### Calvert County High Schools

**Calvert High School**  
520 Fox Run Blvd.  
Prince Frederick, MD 20678  
Dr. Steven Lucas, Principal  
Main Office: 443-550-8880  
Guidance Office: 443-550-8893

**Huntingtown High School**  
4125 N. Solomons Island Road  
Huntingtown, MD 20639  
Mr. Rick Weber, Principal  
Main Office: 443-550-8810  
Guidance Office: 443-550-8816

**Northern High School**  
2950 Chanelevy Road  
Owings, MD 20736  
Mr. Stephen Williams, Principal  
Main Office: 443-550-8950  
Guidance Office: 443-550-8941

**Patuxent High School**  
12485 Southern Connector Blvd.  
Lusby, MD 20657  
Mr. Marcus Watson, Principal  
Main Office: 443-550-8840  
Guidance Office: 443-550-8855

### Calvert County Middle Schools

**Calvert Middle School**  
655 Chesapeake Blvd.  
Prince Frederick, MD 20678  
Mr. Zachary Seawell, Principal  
Main Office: 443-550-8970  
Guidance Office: 443-550-8972

**Mill Creek Middle School**  
12200 Southern Connector Blvd.  
Lusby, MD 20657  
Ms. Rebecca Bowen, Principal  
Main Office: 443-550-9190  
Guidance Office: 443-550-9203

**Northern Middle School**  
2954 Chanelevy Road  
Owings, MD 20736  
Mr. Jaime Webster, Principal  
Main Office: 443-550-8230  
Guidance Office: 443-550-9228

**Plum Point Middle School**  
1475 Plum Point Road  
Huntingtown, MD 20639  
Ms. Kelley Adams, Principal  
Main Office: 443-550-9170  
Guidance Office: 443-550-9175

**Southern Middle School**  
9615 H. G. Trueman Road  
Lusby, MD 20657  
Ms. Cecelia Lewis, Principal  
Main Office: 443-550-9250  
Guidance Office: 443-550-9259

**Windy Hill Middle School**  
9560 Boyds Turn Road  
Owings, MD 20736  
Mr. James Kurtz, Principal  
Main Office: 443-550-9310  
Guidance Office: 443-550-9313

### Calvert County Special Schools & Centers

**Career and Technology Academy**  
330 Dorsey Road  
Prince Frederick, MD 20678  
Ms. Carrie Akins, Principal  
Main Office: 443-550-9940  
Guidance Office: 443-550-9972

**Calvert Country School**  
1350 Dares Beach Road  
Prince Frederick, MD 20678  
Ms. Marcie Hough, Principal  
Main Office: 443-550-9910

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The cover was designed by Emma Liano, HHS senior and also a level II Graphic Arts student at the CTA.
February 2020

Dear Calvert County Public School Students and Families:

Ben Franklin said, “By failing to prepare, you are preparing to fail.” Since we are in the business of preparing students to succeed, we provide The Educational Planning Guide to help with that task. Used well, this guide will help each student prepare for success. I urge students and parents to work with school faculty to review information in this book in preparation for creating the students’ personal plan of study.

The personal plan of study, unique to each student, outlines courses that align with future education and career goals. Each year, you will revisit the student’s personal plan of study. When students see the relevance of school coursework to what they aspire to in their future, they are more apt to take school more seriously and enroll in more rigorous courses. Remember, course selection is very important and schedule changes can be difficult.

Students tell us that parents are the most influential people in their lives. Challenge your children to set high standards, select courses and school activities which directly help them achieve personal and career goals, work hard to achieve these goals and attend classes daily. Embrace the power of your influence and genuinely engage in educational pursuits with your children.

As you work with your child to explore their future, please use Career Cruising, our college and career exploration and management tool. Information about Career Cruising can be found on page 19 of this guide. Your school counselor is also an excellent resource for assistance with this program and will work with you and your child(ren) on their future goals.

Together, as a team, we will continue to provide excellent opportunities for all students. The employees of Calvert County Public Schools are here to serve you and welcome your questions, comments and suggestions.

Sincerely,

Daniel D. Curry, Ed.D.
Superintendent of Schools
Calvert County Public Schools does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Director of Student Services
- Director of Human Resources
  443-550-8000

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: [https://ocrcas.ed.gov](https://ocrcas.ed.gov) or call 1-800-421-3481.

****************************************

**Anti-sexual, Anti-racial and Anti-disability Harassment Statement**

Discrimination can manifest itself in behaviors such as bullying, harassment, or intimidation of individuals.

Calvert County Public Schools does not tolerate any form of harassment including, but not limited to, sexual, racial, or disability. Any individual (student, employee, or community member) who believes that he or she has been subjected to any form of harassment is encouraged to report the allegation of harassment. Students, parents and community members may report allegations of harassment to:

Ms. Kimberly Roof  
Director of Student Services  
Calvert County Public Schools  
1305 Dares Beach Road  
Prince Frederick, MD 20678

Employees may report allegations of harassment to:  
Ms. Laveeta Hutchins  
Director of Human Resources  
Calvert County Public Schools  
1305 Dares Beach Road  
Prince Frederick, MD 20678

Calvert County Public Schools is committed to conducting a prompt investigation for any allegation of harassment. If harassment has occurred, the individual will be disciplined promptly. Disciplinary actions for students found to have engaged in any form of harassment may result in suspension or expulsion. Disciplinary actions for employees found to have engaged in any form of harassment may result in suspension or termination.

Calvert County Public Schools encourages all students, parents, employees, and community members to work together to prevent any form of harassment.

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: [https://ocrcas.ed.gov](https://ocrcas.ed.gov) or call 1-800-421-3481.
Contents

Graduation Requirements ................................................................................................................................. 4
Maryland High School Certificate of Program Completion .................................................................................. 6
Technology Education Requirement Courses ........................................................................................................ 8
Fine Arts Requirement Courses .................................................................................................................... 8
Academic Awards .................................................................................................................................................. 9
Policy on Academic Eligibility for Athletics ......................................................................................................... 9
Field Trips ............................................................................................................................................................ 9
Guidelines for Scheduling ................................................................................................................................. 10
Courses that Meet for One Semester .................................................................................................................. 13
Alternatives to 4-Year Enrollment in a Public High School .................................................................................. 14
Dual Enrollment Opportunities ......................................................................................................................... 15
Online Learning .................................................................................................................................................... 17
College and Career Preparation .......................................................................................................................... 19
COURSE DESCRIPTIONS ..................................................................................................................................... 24
  Career & Technology Education ......................................................................................................................... 25
  Career & Technology Education (CTE) Programs ............................................................................................... 31
  Business Education ........................................................................................................................................... 58
  Computer Science ............................................................................................................................................. 62
  English ............................................................................................................................................................... 64
  Family and Consumer Science .......................................................................................................................... 69
  Fine Arts ............................................................................................................................................................ 70
  Mathematics ...................................................................................................................................................... 79
  Naval Science ................................................................................................................................................... 84
  Physical Education/Health and Wellness ........................................................................................................... 86
  Preparatory Courses ......................................................................................................................................... 89
  Science .............................................................................................................................................................. 91
  Social Studies .................................................................................................................................................. 96
  Technology Education ................................................................................................................................... 101
  World Language and ESOL ............................................................................................................................... 102
Course Sequence Chart – Social Studies ............................................................................................................. 107
Course Sequence Chart – Mathematics ............................................................................................................. 108
Course Sequence Chart - Science ....................................................................................................................... 109
Course Sequence Chart – World Language ........................................................................................................ 110
FOUR YEAR PLAN ............................................................................................................................................. 111

In the event that a CCPS policy or procedure referenced in this book changes after printing, the requirements in the updated policy or procedure will prevail.
Graduation Requirements

Guidelines for Meeting Graduation Requirements

All students must schedule a program of classes that leads to completion of credit requirements and must follow at least one of the two career pathways: Career Technology Education (CTE) and/or College Prep. The guide that follows may assist students and their parent(s) in planning a four-year program of high school studies. (An example of the Four-Year Plan has been included at the end of this document for students entering high school in 2020.) Requirements are noted and other courses are suggested.

After reviewing the requirements for graduation, students should evaluate curricular and extracurricular interests before pursuing one of the pathways. Students should also learn the specific entrance requirements of those universities, colleges, business schools, technical schools or other post-secondary institutions to which they might apply for admission. Finally, students should consult with their teachers and school counselors for assistance in selecting appropriate courses.

NOTE: Calvert County Public Schools may not offer all electives during a particular school year. When elective courses do not reach a required minimum enrollment at a school, they may be cancelled.

To earn the Maryland High School Diploma in Calvert County, a student must fulfill applicable Maryland State Board of Education and Calvert County Public School requirements. These requirements include successful completion of particular courses, passing high school assessments, and the completion of service learning. In addition, students must satisfactorily complete 4 years of approved study beyond the eighth grade unless one of the alternatives to the 4-year enrollment requirement is satisfied. (See Alternatives to 4-Year Enrollment Requirement in a Public High School on page 14 of this guide).

More specific information may be obtained from a teacher, school counselor, and/or school administrator.
CALVERT COUNTY PUBLIC SCHOOLS GRADUATION REQUIREMENTS

To be awarded a diploma, a student shall be enrolled in a Maryland public school system and have earned a minimum of 23 ½ credits that include the following:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Specific Credit Requirements</th>
<th>Maryland High School Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>Students must meet the Maryland State Department of Education’s end of course requirements.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 in algebra/data analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 in geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2 other</td>
<td></td>
</tr>
<tr>
<td>*see statement below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Entered HS 2012-2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 in biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2 that must include laboratory experience in any or all of the following areas: earth science, life science, physical science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 in U.S. history</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 in local, state, national government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 in world history</td>
<td></td>
</tr>
<tr>
<td>Other Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ credit</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
<td></td>
</tr>
<tr>
<td>Technology Education</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>½ credit – this requirement may be fulfilled by taking either the ½ credit course called Financial Literacy or the one credit course called Principles of Finance.</td>
<td></td>
</tr>
<tr>
<td>Pathway Requirements</td>
<td>College Prep: 2 credits in a World Language or advanced technology education and 3 credits in electives OR CTE: 4 credits by successfully completing a State-approved career &amp; technology education program and 1 credit in an elective</td>
<td></td>
</tr>
<tr>
<td>Local Academic Requirement to Promote College &amp; Career Readiness*</td>
<td>1 additional credit beyond pathway requirements in one of these categories:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advanced Placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Career Technical Education (Career and Technology Academy) – level II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Curriculum for Agricultural Science Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ESOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• World Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Naval science – level III or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Project Lead The Way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher Academy of Maryland</td>
<td></td>
</tr>
</tbody>
</table>

Students must also meet attendance and service learning requirements.

*Students are required to take a math course each year they are enrolled in high school.

** The Next Generation Science Standards (NGSS) states that a student should select a balance between life, physical, and earth science courses.
Maryland High School Certificate of Program Completion

The Maryland High School Certificate of Program Completion shall be awarded only to a student with disabilities who cannot meet the requirements for the Maryland High School Diploma but who meets other specified standards.

Alternate Standards Framework Course Offerings

The following high school courses are designed to provide specialized instruction to students enrolled in Functional Skills and Intensive Structured Learning Environment (ISLE) programs aligned with Maryland’s alternate education framework. This framework ensures that students can participate in instruction and assessments that measure what they know and can do in relation to grade-level Maryland College and Career-Ready Standards (MCCRS), and alternate curriculum standards. Students participating in these courses must have a current Individualized Education Program (IEP) in compliance with Special Education mandates and procedures and participate in an alternate assessment.

0983 Math: Alternate Standards Framework:
This course is designed to provide students with instruction towards the most essential components of grade level, core academic content in high school mathematics, aligned to the alternate academic achievement standards. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student’s Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.
CREDIT: 0  GRADE: 9-12
PREREQUISITE: Approval of the IEP Team and participation in an alternate assessment

0981 English: Alternate Standards Framework:
This course is designed to provide students with instruction towards the most essential components of grade level, core academic content in high school English, aligned to the alternate academic achievement standards. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student’s Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.
CREDIT: 0  GRADE: 9-12
PREREQUISITE: Approval of the IEP Team and participation in an alternate assessment

0984 Science: Alternate Standards Framework:
This course is designed to provide students with instruction towards the most essential components of grade level, core academic content in high school Science courses, aligned to the alternate academic achievement standards. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student’s Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.
CREDIT: 0  GRADE: 9-12
PREREQUISITE: Approval of the IEP Team and participation in an alternate assessment

0982 Social Studies: Alternate Standards Framework:
This course is designed to provide students access to the basic topics in core academic content of high school social studies courses. Instruction is individually modified to meet the learning needs of each student and correlates grade level content to each student’s Individualized Education Plan. This course is linked to the general education curriculum; however, each student will require a different scope and sequence with adapted and modified materials.
CREDIT: 0  GRADE: 9-12
PREREQUISITE: Approval of the IEP Team and participation in an alternate assessment
0985 Community Access and Independent Living Skills: Alternate Standards Framework:
This course is designed to provide students regular and systematic instruction in everyday community settings using naturally occurring materials and situations. The emphasis is on acquisition and application of meaningful and age-appropriate skills. Instruction will take place within the school building and within the community setting.
CREDIT: 0  GRADE: 9-12  
PREREQUISITE: Approval of the IEP Team and participation in an alternate assessment

0986 Career Exploration and Job Skills: Alternate Standards Framework:
This course is designed to provide students with access to career preparation, employability skills, workplace readiness, personal growth and development, and employment experiences. This course will provide direct links to transition services, adult agencies, and supports as students move from school to postsecondary options. Each student will require an individualized scope and sequence for progression through this course.
CREDIT: 0  GRADE: 11-12  
PREREQUISITE: Approval of the IEP Team and participation in an alternate assessment
Graduation Requirements

Technology Education Requirement Courses
The successful completion of one of the following courses will fulfill the one credit graduation requirement in Technology Education:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000</td>
<td>Foundations of Technology</td>
</tr>
<tr>
<td>8000o</td>
<td>Foundations of Technology Online</td>
</tr>
<tr>
<td>8005</td>
<td>Introduction to Engineering Design</td>
</tr>
<tr>
<td>8006</td>
<td>Principles of Engineering</td>
</tr>
<tr>
<td>3505</td>
<td>Foundations of Computer Science</td>
</tr>
<tr>
<td>3506</td>
<td>AP Computer Science Principles</td>
</tr>
</tbody>
</table>

Fine Arts Requirement Courses
The successful completion of one of the following courses will fulfill the one credit graduation requirement in Fine Arts:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6000</td>
<td>Dance I</td>
<td>6340</td>
<td>Chamber Chorus</td>
</tr>
<tr>
<td>6010</td>
<td>Dance II</td>
<td>6350</td>
<td>Music Theatre</td>
</tr>
<tr>
<td>6100</td>
<td>Art / Design</td>
<td>6370o</td>
<td>Music Appreciation (Online)</td>
</tr>
<tr>
<td>6110</td>
<td>Drawing &amp; Paint</td>
<td>6060</td>
<td>Concert Chorus</td>
</tr>
<tr>
<td>6120</td>
<td>Advanced Drawing &amp; Paint</td>
<td>6400</td>
<td>Concert Band</td>
</tr>
<tr>
<td>6130</td>
<td>Sculpture</td>
<td>6410</td>
<td>Symphonic Band</td>
</tr>
<tr>
<td>6135</td>
<td>Advanced Sculpture</td>
<td>6420</td>
<td>Wind Ensemble</td>
</tr>
<tr>
<td>6140</td>
<td>Ceramics</td>
<td>6430</td>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>6150</td>
<td>Advanced Ceramics</td>
<td>6440</td>
<td>String Orchestra</td>
</tr>
<tr>
<td>6180</td>
<td>Photography</td>
<td>6445</td>
<td>Adv. Strings Orchestra</td>
</tr>
<tr>
<td>6190</td>
<td>Advanced Photo</td>
<td>6450</td>
<td>Brass Ensembles</td>
</tr>
<tr>
<td>6200</td>
<td>Studio Art</td>
<td>6470</td>
<td>Percussion Ensembles</td>
</tr>
<tr>
<td>6209</td>
<td>AP Studio Drawing</td>
<td>6475</td>
<td>Symphony Orchestra</td>
</tr>
<tr>
<td>6219</td>
<td>AP Studio – 2D Design</td>
<td>6500</td>
<td>Theatre I</td>
</tr>
<tr>
<td>6229</td>
<td>AP Studio – 3D Design</td>
<td>6510</td>
<td>Theatre II</td>
</tr>
<tr>
<td>6300</td>
<td>Music Theory</td>
<td>6520</td>
<td>Advanced Acting I</td>
</tr>
<tr>
<td>6309</td>
<td>AP Music Theory</td>
<td>6530</td>
<td>Advanced Acting II</td>
</tr>
<tr>
<td>6310</td>
<td>Chorale</td>
<td>6540</td>
<td>Advanced Acting III</td>
</tr>
<tr>
<td>6320</td>
<td>Chorus I</td>
<td>6550</td>
<td>Stagecraft</td>
</tr>
</tbody>
</table>

Students may also fulfill their Fine Arts requirement by taking two (2) semesters of the following course: 6480S Guitar (Use course 6480 if you want to take all year.)
Academic Awards

Superintendent’s Scholastic Recognition Award
Annually the Calvert County Board of Education and the Superintendent of Schools award pins and certificates in recognition of scholastic achievement. To qualify for selection in a particular year, a student must earn an unweighted grade of 90% or higher for every course of each marking period.

Honor Roll Criteria
A student must earn a grade point average of 80% or higher with no grade less than 70% in order to be placed on the Honor Roll for each marking period. Students must be enrolled in a minimum of four high school credits to be eligible for honor roll. Students who are enrolled in Advanced Placement courses will have their weighted grade factored into this award.

High Honor Roll Criteria
A student must earn a grade point average of 90% or higher with no grade less than 90% in order to be placed on the High Honor Roll for each marking period. Students must be enrolled in a minimum of four high school credits to be eligible for high honor roll. Students who are enrolled in Advanced Placement courses will have their weighted grade factored into this award.

Graduating with Distinction
In order to honor graduating students for meeting a high standard of academic achievement, seniors earning a weighted Cumulative Grade Point average of 3.9 or above will be recognized as “Graduates with Distinction.” Please contact your child’s school counselor for additional information.

Policy on Academic Eligibility for Athletics
Calvert County Public Schools policy #3452 and procedure #3452.1 pertain to high school and middle school academic eligibility for athletics.

A student must maintain a 70% grade point average (GPA), with no more than one failing grade (less than 60%). Students who fail a course worth two or more credits will be deemed ineligible. Final grades determine fall eligibility. Quarterly grades determine winter and spring eligibility.

Field Trips
Field trips designed to enhance instructional programs result in effective learning experiences. Students also benefit from observing or participating in events or activities that occur away from the school. Costs associated with these field trips include transportation, substitute teachers, and admission fees. For most field trips, these costs will be paid by students. In the event that a field trip fee places an undue burden on a family, parents and students should feel free to contact the principal.
Guidelines for Scheduling

It is the responsibility of the student to carefully evaluate and select courses. Students should obtain help from appropriate teachers, school counselors and/or administrators. Parental approval of course selections is required for all students.

The High School Organization

CCPS high schools have school days that are divided into seven class periods and a lunch period. Students are expected to schedule a full program of classes each year. Students are not permitted to audit classes. All courses must be taken for credit. The State of Maryland requires that all students take end of course assessments for graduation in Algebra, English 10, Science, and Government.

CCPS offers the following levels of instruction:

Standard Classes

Classes are designed for students on or above grade level. Assignments are challenging. Students will have frequent writing and reading requirements. They will be expected to fully participate in group activities in the classroom. Teachers frequently assess student mastery of content, and individual/groups of students may receive unique assignments to either enrich them or to address difficulties. Classes focus on both the essential elements of the curriculum and other related, significant areas of content knowledge.

Honors Classes

Honors classes provide an intensive and accelerated delivery of curricular content. Reading assignments are typically more frequent and of a more complex wide-ranging nature than standard level classes. Writing assignments and discussions are frequent, and there is an expectation that students actively participate in the class both as individuals and as groups of learners. Admission to Honors is, in general, open to students who have a numerical grade of 80% or higher in the pertinent subject matter area and in any other prerequisite courses or the recommendation of the most recent instructor in that academic discipline.

Advanced Placement (AP)

While not considered a separate instructional cluster, AP courses are taught at the college level. They afford advanced ninth, tenth, eleventh, and twelfth grade students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level. College credit is typically predicated on the attainment of a specific score on national standardized examination and attendance at one of the many colleges and universities that recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an advanced placement course shall receive weighted credit in their grade point average.
## Current Advanced Placement Course Offerings

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1309</td>
<td>AP English Language and Composition</td>
<td>3506</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td>1309o</td>
<td>AP English Language and Composition Online</td>
<td>3519</td>
<td>AP Computer Science Coding</td>
</tr>
<tr>
<td>1409</td>
<td>AP English Literature and Composition</td>
<td>4209</td>
<td>AP Biology</td>
</tr>
<tr>
<td>1409o</td>
<td>AP English Literature and Composition Online</td>
<td>3429</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>1759</td>
<td>AP French Language and Culture</td>
<td>3429o</td>
<td>AP Statistics Online</td>
</tr>
<tr>
<td>1859</td>
<td>AP Spanish Language and Culture</td>
<td>4309</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>2209</td>
<td>AP American History</td>
<td>4419</td>
<td>AP Physics C: Mechanics</td>
</tr>
<tr>
<td>2309</td>
<td>AP United States Government and Politics</td>
<td>4429</td>
<td>AP Physics: Electricity &amp; Magnetism</td>
</tr>
<tr>
<td>2509</td>
<td>AP World History</td>
<td>4439</td>
<td>AP Physics 1</td>
</tr>
<tr>
<td>2519</td>
<td>AP European History</td>
<td>4449</td>
<td>AP Physics 2</td>
</tr>
<tr>
<td>2521</td>
<td>AP Human Geography</td>
<td>4509</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>2549</td>
<td>AP Psychology</td>
<td>5179</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td>2549o</td>
<td>AP Psychology Online</td>
<td>6209</td>
<td>AP Studio-Drawing</td>
</tr>
<tr>
<td>3409</td>
<td>AP Calculus 1</td>
<td>6219</td>
<td>AP Studio-2D Design</td>
</tr>
<tr>
<td>3409o</td>
<td>AP Calculus 1 Online</td>
<td>6229</td>
<td>AP Studio-3D Design</td>
</tr>
<tr>
<td>3419</td>
<td>AP Calculus 2</td>
<td>6309</td>
<td>AP Music Theory</td>
</tr>
</tbody>
</table>

### Seminar Period for Advanced Placement Students

Students may elect to enroll in a seminar period if they are taking 3 or more of the above Advanced Placement courses (not including science labs) in the same year. This non-credit course allows students who are encountering college-level workloads to meet as a group for in-school study or research time. Approval from the principal and counselor is required.

### Freshman Seminar

Freshman Seminar is a course designed to promote a successful transition between middle school and high school. The course provides students with opportunities for academic enrichment and assistance, as well as the chance to improve organizational and communication skills. Additionally, a portion of the course is dedicated to a discussion of college and career choices. This is a pass/fail course and is not calculated into the grade point average.

### Grade Level Requirements

The minimum credit requirements for placement in each high school grade are as follows. Students who have earned:

- fewer than 5 credits will be placed in Grade 9;
- between 5 and 10 credits, including one required credit in English, will be placed in Grade 10;
- between 11 and 16 credits, including two required credits in English, will be placed in Grade 11;
- 17 or more credits, including two required credits in English, will be placed in Grade 12.

### High School Credit

In the [Code of Maryland Regulations, Title 13A, 03.02.02](http://example.com), a unit of credit is defined as “successful demonstration of a specified unit of study.”

The Calvert County Public School System offers .5 high school unit of credit for one course, meeting daily for a semester.
**Guidelines for Scheduling**

**Special Education**
Special education services are provided to students identified as having an educational disability and in need of specially designed instruction. These students are educated according to their Individualized Education Program (IEP), and to the maximum extent appropriate, with students who are not disabled. IEPs may also include related services such as speech, occupational or physical therapy, audiology, counseling and/or other services.

**Interventions**
Interventions are provided to students who have not achieved grade level standards. The goal of these interventions is to help students who are not making satisfactory progress return to the path of adequate development. Intervention supports are delivered by trained staff during and outside of the school day, and may occur in the regular and/or special education classroom or in small group settings. Student enrollment in interventions is based upon the results of assessments and other data about classroom performance such as Maryland High School Assessments, CCPS benchmarks, and classroom assignments. This data is used to place students appropriately. Interventions may be short or long-term in duration.

**English for Speakers of Other Languages (ESOL)**
ESOL services are provided to students identified as English Learners. The ESOL program supports English Learners as they develop academic language proficiency in English and helps prepare them to meet the challenging academic achievement standards of all Maryland students. The regional program is located at Calvert High School.

**Composition of Grades**
Calvert County Public Schools recognizes that a student’s grade for a course should reflect what the student knows and is able to do. To accomplish this, each assignment that is recorded in a teacher’s gradebook will be identified as either a Product Assignment or a Process Assignment. Calvert County Public Schools defines these terms as follows:

**Product Assignments** – These assessments of learning are assignments and assessments given at a point in time when the teacher expects the students to have mastered the material. These could include—but are not limited to—district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, and presentations.

**Process Assignments** – These assessments of learning are assignments and assessments given at a point in time when the students are progressing towards mastery. Process assignments should vary in type. These could include—but are not limited to— independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections.

A student’s grade in a course is based on a minimum of 70% product and a maximum of 30% process grades. Please see Policy #3415 and Procedure #3415.2 for more information.

**Quarterly Assessment Process**
The County Course Exam (CCE) program is moving toward the Quarterly Assessment Process where quarterly assessments will be given each marking period. Teachers will administer either teacher-made assessments or district assessments based on critical content for each course. By the 2020-2021 school year, grades for these assessments will contribute to the marking period in which they are administered and will comprise ten percent of the students’ overall marking period grade.
Courses that Meet for One Semester

Courses that meet for only one semester increase the opportunities students have to pursue interests and meet academic requirements. Calvert County Public Schools will offer a limited number of courses for ½ of a credit during the school year. The number of students that enroll in a course will determine when a course is offered. If many students enroll, a course may run in both the fall and the spring semesters. If fewer students enroll, a course will be scheduled only in the fall or the spring. The following semesterized courses will be offered next year:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1010S</td>
<td>College Entrance Exams Preparation</td>
<td>6480S</td>
<td>Guitar</td>
</tr>
<tr>
<td>1025S</td>
<td>Seminar for Advanced Studies</td>
<td>7008S</td>
<td>Unified Physical Education</td>
</tr>
<tr>
<td>1050S</td>
<td>Strategies for Self Determination</td>
<td>7010S</td>
<td>Health</td>
</tr>
<tr>
<td>1055S</td>
<td>Strategies for Daily Living</td>
<td>7010So</td>
<td>Health Online</td>
</tr>
<tr>
<td>1101S</td>
<td>Freshman Seminar</td>
<td>7020S</td>
<td>Team Sports</td>
</tr>
<tr>
<td>1570S</td>
<td>Creative Writing</td>
<td>7025S</td>
<td>Team Sports II</td>
</tr>
<tr>
<td>2530S</td>
<td>African American Studies</td>
<td>7040S</td>
<td>Recreational Sports</td>
</tr>
<tr>
<td>2560S</td>
<td>Cultural Anthropology</td>
<td>7045S</td>
<td>Recreational Sports II</td>
</tr>
<tr>
<td>2565S</td>
<td>Archeology</td>
<td>7050S</td>
<td>Weight Training and Physical Conditioning I</td>
</tr>
<tr>
<td>2580S</td>
<td>Women’s History</td>
<td>7060S</td>
<td>Weight Training and Physical Conditioning II</td>
</tr>
<tr>
<td>2590S</td>
<td>Honors Introduction to Philosophical Thought</td>
<td>7085S</td>
<td>Fitness Fusion</td>
</tr>
<tr>
<td>2710S</td>
<td>Service Learning/Independent Study</td>
<td>7086S</td>
<td>Fitness Fusion II</td>
</tr>
<tr>
<td>5230S</td>
<td>Financial Literacy: Money Management</td>
<td>7100S</td>
<td>Basic Athletic Training I</td>
</tr>
<tr>
<td>5230So</td>
<td>Financial Literacy: Money Management Online</td>
<td>7110S</td>
<td>Basic Athletic Training II</td>
</tr>
<tr>
<td>5240S</td>
<td>Computer Keyboarding for College and Careers</td>
<td></td>
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</tr>
</tbody>
</table>
Alternatives to 4-Year Enrollment in a Public High School

In recognition of the fact that four-year enrollment in a public high school may not serve the best interests of some students, the following alternatives shall be made available:

**Option 1: Early Graduation**
The student chooses to apply for a waiver of the fourth year of high school and earn a high school diploma by the end of grade 11. All 23½ credits, state mandated assessments, and student service learning requirements must be met prior to the start of the fourth year of high school, and the superintendent or designee must determine that the waiver is in the best interest of the student. To obtain more information on the early graduation option, students should meet with their school counselor. The deadline for submitting paperwork for early graduation is May 1 of the student's sophomore year.

**Option 2: Early Admission to an Accredited College or Vocational/Technical School**
The student chooses to be a full-time student at an accredited college or approved vocational, technical, or other post-secondary school rather than attend a fourth year of high school. The student must have met criteria for this option, which include:

- All state mandated assessments
- Student service learning requirements prior to the fourth year
- 2.7 cumulative GPA
- No more than 10 days of absence during the sophomore year
- Post secondary institution’s placement exams
- Post secondary letter of acceptance

If the plan includes graduation requirements being fulfilled during the first year of college, the student must submit a written request for the high school diploma to the superintendent or designee, together with a transcript or letter from the post-secondary school indicating that the student has successfully completed a full year of post-secondary school work. Please see your school counselor for detailed information on this option.

**Option 3: General Educational Development Testing Program**
A Maryland High School Diploma may be awarded for satisfactory performance on approved General Educational Development tests, provided that the student meets those requirements as defined in Education Article §7-205, Annotated Code of Maryland and COMAR 13A.03.03.01.

**Option 4: Maryland Adult External High School Diploma Program**
A Maryland High School Diploma may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests, provided that the student meets those requirements as defined in COMAR 13A.03.03.02.
Dual Enrollment Opportunities

Dual College Enrollment and Concurrent College Enrollment for High School Students

A joint program between Calvert County Public Schools and College of Southern Maryland

Dual/Concurrent college enrollment for high school students is a program that offers certain Calvert County high school students the ability to earn college credits while still in high school. Students will find the College of Southern Maryland, Prince Frederick campus the most accessible and convenient campus, but they may choose to take classes from any of the four campuses of the College of Southern Maryland. While the college tries to schedule classes that appeal to dual/concurrent enrollment students in the afternoon; students may take approved classes at any time that fits their schedule. Schedule information (the days and times classes are offered) may be accessed online at: www.csmd.edu.

Enrollment Procedures for dual and concurrent enrollment:

✓ Contact your high school counselor to verify that you meet the requirements for dual or concurrent enrollment.
✓ Apply for admission to the college online at: www.csmd.edu (There is no fee for application.)
✓ Make an appointment for the placement test by calling the testing center at: 443-550-6040 (Prince Frederick Campus).
✓ Take the results from the placement tests to your school counselor and complete the Dual Enrollment Recommendation Form.
✓ Once an admissions decision is made, make an appointment with an enrollment advisor to register for your class(es). Call: 443-550-6000 and ask for a dual/concurrent enrollment advisor. Take the Dual Enrollment Recommendation Form with you to enroll at CSM.

