

2009
2010

High School

Program of Study

Anne Arundel County Public Schools



Anne Arundel County High Schools

| | |
|--|--------------|
| Annapolis High School 2700 Riva Road, Annapolis, MD 21401 <i>Donald Lilley, Principal</i> | 410-266-5240 |
| Arundel High School 1001 Annapolis Road, Gambrills, MD 21054 <i>Sharon Stratton, Principal</i> | 410-674-6500 |
| Broadneck High School 1265 Green Holly Drive, Annapolis, MD 21401 <i>David Smith, Principal</i> | 410-757-1300 |
| Chesapeake High School 4798 Mountain Road, Pasadena, MD 21122 <i>Patricia Plitt, Principal</i> | 410-255-9600 |
| Glen Burnie High School 7550 Baltimore Annapolis Blvd., S.E., Glen Burnie, MD 21060 <i>Vicky Plitt, Principal</i> | 410-761-8950 |
| Meade High School 1 Clark Road, Fort George G. Meade, MD 20755 <i>Daryl Kennedy, Principal</i> | 410-674-7710 |
| North County High School 10 E. 1st Avenue, Glen Burnie, MD 21061 <i>Frank Drazan, Principal</i> | 410-222-6970 |
| Northeast High School 1121 Duvall Highway, Pasadena, MD 21122 <i>Kathy Kubic, Principal</i> | 410-437-6400 |
| Old Mill High School 600 Patriot Lane, Millersville, MD 21108 <i>Sheila Hill, Acting Principal</i> | 410-969-9010 |
| Severna Park High School 60 Robinson Road, Severna Park 21146 <i>Patrick Bathras, Principal</i> | 410-544-0900 |
| South River High School 201 Central Avenue East, Edgewater, MD 21037 <i>William Myers, Principal</i> | 410-956-5600 |
| Southern High School 4400 Solomons Island Road, Lothian, MD 20711 <i>Maryalice Todd, Principal</i> | 410-867-7100 |
| Other Educational Centers | |
| Center of Applied Technology-North 800 Stevenson Road, Severn, MD 21144 <i>Dan Scahffhauser, Principal</i> | 410-969-3100 |
| Center of Applied Technology-South 211 Central Avenue East, Edgewater, MD 21037 <i>Ronald Alberico, Principal</i> | 410-956-5900 |
| Mary E. Moss Academy 45 Community Place, Crownsville, MD 21032 <i>Wendy Slaughter, Principal</i> | 410-222-3836 |
| Phoenix Annapolis 291 Locust Street, Annapolis, MD 21401 <i>Janice Lazzari, Principal</i> | 410-222-1650 |

Dear Student:

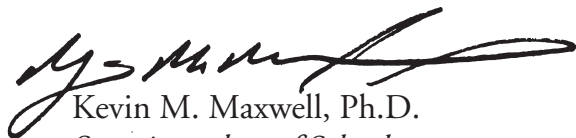
This High School Program of Study booklet is intended to provide valuable information to allow you and your parents make selections that will best prepare you for future success. It has been designed to explain the rich variety of challenging and rigorous choices available to you.

The additional demands of high school course work for students throughout the state make the expectations for graduation far more difficult for students than in past years. In anticipation of meeting these demands, we offer you complexity in course work as well as electives we hope help to diversify your high school experience.

I encourage you to work with your teachers and counselors to make decisions appropriate for achieving your individual goals. We are continuing to explore ways to introduce more rigor, relevancy, diversity, and specialization to our high school course offerings, and counselors will be able to fully explain courses that are implemented after the printing of this booklet.

How you spend your time in school will only make your future better and your goals more attainable. As Superintendent, I urge you to take full advantage of the courses that are provided in this booklet as well as in the classroom. Your success is our greatest achievement, and Anne Arundel County Public Schools is committed to your continued development.

Sincerely,



Kevin M. Maxwell, Ph.D.
Superintendent of Schools

AACPS Board of Education

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A Graduation Requirements

Enrollment Requirement

The student shall satisfactorily complete four years of approved study beyond the eighth grade unless an alternative plan is approved by the Superintendent of Schools.

See page

Credit Requirement

| | |
|---|--|
| 22 Credits Students entering Grade 9 in the 2004-05 school year and earlier | 26 Credits Students entering Grade 9 in the 2005-06 school year and thereafter |
|---|--|

A-2

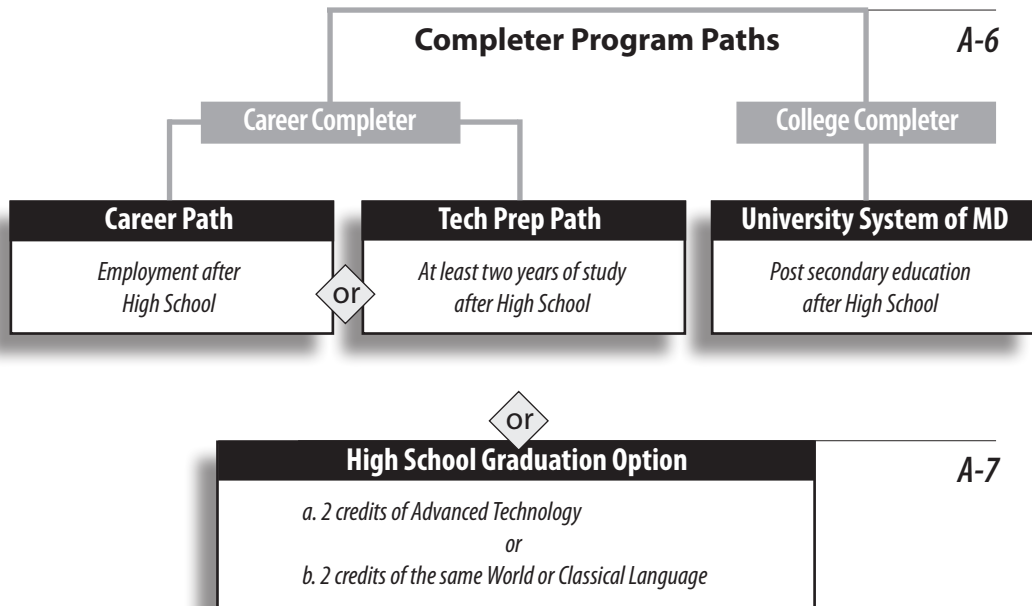
High School Assessment Requirement

*Algebra/Data Analysis
Biology
English
Government*

A-5

Service Learning Requirement

A-3



High School Graduation Requirements

Minimum Credit Requirements

| Students entering Grade 9 in 2005-06 and thereafter | | |
|---|--------------------------------|---|
| Subject | Minimum Credit Requirements—26 | |
| English | 4 | 1 credit in English 9 1 credit in English 10 1 credit in English 11 1 credits in English 12 |
| Social Studies | 3 | 1 credit in United States Government 1 credit in World History 1 credit in United States History |
| Mathematics | 4 | 1 credit of Algebra I* 1 credit in Geometry 2 mathematics elective credits |
| Science | 3 | 1 credit in Biology 2 credits, including laboratory experience in any or all of the following areas: <ul style="list-style-type: none"> • Earth Science • Life Science • Physical Science |
| Physical Education | 1 | 1/2 credit in Fitness for Life 1/2 credit Physical Education Elective |
| Health | 1/2 | 1/2 credit in Health Education |
| Basic Technology | 1 | See page A-4 for a listing of courses that meet the Basic Technology Requirement. |
| Fine Arts | 1 | Music, Art, Dance, and Theatre Arts courses |
| Electives | 8.5 | Any elective course may count. (See World and Classical Language or Advanced Technology requirement for University System of Maryland Completer.) |

In addition to meeting the specific credit requirements, a student shall successfully complete one of the following:

- **Two credits of world or classical language** (two years of the same language),

or • **Two credits of advanced technology education,**

or • **A state-approved career and technology program**

Students must attend high school for four years unless a pre-approved AACPS alternative is satisfied.

High School Assessments Requirement

Students entering grade 9 in 2005–06 and thereafter must also pass the High School Assessments in Algebra/Data Analysis, Biology, English 10, and Government. Please check with your school counselor for different opportunities to meet the High School Assessment requirement.

World and Classical Language Requirement

Students may elect to take two credits of a world or classical language rather than two credits of an advanced technology or a career completer program. The world and classical language option meets one of the criteria for qualifying the student for the University System of Maryland. It is recommended, however, that students who elect the world and classical language option continue in the program beyond the second level, if possible.

Credit by Competency and or Examination

Students may be awarded credit towards graduation for demonstrated competency and/or examination for courses and competencies determined by the Board of Education of Anne Arundel County Public Schools. At the present time, the Board of Education has authorized competency credit to students who completed Level I of a world or classical language, Algebra I, and/or Geometry. As other qualifying courses are identified for competency and/or examination credit, announcements will be made by the Division of Curriculum.

Credit Earned in Middle School

Students may also earn high school credit in Chinese, French, Spanish, or Russian, Algebra, Algebra II, and Geometry by successfully completing the respective course(s) in middle schools and passing the final exam.

