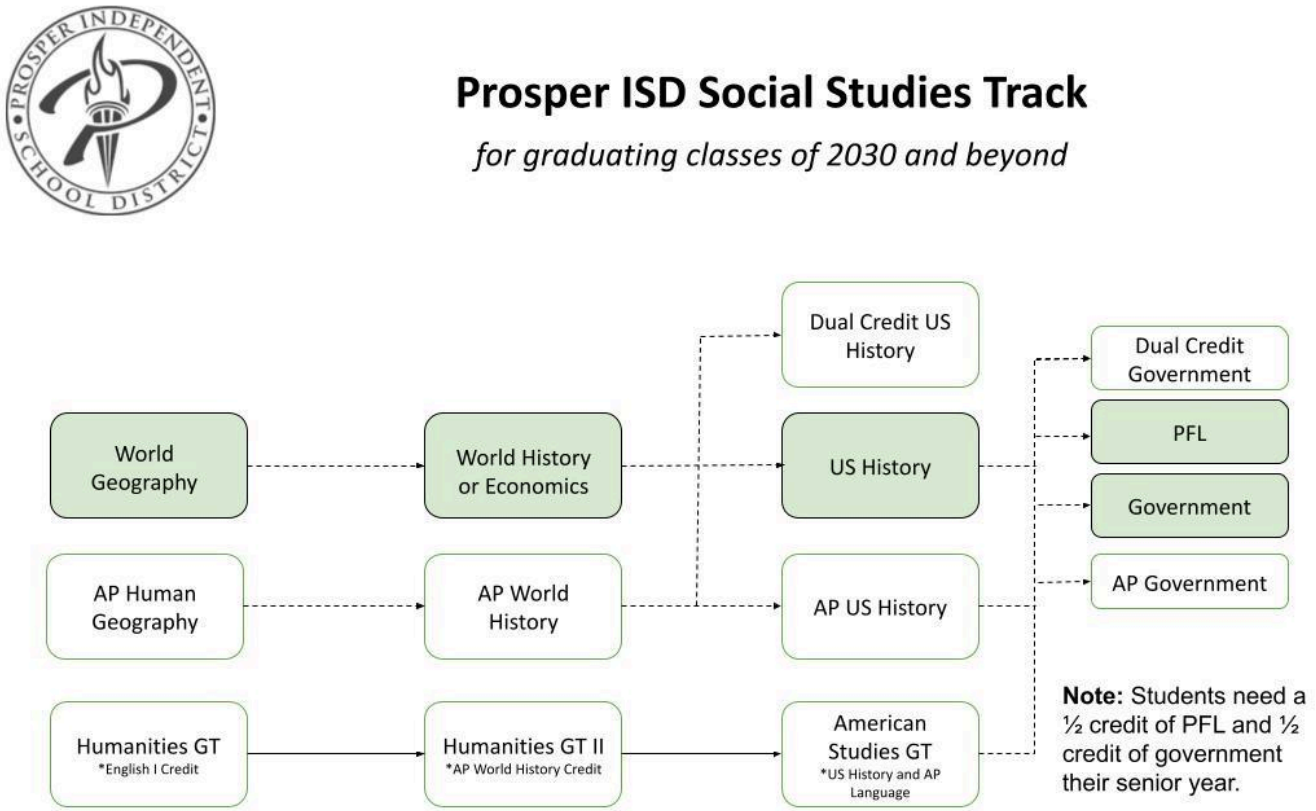
CTE Courses for Science Core Credit

Advanced Animal Science ADANSA/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management and Equine Science, or Livestock Production	The scientific study of animal agriculture involving beef cattle, dairy cattle, swine, sheep, goats, and horses. Topics include general management practices, reproduction, nutrition, health, handling, genetic selection, shelter/housing, and marketing strategies and procedures. This is a dual enrollment course through Tarleton State. Students opting into the college credit will be responsible for the cost of tuition. Students on free and reduced status will have no cost. • Recommended Prerequisite: Veterinary Science
Anatomy & Physiology ANPHYA/B Grade: 11-12 Credit: 1 GPA: Honors Prerequisite: Biology AND Chemistry, Integrated Physics and Chemistry, or Physics	In Anatomy and Physiology, students conduct laboratory and field investigations and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of all eleven body systems for maintaining homeostasis. • Recommended prerequisite: a course from the Health Science Career Cluster
Anatomy & Physiology (Dual Enrollment) ANPDEA/B Grade: 11-12 Credit: 1 GPA: AP/DC/DE Prerequisite: Biology AND Chemistry, Integrated Physics and Chemistry, or Physics	Basic physiological principles and their applications in the study of the skeletal, muscular, and nervous systems are emphasized. This is a dual enrollment course through Tarleton State. Students opting into the college credit will be responsible for the cost of tuition. Students on free and reduced status will have no cost. • Recommended prerequisite: a course from the Health Science Career Cluster

Engineering Design and Problem Solving ESPSA/B Grade: 11-12 Credit: 1 GPA: Honors Required Prerequisites: Algebra I, Geometry AND at least two Engineering courses	This course emphasizes solving problems with real-world application. Students will apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.
Engineering Science PRENGA/B Grade: 10-12 Credit: 1 GPA: Honors Required Prerequisites: Algebra I, Biology, AND at least one Engineering course	Students will have an opportunity to investigate engineering and high-tech careers. They will employ STEM concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.
Forensic Science FORSCA/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Biology and Chemistry/Physics/IPC	Forensic science is the application of multiple scientific disciplines to the investigation of criminal or civil law. Students use scientific inquiry and the process of forensic investigation and apply knowledge of investigation to the analysis of trace evidence (hair, fiber, etc.), fingerprints, DNA, and blood.
Pathophysiology PATHPA/B Grade: 11-12 Credit: 1 GPA: Honors Required Prerequisites: One credit in Biology, one credit in Chemistry, and at least one credit in a Level 2 or higher course from the Health Science career cluster	Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease.

Social Studies





*Note: Per HB27 in the 89th Legislative Session, the social studies graduation requirements have changed effective for students entering Grade 9 in the 2026-2027 school year. Students will be required to successfully complete a one-half credit personal financial literacy course or advanced equivalent. In Prosper ISD, Economics will be offered as a full-year course that students may choose in lieu of world history to satisfy the social studies credits required for graduation. This recommendation for the new, full-year economics course is subject to change upon further guidance from the TEA on the implementation of HB 27.

Social Studies Core Classes

World Geography SS100A/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: None	This course examines people, places, and environments at local, regional, national, and global scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on the events of the past and present with an emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment. * *Completion of this course also fulfills the state requirements regarding Instruction on Proper Interaction with Peace Officers.*
AP Human Geography SS120A/B Grade: 9-12 Credit: 1 GPA: AP/DC Prerequisite: None	AP Human Geography is equivalent to a college-level course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course fulfills the world geography requirement. *Completion of this course also fulfills the state requirements regarding Instruction on Proper Interaction with Peace Officers.*
World History SS200A/B Grade: 10 Credit: 1 GPA: On-Level Prerequisite: None	This course is a survey of human history from its earliest origins to the present. The major emphasis is on key concepts and skills that can be applied to various historical periods and civilizations. Through the study of significant people, events and issues, we will experience imperialism, revolution, geography, economics, government, law, religion, philosophy, science and technology. By engaging in historical inquiry, students will develop critical thinking skills and a deep understanding of the past and its relevance to the present.
AP World History SS220A/B Grade: 10 Credit: 1 GPA: AP/DC Prerequisite: None	AP World History is a college-level introductory course in which students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Humanities II GT GTHU2A/B Grade: 10 Credit: 1 GPA: AP/DC Prerequisite: Humanities I and PISD GT Identification	Humanities II GT is a course that provides students receiving gifted services with opportunities not available through on level or advanced classes. This is the second half of a two-year interdisciplinary spiral that includes AP World History objectives. The content is a historical study of the commonalities of the fine arts, including literature, the visual arts, architecture, and music. Students will learn and practice the craft of writing through various products, including AP style writing. Literature from a variety of world traditions will also be a key focus. At the conclusion of Humanities II, students may sit for the AP World History to possibly earn college credit. *Successful completion of this course awards AP World History credit. Students should not concurrently enroll in AP World History. Humanities does not fulfill the fine arts requirement for graduation.*
US History SS300A/B Grade: 11 Credit: 1 GPA: On-Level Prerequisite: None	In this course students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the US government, which provide a framework for its history. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects.
AP US History SS320A/B Grade: 11 Credit: 1 GPA: AP/DC Prerequisite: None	AP US History provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. Students will learn to assess historical materials--their relevance to a given interpretive problem, reliability, and importance--and to weigh the evidence and interpretations presented in historical scholarship. AP US History develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in a variety of formats.
Dual Credit US History: HIST 1301 SS335A **Dual Credit US History: HIST 1302** SS335B Grade: 11-12 Credit: 0.5 per course GPA: AP/DC Prerequisite: College Acceptance	These two courses focus on the history of the United States and the development of American characteristics and institutions, including the forging of a new society from European, African, and American cultures. Emphasis is on the colonial and early national periods through the Civil War and Reconstruction in the first course and the development of American society in the 20th century from 1877 to the present. • 3 college credit hours. • College application and acceptance required • Corequisite: Students must take Dual Credit US Hist 1301 fall semester and Dual Credit US History: HIST 1302 spring semester.

GT American Studies: AP US History GTHU3A/B Grade: 11 Credits: 1 GPA: AP/DC Prerequisite: PISD GT Identification Corequisite: Concurrent enrollment in GT American Studies: AP English III	American Studies is a one-year, double-blocked course that combines the Advanced Placement US History (APUSH) and Advanced Placement English Language (APLANG) courses with the study of American humanities and culture. As the next step after 9th/10th grade Humanities in the Prosper ISD Gifted and Talented program, it focuses on the philosophical underpinnings of American writing and thought, along with an understanding of the historical climate associated with that writing. Discussion participation, reading, writing and critical thinking are significant elements for this course, along with the implementation of Gifted and Talented strategies. Successful completion of this course fulfills the English III and US History graduation requirements.
US Government SS4100 Grade: 12 Credit: 0.5 GPA: On-Level Prerequisite: None	The US Government course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the US Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the US system of government with other political systems.
AP Government SS4231 Grade: 12 Credit: 0.5 GPA: AP/DC Prerequisite: None	AP US Government & Politics is a college-level course that provides students with a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationship and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.
Dual Credit US Government: GOVT2305 SS4310 Grade: 12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance	This is a dual-credit college freshman government course with an introduction to politics and government in the United States. It includes the origin and development of constitutional democracy in the United States, emphasizing the constitutions of the State of Texas, United States, federalism and intergovernmental relations, local government, and the political process. Students must stay in the course the entire semester to receive high school and college credit. • 3 college credit hours. • College application and acceptance required

Economics SS4200 Grade: 12 (Classes of 2027, 2028, and 2029) Credit: 0.5 credit GPA: On-Level Prerequisite: None	Economics, with emphasis on the free enterprise system and its benefits, focuses on the basic principles concerning production, consumption, and distribution of goods and services, including the problem of scarcity, in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price, and investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. • *NOTE: Per HB 27, this course may be offered as a full-year course to meet graduation requirements for the classes of 2030 and beyond. Further information to come pending guidance from TEA.*
Personal Financial Literacy and Economics SS4220 Grade: 12 Credit: 0.5 GPA: On-Level Prerequisite: none	Personal Financial Literacy and Economics is a hybrid course that emphasizes the economic way of thinking. This course provides a foundation in both microeconomics and macroeconomics as well as personal financial literacy concepts. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy. Students may not receive credit for this course and Personal Financial Literacy. • *NOTE: This course will not be available to students in graduating classes of 2030 and beyond as a result of HB 27.*
AP Economics SS4230 Grade: 12 (Classes of 2027, 2028, and 2029) Credit: 0.5 GPA: AP/DC Prerequisite: None	AP Macroeconomics is a college-level course that provides 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-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. • *NOTE: Per HB 27, this course may be offered as a full-year course to meet graduation requirements for the classes of 2030 and beyond. Further information to come pending guidance from TEA.*
Dual Credit Economics: ECON 2301 SS4320 Grade 12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance	This is a dual-credit college freshman economics course with an introduction to decision-making in the public sector, economic analysis of inflation, unemployment, economic growth, national income measures, money and banking, monetary and fiscal policy, competing economic theories, and international economics. Students must stay in the course the entire semester to receive high school and college credit but can take microeconomics or macroeconomics to fulfill the requirements. • 3 college credit hours. • College application and acceptance required

Social Studies Electives

Social studies electives can be taken concurrently with the required social studies classes. Through PISD social studies course work, students will demonstrate proficiency in: delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results, applying valid critical-thinking and problem-solving processes, identifying, analyzing, developing, and evaluating verbal and non-verbal communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

AP European History SS520A/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisite: None	AP European History is a college-level survey course focuses on developing students' understanding of European history from approximately 1450 to the present. Students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.
Ethnic Studies: African American Studies SSAASA/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: None	In this course, students will learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.
Ethnic Studies: Mexican American Studies SSMASA/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: None	In this course, students will learn about the history and cultural contributions of Mexican Americans from an interdisciplinary perspective. Students will interact with a variety of primary and secondary sources such as relevant videos, literature, art, songs and other media. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

Influences of the New Testament on History and Literature SSBIBN Grade: 9-12 Credit: 0.5 GPA: On-Level Prerequisite: None	The course will teach students basic biblical knowledge about the New Testament that includes religion, literature, culture, art, music, and history. It will provide a basic knowledge of the Bible as a sourcebook and demonstrate the influence that it has on the development of works of culture, on the development of language, and on historical perspective. The Bible is not only considered a sacred text, but is also considered by many scholars to be the "most influential text in all of Western Culture." Knowledge gained from this study will help students understand both classical and contemporary works. In addition, students can use their knowledge as a tool to understand some of the most inspiring rhetoric in American history.
Influences of the Old Testament on History and Literature SSBIBO Grade: 9-12 Credit: 0.5 GPA: On-Level Prerequisite: None	The course will teach students basic biblical knowledge about the Old Testament that includes religion, literature, culture, art, music, and history. It will provide a basic knowledge of the Bible as a sourcebook and demonstrate the influence it has on the development of works of culture, on the development of language, and on historical perspective. The Bible is not only considered a sacred text, but is also considered by many scholars to be the "most influential text in all of Western Culture." Knowledge gained from this study will help students understand both classical and contemporary works. In addition, students can use their knowledge as a tool to understand some of the most inspiring rhetoric in American history.
Personal Financial Literacy PERFIN Grade: 10-12 Credit: 0.5 GPA: On-Level Prerequisite: None	This course will teach skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. ● This course is an elective for the following graduating classes: 2026, 2027, 2028, 2029. ● This will be a required course for graduation for the graduating classes of 2030 and beyond.
Psychology PSYCH Grade: 10-12 Credit: 0.5 GPA: On-Level Prerequisite: None	In this elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

AP Psychology (Includes Social Studies – Advanced Studies) PSYAPA/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: None	AP Psychology is a college-level course that introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretations to evaluate claims, consider evidence, and effectively communicate ideas.
Sociology SOCIO Grade: 10-12 Credit: .05 GPA: On-Level Prerequisite: None	This elective course is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance of and role of culture, social structure, socialization, and social change in today's society.
Dual Credit Texas Government: GOVT 2306 SS4330 Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance	Origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and intergovernmental relations, political participation, the election process, public policy and the political culture of Texas. *Please note that this is a one semester course.* • 3 college credit hours. • College acceptance and registration required.

World Languages (LOTE)

American Sign Language I FA100A/B Grade: 9-11 Credit: 1 GPA: On-Level Prerequisite: None	American Sign Language I is an introductory course to the language and culture of the Deaf community. Students will develop expressive and receptive language skills to be able to communicate about highly familiar topics related to everyday student life. Students will demonstrate skills in the interpretive, interpersonal, and presentational modes of communication as defined by the TEKS. The culture and contributions of the Deaf community are discussed throughout the course. The expected outcome of this course is to develop Novice Mid to Novice High proficiency. The course is conducted in ASL (without voice) a significant part of the time.
American Sign Language II FA200A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: American Sign Language I	American Sign Language II is a continuation of ASL I focusing on the development of expressive and receptive skills by expanding their knowledge of vocabulary, syntax, and grammatical structures. Students will apply this knowledge across the three modes of communication on familiar topics related to everyday life. Students will be able to demonstrate extended cultural awareness of the Deaf Community. The expected outcome of this course is to develop Novice High to Intermediate Low proficiency. This course is conducted in ASL (without voice) a significant part of the time.
Honors American Sign Language III FA310A/B Grade: 11-12 Credit: 1 GPA: Honors Prerequisite: American Sign Language II	Honors American Sign Language III continues the development of receptive and expressive language skills across the three modes of communication. Students will build on existing skills by adding more complex ASL grammatical features, syntax, and vocabulary. Students will continue the exploration of the culture of the Deaf community with an emphasis on ASL as a linguistic minority and particular attention to the effects on the individual. This course may require Deaf Community exposure and involvement. The expected outcome of this course is to develop Intermediate Low to Intermediate Mid proficiency. This course is conducted predominantly in ASL (without voice).
Honors American Sign Language IV FA410A/B Grade: 11-12 Credit: 1 GPA: Honors Prerequisite: Honors American Sign Language III	American Sign Language IV Honors builds on the expressive and receptive skills learned in American Sign Language (ASL) I, II and III. Students will refine their communicative skills by expanding their ability to understand and interact on a variety of topics within everyday situations. Students will analyze ASL literature and culturally significant topics. This course may require Deaf community exposure and involvement. The expected outcome of this course is to develop Intermediate Mid to Intermediate High proficiency. This course is conducted in ASL (without voice).

French I FF100A/B Grade:9-11 Credit: 1 GPA: On-Level Prerequisite: None	French I is an introductory course to the French language and culture. Students will develop listening, speaking, reading, and writing skills to be able to communicate about highly familiar topics related to everyday student life. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication as defined by the TEKS. Students will recognize the interrelationships between cultures by identifying products and practices to understand cultural perspectives of the Francophone world. The outcome for French I is to develop Novice Mid to Novice High proficiency. This course is conducted in French for a significant amount of time.
French II FF200A/B Grade 9-12 Credit: 1 GPA: On-Level Prerequisite: French I	French II continues to introduce students to the French language and culture. Students will develop listening, speaking, reading, and writing skills to be able to communicate about familiar topics related to everyday student life. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication as defined by the TEKS. Students will recognize the interrelationships between cultures by identifying products and practices to understand cultural perspectives of the Francophone world. The outcome for French II is to develop Novice High to Intermediate Low proficiency. This course is conducted in French for a significant amount of time.
Honors French III FF310A/B Grade: 10-12 Credit: 1 GPA: Honors Prerequisite: French II	In French III Honors students will continue developing their abilities across the three modes of communication. Students increase the complexity of their communication by demonstrating an ability to respond to tasks requiring high cognition and creative thinking using more complex grammatical structures and applicable vocabulary to discuss academic topics beyond everyday situations. Students will read, listen, and view authentic materials to deepen their understanding of the cultural practices and perspectives of various parts of the Francophone world. The outcome for French III Honors is to develop Intermediate Low to Intermediate High proficiency. This course is conducted predominantly in French.
AP French IV Language and Culture FF420A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Honors French III	AP French IV Language and Culture engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives while emphasizing communication by applying interpersonal, interpretive, and presentational skills. This course prepares students to sit for the Advanced Placement French Language and Culture exam. The outcome for French IV AP is to develop Intermediate Mid to Advanced Low proficiency. This course is conducted exclusively in French.