DUAL ENROLLMENT OPPORTUNITIES

A student is considered enrolled in a dual enrolled course at CSM if he or she is earning both high school credit and community college credit for that course. Dual enrollment students receive a 50 percent tuition waiver. In some instances, students may take courses for both high school and college credit while remaining on the high school campus. In other cases, students may take a course at any CSM campus.

On a CCPS campus

Successful completion of selected courses taught at a CCPS high school may result in a student receiving college credits from CSM. Students who choose this option will take the course at one of CCPS’s high schools, register in a CSM section of the course when the CSM enrollment advisor visits, and receive CSM credits as if they were taking the course at one of their campuses. Students who take advantage of this opportunity do not have to attend classes on a CSM campus. They receive all of their instruction within their high school.

• Students who successfully complete Academic Pre-Calculus, Honors Pre-Calculus, or Accelerated Algebra with Pre-Calculus at one of our high schools are
Guidelines for Scheduling

given the opportunity to enroll with CSM into a section of MTH 1150 Precalculus Algebra and Trigonometry and receive four (4) college credits.

- Students who successfully complete Honors Composition and Rhetoric at one of our high schools are given the opportunity to enroll with CSM into a section of ENG 1010 Composition and Rhetoric and receive three (3) college credits.

A list of courses available for dual enrollment is available from your school counselor and is also on the CSM website.

CONCURRENT ENROLLMENT
A student is considered concurrently enrolled if he or she is earning community college credit for a course taken at CSM which is not offered through CCPS and simultaneously earning high school credit for courses taken at his or her high school. These college courses do not satisfy high school graduation requirements. Concurrent enrollment students receive a 50 percent tuition waiver.

College Requirements
- Must have completed 10th grade*
- Earned a cumulative high school grade point average of at least 2.5.
- Must complete placement tests in English, Reading, and/or Mathematics (if taking a math course).
- Students must receive a score which falls within the “college level range” as determined by CSM. (CSM only allows placement tests to be taken once)

*In rare cases, younger students may qualify for dual or concurrent enrollment. Speak to your school counselor for additional information.

The deadline for application to the dual/concurrent enrollment program for spring is December 15. The deadline for application to the dual/concurrent enrollment program for fall is July 15. Requests made after these dates will be considered on a case by case basis by CCPS.

Benefits:
- Earn college credits while still in high school.
- Experience college while still living at home.
- Dual and concurrent enrollment students receive a 50% tuition waiver.
- Expand course options once high school requirements have been completed.
- Transfer credits to other colleges and universities (plan course choices with a college advisor).
- Demonstrate on college admissions applications that you can succeed in college-level work.
- Explore personal interests that might not be available in high school.
- Get involved with college and community activities (service learning, volunteerism and co-curricular activities).
- Save money and time.
Online Learning

Students from all four high schools will be able to access online courses. Each student enrolled in an online class will be assigned a mentor.

Students will be able to access course materials from any computer with internet access and may have a class period in their schedule allowing time for online coursework. Taking an online course will provide students with scheduling flexibility while giving them an opportunity to collaborate with students across the county and have access to unique courses that might not be available at their home school.

Depending on student requests as of May, the following courses may be available for students to take online:

<table>
<thead>
<tr>
<th>AP Offerings (1 Credit)</th>
<th>Full Year (1 Credit)</th>
<th>Semester (1/2 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus I – 3409o</td>
<td>Foundations of Tech – 8000oS</td>
<td>Health – 7010S0</td>
</tr>
<tr>
<td>AP English Lit &amp; Comp - 1409oS</td>
<td>Music Appreciation – 6370oS</td>
<td>Financial Literacy – 5230S0</td>
</tr>
<tr>
<td>AP English Lang &amp; Comp - 1309oS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Psychology – 2549oS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Statistics – 3429oS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course offerings are subject to change based on MSDE approval.

**Time & Commitment**
- Online courses are rigorous and academically challenging.
- A substantial commitment is required by the student.
- Students should make and keep a schedule that commits to at least 6 hours each week for the course.
- Students can schedule no more than one online course outside of the regular school day.

**Attendance**
- Students who select to take online Health or online Financial Literacy are required to attend face-to-face meetings. Meetings may be held after school, evenings, weekends, or held virtually depending on course content. See the course description for additional information regarding face-to-face meetings.
- Students must attend homeroom days at their school. This is usually during the first 3-5 days of the school year and other days during the school year as designated by the home school.
- Only seniors may request permission from the principal to complete an online course scheduled during the school day in an off-site location.
- Students who take an online course during the school day will be assigned a specific location and are expected to report daily.

**Communication**
- The vast majority of communication with students and parents is conducted using email.
- Parents are required to provide a current working email.
- Student accounts will use their school issued Office 365 email.

**Registration & Fees**
- Students must complete the Online Interest Survey prior to registration.
- Students must complete an Online Orientation prior to registration.
Guidelines for Scheduling

- Ninth graders are eligible for an online course during the spring of their freshman year.
- Upperclassmen will be given priority for course enrollment.
- Students taking a course beyond their 7 credits will be charged $325 for a one credit course and $275 for a half credit course. This includes a non-refundable fee of $25 per course.

For more information, go to http://x.co/ccpsonline or contact the Office of Digital Learning.
College and Career Preparation

Calvert County Public Schools is committed to helping every student be prepared to leave high school with a plan and focus for their life. Beginning in elementary school, students are exposed to different careers and career pathways and learn about their personal strengths that will contribute to their success. By the time students reach high school they are prepared to use Career Cruising to search for various career and college information.

Career Cruising is a self-exploration and planning program that helps students of all ages achieve their potential in school, career, and life. Students can access Career Cruising anywhere they have access to the internet.

Career Cruising has a variety of self-exploration inventories for students to complete that will aid in their discovery of their personal learning style and also in how their interests correspond to various careers or career clusters. It includes detailed information about careers including video interviews with people who are in their career of interest. It also provides thorough search capabilities for colleges, scholarships, financial aid, and employment.

Please reach out to your child’s school counselor for more information or if you would like to set up an appointment to meet with them about your child’s future planning.

Please take a few minutes to log in to Career Cruising with your child.

How to access Career Cruising

The website for Career Cruising can be found on the student tab of our website or by going directly to [http://www.careercruising.com/login/CAL](http://www.careercruising.com/login/CAL). The username is ‘CAL’-followed by the student ID number (lunch #). The password is the student’s birthday (mmddyyyy).

**Step 1.** Go to http://www.careercruising.com/login/CAL

**Step 2.** Login by entering your Username and Password as described above (lunch # and DOB).

**Step 3.** From the list of options on the left under the question, What do you want to do? click one of the choices to explore interest inventories, search options, and other helpful college and career planning tools.
Preparing for College

University System of Maryland Requirements
Each institution in the University System of Maryland has its own decision criteria, which may be more rigorous than the system-wide minimum stated below, however, the following is required at all of the University System of Maryland colleges:

- High school diploma or its equivalent
- Grade point average - A high school grade point average equivalent to a C or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.
- Test Score - A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment. (Some institutions are test optional.)
- Minimum core content proficiency requirements - In addition to the above stated requirements, high school seniors or graduates must demonstrate their readiness for college-level work by achievement at the appropriate level of competencies in the core content associated with the array of courses that follows:
  - English – 4
  - Biological and Physical Sciences – 3
    - The courses completed must be in at least two different subject areas. Two of the three courses must include a laboratory experience. For students interested in Science, Technology, Engineering, or Mathematics (STEM) related careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), four years of science are recommended in three different science areas, with three laboratory experiences.
  - Social Science/History - 3
  - Mathematics – 4
    - Algebra I
    - Geometry
    - Algebra II
    - A math course higher than Algebra II
  - Language other than English or in some instances, Advanced Technology Education electives – 2
    - Must be two units of the same language (ASL counts as a language)
    - Students should consult the admissions office of the USM institution they are seeking to attend to determine if advanced technology is accepted in fulfillment of this requirement.

For more information: https://www.usmd.edu/regents/bylaws/SectionIII/III400.pdf
College Planning Timeline:

**Grades 9 and 10**

- **Plan Ahead:**
  - Meet with your counselor to discuss your high school and post-secondary plans. Review your schedule and your 4-Year Plan to make sure you’re enrolled in rigorous classes that will help you prepare for your future plans.
  - Use Career Cruising to complete interest and learning style inventories to find out more about yourself.
  - Get involved in extracurricular activities in high school.
  - Get involved in community activities.
  - Go to college and career fairs.

- **Learn about Colleges and Careers**
  - Use Career Cruising as a resource to:
    - Save college and career searches
    - Learn about college costs and how financial aid works
    - Begin to build your resume: extra-curricular activities, sports, employment, etc.
  - Visit colleges while they are in session.
  - Talk to friends and family members who are college students to find out more about specific colleges.

- **Prepare for Tests:**
  - Talk to your counselor and teachers about taking the PSAT in mid-October in your freshman and/or sophomore year (CCPS pays for all sophomores to take the test). The PSAT is a good predictor of scores on the SAT and may make you eligible for scholarships.
  - Talk to your counselor and teachers about taking SAT Subject Tests in your strong subjects. Take Subject tests such as World History, Biology E/M and Chemistry while the material is still fresh in your mind.

- **Make the Most of Summer Opportunities:**
  - Look for a great summer opportunity: job, internship or volunteer in the community.
  - Start a summer reading list. Ask teachers to recommend books.
College and Career Preparation

Grade 11

Review your academic credentials
- Review your 4-Year Plan, post-secondary plans, GPA and class rank with your school counselor. Make sure you continue to take the most rigorous courses you can.
- Update your resume on Career Cruising with any new information.

Take the PSAT/NMSQT:
- At school, sign up early to take the PSAT/NMSQT in October. When taking the PSAT/NMSQT, sign up for “Student Search Service” to hear from colleges and scholarship programs.
- Start Your College Search:
  - Start with you: Make lists of your abilities, preferences and personal qualities. List things you may want to study and do in college.
  - Jump-start your college planning by reading about majors and careers.
  - Use Career Cruising to search for colleges with the right characteristics.

Begin Thinking about Financial Aid:
- Talk to your counselor about your college plans. Attend college night and financial aid night at your school or another school in the county.
- Log onto Career Cruising to use search tools on colleges and financial aid.

Get Ready for the SAT:
- Schedule Your Spring Testing
  - You can take either the SAT or up to three SAT Subject tests on one test day. Plan your testing schedule carefully if you want to take both, and register for two separate test dates. See the SAT schedule of test dates and register online for the SAT.
  - Prepare for the SAT by taking a free full-length official practice test. Then get a score and skills report. Learn which skills you need to improve. Be sure to sign up on www.collegeboard.org and download the Daily Practice SAT app to get the “SAT question of the day”.
- Explore Colleges
  - Start visiting local colleges and get a feel for what works for you.
  - Develop an initial list of colleges that interest you. You can narrow it down later.

- Prepare for AP Exams
- Plan Ahead for the summer and Senior Year
  - Review your senior year class schedule with your counselor. Challenge yourself with honors and AP classes.
  - Plan summer activities early. Enrich yourself by volunteering or getting an interesting job or internship.

Keep Up Your Momentum
- Visit colleges and narrow your list of schools that you are interested in. Take campus tours and, at colleges you’re serious about, schedule interviews with admission officers.
- Save colleges that you are interested in to your plan in Career Cruising and review the requirements for entrance. Check important dates; some colleges have early dates or rolling admission.
Grade 12

Getting Started
- Finalize your resume in Career Cruising.
- Discuss college/career options with your counselor and parent(s).
- Research admissions standards and know what testing/courses are required.
- Personally visit college campuses.
- Take advantage of SAT Prep courses before repeating the SAT.

Fall/Winter
- Take SAT and/or ACT. Check if the SAT Subject Tests are also required.
- Begin preparing college applications and essays; have someone proofread this work.
- Attend college fairs and talk with college representatives visiting your school.
- Learn about all deadline dates for colleges and scholarships.
- Talk with guidance staff about the process for requesting high school transcripts.
- Complete the NCAA Clearinghouse Initial Eligibility Form if you plan to play college sports (Division I or II).
- Talk with teachers and school counselors who will be writing letters of recommendation. Provide them with copies of your resume.
- Have your English teacher review your essay.
- Set up a file for each college and/or scholarship application or use the College Application Tracker in Career Cruising.
- Investigate all potential sources of financial aid. Check the guidance office and Career Cruising regularly for scholarship information.
- On or after October 1st, complete the Free Application for Federal Student Aid (FAFSA) application online at FAFSA.ed.gov
- Take the SAT again, if necessary.
- Apply for Senatorial and Delegate scholarships.
- Apply for other scholarships.
- Attend a financial aid night and explore all options for assistance; ask questions.
- Submit your applications!

Spring
- Reply to colleges to notify them of your final choice.
- Make a final visit to the college of your choice.
- Reply promptly to all financial aid awards. A missed deadline could mean lost aid!
- Send in room deposits, if necessary.
- Take college placement exams, if necessary.
- Request high school guidance office to send transcripts and proof of graduation to the college of your choice.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technology Education</td>
</tr>
<tr>
<td>Academy of Finance</td>
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<tr>
<td>Academy of Health Professionals</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Auto Mechanics – Service Technician</td>
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<tr>
<td>Business Administrative Services</td>
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<tr>
<td>Business Management</td>
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<tr>
<td>Career Research and Development</td>
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<tr>
<td>Carpentry</td>
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<tr>
<td>CISCO Networking Academy</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Cosmetology</td>
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<tr>
<td>Criminal Justice/Law Enforcement</td>
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<tr>
<td>Culinary Arts</td>
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<tr>
<td>Curriculum for Agricultural Sciences Education (CASE)</td>
</tr>
<tr>
<td>Electricity</td>
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<tr>
<td>Firefighter/Emergency Medical Technician</td>
</tr>
<tr>
<td>Graphic Arts</td>
</tr>
<tr>
<td>Home Improvement</td>
</tr>
<tr>
<td>Plumbing, Heating, Ventilation, &amp; Air Conditioning</td>
</tr>
<tr>
<td>Project Lead the Way – Biomedical Sciences</td>
</tr>
<tr>
<td>Project Lead the Way – Pathway to Engineering</td>
</tr>
<tr>
<td>Teacher Academy of Maryland (TAM)</td>
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<tr>
<td>Welding</td>
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<tr>
<td>Business Education</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>English</td>
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<tr>
<td>Family and Consumer Science</td>
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<tr>
<td>Fine Arts</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Naval Science</td>
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<tr>
<td>Physical Education/Health and Wellness</td>
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<tr>
<td>Preparatory Courses</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Technology Education</td>
</tr>
<tr>
<td>World Language and ESOL</td>
</tr>
</tbody>
</table>
Career & Technology Education

In order to receive a Maryland High School Diploma, students must complete a program of study, or pathway. There are two possible pathways. One is the College Preparatory Pathway. Another option for students is to complete a pathway in Career and Technology Education.

Career and Technology Education (CTE) is relevant, authentic learning that gives students real job-related experiences and allows them to pursue areas of strength as well as areas of interest. It is this relevance and authenticity that provides students an educational program that truly prepares them for a career and/or college. In many CTE programs, students have an opportunity to earn college credits while still in high school.

Calvert County Public Schools offers a wide variety of CTE programs of study. Of these programs, twelve are offered at the Career and Technology Academy (CTA), which is adjacent to Calvert High School’s campus in Prince Frederick. All programs at the CTA are designed to prepare students for post-secondary education and/or employment. Programs at the CTA are two year programs. Students attend CTA in eleventh grade for level one and in twelfth grade for level two. Level one classes are generally two periods long and level two classes are three periods long. Students in level one classes also take their English course while at CTA.

The comprehensive programs are open to all eleventh and twelfth-grade students. Students who are repeating tenth grade may enroll in Career and Technology Academy courses with their high school principal’s permission. Priority for enrollment in level one courses is given to eleventh grade students. Twelfth graders are permitted to enroll in level one if space is available.

At CTA, Job Placement Services provide employment readiness training for career and technology education students in the fifteen program areas. Students learn to correctly complete a job application, resume, and cover letter, and will participate in individual job interviews. Seniors receive a portfolio which includes their transcript, resume, employability profile, and job application.

The CTE programs available at CTA are:

- Academy of Health Professions
- Auto Mechanics - Service Technician
- Carpentry
- CISCO Networking Academy
- Cosmetology
- Culinary Arts
- Electricity
- Firefighter/Emergency Medical Technician
- Graphic Arts
- Home Improvement
- Plumbing, Heating, Ventilation, and Air Conditioning
- Welding

In addition to the CTE programs available at CTA, many Career and Technology Education programs are offered at the four high schools. Most of these programs consist of four courses. Students may complete one of the following CTE programs without ever leaving their home school:
Career Technology Education

- Academy of Finance
- Accounting
- Business Administrative Services
- Business Management
- Career Research and Development
- Computer Science
- Criminal Justice/Law Enforcement
- Curriculum for Agricultural Science Education (CASE) – CHS only
- Project Lead the Way – Biomedical Sciences
- Project Lead the Way – Pathway to Engineering
- Teacher Academy of Maryland (TAM)

Students who complete both a college prep pathway as well as a CTE pathway are referred to as Dual Completers. Dual completion provides students with more options upon graduating from high school. Students who graduate as dual completers are prepared to continue their education in college as well as to enter the workforce.

**Articulation Agreements for Career Technology Education Programs of Study**

The majority of the pathways have articulation agreements in place with community colleges, technical colleges or universities which provide college credit for the completion of high school courses. Some of the programs have a “memorandum of understanding” in place with a local union giving CCPS graduates a head start when joining a union. For more information, please call the CTA.

Below is a list of articulation agreements by program:

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Location of Program</th>
<th>Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Health Professions</td>
<td>CTA</td>
<td>CSM</td>
</tr>
<tr>
<td>Accounting</td>
<td>Home High School</td>
<td>CSM</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>CTA</td>
<td>Nashville Auto Diesel College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Universal Technical Institute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Northwestern Ohio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ohio Technical College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Technical Institute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pennsylvania College of Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community College of Baltimore County</td>
</tr>
<tr>
<td>Carpentry</td>
<td>CTA</td>
<td>Mid-Atlantic Carpenters Training Center</td>
</tr>
<tr>
<td>CASE</td>
<td>CHS</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>CISCO Networking Academy</td>
<td>CTA</td>
<td>CSM</td>
</tr>
<tr>
<td>Criminal Justice/Law Enforcement</td>
<td>Home High School</td>
<td>CSM</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>CTA</td>
<td>Johnson &amp; Wales University</td>
</tr>
<tr>
<td>Fire Fighter/EMT</td>
<td>CTA</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>CTA</td>
<td>Boston University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSM</td>
</tr>
<tr>
<td>Pathways</td>
<td>Location of Program</td>
<td>Articulation</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>P-HVAC</td>
<td>CTA</td>
<td>Unions</td>
</tr>
<tr>
<td>Project Lead the Way-Pathway to Engineering</td>
<td>Home High School</td>
<td>UMBC CSM</td>
</tr>
<tr>
<td>Project Lead the Way-Biomedical Sciences</td>
<td>Home High School</td>
<td>Stevenson University CSM</td>
</tr>
<tr>
<td>Teacher Academy of Maryland</td>
<td>Home High School</td>
<td>Towson University Coppin State University Stevenson University Hood College Salisbury University CSM</td>
</tr>
<tr>
<td>Welding</td>
<td>CTA</td>
<td>Unions</td>
</tr>
</tbody>
</table>
Business Pathways
Introductory/Prerequisite Courses

All Business Completers take these two courses:
- 5000 Principles of Business Administration and Management
- 5050 Principles of Accounting

Student chooses a Business Pathway:

*Students not attempting to complete a particular pathway who wish to take one of the Concentrator courses should use the alternate course number.
The following programs are offered at each of the four home high schools:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academy of Finance</strong></td>
<td>5000</td>
<td>Principles of Business Administration and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5050</td>
<td>Principles of Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5070</td>
<td>Principles of Finance / Financial Planning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5080</td>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5179</td>
<td>OR AP Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5081</td>
<td>Internship Required</td>
<td>0</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>5000</td>
<td>Principles of Business Administration and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5050</td>
<td>Principles of Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5060</td>
<td>Advanced Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5067</td>
<td>Business Capstone – Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5179</td>
<td>OR AP Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5081</td>
<td>Internship Required</td>
<td>0</td>
</tr>
<tr>
<td><strong>Business Administrative Services</strong></td>
<td>5000</td>
<td>Principles of Business Administration and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5050</td>
<td>Principles of Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5060</td>
<td>Advanced Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5070</td>
<td>Principles of Finance / Financial Planning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5080</td>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5179</td>
<td>OR AP Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5081</td>
<td>Internship Required</td>
<td>0</td>
</tr>
<tr>
<td><strong>Business Management</strong></td>
<td>5000</td>
<td>Principles of Business Administration and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5050</td>
<td>Principles of Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5160</td>
<td>Advanced Business Management</td>
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</tr>
<tr>
<td></td>
<td>5167</td>
<td>Business Capstone – Business Management</td>
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</tr>
<tr>
<td></td>
<td>5179</td>
<td>OR AP Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5081</td>
<td>Internship Required</td>
<td>0</td>
</tr>
<tr>
<td><strong>Career Research and Development</strong></td>
<td>8650</td>
<td>Career Research Development</td>
<td>1</td>
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<tr>
<td></td>
<td>8660</td>
<td>Career Research Development Seminar</td>
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<tr>
<td></td>
<td>8670</td>
<td>Work-Based Learning Experience</td>
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<tr>
<td><strong>Computer Science</strong></td>
<td>3505</td>
<td>Foundations of Computer Science</td>
<td>1</td>
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<tr>
<td></td>
<td>3506</td>
<td>AP Computer Science Principles</td>
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<tr>
<td></td>
<td>3511</td>
<td>App Development</td>
<td>1</td>
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<tr>
<td></td>
<td>3519</td>
<td>AP Computer Science Coding</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3519</td>
<td>OR Dual Enrollment (see 3519 for info)</td>
<td></td>
</tr>
<tr>
<td><strong>Criminal Justice / Law Enforcement</strong></td>
<td>2600</td>
<td>American Criminal Justice System</td>
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</tr>
<tr>
<td></td>
<td>2610</td>
<td>Juvenile Justice</td>
<td>1</td>
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<tr>
<td></td>
<td>2620</td>
<td>Criminal Law</td>
<td>1</td>
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<tr>
<td></td>
<td>2630</td>
<td>Criminal Investigation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Curriculum for Agricultural Science</strong></td>
<td>8035</td>
<td>Intro. to Agriculture, Food, and Natural Resources (AFNR)</td>
<td>1</td>
</tr>
<tr>
<td>Education (CASE) (CHS only)</td>
<td>8036</td>
<td>Principles of Agricultural Science – Animal (ASA)</td>
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<tr>
<td></td>
<td>8037</td>
<td>Animal and Plant Biotechnology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8038</td>
<td>Agricultural Business, Research, and Development</td>
<td>1</td>
</tr>
<tr>
<td><strong>Project Lead the Way – Biomedical Sciences</strong></td>
<td>8025</td>
<td>Principles of Biomedical Sciences</td>
<td>1</td>
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<tr>
<td></td>
<td>8026</td>
<td>Human Body Systems</td>
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<tr>
<td></td>
<td>8027</td>
<td>Medical Interventions</td>
<td>1</td>
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<tr>
<td></td>
<td>8028</td>
<td>Biomedical Innovation</td>
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<tr>
<td><strong>Project Lead the Way – Pathway to</strong></td>
<td>8005</td>
<td>Introduction to Engineering Design (Prerequisite course)</td>
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<tr>
<td>Engineering**</td>
<td>8006</td>
<td>Principles of Engineering</td>
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<tr>
<td></td>
<td>8007</td>
<td>Digital Electronics</td>
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<td></td>
<td>8008</td>
<td>Aerospace Engineering</td>
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</tr>
<tr>
<td></td>
<td>8011</td>
<td>OR Civil Engineering and Architecture</td>
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<tr>
<td></td>
<td>8009</td>
<td>Engineering Design and Development</td>
<td>1</td>
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<tr>
<td><strong>Teacher Academy of Maryland (TAM)</strong></td>
<td>5500</td>
<td>Human Growth and Development through Adolescence</td>
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<tr>
<td></td>
<td>5510</td>
<td>Teaching as a Profession</td>
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<tr>
<td></td>
<td>5520</td>
<td>Foundations of Curriculum and Instruction</td>
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<td></td>
<td>5530</td>
<td>Education Academy Internship</td>
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</table>
The following programs are offered at the Career and Technology Academy (CTA):

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Health Professions</td>
<td>8061</td>
<td>Academy of Health Professions I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8071</td>
<td>Academy of Health Professions II Track A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8072</td>
<td>OR Academy of Health Professions II Track B</td>
<td>3</td>
</tr>
<tr>
<td>Auto Mechanics – Service Tech.</td>
<td>8941</td>
<td>Service Technician I</td>
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</tr>
<tr>
<td></td>
<td>8951</td>
<td>Service Technician II</td>
<td>3</td>
</tr>
<tr>
<td>Carpentry</td>
<td>8271</td>
<td>Carpentry I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8281</td>
<td>Carpentry II</td>
<td>3</td>
</tr>
<tr>
<td>CISCO Networking Academy</td>
<td>8441</td>
<td>PC Troubleshooting and Introduction to Network Engineering</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8451</td>
<td>Advanced Network Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8452</td>
<td>Cyber Security and Network Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>8360</td>
<td>Cosmetology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8371</td>
<td>Cosmetology II</td>
<td>3</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>8511</td>
<td>Food Production and Management I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8521</td>
<td>Food Production and Management II</td>
<td>3</td>
</tr>
<tr>
<td>Electricity</td>
<td>8411</td>
<td>Electricity I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8421</td>
<td>Electricity II</td>
<td>3</td>
</tr>
<tr>
<td>Firefighter/Emergency Medical</td>
<td>8994</td>
<td>Fire and Rescue I</td>
<td>3</td>
</tr>
<tr>
<td>Medical Tech</td>
<td>8997</td>
<td>Fire and Rescue II</td>
<td>3</td>
</tr>
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<td>Graphic Arts</td>
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<td>Graphic Arts I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8621</td>
<td>Graphic Arts II</td>
<td>3</td>
</tr>
<tr>
<td>Home Improvement</td>
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<td>Home Improvement I</td>
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<tr>
<td></td>
<td>8881</td>
<td>Home Improvement II</td>
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<tr>
<td>Plumbing, Heating, Ventilation,</td>
<td>8124</td>
<td>Heating, Ventilation, and Air Conditioning I</td>
<td>2</td>
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<tr>
<td>and Air Conditioning</td>
<td>8125</td>
<td>Heating, Ventilation, and Air Conditioning II</td>
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<tr>
<td>Welding</td>
<td>8911</td>
<td>Welding I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8921</td>
<td>Welding II</td>
<td>3</td>
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</tbody>
</table>
Course Descriptions - CTE

Career & Technology Education (CTE) Programs

Academy of Finance

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Finance</td>
<td>5000</td>
<td>Principles of Business Administration and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5050</td>
<td>Principles of Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5070</td>
<td>Principles of Finance / Financial Planning</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5080</td>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5179</td>
<td>OR AP Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5081</td>
<td>Internship Required</td>
<td>0</td>
</tr>
</tbody>
</table>

5000  Principles of Business Administration and Management
This is a required course in all four Business, Management, and Finance pathways. In this course you will learn the basic principles surrounding economics, management, marketing, accounting, business ethics, business law, business communication, and careers in business. Enjoy many on-line learning programs, listen to and learn from motivational guest speakers representing various fields in business.
CREDIT: 1  TYPE: Academic  GRADE: 9-12

5050  Principles of Accounting
This is a required course in all four Business, Management, and Finance pathways. This course provides students with the skills and knowledge necessary to manage and maintain a small company's financial resources in daily operating decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply to various forms of business ownership. In addition, students will prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Upon completion of the course, students will also have a good understanding of payroll, payroll and sales tax liabilities and have the skills to manage a business checking account.
CREDIT: 1  TYPE: Academic  GRADE: 10-12

5070/5075  Principles of Finance/Financial Planning
This course introduces students to the multifaceted world of banking and other financial services companies. It begins with an introduction of the origins of money and banking, and explores the early history of banking in the United States. Students then move into an in-depth study of the financial services industry and investigate the types of companies that make up the industry. The role of the Federal Reserve System, functions of credit and borrowing, and the impact they play in regards to our economy are discussed. Employment opportunities within the industry are researched with a focus on ethics in the banking industry. The second half of the course focuses on the importance of personal financial planning, and how people reach their life goals through sound financial management. Key concentration areas covered are: preparing a budget, credit, borrowing, saving, investing, and risk management through insurance. It is recommended that students participate in the spring session of the Stock Market Game. This course satisfies the graduation requirement in Financial Literacy.
COURSE NOTE: Students wishing to complete the Academy of Finance pathway should register for 5070. Students who are not planning on completing the Academy of Finance pathway should register for 5075.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: For students wishing to complete the Academy of Finance pathway, the prerequisites are successful completion with a 70% or better or concurrent enrollment in 5000 Principles of Business Administration and Management and 5050 Principles of Accounting. For students who are not wishing to complete the Academy of Finance Pathway and are taking 5075 in order to fulfill their Financial Literacy graduation requirement, there is no prerequisite.
5080 Economics
Economics is a social science that analyzes the production, distribution and consumption of goods and services and the allocation of scarce resources. This course will focus on microeconomic issues such as scarcity, supply, demand, market structures, competition, the profit motive, and the types of economic systems found in most nations of the world today. Macroeconomic issues such as gross domestic product, inflation, unemployment, the role of government in the economy, fiscal policy, and monetary policy will also be explored. The course follows the 20 standards in economics as defined by the National Council on Economic Education. Students will also delve into global economic issues. This course helps students improve their decision making, become more informed citizens, and they will understand the complex issues surrounding them in the world today.

CREDIT: 1  TYPE: Academic  GRADE: 11-12
PREREQUISITE: Successful completion of Comprehensive Algebra (3123) or Academic Algebra 1 (3125) with a grade of 70% or higher.

5179 AP Microeconomics
The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a 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. There is no single approach that an AP Microeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following topics will be explored: basic economical concepts, nature and functions of product markets, factor markets, market failure and role of the government. It is the expectation that all students that enroll in this course sit for the exam. Students may incur additional costs associated with field trips as planned by the instructor. The cost of the AP exam is at the student's expense. This course will be offered depending on enrollment.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12
PREREQUISITE: Instructor’s approval.

Academy of Health Professions

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Health Professions</td>
<td>8061</td>
<td>Academy of Health Professions I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8071</td>
<td>Academy of Health Professions II Track A – Nursing Assistant &amp; Medical Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8072</td>
<td>OR Academy of Health Professions II Track B – Nursing Assistant and Physical Therapy/Sports Medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8072</td>
<td>OR Academy of Health Professions II Track B – Nursing Assistant and Physical Therapy/Sports Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

8061 Academy of Health Professions I (Academy of Health Professions Level I is comprised of two courses: Foundations of Medicine and Health Science and Structure and Functions of the Human Body)
The Academy of Health Professions pathway is a program designed for students who plan to pursue healthcare careers that involve direct patient care. In the junior year, students will learn Anatomy and Physiology, basic disease processes, and simple medical skills. In addition, students will become certified in both American Heart Association First Aid and Health Care Provider CPR. The junior year in the Academy of Health Professions serves as a foundation for the skills learned and certifications acquired during the senior year. Students are required to purchase scrub tops and encouraged to participate in Skills USA competitions. Costs will not exceed $100. Any student who successfully completes 8061 and 8071 with an 80% or greater and attends CSM will be eligible for college credit from CSM.

COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 2  TYPE: Academic  GRADE: 11
PREREQUISITE: Successful completion with a grade of 70% or higher in Biology (4204 or 4207).
Enrollment based on completion of an application and interview.