Basic Technology Credit Requirement (see page A-4)

Students must fulfill a one-credit graduation requirement in technology. Courses that may be used to fulfill this requirement are identified as part of their description.

Advanced Technology Credit Requirement (see page A-4)

Students may elect to take two credits of advanced technology rather than two credits of the same world and classical language or a career completer program. A student with the required math courses and two (2) credits of advanced technology will qualify as a University System of Maryland Completer. However, the student must verify the admis-

*Those students earning 2 credits in Algebra I will earn a total of 5 credits in Mathematics

sions requirements for each University System of Maryland institution to determine if the advanced technology courses meet the institution's admission requirements.

Service Learning Requirement

MSDE graduation requirements for students include a requirement in service learning. Anne Arundel County Public Schools integrate this requirement into existing subjects or courses starting in grade 5. Students complete service learning projects and activities from grades 5 through grades 10 so that each student, upon completion of grade 10, should have met the service learning graduation requirement.

Service Learning Implementation in AACPS

- Students in grade 5 will complete 5 hours of service learning through social studies activities.
- Students in grades 6 through grades 8 will complete 10 hours of service learning in each grade level for a total of 30 hours.
- Students in the United States Government course in grade 9 or grade 11 will earn 20 hours of service learning.
- Students in grade 10 will complete 10 hours of service learning in English 10 and 10 hours of service learning in a 10th grade Biology course.
- All students transferring into an Anne Arundel County public high school from out of state must complete 40 hours of service learning to meet the Maryland State Department of Education (MSDE) graduation requirement at the high school level. All students transferring into an Anne Arundel County public school from within the state of Maryland must have documentation for 40 hours of service learning from their previous school(s) or complete the balance for a total of 40 hours.
- Seniors are not exempt from completing the service learning graduation requirement and will fulfill the requirement, through the school counselor's office, in a manner decided by the local school principal.
- Courses such as *B46, Inquiry into Community Problems*, or *H20, Child Development I*, may be used to meet this requirement for service learning.

Procedures for Promotion

Promotion from one grade level to the next is based on the year the student entered the ninth grade as well as the number and types of credits earned as follows:

| Year student entered Grade 9 | To Be Promoted to Grade: | Completed Credits Needed | Credits Needed in Academic Subjects |
|------------------------------|--------------------------|--------------------------|-------------------------------------|
| 2004-05 or earlier | 10 | 5 | at least 3 |
| | 11 | 10 | at least 6 |
| | 12 | 16 | at least 9 |
| 2005-06 or later | 10 | 6 | at least 3 |
| | 11 | 13 | at least 7 |
| | 12 | 20 | at least 11 |

Senior Status: Students who have completed at least three years in high school, have successfully earned the minimum number of credits by September 1, and who are enrolled in a program that allows them to meet all graduation requirements by June of the same academic year may be considered seniors.

Assessments

Assessment is an important part of instruction. Students take a variety of tests during their years in public school, including state mandated achievement tests, county benchmarks, ability tests, and assessments required for grade promotion and graduation from high school. Students may also take college level exams related to advanced placement studies and scholastic aptitude tests required for college admission.

A student's academic performance is based on more than test results; however, test and assessment results are vital to monitoring student progress, as well as evaluating and improving instruction and curricula to ensure student

The state mandated assessments provide educators, parents, and the public valuable information about student, school, school system, and state performance.

Contact the Division of Curriculum, 410-222-5412 or your local school counseling office for details on the following tests. Additional information about the results of these assessments can be found at: <http://www.mdreportcard.org>.

High School Assessments (HSA)

The High School Assessments (HSA) consist of four tests—one each in Algebra/Data Analysis, Biology, English 10, and Government. Students, including middle school students taking high school level courses, take each exam after they have completed the corresponding course containing the Core Learning Goals. The High School Assessments in Algebra/Data Analysis, Biology, and English 10 also fulfill the require-

A-4 | Basic & Advanced Technology Courses

| Basic & Advanced Technology Credit Courses | | | | |
|--|--|---|---|---|
| | Basic Technology Education Credit | | Advanced Technology Education Credit | |
| | 1/2 Credit | One Credit | 1/2 Credit | One Credit |
| For students who entered grade 9 in the 2009–2010 School Year and later | M69 Foundations of Technology A M70 Foundations of Technology B | M25 Principles of Engineering <i>(Project Lead the Way Schools only)</i> M26 Intro to Engineering Design <i>(Project Lead the Way Schools only)</i> | M18 Power, Energy and Transportation Systems M42 Manufacturing and Construction Technologies M32 Technology of Flight M52 Marine Technology M22 Architectural Design & Development I M23 Architectural Design & Development II M20 Engineering Drawing CAD I M21 Engineering Drawing CAD II | |
| For students who entered grade 9 in the 2007–2008 School Year only | H70 Applied Nutrition I M10 Communications Systems I M11 Communication Systems II M18 Power Energy & Transportation M20 Engineering Drawing /CAD I M21 Engineering Drawing/CAD II M22 Architectural Drawing I M23 Architectural Drawing II M32 Aviation and Aerospace Technology M41 Production Systems I M42 Production Systems II M69 Foundations of Technology Q50 Introduction to Computers Q65 Computer Skills for Academic Success <i>(formerly Keyboarding)</i> R17 Advanced Web Page Design | Courses only offered at CAT Centers T05 A/C Heating & Refrigeration II T08 Auto Collision Repair II T11 Auto Technology II T14 Building Construction II T17 Computerized Desktop Publishing II T21 Building Maintenance II T23 Carpentry II T26 Cosmetology II T29 Diesel Equipment Technology II T32 Drafting II T35 Electricity II T38 Computer Repair Technology II T41 Printing Technologies II T47 Precision Machining II T53 Plumbing II T56 Dental Assisting II T59 Computer Networking Technology II T62 Welding II T72 Marine Repair II T75 Motorcycle Repair Technology II T78 Culinary Arts II T96 Fundamentals of Technology M20 Engineering Drawing /CAD I M21 Engineering Drawing/CAD II | C01 Pre Engineering Studies Q55 Network Applications I Q56 Network Applications II Q57 Computer Information Technology I Q58 Computer Information Technology II | C02 Advanced Technology Systems I78 IB Information Technology in a Global Society M25 Principles of Engineering M26 Introduction to Engineering Design M27 Digital Electronics M28 Computer Integrated Manufacturing M30 Aerospace Engineering |
| Note: All of the courses above are also available for these students | | | | |
| For students who entered grade 9 in the 2006–2007 School Year and earlier | A14 Journalism A29 Media Production I A35 Newspaper I A40 Yearbook I A45 Literary Magazine I H30 Fashion Design I <i>(formerly Clothing Construction I)</i> H31 Fashion Design II <i>(formerly Clothing Construction II)</i> H60 Fashion Merchandising H70 Applied Nutrition I H71 Applied Nutrition II H75 Applied Nutrition III H72 Sports Nutrition L72 Sports Medicine M20 Engineering Drawing/CAD I M21 Engineering Drawing/CAD II M69 Foundations of Technology I M15 Automotive Service Technology Q01 Computerized Accounting Q13 Tourism I Q29 Introduction to Sales & Service Q31 Marketing II Q34 Entrepreneurship Q39 Business Presentations Q50 Introduction to Computers Q60 Business Skills Q63 Spreadsheets Q64 Databases Q65 Computer Skills for Academic Success <i>(formerly Keyboarding)</i> Q66 Advanced Keyboarding Q71 Word Processing I R05 Computer Science Publishing R17 Advanced Web Page Design | A35 Newspaper I A40 Yearbook I A45 Literary Magazine I T05 A/C, Heating & Refrigeration II T08 Auto Collision Repair II T11 Auto Technology II T14 Building Construction II T16 Computerized Desktop Publishing T19 Fire fighter Cadet Program T20 Building Maintenance T23 Carpentry II T26 Cosmetology II T29 Diesel Equipment Technology II T31 Drafting I T35 Electricity II T37 Computer Repair Technology T41 Printing Technologies II T47 Precision Machining II T53 Plumbing II T55 Dental Assistant I T58 Computer Networking Technology I T62 Welding II T69 Medical Assistant T72 Marine Repair II T75 Motorcycle Repair Technology II T77 Culinary Arts I T84 Dental Assisting Expanded Funt. T94 Major Appliance/HVAC II T96 Fundamentals of Tech X55 JROTC (1 credit for first complete year of program) | A36 Newspaper II A37 Newspaper III A38 Newspaper IV A41 Yearbook II A42 Yearbook III A43 Yearbook IV A46 Literary Magazine II A47 Literary Magazine III A48 Literary Magazine IV C01 Pre Engineering Studies C02 Advanced Technology Systems H73 Nutrition Science M10 Communication Systems I M11 Communication Systems II M18 Power, Energy and Transportation M22 Architectural Drawing I M23 Architectural Drawing II M25 Principles of Engineering M26 Introduction to Engineering Design M32 Aviation and Aerospace Technology M41 Production Systems I M42 Production Systems II M52 Marine Technology Q02 Computerized Accounting II Q03 Computerized Accounting III Q14 Tourism II Q40 Office Systems Management Q51 Intro to Programming Languages Q52 Web Page Design Q53 Visual Basic I Q54 Visual basic II Q55 Network Applications Technology I Q56 Network Applications Technology II Q57 Computer Information Technology I Q58 Computer Information Technology II Q72 Word Processing II R18 Computer Science Programming Java R19 Visual Basic .Net III | M28 Computer Integrated Manufacturing M30 Aerospace Engineering R20 AP Computer Science A R21 AP Computer Science AB T32 Drafting II T59 Computer Networking Technology II X56 JROTC (Completion of 3 years for Advanced Technology credit provided student has not applied the first year to Basic Technology) |
| Note: All of the courses above are also available for these students | | | | |

ment under NCLB that high school students be administered on an annual basis, an assessment in English, mathematics, and science. These tests are traditional paper and pencil assessments that include multiple choice and essay items (short answer and extended answers). Intended to raise expectations for all high school students, the HSA measure achievement in the Core Learning Goals that have been set by the Maryland State Board of Education. Currently, students must take these tests as a requirement for high school graduation. Students, beginning with the graduating class of 2009 and beyond, are required to earn a passing score on the HSA in order to earn a Maryland High School Diploma. Individual student results are shared with the parent/guardian. Please check with your school's guidance office on other opportunities to meet the High School Assessment requirements.