Chinese I FM100A/B Grade: 9-11 Credit: 1 GPA: On-Level Prerequisite: None	Chinese I is an introductory course to Mandarin Chinese language and culture. Students will develop listening, speaking, reading, and writing skills on highly familiar topics related to everyday student life. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication as defined by the TEKS with an emphasis placed on listening and speaking skills. Students will recognize the interrelationships between cultures by identifying products and practices to understand cultural perspectives of the Mandarin Chinese-speaking world. The outcome for Chinese I is to develop Novice Mid to Novice High proficiency. This course is conducted in Chinese for a significant amount of time.
Chinese II FM200A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Chinese I	Chinese II continues to introduce students to the Mandarin Chinese language and culture. Students will further develop listening and speaking skills with an increased emphasis on reading and writing Simplified Chinese characters. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication on topics expanded beyond the everyday life of a student. Students will recognize the interrelationships between cultures by identifying products and practices to understand cultural perspectives of the Mandarin Chinese-speaking world. The outcome for Chinese II is to develop Novice High to Intermediate Low proficiency. This course is conducted in Chinese for a significant amount of time.
Honors Chinese III FM310A/B Grade: 11-12 Credit: 1 GPA: Honors Prerequisite: Chinese II	Chinese III Honors builds on Chinese I and II with additional vocabulary and grammar are introduced to further develop reading and writing skills.. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication on topics expanded beyond the everyday life of a student. Students will read, listen, and view authentic materials to deepen their understanding of the cultural practices and perspectives of various Chinese regions. The outcome for Chinese III Honors is to develop Intermediate Low to Intermediate Mid proficiency. This course is conducted predominantly in Chinese.
AP Chinese IV Language and Culture FM420A/B Grade: 12 Credit: 1 GPA: AP/DC Prerequisite: Honors Chinese III	AP Chinese IV Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives while emphasizing communication by applying interpersonal, interpretive, and presentational skills. This course prepares students to sit for the Advanced Placement Chinese Language and Culture exam. The outcome for Chinese IV AP is to develop Intermediate Mid to Advanced Low proficiency. This course is conducted exclusively in Chinese.

Spanish I FS100A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	Spanish I is an introductory course to the language and culture of the Spanish-speaking world. Students will develop listening, speaking, reading, and writing skills to be able to communicate about highly familiar topics related to everyday student life. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication as defined by the TEKS. Students will recognize the interrelationships between cultures by identifying products and practices to understand cultural perspectives of the Spanish-speaking world. The outcome for Spanish I is to develop Novice Mid to Novice High proficiency. This course is conducted in Spanish for a significant amount of time.
Spanish II FS200A/B Grade: 9-12 Credit: 1 GPA:On-Level Prerequisite: Spanish I	Spanish II continues to introduce students to the Spanish language and culture. Students will develop listening, speaking, reading, and writing skills to be able to communicate about familiar topics related to everyday student life. Students will demonstrate their language skills in the interpretive, interpersonal, and presentational modes of communication. Students will recognize the interrelationships between cultures by identifying products and practices to understand cultural perspectives of the Spanish-speaking world. The outcome for Spanish II is to develop Novice High to Intermediate Low proficiency. This course is conducted in Spanish for a significant amount of time.
Spanish III FS300A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Spanish II	In Spanish III students will continue developing their abilities across the three modes of communication. Students will be able to express meaning in a variety of academic contexts beyond everyday situations. Students will read, listen, and view authentic materials to deepen their understanding of the cultural practices and perspectives of various parts of the Spanish-speaking world. The outcome for Spanish III is to develop Intermediate Low to Intermediate Mid proficiency. This course is conducted predominantly in Spanish.
Honors Spanish III FS310A/B Grade: 10-12 Credit: 1 GPA: Honors Prerequisite: Spanish II	In Spanish III Honors students will continue developing their abilities across the three modes of communication. Students increase the complexity of their communication by demonstrating an ability to respond to tasks requiring high cognition and creative thinking using more complex grammatical structures and applicable vocabulary to discuss academic topics beyond everyday situations. Students will read, listen, and view authentic materials to deepen their understanding of the cultural practices and perspectives of various parts of the Spanish-speaking world. The outcome for Spanish III Honors is to develop Intermediate Low to Intermediate High proficiency. This course is conducted predominantly in Spanish.

AP Spanish IV Language and Culture FS420A/B Grade: 11-12, Credit: GPA: AP/DC Prerequisite: Spanish III or Honors Spanish III	AP Spanish IV Language and Culture engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives while emphasizing communication by applying interpersonal, interpretive, and presentational skills. This course prepares students to sit for the Advanced Placement Spanish Language and Culture exam. The outcome for Spanish IV AP is to develop Intermediate Mid to Advanced Low proficiency. This course is conducted exclusively in Spanish.
Spanish Seminar I FS510A/B Grade: 11-12, Credit: 1 GPA: Honors Prerequisite: AP Spanish Language and Culture	Spanish Seminar I is designed to foster deep inquiry into specialized areas of study. This course will deepen students' understanding of the cultures and histories of countries and groups representing the Spanish language. Students will dive deep into cultural products and practices, comparing and contrasting with their own and those of other cultures. Through oral presentations, written compositions, and class discussions, students will work toward advanced levels of proficiency. This course is conducted entirely in Spanish.
Spanish Seminar II FS610A/B Grade: 11-12, Credit: 1 GPA: Honors weighted Prerequisite: Spanish Seminar I - must be taken in consecutive years	Spanish Seminar II is designed to foster deep inquiry into specialized areas of study. This course will deepen students' understanding of the cultures and histories of countries and groups representing the Spanish language. Students will dive deep into cultural products and practices, comparing and contrasting with their own and those of other cultures. Through oral presentations, written compositions, and class discussions, students will work toward advanced levels of proficiency. This course is conducted entirely in Spanish.
AP Spanish V Literature and Culture FS421A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: AP Spanish Language and Culture or Spanish Seminar I	AP Spanish V Spanish Literature and Culture uses a thematic approach to introduce students to a variety of representative texts from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Through careful examination of the texts, students develop critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media. The outcome for Spanish V AP is to develop Intermediate High to Advanced Low proficiency. This course is conducted exclusively in Spanish.

CTE Courses for Languages Other than English (LOTE) Core Credit

* Two credits in computer programming which includes, Computer Science I, II, III, AP Computer Science Principles, and AP Computer Science A may be used to satisfy the World Languages graduation requirements. Check with the college you plan on attending to see if this will count for admissions.

Computer Science I FC110A/B Grade: 9-12 Credit: 1.0 GPA: Honors Pre-requisite or Corequisite: Algebra I	This is an introductory course to the fundamental concepts of Computer Science. This object-oriented programming class uses the Python programming language to discuss basic concepts of programming.
Computer Science II FC210A/B Grade: 10-12 Credit: 1 GPA: Honors Pre-requisite: Algebra I and Computer Science I	This course offers an emphasis on object-oriented programming methodology with a concentration on problem solving and algorithm development using Python programming language.
Computer Science III FC320A/B Grade: 11-12 Credit: 1 GPA: Honors Prerequisite: Computer Science II or AP Computer Science A	Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.
AP Computer Science Principles T9820A/B Grade: 9-12 Credit: 1 GPA: AP/DC Recommended Prerequisite: Algebra I	AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

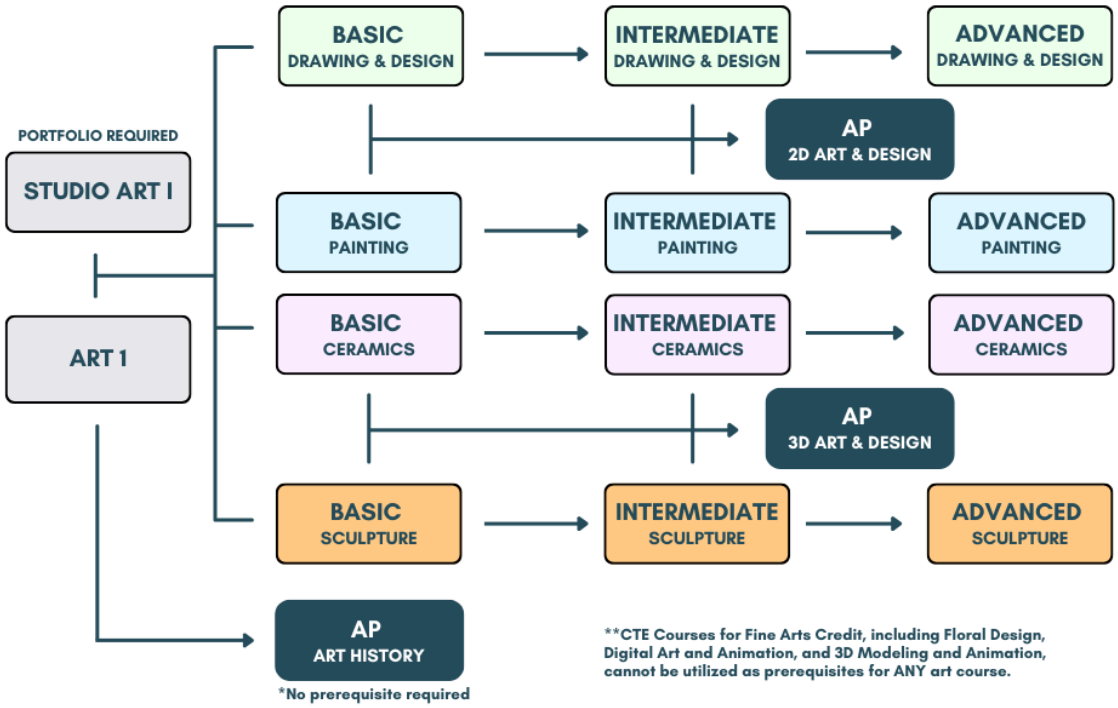
AP Computer Science A FCSAPA/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisite: Algebra I and Computer Science 1 OR AP Computer Science Principles	AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems.The course emphasizes object-oriented programming and design using the Java programming language.

Fine Arts

Music Studies

The History of Popular Music in the United States E3100A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course is an exploration of the history and evolution of musical genres in America. European, African, and Caribbean roots will be traced as the end of the Civil War yields military brass bands and the beginning roots of Jazz, Tin Pan Alley, Broadway, Musical Theatre, and the foundation of music in radio, tv, and film. Students will have the opportunity to explore the vocabulary, musical terms, instrumentation, genres, musical hybrids, and basic musical forms that evolve into the rock and roll of the 1950's to current. Weekly listening assignments, analysis, and writing assignments will be required.
Music Production EMUSPA/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: None	In the field of Music Production in the twenty-first century, traditional roles of songwriter, composer, arranger, musician, musical director, producer, recording technician, mixing engineers and mastering engineers are increasingly blurred. The changes in both working practices and the affordability of music technologies, musically and technically creative individuals can cover several of these roles in a music project. Music Production will explore the terminology, concepts of production, and the creation of music through the utilization of MIDI, basic and advanced audio, virtual instruments, and digital audio editing. Pre-production, studio production, editing and pre-mixing, mixing, and mastering processes will all be explored, developed, and assessed.
AP Music Theory E3200A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: None	AP Music Theory corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sightsinging, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Art



**CTE Courses for Fine Arts Credit, including Floral Design, Digital Art and Animation, 3D Modeling and Animation, and Introduction to Communication Arts and Media, cannot be utilized as prerequisites for ANY art course.*

Art I E1010A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This introductory course provides a comprehensive survey of the fundamentals of art. Through hands-on practice, students will develop a foundational understanding of the visual arts and their creative potential. Students will learn and apply the Elements of Art and Principles of Design as they create original works of art. Students will be introduced to significant historical periods and artists, providing a rich cultural and contextual understanding about the world of art. This course is an excellent starting point for students to build a strong artistic foundation and explore their creativity. Art supplies and fees may be required.
Studio Art I E1110A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Portfolio Submission	Studio Art I moves beyond an introductory course, challenging students to apply the Elements of Art and Principles of Design with greater intention and technical skill. This course is designed to develop a student's artistic voice and prepare them for advanced high school art courses. Students will be introduced to significant historical periods and artists, providing a rich cultural and contextual understanding about the world of art. Studio Art I is for rigorous studio practice, critical analysis, and the pursuit of a personal artistic vision. Art supplies and fees may be required.

Basic Drawing and Design E1021A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Art I /Studio Art I	This course is a focused study designed to develop essential skills in mark-making, composition, and the design process. Students will work in various artistic styles and genres, developing and polishing fundamental technical skills in drawing and design. The curriculum emphasizes the use of personal voice, exploration, and experimentation to enhance artistic expression. By the end of the course, students will have developed a strong portfolio of original pieces suitable for review or further study. Art supplies and fees may be required.
Intermediate Drawing and Design E1121A/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Basic Drawing and Design	The intermediate and advanced Drawing and Design courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. Art supplies and fees may be required.
Advanced Drawing and Design E1221A/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: Intermediate Drawing and Design	The intermediate and advanced Drawing and Design courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. Art supplies and fees may be required.
Basic Painting E1022A/B Grade 10-12 Credit: 1 GPA: On-Level Prerequisite: Art I /Studio Art I	This course is a focused study designed to develop essential skills in painting techniques, color theory, and composition. Students will develop fundamental technical skills with various paints, media, and techniques. By the end of the course, students will have developed a strong portfolio of original pieces suitable for review or further study. This class may require additional hours outside of class. Art supplies and fees may be required.
Intermediate Painting E1122A/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Basic Painting	The intermediate and advanced Painting courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. This class may require additional hours outside of class. Art supplies and fees may be required.

Advanced Painting E1222A/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: Intermediate Painting	The intermediate and advanced Painting courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. This class may require additional hours outside of class. Art supplies and fees may be required.
Basic Ceramics E1024A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Art I /Studio Art I	This course of study provides a hands-on focus on fundamental, intermediate, and advanced hand-building and wheel-throwing techniques. Students will explore a variety of functional and sculptural 3D works through the use of personal voice, exploration, and experimentation.The curriculum includes instruction on a variety of firing and glazing techniques and basic kiln operations. By the end of the course, students will have developed a strong portfolio of original ceramic pieces suitable for review or further study. Art supplies and fees may be required.
Intermediate Ceramics E1124A/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Basic Ceramics	The intermediate and advanced Ceramic courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. This class may require additional hours outside of class. Art supplies and fees may be required.
Advanced Ceramics E1224A/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: Intermediate Ceramics	The intermediate and advanced Ceramic courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. This class may require additional hours outside of class. Art supplies and fees may be required.
Basic Sculpture E1025A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Art I/Studio Art I	This Sculpture course is a focused study on mastering additive and subtractive sculpting techniques, along with an exploration of alternative sculptural methods. Students will utilize a wide variety of tools and materials to create 3D works, exploring everything from traditional methods to alternative and experimental techniques. Students will demonstrate a refined understanding of the Principles of Design within their functional and sculptural pieces. Throughout the course, students will develop a strong portfolio of original 3D pieces suitable for review or further study. This class may require additional hours outside of class. Art supplies and fees may be required.

Intermediate Sculpture E1125A/B Grade: 11-12 Credit: 1 GPA:On-Level Prerequisite: Basic Sculpture	The intermediate and advanced Sculpture courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. This class may require additional hours outside of class. Art supplies and fees may be required.
Advanced Sculpture E1225A/B Grade: 12 Credit: 1 GPA :On-Level Prerequisite: Intermediate Sculpture	The intermediate and advanced Sculpture courses are structured in a scaffolded progression where the expectations for creativity, skill, critical thinking, and independence increase significantly at each level. This class may require additional hours outside of class. Art supplies and fees may be required.
AP Art History E1233A/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisite: None	AP Art History welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present , the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.
AP Drawing E1130A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Basic Drawing or Basic Painting	The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. *In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. Art supplies and fees may be required.*

AP Art 2D Art and Design E1131A/B Grade: 11-12 Credit:1 GPA: AP/DC Prerequisite: Basic Drawing or Basic Painting	The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements. Art supplies and fees may be required.
AP Art 3D Art and Design E1132A/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: Basic Ceramics or Basic Sculpture	The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge statements. Art supplies and fees may be required.

Band

- Students participating in Prosper ISD Band and Color/Winter Guard are REQUIRED to have an annual physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games.
- Physicals must be dated on or after March 1, 2026 for participation for the 2026-2027 school year. Physicals must be completed on the official UIL physical form. Prosper ISD will provide an opportunity for students to receive a physical for a nominal fee in May each year. Student athletes meeting all of the free or reduced lunch requirements will be given the opportunity to receive a physical for free or at a reduced rate.
- Guard and Band members must be able to attend practices and games before school, after school, Saturdays and some Holidays - winter break, spring break, etc.
- All students involved in extracurricular activities follow guidelines that hold students to a higher standard regarding personal conduct.
- According to UIL rules, students must maintain a 70 average in all of their classes to remain eligible for competition. See the UIL Eligibility information in the Academic Guidelines section of this catalog for more information

Color Guard/Winter Guard I EL001A/B **Color Guard/Winter Guard II** EL002A/B **Color Guard/Winter Guard III** EL003A/B **Color Guard/Winter Guard IV** EL004A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval	The Color and Winter Guard are both part of the high school band program. Color Guard occurs in the fall semester when students will be part of the marching band. Winter guard occurs in the spring semester and builds on the skills learned from the marching field in an indoor setting. All students will acquire skills in dance and several varieties of equipment including flag, rifle, and saber. All students are welcome to audition for the Color and Winter Guard including non-band members. This course will require rehearsals, performances, and competitions outside of the school day. ● All students can earn up to 1 PE credit for participation in the fall semester of marching band during high school. The PE credit will be Pass/Fail and not receive GPA points.
Wind Ensemble I E7001A/B **Wind Ensemble II** E7002A/B **Wind Ensemble III** E7003A/B **Wind Ensemble IV** E7004A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval Corequisite: Concurrent enrollment in Wind Ensemble Applied	This class is the top level band and consists of students that play brass and woodwind instruments. In this course, students will work on beginning through advanced instrument-specific technique, skill development, and fundamentals. The class will participate in a variety of ensembles including marching band, concert band, and various small ensembles. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions. ● All students can earn up to 1 PE credit for participation in the fall semester of marching band during high school. The credit will be Pass/Fail and not receive GPA points.

Wind Ensemble Applied I E7110A/B **Wind Ensemble Applied II** E7120A/B **Wind Ensemble Applied III** E7130A/B **Wind Ensemble Applied IV** E7140A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval Corequisite: Concurrent enrollment in Wind Ensemble	This class serves as the second required block and extension of 'Wind Ensemble', the varsity level band. While 'Wind Ensemble' focuses on group activities, 'Wind Ensemble Applied Music' will focus on the development of individual musicianship and performance qualities. In this course, students will work on intermediate through advanced instrument-specific technique, skill development, and fundamentals. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum.
Honors Wind Ensemble Applied IV E7141A/B Grade: 12 Credit: 1 GPA: Honors Prerequisite: application, and director approval required. Corequisite: Concurrent enrollment in Wind Ensemble IV	In addition to the requirements of Wind Ensemble Applied Music III and IV, advanced requirements include field-based internships, teaching experiences, a research paper with oral defense, concert reviews, elevated performance opportunities, and participation in PISD All District Fine Arts Academy Honor Ensembles . ● Students must select Wind Ensemble Applied IV ● Students will be placed into Honors Applied IV by the director.