Academy of Health Professions II
Academy of Health Professions II highlights direct patient care related to multiple health disciplines. Emphasis is placed on preparing the student for hands-on experiences in various healthcare fields. Students choose from two different track options allowing them the opportunity to specialize their educational training in an area that best meets their future career goals. In both tracks, students who qualify will be given an opportunity to participate in a 40-hour clinical rotation at a local healthcare facility. Please see below for course numbers and descriptions of both track options.

8071 Academy of Health Professions II Track A- Nursing Assistant & Medical Assistant (Academy of Health Professions Level II Track A is comprised of two courses: Certified Nursing Assistant and Certified Clinical Medical Assistant)
In Track A, students will spend one semester learning Certified Nursing Assistant (CNA) content and one semester learning Certified Clinical Medical Assistant (CCMA) content. The CNA curriculum focuses on direct patient care in a hospital setting or a long-term care facility. Students learn hands-on patient care skills in a hospital lab environment and then attend a 40-hour clinical rotation to work with real patients. The CCMA curriculum prepares students to work in a medical office by teaching EKG, Phlebotomy, Medical Office skills, and Pharmacology. At the end of the senior year, students who meet the requirements can sit for the Certified Nursing Assistant, Geriatric Nursing Assistant, and Certified Clinical Medical Assistant certification exams. These certifications prepare students for post-secondary education or immediate employment upon graduation. Students who choose to pursue the certifications listed will be responsible for the testing fees and any other required costs. Any student who successfully completes 8061 and 8071 with an 80% or greater and attends CSM will be eligible for college credit from CSM.
COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 3  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion with a grade of 70% or higher in Academy of Health Professions I (8060).

8072 Academy of Health Professions II Track B- Nursing Assistant & Physical Therapy/Sports Medicine (Academy of Health Professions Level II Track A is comprised of two courses: Certified Nursing Assistant and Physical Rehabilitation) )
In Track B, students will spend one semester learning Certified Nursing Assistant (CNA) content and one semester studying Physical Therapy/Sports Medicine content. The CNA curriculum focuses on direct patient care in a hospital setting or a long-term care facility. Students learn hands-on patient care skills in a hospital lab environment and then attend a 40-hour clinical rotation to work with real patients. At the end of the CNA semester, students who meet the requirements can sit for the Certified Nursing Assistant and Geriatric Nursing Assistant (GNA) certification exams. These certifications prepare students for post-secondary education or immediate employment upon graduation. Students who choose to pursue the CNA and GNA certifications will be responsible for the testing fees and any other required costs. The Physical Therapy/Sports Medicine curriculum will train students in areas related to physical injuries and rehabilitative services. Topics include anatomy and clinical kinesiology, range of motion and functional mobility, general principles of physical therapy, and exercise therapy. In addition to classroom and lab learning, students will attend an internship opportunity to gain experience working with physical therapists and athletic trainers. At the end of the Physical Therapy/Sports Medicine semester, students will receive documentation of all internship hours which can be used for admission to college or for employment upon graduation. Any student who successfully completes 8061 and 8071 with an 80% or greater and attends CSM will be eligible for college credit from CSM.
COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 3  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion with a grade of 70% or higher in Academy of Health Professions I (8060).
## Accounting

<table>
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<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>5000</td>
<td>Principles of Business Administration and Management</td>
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<tr>
<td></td>
<td>5050</td>
<td>Principles of Accounting</td>
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<tr>
<td></td>
<td>5060</td>
<td>Advanced Accounting</td>
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<td>Choose one of these</td>
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<td></td>
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<td>5179 AP Microeconomics</td>
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<td></td>
<td>One Dual Enrollment course at CSM:</td>
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<tr>
<td></td>
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<td>BAD 1210 Principles of Management</td>
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<td>BAD 1335 Applied Business Communications</td>
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<td>BAD 2070 Business Law I</td>
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<td>ECN 1015 Introduction to Business in a Market Economy</td>
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<td>ITS 1015 The Information Age: Emerging Technologies</td>
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</tbody>
</table>

### 5000  Principles of Business Administration and Management
This is a required course in all four Business, Management, and Finance pathways. In this course you will learn the basic principles surrounding economics, management, marketing, accounting, business ethics, business law, business communication, and careers in business. Enjoy many on-line learning programs, listen to and learn from motivational guest speakers representing various fields in business.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12

### 5050  Principles of Accounting
This is a required course in all four Business, Management, and Finance pathways. This course provides students with the skills and knowledge necessary to manage and maintain a small company’s financial resources in daily operating decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner’s equity as they apply to various forms of business ownership. In addition, students will prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Upon completion of the course, students will also have a good understanding of payroll, payroll and sales tax liabilities and have the skills to manage a business checking account.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

### 5060/5065  Advanced Accounting
This course explores methods for using accounting data in planning, controlling, predicting, and evaluating business initiatives. Students learn to make business decisions which integrate tools such as cash flow analysis, cost, accounting, cost volume profit analysis, budgeting, and other quantitative methods. Software will be used to apply accounting principles learned in this class. This course will prepare students to enter the workforce and provide the tools for success in college. This course, along with Accounting I, is articulated with the College of Southern Maryland.

**COURSE NOTE:** Students wishing to complete the Accounting pathway should register for 5060. Students who are not planning on completing the Accounting pathway should register for 5065.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 11-12

**PREREQUISITE:** Successful completion of both Principles of Business Administration and Management (5000) AND Principles of Accounting (5050) with a 70% or higher.

### 5067  Business Capstone-Accounting
The Capstone course will provide instruction on managing projects, creating business plans, conducting research, and utilizing electronic tools. Students will then personally design an independently conducted
activity, or Capstone project, that enables them to further their expertise of accounting. This Capstone project offers an opportunity to think critically about a subject of interest while demonstrating mastery and application of the skills and knowledge within a particular content area. The course culminates with a presentation of the students’ Capstone projects. This course prepares students to pass the College Board’s CLEP (College Level Examination Program) exam in Financial Accounting. The CLEP exam is recognized by close to 3,000 colleges and universities nationwide. Students earn three college credits by passing this exam. The College of Southern Maryland (CSM) provides access to the CLEP exams. There is a fee required to take this exam at CSM. More information is available about the CLEP exam at www.collegeboard.org/clep. Students who enroll in this course are required to purchase a CLEP exam preparation book.

**Course Code:** 5179  
**Course Title:** AP Microeconomics  
**Course Description:** The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a 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. There is no single approach that an AP Microeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following topics will be explored: basic economical concepts, nature and functions of product markets, factor markets, market failure and role of the government. It is the expectation that all students that enroll in this course sit for the exam. Students may incur additional costs associated with field trips as planned by the instructor. The cost of the AP exam is at the student's expense. This course will be offered depending on enrollment.

**Course Credit:** 1  
**Course Type:** Advanced Placement  
**Course Grade:** 11-12  
**Prerequisite:** Instructor’s approval.

### Auto Mechanics-Service Technician

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Auto Mechanics – Service Technician</td>
<td>8941</td>
<td>Service Technician I</td>
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</tr>
<tr>
<td></td>
<td>8951</td>
<td>Service Technician II</td>
<td>3</td>
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</tbody>
</table>

**Course Code:** 8941  
**Course Title:** Service Technician I  
**Course Description:** (Service Technician Level I is comprised of two courses: Brakes and Steering and Suspension)  
Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. Focus will be on safety, basic theory, shop operations, brakes, steering, and suspensions. Students will have the opportunity to learn skills needed for career entry employment in the automotive industry. This Automotive Service Excellence (ASE) Education Foundation Maintenance and Light Repair certified course will prepare students to enter an automotive training program at the post-secondary level. Students are responsible for an ASE student certification testing fee ($40.00 yearly), and the cost of a uniform shirt from CTA of $20.00. Uniform pants and shoes are purchased on their own. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students to participate in the ASE Education Foundation benefits (shadowing, mentoring, etc.).  
**Course Note:** This course is taught at the Career & Technology Academy.  
**Course Credit:** 2  
**Course Type:** Academic  
**Course Grade:** 11  
**Prerequisite:** Students must file an application for admission into the program, take a math test, a mechanical aptitude and reading test, have at least a 70% over-all GPA and 90% in the previous school
year. Students must have acquired a minimum of two credits in math and be concurrently enrolled in a third math course in order to register for Service Technician I.

8951 Service Technician II (Service Technician Level II is comprised of two courses: Electrical/Electronic Systems and HVAC and Automotive Technology Maintenance Capstone)

Students will build on the skills taught in the Service Technician I program. Students will focus on safety, basic theory, shop operations, electrical/electronics, and maintenance and light repair. Students are prepared to sit for the ASE tests. Students are responsible for an ASE student certification testing fee ($40.00 yearly). Students may use the previous year’s uniform or purchase a new one. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to participate in the ASE Education Foundation benefits (shadowing, mentoring, etc.).

**COURSE NOTE:** This course is taught at the Career & Technology Academy.

**CREDIT:** 3  **TYPE:** Academic  **GRADE:** 12

**PREREQUISITE:** Successful completion of Service Technician I (8941) with a grade of 70% or higher and teacher recommendation.

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### Business Administrative Services

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<tr>
<th>Program</th>
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<td>Business Administrative Services</td>
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<td>5050</td>
<td>Principles of Accounting</td>
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<tr>
<td></td>
<td>5030</td>
<td>Office Systems Management (Word/PowerPoint)</td>
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<tr>
<td></td>
<td>5100</td>
<td>Office Systems Management (Excel/Access)</td>
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</table>

**5000 Principles of Business Administration and Management**

This is a required course in all four Business, Management, and Finance pathways. In this course you will learn the basic principles surrounding economics, management, marketing, accounting, business ethics, business law, business communication, and careers in business. Enjoy many on-line learning programs, listen to and learn from motivational guest speakers representing various fields in business.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12

**5050 Principles of Accounting**

This is a required course in all four Business, Management, and Finance pathways. This course provides students with the skills and knowledge necessary to manage and maintain a small company’s financial resources in daily operating decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner’s equity as they apply to various forms of business ownership. In addition, students will prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Upon completion of the course, students will also have a good understanding of payroll, payroll and sales tax liabilities and have the skills to manage a business checking account.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

**5030/5035 Office Systems Management (Word/PowerPoint)**

The Office Systems Management (Word/PowerPoint) course provides students with a study of advanced business practices, information systems and computer applications. Students develop managerial and technical skills for business support operations through applied learning. Problem-solving skill development is incorporated throughout the course. Competencies include: applying emerging technologies in order to complete appropriate office operations; using advanced desktop publishing and
word processing software in order to create business documents and professional presentations; exhibiting appropriate interpersonal knowledge of acceptable values and behaviors in order to become ethically responsible employees and developing an appreciation of diversity in the workplace. Industry standard office equipment and Microsoft Office software will be used in this course. When students complete this course, they will be able to obtain the advanced competencies to take the Microsoft Office Specialist exam for industry certification in MS Word and/or MS PowerPoint.

**COURSE NOTE:** Students wishing to complete the Business Administrative Services pathway should register for 5030. Students who are not planning on completing the Business Administrative Services pathway should register for 5035.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

### 5100 Office Systems Management (Excel/Access)

The Office Systems Management (Excel/Access) course provides students with a study of advanced skills using Microsoft’s leading business productivity software to create spreadsheets and databases. Students will be expected to think analytically, manipulate information, and use the computer as a productivity tool through integrated application programs. Expertise in technology will contribute to students’ future career mobility, advancement potential, compensation and job satisfaction. Industry standard office equipment and Microsoft Office software will be used in this course. When students complete this course, they will be able to obtain the advanced competencies to take the Microsoft Office Specialist exam for industry certification in MS Excel and/or MS Access.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

## Business Management

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<td>5160</td>
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</table>

### 5000 Principles of Business Administration and Management

This is a required course in all four Business, Management, and Finance pathways. In this course you will learn the basic principles surrounding economics, management, marketing, accounting, business ethics, business law, business communication, and careers in business. Enjoy many on-line learning programs, listen to and learn from motivational guest speakers representing various fields in business.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12

### 5050 Principles of Accounting

This is a required course in all four Business, Management, and Finance pathways. This course provides students with the skills and knowledge necessary to manage and maintain a small company’s financial resources in daily operating decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner’s equity as they apply to various forms of
business ownership. In addition, students will prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Upon completion of the course, students will also have a good understanding of payroll, payroll and sales tax liabilities and have the skills to manage a business checking account.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

5160/5165  **Advanced Business Management**

This course explores advanced topics such as major management theories and functions, operational aspects of management, human resource management, production management, accounting and marketing management, and international management. In this course, students will prepare a formal business plan for a small, service-based or goods-based business. This course prepares students to pass the College Board’s CLEP (College Level Examination Program) exam in Principles of Management. The CLEP exam is recognized by close to 3,000 colleges and universities nationwide. Students earn three college credits by passing this exam. There is an $80 test fee and a $25 sitting fee required to take the exam at the College of Southern Maryland. More information is available about the CLEP exam at www.collegeboard.org/clep.

**COURSE NOTE:** Students wishing to complete the Business Management pathway should register for 5160. Students who are not planning on completing the Business Management pathway should register for 5165.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 11-12

**PREREQUISITE:** Successful completion of both 5000 Principles of Business Management and 5050 Principles of Accounting with a 70% or higher.

5167  **Business Capstone-Business Management**

The Capstone course will provide instruction on managing projects, creating business plans, conducting research, and utilizing electronic tools. Students will then personally design an independently conducted activity, or Capstone project, that enables them to further their expertise of business management. This Capstone project offers an opportunity to think critically about a subject of interest while demonstrating mastery and application of the skills and knowledge within a particular content area. The course culminates with a presentation of the students’ Capstone projects. This course prepares students to pass the College Board’s CLEP (College Level Examination Program) exam in Principles of Management. The CLEP exam is recognized by close to 3,000 colleges and universities nationwide. Students earn three college credits by passing this exam. The College of Southern Maryland (CSM) provides access to the CLEP exams. There is a fee required to take this exam at CSM. More information is available about the CLEP exam at www.collegeboard.org/clep. Students who enroll in this course are required to purchase a CLEP exam preparation book.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 12

**PREREQUISITE:** Successful completion of and/or concurrent enrollment in: 5000 Principles of Business Administration and Management, 5050 Principles of Accounting, and 5160 Advanced Business Management.

5179  **AP Microeconomics**

The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a 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. There is no single approach that an AP Microeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following topics will be explored: basic economical concepts, nature and functions of product markets, factor markets, market failure and role of the government. It is the expectation that all students that enroll in this course sit for the exam. Students may incur additional costs associated with field trips as planned by the instructor. The cost of the AP exam is at the student's expense. This course will be offered depending on enrollment.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 11-12

**PREREQUISITE:** Instructor's approval.
Career Research and Development

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<th>Credits</th>
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<td>Career Research Development Seminar</td>
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<tr>
<td></td>
<td>8670</td>
<td>Work-Based Learning Experience</td>
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</table>

8650  Career Research and Development
Career Research and Development is the first in a series of two courses and a work based learning experience designed to teach students the process of self-awareness, career exploration and the setting of academic and career related goals to prepare them for further education or employment. Students will be introduced to career planning, job skills, the Skills for Success (communication, learning, interpersonal technology, and critical thinking). Classes will be held at the home school of the student. It is strongly recommended that students join SkillsUSA in the amount of $10.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

CREDIT: 1  TYPE: Academic  GRADE: 11-12

8660  Career Research and Development Seminar
Students will research and refine skills for job seeking and advancement. Through a seminar format, students will apply financial literacy skills to life management and assess personal and professional goals. They will complete a job search, practice interviewing and build a career portfolio that demonstrates proficiency in workplace readiness, personal financial management, and employment experiences. Students will complete a portfolio as the final project for this class. It is strongly recommended that students join SkillsUSA in the amount of $10.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

CREDIT: 1  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of Career Research and Development 1. Concurrent enrollment is permitted.

8670  Work-Based Learning Experience
The work-based learning (WBL) experience takes place at the work-site, includes a minimum of 270 hours, and may be paid or unpaid. This experience is directed by the WBL agreement and plan developed by the student, parent, WBL coordinator and employer. The WBL plan identifies appropriate competencies, duties and tasks in academic, technical and work readiness areas that apply directly to the goals for a specific work-related placement. Work-based learning placements prepare students for employment that leads to a family - supporting wage based on student interest and employer demand.

CREDIT: 2  TYPE: Academic  GRADE: 12
COREQUISITES: If you take this course, you must also take 8660 - Career Research and Development Seminar.

Carpentry

<table>
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<th>Course Name</th>
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<tr>
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<td>Carpenter II</td>
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</table>
8271  Carpentry I (Carpentry Level I is comprised of two courses: Foundations of Building and Construction Technology and Carpentry I)

Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. If you want to learn a trade, build your own house or just like working with your hands, the Carpentry Program may be for you. You will develop the knowledge and skills needed in today’s home construction and remodeling. Students will earn the OSHA 10 safety certification and work towards their certifications through the National Center for Construction Education and Research (NCCER). This curriculum covers all aspects of Construction such as blueprint reading, framing, job and tool safety and estimating materials. Students will also have the opportunity to demonstrate their abilities through the SkillsUSA organization competing against students from other school systems. Students will need to supply appropriate work clothes, work boots, and tape measure. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

COURSE NOTE: This course is taught at the Career & Technology Academy.

CREDIT: 2  TYPE: Academic  GRADE: 11

8281  Carpentry II (Carpentry Level II is comprised of two courses: Carpentry II and Construction Professions Capstone)

Level II students in Carpentry will earn their NCCER certifications through the Associated Builders and Contractors of America. These certifications allow students to enter post-secondary Carpentry training programs at advanced apprentice levels. Students will develop the Job entry skills needed for the success in the construction field. Students will be actively involved in many hands-on construction projects during the year including a house construction project. Students in the Carpentry Program will be given the opportunity to compete in a variety of SkillsUSA contests such as Carpentry, Cabinetmaking, Teamwork and Chapter Display. This program has been extremely successful in these areas advancing many students to the National Levels contests. Students successfully completing the second year of Carpentry will be considered Program Completers. Students will need to supply appropriate work clothing, work boots, and tape measure and pay the NCCER registration fee of $25.00. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

COURSE NOTE: This course is taught at the Career & Technology Academy.

CREDIT: 3  TYPE: Academic  GRADE: 12

PREREQUISITE: Successful completion Carpentry I (8271).

CISCO Networking Academy

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<th>Course Name</th>
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<td>8451</td>
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<tr>
<td></td>
<td>8452</td>
<td>Cyber Security and Network Engineering</td>
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</table>

While participating in the Networking Academy program, students are granted access to computer functions as a part of the curriculum. This privilege enables participating students to perform many functions beyond those that are typical for a CCPS student. Students are expected to always use what they have learned in the program in a responsible manner and not for destructive or disruptive purposes. Specific Networking Academy offenses include, but are not limited to:

- Attempting to gain access to information owned by the school system or by its authorized users without permission from the appropriate parties;
- Accessing, downloading, printing, or storing information with sexually explicit content as prohibited by law or CCPS policy and procedures;
• Installing or downloading computer software, programs, or executable files that violate CCPS policies and procedures;
• Intentionally developing or experimenting with malicious programs (viruses, worms, spy-ware, keystroke loggers, phishing software, Trojan horses, etc.) on any school–owned computer;
• Knowingly propagating malicious programs;
• Changing administrator rights on any school-owned computer, or the equivalent on non-Microsoft Windows based systems.

Failure to comply with these expectations will result in disciplinary action. Depending on the severity of the incident, students may be suspended from school, restricted from using CCPS computers, or permanently removed from the Networking Academy program.

A more comprehensive list of expectations as well as the consequences for failing to comply with these expectations are included in a student-user agreement form. This form, which students and their parents/guardians are required to sign, will be distributed to students and thoroughly explained at the beginning of each school year.

8441  PC Troubleshooting and Introduction to Network Engineering (Introduction to Network Engineering is comprised of two courses: Intro to Networking and Routing and Switching)

Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. This course covers the content from three of Cisco’s courses: IT Essentials, Routing & Switching: Introduction to Networks, and Routing & Switching: Essentials. The IT Essentials course introduces the computer hardware and software skills needed to help meet the growing demand for entry-level Information and Communication Technology (ICT) professionals. The curriculum covers the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional. The Routing and Switching: Introduction to Networks covers networking architecture, structure, and functions. The course introduces the principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations to provide a foundation for the curriculum. The Routing and Switching: Essentials course covers the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of the course, students will be able to explain network technologies, explain how devices access local and remote network resources, describe router hardware, explain how switching operates in a small-to-medium business, configure initial settings on a network device, configure Ethernet switchports, Implement VLANS, implement static routing, Configure DHCP, Setup Network Address Translation and Implement access control lists.

COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 2  TYPE: Academic  GRADE: 11

8451  Advanced Network Engineering (Advanced Network Engineering is comprised of two courses: Scaling Networks and Connecting Networks)

This level 2 course in the Network Academy program covers 2 of Cisco’s courses: Routing and Switching: Scaling Networks and Routing and Switching; Connecting Networks. CCNA R&S: Scaling Networks covers the architecture, components, and operations of routers and switches in larger and more complex networks. Students learn how to configure routers and switches for advanced functionality. CCNA R&S: Connecting Networks (CN) discusses the WAN technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. By the end of this course, students will be able to configure and troubleshoot routers and switches, resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks, implement a WLAN in a small-to-medium network, resolve common issues with data link protocols, implement virtual private network operations in a complex network.

COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 3  TYPE: Academic  GRADE: 12
PREREQUISITE: 8441 - PC Troubleshooting and Introduction to Network Engineering
8452  **Cyber Security and Network Engineering** (Cyber Security and Network Engineering is comprised of two courses: Scaling Networks and CCNA Security)

This level 2 course in the Networking Academy program covers content in three of Cisco’s courses: Routing and Switching: Scaling Networks, Cybersecurity Essentials, and CCNA Security. CCNA R&S: Scaling Networks covers the architecture, components, and operations of routers and switches in larger and more complex networks. Students learn how to configure routers and switches for advanced functionality. The Cybersecurity Essentials course develops foundational understanding of cybersecurity and how it relates to information and network security. The course introduces students to characteristics of cyber crime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills to pursue careers in cybersecurity. The CCNA Security course provides a next step for individuals who want to enhance their CCENT-level skill set and help meet the growing demand for network security professionals. The CCNA Security curriculum provides an introduction to the core security concepts and skills needed for the installation, troubleshooting, and monitoring of network devices to maintain the integrity, confidentiality, and availability of data and devices. By the end of this course, students will be able to configure and troubleshoot routers and switches, resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks, implement a WLAN in a small-to-medium network, understand network security principles as well as the tools and configurations available, apply knowledge and skills to design, implement, and support network security, and develop security policies that comply with cybersecurity laws.

**CREDIT:** 3  **TYPE:** Academic  **GRADE:** 12  
**PREREQUISITE:** 8441 - PC Troubleshooting and Introduction to Network Engineering

### Computer Science

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>3505</td>
<td>Foundations of Computer Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3506</td>
<td>AP Computer Science Principles</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3511</td>
<td>App Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3519</td>
<td>AP Computer Science Coding OR Dual Enrollment (See 3519 for info)</td>
<td>1</td>
</tr>
</tbody>
</table>

**3505 Foundations of Computer Science**

This course is designed to introduce students to the field of computer science through an exploration of the conceptual ideas of computing. The course will help students understand why certain software tools and programming languages are utilized to solve particular problems. The goal is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of real-world challenges relevant to the rapidly changing world of 21st century computing. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues.

As a result of this course, students will develop the knowledge, skills, and abilities to perform the following computational practices:

- Describe and analyze the effects of developments in computing, including the role of Cyber Security;
- Design and implement creative solutions and artifacts to solve real-world problems;
- Apply abstractions and models using appropriate programming languages;
- Analyze their computational work and the work of others to determine effectiveness in meeting client needs;
- Connect computation with other disciplines and the role of Information Technology (IT) professionals;
- Communicate thought processes (used in development) and results (product review); and
• Work effectively in teams to identify and develop computing solutions.

Foundations of Computer Science is the first course of a four course Career and Technology Education program of study called Computer Science. Depending on which high school they attend, students wishing to complete this program may do so at the CTA or their regular high school. This course meets the graduation requirement for Technology Education.

CREDIT: 1  TYPE: Academic  GRADE: 9-12

3506 AP Computer Science Principles
This course advances students’ understanding of the technical aspects of computing including: programming and algorithm design, computer system organization and operation, and data representation and information organization. Specific programming languages may include Processing, C++, and Java.

As a result of this course, students will:
Demonstrate proficiency in programming and algorithm design that requires the use of data abstraction to solve basic programming problems in multiple (or single) programming paradigms;
• Analyze computer systems including components, organization, and operation;
• Demonstrate in-depth knowledge of how computer systems work individually and collectively;
• Apply principles of data representation and information organization at the machine level for program analysis;
• Apply principles of data representation and information organization at the data structure level for program implementation;
• Apply principles of data representation and information organization at the problem representation and files and database levels for solution design;
• Analyze the interaction amongst systems for people for overall system design and effectiveness;
• Work effectively in teams in collaborative software development.

This course is the second course of a four course Career and Technology Education program of study called Computer Science. Depending on which school they attend, students who wish to complete this program may do so at the CTA in 11th and 12th grade.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 10-12
PREREQUISITE: 3505 - Foundations of Computer Science

3511 App Development
This course is designed to further a student’s understanding of computer programming by gaining a solid knowledge of the Java programming language and then applying those skills by developing apps and games using Android® Studio App Inventor.

Students will start by creating increasingly complex programs in an integrated development environment (IDE) such as Eclipse®.

The purpose of the class is to not only teach students how to program, but to also prepare students for college or the workplace as they learn about how applications work and how to program them. The students will create actual apps that can be downloaded to their smartphones or tablets, and theoretically can be put out on the market.

CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: 3505 - Foundations of Computer Science or 3506 AP Computer Science Principles

3519 AP Computer Science Coding
Students are taught how to write logically structured, well-documented computer programs. Major course emphases are programming methodology, algorithms, and data structures. Computer systems and the social implications of computing are also examined. The programming language used is JAVA, which is the only language employed on the Advanced Placement Computer Science examination. Since documentation plays a central role in this course, students must have good written communication skills. Similarly, prior to enrollment, students should be able to structure and develop a topic in a logical manner.

Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students
who enroll in this course are not required to take the national Advanced Placement examination. However, this course does prepare them for the “A” version of the Advanced Placement Computer Science examination. Students who complete an Advanced Placement course shall receive a weighted grade.

Note: Students may choose from one of the following Dual Enrollment courses in lieu of AP Computer Science Coding:

- **ITS 1020 Operating Systems Concepts:** Students are introduced to the principles of various types of microcomputer operating systems. Topics include system resources, memory management, processor management, user interface and operating system functions. Major emphasis is placed on how the user, hardware, and software interface with the operating system. Various current operating systems will be covered in this course.

- **ITS 2940 Cyber Ethics:** Students consider the safe and ethical use of computer technology including the Internet. They study the role of technology in today’s society, cyber protection issues and the moral challenges we face in using technology including cyber space. Topics to be included are privacy, intellectual property, cyber abuse/crime, codes of conduct, policy development as well as the digital divide. In addition, students consider how the global and anonymous nature of the Internet makes it difficult to transfer standard rules of conduct to this virtual environment.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 10-12

**PREREQUISITE:** Successful completion of Academic Algebra 2 (3135) and either Programming in JAVA (3510) or AP Computer Science Principles (3506) with a grade of 80% or higher and teacher recommendation.

## Cosmetology

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>8360</td>
<td>Cosmetology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8371</td>
<td>Cosmetology II</td>
<td>3</td>
</tr>
</tbody>
</table>

**8360 Cosmetology I – Principles and Practice of Cosmetology**

**Each student is responsible for the cost of both a personal kit and a uniform. The cost is approximately $600. Students who take this Level 1 course will receive their English instruction at their home high school. The two-year cosmetology program is to prepare students to successfully pass the Maryland State Board Cosmetologist Licensing Exam and become a licensed cosmetologist. Students care for hair, skin and nails by training in areas such as styling, cutting, coloring, permanent waving, chemical relaxing, facials, manicures, and pedicures. Students become familiar with the principles of sanitation, chemistry of cosmetics, and state regulations governing the cosmetology field. Excellent attendance is required to attain 1,500 hours to qualify to sit for the State Board Exam. Students will be required to join SkillsUSA, at a cost of $15.00, to be able to participate in regional and state competitions held throughout the year. Students who complete this course will have satisfied the required rigor credit.**

**COURSE NOTE:** This course is taught at the Career & Technology Academy.

**CREDIT:** 3  **TYPE:** Academic  **GRADE:** 11

**PREREQUISITE:** Enrollment is based on an evaluation of a student interview and an admission test.

**8371 Cosmetology II (Cosmetology Level II is comprised of two courses: Advanced Cosmetology and Mastery of Cosmetology)**

**Each student is responsible for the State Board Examination licensing fee. This cost is approximately $100. ** School year 2019-2020 will be the last year that students who successfully complete this course will receive one elective credit in lab Science. (Last class is 2021.) This course incorporates theory and practical applications learned in the first level. Students continue practicing basic techniques which are reinforced in the clinic. Topics studied include current trends in coloring, styling, cutting, wigs, nail
diseases, skin disorders, massage, facial makeup, and basic electricity. Detailed theory and practical
skills will be studied in preparation for the Maryland State Board exam, which all students are required to
take as a part of successful course completion. A Senior Capstone project on Salon Business is required.
It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which
enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout
the year.

COURSE NOTE: This course is taught at the Career & Technology Academy.

CREDIT: 3  TYPE: Academic  GRADE: 12

PREREQUISITE: Cosmetology I (8360)

Criminal Justice/Law Enforcement

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice / Law Enforcement</td>
<td>2600</td>
<td>American Criminal Justice System</td>
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<tr>
<td></td>
<td>2610</td>
<td>Juvenile Justice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2620</td>
<td>Criminal Law</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2630</td>
<td>Criminal Investigation</td>
<td>2</td>
</tr>
</tbody>
</table>

A student enrolled in any of the four Criminal Justice Pathway courses who is arrested for any reportable
offense* will be placed on Class 2 Status. Students on Class 2 Status will receive classroom instruction
along with their classmates and are invited to participate in most classroom discussions. However, these
students will be removed from field trips or instructional sessions conducted by local, state or federal law
enforcement officials that specifically deal with policing and investigative procedures. Class 2 students will
be given alternative assignments for the field trips and policing sessions from which they have been
removed and will not be held responsible for any material presented exclusively in one of these learning
activities.

Criminal Justice Pathway students who receive either in school or out of school suspension may be
excluded from field trips at the discretion of the teacher in consultation with their principal. Students who
do not attend a field trip for this reason will be given an alternative assignment.

*Reportable offenses are crimes committed in the community by children enrolled in the public school
system and reported to the school system by the appropriate law enforcement agency.

*Reportable offenses do not include in-school conduct which would traditionally be treated as a matter of
school discipline to be handled by school administrators. Additionally, reportable offenses do not include
out of school conduct that does not lead to an arrest and would not qualify as a crime if committed by an
adult.