The Bridge Plan for Academic Validation

The Bridge Plan for Academic Validation provides a process for passing the High School Assessments that helps ensure that all students have a fair opportunity to demonstrate their knowledge and skills if traditional testing is not an effective measure for them. Please see your school counselor for further information.

The Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is Maryland's assessment program designed for students in grades 3 through 8 and 10 with significant cognitive disabilities. A student is eligible to participate in the Alt-MSA, if through the Individualized Education Program (IEP) process, it has been determined they cannot participate in the Maryland State Assessment (MSA), even with accommodations.

The Alt-MSA combines instruction consistent with the student's IEP and assessments. It assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives that are aligned with grade level Maryland Content Standards. Students are assessed in the science content standards in grades 5, 8, and 10 only. The statewide performance standards reflecting three levels of achievement: Basic, Proficient, and Advanced are reported for the Alt-MSA. Individual student results are shared with the parent/guardian annually. For further information on the Alt-MSA, contact the Office of Special Education at 410-222-5410.

The English Language Proficiency Test (ELPT): LAS Links

The English Language Proficiency Test (ELPT) LAS Links has been developed to meet the No Child Left Behind requirements for testing English Language Learners (ELLs) in English proficiency. ELPT LAS LINKS is a standardized language proficiency test to determine a student's abilities in English when his/her primary language is other than English. The students are assessed in speaking, listening, reading, and writing. The assessment provides a comprehension score derived from the listening and reading domains. All English Language Learners from K-12 who are active ESOL students will take the test annually. Individual student results are shared with the parent/guardian annually.

For additional information on the English Language Proficiency Test, please contact the ESOL office at 410-222-5425.

Preliminary Scholastic Aptitude Test (PSAT) National Merit Scholarship Qualifying Test (NMQST) Scholastic Aptitude Test (SAT I)

In addition to the above state mandated assessments, high school students may opt to take a number of different tests offered by the College Board.

The Preliminary SAT / National Merit Scholarship Qualifying Test is co-sponsored by the College Board and National Merit Scholarship Corporation. High school students take the PSAT/NMQST which can qualify them for scholarships and prepare them for the SAT I. All eligible students in grades 9, 10, and 11 take the PSAT/NMQST in October. This test measures student performance in language usage, writing, reading, and mathematics.

The SAT I is used by colleges as one of several admissions requirements. It is normally taken by college-bound students in grades 10, 11, or 12. The College Board describes the SAT I as a test of reasoning that measures critical reading, writing, and mathematical reasoning skills students have developed over time and need to be successful academically. It is characterized as the best available independent, standardized measure of a student's college readiness.

Check with your local high school guidance office for PSAT and SAT I testing dates. Please note that a preparatory course for the SAT I is currently offered in all high schools.

Advanced Placement (AP) Exams

For each AP course, an AP Exam is administered at participating schools worldwide. High school students may choose to take the Advance Placement (AP) exams in specific subjects such as English, foreign language, chemistry, history, calculus, psychology, biology, economics, computer science, environmental sciences, and fine arts. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a free response section (either essay or problem solving) and a section of multiple choice questions. The modern language exams also have a speaking component, and the AP Music Theory Exam includes a sight singing task. Each AP Exam is given an overall grade of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well qualified to receive college credit and/or advanced placement based on an AP Exam grade. Colleges and universities use the AP results to determine college preparedness, student motivation, and placement. Students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. A fee is required to take this exam.

Check with your local high school counseling office for more information on the Advance Placement courses and exams or contact the Office of Student Counselors and Guidance at 410-222-5280. You can also visit College Board website at www.collegeboard.com/student/testing/ap/about.html.

International Baccalaureate Program

Extended Learning Program (ELP)

The Extended Learning Program is a program of choice offered at Annapolis, Meade, and Old Mill High Schools. Admission into this program is by formal application and eligible applicants in grade 8 start the program in grade 9.

Students in the ELP grades 9 are enrolled in Honors level English, American Government, Biology, Algebra I, Geometry or Algebra II, French or Spanish Level II, and elective offerings. Students In ELP 10 are enrolled in Honors level English, AP Modern European History, Chemistry, Geometry, Algebra II or Pre-Calculus, French or Spanish III and elective offerings. The ELP is a foundation for the International Baccalaureate Diploma Programme offered to students in grades 11 and 12.

International Baccalaureate Diploma Programme (IBDP)

This program of choice is offered at Annapolis, Meade, and Old Mill High Schools to students who are enrolled in the Extended Learning Program. The International Baccalaureate

Diploma Programme is a rigorous and challenging program of studies for students in grades 11 and 12.

All IB diploma candidates take six subjects and complete all assessments and examinations. In addition, diploma candidates complete a Theory of Knowledge course, an Extended Essay of 4,000 words, and 150 hours of Creativity, Action, and Service hours. Successful completion of all requirements results in the awarding of an International Baccalaureate Diploma. The IB program and IB Diploma are recognized by school systems, colleges and universities throughout the world. Many colleges grant advanced standing and or college credit on the basis of performance in the IB assessments. The official policies of colleges and universities in North America are cited on the International Baccalaureate website (www.ibo.org).

Taking Advanced Placement and International Baccalaureate Courses

Students may sometimes face a considerable challenge in rigorous AP and IB courses. After an initial period of adjustment, perhaps with additional support from the instructor, they discover they can handle the course requirements successfully. With the intention of giving students time to adjust to these challenges, withdrawal from these courses will not be considered until the end of the first marking period. A decision to drop to a lower level or withdraw from the course completely would come after consultation between the student, teacher, parent, counselor and administration.

Graduating from High School

Completer Program Paths

The Maryland School Performance Program (MSPP) requires that high school students enroll in courses that prepare them for post secondary education, gainful employment, or both. The school system has courses that, when taken in proper sequence, will prepare students for employment. These courses are offered at the high schools and both Centers of Applied Technology, and are approved by the Maryland State Department of Education,

The three program completer options are

1. *Career program completer*
2. *University System of Maryland completer*
3. *Dual completer*

Accordingly, in addition to accumulating the required number of credits, students must plan for one of the following options:

1. Career Program Completer

a. *Career Completer*

The student pursues a sequence of courses to develop skills in preparation for employment upon high school graduation. These courses and programs are offered at both Centers of Applied Technology or at the high schools through Business Education, Family and Consumer Sciences, and Technology Education. These career completer programs are approved by the Maryland State Department of Education, Division of Career and Adult Learning.

b. *Tech Prep Completer*

Some of the career completer pathways are identified as Tech Prep pathways. The students completing these pathways pursue a sequence of study beginning in high school and continuing through at least two years of post-secondary education. Many of the Tech Prep programs offer articulation agreements with local postsecondary institutions. These agreements allow students to earn college credit for courses taken in high school.

For more information on career completers, see *Complete Programs* in Section D of the handbook.

2. University System of Maryland Completer

| University System of Maryland Required Coursework | |
|---|--------------|
| Subject | Year Courses |
| English | 4 |
| Social Studies | 3 |
| Laboratory Science | 3 |
| Mathematics (Algebra I, Geometry, Algebra II) | 3 |
| The same World and Classical Language or Advanced Technology Credit | 2 |
| Academic Electives | 6 |

The student pursues a sequence of courses in preparation for postsecondary education upon high school graduation. Minimum requirements include two years of the same world and classical language or two credits in advanced technology courses, and Algebra I, Geometry, and Algebra II.