Symphonic Band I E6001A/B **Symphonic Band II** E6002A/B **Symphonic Band III** E6003A/B **Symphonic Band IV** E6004A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval	This class is the second level band and consists of students that play brass and woodwind instruments. In this course, students will work on beginning through advanced instrument-specific technique, skill development, and fundamentals. The class will participate in a variety of ensembles including marching band, concert band, and various small ensembles. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions. ● All students can earn up to 1 PE credit for participation in the fall semester of marching band during high school. The PE credit will be Pass/Fail and not receive GPA points.
Symphonic Band Applied I E6110A/B **Symphonic Band Applied II** E6120A/B **Symphonic Band Applied III** E6130A/B **Symphonic Band Applied IV** E6140A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval Option Corequisite: Concurrent enrollment in Symphonic Band	This class serves as the second, optional block and extension of 'Symphonic Band', the non-varsity level band. While 'Symphonic Band' focuses on group activities, 'Symphonic Band Applied Music' will focus on development of individual musicianship and performance qualities. In this course, students will work on tailored, ability-based intermediate through advanced instrument-specific technique, skill development, and fundamentals. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions.
Honors Symphonic Band Applied IV E6141A/B Grade: 12 Credit: 1 GPA: Honors Prerequisite: Application and director approval required. Corequisite: Concurrent enrollment in Applied Music IV	In addition to the requirements of Symphonic Band Applied Music IV, advanced requirements include field-based internships, teaching experiences, a research paper with oral defense, concert reviews, elevated performance opportunities, and participation in PISD All District Fine Arts Academy Honor Ensembles . ● Students must select Symphonic Band Applied IV ● Students will be placed into Honors Applied with director approval .

Concert Winds I E7009A/B **Concert Winds II** E7010A/B **Concert Winds III** E7011A/B **Concert Winds IV** E7012A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval	This class is the third level band and consists of students that play brass and woodwind instruments. In this course, students will work on beginning through advanced instrument-specific technique, skill development, and fundamentals. The class will participate in a variety of ensembles including marching band, concert band, and various small ensembles. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions. ● All students can earn up to 1 PE credit for participation in the fall semester of marching band during high school. The PE credit will be Pass/Fail and not receive GPA points.
Concert Band I E7005A/B **Concert Band II** E7006A/B **Concert Band III** E7007A/B **Concert Band IV** E7008A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval	This class is the fourth level band and consists of students that play brass and woodwind instruments. In this course, students will work on beginning through advanced instrument-specific technique, skill development, and fundamentals. The class will participate in a variety of ensembles including marching band, concert band, and various small ensembles. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions. ● All students can earn up to 1 PE credit for participation in the fall semester of marching band during high school. The PE credit will be Pass/Fail and not receive GPA points.
Percussion I E7017A/B **Percussion II** E7018A/B **Percussion III** E7019A/B **Percussion IV** E7020A/B Grade: 9-12 Credit: 1.0 GPA: On-Level Prerequisite: Audition and director approval	This class consists of students that play percussion instruments. In this course, students will work on beginning through advanced instrument-specific technique, skill development, and fundamentals. The class will participate in a variety of ensembles including marching band, concert band, winter drumline, and various small ensembles. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions. ● All students can earn up to 1 PE credit for participation in the fall semester of marching band during high school. The PE credit will be Pass/Fail and not receive GPA points. ● Percussion Students selected for Wind Ensemble, will be required to take Wind Ensemble OR Wind Ensemble Applied.

Choir

- According to UIL rules, students must maintain a 70 average in all of their classes to remain eligible for competition. See the UIL Eligibility information in the Academic Guidelines section of this catalog for more information.

Varsity Treble Choir I E5101A/B **Varsity Treble Choir II** E5102A/B **Varsity Treble Choir III** E5103A/B **Varsity Treble Choir IV** E5104A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This is the UIL and TMEA competition choir for treble voices. Its membership is by audition only. This choir prepares and performs music of various styles. Repertoire consists of traditional choral, folk, American, and pop music. Many pieces will be performed a cappella. Performance and sight-reading techniques will be taught. Students may participate in individual competitions in addition to performing seasonal concerts.
Varsity Mixed Choir I E5201A/B **Varsity Mixed Choir II** E5202A/B **Varsity Mixed Choir III** E5203A/B **Varsity Mixed Choir IV** E5204A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	Varsity Mixed Choice is the UIL and TMEA competition choir for mixed voices. Its membership is by audition only. This choir prepares and performs music of various styles. Repertoire consists of traditional choral, folk, American, and pop music. Many pieces will be performed a cappella. Performance and sight-reading techniques will be taught. Students may participate in individual competitions in addition to performing seasonal concerts.
Chamber Choir I E5301A/B **Chamber Choir II** E5302A/B **Chamber Choir III** E5303A/B **Chamber Choir IV** E5304A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	Chamber Choir is for students with advanced vocal skills and a serious approach to music. Special attention is given to proper part singing, historical performance practice and music theory. Students are expected to prepare individual voice parts outside of class time, and scheduled rehearsals and concert participation is required. Performances include regularly scheduled school concerts, community appearances, assemblies, festivals and contests. This ensemble focuses primarily on choral works from the Renaissance and Baroque through Classical periods. Since student enrollment is capped at a relatively small number, prospective members prepare audition material, and bios in anticipation for the audition. Membership in an additional choir is required.

Corequisite: Concurrent enrollment in Varsity Treble or Varsity Mixed Choir	
Bel Canto I E5105A/B **Bel Canto II** E5106A/B **Bel Canto III** E5107A/B **Bel Canto IV** E5108A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This is the non-varsity UIL and TMEA competition choir for treble voices. Proficiency in sight-reading and vocal tone production are required for this ensemble. Members are selected by the Choral Director only. This choir prepares and performs music of various styles for choral competitions and UIL Concert & Sight-reading. Some rehearsals and performances will take place outside of school hours, and are required by enrollment in this year-long course. Repertoire consists of traditional choral, folk, Americana, and pop music. Performance and sight-reading techniques will be taught. Students may participate in individual competitions in addition to performing seasonal concerts.
Show Choir II E5002A/B **Show Choir III** E5003A/B **Show Choir IV** E5004A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Audition	This is an auditioned, elite group of singers/dancers. Students in this group perform a wide variety of popular and jazz music with intricate harmonies and choreography. Students learn advanced vocal and performance technique. Students in this choir may also participate in individual competitions during the year. This group performs their own show each winter and spring. Membership in an additional choir is required.

Chorale I E5205A/B **Chorale II** E5206A/B **Chorale III** E5207A/B **Chorale IV** E5208A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This is the non-varsity UIL and TMEA competition choir for mixed voices. Proficiency in sight-reading and vocal tone production are required for this ensemble. Members are selected by the Choral Director only. This choir prepares and performs music of various styles for choral competitions and UIL Concert & Sight-reading. Some rehearsals and performances will take place outside of school hours, and are required by enrollment in this year-long course. The repertoire consists of traditional choral, folk, Americana, and pop music. Performance and sight-reading techniques will be taught. Students may participate in individual competitions in addition to performing seasonal concerts.
Tenor-Bass Choir I E5601A/B **Tenor-Bass Choir II** E5602A/B **Tenor-Bass Choir III** E5603A/B **Tenor-Bass Choir IV** E5604A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This is the non-varsity UIL and TMEA competition choir for bass voices. Proficiency in sight-reading and vocal tone production are required for this ensemble. Members are selected by the Choral Director only. This choir prepares and performs music of various styles for choral competitions and UIL Concert & Sight-reading. Some rehearsals and performances will take place outside of school hours, and are required by enrollment in this year-long course. Repertoire consists of traditional choral, folk, Americana, and pop music. Performance and sight-reading techniques will be taught. Students may participate in individual competitions in addition to performing seasonal concerts.
Choir Applied Music I E5710A/B **Choir Applied Music II** E5720A/B **Choir Applied Music III** E5730A/B **Choir Applied Music IV** E5740A/B Grade: 9-12 Credit: 1.0 GPA: On-Level	This class serves as the second-block, an extension of any of the three Choir Classes: 'Bel Canto', 'Chorale', or 'Varsity Mixed and Treble'. While 'Bel Canto', 'Chorale', and 'Varsity Mixed and Treble' focus on group activities, 'Applied Music' will focus on individual singing. In this course, students will work on intermediate through advanced vocal technique, skill development, and fundamentals. Students will also work on individual projects such as All-Region, choral etudes, solos, and ensemble as part of the course curriculum and may qualify to participate in individual competitions.

Prerequisite: Audition and director approval Corequisite: Concurrent enrollment in either Bel Canto, Chorale, or Varsity Mixed/Treble.	
Honors Choir Applied Music IV E5410A/B Grade: 12 Credit: 1 GPA: Honors Prerequisite: Concurrent enrollment in Applied Music IV, application, and director approval required.	In addition to the requirements of Choir Applied Music IV, advanced requirements include field-based internships, teaching experiences, a research paper with oral defense, concert reviews, elevated performance opportunities, and participation in PISD All District Fine Arts Academy Honor Ensembles . ● Students will select Applied Music IV ● Students will be placed in Honors Applied Music IV by director approval. Honors Choir Applied Music requires concurrent enrollment in a Varsity Choir.

Dance

Students may receive a Physical Education credit when taking Dance I/Drill Team Prep I. This PE credit will not count towards GPA.

- Students participating in Prosper ISD Drill Team are REQUIRED to have an annual physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games.
- Physicals must be dated on or after March 1, 2026 for participation for the 2026-2027 school year.
- Physicals must be completed on the official UIL physical form. Prosper ISD will provide an opportunity for students to receive a physical each spring for a nominal fee. Students meeting all of the free or reduced lunch requirements will be given the opportunity to receive a physical for free or at a reduced rate.
- Drill Team members must commit to attending practices and games before school, after school, on Saturdays, and some holidays (winter break, spring break, etc.)
- According to UIL rules, students must maintain a 70 average in all of their classes to remain eligible for competition. See the UIL Eligibility information in the Academic Guidelines section of this catalog for more information
- All students involved in extracurricular activities follow guidelines that hold students to a higher standard regarding personal conduct.

<table>
<tr><td>Dance I
E1001A/B
Grade: 9-12
Credit: 1
GPA: On-Level
Prerequisite: None</td><td rowspan="2">These courses of study are designed to help dance students develop basic dance technique and skills. The classes will cover different styles of dance throughout the year, and students will develop perceptual thinking skills, various movement abilities, and a physical understanding of themselves and others. Consequently, students enrolled in these classes will emerge as versatile movers and technicians.

Student assessments will focus on individual growth in technique and choreography. By mastering movement principles and skills, students will develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy.</td></tr>
<tr><td>Dance II
E1002A/B
Grade: 10-12
Credit: 1
GPA: On-Level
Prerequisite: Dance I</td></tr>
<tr><td>Dance III
E1003A/B
Grade: 11-12
Credit: 1
GPA: On-Level
Prerequisite: Dance II</td><td rowspan="2">These courses of study are designed to build upon knowledge acquired in Dance II. Students will develop advanced dance technique and skills through a focus on training, movement, choreography, and conditioning. These classes will cover different genres of dance throughout the year, through which students will enhance their understanding of various styles of movement and music, and explore the concept of dance as a communicative art form.

By mastering movement principles and skills, students will develop self-discipline, self-esteem, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled, purposeful energy.</td></tr>
<tr><td>Dance IV
E1004A/B
Grade: 11-12
Credit: 1
GPA: On-Level
Prerequisite: Dance III</td></tr>
</table>

<table>
<tr>
<td>Drill Team I
E0001A/B
Drill Team II
E0002A/B
Drill Team III
E0003A/B
Drill Team IV
E0004A/B

Grade: 9-12
Credit: 1
GPA: On-Level
Prerequisite: Audition</td>
<td>This course of study is designed for the members of a High School Drill Team. Students will focus on dance and kick technique, drill team etiquette, and performance fundamentals. Through training, performance, and evaluation, students will develop the knowledge and skills necessary to become competitive precision dancers.

All Drill Team courses last for a full academic year, and tryouts are held in the spring semester of the previous school year. Varsity Level Drill Team requires double blocking.</td>
</tr>
<tr>
<td>Drill Team Prep I
E001PA/B

Grade: 9-11
Credit : 1
GPA: On-Level
Prerequisite: None</td>
<td rowspan="2">This course of study is a preparation class, designed for the developing dancers who are interested in auditioning for the drill team in a future school year. This course also allows students to develop skills and experience what the drill team offers, but before committing to the intensive schedule and responsibilities involved in being on the team.

Similar to the Drill Team, students will focus on dance and kick technique, drill team etiquette, and performance fundamentals.</td>
</tr>
<tr>
<td>Drill Team Prep II
E002PA/B

Grade: 9-11
Credit : 1
GPA: On-Level
Prerequisite: Drill Team Prep I for Drill Team Prep II</td>
</tr>
</table>

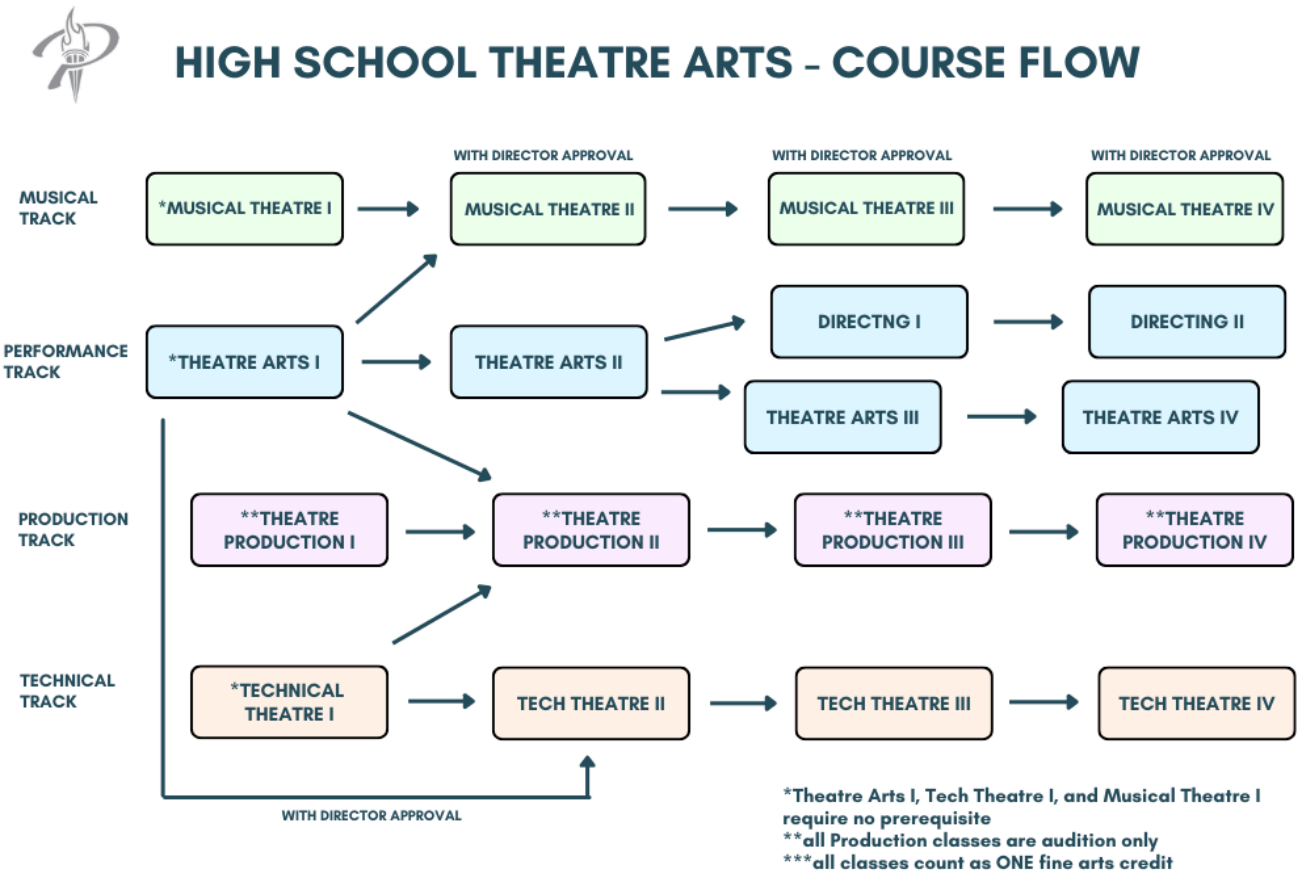
Orchestra

- According to UIL rules, students must maintain a 70 average in all of their classes to remain eligible for competition. See the UIL Eligibility information in the Academic Guidelines section of this catalog for more information
- All students involved in extracurricular activities follow guidelines that hold students to a higher standard regarding personal conduct.

Chamber Orchestra I E8021A/B **Chamber Orchestra II** E8022A/B **Chamber Orchestra III** E8023A/B **Chamber Orchestra IV** E8024A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Recommendation of Middle School Orchestra Director or an interview/audition with the instructor.	The Chamber Orchestra is the top orchestra and is offered to all incoming 9th - 12th grade students who meet the necessary requirements based on prior orchestral experience and an audition. This orchestra provides the members an opportunity to study advanced small group ensemble music and orchestra literature. Chamber Orchestra offers students great variety and challenge in musical performance. Students will continue the advanced development of instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills, a deeper understanding of small group ensemble music, and orchestra literature. A wide variety of music is explored, music theory and music history are introduced, and analysis and composition allow the orchestra student to learn how to create their own music. In addition, students will develop a strong sense of musicality and a team mentality that will set them up for success as they graduate from high school and enter the workforce. Students are required to practice at home daily and attend all required performances. The Chamber Orchestra will perform outside of class on a regular basis.
Symphonic Orchestra I E8011A/B **Symphonic Orchestra II** E8012A/B **Symphonic Orchestra III** E8013A/B **Symphonic Orchestra IV** E8014A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Recommendation of Middle School Orchestra Director or an interview/audition with the instructor.	Symphonic Orchestra is offered to entering 9th grade orchestra students who display the proper amount of proficiency on one of the four standard orchestral string instruments (violin, viola, cello, and bass) and 10th-12th grade students as a continuation of their previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. A wide variety of music is explored, music theory and music history are introduced, and analysis and composition allow the orchestra student to learn how to create their own music. In addition, students will develop a strong sense of musicality and a team mentality that will set them up for success as they graduate from high school and enter the workforce. Students are required to practice at home daily and attend all required performances.