2600  American Criminal Justice System

This is an introductory course for students interested in the law enforcement career pathway. It consists
of an overview of the agencies comprising the criminal justice system, namely, the legislature, police,
courts, and corrections. A principal focus of the course is based upon the many occupations in this broad
field. Information on how the legal and the public administrative systems work is provided. Students are
required to purchase a uniform that will be worn one day each week. Beginning with his/her first day of
high school, a student who is arrested for any reportable offense* will be prohibited from enrolling the
Criminal Justice program. Those who enter the law enforcement career pathway and complete this
course with a grade of 80% or higher may be eligible to be awarded three college credits at the College of
Southern Maryland. *Reportable offenses are crimes committed in the community by children enrolled in
the public school system and reported to the school system by the appropriate law enforcement agency.
Reportable offenses do not include in-school conduct which would traditionally be treated as a matter of
school discipline to be handled by school administrators. Additionally, reportable offenses do not include
out of school conduct that does not lead to an arrest and would not qualify as a crime if committed by an adult.

CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of World History and most recent English course with a grade average of 70% or higher or teacher recommendation.

2610 Juvenile Justice
The second of four courses in the law enforcement career pathway, Juvenile Justice provides students with a practical understanding of the law and the legal system as it affects juveniles. The fundamental principles and values underlying the Constitution, the laws, and the legal system are examined. Also discussed are current legal issues and controversies that have an impact upon the juvenile. Beginning with his/her first day of high school, a student who is arrested for any reportable offense* will be prohibited from enrolling the Criminal Justice program. Students are required to purchase a uniform that will be worn one day each week. If enrollment numbers are not sufficient at the home school for the course to carry, enrollments may be combined, and students in this career pathway may be transported to Calvert High School or Career and Technology Academy for instruction. *Reportable offenses are crimes committed in the community by children enrolled in the public school system and reported to the school system by the appropriate law enforcement agency. Reportable offenses do not include in-school conduct which would traditionally be treated as a matter of school discipline to be handled by school administrators. Additionally, reportable offenses do not include out of school conduct that does not lead to an arrest and would not qualify as a crime if committed by an adult.

CREDIT: 1  TYPE: Academic  GRADE: 11-12  NCAA
PREREQUISITE: Successful completion of American Criminal Justice System (2600) with a grade of 70% or higher.

2620 Criminal Law
The third of four courses in the law enforcement career pathway, Criminal Law deals with both the causes of crime and the prescriptions of the criminal justice system and society in alleviating it. In addition to introducing and explaining general legal principles, this course presents an overview of substantive criminal law. Beginning with his/her first day of high school, a student who is arrested for any reportable offense* will be prohibited from enrolling the Criminal Justice program. Students are required to purchase a uniform that will be worn one day each week. If enrollment numbers are not sufficient at the home school for the course to carry, enrollments may be combined, and students in this career pathway may be transported to Calvert High School for instruction. *Reportable offenses are crimes committed in the community by children enrolled in the public school system and reported to the school system by the appropriate law enforcement agency. Reportable offenses do not include in-school conduct which would traditionally be treated as a matter of school discipline to be handled by school administrators. Additionally, reportable offenses do not include out of school conduct that does not lead to an arrest and would not qualify as a crime if committed by an adult.

CREDIT: 1  TYPE: Academic  GRADE: 11-12  NCAA
PREREQUISITE: Successful completion of American Criminal Justice (2600) with a grade of 70% or higher.

2630 Criminal Investigation
The last of four courses in the law enforcement career pathway, this course introduces students to the investigative procedures used by the law enforcement community in obtaining and processing evidence. Emphasis is placed upon critical thinking, reasoning, communication, observation and problem-solving skills as they apply to the investigation procedure. This course is facilitated by a member of the Calvert County Sheriff’s Office and conducted with the regimen and expectations in deportment followed at the Police Academy. Beginning with his/her first day of high school, a student who is arrested for any reportable offense* will be prohibited from enrolling the Criminal Justice program. Students are required to purchase a uniform that will be worn one day each week. Completers in the criminal justice pathway may be transported to another school from their home school for instruction and then returned. *Reportable offenses are crimes committed in the community by children enrolled in the public school system and reported to the school system by the appropriate law enforcement agency. Reportable
offenses do not include in-school conduct which would traditionally be treated as a matter of school discipline to be handled by school administrators. Additionally, reportable offenses do not include out of school conduct that does not lead to an arrest and would not qualify as a crime if committed by an adult.

CREDIT: 2  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of Juvenile Justice (2610) and Criminal Law (2620) with a grade of 80% or higher or teacher recommendation. The successful completion of or concurrent enrollment in Psychology (2540) and Sociology (2550) is recommended.

Culinary Arts

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Food Production and Management</td>
<td>8511</td>
<td>Food Production and Management I</td>
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</tr>
<tr>
<td></td>
<td>8521</td>
<td>Food Production and Management II</td>
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</tr>
</tbody>
</table>

8511  Food Production and Management I (Food Production and Management Level I is comprised of two courses: Basic Cooking Principles and Intro to Professional Cooking)

Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. Students are prepared for entry into careers in the growing food service industry. Professionalism and productivity are key components of the program. Commercial kitchen management, food safety and sanitation, food preparation and presentation will be emphasized. Students learn how to select, purchase, and prepare food in accordance with professional standards for freshness, sanitation and quality control; and to serve wholesome food in visually appealing displays. Students are responsible for the cost of their uniform which may be up to $50.00. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

COURSE NOTE: This course is taught at the Career & Technology Academy.

CREDIT: 2  TYPE: Academic  GRADE: 11

8521  Food Production and Management II (Food Production and Management Level II is comprised of two courses: Professional Cooking and Internship in Cooking)

After reviewing sanitation and safety requirements, students develop stronger skills in preparing sauces and soups. Baking, international cooking, cultures and garnishes as well as banquet settings and organization are also included. To further equip them for their culinary careers, students are afforded work opportunities in local food service facilities. Students are responsible for the cost of their uniform which may be up to $50.00 It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

COURSE NOTE: This course is taught at the Career & Technology Academy.

CREDIT: 3  TYPE: Academic  GRADE: 12
PREREQUISITE: Food Production and Management I (8511).

Curriculum for Agricultural Sciences Education (CASE) – CHS Only

<table>
<thead>
<tr>
<th>Curriculum for Agricultural Science Education (CASE) (CHS only)</th>
<th>8035</th>
<th>Intro. to Agriculture, Food, and Natural Resources (AFNR)</th>
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<tbody>
<tr>
<td>8036</td>
<td></td>
<td>Principles of Agricultural Science – Animal (ASA)</td>
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</tr>
<tr>
<td>8037</td>
<td></td>
<td>Animal and Plant Biotechnology</td>
<td>1</td>
</tr>
<tr>
<td>8038</td>
<td></td>
<td>Agricultural Business, Research, and Development</td>
<td>1</td>
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</table>
8035 Introduction to Agriculture, Food, & Natural Resources
The Agriculture, Food, and Natural Resources (AFNR) course is intended to serve as the foundation course within the CASE™ program sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through the sequence of courses in the CASE™ program. Students participating in the AFNR course will experience inquiry-based activities, projects, and problems. Students’ experiences will involve the study of communication, sciences of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise. This course is only offered at CHS.
CREDIT: 1 TYPE: Academic GRADE: 9-12

8036 Principles of Agricultural Science-Animal (ASA)
The Principles of Agricultural Science – Animal (ASA) course is the second of four courses within the CASE™ program sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through the sequence of courses in the CASE™ program. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program. In addition, students will understand specific connections between the Animal Science lessons SAE, FFA, and LifeKnowledge® (a curriculum for leadership and career development) components that are important for the development of an informed agricultural education student. Students will build on the skills developed in AFNR to investigate, conduct experiments, and document projects that solve real life problems. Students will communicate their solutions through reports and presentations to their peers and members of the professional community. This course is only offered at CHS.
CREDIT: 1 TYPE: Academic GRADE: 10-12 PREREQUISITE: 8035 - Introduction to Agriculture, Food, & Natural Resources

8037 Animal and Plant Biotechnology
Animal and Plant Biotechnology, the third of four courses within the CASE program sequence, is a specialization course in the CASE Program of Study, and provides students with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Student are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. Students will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. This course is only offered at CHS.
COURSE NOTE: Concurrent enrollment in 8036 is acceptable as well.

8038 Agriculture Business, Research, and Development
The Agriculture Business, Research, and Development course, the fourth course in the CASE program, will serve as the capstone course available to students completing the program. Instruction and continued inquiry-based projects are designed to integrate key learning from previous CASE courses and have students apply them to real-world career situations through Supervised Agricultural Experience (SAE) projects or other internship/work-based learning opportunities. Students will be travelling off-site regularly in order to complete their Supervised Agricultural Experience (SAE) projects. The students will need to
provide their own transportation. This course is only offered at CHS.

**COURSE NOTE:** Concurrent enrollment in 8037 is also acceptable.

**CREDIT:** 1 **TYPE:** Academic **GRADE:** 12


### Electricity

<table>
<thead>
<tr>
<th>Program</th>
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</tr>
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<tr>
<td>Electricity</td>
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<tr>
<td></td>
<td>8421</td>
<td>Electricity II</td>
<td>3</td>
</tr>
</tbody>
</table>

**8411 Electricity I** (Electricity Level I is comprised of two courses: Foundations of Building and Construction Technology and Electrical I)

Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. Students in this course will be introduced to electrical theory and the principles of electricity. Students will learn about residential wiring, cable sizing, and devices used in a residential setting. The National Electric Code will be introduced as a practical wiring guide in accordance with generally acceptable wiring practices. Practical skills will be learned in a controlled lab environment, where students will work with their peers, under the supervision of an experienced electrician. Students will be required to join SkillsUSA, at a cost of $15.00, to be able to participate in regional and state competitions held throughout the year. They will be given the opportunity to obtain their OSHA 10 Construction card as part of their first-year training. The cost for this card is $8.00. Possessing an OSHA 10 card indicates that they have learned about job safety and their rights under OSHA.

**COURSE NOTE:** This course is taught at the Career & Technology Academy.

**CREDIT:** 2 **TYPE:** Academic **GRADE:** 11

**PREREQUISITE:** None

**8421 Electricity II** (Electricity Level II is comprised of two courses: Electrical II and Construction Professions Capstone)

Students will continue the study of OHM’s Law and related theory of AC and DC circuitry. Students focus on the National Electrical Code and field wiring in the construction workplace. This class requires a working knowledge of algebra and related math skills. Students will be required to join SkillsUSA, at a cost of $15.00, to be able to participate in regional and state competitions held throughout the year. Students will have the opportunity to meet with contractors and apprenticeship directors to become aware of available opportunities in the construction field after high school.

**COURSE NOTE:** This course is taught at the Career & Technology Academy.

**CREDIT:** 3 **TYPE:** Academic **GRADE:** 12

**PREREQUISITE:** 8411 - Electricity I

### Firefighter/Emergency Medical Tech

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Firefighter/Emergency Medical Tech</td>
<td>8994</td>
<td>Fire and Rescue I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8997</td>
<td>Fire and Rescue II</td>
<td>3</td>
</tr>
</tbody>
</table>
8994  Fire and Rescue I (Fire and Rescue Level I is comprised of two courses: Firefighter I and Firefighter II)
The Fire Fighter/Emergency Medical Tech program exists through a partnership among Maryland Fire and Rescue Institute (MFRI), Calvert County Public Schools (CCPS), and the Calvert County Department of Public Safety. The program is taught at the Career and Technology Academy. In order to complete the program, students must take each of the one year courses, Fire and Rescue I and Fire and Rescue II.

Fire and Rescue I will include Firefighter I and Firefighter II and several other MFRI courses which require Firefighter I as a prerequisite. This course includes classroom instruction as well as formal on-site training. This training will take place at the MFRI training center in LaPlata as well as at some of the fire departments in Calvert County. On days when the class attends the trainings in LaPlata, students will be transported between CTA and LaPlata by CCPS. Upon arriving at CTA, students who attend Huntingtown, Northern, or Patuxent High Schools will be transported to their home school by bus. On these days, students will not be arriving at the home school until approximately 4PM. Because of this, students will need to arrange a ride home from their high school on days which they travel to the training center in LaPlata. Students will be required to join SkillsUSA, at a cost of $15.00, to be able to participate in regional and state competitions held throughout the year.

12th grade students who are not planning on completing the Fire and Rescue program may take this course provided there is room after all of the students who are completing the program have secured a spot in the course.

There will be a mandatory orientation meeting for all first-year students and their parents approximately one to two weeks before the first day of school. Students must be an active member of a Volunteer Fire Department or Rescue Squad in Calvert County prior to this meeting. Students will receive information about this meeting in the mail.

COURSE NOTE: This program is taught at the Career & Technology Academy.
CREDIT: 3  TYPE: Academic  GRADE: 11
PREREQUISITE: Students must be 16 years of age in the Fall of the year entering program. Must be able to become an active member of a Volunteer Fire Department or Rescue Squad in Calvert County.

8997  Fire and Rescue II (Fire and Rescue Level II is comprised of one course: EMT)
This course will cover all of the content of the MFRI fire and rescue program for which Firefighter I is not a prerequisite. The majority of this content will be from the Emergency Medical Technician (EMT) course. Major topics covered in this course include legal aspects of emergency care, infection control, patient assessment, the respiratory system, oxygen adjuncts and delivery, CPR, AED, bleeding control and management of soft tissue injuries, musculoskeletal injuries and management, spinal immobilization, pediatric and obstetric emergencies, crisis intervention, multiple casualty and triage management, ambulance operations, and EMS systems. Other MFRI courses to be included in this course include courses in leadership and cultural diversity.

Students planning on completing the Fire and Rescue program will take this course in 12th grade after they have completed the Fire and Rescue I course in 11th grade.

12th grade students who are not planning on completing the Fire and Rescue program may take this course provided there is room after all of the students who are completing the program have secured a spot in the course.

COURSE NOTE: This program is taught at the Career & Technology Academy. There will be occasions when students will be required to attend some off-site trainings.
CREDIT: 3  TYPE: Academic  GRADE: 12
PREREQUISITE: Must be able to become an active member of a Volunteer Fire Department or Rescue Squad in Calvert County.
Graphic Arts

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<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Arts</td>
<td>8611</td>
<td>Graphic Arts I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8621</td>
<td>Graphic Arts II</td>
<td>3</td>
</tr>
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</table>

**8611 Graphic Arts I** (Graphic Arts Level I is comprised of two courses: Fundamentals of Printing and Principles of Graphic Communications)
Students who take this Level I course will receive their English instruction at the Career and Technology Academy. First year students in Graphic Arts learn the basic principles of design, color theory, typography and layout, as well as Digital File Preparation and Output, offset Printing Principles, and Binding and Finishing techniques. Students will learn to use the Adobe Creative Suite software package including Photoshop, InDesign, and Illustrator through use of textbook assignments. The other portion of time is spent in the lab using the equipment to print and bind projects. As a certified PrintEd program, all students will have the opportunity to take the Printed exam, which can give them national recognition in the industry. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.

**COURSE NOTE:** This course is taught at the Career & Technology Academy.
**CREDIT:** 2  TYPE: Academic  **GRADE:** 11

**8621 Graphic Arts II** (Graphic Arts Level II is comprised of two courses: Advanced Graphic Communications and Graphic Communications Specialized Option)
Students will take the learned skills from level I, and develop and refine design principles, and knowledge of the Adobe Creative Suite programs. They will gain understanding in color management, digital pre-press, offset printing, binding and finishing. Hands-on instruction also includes; screen printing, vinyl lettering, dye-sublimation printing, and digital photography. Level II students also learn basic web design by creating a simple multiple page website using HTML. The student's final project is a digital portfolio. Students who complete this program qualify for up to six articulated credits at the College of Southern Maryland. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year. It is also recommended that students take one of the PrintED certification tests, for more information on PrintED, go to www.gaerf.org

**COURSE NOTE:** This course is taught at the Career & Technology Academy.
**CREDIT:** 3  TYPE: Academic  **GRADE:** 12
**PREREQUISITE:** Graphic Arts I (8611)

Home Improvement

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<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Home Improvement I</td>
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</tr>
<tr>
<td></td>
<td>8881</td>
<td>Home Improvement II</td>
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</tr>
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</table>

**8871 Home Improvement I** (Home Improvement Level I is comprised of two courses: Introduction to Construction and Foundation Topics in Building / Property Maintenance)

Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. Students acquire competencies in various technical trades. They receive instruction in the basic maintenance and repair skills required to service major mechanical appliances and building air...
conditioning, heating, plumbing, electrical, and other systems. Students are taught how to apply technical knowledge and skills to keep a building functioning and to service a variety of commercial, industrial, and mobile structures. This course assists students in preparation to be building property maintenance technicians and/or managers. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.
COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 2  TYPE: Academic  GRADE: 11

8881  Home Improvement II (Home Improvement Level II is comprised of two courses: Advanced Topics in Building / Property Maintenance and Building / Property Maintenance Capstone
Students will continue to perform competencies in various technical trades such as Carpentry, Plumbing/Heating/Air Conditioning, Electricity and Masonry. They will be provided with the skills and related information necessary to service a variety of commercial, industrial and mobile structures. A student who is a completer in Home Improvement has the entry level skills to maintain a building. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year.
COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 3  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of Home Improvement I (8871).

**Plumbing, Heating, Ventilation, & Air Conditioning**

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<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>Plumbing, Heating, Ventilation, and Air Conditioning</td>
<td>8121</td>
<td>Heating, Ventilation, and Air Conditioning I</td>
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<tr>
<td></td>
<td>8122</td>
<td>Heating, Ventilation, and Air Conditioning II</td>
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</tr>
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</table>

8121  Heating, Ventilation, Air Conditioning (HVAC) I (HVAC Level I is comprised of two courses: Foundations of Building and Construction Technology and HVAC I)
Students who take this level 1 course will take their English instruction at the Career and Technology Academy. This course covers the general foundations of Building and Construction, and Introduction to HVAC, utilizing the CORE Curriculum from the National Center for Construction Education and Research (NCCER). This nationally recognized and portable credentialing will focus on theory in the class room, followed by practical hands-on application in the lab. Emphasis will be placed on safety, and the knowledge and use of hand and power tools, in the general construction area. HVAC focus areas will include: trade mathematics, blue print reading, scale drawings, trade terminology, soldering, brazing, swaging, flaring, copper and plastic pipe practices, ferrous and nonferrous piping, basic electricity, and an introduction to HVAC. All students taught, will be eligible to sit for industry standard’s testing. All industry testing has associated, various, student paid fees usually in the range of $10.00-$25.00. Some of the certifications are OSHA 510 (10 hour in construction), NCCER Core, EPA 608 Type I, Type II, Type III, and Universal for refrigerant handling, and the Universal R-410A. It is strongly encouraged that students join SKILLS USA (fee $15.00 annually). These co-curricular SKILLS USA opportunities enable students to compete in Regional, State, and National competitions. This allows students to network with potential employers and peers from other areas.
COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 2  TYPE: Academic  GRADE: 11
8122 Heating, Ventilation, Air Conditioning (HVAC) II (HVAC Level II is comprised of two courses: HVAC II and Construction Professions Capstone)
This course of study for HVAC level 2 continues utilizing the level 1 and level 2 HVAC curriculum from the National Center for Construction Education and Research (NCCER). This nationally recognized and portable credentialing will focus on theory in the classroom, followed by practical hands-on application in the lab. Students will learn load calculations using Manual J’s and Right Suite Software. As well as air-distribution, flues, vents, intakes, service tech maintenance, alternating currents, basic electronics, electric heating, also introduction to control circuit troubleshooting, metering devices, compressors, heat pumps, leak detection, evacuation, recovery, charging, air quality control’s, accessories and other optional equipment. Emphasis will be placed on concepts including planned maintenance, and trouble shooting of gas furnaces, heat pumps, heater packages, a/c units, and electronic controls. All students taught, will be eligible to sit for industry standard’s testing. All industry testing has associated, various, student paid fees usually in the range of $10.00-$25.00. Some of the certifications are OSHA 500 (30 hour in construction), NCCER HVAC Level 1, and the Heating Electrical Air Conditioning Technology (H.E.A.T) program. H.E.A.T is an end of course assessment for high school HVAC students. It is strongly encouraged that students join SKILLS USA (fee $15.00 annually). These co-curricular SKILLS USA opportunities enable students to compete in Regional, State, and National competitions. This allows students to network with potential employers and peers from other areas. This networking is crucial to students developing job prospects once the graduate.
COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 3 TYPE: Academic GRADE: 12
PREREQUISITE: Successful completion of Heating, Ventilation, Air Conditioning I (8121).

Project Lead The Way-Biomedical Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
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<tr>
<td>Project Lead the Way – Biomedical Sciences</td>
<td>8025</td>
<td>Principles of Biomedical Sciences</td>
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<td>8026</td>
<td>Human Body Systems</td>
<td>1</td>
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<tr>
<td></td>
<td>8027</td>
<td>Medical Interventions</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8028</td>
<td>Biomedical Innovation</td>
<td>1</td>
</tr>
</tbody>
</table>

8025 Principles of the Biomedical Sciences
Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that may have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.
COURSE NOTE: Successful completion of or concurrent enrollment in Biology.
CREDIT: 1 TYPE: Academic GRADE: 9-12 NCAA
PREREQUISITE: Successful completion or concurrent enrollment in Biology.

8026 Human Body Systems
Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.
54

CREDIT: 1 TYPE: Academic  GRADE: 10-12  NCAA
PREREQUISITE: Successful completion of 8025 Principles of Biomedical Sciences.

8027 Medical Interventions
Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of
disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining
overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen
and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs
of the body begin to fail. Through these scenarios, students are exposed to a range of interventions
related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.
CREDIT: 1 TYPE: Academic  GRADE: 11-12  NCAA
PREREQUISITE: Successful completion of 8026 Human Body Systems.

8028 Biomedical Innovation
In this capstone course, students apply their knowledge and skills to answer questions to solve problems
related to the biomedical sciences. Students design innovative solutions for the health challenges of the
21st century as they work through progressively challenging open-ended problems, addressing topics
such as clinical medicine, physiology, biomedical engineering, and public health. They have the
opportunity to work on an independent project and may work with a mentor or advisor from a university,
hospital, physician’s office, or industry. Throughout the course students are expected to present their
work to an adult audience that may include representatives from the local business and health care
community.
CREDIT: 1 TYPE: Academic  GRADE: 12  NCAA
PREREQUISITE: 8025 - Principles of the Biomedical Sciences or 8026 - Human Body Systems or 8027 -
Medical Interventions

Project Lead The Way-Pathway to Engineering

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>Project Lead the Way – Pathway to Engineering</td>
<td>8005</td>
<td>Introduction to Engineering Design (Prerequisite course)</td>
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<td></td>
<td>8006</td>
<td>Principles of Engineering</td>
<td>1</td>
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<tr>
<td></td>
<td>8007</td>
<td>Digital Electronics</td>
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<tr>
<td></td>
<td>8008</td>
<td>Aerospace Engineering</td>
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<tr>
<td></td>
<td>8011</td>
<td>OR Civil Engineering and Architecture</td>
<td></td>
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<tr>
<td></td>
<td>8009</td>
<td>Engineering Design and Development</td>
<td>1</td>
</tr>
</tbody>
</table>

8005 Introduction to Engineering Design
This foundation course emphasizes the development of a design. Students use computer software to
produce, analyze and evaluate models of projects solutions. They study the design concepts of form and
function, then use state-of-the-art technology to translate conceptual design into reproducible products.
CREDIT: 1 TYPE: Academic  GRADE: 9-12
PREREQUISITE: Successful completion of or concurrent enrollment in Algebra I.

8006 Principles of Engineering
This foundation course provides an overview of engineering and engineering technology. Students
develop problem-solving skills by tackling real-world engineering problems. Through theory and practical
hands-on experiences, students address the emerging social and political consequences of technological
change.
CREDIT: 1 TYPE: Academic  GRADE: 10-12  NCAA
PREREQUISITE: Successful completion of Introduction to Engineering Design (8005) and successful
completion of or concurrent enrollment in Geometry.
8007 Digital Electronics
This foundation course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems.
CREDIT: 1 TYPE: Academic GRADE: 11-12 NCAA
PREREQUISITE: Successful completion of Principles of Engineering (8006) and successful completion of or concurrent enrollment in Algebra 2.

8008 Aerospace Engineering
The pathway course introduces students to the world of aeronautics, flight, and engineering. Students in this course will apply scientific and engineering concepts to design materials and processes that directly measure, repair, improve, and extend systems in different environments.
CREDIT: 1 TYPE: Academic GRADE: 11-12 NCAA
PREREQUISITE: Successful completion of Principles of Engineering (8006) and successful completion of or concurrent enrollment in Algebra 2.

8009 Engineering Design and Development
In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students.
CREDIT: 1 TYPE: Academic GRADE: 12 NCAA
PREREQUISITE: Successful completion of Digital Electronics (8006) and Aerospace Engineering (8007) and successful completion of or concurrent enrollment in Precalculus.

8011 Civil Engineering and Architecture
Civil Engineering and Architecture (CEA) is an elective course in the PLTW Engineering Pathway to Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.
CREDIT: 1 TYPE: Academic GRADE: 11-12
PREREQUISITE: Successful completion of Principles of Engineering (POE) and successful completion or concurrent enrollment in Algebra 2.
Teacher Academy of Maryland (TAM)

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Academy of Maryland</td>
<td>5500</td>
<td>Human Growth and Development through Adolescence</td>
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<tr>
<td>(TAM)</td>
<td>5510</td>
<td>Teaching as a Profession</td>
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<tr>
<td></td>
<td>5520</td>
<td>Foundations of Curriculum and Instruction</td>
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<tr>
<td></td>
<td>5530</td>
<td>Education Academy Internship</td>
<td>1</td>
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CCPS has articulation agreements with several universities which result in students receiving three college credits for completing the TAM program. In order to be eligible for these credits, students must achieve an 80% or better in each of the four courses listed below and enroll in that particular university.

5500 Human Growth and Development Through Adolescence
This is an exciting first course in the Teacher Academy of Maryland (TAM) program because it appeals directly to what gets most prospective teachers interested in an education career – the joy of working with children. It is also a course that appeals to something fundamental to adolescents – studying and understanding themselves. This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.
CREDIT: 1 TYPE: Academic GRADE: 10-12

5510 Teaching as a Profession
This is the second course in the Teacher Academy of Maryland (TAM) program. The course focuses on the profession of teaching - its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.
CREDIT: 1 TYPE: Academic GRADE: 11-12
PREREQUISITE: Successful completion of or concurrent enrollment in 5500 Human Growth and Development through Adolescence.

5520 Foundations of Curriculum and Instruction
This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.
CREDIT: 1 TYPE: Academic GRADE: 12
PREREQUISITE: Successful completion of Human Growth and Development Through Adolescence (5500) AND Teaching as a Profession (5510).
5530 Education Academy Internship
The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. This internship may be with a teacher in their school or a neighboring elementary or middle school. The students will complete their working portfolio and present it for critique. Students are responsible for providing their own transportation to and from their internship.
CREDIT: 1 TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of 5500-Human Growth and Development Through Adolescence AND 5510-Teaching as a Profession.

Welding

<table>
<thead>
<tr>
<th>Program</th>
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<th>Credits</th>
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<td>Welding</td>
<td>8911</td>
<td>Welding I</td>
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<tr>
<td></td>
<td>8921</td>
<td>Welding II</td>
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</tbody>
</table>

8911 Welding I (Welding Level I is comprised of two courses: Introduction to Construction and Foundation Topics in Welding)
Students who take this Level 1 course will receive their English instruction at the Career and Technology Academy. Students are introduced to the welding industry through basic units in welding safety, shielded metal-arc welding, oxyacetylene cutting, and the operation of related power equipment. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year. COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 2 TYPE: Academic  GRADE: 11

8921 Welding II (Welding Level II is comprised of two courses: Advanced Topics in Welding and Welding Capstone)
Students are introduced to structural arc welding, innershield welding, gas arc welding (MIG), gas tungsten arc welding (TIG), and plasma cutting. Students who complete this program have the opportunity to earn AWS certification. Emphasis is upon the inspection and testing of welds, repair welding, fabrication and project construction, low pressure pipe welding, and aluminum and stainless steel welding. Students may acquire structural welding certification. It is strongly recommended that students join SkillsUSA in the amount of $15.00 (annual dues), which enables students the opportunity to compete in a skill or trade at SkillsUSA competitions held throughout the year. COURSE NOTE: This course is taught at the Career & Technology Academy.
CREDIT: 3 TYPE: Academic  GRADE: 12
PREREQUISITE: Welding I (8911).
Business Education

5000 Principles of Business Administration and Management
This is a required course in all four Business, Management, and Finance pathways. In this course you will learn the basic principles surrounding economics, management, marketing, accounting, business ethics, business law, business communication, and careers in business. Enjoy many on-line learning programs, listen to and learn from motivational guest speakers representing various fields in business.
CREDIT: 1 TYPE: Academic GRADE: 9-12

5010 Business Mathematics
Students will learn techniques to manage their cash, to make money by investing, and to make informed decisions regarding the purchase and operation of cars and homes. Students will also be introduced to topics such as insurance, banking, and debt management. They will gain the math skills necessary to confidently manage the challenges of everyday life. This class is offered through the business department and counts as a mathematics credit for graduation.
CREDIT: 1 TYPE: Academic GRADE: 10-12
PREREQUISITE: Two credits in mathematics or one credit in Comprehensive Algebra (3123) or Academic Algebra 1 (3125).

5030/5035 Office Systems Management (Word/PowerPoint)
The Office Systems Management (Word/PowerPoint) course provides students with a study of advanced business practices, information systems and computer applications. Students develop managerial and technical skills for business support operations through applied learning. Problem-solving skill development is incorporated throughout the course. Competencies include: applying emerging technologies in order to complete appropriate office operations; using advanced desktop publishing and word processing software in order to create business documents and professional presentations; exhibiting appropriate interpersonal knowledge of acceptable values and behaviors in order to become ethically responsible employees and developing an appreciation of diversity in the workplace. Industry standard office equipment and Microsoft Office software will be used in this course. When students complete this course, they will be able to obtain the advanced competencies to take the Microsoft Office Specialist exam for industry certification in MS Word and/or MS PowerPoint.
COURSE NOTE: Students wishing to complete the Business Administrative Services pathway should register for 5030. Students who are not planning on completing the Business Administrative Services pathway should register for 5035.
CREDIT: 1 TYPE: Academic GRADE: 10-12

5050 Principles of Accounting
This is a required course in all four Business, Management, and Finance pathways. This course provides students with the skills and knowledge necessary to manage and maintain a small company's financial resources in daily operating decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner’s equity as they apply to various forms of business ownership. In addition, students will prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Upon completion of the course, students will also have a good understanding of payroll, payroll and sales tax liabilities and have the skills to manage a business checking account.
CREDIT: 1 TYPE: Academic GRADE: 10-12

5060/5065 Advanced Accounting
This course explores methods for using accounting data in planning, controlling, predicting, and evaluating business initiatives. Students learn to make business decisions which integrate tools such as cash flow analysis, cost, accounting, cost volume profit analysis, budgeting, and other quantitative methods. Software will be used to apply accounting principles learned in this class. This course will prepare students to enter the workforce and provide the tools for success in college. This course, along with Accounting I, is articulated with the College of Southern Maryland.
COURSE NOTE: Students wishing to complete the Accounting pathway should register for 5060. Students who are not planning on completing the Accounting pathway should register for 5065.

COURSE: 5067 Business Capstone-Accounting
The Capstone course will provide instruction on managing projects, creating business plans, conducting research, and utilizing electronic tools. Students will then personally design an independently conducted activity, or Capstone project, that enables them to further their expertise of accounting. This Capstone project offers an opportunity to think critically about a subject of interest while demonstrating mastery and application of the skills and knowledge within a particular content area. The course culminates with a presentation of the students’ Capstone projects. This course prepares students to pass the College Board’s CLEP (College Level Examination Program) exam in Financial Accounting. The CLEP exam is recognized by close to 3,000 colleges and universities nationwide. Students earn three college credits by passing this exam. The College of Southern Maryland (CSM) provides access to the CLEP exams. There is a fee required to take this exam at CSM. More information is available about the CLEP exam at www.collegeboard.org/clep. Students who enroll in this course are required to purchase a CLEP exam preparation book.