The high school coursework requirements in the above table apply to students seeking admission to the following University System of Maryland institutions:

- *Coppin State College*
- *University of Maryland, College Park*
- *Frostburg State University*
- *University of Maryland, Eastern Shore*
- *Towson University*
- *University of Maryland, Baltimore County*
- *Bowie State University*
- *University of Maryland, Baltimore*
- *Salisbury State University*
- *University of Maryland, University College*
- *University of Baltimore*

Each University System of Maryland institution has guidelines for evaluating applicants who have not completed all the required courses for admission. In some cases, students who lack a required course are permitted to take it their freshman year in college. In other instances, students are permitted to demonstrate their competency in a given field as an alternative to passing a required high school course. While these represent the minimum high school course requirements for entry into University System of Maryland institutions listed above, individual campuses and programs may have additional admission requirements. Students should seek out these requirements by writing to the admissions director at the campus of choice.

Anne Arundel Community College

In addition to the above University System of Maryland institutions, Anne Arundel County Public Schools enjoys an excellent working relationship with Anne Arundel Community College (AACC). AACC is an open door institution which admits those who may benefit from postsecondary education in both transfer and career programs. To help students succeed in college, AACC has established policies and procedures to evaluate and assess their academic abilities.

3. Dual Completer

The student pursues a sequence of courses that fulfills both Career and University System of Maryland requirements.

High School Graduation Option

This option does not satisfy MSPP (Maryland School Performance Program) requirements for completer programs but does satisfy graduation requirements of the Maryland State Department of Education. To complete this option the student earns one of the following:

- a. 2 credits in advanced technology
- or b. 2 credits of the same world or classical language

Graduation Certificates

Maryland High School Certificate

This certificate may be awarded to students with disabilities who do not meet the requirements for a diploma but who meet one of the following criteria:

1. The student is enrolled in a special education program for at least four years beyond grade 8, or its age equivalent, and is determined by an Individualized Educational Program Team (IEP Team), with agreement of the student's parents/guardians, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. The world of work includes but is not limited to the following:
 - Gainful employment,
 - Supported employment, or
 - Sheltered workshops.
2. The student has been enrolled in a special education program for four years beyond grade 8, or its age equivalent, and has reached age 21.

AP (Advanced Placement) Diploma Endorsement

Anne Arundel County Public Schools believe that students who engage in rigorous program should be recognized for their efforts. To provide this recognition, Anne Arundel County Public Schools has developed an AP Diploma Endorsement.

In order to earn this AP Diploma Endorsement, a student must:

- Earn a minimum of five AP credits
- The credits must be in four of the five domains:
 - languages (*English and/or world or classical language*)
 - social studies
 - mathematics
 - natural sciences
 - computer science and/or fine arts
- Earn all 'A's and 'B's in AP classes taken; those receiving one 'C' are included, provided there is at least one offsetting 'A'.
- Sit for a minimum of 5 AP exams

The High School Certificate of Merit

While earning the Maryland High School Diploma, a student may wish to work toward the Anne Arundel County Public Schools Certificate of Merit. This certificate recognizes students who elect a rigorous course of study. In addition to the basic graduation requirements, the student must:

- earn a Level III (or above) Foreign Language credit.
- earn at least 12 credits in courses identified as *advanced*.
- achieve a cumulative grade point average of 3.0 or above on a 4.0 scale for grades 9–12.

Courses that qualify as *advanced* are:

- all *Advanced Placement* courses (not Seminar courses)
- all *International Baccalaureate* courses
- all *Honors* courses
- some *Honors Option* courses
- other specific courses not designated as *AP*, *IB*, or *Honors*.

Check with your guidance counselor for a list of specific courses which can be applied toward the Certificate of Merit.

It is the responsibility of the student to carefully evaluate and select courses, obtaining help from appropriate teachers, school counselor, or administrators. Parental approval of course selection is required for all students younger than 18 years of age. Students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices.

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Limitations on Scheduling

- Academic credits are defined as courses offered in the program areas of English, mathematics, science, social studies, world and classical languages, advanced placement, and computer science.
- The prior approval of the principal is required for a student to take more than four non-academic credits during a school year.
- Students are limited to a maximum of two physical activity classes per semester. No two courses are to be taken simultaneously from one of the five major physical education areas (Lifetime Sports, Dance, Gymnastics, Team Sports, and Weight Training).
- All high school students have the opportunity to earn up to one elective credit per year in the Alternative Credit Programs.

Technical Preparation Programs at the Centers of Applied Technology

The **TECH**nical **PREP**aration courses offered at the Centers of Applied Technology provide students with the skills to obtain and maintain employment in the trades or technical areas. While pursuing a course of study at the centers, students combine a technical/theory classroom component with a hands-on lab experience. After completing the 11th grade, most students can participate in the Work-based Learning Program, working at jobs for which they have been trained, while attending academic classes at the comprehensive high schools in the morning.

Registration for courses is made through the home school; however, an application must be made to the Centers of Applied Technology North or South. Most students enter a course of study in the 10th grade. However, Nail Technology is available to 11th graders and some courses are available to 12th grade students.

Courses Outside the Home School

Students may participate in curriculum offerings in any county public school provided that the course is not available at the assigned school, that there is space available in the course, and that the students provide their own transportation. Permission to exercise this option must be obtained from the principals or designees of the affected schools and from the parents or legal guardians. Parental approval for taking courses outside of the home school is not required for students 18 years of age or older.

Additional Ways to Earn/Recover Credit

In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through various other programs. *No student, however, may earn credit more than once for the same course.* Additional ways to earn credit include:



Summer School

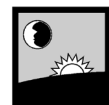
The secondary summer school program offers students a number of secondary school courses and provides students the opportunity to make up work in which they were unsuccessful, to improve grade averages in sequential subjects, and to earn credits to meet high school graduation requirements.

Credit may be given for acceptable summer study offered by approved public and nonpublic institutions in or outside of Maryland, if the principal of the student's own school authorizes the study in advance.



Evening School

The Evening High School Program offers students who are currently attending a daytime high school the opportunity to make up credits or take additional courses. For those students who do not finish high school, Evening High School offers an opportunity to complete the high school education and earn a high school degree.



Twilight School

The Twilight Program is an opportunity for ninth grade students to take a class for remedial credit. The class is taken after school at the comprehensive high school. Twilight School is offered second semester for those students who did not receive credit for a first semester class.



Home Teaching

Extenuating circumstances may necessitate the assistance of home teaching for certain students. However, home teaching should be considered only after all the resources of the school system have been used fully and when it is felt definitely that the best interests of the students are being served. If home teaching

is recommended by the school and approved by the school system for credit to be applied toward minimum graduation requirements, then the teacher, the program of study, and examination shall be financed by the local school system.



College Courses

With prior approval of the local superintendent of schools or the superintendent's designee, credit toward high school graduation may be given for courses at accredited colleges that are not offered at the high school. The cost of these courses shall be borne by the student.



AACPS Maryland Virtual Learning Online Campus

With prior consent of the principal, high school students may enroll in online courses for high school credit. Courses conducted online with the teacher physically separated from the students expand the range of learning opportunities offered to students. Teachers communicate with students online and via telephone. Traditionally, students are scheduled during the school day to work independently on course requirements. The local high school assigns students an online support teacher who monitors student progress and communicates with the student, parents, and online teacher as needed. For information, contact the local school or Sally Regnier, sregnier@aacps.org, 410-222-1693.



Credit by Examination

Credit toward high school graduation may be earned in grades 9–12 by passing an examination that assesses student demonstration of locally established curricular objectives.



Independent Study Programs

Independent study programs are available for students of proven ability and self discipline when needs and interests in a specific content area can no longer be met within the range of

regular course offerings or for whom schools are unable to arrange appropriate schedules. Independent study credit is awarded for program experiences that take place within the school. Guidelines and procedures have been established by the Anne Arundel County Board of Education governing application and implementation of independent study credit.



Alternative Credit

This offering may be awarded for program experiences that take place outside the school setting or outside the academic year. Guidelines and procedures have been established by the Anne Arundel County Board of Education governing application and implementation of alternative credit. Students interested in such credit should seek the advice of their school counselor.



Early College Access



Jump Start

The *Jump Start College Program* is a jointly sponsored dual enrollment program between Anne Arundel Community College and the Anne Arundel County Public High Schools. This program is designed to allow students the option to begin exploring college level courses and programs during the school day. *Jump Start* participants will attend regularly scheduled college classes with currently enrolled college students. Student will earn credit in college level course work which may be applied to future academic programs at Anne Arundel Community College or may be transferred to other colleges and universities.

Dual Credit

Students earn both high school and college credit for approved courses which are either not available at their current high school or for which they do not have access. See school counselor for details

Alternatives to 4-Year Enrollment in a Public High School

In recognition of the fact that 4-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 required credits, competency prerequisites, high school assessments, and student service requirements must be met prior to the start of the fourth year of high school and the local superintendent or designee must determine that the waiver is in the best interest of the student. Students should see their counselor in the spring of their sophomore year to begin the application process.

Option 2, Early Admission to an accredited college or vocational, technical or post-high school:

The student chooses to be a full-time student at an accredited college or approved vocational, technical, or other post-high school rather than attend a fourth year of high school. The student must have met all state competency prerequisites, high school assessments, and service learning requirements prior to the fourth year. The student must develop a curricular plan which assures that the content of the graduation 'specified courses' fulfills the credit requirement and also meets the standards for graduation in the first year of post-secondary study. A written request by the student and parent must be approved by the principal first. Then the student and parent send a letter asking for a waiver of the fourth year attendance requirement for approval by the superintendent of schools or designee, with the curricular plan, early admission acceptance letter, and principal's approval attached. At the conclusion of a full year of study, students must submit a written request for the high school diploma to the superintendent or designee together with a transcript or letter from the postsecondary school indicating that the student has successfully completed a full year of post-high school work.