Philharmonic Orchestra I E8031A/B **Philharmonic Orchestra II** E8032A/B **Philharmonic Orchestra III** E8033A/B **Philharmonic Orchestra IV** E8034A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Recommendation of Middle School Orchestra Director or an interview/audition with the instructor.	The Philharmonic Orchestra is offered to entering 9th grade orchestra students who display the proper amount of proficiency on one of the four standard orchestral string instruments (violin, viola, cello, and bass) and 10th-12th grade students as a continuation of their previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. A wide variety of music is explored, music theory and music history are introduced, and analysis and composition allow the orchestra student to learn how to create their own music. Students will develop a strong sense of musicality and a team mentality that will set them up for success as they graduate from high school and enter the workforce. Students are required to practice at home daily and attend all required performances. In addition, all students in this class will spend considerable time focusing on many of the intermediate and advanced techniques first offered in their middle school strings class.
Orchestra Applied Music I E8041A/B **Orchestra Applied Music II** E8042A/B **Orchestra Applied Music III** E8043A/B **Orchestra Applied Music IV** E8044A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition and director approval	This class serves as the second-block, an extension of any of the three Orchestra Classes 'Chamber', 'Symphonic', or 'Philharmonic'. While 'Chamber', 'Symphonic', or 'Philharmonic' focus on group activities, 'Applied Music' will focus on individual playing. In this course, students will work on intermediate through advanced instrument-specific technique, skill development, and fundamentals. Students will also work on individual projects such as All-Region, etudes, and solos as part of the course curriculum and may qualify to participate in individual competitions.
Honors Orchestra Applied Music IV E8045A/B Grade: 12 Credit: 1 GPA: Honors Prerequisite: Concurrent enrollment in Applied Music IV, application, and director approval required.	In addition to the requirements of Orchestra Applied Music III and IV, advanced requirements include field-based internships, teaching experiences, a research paper with oral defense, concert reviews, elevated performance opportunities, and participation in PISD All District Fine Arts Academy Honor Ensembles. • Students must select Orchestra Applied Music IV • Students will be placed into Honors Applied Music IV by their director.

Theatre



Theatre Arts I E2001A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course of study is designed as an introductory survey in the fundamentals of theatre, including the role of the actor, the role of the technician, the interpretation of dramatic literature, the development of the physical theatre, and the historical movements and trends in theatre. Through performance and evaluation, the student develops physical, vocal, and mental processes with an emphasis on interpretation, body movement, and characterization.
Theatre Arts II E2012A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Theatre Arts I OR director approval if in 9th grade	This course of study is designed to further develop the student as an actor through performing and analyzing quality dramatic literature, as well as successfully evaluating and critiquing dramatic works. The primary focus of this course includes learning the principles of acting, exploring comedic and dramatic theory, developing stage movement, and increasing experience in scene work and/or play production.

Theatre Arts III E2013A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Theatre Arts II	This course of study is designed as an advanced acting course, and builds upon previously learned content to help students achieve mastery in theatrical performance. The primary focus of this course includes refining the techniques of acting, analyzing culturally relevant works, preparing scenes from classical and modern eras, and increasing experience in scene work and/or play production.
Theatre Arts IV E2014A/B Grade: 11-12 Credit: 1 GPA**:** On-Level Prerequisite: Theatre Arts III	This course of study is designed as a mastery level course in acting for the stage. Students will utilize their knowledge of technique and method in class performances, play productions, critical evaluations, and portfolio development for college/career preparation. The primary focus of this course includes playwriting and directing as well. Students will learn the fundamentals of playwriting, directing, producing, and managing for the theatre, culminating in an original play script, a self-directed one-act play, or similarly rigorous capstone project.
Technical Theatre I E3001A/B Grade 9-12 Credit: 1 GPA**:** On-Level Prerequisite: None	This course of study is designed as an introductory survey in the fundamentals of technical theatre, including safety, terminology, history, as well as the exploration of all tech theatre disciplines. Through production design and project-based learning, the student will study the application of set, lighting, sound, costumes, props, makeup, publicity, and house/stage management.
Technical Theatre II E3002A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Technical Theatre I	This course of study is designed for the student who wants to continue to explore specific disciplines within technical theatre. Student projects may focus on scenic construction and design, lighting, sound, properties, costuming, make-up, publicity, as well as house and stage management. This course will allow students to improve upon specific skills and techniques depending on their discipline of study. These skills may include theatrical design. scenic carpentry, lighting plotting and focusing, theatrical soundscape mixing, prop construction, sewing/stitching/costume construction, and theatrical make-up application. The curriculum will be extensively hands-on and project-based.
Technical Theatre III E3003A/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Technical Theatre II	These courses of study are designed for the student who wants to commit and focus on a specific discipline within technical theatre. Students will participate similarly to Technical Theatre II students, but with an emphasis on script analysis and theatrical production. Technical Theatre III students will connect specific design and construction elements to style, period, genre, and playwright intention, while also considering production history through exploration and research. Projects may contribute directly to the theatre program's season of productions, and students will get the opportunity to serve as designers or on technical run crews for a given play or musical. The curriculum will be extensively hands-on and production-based.

Technical Theatre IV E3004A/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: Technical Theatre III	These courses of study are designed for the student who wants to commit and focus on a specific discipline within technical theatre. Students will participate similarly to Technical Theatre II students, but with an emphasis on script analysis and theatrical production. Technical Theatre IV students will connect specific design and construction elements to style, period, genre, and playwright intention, while also considering production history through exploration and research. Projects may contribute directly to the theatre program's season of productions, and students will get the opportunity to serve as designers or on technical run crews for a given play or musical. The curriculum will be extensively hands-on and production-based.
Directing I E4009A/B Grade: 11-12 Credit: 1 GPA: On-Level Prerequisite: Theatre Production /Theatre Arts II	This course of study is designed for the student seriously interested in directing for theatre arts. Students will build upon their knowledge of acting and tech theatre in order to analyze scripts, evaluate critically, effectively delegate, and artistically lead, all while building a portfolio for college/career preparation. The main focus of this course includes directing intermediate level acting students, primarily in a theatrical setting, with supplemental explorations of directing for film and television. Students will learn the fundamentals of directing, producing, and managing for the theatre, culminating in a self-directed one-act play, or similarly rigorous capstone project.
Directing II E4010A/B Grade: 12 Credit: 1 GPA: On-Level Prerequisite: Directing I	This course of study is designed for the student seriously interested in directing for theatre arts. Students will build upon their knowledge of acting and tech theatre in order to analyze scripts, evaluate critically, effectively delegate, and artistically lead, all while building a portfolio for college/career preparation. The main focus of this course includes directing intermediate level acting students, primarily in a theatrical setting, with supplemental explorations of directing for film and television. Students will learn the fundamentals of directing, producing, and managing for the theatre, culminating in a self-directed one-act play, or similarly rigorous capstone project.
Theatre Production I E4001A/B **Theatre Production II** E4002A/B **Theatre Production III** E4003A/B **Theatre Production IV** E4004A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Audition ONLY	This course of study will provide a laboratory learning experience for the exploration, development, and synthesis of all elements and components of Theatre Arts, both performance and technical. The primary focus of these courses is participation in all school theatre productions and activities.

Musical Theatre Arts I E2021A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course of study is designed as an introduction to all of the fundamentals of Musical Theatre, including the role of the musical theatre performer, the interpretation of musical literature, the balance of acting, singing, and dancing, as well as the historical movements and trends of musical theatre. The primary focus of these courses is performance, evaluation, production, and college/career preparation, including portfolio building and auditioning techniques.
Musical Theatre Arts II E2022A/B **Musical Theatre Arts III** E2023A/B **Musical Theatre Arts IV** E2024A/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: Audition OR Director Approval	This course of study is designed as an introduction to all of the fundamentals of Musical Theatre, including the role of the musical theatre performer, the interpretation of musical literature, the balance of acting, singing, and dancing, as well as the historical movements and trends of musical theatre. The primary focus of these courses is performance, evaluation, production, and college/career preparation, including portfolio building and auditioning techniques.

CTE Courses for Fine Arts credit

Floral Design FLORDA/B Grade: 10-12 Credit: 1 GPA: On-Level Prerequisite: None	Students will identify and demonstrate the principles and techniques related to floral design as well as an understanding of the management of floral enterprises. *Course fees may apply.* **Certification:** TSFA Knowledge Based Floral
Digital Art and Animation T9703A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course consists of computer images and animations created with digital imaging software such as Adobe: Photoshop, Illustrator, and Animate. Digital Art and Animation has applications in many careers, such as graphic design, advertising, web design, animation, and magazine, film, television, and game industries. Students will learn the basic software skills while incorporating the design principles in their unique projects. Students cannot take Digital Arts and Animation if they have previously completed ICAM **Certification:** Adobe Photoshop, Adobe Illustrator
Introduction to Communication Arts and Media ICAMA/B Grade: 9-11 Credit: 1 GPA: On-level Prerequisites: None	This course introduces students to the world of digital media design, focusing on practical applications in journalism, fashion design, broadcast, film, and radio. Through hands-on experience with industry-standard software like Adobe Photoshop, Illustrator, and InDesign, students will learn to create compelling visual content. Students cannot take ICAM if they have previously completed Digital Arts and Animation **Certification:** Adobe Photoshop
3D Modeling and Animation T9704A/B Grade: 10-12 Credit: 1 GPA: On-Level Recommended Prerequisite: Digital Art and Animation	This course consists of computer images created in a virtual three-dimensional (3D) environment. Applications in careers, including criminal justice, crime scene and legal applications; construction and architecture; engineering and design; and the movie and game industries will be explored. Students in this course will produce various 3D models of real-world objects using software such as Maxon Cinema 4D and Blender.

Physical Education and Athletics

Physical Education

Lifetime Fitness and Wellness PELFWA/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course introduces the student to basic fitness principles, physical activity and the relationship between these factors and developing a healthy lifestyle. Knowledge and skills acquired in this course include fitness and training, principles of weightlifting, interval training, circuit training, high intensity interval training, as well as nutrition, weight control, and stress management.
Lifetime Recreation and Outdoor Pursuits PELROA/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course is designed to promote outdoor education activities that provide opportunities for enjoyment and challenge. Students will access resources from the Outdoors Tomorrow Foundation to demonstrate competencies in outdoor recreational activities including, but not limited to, outdoor cooking, backpacking, archery, boating, angler education, and hunter education. Emphasis is placed upon student selection of activities that promote a respect for the environment and that can be enjoyed for a lifetime.
Skill-Based Lifetime Activities PESBLA/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	This course is designed to foster proficiencies, competition, and fitness in team and individual activities including but not limited to: soccer, softball, tennis, volleyball, basketball, flag football, pickleball, badminton, golf, and ultimate Frisbee. Students will develop strategies and skills for each activity with an emphasis on lifetime fitness.
Partners Physical Education PEPA1A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	The focus of the class is to provide individualized instruction and an expanded curriculum (i.e., community based instruction and lifetime leisure activities) to our students with disabilities, in order to maximize their opportunities for participation, skill acquisition, and meaningful social interactions. The class will utilize peer partners to aid in providing instruction to our students with disabilities.
Off-Campus PE PE1OFA/B PE2OFA/B PE3OFA/B PE4OFA/B Grade: 9-12	Students must complete an Off-Campus PE application, pay a fee to participate, and report grades at designated progress dates communicated by the PE Director. Off-Campus PE is designed for students who participate in Olympic level, highly competitive and intense physical activity or performance. Students can earn up to 4 credits in Off-Campus PE during high school. The following activities are approved for OCPE participation:

Credit: 1 GPA: No credits Prerequisite: Application and fee required	Archery Badminton Boxing Lacrosse Figure Skating Gymnastics Trampoline Equestrian Mixed Martial Arts Synchronized Swimming Dance Hockey Judo

Cheerleading

- Students participating in Prosper ISD Cheer are REQUIRED to have an annual physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games.
- Physicals must be dated on or after April 1, 2026 for participation in cheer for the 2026-2027 school year. Physicals must be completed on the official UIL physical form. PISD Athletics will provide an opportunity for students to receive a physical for a nominal fee in May each year.
- Cheerleaders must be able to attend practices and games before school, after school, Saturdays and some Holidays - winter break, spring break, etc.
- All students involved in extracurricular activities are held to a higher standard regarding personal conduct.
- According to UIL rules, students must maintain a 70 average in all of their classes to remain eligible for competition. See UIL Eligibility information in the Academic Guidelines section of this catalog.

Cheer CHER1A/B CHER2A/B CHER3A/B CHER4A/B Grade: 9-12 Credit: 1.0* GPA: On-Level Prerequisite: Tryout	Students who make the cheer team will be placed in the cheer class by the counselors once the team roster has been provided by the cheer coach. Students in Cheerleading are double blocked. *Students can earn 1 credit for cheer and up to 3 credits for athletic substitution.

Athletics

Athletics is intended for students interested in playing competitive sports. Athletic participation is a privilege, not a right and student athletes are held to a higher standard of conduct. Any questions concerning participation should be addressed to the specific coach or campus athletic coordinator **after** you enroll in Prosper ISD. If you have questions **prior to** enrolling, you must contact the Assistant Athletic Director, Kyle Lintelman 469-219-2215 or aklintelman@prosper-isd.net.

- Students participating in Prosper ISD Athletics are REQUIRED to have an annual physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games.
- Physicals must be dated on or after March 1, 2026 for participation in athletics for the 2026-2027 school year. Physicals must be completed on the official UIL physical form. PISD athletics will provide an opportunity for students to receive a physical for a nominal fee in May each year. Student athletes meeting all of the free or reduced lunch requirements will be given the opportunity to receive a physical for free or at a reduced rate.
- Athletes must be able to attend practices and games before school, after school, Saturdays and some Holidays - winter break, spring break, etc.
- All students involved in extracurricular activities follow co-curricular guidelines that hold students to a higher standard regarding personal conduct.
- According to UIL rules, student athletes must maintain a 70 average in all of their classes to remain eligible for competition. See UIL Eligibility information in the Academic Guidelines section of this catalog.

Sport-Specific Selection* Grade: 9-12 Credit: 1.0 (up to a maximum of 4 credits) GPA: On-Level Prerequisite: Coach's approval and/or tryout process *Students should request the specific sport they wish to play rather than "Athletics". Most sports are offered as year-long courses.	The following sports are available at the high school level: Baseball, Basketball, Cross Country, Diving, Football, Golf, Powerlifting, Soccer, Softball, Swimming, Tennis, Track &Field, Volleyball, Water Polo, Wrestling • Students that wish to participate in more than one sport must contact the Coach of each sport to discuss the request. Students must have a period of Athletics on their schedule in order to participate. • UIL rules specifically prohibit students from being enrolled in more than one physical education, and/or athletic class; Exception: PE Class: Adventure/Outdoor Education; PE Substitute: Cheerleading, Drill Team, Marching Band, and Sports Officiating

General Electives

AP Capstone Program

The AP Capstone program, developed by College Board, is designed for motivated students eager to build strong college-level skills in research, critical thinking, collaboration, and communication—qualities highly valued by colleges. The program includes two courses, AP Seminar and AP Research, that help students stand out academically by exploring real-world issues, analyzing information, and conducting independent research projects. Ideal AP Capstone students are motivated, enjoy research, critical thinking, teamwork, and open discussions. By completing both courses and scoring a 3 or higher on four additional AP exams, students can earn the AP Capstone Diploma, which provides advantages such as higher college grades, access to scholarships, internships, and honors programs. Graduates often enter college with advanced skills in writing, research, and teamwork, giving them a competitive edge. *Please note that extended absences are not appropriate for these courses, as consistent participation is essential for successful collaboration and project completion.*

AP Seminar: Independent Study in English APSEMA/B Grade: 10-12 Credit: 1 GPA: AP/DC Prerequisite: None	AP Seminar is a foundational course where students engage in discussions on complex academic and real-world topics, exploring different perspectives. Through an inquiry-based approach, students practice reading and analyzing articles, research studies, literary texts, and more. Students gather information from multiple sources, develop their perspectives through written essays, and create and deliver oral and visual presentations. Working individually and in teams of three to six, they identify, investigate, analyze, and evaluate academic or real-world problems, questions, or issues. Skills Developed in AP Seminar: • Reading and analyzing diverse articles, studies, and texts • Synthesizing information from multiple sources • Examining issues from various perspectives • Crafting, communicating, and defending evidence-based arguments
AP Research: Social Studies Research Methods APRESA/B Grade: 11-12 Credit: 1 GPA: AP/DC Prerequisite: AP Seminar	AP Research, the second course in the AP Capstone program, enables students to dive deeply into a topic, problem, or idea of personal interest. Over the course of a year, students design and conduct an investigation to answer a research question of their choice. Building on skills from AP Seminar, students develop expertise in research methods, ethical practices, and source analysis, all documented in a process and reflection portfolio. The course culminates in a 4,000–5,000-word academic paper and a presentation with an oral defense. Skills Developed in AP Research: • Conducting independent research • Analyzing sources and evidence • Applying context and multiple perspectives • Writing a college-level academic paper • Presenting and defending research findings

AVID 9 AVID9A/B Grade: 9 Credit: 1 GPA: On-Level Prerequisite: Application	Advancement Via Individual Determination (AVID) 9 is an academic elective course designed for 9th grade students that prepares them for college and career success. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest. This program is only available at Richland HS.
Hope Squad HOPE1A/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Nomination and application	Hope Squads students are the eyes and ears of your school. Hope Squad students work with school advisors and students are trained to watch for at-risk peers, provide friendship, identify warning signs, and seek help from adults. Hope Squad students are identified by their classmates as trustworthy peers to serve as Hope Squad members.
Partners PE- Peer Assistance PEPARA/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: Application	The focus of the class is to provide individualized instruction and an expanded curriculum (i.e., community based instruction and lifetime leisure activities) to our students with disabilities, in order to maximize their opportunities for participation, skill acquisition, and meaningful social interactions. The class will utilize peer partners to aid in providing instruction to our students with disabilities. *Students who have already taken and received credit for this course and want to continue to be a part of the program can apply to be a partner mentor. Partner mentors will receive local credit only.
Sports Medicine I SPMD1A/B **Sports Medicine II** SPMD2A/B **Sports Medicine III** SPMD3A/B Grade 9-12, 1 credit, On-Level weighted GPA Prerequisite: Application	This general elective course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise. Enrollment in Sports Medicine requires a commitment to before and after school practice and evening and weekend athletic events.

Student Leadership STULDA/B Grade: 11-12 Credit : 1 GPA: On-Level Prerequisite: Application	This course provides opportunities to study, to practice, and to develop group and individual leadership and organizational skills in decision-making, problem-solving, communication, leadership, human relations, and civic responsibility. Students enrolled in this course will apply these skills in dealing with peers, school administration, and the community. This is a project based class. Students may only earn one state credit for this course.
Team Sports Officiating TEAMOA/B Grade: 9-12 Credit: 1 GPA: On-Level Prerequisite: None	Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role.

General Dual Credit Electives for Celina Cohort

Dual Credit EDUC 1300: Learning Frameworks SS3330 Grade: 11-12 Credit: .5 GPA: AP/DC Prerequisite: College acceptance	A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. • 3 college credit hours • College acceptance and registration required. • This is a one-semester course
Dual Credit SPCH 1311: Introduction to Speech Communication EN5025 Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance	Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking. • 3 college credit hours • College acceptance and registration required. • This is a one-semester course

Dual Credit Art Appreciation: ARTS 1301 E13000 Grade: 11-12 Credit: 0.5 GPA: AP/DC Prerequisite: College acceptance Recommended Corequisite: Dual Credit Intro to Speech for the alternate semester.	A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical context. Prerequisite: ● 3 college credit hours ● College acceptance and registration required. ● This is a one-semester course

Office Aide	Seniors who are on track to earn the required number of credits to graduate on time, have achieved CCMR status, and have appropriate attendance and discipline may choose to be an office aide. No credit is awarded for release periods.
Junior Release Period	Juniors may be eligible for one release period if they meet ALL the following criteria: ● Credit Requirement: Have earned the required number of credits to be on track to graduate on time, and ● Attendance: Cannot have been sent to Truancy Tribunal in the previous year, and ● CCMR Requirement: Have met at least one of the specified College, Career, and Military Readiness (CCMR) criteria (Please see CCMR eligibility chart below). ○ *Students can see their CCMR status under "Educational Milestones" in Skyward* Release Period Details for Juniors One release period, either the first or last period of the day. This release period occurs only every other day (one period total across the schedule). Students who select this option must have a completed permission form in Skyward and provide their own transportation to arrive or leave campus.
Senior Release Periods	Seniors may be eligible for one release period if they meet ALL of the following criteria:

	• Credit Requirement: Have earned the required number of credits to be on track to graduate on time, and • Attendance: Cannot have been sent to Truancy Tribunal in previous year, and • Enrolled in course(s) and takes test for college readiness (if applicable) which allows me to potentially earn CCMR (AP, College Prep, or Dual Credit) Seniors may be eligible for two release periods if they meet ALL of the following criteria: • Credit Requirement: Have earned the required number of credits to be on track to graduate on time, and • Attendance: Cannot have been sent to Truancy Tribunal in previous year, and • CCMR/Certification Requirement: Have met one specified CCMR criterion OR • Have obtained an Industry Based Certification (IBC) and are enrolled in a course to complete the aligned Program of Study (3 courses for 4 credits, one upper-level). Refer to the CTE IBC Alignment Chart. Students who select this option must have a completed permission form in Skyward and provide their own transportation to arrive or leave campus.