CREDIT: 1 TYPE: Academic GRADE: 11-12

PREREQUISITE: Successful completion of both Principles of Business Administration and Management (5000) AND Principles of Accounting (5050) with a 70% or higher.

COURSE: 5070/5075 Principles of Finance/Financial Planning
This course introduces students to the multifaceted world of banking and other financial services companies. It begins with an introduction of the origins of money and banking, and explores the early history of banking in the United States. Students then move into an in-depth study of the financial services industry and investigate the types of companies that make up the industry. The role of the Federal Reserve System, functions of credit and borrowing, and the impact they play in regards to our economy are discussed. Employment opportunities within the industry are researched with a focus on ethics in the banking industry. The second half of the course focuses on the importance of personal financial planning, and how people reach their life goals through sound financial management. Key concentration areas covered are: preparing a budget, credit, borrowing, saving, investing, and risk management through insurance. It is recommended that students participate in the spring session of the Stock Market Game. This course satisfies the graduation requirement in Financial Literacy.

COURSE NOTE: Students wishing to complete the Academy of Finance pathway should register for 5070. Students who are not planning on completing the Academy of Finance pathway should register for 5075.

CREDIT: 1 TYPE: Academic GRADE: 10-12

PREREQUISITE: For students wishing to complete the Academy of Finance pathway, the prerequisites are successful completion with a 70% or better or concurrent enrollment in 5000 Principles of Business Administration and Management and 5050 Principles of Accounting. For students who are not wishing to complete the Academy of Finance Pathway and are taking 5075 in order to fulfill their Financial Literacy graduation requirement, there is no prerequisite.

COURSE: 5080 Economics
Economics is a social science that analyzes the production, distribution and consumption of goods and services and the allocation of scarce resources. This course will focus on microeconomic issues such as scarcity, supply, demand, market structures, competition, the profit motive, and the types of economic systems found in most nations of the world today. Macroeconomic issues such as gross domestic product, inflation, unemployment, the role of government in the economy, fiscal policy, and monetary policy will also be explored. The course follows the 20 standards in economics as defined by the National Council on Economic Education. Students will also delve into global economic issues. This course helps students improve their decision making, become more informed citizens, and they will understand the complex issues surrounding them in the world today.
5100 Office Systems Management (Excel/Access)
The Office Systems Management (Excel/Access) course provides students with a study of advanced skills using Microsoft’s leading business productivity software to create spreadsheets and databases. Students will be expected to think analytically, manipulate information, and use the computer as a productivity tool through integrated application programs. Expertise in technology will contribute to students’ future career mobility, advancement potential, compensation and job satisfaction. Industry standard office equipment and Microsoft Office software will be used in this course. When students complete this course, they will be able to obtain the advanced competencies to take the Microsoft Office Specialist exam for industry certification in MS Excel and/or MS Access.

CREDIT: 1 TYPE: Academic GRADE: 11-12

5160/5165 Advanced Business Management
This course explores advanced topics such as major management theories and functions, operational aspects of management, human resource management, production management, accounting and marketing management, and international management. In this course, students will prepare a formal business plan for a small, service-based or goods-based business. This course prepares students to pass the College Board’s CLEP (College Level Examination Program) exam in Principles of Management. The CLEP exam is recognized by close to 3,000 colleges and universities nationwide. Students earn three college credits by passing this exam. There is an $80 test fee and a $25 sitting fee required to take the exam at the College of Southern Maryland. More information is available about the CLEP exam at www.collegeboard.org/clep.

COURSE NOTE: Students wishing to complete the Business Management pathway should register for 5160. Students who are not planning on completing the Business Management pathway should register for 5165.

CREDIT: 1 TYPE: Academic GRADE: 10-12

PREREQUISITE: Successful completion of both 5000 Principles of Business Management and 5050 Principles of Accounting with a 70% or higher.

5167 Business Capstone-Business Management
The Capstone course will provide instruction on managing projects, creating business plans, conducting research, and utilizing electronic tools. Students will then personally design an independently conducted activity, or Capstone project, that enables them to further their expertise of business management. This Capstone project offers an opportunity to think critically about a subject of interest while demonstrating mastery and application of the skills and knowledge within a particular content area. The course culminates with a presentation of the students’ Capstone projects. This course prepares students to pass the College Board’s CLEP (College Level Examination Program) exam in Principles of Management. The CLEP exam is recognized by close to 3,000 colleges and universities nationwide. Students earn three college credits by passing this exam. The College of Southern Maryland (CSM) provides access to the CLEP exams. There is a fee required to take this exam at CSM. More information is available about the CLEP exam at www.collegeboard.org/clep. Students who enroll in this course are required to purchase a CLEP exam preparation book.

CREDIT: 1 TYPE: Academic GRADE: 12

PREREQUISITE: Successful completion of and/or concurrent enrollment in: 5000 Principles of Business Administration and Management, 5050 Principles of Accounting, and 5160 Advanced Business Management.

5179 AP Microeconomics
The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a 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. There is no single approach that an AP Microeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following topics will be explored: basic economical concepts, nature and functions of product markets, factor markets, market failure and role of the government. It is the expectation that all students that enroll in this course sit for the exam. Students may incur additional costs associated with field trips as planned by the instructor. The cost of the AP exam is at the student's expense. This course will be offered depending on enrollment.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12
PREREQUISITE: Instructor’s approval.

5230S/5230So  Financial Literacy: Money Management
This course is being offered in a face-to-face or online environment. The Financial Literacy: Money Management Course represents those standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills contained in the Financial Literacy: Money Management Course will enable students to implement those decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The General Financial Literacy Course will incorporate concepts and skills from mathematics, language arts, social studies, applied technology, character education, and applied service learning. Using a “hands-on” instructional approach involving techniques such as problem solving, reasoning, simulation, and direct application of the concepts of this course to the world in which students live will empower them to incorporate the concepts of the General Financial Core into their lives. Students wishing to take this course online should use course number 5230So. Students taking this course online will have required face to face meetings that will occur after school or on Saturdays. There will be six scheduled meetings and students will be required to attend at least four.

CREDIT: 0.5  TYPE: Academic  GRADE: 10-12

5240S  Computer Keyboarding for College and Careers
This course is for students who are either in a college preparatory pathway or a technical preparation pathway leading to postsecondary studies or career placement. Computer Keyboarding for College and Careers will provide students with the knowledge and skills to become competent computer operators. Students will become proficient in touch keyboarding and word processing skills. These skills will be used to produce a variety of professional and personal documents that can be used in college, future careers and the students’ personal lives.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12
Computer Science

Computer science courses are intended to provide students with the knowledge and skills necessary to effectively use computers. The computer science program offers students experiences in the study of computers and their capabilities, computer languages, programming techniques, problem solving skills and the use of the computer and appropriate software as a problem solving tool. The courses are offered on an elective basis.

3505 Foundations of Computer Science

This course is designed to introduce students to the field of computer science through an exploration of the conceptual ideas of computing. The course will help students understand why certain software tools and programming languages are utilized to solve particular problems. The goal is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of real world challenges relevant to the rapidly changing world of 21st century computing. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues.

As a result of this course, students will develop the knowledge, skills, and abilities to perform the following computational practices:
- Describe and analyze the effects of developments in computing, including the role of Cyber Security;
- Design and implement creative solutions and artifacts to solve real-world problems;
- Apply abstractions and models using appropriate programming languages;
- Analyze their computational work and the work of others to determine effectiveness in meeting client needs;
- Connect computation with other disciplines and the role of Information Technology (IT) professionals;
- Communicate thought processes (used in development) and results (product review); and
- Work effectively in teams to identify and develop computing solutions.

Foundations of Computer Science is the first course of a four course Career and Technology Education program of study called Computer Science. Depending on which high school they attend, students wishing to complete this program may do so at the CTA or their regular high school. This course meets the graduation requirement for Technology Education.

CREDIT: 1  TYPE: Academic  GRADE: 9-12

3506 AP Computer Science Principles

This course advances students' understanding of the technical aspects of computing including: programming and algorithm design, computer system organization and operation, and data representation and information organization. Specific programming languages may include Processing, C++, and Java.

As a result of this course, students will:
- Demonstrate proficiency in programming and algorithm design that requires the use of data abstraction to solve basic programming problems in multiple (or single) programming paradigms;
- Analyze computer systems including components, organization, and operation;
- Demonstrate in-depth knowledge of how computer systems work individually and collectively;
- Apply principles of data representation and information organization at the machine level for program analysis;
- Apply principles of data representation and information organization at the data structure level for program implementation;
- Apply principles of data representation and information organization at the problem representation and files and database levels for solution design;
- Analyze the interaction amongst systems for people for overall system design and effectiveness;
- Work effectively in teams in collaborative software development.

This course is the second course of a four course Career and Technology Education program of study called Computer Science. Depending on which school they attend, students who wish to complete this program may do so at the CTA in 11th and 12th grade.
3511 App Development
This course is designed to further a student’s understanding of computer programming by gaining a solid knowledge of the Java programming language and then applying those skills by developing apps and games using Android® Studio App Inventor.
Students will start by creating increasingly complex programs in an integrated development environment (IDE) such as Eclipse®.
The purpose of the class is to not only teach students how to program, but also to prepare students for college or the workplace as they learn about how applications work and how to program them. The students will create actual apps that can be downloaded to their smartphones or tablets, and theoretically can be put out on the market.

3519 AP Computer Science Coding
Students are taught how to write logically structured, well-documented computer programs. Major course emphases are programming methodology, algorithms, and data structures. Computer systems and the social implications of computing are also examined. The programming language used is JAVA, which is the only language employed on the Advanced Placement Computer Science examination. Since documentation plays a central role in this course, students must have good written communication skills. Similarly, prior to enrollment, students should be able to structure and develop a topic in a logical manner. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who enroll in this course are not required to take the national Advanced Placement examination. However, this course does prepare them for the “A” version of the Advanced Placement Computer Science examination. Students who complete an Advanced Placement course shall receive a weighted grade.
English

Grade 9 Required Courses
Students entering Grade 9 must complete one of the following courses. Placement in Honors English 9 (1107) is determined primarily by performance in previous courses and teachers’ recommendations.

1104 English 9
This course is designed to offer students experiences in reading and analyzing both literature and literary nonfiction texts. Students will also learn to write both informational and argument essays, as well as some narrative compositions and research assignments. Reading, writing, language, and speaking/listening skills are taught through thematic integrated units aligned with the Maryland College and Career-Ready (MCCR) Standards. This course is designed to help students prepare for the MCAP Assessment in English.

CREDIT: 1  TYPE: Academic  GRADE: 9  NCAA

1107 Honors English 9
This course is designed to offer students experiences in deep analysis of both literature and literary nonfiction texts, as well as composing narrative, informational, and argument writing. Rhetorical techniques and stylistic devices are studied, and research is emphasized. Thematic units of study aligned with the Maryland College and Career-Ready (MCCR) Standards. This course is designed to help students prepare for the MCAP Assessment in English.

CREDIT: 1  TYPE: Honors  GRADE: 9  NCAA

Grade 10 Required Courses
Students entering Grade 10 must complete one of the following courses. Placement in Honors English 10 (1207) is determined primarily by performance in previous courses and teachers’ recommendations. One credit in a required ninth-grade English course is a prerequisite for admission to a required tenth grade English course.

1204 English 10
This course focuses on the further development of analysis and interpretation of different types of literary works and literary nonfiction, and the writing of narrative, informational, and argument texts. Research processes and skills are emphasized. Reading, writing, language, and speaking/listening skills are presented through thematic integrated units aligned with the Maryland College and Career-Ready (MCCR) Standards. This course is designed to prepare students for the MCAP Assessment in English 10.

CREDIT: 1  TYPE: Academic  GRADE: 10  NCAA

1207 Honors English 10
Different types of complex literary works and literary nonfiction are read and analyzed closely. Composition assignments and research activities focus on various types of writing and rhetorical situations. Reading, writing, language, and speaking/listening skills and processes are presented through integrated thematic units aligned with the Maryland College and Career-Ready (MCCR) Standards. This course is designed to prepare students for the MCAP Assessment in English 10.

CREDIT: 1  TYPE: Honors  GRADE: 10  NCAA

Grade 11 Required Courses
Students entering Grade 11 must complete one of the following courses. Placement in Honors English 11 (1307) and AP English Language and Composition (1309) is determined primarily by performance in previous courses and teachers’ recommendations. One credit in a required tenth-grade English course is a prerequisite for admission to a required eleventh-grade English course.
1304  English 11
In addition to literature and literary nonfiction works, foundational U.S. documents are examined and analyzed. The development of composition skills continues to focus on informational, narrative, and argument writing and research. The study of language supports building skills necessary for the SAT. Reading, writing, language, and speaking/listening skills are presented through integrated thematic units of study aligned with the Maryland College and Career-Ready (MCCR) Standards.
CREDIT: 1  TYPE: Academic  GRADE: 11  NCAA

1307  Honors English 11
Foundational U.S. documents, multicultural literature, and literary nonfiction are analyzed closely for content and style. Students explore various rhetorical components of informational, narrative, and argument writing. Daily routine writing and elements of research are practiced. The study of language supports building skills necessary for the SAT. Reading, writing, language, and speaking/listening skills are presented through integrated thematic units aligned with the Maryland College and Career-Ready (MCCR) Standards.
CREDIT: 1  TYPE: Honors  GRADE: 11  NCAA

1309/1309o  Advanced Placement English Language and Composition
This course is being offered in a face-to-face or online environment. This course prepares students for the College Board's Advanced Placement Examination in English Language and Composition through a college-level class. Emphasis is on the analysis of rhetorical devices employed in nonfiction, including essays, articles, and speeches. Students continually write timed and un-timed essays on a variety of subjects. In addition to a weighted grade and the possibility of receiving college credit, students who successfully complete this course will earn their required high school English credit. Taught at the college level, this course affords advanced eleventh and twelfth grade students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many colleges or universities which recognize students' participation in the College Board's Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade. Students may be required to complete a summer assignment. Use course number 1309o if you wish to take this course online.
CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12  NCAA
PREREQUISITE: Attainment of a grade of 80% or higher average in all prior required English courses, enrollment in Honors English during the prior school year, and the recommendation of the most recent departmental instructor.

Grade 12 Required Courses
Students entering Grade 12 must complete one of the following courses. Placement in Composition & Rhetoric (1406), Advanced Placement English Language and Composition (1309), and Advanced Placement English Literature and Composition (1409) is determined primarily by performance in previous courses and teachers’ recommendations.

Students in their fourth year may concurrently enroll in two required English classes.

1404  College and Career Ready English 12
Students will study fiction and informational works from several literary periods while continuing to develop and refine their writing skills in informational, narrative, and argument writing. Several writings in various modes will be required. Reading, writing, language, speaking and listening skills will be taught through thematic units aligned with the Maryland College and Career-Ready (MCCR) Standards.
CREDIT: 1  TYPE: Academic  GRADE: 12  NCAA

1406  Honors Composition and Rhetoric
The focus for this course is the refinement of students' writing skills in composing college-level essays. During the first semester, students will receive further assistance in developing their critical reading and
comprehension skills. During the second semester, students will focus on planning, organizing and developing a variety of compositions. In addition to enhancing their literacy skills, students will also refine their research and documentation techniques. The rigor and delivery of instruction for this course will mirror that of a community college course, and textbooks will be those used at the College of Southern Maryland. Students who successfully complete the first semester of this course, as determined by class performance and College of Southern Maryland requirements, will be given the opportunity in the second semester to register for dual enrollment with the College of Southern Maryland at a reduced rate for their version of a parallel course. Students who choose this option will earn CSM college credits for successful completion of the second semester course.

**CREDIT:** 1  **TYPE:** Honors  **GRADE:** 12  **NCAA**

**PREREQUISITE:** Completion of English 11

1409/1409o  **Advanced Placement English Literature and Composition**

This course is being offered in a face-to-face or online environment. An intense examination of English literature, from the Anglo-Saxon period to the present, is conducted. Prominent literary movements are studied. In addition to lyrics, satires, and essays, novels by Dickens, and Hardy, and dramas by Sophocles, Shakespeare, Shaw, and Beckett are read. Advanced techniques of analytical writing are taught. Composition assignments include themes in which tone, prosody, and style are analyzed. Taught at the college level, this course affords advanced twelfth-grade students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade. Students may be required to complete a summer assignment. Use course number 1409o if you wish to take this course online.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 12  **NCAA**

**PREREQUISITE:** Attainment of a grade of 80% or higher average in all prior required English courses, enrollment in Honors English during the prior school year, and the recommendation of the most recent departmental instructor.

1500  **Journalism I**

Students receive an introduction to the organization and function of all aspects of the media, including newspapers, magazines, yearbooks, the Internet and broadcasting. Specific instruction is given in interviewing, researching, and writing news stories, sports stories, feature stories, editorials and entertainment reviews. Copy editing, advertising, broadcasting and principles of publication design and production are covered. Attention is given to the ethics and law of the media. Some practical experience in scholastic journalism may be included. The course is a prerequisite to joining the school newspaper, yearbook or broadcasting staffs.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12

**PREREQUISITE:** Successful completion of an eighth grade English Language Arts course with a grade of C or higher.

1510  **Journalism II: Broadcasting**

This class produces the daily in-school television news and information program. Students learn concepts and skills in television production through classroom instruction and hands-on work in a laboratory setting. Experiences include script writing, video photography, videotape editing, directing, performing, reporting and producing a daily television news and information program. Students are graded for performing all roles in the production and for taped reports and other material prepared for the program. Students are responsible for all aspects in the creation of the broadcast.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

**PREREQUISITE:** Successful completion of Journalism I (1500) or Theatre I (6500) or instructor’s recommendation.
1520  Journalism II: Newspaper
Students receive both theoretical training and practical experience in journalism through the production of the school newspaper. Experiences include news writing, feature-story writing, sports writing, interviewing, word processing, creating layouts using desktop publishing software, proofreading and editing copy using computers, taking and scanning photographs and using digital photo software to edit and process photos. Students assign stories, research them, input them into computers, take digital photos, create camera-ready layout pages for the publication, and are responsible for all aspects of operating the newspaper.

CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Journalism I (1500) or instructor's recommendation.

1530  Journalism II: Yearbook
Students receive both theoretical training and practical experience in journalism through the production of the school yearbook. Opportunities are provided for experiences in writing copy for the publication, interviewing, word processing, creating layouts using desktop publishing software, proofreading and editing copy using computers, taking and scanning photographs and using digital photo software, business, advertising, promotion and publication management. Students are assigned pages and sections of the book, input materials into computers, take photos, create camera-ready layout pages for the publication, and are responsible for all aspects of creating the yearbook.

CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Journalism I (1500) or instructor's recommendation.

1540  Journalism III: Advanced Broadcasting
Students gain knowledge and experience in broadcast journalism by serving as editorial leaders of the daily in-school television news and information program. Students learn concepts and skills in television production through classroom instruction and hands-on work in a laboratory setting. Experiences include writing and editing the daily script, planning and overseeing video photography, videotape editing, directing, performing, reporting and producing a daily television news and information program. Students organize and oversee all aspects of the production including creation of taped reports and other material for the program. This course may be taken a second time, but the granting of credit is contingent upon continuous growth in the subject.

CREDIT: 1  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of Journalism II: Broadcasting (1510) and Journalism III instructor’s recommendation and determination that the student will hold a production leadership post on the broadcast staff.

1550  Journalism III: Advanced Newspaper
Students receive both theoretical training and practical experience in journalism by serving as student leaders in the production of the school newspaper. Students in Journalism III will take the class concurrently with Journalism II students and will serve as editors of the publication. Experiences include assigning stories and managing student reports, writing and editing copy using computers, word processing, creating and editing layouts using desktop publishing software, taking and scanning photographs and using digital photo software to edit and process photos. Students in this course are expected to serve both as managers and student leaders of the publication. This course may be taken a second time, but the granting of credit is contingent upon evidence of continuous growth in the subject.

CREDIT: 1  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of Journalism II: Newspaper (1520) and Journalism III instructor's recommendation and determination that the student will hold an editorial leadership post on the publication staff.

1560  Journalism III: Advanced Yearbook
Students receive both theoretical training and practical experience in journalism by serving as student leaders in the production of the school yearbook. Students in Journalism III will take class concurrently with Journalism II students and will serve as editors of the publication. Experiences include assigning
stories and managing student staff, writing and editing copy using computers, word processing, creating and editing layouts using desktop publishing software, taking and scanning photographs using digital photo software, handling advertising and yearbook business. Students in this course are expected to serve both as managers and student leaders of the publication. This course may be taken a second time, but the granting of credit is contingent upon evidence of continuous growth in the subject.

**CREDIT:** 1   **TYPE:** Academic   **GRADE:** 12

**PREREQUISITE:** Successful completion of Journalism II: Yearbook (1530) and Journalism III instructor's recommendation and determination that the student will hold an editorial leadership post on the publication.

**1570S   Creative Writing**
This course is designed for students who have a sound knowledge of basic writing skills and who wish to exercise their imaginations by writing stories, plays, and poems. This course may be repeated for credit with the instructor's approval.

**CREDIT:** 0.5   **TYPE:** Academic   **GRADE:** 10-12

**PREREQUISITE:** English 9

**1590   Introduction to Film**
While developing the skills necessary to analyze a film, the predominant literary art form of the modern world, students are introduced to the art of the motion picture. The history of film from the beginnings to contemporary times is traced. The principal focus of this course is on techniques employed by various directors in different time periods to translate a story from script to film. Students write analyses of different aspects of films, works of major directors, and movements in the film industry.

**CREDIT:** 1   **TYPE:** Academic   **GRADE:** 11-12

**PREREQUISITE:** Successful completion of the most recent English class with a grade of 70% or higher.
Family and Consumer Science

6610 Nutrition Technology
This course helps students understand the basics of nutrition across the life span and the technological systems that affect the food supply. In addition, students explore the relationship between diet and nutrition-related health problems and disease. Students evaluate the accuracy of nutrition information from a variety of sources in order to make decisions regarding food choices. In planning and preparing nutritious meals, students have an opportunity to utilize a variety of kitchen equipment and computers to analyze diets and recipes. Careers in the nutrition and food service industries will be explored. This course is recommended to students who are interested in pursuing a career in buffet catering and/or child development. Cooking opportunities will be limited.
CREDIT: 1  TYPE: Academic  GRADE: 10-12

6620 Cultures and Cuisines
Students focus on their own eating experiences as they gain confidence in culinary skills through the selection and preparation of health foods from their own and other cultures. Using the USDA Food Pyramid, students analyze the commonalities and uniqueness of eating patterns across cultures while studying the history and geography of those areas. Computer generated dietary analysis, recipe conversions, and shopping lists assist students as they learn current cooking techniques and food presentation ideas from diverse culinary traditions. Culinary history is explored as students work with herbs, spices and ingredients from cultures represented in their studies. Careers relating to ethnic cuisines in the food industry and global food economics are investigated.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
Fine Arts

Participation in the Fine & Performing Arts provides all students with the opportunity to develop a wide variety of college and career ready skills that will serve them well in their post-secondary life, no matter their future career or course of study. Additionally, the arts provide students the opportunity to experience that which makes us uniquely human; the ability to have an aesthetic experience. Calvert County Public Schools offers coursework in the areas of Dance, Music, Theatre, and Visual Art in order to allow students to pursue the area(s) in which they have the greatest interest.

Dance

The high school dance program is designed to provide opportunity for students of all levels of ability to gain skills, knowledge and appreciation of the art form of dance as an active participant. Courses are available for students with no prior dance training or experience. Students with previous dance experience have the opportunity to participate in advanced level coursework based upon results of an audition with the instructor. Public performances will be an integral part of this course of study, and will include opportunities for students to perform individually, or in groups of varying sizes.

6000  Dance I
This course focuses on placement, alignment, dance positions and beginning dance technique in ballet, jazz, tap, and modern dance. Body strength and flexibility are emphasized. Students study physiology, dance theory and history, terminology and critique, and choreography. Students are required to wear appropriate dance attire, dance shoes, and costumes. Dance attire purchased through the school will not exceed $90.00. Public performance is a required component of this course.
CREDIT: 1  TYPE: Academic  GRADE: 9-12

6010  Dance II
This course focuses on more extensive work in body placement and alignment, flexibility and strength, and dance technique in ballet, jazz, tap and modern dance. Continued study of dance history, physiology, dance theory, choreography, dance vocabulary, and dance critique occurs. This course may be repeated for credit with the instructor’s approval. Students are required to wear appropriate dance attire, dance shoes, and costumes. Dance attire purchased through the school will not exceed $90.00. Public performance is a required component of this course.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Successful completion of Dance I (6000) with a grade of 70% or higher or the recommendation of the instructor after an audition and placement evaluation.

Music

The high school music program is a highly varied program. Music instruction is provided in all schools to help students gain skills, knowledge, and appreciation as active participants in the art of making music. Opportunities are provided for students to sing, play instruments, read, listen, create, interpret music, and accumulate knowledge and values at the various levels of skill appropriate to their capabilities. Opportunities for individual, small group, and large group instruction are available. Performing groups may be organized according to the musical experience and ability of students. The names of these organizations will vary from school to school.

Advanced courses are offered for any students who wish to continue to develop their musical skills.
6300  Music Theory  
Music theory is for music students who wish to enhance their understanding of the fundamentals of music, including the relationship to music history. Students study ear-training, sight-singing, the elements of music, and music analysis. Composition is an outgrowth of this course. This course may be repeated for credit with the instructor’s approval.  
CREDIT: 1  TYPE: Academic  GRADE: 9-12  
PREREQUISITE: Ability to read music and instructor’s recommendation.

6309  Advanced Placement Music Theory  
Advanced Placement Music theory is for serious music students who wish to enhance their understanding of the fundamentals of music, including the relationship to music history. Students study ear-training, sight-singing, the elements of music, and music analysis. Composition is an outgrowth of this course. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an advanced placement course shall receive a weighted grade.  
CREDIT: 1  TYPE: Advanced Placement  GRADE: 10-12  
PREREQUISITE: Successful completion of 6300 Music Theory in the previous academic year or a successful passing of the AP Music Theory course pre-test with 80% or higher.

6310  Chorale  
This course is designed for ninth-grade students who have middle school choral performance experience and for tenth, eleventh, and twelfth-grade students whose choral background is limited. In addition to the introduction to four-part singing, the development of choral techniques includes intonation, balance within and among sections, choral blend, diction, and sight reading. Interpretation and expression are emphasized, and students perform choral music from various historical periods and cultural backgrounds. Performance etiquette and listening skills are refined. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.  
CREDIT: 1  TYPE: Academic  GRADE: 9-12  
PREREQUISITE: Recommendation of the instructor after an audition and/or consultation with the previous teacher.

6320  Chorus I  
In this course designed for the beginning singer, students become familiar with basic vocal production techniques, including posture, breathing, diction, and vowel placement. Emphasis is placed on intonation, balance, blend, interpretation, and expression. The repertoire may include folk, jazz, and modern musical themes. Students learn to appreciate music from various cultures. They acquire an understanding of appropriate concert and audience etiquette. Public performance is a required component of this course.  
CREDIT: 1  TYPE: Academic  GRADE: 9-12

6340  Chamber Chorus  
This course is designed for a small, highly selective group of advanced singers, who perform the chamber music of all periods. Vocal techniques as well as the historical and theoretical aspects of chamber music are studied. Students are required to possess both a high degree of musicianship and the ability to sing independently. Public performance is a required component of this course. The nature of the Chamber Chorus repertoire necessitates that all students attend every performance. This course may be repeated for credit with the instructor’s approval.  
CREDIT: 1  TYPE: Academic  GRADE: 9-12  
PREREQUISITE: Recommendation of the instructor after an audition and/or consultation with the previous teacher.
6350 Music Theatre
Works from the musical stage and other selected music are performed. Choreographed movement, advanced musicianship, theatre terminology, and stage deportment are studied. Both individual and ensemble performances constitute a major part of this course. Consequently, attendance at all performances is required, and public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.
CREDIT: 1[type] Academic [grade] 9-12
PREREQUISITE: Recommendation of the instructor after an audition and/or consultation with the previous teacher.

6360 Concert Chorus
Through the refinement of choral techniques, advanced singers explore the wide range of serious choral literature for the advanced mixed ensemble written during the time from the Renaissance through the Twentieth Century. Both solo and small ensemble participation are encouraged. Public performance is a required component of this course, and a rigorous performance schedule is maintained. This course may be repeated for credit with the instructor’s approval.
CREDIT: 1[type] Academic [grade] 9-12
PREREQUISITE: Previous experience and recommendation of the instructor after an audition and/or consultation with the previous teacher.

6370 Music Appreciation online
Music Appreciation is an online course that introduces students to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The first semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. This online course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world. This course is only offered online.
CREDIT: 1[type] Academic [grade] 12

6400 Concert Band
This course is designed to help advance students’ music skills through sectional or individual technical training and through ensemble rehearsals. Students acquire technical skills and play developmental music literature. They also study the fundamentals of music theory. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.
CREDIT: 1[type] Academic [grade] 9-12
PREREQUISITE: Previous small-group instrumental lessons and/or small-group ensemble experience.

6410 Symphonic Band
This course is designed for student-musicians who have had instrumental training and some experience in larger ensemble rehearsals. Students study a wide variety of music literature. They increase their knowledge of music theory, ensemble intonation and balance, the proper rendition of scales and rhythms, and other aspects of music scores. It is expected that students will practice on a daily basis. As members of the Symphonic Band, students play for selected concerts, assemblies, parades, and other community and school events. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.
CREDIT: 1[type] Academic [grade] 9-12
PREREQUISITE: At least two years of previous instrumental experience and the recommendation of the instructor after an audition. To enroll in this course, a student and his or her parent or guardian will be required to sign a contract with the school in which course expectations are outlined.

6420 Wind Ensemble
The Wind Ensemble consists of the most experienced instrumentalists who play a variety of music literature. Advanced music concepts are discussed. Students increase their knowledge of music theory, ensemble intonation and balance, the proper rendition of scales and rhythms, and other aspects of music
scores. They explore and develop those skills that are basic to careers in music. It is expected that students will practice on a daily basis and audition for honors bands. As members of the Wind Ensemble, students play for concerts, assemblies, and other community and school events. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12  
**PREREQUISITE:** Previous advanced instructional experience and recommendation of the instructor after an audition. To enroll in this course, a student and his or her parent or guardian will be required to sign a contract with the school in which course expectations are outlined.

**6430 Jazz Ensemble**  
Jazz Ensemble is designed for students with advanced music skills. The following types of music are studied: popular, swing, jazz, and rock. Creativity, improvisation, and refined aural skills are fostered. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12  
**PREREQUISITE:** Recommendation of the instructor after an audition and/or consultation with the previous teacher.

**6440 String Orchestra**  
This course is designed for student-musicians who have had instrumental training and some experience in larger ensemble rehearsals. Students study a wide variety of music literature and increase their knowledge of music theory, ensemble intonation and balance. They explore and develop those skills that are basic to careers in music. It is expected that students will practice on a daily basis and audition for honors orchestras. As members of the orchestra, students play for selected concerts, assemblies and other school and community events. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12  
**PREREQUISITE:** Teacher recommendation and 2 years previous instrumental instruction.