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 13.03.03.01.



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.

Course Number — A09000 ● **NCAA Approved Core Course** (See the following page)

Course Length — Two Semesters

Course Title — **English 9: The Journey**

Other Information — Required (or A99000 or A09700) | 1 English Credit

Number and Type of Credits Earned — 1 English Credit

Course Description — Students apply a 4-stage journey to their study of fiction and non-fiction, language development, and composition and to themselves as entering high school students and emerging adults. They explore a variety of themes related to the Journey to reflect on their own journey to ninth grade, their journey as part of a family, their journey of the heart and mind, and the journey of a hero. Students practice and broaden critical reading skills, analyze themes among and between the four stages of the journey, examine structures and details presented in an array of literature, apply and extend grammar development, and use research for oral and written compositions. This A/B day course rigorously prepares students for success on the Maryland English High School Assessment.

Prerequisite/Other information — Prerequisites: None.

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General Course Information

Course Designations

National Collegiate Athletic Association (NCAA) Eligibility (●)

All students who intend to participate in interscholastic athletics in a Division I or Division II postsecondary institution must register with the NCAA Initial-Eligibility Clearinghouse. The purpose of this registration is to determine whether the student is a “qualifier” and can practice, compete, and receive athletic scholarships as a freshman. Part of that determination is based upon the student's completing a required number of core courses as approved by the NCAA. The courses with the icon are ones that have been approved by the NCAA for Anne Arundel County Public Schools for the 2004–2005 school year. Because the approved list of courses changes every spring, it is important that students maintain contact with their school counselor to assure that courses selected during the winter registration process are still accepted by the NCAA for the subsequent school year. Students are also encouraged to see their counselors to receive more complete information on NCAA eligibility requirements.

New NCAA Requirements:

Beginning in 2008, 16 core courses will be required for NCAA Division I and 14 core courses will be required for Division II. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See below for a breakdown of core-course requirements.

Be sure to check your high school's list of NCAA-approved core courses at www.ncaaclearinghouse.net to make certain that the courses being taken have been approved as core courses.

For more information, see www.ncaa.org

Honors Courses

Selected courses may be designated as honors. These courses are distinguished by greater sophistication of content presented, skills developed, and products expected. Courses eligible for honors designation are noted as such and receive weighted grading of .5. These courses that award weighted grading may require pre-course assignments as preparation for accelerated classroom learning in advanced curricula.

Advanced Placement Courses (AP)

Advanced Placement courses are demanding and challenging courses intended for students who demonstrate potential for college level work. The College Board sponsors the Advanced Placement Program, and it develops, administers, and grades examinations for each advanced placement course.

Advanced Placement courses receive weighted grading of 1.0. Many universities and colleges grant advanced standing and/or college credit on the basis of how well a student performs on the Advanced Placement test. Information regarding advanced placement courses and examinations is available from the counseling office in each high school. Students are not required to

take an advanced course in order to be eligible to sit for an advanced placement examination. It should be noted that a student's report card grade for an Advanced Placement course is determined by the classroom teacher. It is not a reflection of the results of the Advanced Placement test. Additionally, these courses that award weighted grading may require pre-course assignments as preparation for accelerated classroom learning in advanced curricula.

International Baccalaureate (IB)

The International Baccalaureate Diploma Programme is a rigorous and challenging program of studies for students in grades 11 and 12. This magnet program is offered at Annapolis, Meade, and Old Mill High Schools to students who are enrolled in the program. Many universities and colleges grant advanced standing and or college credit on the basis of performance in the IB assessments. All IB diploma candidates must take six subjects and complete all assessments and examinations. In addition, diploma candidates must complete a Theory of Knowledge course, and Extended Essay of 4 words, and 150 hours of Creative, Active, Service. Successful completion of all requirements results in the awarding of an International Baccalaureate Diploma, which is recognized in 117 countries.

International Baccalaureate courses receive weighted grading of 1.0. Many universities and colleges grant advanced standing and/or college credit on the basis of how well a student performs on the International Baccalaureate test.

| NCAA Division I | | NCAA Division II | |
|----------------------|---|---------------------|--|
| 16 Core-Course Rule | | 14 Core-Course Rule | |
| Required years of... | | | |
| 4 | English | 3 | |
| 3 | Mathematics (Algebra I or higher) | 2 | |
| 2 | Natural/Physical Science (one year of lab if offered by high school) | 2 | |
| 1 | Additional English, Mathematics or Natural/Physical Science | 2 | |
| 2 | Social Science | 2 | |
| 4 | Additional courses (from any area above, foreign language or non-doctrinal religion/philosophy) | 3 | |

Course Fees

Please be aware that some courses may have fees attached to them. If these fees would prevent you from taking the course, please see your guidance counselor for assistance.

Courses

Art

In Anne Arundel County all art courses are offered on an elective basis. The program includes activities in the major areas of art. Creative thinking and expression of ideas in art forms will help students to see, feel and appreciate the value of art in meeting daily living needs. Design elements and principles will be stressed along with two and three-dimensional activities at all levels. Because many materials, tools and processes are used to make art objects, students

will: develop a knowledge of design as the basis for art work; identify design qualities in natural and man-made forms; apply skills while making art objects; judge art qualities; develop a knowledge of how to use materials, tools and techniques; and become familiar with the important role of art in the history of man. Additionally, through the fine arts, students can learn tolerance for the beliefs, attitudes, and values of other people in historical and present time.

Fine Arts Graduation Requirement (1 Credit)

Courses that meet the Fine Arts requirement can be found in the Art, Music, Physical Education, and English program sections.

G19
One Semester 0.5 Fine Arts Credit

Foundations of Studio Art

This course provides the foundation for the visual arts high school program of study. Students will experience a variety of media and processes while exploring two and three dimensional art problems in drawing, painting, printmaking, sculpture and crafts. Critical and creative thinking skills will be integrated into all studio experiences.

G35
One Semester 0.5 Fine Arts Credit

Photography and Digital Processes I

This course is the introductory class for the study of photography and digital processes. The manual camera, darkroom techniques, and/or the manipulation of student generated images on the computer will serve as the basis for exploring various media. Students will be challenged to solve photographic and digital problems based on the work of master photographers and digital artists. A sketchbook/journal will serve as a resource for technical information, processes, idea generation and written commentary.

Prerequisites: *Foundations of Studio Art*

G36 *Fine Arts Credit*
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Photography and Digital Processes II

This course builds upon skills and techniques developed in Photography and Digital Processes I. Students will be challenged to create original, expressive works of art based on a variety of photographers, digital artists and photo/digital styles and techniques. A process portfolio and sketchbooks/journal will reflect personal aesthetic choices and design solutions in the development of a body of work.

Prerequisites: *Photography and Digital Processes I*

G37 | Honors or AP Optional *Fine Arts Credit*
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Photography and Digital Processes III

The emphasis of this course is on developing a body of related photographic and digital work based on a personal idea or theme. The resulting portfolio will show evidence of personal development through studio work, outside experiences and sketchbook/journals. Students will be encouraged to make artistic choices that have been influenced by master photographic and digital artists leading to an individual style based on personal aesthetic criteria.

Prerequisites: *Photography and Digital Processes II*

G45
One Semester 0.5 Fine Arts Credit

Studio I: Two Dimensional Art Processes

This course is the introductory course to two dimensional art processes: drawing, painting, printmaking, crafts and mixed-media. Students will be challenged to develop a personal style by creating expressive works of art based on a variety of artists, art movements, and techniques. A process portfolio and sketchbooks/journals will reflect personal aesthetic choices in the development of a body of work.

Prerequisites: *Foundations of Studio Art*

G46 *Fine Arts Credit*
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Studio II: Two Dimensional Art Processes

In this course students will solve problems that focus on ways to approach two dimensional design. Activities will include painting and drawing from life, ways to represent the human figure from observation, portraiture, printmaking on and off the press and contemporary crafts. Emphasis is placed on creative problem solving, use of the sketchbook/journal and the influence of master artists and cultural exemplars.

Prerequisites: *Studio I: Two Dimensional Processes*

G47 | Honors or AP Option *Fine Arts Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Studio Art III:

Two Dimensional Portfolio Development

The emphasis of this course is on developing a body of related two-dimensional works (drawing, painting, printmaking, crafts, mixed media), based on a personal idea or theme. The resulting portfolio will show evidence of personal development through studio work, influences by master artists, outside experiences and sketchbook/journals.

Prerequisites: *Studio Art II: Two Dimensional Art Processes*

G55
 One Semester *0.5 Fine Arts Credit*

Studio I: Three Dimensional Art Processes

This course is the introductory course to three dimensional art processes: ceramics, sculpture, crafts and mixed-media. Through experimentation, observation and teacher direction, the student will be challenged to develop a personal style by creating expressive works of art based on a variety of artists, art movements and techniques. A process portfolio and sketchbooks/journals will reflect personal aesthetic choices in the development of a body of work.