CAREER & TECHNICAL EDUCATION

PROSPER INDEPENDENT SCHOOL DISTRICT

Mission & Purpose of Career and Technical Education

The mission of Prosper ISD's Career and Technical Education (CTE) is to provide students meaningful experiences in their program of study, provide a challenging academic and technical program, and give the tools necessary to compete in a global workforce and postsecondary education.

Career & Technical Education Programs

Prosper ISD houses CTE courses in all middle school and high school campuses. Students will remain on their home campus for all coursework with the exception of a few courses designated at specific campuses.

Prosper ISD CTE allows students to explore postsecondary and career options with an industry-standard learning experience. Students are able to pursue an interest rather than make a lifelong commitment. This allows an opportunity for students to choose courses that truly interest them, providing a meaningful connection to the curriculum and school. Due to limitations in some field site placements and the competitive nature of the programs, completing the prerequisites does not guarantee a position in some of the CTE Courses offered.

Programs may have fees associated with them for lab materials, supplies, student organization costs, industry-standard or professional certification examinations, and uniforms or standard dress requirements.

For more information, visit the Prosper ISD CTE website at
https://www.prosper-isd.net/o/pisd/page/career-and-technical-education

Public Notification of Nondiscrimination in Career and Technical Education Programs

Prosper ISD offers Career and Technical Education Programs in Agriculture, Food & Natural Resources, Architecture, Arts, A/V Technology & Communications, Business Management & Administration, Education & Training, Finance, Health Science, Hospitality & Tourism, Human Services, Law, Public Safety, Corrections & Security, Manufacturing, Marketing, STEM, and Transportation, Distribution & Logistics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space available.

It is the policy of the Prosper Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices and/or its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The Prosper Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technical education programs. The Prosper Independent School District offers a free and appropriate education to eligible students.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Jane Matthews, at (469)219-2000.

CTE Collin College Dual Credit Courses *Courses Requiring Application and Acceptance to Collin College		
Health Science Theory and Clinical (CNA)- Certified Nurse Assistant*	Health Science Theory and Clinical (EKG)- Electrocardiography*	Practicum in Health Science- Rehab Aide*
Practicum in Health Science - Medical Scribe	Practicum in Health Science (PCT)- Patient Care Technician*	Emergency Medical Technician (EMT)*
CTE Articulated Credit/Dual Enrollment/Dual Credit Courses		
Health Science Theory (Articulated with Collin College)	Advanced Animal Science (Dual Enrollment with Tarleton)	Instructional Practices I (Dual Enrollment with Tarleton)
Anatomy and Physiology (Dual Enrollment with Tarleton)	Pathophysiology (Dual Credit with Collin College)	Medical Terminology (Dual Credit with Collin College)
Digital Forensics (Dual Credit with Collin College)	Networking (Dual Credit with Collin College	Internetworking (Dual Credit with Collin College)
Practicum in STEM - Cybersecurity (Dual Credit with Collin College)		Independent Study in Technology (Dual Credit with Collin College)
CTE Courses that Earn Science Credit	**CTE Courses that Earn Math Credit**	**CTE Courses that Earn Fine Arts Credit**
Advanced Animal Science	Accounting II	3D Modeling & Animation
Anatomy and Physiology	AP Computer Science A	Floral Design
Engineering Design & Problem Solving	Digital Electronics	Digital Art & Animation
Engineering Science	Robotics II	Introduction to Communication Arts and Media
Forensic Science		
Pathophysiology		
CTE Courses that Earn LOTE Credit		
Computer Science I	Computer Science II	AP Computer Science A
Computer Science III	AP Computer Science Principles	
Courses Requiring a Program Qualification Form The following course(s) will need a CTE Program Qualification form submitted.		
CTE Practicum	Instructional Practices-RST I	PCIS 1 & PCIS II
Practicum in Audio Video and Broadcast Production	Practicum in Education - RST II	Practicum in Law, Public Safety, Corrections, and Security
Practicum in Veterinary Science	Yearbook I	Yearbook II
Yearbook Capstone		

Prosper ISD Career & Technical Student Organizations (CTSOs)

Career and Technical Student Organizations (CTSOs) are designed as **co-curricular extensions** of Career and Technical Education (CTE) programs, not as standalone extracurricular activities. The organizations exist to reinforce and apply the technical skills, knowledge, and competencies taught in CTE courses. Without enrollment in the related coursework, students may lack the foundational knowledge necessary to meaningfully participate in competitive events, leadership activities, and career-focused projects. Participation in a CTSO **requires** annual enrollment in a CTE course in a qualifying program of study. Students not enrolled in a qualifying course are not eligible for participation in the organization in any manner. Those interested in participating in a CTSO should review the CTE section of the course guide as CTSO participation is indicated within the qualifying programs of study.

Prosper ISD Career & Technical Education (CTE) Program Qualification Form

This form is required for all practicum, work-based learning courses, and some courses that require time outside of the classroom offered at Prosper ISD CTE. Most of these courses require complete prerequisite courses. Students are responsible for any prerequisite courses in their chosen program of study. The PISD High School course catalog contains information about grade level, credits, course descriptions, prerequisite courses, and if the course has fees associated for certifications, materials, and supplies. Because of site limitations and program seat availability, simply selecting the course and filling out the form does not guarantee actual enrollment in the desired course(s) for the upcoming school year. This form must be completed in entirety.

To access the CTE Program Qualification form, please click visit https://bit.ly/CTEQUAL, if applicable.

*__NOTE:__ TEA assigns levels to all CTE courses. While Level 3 and Level 4 courses are designated as "advanced courses" for completer status and endorsements, the course level is not indicative of the grade level in which it should be taken or the weight that is used when calculating GPA. Each CTE course will have an indicated level, but also will have the designated course weight and grade levels indicated as well.

Animal Science

Business & Industry Endorsement

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm, or any outdoor area harboring animal life. **This program qualifies for participation in the following organization: National FFA Organization (FFA)**

Principles of Agriculture, Food, and Natural Resources (PRAFNA/B)
Grade 9-12, 1 credit, Level 1, On-Level weighted GPA
Develop knowledge and skills of the agricultural industry as it relates to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership, and environmental sciences.
Prerequisite: None

Small Animal Management (SMANM)
Grade 10-12, 0.5 credit, Level 2, On-Level weighted GPA
This course covers small animals and the small animal management industry in relationship to dogs, cats, amphibians, reptiles, and birds.
Recommended Prerequisite: Principles of Agriculture, Food and Natural Resources

Equine Science (EQUIS)
Grade 10-12, 0.5 credit, Level 2, On-Level weighted GPA
Students will gain skills related to equine animal systems and the equine industry.
Recommended Prerequisite: Principles of Agriculture, Food and Natural Resources

Livestock Production* (LIVPRA/B)
Grade 10-12, 1 credit, Level 3, On-Level weighted GPA
This course provides knowledge and skills related to animal systems and the career opportunities, entry requirements and industry expectations in this field. Some animals included in the course of study are beef cattle, dairy cattle, sheep, goats, and poultry.
Prerequisite At least one course from the Agriculture career cluster

Veterinary Science* (VETMDA/B)
Grade 11-12, 1 credit, Level 4, On-Level weighted GPA
This course provides knowledge and skills related to large and small animal systems used in veterinary practices.
Prerequisite: Small Animal Management **AND** Equine Science, **OR** Livestock Production

Advanced Animal Science Dual Enrollment (ADANSA/B)
Grade 11-12, 1 credit, Level 4, AP/DC weighted GPA
The scientific study of animal agriculture involving beef cattle, dairy cattle, swine, sheep, goats, and horses. Topics include general management practices, reproduction, nutrition, health, handling, genetic selection, shelter/housing, and marketing strategies and procedures. **This course counts as a fourth science credit.**
This course is offered as a Dual Enrollment course through Tarleton State. Students can opt in or out of 3 hours of college credit. Students opting into the college credit will be responsible for the cost of tuition. Students on free and reduced status will have no cost.*
Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management and Equine Science, or Livestock Production
Recommended Prerequisite: Veterinary Science

Practicum in Veterinary Science* (HPAVMA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This is an internship-based course that follows the coherent sequence of veterinary medical applications courses. Practicum experiences give students a supervised application
Prerequisite: Veterinary Science and Program Qualification Form **Certification:** TBD- Pending TEA

Agricultural And Technology Mechanical Systems

Business & Industry Endorsement

The Agricultural Technology and Mechanical Systems program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems. **This program qualifies for participation in the following organization: National FFA Organization (FFA)**

Principles of Agriculture, Food, and Natural Resources (PRAFNA/B) Grade 9-12, 1 credit, Level 1, On-Level weighted GPA Develop knowledge and skills of the agricultural industry as it relates to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership, and environmental sciences. **Prerequisite:** None
Agricultural Mechanics and Metal Technologies (AGMMTA/B) Grade 10-12, 1 credit, Level 2, On-Level weighted GPA This course prepares students for careers in agriculture power, structural, and technical systems by developing skills and understanding as it relates to safety in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal techniques/welding. **Recommended Prerequisite:** Principles of Agriculture, Food, and Natural Resources **Certification:** AWS D1.1 & D9.1- 2F Stick
Agricultural Structures Design, and Fabrication* (AGSTDA/B) Grade 11-12, 2 credits (Double Block), Level 3, On-Level weighted GPA This course prepares students for careers in mechanized agriculture and technical systems by developing knowledge and skills related to agricultural facilities design and fabrication. **Prerequisite:** Agriculture Mechanics and Metal Technologies **Certification:** AWS D1.1 & D9.1 - 2F MIG
Practicum in Agricultural Engineering* (HPAAGA/B) Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA This is a capstone experience for students participating in a coherent sequence of courses in Agricultural Mechanics. Practicum experiences are designed to give students supervised practical application appropriate to the level and nature of skills acquired in their chosen sequence. **Prerequisite:** Agricultural Structures Design, and Fabrication **Certification:** AWS D1.1 & D9.1 - 4F MIG/Stick

Plant Science

Business & Industry Endorsement

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field. **This program qualifies for participation in the following organization: National FFA Organization (FFA)**

Principles of Agriculture, Food, and Natural Resources (PRAFNA/B)
Grade 9-12, 1 credit, Level 1, On-Level weighted GPA
Develop knowledge and skills of the agricultural industry as it relates to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership, and environmental sciences.
Prerequisite: None

Floral Design* (FLORDA/B)
Grade 10-12, 1 credit, Level 3, On-Level weighted GPA
Students will identify and demonstrate the principles and techniques related to floral design as well as an understanding of the management of floral enterprises. **This course satisfies the fine arts graduation requirement. Course fees may apply.**
Recommend Prerequisite: Principles of Agriculture, Food, and Natural Resources
Certification: Texas State Florist's Association Knowledge Based Certification

Advanced Floral Design* (ADFLDA/B)
Grade 11-12, 1 credit, Level 4, On-Level weighted GPA
In this course, students build on knowledge gained from Floral Design and are introduced to more advanced concepts, with an emphasis on specialty designs and specific occasion planning.
Course fees may apply.
Prerequisite: Floral Design
Certification: TBD- Pending TEA

Practicum in Floral Design* (HPAHFA/B)
Grade 12, 2 credits(Double Block), Level 4, Honors weighted GPA
This is a capstone experience for students participating in a coherent sequence of courses in Horticulture and Floral Design. Practicum experiences are designed to give students supervised practical application appropriate to the level and nature of skills acquired in their chosen sequence. **Course fees may apply.**
Prerequisite: Advance Floral Design

Architectural Design Track

Business & Industry Endorsement

The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include reading, interpreting, and drawing blueprints for interior and exterior construction projects. **This program qualifies for participation in the following organization: SkillsUSA**

Principles of Architecture (PRARCA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.
Prerequisite: None

Architectural Design I (ARDN1A/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.
Prerequisite: Principles of Architecture, Algebra I **AND** English I
Recommended Prerequisite: Geometry

Architectural Design II* (ARDN2A/B)
Grade 11-12, 2 credits (Single Block), Level 3, On-Level weighted GPA
In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.
Prerequisite: Architectural Design I
Certification: Autodesk Certified User in Revit Architecture

Practicum in Architectural Design* (HPARDA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
Students will continue to gain knowledge and skills in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture.
Prerequisite: Architectural Design II

Interior Design Track

Business & Industry Endorsement

The Interior Design track explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include reading, interpreting, and drawing blueprints for interior design construction projects. **This program qualifies for participation in the following organization: SkillsUSA**

Principles of Architecture (PRARCA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.
Prerequisite: None

Interior Design I (INTDEA/B)
Grades 10-12, 1 credit, Level 2, On-Level weighted GPA
Interior Design I is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, promote sustainability, and compete in industry. Not offered at all campuses, transportation provided.
Prerequisites: Algebra I **AND** English I
Recommended Prerequisite: Principles of Architecture

Interior Design II* (INTD2A/B)
Grade 11-12, 2 credits (Single Block), Level 3, On-Level weighted GPA
Interior Design II is a technical laboratory course that includes the application of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior design to meet industry standards.
Prerequisites: English II, Geometry, **AND** Interior Design I
Certification: Autodesk Certified User in Revit Architecture

Practicum in Architectural Design* (HPARDA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
Students will continue to gain knowledge and skills in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture.
Prerequisites: Interior Design II

Construction and Project Management Track

Business & Industry Endorsement

The Construction and Project Management program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings. **This program qualifies for participation in the following organization: SkillsUSA**

Principles of Architecture (PRARCA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.
Prerequisite: None

Construction and Project Management I (CONSTA/B)
Grades 10-12, 2 credits (Single Block), Level 2, On-Level weighted GPA - Housed at WGHS
In Construction and Project Management I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. Offered on the Walnut Grove campus.
Prerequisite: Principles of Architecture, Principles of Applied Engineering, Engineering Design and Presentation I, Architectural Design I, or Interior Design I
Certification: NCCER Core

Construction and Project Management II* (CNST2A/B)
Grade 11-12, 2 credits (Single Block), Level 3, On-Level weighted GPA - Housed at WGHS
In Construction and Project Management II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction and Project Management II, and are introduced to exterior and interior finish out skills. Offered on the Walnut Grove campus.
Prerequisite: Construction Technology I
Certification: NCCER Carpentry Level I (TBD - pending TEA)

CTE Practicum* (PRENTA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisites: Construction Technology II **AND** Program Qualification Form

Animation Track

Business & Industry Endorsement

The Animation Track focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study includes designing clothing and accessories and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials.

Digital Art and Animation* (T9703A/B)
Grade 9-12, 1 credit, Level 3, On-level weighted GPA
This course consists of computer images and animations created with digital imaging software such as Adobe Photoshop, Adobe Illustrator and Blender. Digital Art and Animation has applications in many careers, such as graphic design, advertising, web design, animation, and magazine, film, television, and game industries. Students will learn the basic software skills while incorporating the design principles in their unique projects. **This course satisfies the fine arts graduation requirement.**
Prerequisites: None
Certification: Adobe Photoshop **AND** Adobe Illustrator

3D Modeling and Animation* (T9704A/B)
Grade 10-12, 1 credit, Level 3, On-level weighted GPA
This course consists of computer images created in a virtual three-dimensional (3D) environment. Applications in careers, including criminal justice, crime scene and legal applications; construction and architecture; engineering and design; and the movie and game industries will be explored. Students in this course will produce various 3D models of real-world objects using software such as Maxon Cinema 4D and Blender. **This course satisfies the fine arts graduation requirement.**
Recommended prerequisite: Digital Art and Animation **OR** Video Game Design

Animation I (ANIM1A/B)
Grade 11-12, 1 credit, Level 2, On-level weighted GPA
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success, students will be expected to develop an understanding of the history and techniques of the animation industry.
Prerequisite: 3D Modeling and Animation

Animation II* (HANI2A/B)
Grade 11-12, 2 credits (Double Block), Level 3, Honors weighted GPA
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success, students will be expected to create two and three-dimensional animations using software such as Cinema 4D, Blender, and AutoDesk products. The instruction also assists students seeking careers in the animation industry.
Prerequisite: Animation I

Audio/Video and Broadcast Production Track

Business & Industry Endorsement

The Audio Video and Broadcast Production track explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as film and television shows, advertising, video production, motion pictures, news broadcasts and radio broadcasting. This track includes exploration into operating machines and equipment to record, mix and distribute sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Introduction to Communication Arts and Media* (ICAMA/B)
Grade 9-11, 1 credit, Level 3, On-Level weighted GPA
This course introduces students to the world of digital media design, focusing on practical applications in journalism, fashion design, broadcast, film, and radio. Through hands-on experience with industry-standard software like Adobe Photoshop, Illustrator, and InDesign, students will learn to create compelling visual content. **Students cannot take ICAM if they have previously completed Digital Arts and Animation. This course satisfies the fine arts graduation requirement.**
Prerequisites: None **Certification:** Adobe Photoshop

Audio Video and Broadcast Production I (AVPRDA/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
Students will explore visual filmmaking, creative screenwriting, and journalism fundamentals while gaining hands-on experience with industry-standard cameras, editing software, audio equipment, and studio facilities. With a focus on both cinematic storytelling and news reporting, students will produce feature stories, broadcasts, film projects, and multimedia content grounded in school and community events, activities, and people. Students will have the opportunity to work with audio related to radio and television broadcasting, film and video, animation, music production, and live sound. This course will require time outside of school.
Prerequisite: Introduction to Communication Arts and Media **Certification:** Adobe Premiere Pro

Audio Video and Broadcast Production II* (AVPR2A/B)
Grade 11-12, 2 credits (Double Block), Level 3, On-Level weighted GPA
This course gives students a deeper understanding of careers in film production, radio and television broadcast, journalism, and news industries, with a focus on pre-production, production, and post-production using industry-standard equipment and software.
Prerequisite: Audio Video Production I **OR** Broadcast News Team I
Certification: Adobe After Effects

Entrepreneurship I (ENTPRA/B)
Grade 11-12, 1 credit, Level 2, On-Level weighted GPA
Students will gain the knowledge and skills needed to become an entrepreneur. Students will 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 will understand the capital required, the return on investment desired, and the potential for profit.
Prerequisite: One course in a qualifying program of study
Certification: Entrepreneurship and Small Business (DNQ in this Pathway)