**6445 Advanced Orchestra**  
The Advanced String Orchestra consists of the most experienced instrumentalists who play a variety of literature. Advanced music concepts are discussed. Students increase their knowledge of music theory, ensemble intonation and balance, the proper rendition of scales and rhythms, and other aspects of music scores. They explore and develop those skills that are basic to careers in music. It is expected that students will practice on a daily basis and audition for honors bands. As members of the Advanced String Orchestra, students play for concerts, assemblies, and other community and school events. Public performance is a required component of this course. This course may be repeated for credit with the instructor’s approval.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12  
**PREREQUISITE:** Two years previous instrumental instruction, and recommendation of the instructor after an audition.

**6450 Brass Ensembles: Duets, Trios, Quartets and Quintets**  
These courses for small instrumental groups of like instruments are designed to develop music skills. Performing usually without a conductor, each member of the ensemble is responsible for maintaining the steady flow of the music. These courses may be repeated for credit with the instructor’s approval.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 9-12  
**PREREQUISITE:** Recommendation of the instructor after an audition and/or consultation with the previous teacher.
6470  Percussion Ensembles: Duets, Trios, Quartets, & Quintets
These courses for small instrumental groups of like instruments are designed to develop music skills. Performing usually without a conductor, each member of the ensemble is responsible for maintaining the steady flow of the music. This course may be repeated for credit with the instructor's approval.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Recommendation of the instructor after an audition and/or consultation with the previous teacher.

6475  Symphony Orchestra
This ensemble is designed for students with advanced music skills. These students study all styles of music, with concentration on the symphonic orchestra literature. The main focus of this group is to offer the opportunity to perform as a Full Symphony Orchestra. Students will study and perform music in a full orchestra setting, as well as chamber-type ensembles. It is expected that students will practice on a daily basis and audition for honor band and orchestra. As members of the Symphony Orchestra, students will play for both band and orchestra concerts, assemblies, and other community and school events. After school rehearsals may be a requirement. Students may be required to pay for uniforms (Concert Black), class fees and field trips. This course may be repeated for credit with the instructor's approval.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Recommendation of current teacher and/or consultation with the previous teacher.

6480S  Guitar
In this course designed for the beginning guitarist, students become familiar with the fundamentals of guitar. Students will study notation and chord progressions, as it applies to classical, traditional, folk, and popular music (including rock and roll). Students have the opportunity to perform. This course may be repeated for credit.
COURSE NOTE: Students must provide their own acoustic guitar with case.
CREDIT: 0.5  TYPE: Academic  GRADE: 9-12

Theatre
The high school theatre program is designed to provide opportunity for students to participate in all facets of theatre, to include technical theatre (lighting, sound engineering, set design, costume design, stage management), as well as acting and directing. Students participating in the upper level theatre courses may be required to participate in after-school theatre productions to facilitate application of concepts and skills being learned within the theatre classroom.

6500  Theatre I
Students receive an introduction to the theatre through a study of the following topics: voice and movement, improvisation, pantomime and/or mime, character analysis, costuming, make-up, and set design. Students critically analyze aspects of play productions.
CREDIT: 1  TYPE: Academic  GRADE: 9-12

6510  Theatre II
Students receive both theoretical training and practical experience in the theatre through the production of a play. Opportunities are provided to experience major responsibilities for a drama departmental production. Examples of such experiences include set design, costume design, stage management, and acting and/or directing assignments. Students receive instruction in various advanced techniques of acting, the history of the theatre, the interrelationship of the fine arts, and the critical analysis of dramatic literature from different literary periods. Students may also write scenes and entire plays. As a part of course expectations, students are sometimes required to participate in after-school drama activities. This course may be repeated for credit with the instructor’s approval.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Theatre I (6500) with a grade of 70% or higher or instructor’s recommendation.
6520  Advanced Acting I
This course is an intensive study into theatrical performance. The students will study various acting methods, including: Meisner, Stanislavski, Hagen, and Spolin. Students will also study different genres of theatre and the special acting styles needed to perform in each. Such styles will include: Shakespeare, Brecht, Restoration, Avant Garde, and Realism. Students will undertake an extensive study of the development of voice, movement, and imagination. Scene work, monologues, and workshop activities are a major focus of this class.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Theatre II (6510) or concurrent enrollment in Theatre II
COREQUISITES: If you take this course, you must also take 6510 - Theatre II

6530  Advanced Acting II
In this course, students further develop their repertoire of acting methodology and continue their study of various genres of theatre and acting styles. Advanced scene work and audition skills will be emphasized.
CREDIT: 1  TYPE: Academic  GRADE: 11-12
PREREQUISITE: Advanced Acting I (6520)

6540  Advanced Acting III
In this course, students will perfect audition techniques, character development studies and vocal and movement skills. Students will be given numerous opportunities to participate in scholarship auditions and acting workshops. Students will also explore today's performing arts world focusing on careers, leaders and traits.
CREDIT: 1  TYPE: Academic  GRADE: 12
PREREQUISITE: Advanced Acting II (6530)

6550  Stagecraft
Students enrolling in this course will study the design and construction of theatre sets and related stage items, as well as stage lighting. They will also become familiar with audiovisual equipment, costuming, and publicity. Students will be given the opportunity to design for major school productions or student-directed shows. Renderings, drawings, presentations, and portfolios are a major focus of the class. This course may be repeated for credit.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Theatre II (6510) or concurrent enrollment in Theatre II.

Visual Arts
The high school visual art program offers students the opportunity to work with a variety of media, including but not exclusive to painting, drawing, ceramics, sculpture, photography, and mixed media. Advanced coursework is offered for students wishing to deepen their level of skill in specific fields, and students may pursue advanced placement coursework in drawing, two-dimensional design, and three-dimensional design.

The prerequisite for ALL Visual Arts courses, except Photography, is the successful completion of Art and Design (6100) with a grade of 70% of higher. This prerequisite may be waived if a student has successfully completed a middle school art class with a grade of 80% or higher, or has the recommendation of their art teacher.

6100  Art and Design
The student acquires a basic knowledge of various art media and the skills necessary to work with these media. The various elements of drawing, painting, sculpture, and ceramics are stressed. The student works with all the basic media in the visual arts and becomes acquainted with the procedures and functions of art in a classroom environment.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
6110  Drawing and Painting
Students draw and paint with the following media: pencil, oil pastel, charcoal, pen and ink, watercolor, ink wash, oil, tempera, and acrylic. The focus is upon landscapes, figures, and still-life conceptualizations.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Successful completion of Art and Design (6100) with a grade of 70% or higher or recommendation of the previous teacher.

6120  Advanced Drawing and Painting
Through intense practice both in class and at home, students refine perceptual and technical skills developed in Drawing and Painting (6110). Through frequent class critiques, students become more familiar with the visual language of drawing and painting.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Drawing and Painting (6110) with a grade of 70% or higher.

6130  Sculpture
This course focuses on the production of representational and non-representational sculpture in several of the following media: clay, plaster, wood, papier-mâché, wire, and wax.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Successful completion of Art and Design (6100) or recommendation of the previous teacher.

6135  Advanced Sculpture
This course focuses on mastering the production of realistic and representational sculpture forms in several of the following media: clay, plaster, wood, papier mache, wire, and wax. Through intense practice with these mediums, students refine perceptual and technical skills developed in Sculpture (6130). Students also become more familiar with the language of sculpture through frequent class critiques and assessments.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Sculpture I (6130) with a grade of 70% or higher.

6140  Ceramics
Students learn techniques for clay preparation, hand-building, throwing, glazing, and kiln firing.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Successful completion of Art and Design (6100) or recommendation of the previous teacher.

6150  Advanced Ceramics
This course provides more advanced study for students with a particular interest in three-dimensional art. Additional wheel experience is offered and emphasis is placed upon a variety of glazing techniques.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Ceramics I (6140) with a 70% or higher.

6180  Photography Black and White & Digital
This course provides an understanding of the camera and its operations, film developing, projection printing, lighting, photographic composition. Students will receive instruction on the use of a regular 35mm SLR camera and the development of black and white film as well as the use of a 35mm DSLR digital camera, scanner, computer images and software, and printers. Owning a 35mm SLR or DSLR camera is not necessary, but very helpful. Much work will be done outside the classroom, where the skills and techniques learned in the course will be applied. Students are responsible for fees to cover the cost of consumable supplies and materials that will not exceed $20 and may need a jump drive or other media storage for class.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
6190  Advanced Photography Black and White and Digital  
This course provides an in-depth study of black-and-white photography, as well as expand upon the student’s previous knowledge of the digital camera, computer, software and output devices by creating projects which include studio lighting for portrait and still life, photo-journalism, and creative darkroom techniques. The skills and techniques learned in this course are applied, to a significant extent, outside the photography classroom. Students are responsible for fees to cover the cost of consumable supplies and materials that will not exceed $20 and may need jump drive or other media storage for class.  
CREDIT: 1  TYPE: Academic  GRADE: 11-12  
PREREQUISITE: Successful completion of Photography (6180) with a grade of 70% or higher.

6200  Studio Art  
This course is offered for the exceptionally talented student who would like to do intensive work in a particular art discipline. In this course, guidance will be offered to help prepare the student to enter a crafts school, fine arts school, or the fine arts department of a university. A portfolio may be prepared for the College Board’s Advanced Placement Studio Art evaluation. Students may be required to pay a fee or purchase materials depending upon their area of interest.  
CREDIT: 1  TYPE: Academic  GRADE: 11-12  
PREREQUISITE: Recommendation of an art instructor.

6209  Advanced Placement Studio - Drawing  
Students must submit a preliminary art portfolio for approval by the AP art instructor. This portfolio will serve as a basis for the AP portfolio and must be approved for both quality and quantity to assure that the AP portfolio requirements can be completed in 1 year of AP study. This course is designed to address a very broad interpretation of drawing issues. For example, many types of painting, printmaking, and studies for sculpture, as well as abstract and observational works, would qualify as addressing drawing issues. Portfolios presented to the College Board include the following: Quality - 5 actual works - These are works that excel in concept, composition and execution. Concentration - 12 slides; some may be details - A series of works organized around a compelling visual concept in drawing. A written commentary explaining the development of the concentration must accompany the work in this section. Breadth - 12 slides; one slide each of 12 different works - Students must submit a variety of drawings showing a demonstration of a variety of concepts, media and approaches. Students will be expected to provide their own supplies and materials. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if their portfolios meet entrance standards, and if they attend one of the many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an advanced placement course shall receive a weighted grade.  
CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12  
PREREQUISITE: Art and Design (6100) and Drawing and Painting (6110) or Advanced Drawing and Painting (6120).

6219  Advanced Placement Studio - Two Dimensional Design  
Students will be asked to demonstrate proficiency in two-dimensional design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Portfolios presented to the College Board include the following: Quality - 5 actual works - These are works that excel in concept, composition and execution. These works may include drawings, paintings, prints, digital works, photographs, diagrams, plans, animation cells, collages, montages, and so forth. Concentration - 12 slides; some may be details - A series of works organized around an individual’s interest in a particular idea expressed visually. A written commentary explaining the development of the concentration must accompany the work in this section. Breadth - 12 slides; one slide each of 12 different works - students must submit a variety of two-dimensional art forms and techniques. Successful works of art require the integration of the elements and principles of design. Students will be expected to provide their own supplies and materials. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if their portfolios meet entrance standards, and if they attend one of the many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an advanced placement course shall receive a weighted grade.  
CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12  
PREREQUISITE: Art and Design (6100) and Drawing and Painting (6110) or Advanced Drawing and Painting (6120).
entrance standards, and if they attend one of the many colleges or universities which recognize students' participation in the College Board's Advanced Placement Program. Students who complete an advanced placement course shall receive a weighted grade.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 11-12

**PREREQUISITE:** Art and Design (6100) and Drawing and Painting (6110) or Advanced Drawing and Painting (6120). Students must submit a preliminary art portfolio for approval by the AP art instructor. This portfolio will serve as a basis for the AP portfolio and must be approved for both quality and quantity to assure that the AP portfolio requirements can be completed in 1 year of AP study.

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### 6229 Advanced Placement Studio - Three Dimensional Design

This course is designed to address a very broad interpretation of three-dimensional design and sculptural issues in depth and space. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others. Portfolios presented to the College Board include the following: Quality - 10 slides, consisting of 2 views of each of 5 works - These are works that excel in concept, composition and technical skills demonstrated, and the realization of the artist's intentions. Concentration - 12 slides; some may be details - A series of works organized around a compelling visual concept in 3-D design. A written commentary explaining the development of the concentration must accompany the work in this section. Breadth - 16 slides; 2 slides each of 8 different works - Students must submit a variety of three-dimensional art forms and techniques. The student will be introduced to problems in concept, form, and materials as they pertain to sculpture and three-dimensional design. Students will be expected to provide their own supplies and materials. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if their portfolios meet entrance standards, and if they attend one of the many colleges or universities which recognize students' participation in the College Board's Advanced Placement Program. Students who complete an advanced placement course shall receive a weighted grade.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 11-12

**PREREQUISITE:** Art and Design (6100) and Ceramics I (6140) or Sculpture (6130). Students must submit a preliminary art portfolio for approval by the AP art instructor. This portfolio will serve as a basis for the AP portfolio and must be approved for both quality and quantity to assure that the AP portfolio requirements can be completed in 1 year of AP study.
Mathematics

To graduate, a student must earn four credits in high school mathematics including one credit in algebra and one credit in geometry. Because of the demands of an increasingly technological society, it is required that every student study mathematics each year of high school.

Students are strongly encouraged to select courses from the advanced program upon attainment of the prerequisite skills; a comprehensive four-year plan of studies should include provisions for this goal. The selection of the appropriate mathematics program for each student should be based on: (a) individual needs, (b) ability, and (c) attainment of the necessary prerequisites for the desired course. Students seeking to qualify for admission to Maryland colleges and universities should have credits in Algebra 1, Geometry, Algebra 2 and one Math elective.

Math courses taken during the student's senior year in high school should be reflective of student's post-high school goals and student's past degree of rigor.

3123 Comprehensive Algebra 1
This is a two-period course. Comprehensive Algebra is for ninth or tenth grade students who would benefit from extra time in Academic Algebra to deepen and strengthen understanding. By successfully completing Comprehensive Algebra, the student will receive two math credits - the algebraic concepts credit required for graduation as well as a math elective credit. Topics covered include linear, quadratic, polynomial, and exponential functions, equations, inequalities and systems, as well as modeling with statistics and other mathematics. This course is designed to prepare students for the Algebra I MCAP Assessment.
CREDIT: 2  TYPE: Academic  GRADE: 9  NCAA (1 unit of math)

3125 Academic Algebra 1
This course is the foundation for all higher mathematics courses. Any student planning to enroll in either a college or a post-secondary technical program should elect this course. Topics covered include linear, quadratic, polynomial, and exponential functions, equations, inequalities and systems, as well as modeling with statistics and other mathematics. This course is designed to prepare students for the Algebra I MCAP Assessment.
CREDIT: 1  TYPE: Academic  GRADE: 9  NCAA

3131 Intermediate Algebra
Topics covered include linear, quadratic, exponential, and logarithmic functions, equations, and relationships, with an emphasis on modeling these situations. This course is designed to help students prepare for Algebra 2 success. Students who have not satisfied Algebra 1 MCAP graduation requirements must take this course after Geometry. Students who have satisfied MCAP graduation requirements must take Academic or Honors Algebra 2 instead.
CREDIT: 1  TYPE: Academic  GRADE: 11
PREREQUISITE: Successful completion of Geometry

3135 Academic Algebra 2
This course is a continuation of the development of concepts and problem-solving methods begun in Academic Algebra 1 and continued in Academic Geometry. Advanced algebraic operations, techniques for problem-solving, and the practical application of mathematical theory are stressed. Any student planning to enroll in either a college or a post-secondary technical program should elect this course. Topics covered include arithmetic and geometric sequences, and quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric relations, equations and functions.
CREDIT: 1  TYPE: Academic  GRADE: 10-12  NCAA
PREREQUISITE: Academic Algebra 1 (3125/3725) or Comprehensive Algebra (3123/3723), and Geometry (3204). Concurrent enrollment in Geometry (3204) and Academic Algebra 2 (3135) is permitted with teacher recommendation.
3137  Honors Algebra 2
Topics covered include arithmetic and geometric sequences, and quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric relations, equations and functions. An emphasis is placed on applying algebra to logarithmic and trigonometric situations. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended. This course may be taken concurrently with Honors Geometry.
CREDIT: 1  TYPE: Honors  GRADE: 9-12  NCAA
PREREQUISITE: 3207 - Honors Geometry, or this course may be taken concurrently.

3204  Geometry
This course is structured to emphasize basic knowledge of plane geometry and its properties, correct terminology, definitions, and proofs, formalizing geometry learned in middle grades. Significant work is done in this course to apply and extend understandings of algebraic reasoning and manipulations in order to prepare students for college and career readiness. Topics that are studied include angles, lines, triangles, quadrilaterals, and circles; congruence, similarity, and transformation; right triangle relationships and trigonometry; and two- and three-dimensional modeling. This course may be taken concurrently with Algebra 2.
CREDIT: 1  TYPE: Academic  GRADE: 10  NCAA
PREREQUISITE: Successful completion of Academic Algebra 1 (3125/3725) or Comprehensive Algebra (3123/3723).

3207  Honors Geometry
This course provides for the development of mathematical systems through an axiomatic approach using inductive and deductive reasoning. Significant work is done in this course to apply and extend understandings of algebraic reasoning and manipulations in order to prepare students for college and career readiness. Topics that are studied include angles, lines, triangles, quadrilaterals, and circles; congruence, similarity, and transformation; right triangle relationships and trigonometry; and two- and three-dimensional modeling. This course is designed to develop a basic understanding of axiomatic theory proof, formalizing geometry learned in middle grades. course may be taken concurrently with Honors Algebra 2.
CREDIT: 1  TYPE: Honors  GRADE: 9-10  NCAA
PREREQUISITE: Completion of Algebra 1 (3125) with a grade of 90% or higher and teacher recommendation.

3301  Accelerated Algebra II/Pre-Calculus
This honors level course differs from the standard and honors Algebra 2 courses in that it contains content from Pre-Calculus, and is designed to prepare students to go directly into AP Calculus 1. The additional content, when compared to the standard course, demands a much faster pace for instruction and learning. Because the demands of this course are very high, students should alternatively consider taking Honors Geometry and Honors Algebra 2 concurrently, followed by Honors Pre-Calculus when designing four-year plans, in order to have an increased amount of time and depth with the standards of the courses. Topics covered include quadratic, polynomial, rational, exponential, and logarithmic functions, equations, and relationships, as well as statistics, trigonometry, and modeling. Students who enroll in this course will be given the opportunity to register for dual enrollment with the College of Southern Maryland at a reduced rate in a section of a parallel course. Students who choose this option will earn college credits for successful completion of this course.
CREDIT: 1  TYPE: Honors  GRADE: 10-11  NCAA
PREREQUISITE: Student must pass Algebra 1 with a 90% or higher, have Algebra 1 MCAP score of 760 or higher, and successfully pass Honors Geometry (3207).

3304  Advanced Mathematics
This course is designed to develop a better understanding of mathematics that are not always included in traditional core pathways. Topics include data manipulation, analysis, and communication; information visualization; logic and interpretation of statistics; advanced probability and counting techniques; and
Course Descriptions - Mathematics

mathematical modeling. A capstone requires students to apply learning to applications such as finance, business, and marketing; environmental impact, medical and behavioral sciences, and coding.

3305 Academic Pre-Calculus with Trigonometry
This course is designed to develop a better understanding of mathematical systems. Topics studied include exponential and logarithmic functions, complex numbers, trigonometric identities and formulas, circular functions and their inverses, and polynomial functions. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended. Students who enroll in this course will be given the opportunity to register for dual enrollment with the College of Southern Maryland at a reduced rate in a section of a parallel course. Students who choose this option will earn college credits for successful completion of this course.

CREDIT: 1  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of both Academic Algebra 2 (3135) and Geometry (3204).

3307 Honors Pre-Calculus with Trigonometry
This course provides a strong foundation in precalculus concepts, techniques, and applications to prepare students for more advanced studies in mathematics. Topics studied include exponential, logarithmic, polynomial, and trigonometric functions and their inverses, algebra and geometry, circular functions, complex numbers, and linear systems. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator. TI-84+ CE is recommended. Students who enroll in this course will be given the opportunity to register for dual enrollment with the College of Southern Maryland at a reduced rate in a section of a parallel course. Students who choose this option will earn college credits for successful completion of this course.

CREDIT: 1  TYPE: Honors  GRADE: 10-12  NCAA
PREREQUISITE: Successful completion of Honors Algebra 2 (3137) and Honors Geometry (3207) with a grade of 80% or higher or teacher recommendations.

3409/3409o Advanced Placement Calculus 1
This course is being offered in a face-to-face or online environment. Concurrent enrollment in Math Analysis (3430) is permitted for twelfth-grade students who have attained a grade of 80% or higher in Academic Pre-Calculus with Trigonometry (3305). Topics studied include techniques of differentiation and integration of algebraic and trigonometric functions as well as their applications. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.

Use course number 3409o if you wish to take this course online.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12  NCAA
PREREQUISITE: Successful completion of Honors Precalculus with Trigonometry (3307) with a grade of 80% or higher or successful completion of Academic Pre-Calculus with Trigonometry (3305) and Math Analysis (3430) with a grade of 80% or higher and or recommendation of the most recent departmental instructor.

3419 Advanced Placement Calculus 2
Topics studied include limits, continuity, differentiation, integration (advanced techniques), sequences, and series. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended. Taught at the college level, this course affords
advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an advanced placement course shall receive a weighted grade.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 11-12  **NCAA**

**PREREQUISITE:** Successful completion of Advanced Placement Calculus 1 (3409)

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### 3420  Statistics

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics studied include exploring data, planning a study, anticipating patterns, and an introduction to using statistical inference. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12  **NCAA**

**PREREQUISITE:** Successful completion of Academic Algebra 2 (3135) or Honors Algebra 2 (3137).

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### 3429/3429o  Advanced Placement Statistics

This course is being offered in a face-to-face or online environment. This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics studied include exploring data, planning a study, anticipating patterns, and using statistical inference. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.

Use course number 3429o if you wish to take this course online.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 10-12  **NCAA**

**PREREQUISITE:** Successful completion of Honors Geometry (3207) and Honors Algebra 2 (3137) with a grade of 80% or higher, or successful completion of Academic Pre-Calculus (3305) with a grade of 80% or higher.

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### 3430  Math Analysis

This course serves as a higher math elective. Topics to be studied include: set theory, algebra of vectors, fields, sequences and series, functions, complex numbers, polynomial functions, exponential and logarithmic functions, probability and limits. Students are required to have a graphing calculator that meets or exceeds the capabilities of a TI-84+ graphing calculator; TI-84+ CE is recommended.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 11-12  **NCAA**

**PREREQUISITE:** Successful completion of Academic Pre-Calculus (3305) or Honors Pre-Calculus (3307) with a grade of 80% or higher. Concurrent enrollment in Academic Pre-Calculus with Trigonometry (3305) and Math Analysis (3430) is permitted with teacher recommendations. In this case, placement in Honors Pre-Calculus with Trigonometry (3307) should be considered as an alternate placement.

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### 5010  Business Mathematics

Students will learn techniques to manage their cash, to make money by investing, and to make informed decisions regarding the purchase and operation of cars and homes. Students will also be introduced to topics such as insurance, banking, and debt management. They will apply skills necessary to confidently manage the challenges of everyday life. This class is offered through the business department and counts as a mathematics credit for graduation.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 10-12

**PREREQUISITE:** Successful completion of Comprehensive Algebra (3123) or Academic Algebra 1
(3125) and Geometry (3204). Seniors may not take this course as their senior math course if they have not yet achieved a passing college-and-career ready score in math.
Established by the Congress of the United States in 1964, the Naval Junior Reserve Officers’ Training Corps (NJROTC) Program teaches self-discipline, self-confidence, and leadership skills. The main objectives of this elective program are to promote patriotism, develop informed and responsible citizens, promote habits of orderliness and precision, develop respect for constituted authority, and develop a high degree of personal honor, individual discipline, and self-reliance.

The program includes classroom study in the areas listed in the course descriptions. In addition, physical fitness, personal appearance and good grooming habits, respectful conduct, and leadership training are stressed. Those who enroll in naval science courses join a unit and agree to wear the Navy uniform one full day a week and to comply with the standards of academic performance and personal conduct required of NJROTC cadets. All textbooks, regular uniforms, and training equipment are provided by the Navy at no cost to the student.

Any cadet who is qualified and interested is provided significant assistance in competing for a four-year college ROTC scholarship and/or a nomination to any of the service academies. The curriculum also includes current information on opportunities in all of the armed forces.

The student who elects to take naval science incurs no military obligation. However, successful completion of two years or more of naval science allows entry into the armed forces at up to two pay grades higher than other enlistees.

To broaden each cadet’s horizons, frequent field trips are made to visit various military bases, ships, and other government installations of interest. Cruises and visits aboard Navy ships provide practical, hands-on training experiences.

Extracurricular activities include interscholastic competition at the local, regional, and national levels in academics, marksmanship, orienteering drill team, and color guard. Selected cadets may attend special advanced training or educational opportunities.

To enroll in any NJROTC unit, a student must be of good moral character, physically fit, and at least fourteen (14) years old. He or she must agree to accept and maintain the high standards of behavior and personal appearance required of cadets.

**7210 Naval Science I**
Students are introduced to both the NJROTC program and the study of naval science. Emphasis is placed on personal development and career planning; leadership skills; naval orientation; citizenship and American government; wellness; fitness, and first aid; geography and survival skills; and teamwork development. Opportunities are available to participate in community service, marksmanship, orienteering, drill, and athletics. Students are required and agree to wear the Navy uniform one full day a week. Students are also required to dress out and participate in physical fitness training.

**CREDIT:** 1
**TYPE:** Academic
**GRADE:** 9-12

**7220 Naval Science II**
Advanced leadership skills are practiced. Maritime History; Maritime Geography as it relates to national resources, landforms, climate, soil, bodies of water, people, governments, and military; Current Events, Naval History, Naval Operations; and Intelligence and National Security are studied. Students are required and agree to wear the Navy uniform one full day a week. Students are also required to dress out and participate in physical fitness training.

**CREDIT:** 1
**TYPE:** Academic
**GRADE:** 10-12

**PREREQUISITE:** Successful completion of Naval Science I (7210) with a grade of 70% or higher.
Concurrent enrollment of students in Grades 11 and 12 in Naval Science III (7230) is permitted with the instructor’s recommendation.

7230 Naval Science III
Cadets practice advanced leadership skills and management techniques in the daily operation of the NJROTC unit, including the planning for and conducting of unit functions. Major areas of study include sea power and national security, naval operations, military and international law, ship design and organization, and maritime navigation. Opportunities are available to participate in community service, marksmanship, orienteering, drill, and athletics. Students are required and agree to wear the Navy uniform one full day a week. Students are also required to dress out and participate in physical fitness training.

CREDIT: 1  TYPE: Academic  GRADE: 11-12
PREREQUISITE: Successful completion of Naval Science II (7220) with a grade of 70% or higher.

Concurrent enrollment of students in Grades 11 and 12 in Naval Science IV (7240) is permitted with instructor’s recommendation.

7240 Naval Science IV
Advanced leadership and ethics development accomplished through seminar discussions. Cadets practice advanced leadership skills and management techniques in the daily operation of the NJROTC unit including the planning for and conducting of unit functions and activities. Opportunities are available to participate in community service, marksmanship, orienteering, drill, and athletics. Students are required and agree to wear the Navy uniform one full day a week. Students are also required to dress out and participate in physical fitness training.

CREDIT: 1  TYPE: Academic  GRADE: 12
PREREQUISITE: Successful completion of Naval Science III (7230) with a grade of 70% or higher.
Physical Education/Health and Wellness

The Physical Education program at the high school level provides a format for the greater development of personal health, fitness, and wellness. Students are challenged to increase their personal well-being by choosing a PE course that best fits their needs, interests, and abilities. Each of the following courses embeds the standards of the Maryland State Curriculum and National Standards for Physical Education. Therefore, students may select from any of the following activity-based courses to complete the mandatory ½ credit graduation requirement for Physical Education: Team Sports, Recreational Sports, Weight Training and Physical Conditioning I, and Fitness Fusion. Students wishing to take additional Physical Education classes may choose to take a level two course for elective credit.

Students are required to have appropriate physical education uniforms to participate in all activity courses.

7008S Unified Physical Education
This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help and create a more inclusive and accepting school environment for all students. *Students are required to wear physical education uniforms to participate. This course meets the graduation requirement for physical education.

CREDIT: 0.5 TYPE: Academic GRADE: 9-12

7010S/7010So Health
This course is offered in a face-to-face or online environment. The health course fulfills the State of Maryland’s graduation requirement for health. The class covers health content including mental and emotional health; nutrition and wellness; alcohol, tobacco, and other drugs; family life and human sexuality; disease prevention; and safety and injury prevention. The purpose of the health course is to create health literate individuals by teaching health as a skill through the development of appropriate decision-making, use of refusal skills, realistic goal-setting, effective communication, and use of community resources. Parents are encouraged to visit the school and become familiar with the Family Life content. An approximately two-week alternative to the component is offered. Parents and students should check with the course instructor or school principal for more information. This course meets the graduation requirement for health education.

The health course is offered online by using course 7010So for registration. Students taking this course online will have required face to face meetings that will occur after school or on Saturdays. There will be six scheduled meetings and students will be required to attend at least four.

CREDIT: 0.5 TYPE: Academic GRADE: 9-12

7015 Independent Living/Family Life and Human Development
This course is designed to assist students in dealing successfully with the complex problems and relationships of adulthood. Units of study include careers, life styles, and such basic human needs as food, clothing, and shelter. Units in human development will build upon the foundation begun in Grade 5 and continued in the middle school. Instruction will include topics on the psychology and physiology of human sexual behavior.

CREDIT: 1 TYPE: Academic GRADE: 12
PREREQUISITE: Health (7010S).

7020S Team Sports
Team sports is a sport based class designed around competitive team sports such as flag football, soccer, basketball, floor hockey, broomball, volleyball, handball, and speedball. Students will learn about cardiovascular fitness, muscular endurance, skill-related fitness components, tactical concepts of sports, and sportsmanship. Students interested in improving cardiovascular fitness by participating in active
sports and competitive play on a daily basis should register for the team sports class. *Students are required to wear physical education uniforms to participate. This course meets the graduation requirement for physical education.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12

7025S  Team Sports II
The Team Sports II class focuses on similar motor skills and movement patterns of the level I class with an emphasis on more advanced cognitive topics related to fitness principles, motor movement, physical health, personal and social responsibility, nutrition, and technology. The purpose of the level II course is to build upon the psychomotor, cognitive, and affective domains of physical education to help students understand and value physical activity, exercise, and movement. *Students are required to wear physical education uniforms to participate. This course may be repeated for credit.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Level one of any PE course

7040S  Recreational Sports
Recreational sports is a sport based class designed around leisure activities such as bowling, Kan Jam, bocce ball, tennis, ultimate Frisbee, softball, badminton, and kickball. Students will learn about the health benefits of regular physical activity, the skill-related components of fitness, and the difference between exercise and recreational activity. Students interested in participating in leisurely sports and activities on a daily basis should register for this class. *Students are required to wear physical education uniforms to participate. This course meets the graduation requirement for physical education.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12

7045S  Recreational Sports II
The Recreational Sports II class focuses on similar motor skills and movement patterns of the level I class with an emphasis on more advanced cognitive topics related to fitness principles, motor movement, physical health, personal and social responsibility, nutrition, and technology. The purpose of the level II course is to build upon the psychomotor, cognitive, and affective domains of physical education to help students understand and value physical activity, exercise, and movement. *Students are required to wear physical education uniforms to participate. This course may be repeated for credit.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Level one of any PE course

7050S  Weight Training and Physical Conditioning I
Weight training is a muscular strength based class designed to improve muscular strength and power through exercises done in a weight room. In this class, students will learn about the benefits of muscular strength and endurance, the major muscle groups of the body, the principle of overload, and proper nutrition. There are ample opportunities to increase strength, flexibility, speed, and power in this course. Students interested in working out in a weight room facility on a daily basis should register for the weight training class. *Students are required to wear physical education uniforms to participate. This course meets the graduation requirement for physical education.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12

7060S  Weight Training and Physical Conditioning II
The Weight Training II class focuses on similar motor skills and movement patterns of the level I class with an emphasis on more advanced cognitive topics related to fitness principles, motor movement, physical health, personal and social responsibility, nutrition, and technology. The purpose of the level II course is to build upon the psychomotor, cognitive, and affective domains of physical education to help students understand and value physical activity, exercise, and movement. *Students are required to wear physical education uniforms to participate. This course may be repeated for credit.