Prerequisites: *Foundations of Studio Art*

G56 *Fine Arts Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Studio II: Three Dimensional Art Processes

In this course students will solve problems and focus on three-dimensional art forms. Design solutions are explored in sculpture, contemporary crafts and ceramics in traditional and non-traditional ways. The sketchbook/journal issued for recording ideas, influences from master artists and cultural exemplars, working out solutions to problems, and reflecting on results.

Prerequisites: *Studio I: Three Dimensional Art Processes*

G57 | Honors or AP Option *Fine Arts Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Studio Art III:

Three Dimensional Portfolio Development

The emphasis of this course is on developing a body of related three-dimensional works (ceramics, sculpture, crafts, mixed media) based on a personal idea or theme. The resulting portfolio will show evidence of personal development through studio work, outside experiences and sketchbook/journals. Students will be encouraged to make artistic choices that have been influenced by master artists leading to an individual style based on personal aesthetic criteria.

Prerequisites: *Studio II: Three Dimensional Art Processes*

Advanced Placement Courses

| | |
|---------------|---------------------------|
| G61 | Drawing |
| G48 | Two-Dimensional Design |
| G58 | Three-Dimensional Design |
| Two Semesters | 1 <i>Fine Arts Credit</i> |

AP Studio Art

Students in these courses develop their Drawing Portfolio, 2-D Design Portfolio, or 3-D Design Portfolio according to the requirements of the College Board's Advanced Placement Program. The AP Studio Art Program is designed for highly motivated students who are seriously interested in the study of art. Portfolios will be developed that demonstrate a concentration, breadth and quality. Students will be encouraged to submit a portfolio for Advanced Placement credit.

Prerequisites:

For AP Drawing—

Studio Art III:Two Dimensional Portfolio Development

For AP Two Dimensional Design—

Studio Art III:Two Dimensional Portfolio Development or Photography and Digital Processes III

For AP Three Dimensional Design Portfolio Development—

Studio Art III: Three Dimensional Portfolio Development

G62
 Two Semesters *1 Fine Arts Credit*

AP History of Art

This college level course involves the study of art history from prehistoric times to the present day. The content of the course will allow students to be able to analyze elements of artwork, become familiar with media and techniques or art production and the ability to recognize and identify periods and styles. Additionally, analytical comparative essays will explore themes, styles and purposes of art. This course culminates in the Advanced Placement Art History test to earn college credit.

Prerequisites: None

Career & Technology Education

Career and Technology Education courses are designed to provide challenging opportunities for students to develop knowledge and skills in a career field. Students may use this acquired knowledge for entry-level employment and/or further education at a community college, technical or business school or an apprenticeship program. These courses are available in a variety of fields to meet the needs of a diverse student population. The courses are offered at the high schools and at the Centers of Applied Technology.

All students graduating from high school are expected to enroll in a sequence of courses that prepares them for college and/or employment. A series of Technical Prepara-

tion courses have been designed to prepare students in a variety of technical areas. TECH PREP is defined as a sequence of study beginning in high school and continuing through at least two years of postsecondary occupational education. Applied academics in mathematics, science, and communications form the academic foundation for TECH PREP. These applied courses enable students to understand complex technologies and new skill requirements in work environments. TECH PREP prepares students for highly skilled technical occupations and allows either direct entry into the workplace after high school graduation and/or continuation of study at a business/technology school or college.

T96
One Semester: 0.5 Credit or One Year: 1 Credit

CAT Career Exploration

An opportunity to experience various professional organized skill areas. These experiences are designed to be similar to occupations actually existing in the commercial/industrial workplace. This course is open to students in ninth and tenth grades. After successfully completing the explorations, each student who elects to continue at the Center may select a career in which to specialize.

Prerequisites: None

Applied Technology

Programs taught at the Centers of Applied Technology. Most of the programs in this group have a senior year work-based learning program available which can lead to an apprenticeship program or continuing education.

T07 (Two Semesters) 2 Auto Collision Repair Credits

T08 (Two Semesters) 2 Auto Collision Repair Credits
1 Technical Math Credit*
1 Technical Science Credit*

T09 (Two Semesters) 4 Auto Collision Repair Credits
or 4 Work-based Learning Credits

Auto Collision Repair/Refinishing

An opportunity to diagnose and make repairs, read schematics, welding techniques and spray painting in the repair of automobile bodies is offered in this two to three year course. Technician and restorer positions are available in garages, shops, and dealerships. This program is ASE (Automotive Service Excellence) Certified by the National Automotive Technicians Education Foundation.

Prerequisites: None

T02 (Two Semesters) 3 Auto Technology Credits

T10 (Two Semesters) 3 Auto Technology Credits

T11 (Two Semesters) 3 Auto Technology Credits
1 Technical Math Credit*
1 Technical Science Credit*

T12 (Two Semesters) 4 Auto Technology Credits
or 4 Work-based Learning Credits

Automotive Technology

An opportunity to learn how to inspect, repair, and adjust automobiles is provided in this two to three-year course. Positions as Specialist in alignment, engine tune up, fuel injection, brake, engine repair, trouble shooting, air conditioning and electrical systems are found in auto repair centers. This program is ASE (Automotive Service Excellence) Certified by the National Automotive Technicians Education Foundation. Students enrolled in T02 (Auto Technology I) must enroll in C01 (Pre-Engineering).

Prerequisites for T12: Completion or concurrent enrollment in Algebra I

| | |
|---------------------|--|
| T82 (Two Semesters) | 2 Baking and Pastry Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T83 (Two Semesters) | 4 Baking and Pastry Credits 4 Work-based Learning Credits |

Baking and Pastry

An opportunity to learn ingredients recognition, cost conversion, bake shop production, use of equipment, basic decorations, airbrush applications and students may receive national sanitation certification and can have a job shadowing experience. Career opportunities include cake decorator, baker, caterer, consultant, food service manager.

Prerequisites: Culinary Arts

| | |
|---------------------|--|
| T13 (One Semester) | 1 Building Construction Credit |
| T14 (Two Semesters) | 2 Building Construction Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T15 (Two Semesters) | 2 Building Construction Credits or 2 Work-based Learning Credits |

Building Construction

An opportunity to learn construction skills such as estimating, roofing, rough framing, exterior & interior finishing, blueprint reading and brick and block laying. An opportunity to explore a range of jobs such as Carpenter, Mason, Painter, Roofer, Drywall Finisher, Cement Finisher, Sales, and Self employment is provided in this two to three year course.

Prerequisites: None

| | |
|-----------------------------|--|
| T20 (Two Sem) | 1 Build. Maint. & Bus. Support Credit 1 Technical Math Credit* 1 Technical Science Credit* |
| T21 | 2 Building Maint. & Bus. Support Credits |
| T70 (Two Credits each Sem.) | Building Maint. & Bus. Support Work-based Learning Credits |

Building Maintenance & Business Support

This career education path is designed for those students who are interested in gaining a variety of skills needed to maintain and improve residential, commercial or industrial property. This program is open to juniors and seniors. It consists of six units: Building Maintenance, Floor Care, Painting, Floor Covering Installation, Fence Installation and Distribution and Warehousing. Students must have transportation for second semester senior year to be a completer in this program. The last

semester will consist of a mandatory work experience at a local business and will be supervised by the class instructor

Prerequisites: None

| | |
|---------------------|--|
| T22 (One Semester) | 1 Carpentry Credit |
| T23 (Two Semesters) | 2 Carpentry Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T24 (Two Semesters) | 4 Carpentry Credits or 4 Work-based Learning Credits |

Carpentry

An opportunity to learn to construct new buildings, handle work connected with remodeling, maintenance, and repair is provided in this two to three-year course. Positions as rough, finish or maintenance carpenter, inspector, home remodeling, project superintendent, and self-employment are included in the job opportunities.

Prerequisites: None

| | |
|---------------------|---|
| T58 (Two Semesters) | 2 Comp./Net. Tech. Credits |
| T59 (Two Semesters) | 2 Comp./Net. Tech. Credits 1 Technical Science Credit* 1 Technical Math Credit* |

Computer/Networking Technology

Students will be taught the conceptual and technical skills to design, install, operate and maintain state-of-the-art computer networks. Each participant will have the opportunity for theory, component recognition, cabling techniques and design. This two year course is a Cisco Systems Certified program and students can elect to test for accredited industry standard networking certification (Cisco Certified Network Associate)

Prerequisites: Completion of *Algebra I Computer Skills for Academic Success*
Highly Recommended

| | |
|---------------------|---------------------------------|
| T16 (One Semester) | 1 Desktop Publishing I Credit |
| T17 (Two Semesters) | 4 Desktop Publishing II Credits |

Computerized Desktop Publishing

Students will use the Power Macintosh Computer with software programs for desktop publishing, word processing, graphic design, designing ads, page layout, printing techniques, web page design, and publication design is provided. Career opportunities exist as graphic artist, desktop publishing operator, and ad designer.