Practicum in Audio Video and Broadcast Production* (HPCAVA/B)
Grade 11-12, 2 credits (Double Block), Level 4, Honors weighted GPA
This course will give students real-world, client-based experience in the broadcast, radio, and filmmaking industries by using industry-standard equipment, methods, and software. This course will require significant time outside of school.
Prerequisite: Audio Video Production II **OR** Broadcast News Team II **AND** Program Qualification Form

Fashion Design Track

Business & Industry Endorsement

The Fashion Design track focuses on the occupational and educational opportunities within the world of fashion, emphasizing the skills needed to design clothing, accessories, and visual presentations for commercial purposes. This pathway explores the creative and technical aspects of fashion, including garment construction, textile selection, trend forecasting, and visual merchandising. This pathway prepares students for roles in fashion design, marketing, and production, as well as for further studies in fashion-related fields. **This program qualifies for participation in the following organization: Family, Career, and Community Leaders of America (FCCLA)**

Introduction to Communication Arts and Media* (ICAMA/B)
Grade 9-11, 1 credit, Level 3, On-Level weighted GPA
This course introduces students to the world of digital media design, focusing on practical applications in journalism, fashion design, broadcast, film, and radio. Through hands-on experience with industry-standard software like Adobe Photoshop, Illustrator, and InDesign, students will learn to create compelling visual content. **This course satisfies the fine arts graduation requirement.**
Prerequisites: None
Certification: Adobe Photoshop

Fashion Design I (FASHDA/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
This course is designed to help students understand the fashion industry with an emphasis on design and construction. Students will be required to provide their own sewing supplies.
Prerequisite: Introduction to Communication Arts and Media

Fashion Design II* (FSHD2A/B)
Grade 11-12, 2 credit (Double Block), Level 3, On-Level weighted GPA
This course is intended for those interested in the fields of fashion design, retailing, and visual merchandising to create and construct apparel products. Students will practice skills required for customer service, business profitability, and career success and are responsible for the production of a fashion show. Students will be required to provide their own sewing supplies.
Prerequisite: Fashion Design I

Practicum in Fashion Design* (PFASHA/B)
Grade 11-12, 2 credits (Double Block), Level 4, Honors weighted GPA
The Practicum in Fashion Design is the capstone course for students dedicated to advancing their skills in fashion design, garment construction, and fashion business management. Building on skills developed in Fashion Design I and II, students will work independently and in teams to create professional-grade fashion products and showcase collections in a fully produced fashion show. This course emphasizes career readiness by covering advanced techniques in apparel design, fabric manipulation, and fashion marketing, and includes a deep dive into the fashion industry's production and merchandising sectors. Practicum students will collaborate with industry professionals, engage in community and retail partnerships, and manage event coordination for the fashion show. Students are required to provide their own sewing supplies.
Prerequisite: Fashion Design II

Modern Media - Communication Arts and Media Track

Business & Industry Endorsement

The Modern Media - Communication Arts and Media track focuses on occupational and educational opportunities associated with designing or creating graphics to meet commercial or production needs. The Communication Arts and Media track provides students with a comprehensive understanding of multimedia design and production related to journalism. Students will use design principles to create appealing layouts utilized for print and digital media. They also will develop photography skills, including capturing images that tell stories as they gain practical experience in news gathering, writing, and editing.

Introduction to Communication Arts and Media* (ICAMA/B)
Grade 9-11, 1 credit, Level 3, On-Level weighted GPA
This course introduces students to the world of digital media design, focusing on practical applications in journalism, fashion design, broadcast, film, and radio. Through hands-on experience with industry-standard software like Adobe Photoshop, Illustrator, and InDesign, students will learn to create compelling visual content. **Students cannot take ICAM if they have previously completed Digital Arts and Animation. This course satisfies the fine arts graduation requirement.**
Prerequisites: None
Certification: Adobe Photoshop

Modern Media I Graphic Design & Illustration I (MODM1A/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
Students will gain practical experience in the field of multimedia design and production, including photography, design, and journalism, through hands-on projects and coursework utilizing industry standard software and equipment. Students will use composition and storytelling techniques to produce professional designs and publications, as well as other modern media outlets, and utilize cutting-edge publishing software and online publishing platforms. This course may require participation outside of school hours, including covering athletic events, practices, club activities, and student life.
Prerequisite: Introduction to Communication Arts and Media
Certification: Adobe InDesign

Modern Media II Graphic Design and Illustration II ***** (MODM2A/B)
Grade 11-12, 1 credit, Level 3, On-Level weighted GPA
This course will build upon foundational photography, design, and journalism skills while refining their artistic vision and technical abilities through a variety of projects. Students will explore advanced photographic techniques and gain hands-on experience in designing and producing professional-quality publications, such as newspapers and digital media, as well as other modern media outlets. Students will also use industry-standard software to create appealing layouts and engaging content. This course may require participation outside of school hours, including covering athletic events, practices, club activities, and student life.
Prerequisite: Modern Media I

Practicum in Modern Media* (PCMMA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This course will give students real-world, client-based experience in the journalism, news, digital media, and photography industries by using industry standard equipment, methods, and software. This course may require participation outside of school hours, including covering athletic events, practices, club activities, and student life.
Prerequisite: Modern Media II

Video Game Design Track

Business & Industry Endorsement

The Video Game Design track focuses on creating special effects, animation, or other visual images using computers and other electronic tools and media for use in computer games, movies, videos, and commercials.

Video Game Design (VIDGDA/B)
Grade 9-12, 1 credit, Level 1, On-Level weighted GPA
Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.
Prerequisite: None

Video Game Design II (VIDPGA/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional video game by building and customizing objects, methods, and scenes while developing games through guided lessons and of their own design.
Prerequisite: Video Game Design
Certification: Unity Certified User

Video Game Design III* (HADVGA/B)
Grade 11-12, 1 credit, Level 3, Honors weighted GPA
Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill and 3D modeling. Students will communicate and collaborate on group-based projects.
Prerequisite: Video Game Programming
Recommended Prerequisite: Geometry

CTE Practicum* (PRENTA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisite: 2 or more courses from the Video Game Design track **AND** Program Qualification Form

Yearbook Track

Business & Industry Endorsement

The Yearbook track focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or production needs, such as packaging, displays, or logos. The Yearbook track provides students with a comprehensive understanding of multimedia design and production related to publishing a yearbook. Students will use design principles to create visually appealing layouts for print and digital media, including production of the yearbook; develop photography skills, including capturing images that tell stories; and gain practical experience in news gathering, writing, and editing.

Introduction to Communication Arts and Media* (ICAMA/B)
Grade 9-11, 1 credit, Level 3, On-Level weighted GPA
This course introduces students to the world of digital media design, focusing on practical applications in journalism, fashion design, broadcast, film, and radio. Through hands-on experience with industry-standard software like Adobe Photoshop, Illustrator, and InDesign, students will learn to create compelling visual content. **Students cannot take ICAM if they have previously completed Digital Arts and Animation. This course satisfies the fine arts graduation requirement.**
Prerequisites: None
Certification: Adobe Photoshop

Yearbook I Graphic Design & Illustration I (GRDY1A/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
Students will design, produce, exhibit, perform, write, and publish the campus yearbook. Students will be responsible for creating a story budget, making deadlines, and marketing/selling advertising to support the book's publication. Out-of-school time will be required by attending outside of school events and community activities. Summer workshop is highly encouraged and required for editors.
Prerequisite: Introduction to Communication Arts and Media **AND** Program Qualification Form
Certification: Adobe InDesign

Yearbook II Graphic Design and Illustration II **** (GRDY2A/B)
Grade 11-12, 1 credit, Level 3, On-Level weighted GPA
Students will design, produce, exhibit, perform, write, and publish the campus yearbook. Students will be responsible for creating a story budget, making deadlines, and marketing and selling advertising to support the book's publication. Out-of-school time will be required by attending outside of school events and community activities. Summer workshop is highly encouraged and required for editors.
Prerequisite: Yearbook I **AND** Program Qualification Form

Yearbook Capstone (YRCAPA/B)
Grade 12, 1 credit, Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skills gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisite: Yearbook II **AND** Program Qualification Form

Accounting and Financial Services

Business & Industry Endorsement

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

Principles of Business, Marketing, and Finance (PBMFA/B) Grade 9-11, 1 credit, Level 1, On-Level weighted GPA In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of activities, problems, and settings. **Prerequisite:** None
Business Information Management I (BUSM1A/B) Grade 9-12, 1 credit, Level 1, On-Level weighted GPA This is an introduction to business applications of emerging technologies, creating word-processing documents (Microsoft Word), developing spreadsheets (Microsoft Excel), formulating databases (Microsoft Access), and producing electronic presentations (Microsoft PowerPoint). **Prerequisite:** None **Certification:** Microsoft Word Expert (DNQ)
Accounting I (ACCT1A/B) Grade 10-12, 1 credit, Level 2, On-Level weighted GPA An introduction to the field of accounting, including the accounting equation, journal entries, inventory, payroll, and financial statements. You will create, analyze, interpret financial statements and other financial information. **Recommended Prerequisite:** Algebra I
Accounting II* (HACT2A/B) Grade 11-12, 1 credit, Level 3, Honors weighted GPA In Accounting II, students investigate accounting's impact from industry standards and economic, financial, technological, international, social, legal, and ethical factors. Students engage in managerial, financial, and operational accounting activities while formulating, interpreting, and communicating financial information for management decision making. Students use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems to maintain, monitor, control, and plan financial resources in real-world situations. **This course counts as a fourth math credit** (verify university admission requirements) **Prerequisite:** Accounting I **Certification:** TBD - pending TEA
Financial Analysis* (FINANA/B) Grade 11-12, 1 credit, Level 3, On-Level weighted GPA Students gather, create, and evaluate various companies' financial information to be able to make recommendations for stakeholders. **Prerequisite:** Accounting I
Securities and Investments* (SECINA/B) Grade 11-12, 1 credit, Level 4, On-Level weighted GPA Students learn about the securities industry by exploring its history and inner workings while becoming familiar with the stock market. Students analyze and decide on best investing strategies. **Prerequisite:** None
CTE Practicum* (PRENTA/B) Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied. **Prerequisite:** 2 or more courses in the Accounting and Financial Services Program of Study **AND** Program Qualification Form

Business Management

Business & Industry Endorsement

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. **This program qualifies for participation in the following organization: DECA**

Principles of Business, Marketing, and Finance (PBMFA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of activities, problems, and settings.
Prerequisite: None

Business Information Management I (BUSM1A/B)
Grade 9-12, 1 credit, Level 1, On-Level weighted GPA
This is an introduction to business applications of emerging technologies, creating word-processing documents (Microsoft Word), developing spreadsheets (Microsoft Excel), formulating databases (Microsoft Access), and producing electronic presentations (Microsoft PowerPoint).
Prerequisite: None
Certification: Microsoft Word Expert

Human Resources Management* (HUMR)
Grade 10-12, .5 credit, Level 3, On-Level weighted GPA
Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.
Prerequisite: None

Virtual Business (VRTBUS)
Grade 10-12, .5 credit, Level 2, On-Level weighted GPA
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.
Prerequisite: None

Entrepreneurship I (ENTPRA/B)
Grade 11-12, 1 credit, Level 2, On-Level weighted GPA
Students will gain the knowledge and skills needed to become an entrepreneur. Students will 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 will understand the capital required, the return on investment desired, and the potential for profit.
Prerequisite: One course in a qualifying program of study
Certification: Entrepreneurship and Small Business

CTE Practicum* (PRENTA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisite: 2 or more courses in the Business Management Program of Study **AND** Program Qualification Form

Marketing and Sales

Business & Industry Endorsement

The Marketing and Sales program of study teaches learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits. **This program qualifies for participation in the following organization: DECA**

<table>
<tr><td colspan="2">Principles of Business, Marketing, and Finance (PBMFA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of activities, problems, and settings.
Prerequisite: None</td></tr>
<tr><td>Fashion Marketing (FASMKT)
Grade 10-12, 0.5 credit, Level 2, On-Level weighted GPA
Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, selling, visual merchandising and career opportunities in the fashion industry.
Prerequisite: None</td><td>Sports & Entertainment Marketing (SPENMK)
Grade 10-12, 0.5 credit, Level 2, On-Level weighted GPA
Learn how companies and marketers use collegiate and professional sports teams and events, celebrities, and entertainment events such as a music concert or an awards show to promote its brand name and products.
Prerequisite: None</td></tr>
<tr><td>Advertising* (ADVSPR)
Grade 10-12, 0.5 credit, Level 3, On-Level weighted GPA
Students will learn about the practices of advertising including the use of various media formats and the exploration of social, ethical, and legal issues of advertising including the historical influences, the strategies, and the media decision. Prerequisite: None</td><td>Social Media Marketing* (SOCMEM)
Grade 10-12, 0.5 credit, Level 3, On-Level weighted GPA
Learn how companies and marketers create and use social media as a part of their overall marketing strategies.
Prerequisite: None
Certification: TBD - pending TEA</td></tr>
<tr><td colspan="2">Retail Management - School Store* (RTMANA/B)
Grade 11-12, 1 credit, Level 3, On-Level weighted GPA
Retail management focuses on the distribution and selling of products to consumers using various vending points such as chain stores, department stores, stand-alone stores, and various online markets. The course highlights the mechanisms necessary to operate a successful retail establishment. The student is taught to evaluate methods for promoting merchandise, supervising employees, handling customer needs, and maintaining inventories.
Prerequisite: At least one business credit</td></tr>
<tr><td colspan="2">CTE Practicum* (PRENTA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisite: 2 or more courses in the Marketing and Sales Program of Study AND Program Qualification Form</td></tr>
</table>

Teaching and Training

Public Service Endorsement

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals. **This program qualifies for participation in the following organization: Texas Association of Future Educators**

Principles of Human Services (PRHMSA/B) Grade 9-11, 1 credit, Level 1, On-Level weighted GPA Students investigate careers including counseling and mental health, early childhood development, family and community, personal care, and consumer services. **Prerequisite:** None
Human Growth and Development (HUGRDA/B) Grade 10-12, 1 credit, Level 2, On-Level weighted GPA Students will examine human development across the lifespan with emphasis on research, theoretical perspectives, and common developmental milestones. This course covers material generally taught in a postsecondary introductory developmental psychology or human development course. **Recommended Prerequisite:** Principles of Human Services
Instructional Practices - Ready, Set, Teach I* (PRED1A/B) Grade 11-12, 2 credits (Double Block), Level 3, AP/DC weighted GPA Students will explore the teaching profession in class and in an elementary or middle school internship. Students will study child and adolescent development as it applies to the classroom as well as principles of effective teaching and training practices. Personal Transportation Required. **Prerequisite/Co-requisite:** Human Growth and Development **AND** Program Qualification Form *****This course is offered as a Dual Enrollment course through Tarleton State. Students can opt in or out of 9 hours of college credit. Students opting into the college credit will be responsible for the cost of tuition. Students on free and reduced status will have no cost.*****
Practicum in Education and Training - Ready, Set, Teach II* (HPRE2A/B) Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA Students practice planning and directing instruction and complete other responsibilities of classroom teachers. Students work under joint supervision of the high school teacher and elementary or middle school teachers. Personal Transportation Required. **Prerequisite:** Instructional Practices - Ready, Set, Teach I **AND** Program Qualification Form **Certification:** Educational Aide I

Electrical Engineering

Business & Industry or STEM Endorsement

The Electrical Engineering program of study focuses on occupational and educational opportunities associated with the design, development, testing, and supervision of electrical equipment and systems. Students will design, test, and evaluate projects related to electrical motors, radar, navigation systems, and communication systems. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems in electrical systems associated with instruments, facilities, components, and equipment. **This program is located at Richland High School and requires a Request to Enroll prior to Grade 9 according to district deadlines. This program qualifies for participation in the following organization: SkillsUSA**

Principles of Manufacturing (PMANA/B)
Grade 9, 1 credit, Level 1, On-Level weighted GPA
This foundational course equips Electrical Engineering/Electronics Technology students with essential skills for their career path. Students gain hands-on experience in soldering, desoldering, and safe tool use while developing technical mathematics skills, including metric prefixes. The course explores fundamental concepts of mechanisms and electronics, enabling students to design, build, analyze, and document basic manufacturing problems. Students develop technical proficiency, problem-solving abilities, and professional skills necessary for careers as electronic engineers or technicians.
Recommended Prerequisite: Principles of Applied Engineering (8th grade) **AND** Algebra I

AC/DC Electronics (ACDCA/B)
Grade 10, 1 credit, Level 2, On-Level weighted GPA
This course explores direct and alternating current electronics through hands-on experience with electrical components, test equipment, and circuit construction. Students will solve electrical values, conduct computer simulations, analyze circuit behavior, and document findings in technical reports. Topics include magnetism, sine waves, inductance, capacitance, and frequency filtering for communication circuits. Through rigorous laboratory processes, students develop a comprehensive understanding of electrical circuits for advanced studies and industry applications.
Prerequisite: Principles of Manufacturing
Certification: SACA C-200 (Certified Industry 4.0 Automation Systems Specialist I - Electrical Systems 1)

Digital Electronics* (DIGEL)
Grade 11, 1 credit, Level 3, Honors weighted GPA
This course explores electronic circuits used to process and control digital signals, the foundation of modern devices such as cellular phones, laptops, and digital cameras. Students will master combinational and sequential logic design, working with logic gates, flip-flops, and state machines to create functional digital systems. The curriculum integrates multiple number systems with hands-on applications using programmable logic devices and circuit design software while applying mathematical process standards to solve real-world engineering problems. The course introduces microcontroller programming and interfacing, exploring how digital devices interact with the real world. **This course counts as a fourth math credit.**
Note: This is housed in a one semester (Fall) double block format. MUST be enrolled in Solid State in the same academic year.
Prerequisite: AC/DC Electronics, Algebra I, **AND** Geometry

Solid State Electronics* (SOLEL)
Grade 11, 1 credit, Level 3, Honors weighted GPA
This advanced course explores solid-state electronics and integrated circuit applications used throughout modern electronics and computer industries. Building on AC/DC Electronics fundamentals, students will master advanced circuit theory, semiconductor devices, and microprocessor applications through project-based learning. Students will design, simulate, troubleshoot, and repair complex electronic systems using precision measurement techniques and industry-standard equipment. The curriculum integrates project management, technical documentation, and prototype development that mirror real-world engineering environments.
Note: This is housed in a one semester (Spring) double block format. MUST be enrolled in Digital Electronics in the same academic year.
Prerequisite: AC/DC Electronics, Algebra I, **AND** Geometry

Career & Technical Education Capstone - Electrical Engineering*
Grade 12, 1 credit, Level 4

Available 2027-2028 School Year

Engineering Foundations

Business & Industry or STEM Endorsement

The Engineering Foundations program of study focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems and processes related to the Engineering industry. Students will apply scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems. **This program qualifies for participation in the following organization: SkillsUSA**

Principles of Applied Engineering (PRAPEA/B)
Grade 8-11, 1 credit, Level 1, On-Level weighted GPA
This course develops essential engineering communication and problem-solving skills through hands-on projects and presentations. Students apply the engineering design process to create models, produce technical drawings, and use computer-aided design (CAD) tools with various hardware and software applications. *Strong mathematical skills are necessary; completion of or concurrent enrollment in Algebra I is highly recommended.* Students gain foundational understanding of engineering disciplines to make informed career choices in the field.
Prerequisite: None