CREDIT: 0.5  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Level one of any PE course
7085S  Fitness Fusion
This course is designed to improve health-related fitness components including cardio-respiratory endurance, muscular strength and endurance, and flexibility. The course focuses on content such as aerobic vs. anaerobic conditioning, target heart rate zone, the skeletal system, the FITT principle, proper training concepts such as progression and overload, and the physical and mental benefits to exercise, physical activity, and fitness. Students can expect to be engaged in activities that improve heart and lung capacity, overall strength and muscular endurance, joint flexibility and mobility, and mindfulness. Students will experience benefits to physical health; stress and self-management techniques; boosts in energy, confidence, and body image; and personalized goal setting and fitness planning. This course meets the graduation requirement for physical education.
CREDIT: 0.5  TYPE: Academic  GRADE: 9-12

7086S  Fitness Fusion II
This course is designed to improve health-related fitness components including cardio-respiratory endurance, muscular strength and endurance, and flexibility. The content covered in the level 2 course focuses on the skills necessary to adopt a healthy and active lifestyle for college or career. The content includes the relationship between nutrition, physical activity, and body composition; analyzing and applying technology as a tool for supporting healthy, active lifestyles; designing and implementing a strength and conditioning program; developing and maintaining a personalized fitness portfolio; and identifying and overcoming barriers to exercise and fitness. Students can expect to be engaged in activities that improve heart and lung capacity, overall strength and muscular endurance, joint flexibility and mobility, and mindfulness. Students will experience benefits to physical health; stress and self-management techniques; boosts in energy, confidence, and body image; and personalized goal setting and fitness planning. This course may be repeated for credit.
CREDIT: 0.5  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Level one of any PE course

7100S  Basic Athletic Training I
Students enrolled in the course will have a basic understanding of sports medicine and athletic training. The curriculum includes information about facilitating an athletic training room, emergency preparedness, pre and post season conditioning, nutrition and athletes, sports psychology, and assessment and evaluation of sports injuries. The course also requires demonstrations of skills related to injury evaluation as well as prevention and treatment of athletic injuries. Students are required to obtain 10-15 observation hours beyond the school day as assigned by the instructor.
This course does not meet the graduation requirements for PE.
CREDIT: 0.5  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Physical Education graduation requirement.

7110S  Basic Athletic Training II
Students enrolled in the course will continue their basic understanding of sports medicine and athletic training. The curriculum includes information about injury assessment and management with a focus on kinesiology, basic first aid knowledge and skills, and injury prevention. The course has a strong emphasis on anatomy and physiology to assist the student in understanding and identifying various structures and functions of the body. Students are required to obtain 10-15 observation hours beyond the school day as assigned by the instructor.
This course does not meet the graduation requirements for PE.
CREDIT: 0.5  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Successful completion of Basic Athletic Training I
Preparatory Courses

1010S  College Entrance Exams Preparation
This course is designed for college-bound students who would like intensive preparation for college entrance exams such as the SAT or ACT. Other components of this course include reading, writing, critical thinking and problem solving skills. Students will learn skills for filling out college applications and other requirements such as writing essays, etc. Students who enroll in this course are required to purchase a consumable textbook.
CREDIT: 0.5  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Completion of or concurrent enrollment in Geometry.

1025S  Seminar for Advanced Studies
Seminar for Advanced Studies is designed to teach and reinforce various skills and strategies associated with college-level and Advanced Placement courses. Students will develop skills related to writing, reading comprehension, critical-thinking, note-taking, studying, organization, and time management. In addition, students will develop academic and personal goals to help ensure long-term success in their college or career setting. This course may be repeated one time for credit.
CREDIT: 0.5  TYPE: Academic  GRADE: 9-12
PREREQUISITE: None

1040S  Honors Writing for Advanced Courses and College
This course emphasizes preparation for college-level, Advanced Placement, and honors-level academic writing. The material covered in this class will help students who are planning on attending college and/or taking high-level courses in high school to gain confidence when undertaking writing assignments in any of their academic courses. Students will learn how to think critically about the ideas and language of others, as well as how to articulate their own responses in writing. Students will learn the basic structures of academic writing and will learn how to vary/expand that structure to fit most all academic writing assignments. Students will also learn how to the language used to convey their ideas will appropriately change as they develop a thesis, articulate support for ideas, and express these ideas through the process of drafting, work-shopping, revising, and editing responses to higher-order questions and prompts.
CREDIT: 0.5  TYPE: Honors  GRADE: 9-12
PREREQUISITE: Successful completion of most recent English and social studies courses with a grade average of 70% or better and teacher recommendation.

1050S  Strategies for Self Determination
This course provides the opportunity for students to obtain the skills needed to independently manage self-determination and interpersonal skills that are not explicitly taught in the course of a school day. The course will address units of study in the areas of understanding self-determination, being self-aware, developing interpersonal skills, communicating effectively with others, decision making, developing social awareness, and self-advocacy. The majority of instruction will be provided in a classroom based setting and students will be provided the opportunity to apply skills learned in a community setting, as opportunities arise.
CREDIT: 0.5  TYPE: Academic  GRADE: 9-12

1055S  Strategies for Daily Living
This course provides the opportunity for students to obtain the skills needed to independently manage activities of daily living that are not explicitly taught in the course of a school day. The skills addressed include: managing basic personal finances; selecting and managing a household; caring for personal needs; buying, preparing, and consuming food; utilizing recreational facilities and engaging in leisure activities; and choosing and accessing transportation. The majority of instruction will be provided in a
classroom based setting and students will be provided the opportunity to apply skills learned in a community setting, as appropriate. 
**CREDIT:** 0.5  **TYPE:** Academic  **GRADE:** 9-12

**1101S  Freshman Seminar**
Freshman Seminar is a course designed to promote a successful transition between middle school and high school. The course provides students with opportunities for academic enrichment and assistance, as well as the chance to improve organizational and communication skills. In addition, part of the course is dedicated to a discussion of college and career choices. This is a pass/fail course which is not calculated into a student's grade point average. This course may be repeated one time for credit. 
**CREDIT:** 0.5  **TYPE:** Academic  **GRADE:** 9

**2590S  Honors Introduction to Philosophical Thought**
This course provides students with an introduction to some of the major problems, methods and insights of philosophy with readings from both classical and contemporary sources. This course will also examine the ideas of philosophers who have been most influential in the history of analytical thought. Students will begin to recognize the enduring nature of some of the world's most pressing problems, as well as the intellectual foundation of proposed solutions. Additionally, students will examine many of the problems of social and political philosophy through an analysis, comparison and critical examination of various views concerning the nature of individuality and society and the relationship between the two. 
**CREDIT:** 0.5  **TYPE:** Honors  **GRADE:** 9-12
**PREREQUISITE:** Successful completion of most recent English and social studies courses with a grade average of 70% or better or teacher recommendation.
Science

Three science credits earned after a student leaves grade 8 are required for high school graduation. Students seeking attendance in the University of Maryland College system must complete 3 credits of laboratory-approved science courses. All courses offered in the science program have laboratory experiences as an integral component and meet the University of Maryland admission standard. The Next Generation Science Standards (NGSS) state that students should select a balance between life, physical, and earth science courses. Course selection should be based upon future and immediate needs of students and information provided in the course descriptions. After receiving appropriate instruction in life, physical, and earth science, students will take the Maryland Integrated Science Assessment (MISA), which is required for graduation. The science program includes:

4104 Earth Science
Earth Science is the study of Earth and its atmosphere. In this course, students will develop an understanding of three core ideas: Earth’s Place in the Universe; Earth’s Systems; Earth and Human Activity. This course focuses on the dynamic forces which shape Earth. Students study and observe the geologic, meteorologic, astronomic, and oceanic processes that have shaped Earth and make it unique in its solar system, and the universe.

CREDIT: 1 TYPE: Academic  GRADE: 11,12 NCAA

4107 Honors Earth Science
Earth Science is the study of Earth and its atmosphere. In this course, students will develop an understanding of three core ideas: Earth’s Place in the Universe; Earth’s Systems; Earth and Human Activity. This course focuses on the dynamic forces which shape Earth. Students complete an in-depth study of the geologic, meteorologic, astronomic, and oceanic processes that have shaped Earth and make it unique in its solar system. Current issues related to society and earth science are explored.

CREDIT: 1 TYPE: Honors  GRADE: 11,12 NCAA
PREREQUISITE: An average science grade of 80% or higher or teacher recommendation.

4204 Biology
Biology is the study of living organisms, including their structure, functioning, evolution, distribution, and interrelationships. In this course, students will develop an understanding of four core ideas: From Molecules to Organisms, Ecosystems, Heredity, and Biological Evolution. Students will study the following topics: biochemistry, cells and cell processes, genetics, evolution, ecology, and current issues of biology. Laboratory work is an integral part of this course.

CREDIT: 1 TYPE: Academic  GRADE: 9,10 NCAA

4207 Honors Biology
Biology is the study of living organisms, including their structure, functioning, evolution, distribution, and interrelationships. In this course, students will develop an understanding of four core ideas: From Molecules to Organisms, Ecosystems, Heredity, and Biological Evolution. Students will study the following topics: biochemistry, cells and cell processes, genetics, evolution, ecology, and current issues of biology. Laboratory work is an integral part of this course.

CREDIT: 1 TYPE: Honors  GRADE: 9,10 NCAA
PREREQUISITE: Recommended completion of Accelerated 8/Algebra I or Algebra I and an average science grade of 80% or higher or teacher recommendation.

4209 Advanced Placement Biology
The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Primary emphasis in an AP Biology course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Topics covered include cells, heredity, evolution, organisms and populations. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college
credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students' participation in the College Board's Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.

**CREDIT:** 1  TYPE: Advanced Placement  GRADE: 11-12  NCAA

**PREREQUISITE:** Completion of Honors Chemistry (4307) with an 80% or higher or Accelerated PhysChem (4408) with a 75% or higher.

**COREQUISITES:** If you take this course, you must also take Biology Laboratory (4210)

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### 4210 Biology Laboratory

Students will conduct laboratory experiments in the areas of biological chemistry, physiology, and ecology. Unlike Advanced Placement Biology (4209), this course shall be weighted according to the traditional high school grading scale. Together with Advanced Placement Biology (4209) this course constitutes one (1) laboratory science course. It may not be counted as a separate laboratory science course. It does not fulfill one of the three Maryland State Board of Education high school graduation requirements in science. However, students who complete this course successfully earn one elective credit in science which will fulfill the additional required credit to promote rigor.

**CREDIT:** 1  TYPE: Academic  GRADE: 11-12

**COREQUISITES:** If you take this course, you must also take 4209 - Advanced Placement Biology

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### 4307 Honors Chemistry

Chemistry is the branch of physical science that studies the composition, structure, properties, and change of matters. Topics in this class will include matter, bonding, gas laws, stoichiometry, solutions, reactivity, and descriptive chemistry. Extensive laboratory work is an essential component of this class. Students will develop an understanding of four core ideas: Matter and Its Interactions, Motion and Stability, Forces and Interactions, Energy, and Waves.

**CREDIT:** 1  TYPE: Honors  GRADE: 10-12  NCAA

**PREREQUISITE:** Completion of Academic Algebra I (3125) with a grade of 80% or higher and completion of Biology (4204 or 4207) with a 80% of higher.

**POSTREQUISITE:** After successful competition of this course, students are expected to enroll in Honors Physics unless directed otherwise by the science teacher or school counselor.

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### 4309 Advanced Placement Chemistry

This course includes the following topics: structure of matter, reactions, thermodynamics, kinetics, equilibrium, and descriptive chemistry. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students' participation in the College Board's Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.

**CREDIT:** 1  TYPE: Advanced Placement  GRADE: 11-12  NCAA

**PREREQUISITE:** Completion of Chemistry (4307) with a grade of 80% or higher or Accelerated PhysChem (4408) with a grade of 75% or higher and completion of Algebra II.

**COREQUISITES:** If you take this course, you must also take Chemistry Laboratory (4310)

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### 4310 Chemistry Laboratory

Investigations will be based on experimental procedures. A well-organized collection of laboratory reports will be required. In laboratory work, students will use sophisticated equipment. Students will conduct laboratory experiments in the areas of electro-chemistry, organic chemistry, and physical chemistry. Unlike Advanced Placement Chemistry (4309), this course shall be weighted according to the traditional high school grading scale. Together with Advanced Placement Chemistry (4309), this course constitutes one (1) laboratory science course. It may not be counted as a separate laboratory science course. It does not fulfill one of the three Maryland State Board of Education high school graduation requirements in
Course Descriptions - Science

However, students who complete this course successfully earn one elective credit in science which will fulfill the additional required credit to promote rigor.

CREDIT: 1  TYPE: Academic  GRADE: 11-12
COREQUISITE: Concurrent enrollment in Advanced Placement Chemistry (4309)

4407  Honors Physics
Physics is the branch of physical science that involves the study of matter and energy and their interactions. In this class, the student will first review pertinent mathematical skills and scientific measurement. Other units will focus on mechanics, heat, waves and sound, electricity and magnetism, light, atomics, and nucleonics. Laboratory exercises are based upon principles studied. Students will develop an understanding of four ideas: Matter and Its interactions, Motion and Stability, Forces and Interactions, Energy, and Waves.

CREDIT: 1  TYPE: Honors  GRADE: 10-12  NCAA
PREREQUISITE: Completion of Geometry (3204 or 3207) with 70%, completion of Chemistry with an 80% or higher and concurrent enrollment in Algebra 2.

4408  Accelerated PhysChem
This is an accelerated chemistry and physics course designed to prepare students to enroll in AP Science courses. The structure, pacing, and student accountability of the course will mirror that of an AP science course. Students will spend one semester studying the chemistry topics of the atom, bonding, reactivity, gas laws, and solutions. The other semester will be used to investigate the physics principles of kinematics, dynamics, electrodynamics, electromagnetism, light and waves. Students will develop an understanding of four ideas: Matter and Its interactions, Motion and Stability, Forces and Interactions, Energy, and Waves.

CREDIT: 1  TYPE: Honors  GRADE: 10-11  NCAA
PREREQUISITE: Completion of Biology (4204 or 4207) with a grade of 80% or higher and completion of Geometry (3207) with a 70% or higher.

4419  AP Physics C: Mechanics
Students are given opportunities to develop such skills as: reading and understanding scientific and technical information; describing and explaining phenomena through the use of idealized models and the application of relevant principles; and using advanced mathematical reasoning in physics situations. Students will conduct laboratory experiments in the areas of mechanics, Newton’s Laws, and kinematics. These concepts will be analyzed using mathematical applications up to and including Calculus. Taught at the college level, this course affords students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 11-12  NCAA
PREREQUISITE: Completion of Honors Physics (4407), AP Physics 1 (4439), or Accelerated PhysChem (4408) and completion or concurrent enrollment in AP Calculus 1 (3409).

4429  AP Physics C: Electricity & Magnetism
Students are given opportunities to develop such skills as: reading and understanding scientific information; describing and explaining phenomena through the use of idealized models and the application of relevant principles and definitions; and using basic mathematical reasoning in physics situations. Students will conduct laboratory experiments in the areas of electricity, magnetism, and electrostatics. These concepts will be analyzed using mathematical applications up to and including Calculus. Taught at the college level, this course affords students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete and Advanced Placement course shall receive a weighted grade.
**Course Descriptions - Science**

**4439 AP Physics 1**
This is a rigorous, college-level course in which the following topics are examined: Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves and sound with an introduction to simple electric circuits. Laboratory work is an integral part of this course. Taught at the college level, this course affords students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive weighted credit.

**4449 AP Physics 2**
AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Taught at the college level, this course affords students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive weighted credit.

**4507 Honors Environmental Science**
This course explores the science of the environment with emphasis on ecology, human interactions and impacts, and sustainability. This course examines the interdependence of biotic and abiotic factors in the environment, nutrient and energy recycling within the ecosystem, the management of biological and physical resources, and current issues related to society and the environment. Laboratory work and field experience constitute an integral part of this course.

**4509 Advanced Placement Environmental Science**
This is a rigorous, college-level course in which the following topics are examined: ecosystems, human populations, pollution, human health, renewable and nonrenewable resources, environmental quality, global issues and environmental decision-making. Taught at the college level, this course affords advanced students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade. **Successful completion of Earth Science is desirable, but not required.**
CREDIT: 1  TYPE: Advanced Placement  GRADE: 11,12 NCAA
PREREQUISITE: Completion of Biology (4204 or 4207) and Chemistry (4307) with a grade of 80% or higher or Accelerated PhysChem (4408) with a grade of 75% or higher.
COREQUISITES: If you take this course, you must also take Environmental Science Laboratory (4510)

4510  Environmental Science Laboratory
Students will conduct laboratory experiments in the areas of plate tectonics, soils, populations, energy, pollution, and waste management. Students must be able to conduct both guided and independent scientific investigations. Unlike Advanced Placement Environmental Science (4509), this course shall be weighted according to the traditional high school grading scale. However, students who complete this course successfully earn one elective credit in science which will fulfill the additional required credit to promote rigor.
CREDIT: 1  TYPE: Academic  GRADE: 11-12
COREQUISITES: If you take this course, you must also take Advanced Placement Environmental Science (4509)

4604  Matter and Energy
Matter and Energy will focus on the fundamentals of Physics and Chemistry. In this course, students will develop an understanding of four core ideas: Matter and Its Interactions, Motion and Stability, Energy, and Wave Properties. The Physics portion of the class will focus on introductory physics concepts including mechanics (forces and motion), energy, electricity, and magnetism. The Chemistry portion of the class will focus on introductory chemistry, topics including structure and properties of atoms, elements, mixtures and compounds, chemical reactions, periodic table, atomic and nuclear structure. Science and engineering practices and crosscutting concepts will be stressed throughout the class.
CREDIT: 1  TYPE: Academic  GRADE: 10-12 NCAA
PREREQUISITE: Completion of Biology (4204 or 4207)
Course Descriptions - Social Studies

Social Studies

2104  Modern World History
Students study the development of modern institutions and social organization background for understanding the contemporary world. Instruction is directed toward an understanding of the contributions of various cultures and of the events and ideas that have helped shape the nations and political systems of the modern world. Course emphasis is on world history, from the Renaissance to the present.
CREDIT: 1  TYPE: Academic  GRADE: 11  NCAA

2107  Honors Modern World History
Students study the development of modern institutions and social organization to provide the background for understanding the contemporary world. Instruction is directed toward an understanding of the contributions of various cultures and of the events and ideas that have helped shape the nations and political systems of the modern world. Course emphasis is on world history, from the Renaissance to the present. Students conduct both group and individual research projects. An extended research project culminating in a research paper or History Fair project will be assigned. Advanced writing opportunities will be provided.
CREDIT: 1  TYPE: Honors  GRADE: 11  NCAA

2509  Advanced Placement World History
This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and concepts of World History. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance. Using the information, students weigh the evidence and interpretations presented in the preparation of a number of essays reflecting historical scholarship. Presenting college level material, this course affords advanced students an opportunity to earn, both high school and college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students' participation in the College Board's Advanced Placement Program. A summer reading assignment and/or project may be assigned. Students who complete an Advanced Placement course shall receive a weighted grade.
CREDIT: 1  TYPE: Advanced Placement  GRADE: 10-12  NCAA
PREREQUISITE: Attainment of a grade of 80% or higher average in all prior required Social Studies courses, enrollment in an Honors or AP Social Studies class during the prior school year, or the recommendation of the most recent departmental instructor.

2204  United States History
The principle focus of this course is the period 1890 to the present. Students will learn to think critically about the economic, political, social and diplomatic history of the United States. Students will be engaged in research and writing activities.
CREDIT: 1  TYPE: Academic  GRADE: 9  NCAA

2207  Honors United States History
The principle focus of this course is the period 1890 to the present. Students will learn to think critically about the economic, political, social and diplomatic history of the United States. An extended research project culminating in a research paper or History Fair project will be assigned. Advanced writing opportunities will be provided.
CREDIT: 1  TYPE: Honors  GRADE: 9  NCAA

2209  Advanced Placement United States History
This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues of American History. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their significance. Using the
information, students weigh the evidence and interpretations presented in the preparation of a number of essays reflecting historical scholarship. Presenting college level material, this course affords students an opportunity to earn both high school and college credit if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Summer reading and/or projects may be assigned. Students who complete an Advanced Placement course shall receive a weighted grade.

**CREDIT: 1**  
**TYPE:** Advanced Placement  
**GRADE:** 9-12  
**NCAA**

**PREREQUISITE:** Attainment of a grade of 80% or higher average in all prior required Social Studies courses, enrollment in an Honors or AP Social Studies class during the prior school year, or the recommendation of the most recent departmental instructor.

Rising 9th grade students interested in taking Advanced Placement United States History, must meet the following requirements to qualify to take the course:

- Complete the 9th Grade AP United States History Interest Form.
- Attend an information session presented by an AP United States History Teacher or the Supervisor of Social Studies explaining the rigor of an Advanced Placement course. This presentation will occur at the student’s middle school.
- Provide student’s and parent’s signatures acknowledging the rigor and requirements of the AP United States History course.
- Interested students will also be asked to take a county generated Document-Based Question (DBQ) assessment administered at their school and designed to provide the high school teacher with diagnostic information to assist with instructional planning for incoming 9th grade students. Students will not need to receive a minimum score on this assessment in order to register for the course.

**2304  American Government**

In this course, constitutional government, democratic principles, political behavior, and citizens’ rights and responsibilities in a democracy are studied. There is instruction about national, state, and local governments. The impact of social, economic, international, and political issues on contemporary society is also examined.

**CREDIT: 1**  
**TYPE:** Academic  
**GRADE:** 10-11  
**NCAA**

**2307  Honors American Government**

Constitutional government, democratic principles, politics, and political behavior are studied in this course as they pertain to the local, state, and federal levels of government. There is an examination of the impact of major economic, social, and environmental problems. Instruction emphasizes the use of primary sources. An extended research project or History Fair project will be assigned.

**CREDIT: 1**  
**TYPE:** Honors  
**GRADE:** 10-11  
**NCAA**

**2309  Advanced Placement American Government and Politics**

This course will give students the opportunity to analyze government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Topics to be covered in the course include: Constitutional Underpinnings of U.S. Government, Political Beliefs and Behaviors, Political Parties and Interest Groups, Institutions of the National Government, Public Policy, and Civil Rights and Civil Liberties. Students will be expected to learn facts and concepts and understand typical political processes. Furthermore, students are guided to use specific information to critically evaluate general propositions about government and politics, as well as to present basic data relevant to government and politics in sustained written arguments. A summer reading assignment and/or project may be assigned. Presenting college level material, this course affords advanced students an opportunity to earn both high school and college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students’ participation
Course Descriptions - Social Studies

in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 10-12  NCAA
PREREQUISITE: Attainment of a grade of 80% or higher average in all prior required Social Studies courses, enrollment in an Honors or AP Social Studies class during the prior school year, or the recommendation of the most recent departmental instructor.

2519  Advanced Placement European History
This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and concepts of European History. Students are expected to demonstrate a basic knowledge of the chronology of major events and trends from approximately 1450 to 1970, that is, from the High Renaissance to the recent past. Presenting college material, this course affords advanced students an opportunity to earn both high school and college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. A summer reading assignment and/or project will be assigned. Students who complete an Advanced Placement course shall receive a weighted grade.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 10-12  NCAA
PREREQUISITE: Attainment of a grade of 80% or higher average in all prior required Social Studies courses, enrollment in an Honors or AP Social Studies class during the prior school year, or the recommendation of the most recent departmental instructor.

2520  ICONS Global Studies
Students will participate in the International Communications and Negotiations Simulation program. Developed by the University of Maryland and supported by Maryland Initiatives in International Education, ICONS is a worldwide, multi-instructional computer assisted simulation that thrust students into the world of high level international negotiations. Students debate and negotiate issues such as global warming, biodiversity, communicable diseases, human rights, international trade, nuclear arms control and conventional arms control. When students are not engaged in the ICONS simulation, they will follow a course of study in Global Issues which will require them to research and think critically about the issues which face the world in which we live.

CREDIT: 1  TYPE: Academic  GRADE: 10-12  NCAA

2521  Advanced Placement Human Geography
AP Human Geography is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). This course affords advanced students an opportunity to earn both high school and college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. A summer reading assignment and/or project will be assigned. Students who complete an Advanced Placement course shall receive a weighted grade.

CREDIT: 1  TYPE: Advanced Placement  GRADE: 10-12  NCAA
PREREQUISITE: Attainment of a grade of 80% or higher average in all prior required Social Studies courses, enrollment in an Honors or AP Social Studies class during the prior school year, or the recommendation of the most recent departmental instructor.

2530S  African-American Studies
This course is designed to develop an understanding of the causes, character, and consequences of the African-American experience and its influence on the African-American community, the United States, and the world. Beginning with an historical, geographical, social, political, economic, and cultural
understanding of the African continent, the course provides an overview which introduces the student to the study of the African-American experience.

**CREDIT:** 0.5  **TYPE:** Academic  **GRADE:** 11-12  **NCAA**

**2540  Psychology**
This course is a study of individual and group behaviors in terms of psychological principles and concepts. Experiments are conducted to help illustrate these principles. Important historical developments in psychology as well as the most recent psychological theories are examined. The student is provided the opportunity to understand the elements of hypothesis evaluation in this social science through research projects which will include surveys, data collections, interpretations, and explanations based on psychological principles and concepts.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 11-12  **NCAA**

**2549/2549o  Advanced Placement Psychology**
This course is being offered in a face-to-face or online environment. This course introduces students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, as well as methods, statistical approaches psychologists use in their science and practice. The aim in this course is to provide the student with a learning experience equivalent to that obtained in most college introductory-level psychology courses. Independent research projects and presentations are expected. This course will afford advanced students an opportunity to earn both high school and college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many colleges or universities that recognize students’ participation in the College Board’s Advanced Placement Program. A summer reading assignment and/or project will be assigned. Students who successfully complete an Advanced Placement course shall receive a weighted grade. Use course number 2549o if you wish to take this course online.

**CREDIT:** 1  **TYPE:** Advanced Placement  **GRADE:** 11-12  **NCAA**

**PREREQUISITE:** Attainment of a grade of 80% or higher average in all prior required Social Studies courses, enrollment in an Honors or AP Social Studies class during the prior school year, or the recommendation of the most recent departmental instructor.

**2550  Sociology**
This course is designed to help students understand society, social processes, and social reforms and their effects on individuals and groups. Selected sociological principles are illustrated through case studies from life situations. A unit on social psychology includes topics such as group behavior, pressure to conform, and hidden influences.

**CREDIT:** 1  **TYPE:** Academic  **GRADE:** 11-12  **NCAA**

**2560S  Cultural Anthropology**
This course is an introduction to cultural anthropology. It is recommended for students who are interested in studying the development and interaction of different cultures. Students will study a variety of societies to learn the many ways men and women live and work in their environments. Anthropology is considered to be a complementary course with Archaeology.

**CREDIT:** 0.5  **TYPE:** Academic  **GRADE:** 10-12  **NCAA**

**2565S  Archeology**
This course is an introduction to the field of archaeology and physical anthropology. It is recommended for students who are interested in methods of archaeological excavation, theories of human development and historical study. Archaeology is considered to be a complementary course with Anthropology.

**CREDIT:** 0.5  **TYPE:** Academic  **GRADE:** 10-12  **NCAA**
2580S/2580  Women's History
This course provides an in-depth study of the impact of women on the history of the United States and the world. Students will analyze the growth of women's rights and the development of a more co-equal status with men. This course may be repeated for credit. Use 2580 if you wish to take this course for a full year/credit.
CREDIT: 0.5  TYPE: Academic  GRADE: 10-12  NCAA

2700  Community Service —Independent Study
This course affords students the opportunity to earn one (1) elective credit each year of high school by participating in a community service program after school hours. Between July 1 and June 30, all course requirements must be fulfilled. Students must spend a minimum of 132 clock hours participating in a community service. Each participant is required to keep a journal about his or her community service experiences. The journal will be reviewed periodically. *Students who complete this program successfully may earn one general education elective credit, but this course may not be used to fulfill one of the graduation credit requirements in social studies. In addition, this course does not replace any of the classes that are to be scheduled during regular school hours.
CREDIT: 1  TYPE: Academic  GRADE: 9-12

2710S  Service Learning Independent Study
Students completing this independent study course will earn (1) general elective credit by completing a service-learning activity or project during the school day. All projects/activities will be scored on a pass/fail basis and must have the prior approval of the service learning coordinator for that school before implementation. Successful completion of this course fulfills the service-learning requirement for graduation. This course may be repeated one time for credit.
CREDIT: 0.5  TYPE: Academic  GRADE: 11-12
Course Descriptions - Technology Education

Technology Education

8000/8000o  Foundations of Technology
This course is being offered in a face-to-face or online environment. This course prepares students to understand and apply technological concepts and processes to authentic situations. Students study the nature and technological issues of the “designed world”. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and on-line activities allow students to apply science, mathematics, and engineering practices throughout the year. Use course number 8000o if you wish to take this course online.
CREDIT: 1  TYPE: Academic  GRADE: 9-12

8005  Introduction to Engineering Design
This foundation course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of projects solutions. They study the design concepts of form and function, then use state-of-the-art technology to translate conceptual design into reproducible products.
CREDIT: 1  TYPE: Academic  GRADE: 9-12
PREREQUISITE: Successful completion of or concurrent enrollment in Algebra I.

8010  Core Technologies & The Design World
This course focuses on engineering design and development. In this course, students will demonstrate knowledge of skills related to the core technologies (biotechnology, electrical, electronics, fluids, materials, mechanical, optical, structural and thermal) which are the building blocks of the design world by studying their functions and applying them in common technology systems. In addition, students will demonstrate knowledge of the major enterprises that produce the goods and services which include medical, agricultural, biotechnology, energy and power and information and communication. Students who successfully complete this course earn one (1) advanced technology education credit.
CREDIT: 1  TYPE: Academic  GRADE: 10-12
PREREQUISITE: Foundations of Technology (8000).

8020  Technology Design and Development
In this course students will demonstrate knowledge and process of engineering design and development through research and development, invention and innovation, problem solving and using and maintaining technological product systems. Students who successfully complete this course earn one (1) advanced technology education credit.
CREDIT: 1  TYPE: Academic  GRADE: 11-12
PREREQUISITE: Core Technologies & The Design World (8010).
World Language and ESOL

All students are encouraged to select one or more world languages in the course of their educational studies. Students seeking admission to Maryland colleges and universities must complete a minimum of two credits of a world language. Ninth grade students who have completed one or more credits of world language in middle school should enroll in the next sequential course of their chosen world language.