Prerequisites: None

| | |
|---|--|
| T25 (Two Semesters) | 3 Cosmetology Credits |
| T26 (Two Semesters) | 2 Cosmetology Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T27 (First Semester) (Second Semester) | 3 Cosmetology Credits 2.5 Cosmetology Credits |

Cosmetology

An opportunity to learn hair shaping, manicuring, hairstyling, facial massage, make-up, hair coloring and salon management. Graduates of this 1500 hour program are required to sit for a state exam. Job opportunities include haircutting specialist, haircolor or permanent wave technician, make-up artist, and owner-manager of a beauty salon.

Prerequisites: None

| | |
|--------------------------------------|--|
| T77 (Two Semester) (One Semester) | 2 Culinary Arts/Baking & Pastry Credits (CAT North) or 1 Culinary Arts Credit (CAT South) |
| T78 (Two Semesters) | 2 Culinary Arts Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T79 (Two Semesters) | 4 Culinary Arts Credits or 4 Work-based Learning Credits |

Culinary Arts

Students will learn the use of commercial equipment, purchase food, plan menus, provide banquet buffet service, management, cook, bake, and sanitation techniques, and may be eligible to receive a sanitation certificate. Career opportunities include dining room management or supervisor, food service management or supervisor, food service manager, purchasing agent, proprietor, host/hostess, consultant, dietitian, caterer or cook/chef.

Prerequisites: None

| | |
|---------------------|---|
| T55 (Two Semesters) | 1.5 Dental Assisting Credit |
| T56 (Two Semesters) | 2 Dental Assisting Credits 1 Technical Science Credit* 1 Technical Math Credit* |
| T57 (Two Semesters) | 4 Dental Assisting Credits |

Dental Assisting

Students will be instructed in the areas of receptionist, chairside assistant, business office manager, and dental laboratory assistant. Clinical experiences and observations take place in a dental clinic and are supervised by a doctor of dentistry. A senior year clinical experience will be available in a dental office.

Prerequisites: None

| | |
|---------------------|--|
| T84 (Two Semesters) | 1.5 Dental Assisting Expanded Function Credit |
|---------------------|--|

Dental Assisting Expanded Functions

This program is offered to seniors who have completed levels 1 and 2 of the Dental Assisting program. Students will be instructed in the areas of temporary crown preparation and removal, fluoride application, replacement and removal of subsequent periodontal dressing, placement and removal of the dental dam, and all other allowed Maryland State Expanded Function procedures. At the completion of this one year course students can elect to test for Certification given through the Dental Assisting National Board.

Prerequisites: None

| | |
|---------------------|--|
| T29 (Two Semesters) | 2 Diesel Equipment Technology Credits 1 Technical Math Credit* 1 Technical Science Credit* |
|---------------------|--|

| | |
|---------------------|---|
| T30 (Two Semesters) | 4 Diesel Equipment Technology Credits or 4 Work-based Learning Credits |
|---------------------|---|

Diesel Equipment Technology

The Diesel Technology course prepares the student to repair diesel engines used in a wide variety of vehicles and applications. The course content includes extensive theory and practical applications of diesel, electrical, electronic, hydraulic and pneumatic technologies. Students learn basic troubleshooting, repair and overhaul principles of diesel engines and related systems. This course has been developed in partnership with Cummins Power Systems and is certified by the National Automotive Technicians Education Foundation (NATEF).

Prerequisites: Auto Technology Level 1

| | |
|---------------------|--|
| T31 (One Semester) | 1 Drafting/CAD Credit |
| T32 (Two Semesters) | 3 Drafting/CAD Credits 1 Technical Math Credit* |
| T33 (Two Semesters) | 4 Drafting/CAD Credits or 3 Work-based Learning Credits |

Drafting/CAD

Students will be instructed in basic drafting, orthographic projection, sketching drawings, ANSI standard lettering, blueprint reading, CAD, geometric construction, sectioning, auxiliary views, detail and assembly drawings, inking drawings, architectural layouts of floor plans and elevation drawings. Career opportunities include drafter, engineering technician, mechanical engineer, industrial designer, teacher, architect, and construction superintendent.

Prerequisites: None

NOTE: M20 and M21 (Engineering Drawing/CAD I) may be taken for Two Semesters in the home school Technology Education Program to satisfy the requirements for T31.

| | |
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| T43 (One Semester) | 0.5 ERM Credit 0.5 Environmental Credit |
| T44 (Two Semesters) | 4.0 ERM Credits |

Environmental Resource Management

The Environmental Resources Management Program will give students working knowledge and first-hand experience in the areas of: Water Resource, Fisheries/Wildlife, Soil, Forests, and Watershed Restoration. Instruction will include classroom, hands-on, lab, field, and project based activities, while incorporating instruction in various environmental technologies including GIS and GPS.. Students will work in close association with Arlington Echo's Chesapeake Connections program, community, private, and local government programs. The Natural Resources Management program will utilize the Chesapeake Bay Watershed as a model and for sites for work experience and study. Upon completion of the program, students will have acquired knowledge and work experience to aid them in further study or employment in fields such as: fish or forestry technicians, environmental engineers, wildlife managers, park rangers, naturalists, environmental scientists, and landscape workers.

Prerequisites: None

| | |
|---------------------|--|
| T34 (One Semester) | 1 Electricity Credit |
| T35 (Two Semesters) | 2 Electricity Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T36 (Two Semesters) | 4 Electricity Credits or 4 Work-based Learning Credits |

Electricity

Students will be instructed in wiring diagrams and schematics, electrical safety, wiring methods, blueprint reading, furnace controls, wiring heat lamps and air condition electrical motors and starters is provided. Career opportunities include line meter installer, cable splicer, wire-person, inspector, trouble shooter, motor repair person, control expert, distribution panel installer, electrical contractor or self employment.

Prerequisites: None

| | |
|----------------------|-----------|
| T19 (First Semester) | 2 Credits |
| (Second Semester) | 3 Credits |

Fire Fighter Cadet Program

Students will participate in classroom and training programs for approximately 3 hours each school day, all year, at the Anne Arundel County Fire Department Training Facility in Millersville. Approximately one (1) Saturday training session per month is required. Students will receive formal training in Fire-fighting, emergency medical technician, hazardous materials awareness, rescue techniques and terrorism awareness training. Students may earn certificates in each area and may apply for state/national certification. In order to earn each certificate a passing score of 70% or better is required on each exam. After completion of this training, a full year of service as a volunteer fire fighter, and reaching 18 years of age, students will have opportunities in all local jurisdictions to apply for paid fire-fighter positions.

Prerequisites: 16 Years of Age

| | |
|---------------------|---|
| T04 (One Sem.) | 1 Heating, Ventilating, and A.C. Credit |
| T05 (Two Semesters) | 2 Heating, Ventilating, and A.C. Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T06 (Two Semesters) | 4 Heating, Ventilating, and A.C. Credits or 4 Work-based Learning Credits |

Heating, Ventilating, and Air Conditioning

Basic principles and practical applications to the Air Conditioning and Heating Industry are introduced in this course. Electro-Mechanical Theory, basic electricity, and

wiring diagrams are studied. Outcomes include trouble shooting, maintenance, wiring diagram, ducting, and repair of central heating and air conditioning systems. Jobs are available in manufacturing, wholesaling, retailing, and building maintenance.

Prerequisites: None

| | |
|--------------|------------------------|
| T68 | |
| One Semester | 1 Health Career Credit |

Introduction to Health Careers

This one semester class will be the basis for health occupations and include fundamental requirements and skills of all health occupations. The class will include an introduction into various health occupations, characteristics and professionalism of the health care provider, communication skills, medical terminology and the basics of anatomy and physiology, legal and ethical considerations in the health care profession, infection control, vital signs, CPR and first aid. The curriculum would include five trips to health care facilities in the area. This class would be a prerequisite for level II classes. The student will need to be successful in the class in order to proceed to the higher-level courses.

Prerequisites: None

Note: Completion of this course will satisfy the Health Education Graduation Requirements.

| | |
|---------------------|---|
| T71 (One Sem.) | 1 Marine Repair Technology Credit |
| T72 (Two Semesters) | 2 Marine Repair Technology Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T73 (Two Semesters) | 4 Marine Repair Technology Credits or 4 Work-based Learning Credits |

Marine Repair Technology

Students will learn boat related skills in carpentry, marine wiring, diagnose and repair marine engines, painting, refinishing, plumbing, fiberglassing and rigging. Career possibilities include crew member, refinishing, rigging, carpentry, fiberglass fabrication and repair, sales, and cleaning and maintenance.

Prerequisites: None

| | |
|---------------------|--|
| T49 (One Semester) | 1 Masonry Credit |
| T50 (Two Semesters) | 2 Masonry Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T51 (Two Semesters) | 4 Masonry Credits or 4 Work-based Learning Credits |

Masonry

Students will learn to work with concrete, estimate amount and cost of materials, read blueprints, and lay brick and block. Career opportunities in this trade offer a promising future for graduates as masonry contractor, layout bricklayer, mason tender, supervisor, bricklayer, laborer, and foreperson.