Engineering Design and Presentation I* (ENDSPA/B)
Grade 9-12, 1 credit, Level 3, Honors weighted GPA
Students will demonstrate knowledge and skills of the design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students will explore career opportunities in engineering, technology, and drafting.
Prerequisite: Algebra I **AND** Principles of Applied Engineering
Certification: Autodesk Fusion 360

Robotics I (RBOT1A/B)
Grade 9-12, 1 credit, Level 2, On-Level weighted GPA
Students will transfer academic skills to robotic designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.
Prerequisite: Principles of Applied Engineering

Aerospace I* (ARSP1A/B)
Grade 10-12, 1 credit, Level 3, GPA: Honors
This course introduces aircraft and aerospace system design through fundamental concepts of atmospheric and space flight. Students explore forces of flight, aerodynamics, propulsion systems, structures, stability and control, and orbital mechanics related to mission requirements. The curriculum covers flight history, aircraft categories, and material selection. Students apply the engineering design process to analyze requirements and develop solutions for flight challenges. Through hands-on projects, students design and test components using industry-standard computational tools while developing project management, teamwork, and documentation skills for postsecondary programs and aerospace careers.
Prerequisite: Algebra I **AND** Principles of Applied Engineering

Engineering Science* (PRENGA/B)
Grade 10-12, 1 credit, Level 3, Honors weighted GPA
Students will have an opportunity to investigate engineering and high-tech careers. They will employ STEM concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. **This course counts as a fourth science credit.**
Prerequisites: Algebra I, Biology, **AND** at least one Engineering course

Robotics II* (ROBO2A/B)
Grade 10-12, 1 credit, Level 3, On-Level weighted GPA
Students will transfer academic skills to robotic designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. **This course counts as a fourth math credit.**
Prerequisite: Robotics I

Engineering Design and Problem Solving* (ESPSA/B)
Grade 11-12, 1 credit, Level 4, Honors weighted GPA
This course emphasizes solving problems with real-world application. Students will apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development. **This course counts as a fourth science credit.**
Prerequisites: Algebra I, Geometry **AND** at least two Engineering courses

Biomedical Science

Public Service or STEM Endorsement

The Biomedical Science program of study focuses on the study of biology and medicine in order to introduce CTE learners to the knowledge and skills necessary to be successful in the healthcare field, such as researching and diagnosing diseases, pre-existing conditions, or other determinants of health. Students may also practice patient care and communication. **This program qualifies for participation in the following organization: Health Occupation Students of America (HOSA)**

Principles of Biomedical Science (PBIOSA/B)
Grade 9-12, 1 credit, Level 1, Honors weighted GPA
Determine what led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged their life. Through activities and projects you explore human physiology, medicine, research processes and bioinformatics. You will learn about homeostasis, metabolism, inheritance of traits, and defense against diseases.
Prerequisite: None

Human Body Systems (HUMANA/B)
Grades 10-12, 1 credit, Level 2, Honors weighted GPA
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal system; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.
Prerequisite: Principles of Biomedical Science

Medical Interventions* (MEDINA/B)
Grades 11-12, 1 credit, Level 3, Honors weighted GPA
Students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. Through these scenarios, students will be exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices and diagnostics.
Prerequisite: Human Body Systems

Biomedical Innovation* (BIOINA/B)
Grade 12, 1 credits, Level 4, Honors weighted GPA
Students design innovative solutions for health challenges of the 21st century working through challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students are presented with each problem in a mission file, a case brief, a list of completion tasks, links to resources, and a reflection section. This provides skills-based instruction in research and experimentation and tools students use to design innovative solutions to real-world problems. The student uses what they learn in these missions as they develop and implement their independent project at the end of the year, culminating in the creation of a project portfolio. Students are encouraged to work with a mentor from the biomedical industry and present their work to an audience from the health care community.
Prerequisites: Medical Interventions
Certification: Biotechnician Assistant Credentialing Exam (BACE)

Exercise Science, Wellness, and Restoration

Public Service Endorsement

The Exercise Science and Wellness program of study introduces CTE learners to the fields that assist patients with maintaining physical, mental, and emotional health. Students will research diet and exercise needed to maintain a healthy, balanced lifestyle and learn about and practice techniques to help patients recover from injury, illness, or disease. **This program qualifies for participation in the following organization: Health Occupation Students of America (HOSA)**

Principles of Exercise Science and Wellness (PREXSA/B) Grades 9-10, 1 credit, Level 1, On-Level weighted GPA The Principles of Exercise Science and Wellness course provides an overview of the knowledge and skills that assist patients with maintaining physical, mental, and emotional health. Students learn techniques to help patients recover from injury, illness, and disease. **Prerequisite:** None
Kinesiology I (KINESA/B) Grades 10-12, 1 credit, Level 2, On-Level weighted GPA Students will gain an understanding of body mechanics, anatomy and physiological functions of the skeletal and muscular systems, how to treat common sports injuries, the history of kinesiology, and the psychological impact of sports and athletic performance. **Recommended Prerequisite:** Principles of Exercise Science and Wellness
Kinesiology II* (KINE2A/B) Grades 11-12, 1 credit, Level 3, On-Level weighted GPA The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. **Prerequisite:** Kinesiology I **Certification:** TBD- Pending TEA; Basic Life Support (BLS) - Does not meet CCMR (Student Fee)
Practicum in Exercise Science* (PRENXA/B) Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied. **Prerequisite:** Kinesiology II **OR** Rehab Aide (DC) with Kinesiology 1

Diagnostic and Therapeutic Services

Public Service Endorsement

The Diagnostic and Therapeutic Services program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. **This program qualifies for participation in the following organization: Health Occupation Students of America (HOSA)**

Principles of Health Science (PRHSCA/B) Grade 8-11, 1 credit, Level 1, On-Level weighted GPA Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. **Prerequisite:** None
Allied Health Therapeutic Services (ALHSA/B) Grade 9-10, 1 credit, Level 2, On-Level weighted GPA This course will focus on anatomy and physiology, medical terminology, and career skills and exploration associated with the healthcare industry standards for respiratory therapy, physical and occupational therapy, radiological imaging, and pharmaceuticals. **Prerequisite:** Principles of Health Science
Medical Terminology (MEDITA/B) Grade 9-12, 1 credit, Level 2, On-Level weighted GPA Medical Terminology allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Students that take Medical Terminology in 9th grade will be ineligible for DC Medical Terminology. **Prerequisite:** One credit from the Health Science Career Cluster
Health Science Theory* (HSTHEA/B) Grade 10-12, 1 credit, Level 3, On-Level weighted GPA This course is designed to provide for the development of advanced knowledge and skills related to a variety of health careers. Students are expected to learn to reason, think critically, make decisions, solve problems, communicate effectively and employ professional integrity. **Prerequisite:** One credit in Biology **AND** at least one credit in a course from the Health Science career cluster **Recommended Prerequisite:** Medical Terminology **Certification:** Basic Life Support (BLS) - Does not meet CCMR (Student Fee)
Pharmacy I (PHRM1A/B) Grade 11-12, 1 credit, Level 2, On-Level weighted GPA Pharmacy I allows students to gain a foundation in the knowledge and skills needed to pursue a career in the pharmaceutical field (e.g., pharmacy technician, pharmacist). **Prerequisite:** Biology **AND** Principles of Health Science **Recommended Prerequisite:** Medical Terminology
Anatomy and Physiology (ANPHYA/B) Grade 11-12, 1 credit, Level 3, Honors GPA In this course, students conduct laboratory and field investigations and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. **This course counts as a fourth science credit.** **Prerequisite:** One credit in Biology **AND** One Credit in Chemistry, Integrated Physics and Chemistry (IPC), **OR** Physics
Dual Enrollment Anatomy and Physiology** (ANPDEA/B) Grade 11-12, 1 credit, Level 3, AP/DC weighted GPA Basic physiological principles and their applications in the study of the skeletal, muscular, and nervous systems are emphasized **This course counts as a fourth science credit.**

Prerequisite: One credit in Biology **AND** One Credit in Chemistry, Integrated Physics and Chemistry (IPC), **OR** Physics *****This course is offered as a Dual Enrollment course through Tarleton State. Students can opt in or out of 4 hours of college credit. Students opting into the college credit will be responsible for the cost of tuition. Students on free and reduced status will have no cost.*****
Medical Assistant* (MDASTA/B)) Grade 11-12, 1 credit, Level 3, On-Level weighted GPA The Medical Assistant course provides students with the knowledge and skills to pursue a career as a medical assistant and to improve college and career readiness. Students will obtain communication skills, clinical ethics knowledge, safety awareness, and information related to medical assisting career opportunities. **Prerequisite or corequisite:** Anatomy and Physiology **Recommended Prerequisite:** Medical Terminology **Certification:** Certified Clinical Medical Assistant
Pharmacology* (PHARMA/B) Grade 12, 1 credit, Level 4, Honors weighted GPA This course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. **Prerequisite:** One credit in Biology, one credit in Chemistry, **AND** at least one credit in a Level 2 or higher course from the Health Science career cluster **Certification:** Pharmacy Technician
Pathophysiology* (PATHPA/B) Grade 11-12, 1 credit, Level 4, Honors weighted GPA Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. **This course counts as a fourth science credit.** **Prerequisites:** One credit in Biology, one credit in Chemistry, **AND** at least one credit in a Level 2 or higher course from the Health Science career cluster

Health Science Dual Credit Courses

NOTE: Health Science Professions classes have specific grade and attendance policies that students must adhere to in order to successfully complete the program. For detailed information on these policies, please refer to the program's official handbook or consult with your instructor. These guidelines are in place to ensure students meet the high standards required for success in health sciences and related fields.

9th or 10th Grade Principles of Health Science: Articulated with Introduction to Health Professions - HPRS 1201	
10th or 11th Grade <u>Fall:</u> DC Medical Terminology (HITT1305) <u>Spring:</u> DC Pathophysiology (HPRS 2301) 6 college hours	**Dual Credit Medical Terminology** (MEDTDC/PATHOD) Grade 10-11, 1 credit, AP/DC weighted GPA This is the study of medical terms through word origin and structure with an introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties as well as the study of general health management of diseases and injuries across the lifespan. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries. **Prerequisite**: College acceptance and registration required
11th or 12th Grade **CNA** <u>Fall:</u> Nurse Aide for Health Care (NURA 1401)	**Dual Credit Health Science Theory and Clinical (CNA) *** (HSTHSA/B) **Certified Nurse Assistant** Grade 11-12, 2 credits, AP/DC weighted GPA Health Science Theory and Clinical (CNA) is a health-related,

Basic Health Skills II (HPRS 2310) <u>Spring:</u> Clinical - Nurse Aide for Health Care (NURA 1160) End of Life Issues (HPRS 1303) 11 college hours	work-based learning experience designed to enable students to apply specialized occupational theory, skills, and concepts. It provides for the development of advanced knowledge, skills, and abilities essential for offering basic care to residents of long-term care facilities. Key topics covered include resident's rights, communication, safety, observation, and reporting, as well as assisting residents in maintaining basic comfort and safety, and managing issues related to grief, loss, and end of life. The course emphasizes effective interaction with members of the health care team, restorative services, mental health, and social service needs. Ultimately, it prepares caregivers to function effectively in various settings by utilizing strong communication skills to provide psychosocial support to individuals and their families. **Fees for uniforms, insurance and testing are required for this course. Students must provide their own transportation to and from clinical locations.** **Prerequisite:** One credit within the PISD Health Science career cluster program qualification form, interview, college acceptance, and registration required
11th or 12th Grade **EKG** <u>Fall:</u> Basic Health Professions Skills II (HPRS 2310) Medical Law and Ethics (HPRS 2321) <u>Spring:</u> Cardiovascular Concepts (DSAE 2303) Diagnostic Electrocardiography (DSAE 1340) 12 college hours	**Dual Credit Health Science Theory and Clinical Electrocardiography (EKG)*** (HSTELA/B) Grade 11-12, 2 credits, AP/DC weighted GPA Health Science Theory and Clinical (EKG) is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will gain hands-on experiences and exposure to different methodologies, such as clinical rotations and career preparation learning, with a focus on principles, procedures, and regulations governing the legal and ethical relationships among physicians, patients, and healthcare professionals. The curriculum extensively covers the anatomy, physiology, and pathophysiology of the cardiovascular system, focusing specifically on structural anatomy and relationships, electrical innervation, embryology, and hemodynamics. This includes studying the pathophysiology, etiology, pathology, signs, symptoms, risk factors, and treatment of related diseases. The course also details various cardiac testing methods, including the techniques and interpretation of patient physical assessment, electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology. Additionally, it addresses current ethical issues related to the various healthcare professions and patient confidentiality. Upon successfully completing the required hours and achieving the necessary grades, the student will be eligible to take the EKG state exam. **Fees for uniforms, insurance and testing are required for this course. Students must provide their own transportation to and from clinical locations.** **Prerequisite:** One credit within the PISD Health Science career cluster, program qualification form, interview, college acceptance, and registration required
11th or 12th Grade **Rehabilitation Aide**	**Dual Credit Practicum in Health Science - Rehab Aide** (REHABA/B) Grade 11-12, 2 credits, AP/DC weighted GPA

<u>Fall:</u> The Profession of Physical Therapy (PTHA 1201) Introduction to Physical Therapy (PTHA 1409) <u>Spring:</u> Clinical - Physical Therapy Assistant (PTHA 1160) Basic Health Skills II (HPRS 2310) 10 college hours	The Rehabilitation Aide Occupational Skills Award (OSA) is a two-semester award that prepares students for a career as a Rehabilitation Aide or Physical Therapy Technician. This award serves as an excellent starting point for anyone interested in pursuing advanced careers in physical therapy, occupational therapy, chiropractic, medicine, massage, personal training, and other related medical fields. The two-semester track offers an in-depth education with hands-on experience in the rehabilitation field, utilizing experienced clinical staff and faculty alongside state-of-the-art lab and simulation equipment. Instruction includes the application of basic patient handling, functional skills, communication, and selected data collection techniques. Ultimately, the award prepares the student to enter the rehabilitation field and provides those interested in an advanced career in rehabilitation a springboard to explore their interests and begin working toward advanced degrees and training. **Fees for uniforms, insurance and testing are required for this course. Students must provide their own transportation to and from clinical locations.** **Prerequisite:** One credit within the PISD Health Science career cluster, program qualification form, interview, college acceptance, and registration required
12th Grade Only **Patient Care Technician** *MUST have completed CNA first <u>Fall:</u> Diagnostic Electrocardiography (DSAE 1340) Phlebotomy (PLAB 1323) <u>Spring:</u> Patient Care Technician/Assistant (NUPC 1320) Clinical - Nursing Assistant/Aide and Patient Care Assistant/Aide (NUPC 1160) 10 College Hours	**Dual Credit Practicum in Health Science Patient Care Technician (PCT)*** (EKG00A/B) Grade 12, 2 credits, AP/DC weighted GPA The Patient Care Technician (PCT) Health Science Practicum is a health-related, work-based learning experience designed to provide students with opportunities for the practical application of previously studied specialized occupational theory, skills, and concepts in a variety of appropriate locations. Students will study Cardiac testing, which covers the techniques and interpretation of patient physical assessment, electrocardiography, stress testing, Holter monitoring, vital signs, and cardiovascular pharmacology. Additionally, the practicum focuses on skill development in the performance of a variety of blood collection methods, using proper techniques and standard precautions, including vacuum collection devices, syringes, capillary skin puncture, butterfly needles, and blood culture. This training includes specimen collection on adults, children, and infants, with emphasis on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessioning, professionalism, ethics, and medical terminology. Ultimately, this experience provides the necessary training, skills, and knowledge required to gain employment as a Patient Care Technician (PCT) in a hospital setting. **Fees for uniforms, insurance and testing will be required for this course. Students must provide their own transportation to and from clinical locations.** **Prerequisite:** One credit within the PISD Health Science career cluster, CNA, program qualification form, interview, college acceptance, and registration required

12th Grade Only **Emergency Medical Technician (EMT)** *CNA or RA Recommended <u>Fall:</u> Introduction to EMT (EMSP 1371) <u>Spring:</u> Emergency Medical Technician (EMSP 1501) Clinical - Emergency Medical Technician (EMSP 1160) 9 college hours	**Dual Credit Emergency Medical Technician (EMT)*** (EMTDCA/B) Grade 12, 2 credits, AP/DC weighted GPA The Emergency Medical Technician (EMT) program is designed to provide students with opportunities for the practical application of previously studied knowledge and skills in a variety of locations appropriate to the nature and level of experience, ultimately serving as preparation for certification as an EMT. The curriculum includes an Introduction to Emergency Medical Services, covering its history, organization and function, legal aspects, and ethics. This course provides an overview of human anatomy and physiology, patient assessment, airway control, and infection control techniques. Other critical topics covered include lifespan development, dealing with veteran mental health, vital signs, recognizing terrorism and hazardous materials environments, safely lifting and moving patients, basic pharmacology, and safe ambulance operation. **Fees for uniforms, insurance and testing will be required for this course. Students must provide their own transportation to and from clinical locations.** **Prerequisite:** One credit within the PISD Health Science career cluster, CNA or RA recommended, program qualification form, interview, college acceptance, and registration required
11th or 12th Grade **Medical Scribe** <u>Fall</u> Medical Terminology (HITT 1305) Medical Law and Ethics (HPRS 2321) <u>Spring</u> Anatomy & Physiology Basic (BIOL 2404) Administrative Procedures (MDCA 1321) 13 college hours	**Dual Credit Medical Scribe** (MESDC) Grade 11th or 12th, 2 credits, No GPA points awarded A medical scribe works in a healthcare facility, helping to improve accuracy and efficiency in the recording of a patient's medical history. They do this through documenting the physician-patient interaction, taking notes during patient interviews, entering information into the Electronic Medical Record, and writing notes that the physician has dictated. The goal is to ensure that the doctor can focus on the treatment of the patient, rather than on clerical work. Medical scribes typically work in healthcare facilities such as hospitals, doctor's offices, urgent care centers, or other locations where professionals meet with patients. *Medical Scribe is an ONLINE PRACTICUM EXPERIENCE. Students will enroll in a zero hour section of the course and will work on the course OUTSIDE of the typical school day. No GPA points will be awarded. If enrolled student is CCMR met, they may choose to engage in the class during their release periods*

Culinary Arts and Hospitality

Business & Industry Endorsement

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food. **This program qualifies for participation in the following organization: SkillsUSA**

<table>
<tr>
<td>Introduction to Culinary Arts (INTCAA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
Students will learn the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. <u>Fee for testing may be required.</u>
Prerequisite: None
Certification: E-Food Handlers (student fee)</td>
<td>Principles of Hospitality and Tourism (PRHSPA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
Students will learn the industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations.
Prerequisite: None</td>
</tr>
<tr>
<td colspan="2">Culinary Arts (CLAR1A/B)
Grade 10-12, 2 credits (Single Block), Level 2, On-Level weighted GPA
Students will be certified in safety and sanitation through a recognized program. Major focuses will be on the art of cooking, science of baking, including management and production skills and professional etiquette. <u>Fees for uniforms and testing may be required.</u> This course is articulated with Collin College.
Prerequisite: E-Food Handlers Certification obtained in Introduction to Culinary Arts
Certification: Food Protection Manager</td>
</tr>
<tr>
<td colspan="2">Advanced Culinary Arts*(ADVCAA/B)
Grade 11-12, 2 credits (Double Block), Level 3, On-Level weighted GPA
Students will extend content and enhance skills introduced in Culinary Arts including art of cooking, backing, management, production skills, and professional etiquette. <u>Fees for uniforms and testing may be required.</u>
Prerequisite: Culinary Arts</td>
</tr>
<tr>
<td colspan="2">Practicum in Culinary Arts* (HPRCAA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with business and industry experience. <u>Fees for uniforms and additional testing may be required.</u>
Prerequisite: Advanced Culinary Arts</td>
</tr>
</table>