French

1710 French I
This course serves as the foundation for the development of a student’s proficiency in the language. Emphasis is given both to developing the basic language skills of listening, speaking, reading, and writing, and to introducing a student to the culture and daily living practices of the native speakers of the language.
CREDIT: 1 TYPE: Academic GRADE: 9-12 NCAA

1720 French II
The student improves his/her language proficiency through the functional use of language in authentic situations in this course. Listening, speaking, reading, and writing skills are stressed. Vocabulary is gained, in part, through assigned readings.
CREDIT: 1 TYPE: Academic GRADE: 9-12 NCAA
PREREQUISITE: Successful completion of French I (1710) with a grade of 70% or higher.

1730 French III
Language skills are expanded to include a variety of structures in this course. Literary forms are examined. Contemporary topics based on Francophile societies are studied to develop oral proficiency and cultural awareness.
CREDIT: 1 TYPE: Academic GRADE: 9-12 NCAA
PREREQUISITE: Successful completion of French II (872) or (1720) with a grade of 70% or higher.

1740 French IV
This course emphasizes the effective use of oral and written language to meet survival and social demands. Diverse literary forms are examined. Selections depicting culture and civilization are studied.
CREDIT: 1 TYPE: Academic GRADE: 10-12 NCAA
PREREQUISITE: Successful completion of French III (1730) with a grade of 70% or higher.

1750 Advanced French
This advanced-level course emphasizes continued language development together with more intensive study of culture, civilization, and literature.
CREDIT: 1 TYPE: Academic GRADE: 11-12 NCAA
PREREQUISITE: Successful completion of French IV (1740) with a grade of 70% or higher.

1759 Advanced Placement French Language and Culture
Designed for students with exceptional ability in French, this course includes aural/oral skills, reading comprehension, grammar, and composition. Taught at the college level, this course affords advanced eleventh or twelfth-grade students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of many colleges or universities which recognize students’ participation in the College Board’s Advanced Placement Program. Students who complete an Advanced Placement course shall receive a weighted grade.
German

1610 German I
This course serves as the foundation for the development of a student’s proficiency in the language. Emphasis is given both to developing the basic language skills of listening, speaking, reading, and writing, and to introducing a student to the culture and daily living practices of the native speakers of the language.

1620 German II
In this course, the student improves his/her language proficiency through the functional use of language in authentic situations. Listening, speaking, reading, and writing skills are stressed. Vocabulary is gained, in part, through assigned readings.

1630 German III
In German III, language skills are expanded to include a variety of structures. Literary forms are examined. Contemporary topics based on Germanic societies are studied to develop oral proficiency and cultural awareness.

1640 German IV
This course emphasizes the effective use of oral and written language to meet survival and social demands. Diverse literary forms are examined. Selections depicting culture and civilization are studied.

Latin

1910 Latin
This course is an elective, designed to introduce students to foundational Latin, which provides a better awareness of the English Language. The basics of Latin grammar are taught, and a basic working vocabulary is developed. Course objectives include the following: to translate elementary Latin; to recognize English derivatives; to understand English grammar better; to appreciate the development and structure of language in general; and to appreciate Roman culture.

Russian

1990 Russian
Russian is being offered as a pilot during the 2020-2021 school year at Huntingtown High School. This course does not meet the world language requirement toward a completer program for graduation but may be taken as an elective. This course serves as the foundation for the development of a student’s proficiency in Russian. Emphasis is given to developing the basic language skills of listening, speaking,
reading, and writing, and to introducing a student to the culture and daily living practices of the native speakers of the language.

**CREDIT: 1   TYPE: Academic   GRADE 9-12   NCAA**

**Spanish**

**1810  Spanish I**
This course serves as the foundation for the development of a student's proficiency in the language. Emphasis is given both to developing the basic language skills of listening, speaking, reading, and writing, and to introducing a student to the culture and daily living practices of the native speakers of the language.

**CREDIT: 1   TYPE: Academic   GRADE: 9-12   NCAA**

**1820  Spanish II**
In Spanish II, the student improves his/her language proficiency through the functional use of language in authentic situations. Listening, speaking, reading, and writing skills are stressed. Vocabulary is gained, in part, through assigned readings.

**CREDIT: 1   TYPE: Academic   GRADE: 9-12   NCAA**
**PREREQUISITE:** Successful completion of Spanish I (1810) with a grade of 70% or higher.

**1830  Spanish III**
In this course, language skills are expanded to include a variety of structures. Literary forms are examined. Contemporary topics based on Hispanic societies are studied to develop oral proficiency and cultural awareness.

**CREDIT: 1   TYPE: Academic   GRADE: 9-12   NCAA**
**PREREQUISITE:** Successful completion of Spanish II (873) or (1820) with a grade of 70% or higher.

**1840  Spanish IV**
Emphasis is on the effective use of oral and written language to meet survival and social demands in Spanish IV. Diverse literary forms are examined. Selections depicting culture and civilization are studied.

**CREDIT: 1   TYPE: Academic   GRADE: 10-12   NCAA**
**PREREQUISITE:** Successful completion of Spanish III (1830) with a grade of 70% or higher.

**1850  Advanced Spanish**
This advanced-level course emphasizes continued language development together with more intensive study of culture, civilization, and literature.

**CREDIT: 1   TYPE: Academic   GRADE: 11-12   NCAA**
**PREREQUISITE:** Successful completion of Spanish IV (1840) with a grade of 70% or higher.

**1859  Advanced Placement Spanish Language and Culture**
This course will follow the same guidelines as AP French (1759) listed above.

**CREDIT: 1   TYPE: Advanced Placement   GRADE: 11-12   NCAA**
**PREREQUISITE:** Successful completion of Spanish IV (1840) with a grade of 80% or higher or the instructor's recommendation.

**1600  English to Speakers of Other Languages**
This course is designed for students who are bilingual or whose first language is other than American English. Students will gain listening, speaking, reading and writing skills to acquire and improve basic interpersonal communication skills (BICs). In addition, students will receive support with language components necessary in content area coursework: Cognitive Academic Language Proficiency skills (CALPs). Students may earn multiple credits for this course.
American Sign Language

1950 American Sign Language I
American Sign Language (ASL) is the language used by the majority of Deaf Americans. ASL is a visual-spatial language rather than a spoken one. The communication emphasis is on expressive skills (signing) and receptive skills (watching and comprehending) in order to understand and communicate with others. ASL has its own grammar, structure, and specific features that pose a challenge to learn, just like other spoken languages. In this course, students will learn vocabulary and grammatical structures of American Sign Language to conduct basic conversations with fluency, and explore deaf culture in order to gain a sensitivity to the culture of the deaf community. The course will include the origins of the language, the alphabet and finger spelling, and include vocabulary topics such as numbers, greetings, farewells, personal information, classroom objects and school vocabulary, clothing and colors, daily activities, family and friends, and places and locations.

CREDIT: 1  TYPE: Academic  GRADE: 9-12  NCAA

1960 American Sign Language II
The student improves his/her language proficiency through the functional use of language in authentic situations. Expressive and receptive skill fluencies are enhanced through continued study of culture, vocabulary, and grammar. Vocabulary topics include sports and activities, daily routines, foods, household activities, clothing, characteristics and descriptions of people, the natural world and environment, animals, hometown and community, and occupations and fields of study.

CREDIT: 1  TYPE: Academic  GRADE: 10-12  NCAA

1970 American Sign Language III
This course is a continuation of ASL II, expanding the emphasis on more complex ASL grammar and sentence structure, vocabulary development, and Deaf culture. ASL III focuses on having students express increasingly complex concepts while showing some spontaneity. Goals for students include comprehending and responding with increasing accuracy, having greater understanding when viewing the language signed at normal rates, conversing easily within limited situations, and demonstrating cultural awareness.

CREDIT: 1  TYPE: Academic  GRADE: 11-12  NCAA

1980 American Sign Language IV
This course continues the study of ASL III, where students continue work on developing intermediate communication skills and will concentrate on production skills. Students will develop more precise skills and competencies by using appropriate variations of ASL vocabulary.

CREDIT: 1  TYPE: Academic  GRADE: 12  NCAA
Course Sequence Chart – Social Studies

CCPS Course Sequence and Pathways for High School Social Studies

Required Courses for Graduation

Grade 9
US HISTORY
Standard Honors AP

Grade 10
AMERICAN GOVT.
Standard Honors AP

Grade 11
WORLD HISTORY
Standard Honors AP

Criminal Justice Pathway

American Criminal Justice System

Juvenile Justice

Criminal Law

Criminal Investigation

Elective Social Studies Courses

AP European History

AP American Govt.

AP US History

AP World History

AP Human Geography

AP Psychology

Archaeology

ICONS Global Studies

Psychology

Cultural Anthropology

Sociology

Intro. to Historical Investigations

African American Studies

Women's History
These are the sequences of courses that are experienced by most students. Speak to your school counselor about other course sequences.

*Students can reach Calculus 2 or other advanced options by taking Geometry and Algebra 2 concurrently or by taking the Accelerated Algebra II/Pre-Calculus.
The following table reflects the sequence of high school science course offerings. Please work with your teacher and school counselor to ensure appropriate placement that will prepare you for the Maryland Integrated Science Assessment (MISA).

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Recommended placement for students earning an 80% or higher in 8th Grade Honors Science-831</td>
<td>Recommend completion Accelerated Math 8/Algebra 1</td>
<td>Biology 4204</td>
<td>Matter and Energy 4604 Honors Chemistry 4307 Honors Physics 4407</td>
</tr>
</tbody>
</table>
Course Sequence Chart – World Language

CALVERT COUNTY PUBLIC SCHOOLS
7 - 12 WORLD LANGUAGE SEQUENCE
CALVERT COUNTY PUBLIC SCHOOLS

Class of 2024 FOUR YEAR PLAN

Name: ___________________________ Student Number: ____________ High School: ____________________________

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade 9</th>
<th>Course Title</th>
<th>Grade 10</th>
<th>Course Title</th>
<th>Grade 11</th>
<th>Course Title</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td></td>
<td>Government</td>
<td></td>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 1:</td>
<td>________</td>
<td>Science 2:</td>
<td>________</td>
<td>Science 3:</td>
<td>________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students must be enrolled in a math class each year they attend high school.

REQUIRED CREDITS: 23 ½

- 4 English
- 4 Mathematics
- 3 Social Studies
- 3 Science
- ½ Physical Education
- ½ Health
- 1 Fine Art
- 1 Technology Education
- ½ Financial Literacy
- 2 World Language OR 2 Adv. Technology Ed. and 3 Electives

OR

- 4 Credits by completing a state-approved career & technology program and 1 Elective

Plus, an additional credit must be earned in either Math, Science, Social Studies, English, World Lang., Naval Sci, or any AP course, PLTW, TAM, or select Fine Art courses.

HSA, Attendance and Service Learning Requirements

All students are expected to pass Maryland High School Assessments in English 10, Science, American Government, and Algebra.

Students are expected to meet attendance, service learning and all local school system requirements.

My chosen high school pathway is:

- o College Prep
- o Career Technology Education (CTE)
  - Program: ____________________________
- o College Prep and CTE

Student Signature ____________ Date ____________

Parent Signature ____________ Date ____________

Counselor’s Signature ____________ Date ____________
<table>
<thead>
<tr>
<th>Course Code/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Algebra 1 (3125), 79</td>
<td></td>
</tr>
<tr>
<td>Academic Algebra 2 (3135), 79</td>
<td></td>
</tr>
<tr>
<td>Academic Pre-Calculus with Trigonometry (3305), 81</td>
<td></td>
</tr>
<tr>
<td>Academy of Health Professions I (8061), 32</td>
<td></td>
</tr>
<tr>
<td>Academy of Health Professions II Track A (8071), 33</td>
<td></td>
</tr>
<tr>
<td>Academy of Health Professions II Track B (8072), 33</td>
<td></td>
</tr>
<tr>
<td>Accelerated Algebra II/Pre-Calculus (3301), 80</td>
<td></td>
</tr>
<tr>
<td>Accelerated PhysChem (4408), 93</td>
<td></td>
</tr>
<tr>
<td>Advanced Accounting (5060/5065), 34, 58</td>
<td></td>
</tr>
<tr>
<td>Advanced Acting I (6520), 75</td>
<td></td>
</tr>
<tr>
<td>Advanced Acting II (6530), 75</td>
<td></td>
</tr>
<tr>
<td>Advanced Acting III (6540), 75</td>
<td></td>
</tr>
<tr>
<td>Advanced Business Management (5160/5165), 38, 60</td>
<td></td>
</tr>
<tr>
<td>Advanced Ceramics (6150), 76</td>
<td></td>
</tr>
<tr>
<td>Advanced Drawing and Painting (6120), 76</td>
<td></td>
</tr>
<tr>
<td>Advanced French (1750), 102</td>
<td></td>
</tr>
<tr>
<td>Advanced Mathematics (3304), 80</td>
<td></td>
</tr>
<tr>
<td>Advanced Network Engineering (8451), 41</td>
<td></td>
</tr>
<tr>
<td>Advanced Orchestra (6445), 73</td>
<td></td>
</tr>
<tr>
<td>Advanced Photography Black and White and Digital (6190), 77</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement American Government and Politics (2309), 97</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Biology (4209), 91</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Calculus 1 (3409/3409o), 81</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Calculus 2 (3419), 81</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Chemistry (4309), 92</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement English Language and Composition (1309/1309o), 65</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement English Literature and Composition (1409/1409o), 66</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Environmental Science (4509), 94</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement European History (2519), 98</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement French Language and Culture (1759), 102</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Human Geography (2521), 98</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Music Theory (6309), 71</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Psychology (2549/2549o), 99</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Spanish Language and Culture (1859), 104</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Statistics (3429/3429o), 82</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Studio – Drawing (6209), 77</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Studio - Three Dimensional Design (6229), 78</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Studio - Two Dimensional Design (6219), 77</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement United States History (2209), 96</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement World History (2509), 96</td>
<td></td>
</tr>
<tr>
<td>Advanced Sculpture (6135), 76</td>
<td></td>
</tr>
<tr>
<td>Advanced Spanish (1850), 104</td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering (8088), 55</td>
<td></td>
</tr>
<tr>
<td>African-American Studies (25205S), 98</td>
<td></td>
</tr>
<tr>
<td>Agriculture Business, Research, and Development (8038), 48</td>
<td></td>
</tr>
<tr>
<td>American Criminal Justice System (2600), 45</td>
<td></td>
</tr>
<tr>
<td>American Government (2304), 97</td>
<td></td>
</tr>
<tr>
<td>American Sign Language I (1950), 105</td>
<td></td>
</tr>
<tr>
<td>American Sign Language II (1960), 105</td>
<td></td>
</tr>
<tr>
<td>American Sign Language III (1970), 105</td>
<td></td>
</tr>
<tr>
<td>American Sign Language IV (1980), 105</td>
<td></td>
</tr>
<tr>
<td>Animal and Plant Biotechnology (8037), 48</td>
<td></td>
</tr>
<tr>
<td>AP Computer Science Coding (3519), 43, 63</td>
<td></td>
</tr>
<tr>
<td>AP Computer Science Principles (3509), 43, 62</td>
<td></td>
</tr>
<tr>
<td>AP Microeconomics (5179), 32, 35, 38, 60</td>
<td></td>
</tr>
<tr>
<td>AP Physics 1 (4439), 94</td>
<td></td>
</tr>
<tr>
<td>AP Physics 2 (4449), 94</td>
<td></td>
</tr>
<tr>
<td>AP Physics C: Electricity &amp; Magnetism (4429), 93</td>
<td></td>
</tr>
<tr>
<td>AP Physics C: Mechanics (4419), 93</td>
<td></td>
</tr>
<tr>
<td>App Development (3511), 43, 63</td>
<td></td>
</tr>
<tr>
<td>Archeology (2565S), 99</td>
<td></td>
</tr>
<tr>
<td>Art and Design (6100), 75</td>
<td></td>
</tr>
<tr>
<td>Basic Athletic Training I (7100S), 88</td>
<td></td>
</tr>
<tr>
<td>Basic Athletic Training II (7110S), 88</td>
<td></td>
</tr>
<tr>
<td>Biology (4204), 91</td>
<td></td>
</tr>
<tr>
<td>Biology Laboratory (4210), 92</td>
<td></td>
</tr>
<tr>
<td>Biomedical Innovation (8028), 54</td>
<td></td>
</tr>
<tr>
<td>Braccio Ensembles: Duets, Trios, Quartets and Quintets (6450), 73</td>
<td></td>
</tr>
<tr>
<td>Business Capstone-Accounting (5007), 34, 59</td>
<td></td>
</tr>
<tr>
<td>Business Capstone-Business Management (5167), 38, 60</td>
<td></td>
</tr>
<tr>
<td>Business Mathematics (5010), 58, 82</td>
<td></td>
</tr>
<tr>
<td>Career Exploration and Job Skills: Alternate Standards Framework (0986), 7</td>
<td></td>
</tr>
<tr>
<td>Career Research and Development (8650), 39</td>
<td></td>
</tr>
<tr>
<td>Career Research and Development Seminar (8660), 39</td>
<td></td>
</tr>
<tr>
<td>Carpentry I (8271), 40</td>
<td></td>
</tr>
<tr>
<td>Carpentry II (8281), 40</td>
<td></td>
</tr>
<tr>
<td>Ceramics (6140), 76</td>
<td></td>
</tr>
<tr>
<td>Chamber Chorus (6340), 71</td>
<td></td>
</tr>
<tr>
<td>Chemistry Laboratory (4310), 92</td>
<td></td>
</tr>
<tr>
<td>Chorale (6310), 71</td>
<td></td>
</tr>
<tr>
<td>Chorus I (6320), 71</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering and Architecture (8011), 55</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready English 12 (1404), 65</td>
<td></td>
</tr>
<tr>
<td>College Entrance Exams Preparation (1010S), 89</td>
<td></td>
</tr>
<tr>
<td>Community Access and Independent Living Skills: Alternate Standards Framework (0985), 7</td>
<td></td>
</tr>
<tr>
<td>Community Service — Independent Study (2700), 100</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Algebra 1 (3123), 79</td>
<td></td>
</tr>
<tr>
<td>Computer Keyboarding for College and Careers (5240S), 61</td>
<td></td>
</tr>
<tr>
<td>Concert Band (6400), 72</td>
<td></td>
</tr>
<tr>
<td>Concert Chorus (6360), 72</td>
<td></td>
</tr>
<tr>
<td>Core Technologies &amp; The Design World (8010), 101</td>
<td></td>
</tr>
<tr>
<td>Cosmetology I (8360), 44</td>
<td></td>
</tr>
<tr>
<td>Cosmetology II (8371), 44</td>
<td></td>
</tr>
<tr>
<td>Creative Writing (1570S), 68</td>
<td></td>
</tr>
<tr>
<td>Criminal Investigation (2630), 46</td>
<td></td>
</tr>
<tr>
<td>Criminal Law (2620), 46</td>
<td></td>
</tr>
<tr>
<td>Cultural Anthropology (2560S), 99</td>
<td></td>
</tr>
<tr>
<td>Cultures and Cuisines (6620), 69</td>
<td></td>
</tr>
<tr>
<td>Cyber Security and Network Engineering (8452), 42</td>
<td></td>
</tr>
<tr>
<td>Dance I (6000), 70</td>
<td></td>
</tr>
<tr>
<td>Dance II (6010), 70</td>
<td></td>
</tr>
<tr>
<td>Digital Electronics (8007), 55</td>
<td></td>
</tr>
<tr>
<td>Drawing and Painting (6110), 76</td>
<td></td>
</tr>
<tr>
<td>Earth Science (4104), 91</td>
<td></td>
</tr>
<tr>
<td>Economics (5080), 32, 59</td>
<td></td>
</tr>
<tr>
<td>Education Academy Internship (5530), 57</td>
<td></td>
</tr>
<tr>
<td>Electricity I (8411), 49</td>
<td></td>
</tr>
<tr>
<td>Electricity II (8421), 49</td>
<td></td>
</tr>
<tr>
<td>Engineering Design and Development (8009), 55</td>
<td></td>
</tr>
<tr>
<td>English 10 (1204), 64</td>
<td></td>
</tr>
<tr>
<td>English 11 (1304), 65</td>
<td></td>
</tr>
<tr>
<td>English 9 (1104), 64</td>
<td></td>
</tr>
<tr>
<td>English to Speakers of Other Languages (1600), 104</td>
<td></td>
</tr>
<tr>
<td>English: Alternate Standards Framework (0981), 6</td>
<td></td>
</tr>
<tr>
<td>Environmental Science Laboratory (4510), 95</td>
<td></td>
</tr>
<tr>
<td>Financial Literacy: Money Management (5230S/5230So), 61</td>
<td></td>
</tr>
<tr>
<td>Fire and Rescue I (8994), 50</td>
<td></td>
</tr>
<tr>
<td>Fire and Rescue II (8997), 50</td>
<td></td>
</tr>
<tr>
<td>Fitness Fusion (7085S), 88</td>
<td></td>
</tr>
<tr>
<td>Fitness Fusion II (7086S), 88</td>
<td></td>
</tr>
<tr>
<td>Food Production and Management I (8511), 47</td>
<td></td>
</tr>
<tr>
<td>Food Production and Management II (8521), 47</td>
<td></td>
</tr>
<tr>
<td>Foundations of Computer Science (3505), 62</td>
<td></td>
</tr>
<tr>
<td>Foundations of Computer Science (3505), 42</td>
<td></td>
</tr>
<tr>
<td>Foundations of Curriculum and Instruction (5520), 56</td>
<td></td>
</tr>
<tr>
<td>Foundations of Technology (8000/8000o), 101</td>
<td></td>
</tr>
<tr>
<td>French I (1710), 102</td>
<td></td>
</tr>
<tr>
<td>French II (1720), 102</td>
<td></td>
</tr>
</tbody>
</table>
### Index of Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>French III</td>
<td>(1730), 102</td>
</tr>
<tr>
<td>French IV</td>
<td>(1740), 102</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>(1101S), 90</td>
</tr>
<tr>
<td>Geometry</td>
<td>(3204), 80</td>
</tr>
<tr>
<td>German I</td>
<td>(1610), 103</td>
</tr>
<tr>
<td>German II</td>
<td>(1620), 103</td>
</tr>
<tr>
<td>German III</td>
<td>(1630), 103</td>
</tr>
<tr>
<td>German IV</td>
<td>(1640), 103</td>
</tr>
<tr>
<td>Graphic Arts I</td>
<td>(8611), 51</td>
</tr>
<tr>
<td>Graphic Arts II</td>
<td>(8621), 51</td>
</tr>
<tr>
<td>Guitar</td>
<td>(6480S), 74</td>
</tr>
<tr>
<td>Health</td>
<td>(7010S/7010So), 86</td>
</tr>
<tr>
<td>Heating, Ventilation, Air Conditioning (HVAC) I</td>
<td>(8121), 52</td>
</tr>
<tr>
<td>Heating, Ventilation, Air Conditioning (HVAC) II</td>
<td>(8122), 53</td>
</tr>
<tr>
<td>Home Improvement I</td>
<td>(8871), 51</td>
</tr>
<tr>
<td>Home Improvement II</td>
<td>(8881), 52</td>
</tr>
<tr>
<td>Honors Algebra 2</td>
<td>(3137), 80</td>
</tr>
<tr>
<td>Honors American Government</td>
<td>(2307), 97</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>(4207), 91</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>(4307), 92</td>
</tr>
<tr>
<td>Honors Composition and Rhetoric</td>
<td>(1406), 65</td>
</tr>
<tr>
<td>Honors Earth Science</td>
<td>(4107), 91</td>
</tr>
<tr>
<td>Honors English 10</td>
<td>(1207), 64</td>
</tr>
<tr>
<td>Honors English 11</td>
<td>(1307), 65</td>
</tr>
<tr>
<td>Honors English 9</td>
<td>(1107), 64</td>
</tr>
<tr>
<td>Honors Environmental Science</td>
<td>(4507), 94</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>(3207), 80</td>
</tr>
<tr>
<td>Honors Introduction to Philosophical Thought</td>
<td>(2590S), 90</td>
</tr>
<tr>
<td>Honors Modern World History</td>
<td>(2107), 96</td>
</tr>
<tr>
<td>Honors Physics</td>
<td>(4407), 93</td>
</tr>
<tr>
<td>Honors Pre-Calculus with Trigonometry</td>
<td>(3307), 81</td>
</tr>
<tr>
<td>Honors United States History</td>
<td>(2207), 96</td>
</tr>
<tr>
<td>Honors Writing for Advanced Courses and College</td>
<td>(1040S), 89</td>
</tr>
<tr>
<td>Human Body Systems</td>
<td>(8026), 53</td>
</tr>
<tr>
<td>Human Growth and Development Through Adolescence</td>
<td>(5500), 56</td>
</tr>
<tr>
<td>ICONS Global Studies</td>
<td>(2520), 98</td>
</tr>
<tr>
<td>Independent Living/Family Life and Human Development</td>
<td>(7015), 86</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>(3131), 79</td>
</tr>
<tr>
<td>Introduction to Agriculture, Food, &amp; Natural Resources</td>
<td>(8035), 48</td>
</tr>
<tr>
<td>Introduction to Engineering Design</td>
<td>(8005), 54, 101</td>
</tr>
<tr>
<td>Introduction to Film</td>
<td>(1590), 68</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>(6430), 73</td>
</tr>
<tr>
<td>Journalism I</td>
<td>(1500), 66</td>
</tr>
<tr>
<td>Journalism II: Broadcasting</td>
<td>(1510), 66</td>
</tr>
<tr>
<td>Journalism II: Newspaper</td>
<td>(1520), 67</td>
</tr>
<tr>
<td>Journalism II: Yearbook</td>
<td>(1530), 67</td>
</tr>
<tr>
<td>Journalism III: Advanced Broadcasting</td>
<td>(1540), 67</td>
</tr>
<tr>
<td>Journalism III: Advanced Newspaper</td>
<td>(1550), 67</td>
</tr>
<tr>
<td>Journalism III: Advanced Yearbook</td>
<td>(1560), 67</td>
</tr>
<tr>
<td>Juvenile Justice</td>
<td>(2610), 46</td>
</tr>
<tr>
<td>Latin</td>
<td>(1910), 103</td>
</tr>
<tr>
<td>Math Analysis</td>
<td>(3430), 82</td>
</tr>
<tr>
<td>Math: Alternate Standards Framework</td>
<td>(0983), 6</td>
</tr>
<tr>
<td>Matter and Energy</td>
<td>(4604), 95</td>
</tr>
<tr>
<td>Medical Interventions</td>
<td>(8027), 54</td>
</tr>
<tr>
<td>Modern World History</td>
<td>(2104), 96</td>
</tr>
<tr>
<td>Music Appreciation online</td>
<td>(6370o), 72</td>
</tr>
<tr>
<td>Music Theatre</td>
<td>(6350), 72</td>
</tr>
<tr>
<td>Music Theory</td>
<td>(6300), 71</td>
</tr>
<tr>
<td>Naval Science I</td>
<td>(7210), 84</td>
</tr>
<tr>
<td>Naval Science II</td>
<td>(7220), 84</td>
</tr>
<tr>
<td>Naval Science III</td>
<td>(7230), 85</td>
</tr>
<tr>
<td>Naval Science IV</td>
<td>(7240), 85</td>
</tr>
<tr>
<td>Nutrition Technology</td>
<td>(6610), 69</td>
</tr>
<tr>
<td>Office Systems Management (Excel/Access)</td>
<td>(5100), 37, 60</td>
</tr>
<tr>
<td>Office Systems Management (Word/PowerPoint)</td>
<td>(5030/5035), 36, 58</td>
</tr>
<tr>
<td>PC Troubleshooting and Introduction to Network Engineering</td>
<td>(6441), 41</td>
</tr>
<tr>
<td>Percussion Ensembles: Duets, Trios, Quartets, &amp; Quintets</td>
<td>(6470), 74</td>
</tr>
<tr>
<td>Photography Black and White &amp; Digital</td>
<td>(6180), 76</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>(5050), 31, 34, 36, 37, 58</td>
</tr>
<tr>
<td>Principles of Agricultural Science-Animal (ASA)</td>
<td>(8036), 48</td>
</tr>
<tr>
<td>Principles of Business Administration and Management</td>
<td>(5000), 31, 34, 36, 37, 58</td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td>(8006), 54</td>
</tr>
<tr>
<td>Principles of Finance/Financial Planning</td>
<td>(5070/5075), 31, 59</td>
</tr>
<tr>
<td>Principles of the Biomedical Sciences</td>
<td>(8025), 53</td>
</tr>
<tr>
<td>Psychology</td>
<td>(2540), 99</td>
</tr>
<tr>
<td>Recreational Sports (7040S)</td>
<td>87</td>
</tr>
<tr>
<td>Recreational Sports II</td>
<td>(7045S), 87</td>
</tr>
<tr>
<td>Russian</td>
<td>(1990), 103</td>
</tr>
<tr>
<td>Science: Alternate Standards Framework</td>
<td>(0984), 6</td>
</tr>
<tr>
<td>Sculpture</td>
<td>(6130), 76</td>
</tr>
<tr>
<td>Seminar for Advanced Studies</td>
<td>(1025S), 89</td>
</tr>
<tr>
<td>Service Learning Independent Study</td>
<td>(2710S), 100</td>
</tr>
<tr>
<td>Service Technician</td>
<td>(8941), 35</td>
</tr>
<tr>
<td>Service Technician II</td>
<td>(8951), 36</td>
</tr>
<tr>
<td>Social Studies: Alternate Standards Framework</td>
<td>(0982), 6</td>
</tr>
<tr>
<td>Sociology</td>
<td>(2550), 99</td>
</tr>
<tr>
<td>Spanish I</td>
<td>(1810), 104</td>
</tr>
<tr>
<td>Spanish II</td>
<td>(1820), 104</td>
</tr>
<tr>
<td>Spanish III</td>
<td>(1830), 104</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>(1840), 104</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>(8550), 75</td>
</tr>
<tr>
<td>Statistics</td>
<td>(3420), 82</td>
</tr>
<tr>
<td>Strategies for Daily Living</td>
<td>(1055S), 89</td>
</tr>
<tr>
<td>Strategies for Self Determination</td>
<td>(1050S), 89</td>
</tr>
<tr>
<td>String Orchestra</td>
<td>(6440), 73</td>
</tr>
<tr>
<td>Studio Art</td>
<td>(6200), 77</td>
</tr>
<tr>
<td>Symphonic Band</td>
<td>(6410), 72</td>
</tr>
<tr>
<td>Symphony Orchestra</td>
<td>(6475), 74</td>
</tr>
<tr>
<td>Teaching as a Profession</td>
<td>(5510), 56</td>
</tr>
<tr>
<td>Team Sports</td>
<td>(7020S), 86</td>
</tr>
<tr>
<td>Team Sports II</td>
<td>(7025S), 87</td>
</tr>
<tr>
<td>Technology Design and Development</td>
<td>(8020), 101</td>
</tr>
<tr>
<td>Theatre I</td>
<td>(6500), 74</td>
</tr>
<tr>
<td>Theatre II</td>
<td>(6510), 74</td>
</tr>
<tr>
<td>Unified Physical Education</td>
<td>(7008S), 86</td>
</tr>
<tr>
<td>United States History</td>
<td>(2204), 96</td>
</tr>
<tr>
<td>Weight Training and Physical Conditioning I</td>
<td>(7050S), 87</td>
</tr>
<tr>
<td>Weight Training and Physical Conditioning II</td>
<td>(7060S), 87</td>
</tr>
<tr>
<td>Welding I</td>
<td>(8911), 57</td>
</tr>
<tr>
<td>Welding II</td>
<td>(8921), 57</td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td>(6420), 72</td>
</tr>
<tr>
<td>Women's History</td>
<td>(2580S/2580), 100</td>
</tr>
<tr>
<td>Work-Based Learning Experience</td>
<td>(8670), 39</td>
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