Cosmetology and Personal Care Services

Business & Industry Endorsement

The Cosmetology and Personal Care Services regional program of study focuses on occupational and educational opportunities associated with providing beauty and personal care services. This program of study includes managing personal care facilities and coordinating or supervising personal service workers. Students in this program will test to earn their Cosmetology Operator's License at the end of their senior year. **This program is located at Richland High School and requires a Request to Enroll prior to Grade 9 according to district deadlines.**

Fundamentals of Cosmetology (FCOSMA/B)
Grade 9, 2 credit (Double Block), Level 1, On-Level weighted GPA
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.
****Students will be required to obtain their Student License from TDLR prior to the start of the school year. <u>There will be a $25 fee for this license</u>****
Prerequisite: None

Intermediate Cosmetology (ICOSMA/B)
Grade 10, 2 credit (Double Block), Level 2, On-Level weighted GPA
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.
Prerequisite: Fundamentals of Cosmetology

Cosmetology Progressions (COSPRA/B**)**
Grade 11, 2 credit (Double Block), Level 3, On-Level weighted GPA
Students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.
Prerequisite: Intermediate Cosmetology

Salon Ready Cosmetology
Grade 12, 2 credit (Double Block), Level 4, On-Level weighted GPA

Available 2027-2028 School Year

Family and Community Services

Public Service Endorsement

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE learners may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

Principles of Human Services (PRHMSA/B)
Grade 9-11, 1 credit, Level 1, On-Level weighted GPA
Students investigate careers including counseling and mental health, early childhood development, family and community, personal care, and consumer services.
Prerequisite: None

Dollars and Sense (DOLLSN)
Grade 9-12, 0.5 credit, Level 1, On-Level weighted GPA
Students learn about money-management and decision making and how these choices impact them and the world/economy around them.
Prerequisite: None

Professional Communications (PROCOM)
Grade 9-12, 0.5 credit, Level 1, On-Level weighted GPA
Professional Communications blends written, oral, and graphical communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.
Prerequisite: None

Human Growth and Development (HUGRDA/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
Students will examine human development across the lifespan with emphasis on research, theoretical perspectives, and common developmental milestones. This course covers material generally taught in a postsecondary introductory developmental psychology or human development course.
Recommended Prerequisite: Principles of Human Services

Counseling and Mental Health* (COUNSA/B)
Grade 11-12, 1 credit, Level 3, On-Level weighted GPA
In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations on their actions and responsibilities, and the implications of their actions. Students understand how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.
Recommended Prerequisite: Human Growth and Development
Certification: Community Health Worker

CTE Practicum* (PRENTA/B)
Grade 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisite: Two or more courses in the Family and Community Service Program of Study **AND** Program Qualification Form

Programming and Software Development

Business & Industry or STEM Endorsement

The Programming and Software Development program of study explores the careers and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers and network distribution software for medical, industrial, military, communications, aerospace, business, scientific and computer applications. This program of study also includes exploration into creating, modifying and testing codes, forms and scripts that allow computer applications to run. **This program qualifies for participation in the following organization: SkillsUSA**

<table>
<tr><td colspan="2">Fundamentals of Computer Science (T9706A/B)
Grade 8-12, 1 credit, Level 1, On-Level weighted GPA
This is a beginner's level approach to computer science. Students who enroll in this class are not expected to have prior knowledge of programming. Students will be taught structured programming concepts and the use of algorithms for problem solving while using time management skills.
Prerequisite: None</td></tr>
<tr><td>Computer Science I (FC110A/B)
Grade 9-12, 1 credit, Level 2, Honors weighted GPA
This is an introductory course to the fundamental concepts of Computer Science preparing students for higher-level programming courses. This object-oriented programming class uses the Python programming language to discuss basic concepts of programming.
Prerequisite or Co-requisite: Algebra I</td><td>AP Computer Science Principles (T9820A/B)
Grade 9-12, 1 credit, Level 2, AP/DC weighted GPA
AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.
Recommended Prerequisite: Algebra I</td></tr>
<tr><td>Computer Science II* (FC210A/B)
Grade 10-12, 1 credit, Level 3, Honors weighted GPA
This course offers an emphasis on object-oriented programming methodology with a concentration on problem solving and algorithm development using Python programming language.
Prerequisite: Algebra I AND Computer Science I
Certification: Certified Entry Level Python Programmer</td><td>AP Computer Science A* (MA520A/B) (FCSAPA/B)
Grade 10-12, 2 credits (Single Block), Level 3, AP/DC weighted GPA
AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.
This course counts as a fourth math credit.
Prerequisite: Algebra I AND Computer Science I OR AP Computer Science Principles</td></tr>
<tr><td colspan="2">Computer Science III* (FC320A/B)
Grade 11-12, 1 credit, Level 3, Honors weighted GPA
This course will foster students' creativity and innovation by presenting opportunities to design, implement, and present programs through a variety of media. Students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.
Prerequisite: Computer Science II OR AP Computer Science A</td></tr>
<tr><td colspan="2">Advanced Cloud Computing * (ACLCA/B)
Grade 12, 1 credit, Level 3, Honors weighted GPA
In this course, students explore cloud computing services, applications, and use cases. Students dive into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and inventing innovative technologies.
Prerequisite: Computer Science II OR AP Computer Science A
Certification: AWS Certified Cloud Practitioner</td></tr>
</table>

Cybersecurity

Business & Industry or STEM Endorsement

The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures. **This program is located at Richland High School and requires a Request to Enroll prior to Grade 9 according to district deadlines. This program qualifies for participation in the following organization: SkillsUSA**

Principles of Information Technology (ITPRA/B)
Grade 9, 1 credit, Level 1, On-Level weighted GPA
In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.
Prerequisite: None
Certification: CompTIA Tech+

Foundations of Cybersecurity (FCYBA/B)
Grade 10, 1 credit, Level 1, On-Level weighted GPA
In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity.
Prerequisite: Principles of Information Technology

Networking (NETWK)
Grade 11, 1 credit, Level 3, Honors weighted GPA
Students will develop knowledge of data networking technologies and practices by exploring the design, configuration, and management of telecommunications and network systems. Through hands-on experience, students will learn network fundamentals including TCP/IP protocols, subnetting, network topologies, wireless technologies, and the OSI model. Students will analyze network components, design addressing schemes, implement security practices, and develop disaster recovery and preventive maintenance plans. Emphasis is placed on troubleshooting connectivity issues, interpreting technical documentation, and applying professional standards required in IT careers.
Note: This is housed in a one semester double block format (Fall). Must be taken in the same academic year as Digital Forensics.
Prerequisite: Foundations of Cybersecurity
Certification: CompTIA Network+

Digital Forensics (DIGFR)
Grade 11, 1 credit, Level 3, Honors weighted GPA
Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data. **Note: This is housed in a one semester double block format (Spring). MUST be taken in the same academic year as Networking.**
Prerequisite: Foundations of Cybersecurity

<table>
<tr>
<td>11th Grade Only

<u>Fall</u>
DC IT Essentials I: PC Hardware and Software (CPMT 1305)
DC Networking+: (ITNW 1352)

<u>Spring</u>
Fundamentals of Information Security (ITSY 1300)
OSINT and Introductory Security Analysis (ITSY 1371)

12 College Hours</td>
<td>Dual Credit Internetworking Technology I (INTDC)
Grade 11, 1 credit, Level 2, AP/DC weighted GPA
Provides comprehensive overview of computer hardware and software and an introduction to advanced concepts addressed by CISCO certification
Prerequisite: Foundations of Cybersecurity

Dual Credit Networking (NETDC)*
Grade 11, 1 credit, Level 3, AP/DC weighted GPA
Assists individuals in preparing for Computing Technology Industry Association (CompTIA) Network certification exam and career as a network professional. Additionally, prepares individuals for a career as a Network Engineer in the Information Technology support industry. Includes the various responsibilities and tasks required for service engineers to successfully perform in a specific environment.
Prerequisite: Foundations of Cybersecurity
Certification: CompTIA Network+

Dual Credit Digital Forensics (DIFDC)*
Grade 11, 1 credit, Level 3, AP/DC weighted GPA
A study of open source and subscription threat intelligence. Includes the role of threat intelligence and organizational incident response. Topics include collection methods, management of operations, classification, production and analysis, assessment of threat vulnerability, business impact analysis, incidence response, and identification of various reporting requirements. The use of link diagrams and various types of association matrices will be introduced and emphasized.
Prerequisite: Foundations of Cybersecurity

Dual Credit Independent Study in Technology (ITCDC)*
Grade 11, 1 credit, Level 4, AP/DC weighted GPA
An introduction to information security including vocabulary and terminology, ethics, the legal environment, and risk management. Identification of exposures and vulnerabilities and countermeasures are addressed. The importance of appropriate planning, policies and controls is also discussed.
Prerequisite: Foundations of Cybersecurity
Certification: CompTIA Security+</td>
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<tr>
<td colspan="2">Cybersecurity Capstone
Grade 12, 1 credit, Level 4, Honors weighted GPA
Available 2027-2028 School Year
Prerequisite: Digital Forensics AND Networking or Dual Credit Equivalent
Certification: CompTIA Security+</td>
</tr>
<tr>
<td>12th Grade Only-Available 2027-2028 School Year

<u>Fall</u>
Operating Systems Security (ITSY 2300)
Linux Installation and Configuration (ITSC 1316)

<u>Spring</u>
Shell Programming-Scripting (ITSC 1342)
Firewall and Network Security (ITSY 2301)
12 College Hours</td>
<td>Dual Credit Practicum in STEM
Grade 12, 2 credits (Double Block), Level 4, AP/DC weighted GPA

Available 2027-2028 School Year
Prerequisite: Dual Credit Internetworking, Dual Credit Networking, Dual Credit Digital Forensics, Dual Credit Independent Study in Technology
Certification: CompTIA Linux+</td>
</tr>
</table>

Law Enforcement

Public Service Endorsement

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

Principles of Law, Public Safety, Corrections & Security (PRLPSA/B)
Grade 9-12, 1 credit, Level 1, On-Level weighted GPA
Students are introduced to professions in law enforcement, security, corrections, and fire department/emergency management services. Students examine the roles and responsibilities of police officers, court systems, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.
Prerequisite: None

Law Enforcement I (LAWE1A/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA
Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. 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.
Recommended Prerequisite: Principles of Law, Public Safety, Corrections & Security

Forensic Psychology* (FRPSYA/B)
Grade 10-12, 1 credit, Level 3, On-Level weighted GPA
The intersection between psychology and the criminal justice system. It involves understanding criminal law in the relevant jurisdictions in order to be able to interact within the criminal justice system. It utilizes and applies basic skills developed in psychology and criminal scenarios resulting in a structured and scientific approach to investigative analysis; thereby, enabling police and law enforcement officials to predict criminal activity via scientific analysis rather-+2. than intuition. **This course discusses topics that may be sensitive in nature. Please consider this content when choosing this course.**
Recommended Prerequisite: Principles of Law, Public Safety, Corrections & Security

Law Enforcement II (LAWE2A/B)
Grade 11-12, 1 credit, Level 3, On-Level weighted GPA
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.
Prerequisite: Law Enforcement I
Certification: TBD - pending TEA

Forensic Science* (FORSCA/B)
Grade 11-12, 1 credit, Level 4, On-Level weighted GPA
Forensic science is the application of multiple scientific disciplines to the investigation of criminal or civil law. Students use scientific inquiry and the process of forensic investigation and apply knowledge of investigation to the analysis of trace evidence (hair, fiber, etc.), fingerprints, DNA, and blood. **This course discusses topics that may be sensitive in nature. Please consider this content when choosing this course. The course fulfills a science credit**.
Prerequisite: Biology **AND** Chemistry/Physics/IPC

Practicum in Law, Public Safety, Corrections, and Security* (HPLAWA/B)
Grade 11-12, 2 credits (Double Block), Level 4, Honors weighted GPA
Students participate in supervised practical application of previously studied knowledge and skills.
Prerequisite: At least 2 Law courses **AND** Program Qualification Form

Junior Reserve Officers' Training Corps (JROTC)

Public Service Endorsement

Prosper ISD's U.S. Army Junior Reserve Officer Training Corps (JROTC) program offers high school students a unique opportunity to develop leadership skills, character, and citizenship. Students learn how to follow and give orders, build self-discipline, pride, and teamwork, and prepare for future responsibilities. Students in JROTC may participate in extracurricular activities such as the color guard and various competitions. Students do not incur any military obligation by participating in JROTC courses. Uniforms are provided/fitted at no cost.

Junior Reserve Officers' Training Corps I (ROTC1A/B)
Grade 9-12, 1 credit, Level 1, On-Level weighted GPA - Housed at RHHS
The Emerging Leader
First-year Cadets learn JROTC foundations, organizational structure, customs, and uniform standards. The curriculum covers basic drill and ceremony, decision-making, goal-setting, conflict resolution, stress management, and physical fitness through the Cadet Challenge. Students develop character, discipline, and teamwork skills essential for leadership and citizenship.
Prerequisite: None

Junior Reserve Officers' Training Corps II (ROTC2A/B)
Grade 10-12, 1 credit, Level 2, On-Level weighted GPA - Housed at RHHS
The Developing Leader
Second-year Cadets explore leadership elements, attributes, and competencies while developing communication skills through writing, speaking, and listening. The curriculum includes first aid training, bullying and violence prevention, nutrition and fitness planning, career exploration, and post-secondary education options. Students advance in drill leadership roles and learn about American government and citizenship.
Prerequisite: Junior Reserves Officers Corps I

Junior Reserve Officers' Training Corps III (ROTC3A/B)
Grade 11-12, 1 credit, Level 3, On-Level weighted GPA - Housed at RHHS
The Supervising Leader
Third-year Cadets prepare for battalion staff positions through command and staff operations, project planning, and continuous improvement. Students focus on post-secondary planning, college applications, career portfolios, and résumé development. The curriculum includes platoon-level drill, conflict resolution, ethical decision-making, substance abuse awareness, and leading comprehensive service learning projects.
Prerequisite: Junior Reserves Officers Corps II
CCMR Offering: ASVAB

Junior Reserve Officers' Training Corps IV (ROTC4A/B)
Grade 12, 1 credit, Level 4, On-Level weighted GPA - Housed at RHHS
The Managing Leader
Senior Cadets serve as program managers and mentors, applying leadership skills to continuous improvement initiatives. Students develop teaching strategies, create 10-year professional and personal goal plans, and execute company and battalion drill. The curriculum includes managing service learning projects using advanced project management tools and examining constitutional principles and democratic values to prepare for post-secondary success.
Prerequisite: Junior Reserves Officers Corps III
CCMR Offering: ASVAB

Transportation, Distribution, and Logistics

Business & Industry Endorsement

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Automotive Technology I: Maintenance and Light Repair* (AUTO1A/B)
Grade 10-12, 2 credits (Single Block), Level 3, On-Level weighted GPA - Housed at PHS
This course includes knowledge of the function of the major automotive systems, history of the automobile, and the principles of diagnosing and servicing all major automotive systems. Students will participate in the shop after the successful classroom curriculum is completed.
This course meets at Prosper High School
Prerequisite: None
Certification: ASE Automotive Certifications

Automotive Technology II: Automotive Service* (AUTO2A/B)
Grade 11-12, 2 credits (Double Block), Level 4, On-Level weighted GPA - Housed at PHS
This course includes knowledge of the function of the major automotive systems, history of the automobile, and the principles of diagnosing and servicing all major automotive systems. Students are required to take an ASE student certification exam and the S/P2 (Safety and Environmental certification exams).
This course meets at Prosper High School
Prerequisite: Automotive Technology I
Certification: ASE Automotive Certifications

Entrepreneurship I (ENTPRA/B)
Grade 11-12, 1 credit, Level 2, On-Level weighted GPA
Students will gain the knowledge and skills needed to become an entrepreneur. Students will 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 will understand the capital required, the return on investment desired, and the potential for profit.
Prerequisite: One course in a qualifying program of study
Certification: Entrepreneurship and Small Business

CTE Practicum* (PRENTA/B)
Grade 11- 12, 2 credits (Double Block), Level 4, Honors weighted GPA
This capstone course allows students to utilize the knowledge and skill gained in prerequisite courses in an industry relevant manner. Students will dive deeper into previously explored content through a variety of instructional methods, projects, and experiences. Through the practicum course, work-based learning, industry ready standards, and entrepreneurial avenues will all be investigated and applied.
Prerequisite: Must have taken two prior courses in the program of study **AND** Program Qualification Form

Prosper Career Independent Study

Business & Industry Endorsement

Prosper ISD's Career Independent Study (PCIS) program provides junior and senior students an opportunity to conduct a self-directed, in-depth study of a career of their choice while gaining real-world experience under the guidance of a mentor in their respective field. Students begin by perfecting professional skills such as resume writing and digital portfolio creation. They also focus on the importance of soft skills such as handshaking, networking, and phone/email etiquette. Students conduct interviews with professionals from their chosen field, leading to identifying a mentor whom they will work with for the remainder of the year. Students work alongside their mentor in identifying a problem or opportunity in their chosen career field, and a proposed solution in the form of a product or service. Course expectations include the development of an extensive research portfolio, written assessments of evidence(s) of learning, participation in a networking business symposium, and participation in the end of the year showcase at which students showcase their findings.

Prosper Career Independent Study I (PRIS1A/B)
Grade 11-12, 1 credit, Honors weighted GPA
PCIS I provides students with an immersive, comprehensive approach to career exploration and professional research. Students will engage in a structured, in-depth investigation of a chosen career pathway through advanced research methodologies, professional networking, and analytical documentation. This course requires students to discover and examine their assessed strengths and identify an aligned career field. Through a tightly guided independent study, students will develop general skills required including collaboration, ideation, Design Thinking, professional communication, active listening, critical feedback, and networking skills. Evidence of learning will include the development of an extensive research portfolio, publishable written assessments, and a final project addressing a specific issue within their chosen industry. Students will incorporate guidance from a mentor to gain practical insights and produce a project showcasing their expertise and growth.
Prerequisite: Program Qualification Form

Prosper Career Independent Study II (PRIS2A/B)
Grade 12, 1 credit, Honors weighted GPA
Students build upon the career exploration of PCIS I and now shift the focus outward, emphasizing collaborative problem-solving, leadership, and community impact. The curriculum is designed to provide a holistic approach to leadership development that challenges students to work across multiple career fields to address complex community or societal challenges. The curriculum balances theoretical learning with practical application, ensuring students gain both knowledge and experiential understanding of leadership principles. This approach prepares students to become adaptive, collaborative leaders capable of addressing complex issues through integrated, cross-functional thinking and teamwork. Student product includes developing and organizing a networking event (fall semester) and culminates in a signature comprehensive project requiring collaborative problem-solving across diverse professional disciplines. PCIS II students are required to create a professional level presentation and defend their work in front of a panel of professionals. Students will also implement and hone their learning by serving as mentors for the PCIS I students
Prerequisite: PCIS I **AND** Program Qualification Form