Prerequisites: None

| | |
|---------------|--|
| T69 | |
| Two Semesters | 3 Medical Assistant Credits 1 Technical Science Credit* |

Medical Assistant

Students will learn how to perform basic lab tests, medical office management, prepare patients for physical examinations, take readings of patients' temperature, pulse, respiration and blood pressure, emergency procedures, charting procedures, sterilization techniques and take EKGs. Career opportunities are found in doctors' offices, clinics, hospitals, health maintenance organizations and adult care.

Prerequisites: *Computer Skills for Academic Success, Introduction to Health Careers*

| | |
|---------------------|---|
| T74 (One Sem.) | 1 Motorcycle Repair Tech. Credit |
| T75 (Two Semesters) | 2 Motorcycle Repair Technology Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T76 (Two Semesters) | 4 Motorcycle Repair Technology Credits or 4 Work-based Learning Credits |

Motorcycle Repair Technology

Students will develop skills in the operating principles of motorcycle engines, primary and secondary driveline, electrical systems, systematic troubleshooting and generally accepted repair, service, and maintenance procedures will comprise the course of study. Career opportunities existing in motorcycle and sport watercraft service, repair, and sales.

Prerequisites: None

| | |
|------------------------------|---|
| Q55 Honors (Two Semesters) | 2 Network/Systems Admin. Credits |
| Q56 Honors (Two Semesters) | 2 Network/Systems Admin. Credits 1 Technical Math Credit* 1 Technical Science Credit* |

Network/Systems Administration

As a student in this two year program, you will learn the networking skills to install applications and systems, work with multiple operating systems, setup and configure network hardware and software, install and configure TCP/IP protocol on workstations and servers, troubleshoot and maintain a network server, work in a team setting, use HTML. Students will be able to sit for MOS, A+, and Net+ exams.

Prerequisites: *Computer Skills for Academic Success*

| | |
|----------------------|--|
| T66 | |
| One or Two Semesters | 2 Nursing Credits 1 Technical Science Credit* |

Nursing Assistant

This is a one semester course for 11th and 12th grade students. Students will learn to collect vital signs and other basic caregiving techniques. Nursing Assistants care for geriatric clients in long term care and assisted living facilities. After successfully completing the Nursing Assistant course, the students will receive their Maryland State Nursing Assistant Certification and are eligible to sit for the Geriatric Nursing Assistant certification. Career opportunities are found in assisted living and extended care facilities, home health care, hospitals and the military.

Prerequisites: *Introduction to Health Careers*

| | |
|---------------------|---|
| T52 (One Semester) | 1 Plumbing Credit |
| T53 (Two Semesters) | 2 Plumbing Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T54 (Two Semesters) | 4 Plumbing Credits or 4 Work-based Learning Credits |

Plumbing

Students will be instructed in the areas of soldering, brazing, repairing sinks and toilets, repairing water heaters, reading blueprints and designing bathrooms. A senior year Work-based Learning Program is available, which can lead to an Apprenticeship program. Career opportunities exist as plumber, gas fitter, maintenance engineer, engineer, steam fitter, sprinkler system

mechanic, boiler mechanic, plumbing sales representative, service person or estimator.

Prerequisites: None

| | |
|---------------------|--|
| T46 (One Semester) | 1 Precision Machining Credit |
| T47 (Two Semesters) | 2 Precision Machining Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T48 (Two Semesters) | 4 Precision Machining Credits or 4 Work-based Learning Credits |

Precision Machining

Students will be instructed in operating a drill press, grinding machine, engine lathe, milling machine and a true tracer. Students will develop skills in planning and setting up a job, programming CNC, and CAM-CAD. Career opportunities include owning your own business, machine tool operator, tool and die maker, auto machine shop, instrument maker, machine rebuilders, and shop foreperson.

Prerequisites: Completion or concurrent enrollment in Algebra I

| | |
|---------------------|---|
| T40 (One Semester) | 1 Printing Technologies Credit |
| T41 (Two Semesters) | 2 Printing Technologies Credits 1 Technical Math Credit* 1 Technical Science Credit*s |
| T42 (Two Semesters) | 4 Printing Technologies Credits or 4 Work-based Learning Credits |

Printing Technologies

Students will study printing operations, printing chemistry, and cost control. Students will also develop skills in prepress, electronic prepress, generating plates, binding and run printing presses. Career opportunities include offset and screen printing, press operator, camera work, typesetting, letterpress, stripper, binder, and layout technician.

Prerequisites: None

| | |
|---------------------|-----------------------------|
| T97 (One Semester) | 1 Career Internship Credit |
| T98 (Two Semesters) | 2 Career Internship Credits |

Professional Career Internship

This offering includes all internship experiences occurring outside of school that are non-paid and award credit towards graduation. Professional Career Internship is elective and usually awarded as internship credit in a particular content area. It is important that these experiences match

the student's career plan and interests. Students interested in professional career internships should seek the advice of their Career and Technology Education teacher or counselor.

Prerequisites: Recommendation of career and connection facilitators, counselor and approval of the principal.

| | |
|---------------------|--|
| T61 (One Semester) | 1 Welding Credit |
| T62 (Two Semesters) | 2 Welding Credits 1 Technical Math Credit* 1 Technical Science Credit* |
| T63 (Two Semesters) | 4 Welding Credits or 4 Work-based Learning Credits |

Welding

Students will be instructed in blueprint reading, oxy-acetylene welding and cutting, brazing, arc welding, plasma cutting and welding, and pulse MIG welding. Career opportunities exist as production welder, machine operator, job shop welder, fabricator, pipe line welder, sheet metal mechanic and welder, construction welder, and welding shop owner.

Prerequisites: None

Business Education

Business Education introduce students to the value of business skills in the domestic and global marketplace and prepares them for further education. Accounting, information technology, marketing, business administration and business management are some of the areas that students can explore. Upon successful completion, all programs will qualify students as a Career and Technology Education Completer. Most of the completer programs have articulation agreements with Anne Arundel Community College where students may earn college credits. Work-based learning/internship experiences for seniors are available. The following courses are offered at most high schools.

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|---------------|----------|
| Q40 Honors | |
| Two Semesters | 1 Credit |

Administrative Services Management

This course provides students with the study of information systems. Students develop managerial and technical skills for business support operations while incorporating problem solving techniques. Students will develop interpersonal teamwork and leadership skill through business simulations to develop a high level work ethic. Students can elect to test for the Microsoft Certified Application Specialist (MCAS) exams for certification. Seniors taking this course are eligible to participate in a work-based learning experience.

Prerequisites: Software Applications

| | |
|--------------|------------|
| Q71 | |
| One Semester | 0.5 Credit |

Advanced Software Applications: Word/PowerPoint

This course provides students with advanced skills using word processing and business presentation software. Using Microsoft Office Word and PowerPoint, students will think analytically, manipulate information and use the computer as a productivity tool. Competencies are based on the Microsoft Certified Application Specialist (MCAS) Exams. Students can elect to sit for the MCAS exams for certification.

Highly Recommended: Software Applications

| | |
|--------------|------------|
| Q64 | |
| One Semester | 0.5 Credit |

Advanced Software Applications: Excel/Access

This course provides students with advanced skills using spreadsheets and database software. Using Microsoft Office Spreadsheets and Access, students will think analytically, manipulate Information and use the computer as productivity tool. Competencies are based on the Microsoft Certified Application Specialist (MCAS) Exams. Students can elect to sit for the MCAS exams for certification

Highly Recommended: *Software Applications*

| | |
|--------------|------------|
| Q06 | |
| One Semester | 0.5 Credit |

Banking and Credit

Students learn the functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection.

Prerequisites: None

| | |
|--------------|------------|
| Q63 | |
| One Semester | 0.5 Credit |

Business Finance using Software

This course enables students to use software as they make Informed financial decisions both personally and In the business world. They will participate In the National Financial Literacy Challenge at the end of the course.

Prerequisites: None

| | |
|--------------|------------|
| Q12 | |
| One Semester | 0.5 Credit |

Business Law

This course provides coverage of legal topics including the sources of law, the judicial system, criminal law, civil (tort) law, the formation and performance of contracts, the Uniform Commercial Code (sales transactions), competing interests of buyers and sellers (consumer law), and the ownership and transfer of personal property. Current issues such as ethics, workplace issues, and computer crime are discussed.

Prerequisites: None

●—NCAA Eligible Course

| | |
|--------------|------------|
| Q61 Honors | |
| One Semester | 0.5 Credit |

Business Management

This course includes a broad view of business objectives. It specifically emphasizes phases of organizing, financing, establishing, operating and managing a business. Management simulations and internet research activities are incorporated into this class.

Prerequisites: None

| | |
|---------------|----------|
| Q60 | |
| Two Semesters | 1 Credit |

Business Skills

Business Skills is a one-year course designed to develop workplace competencies including keyboarding skills and basic business equipment use. This course is not recommended for students who have already passed Keyboarding.

Prerequisites: None

| | |
|---------------|----------|
| Q22 | |
| Two Semesters | 1 Credit |

Career Research and Development

This course includes challenges encountered on the job as well as consumer education as it applies to students. Seniors selecting this course must successfully complete Work-based Learning to fulfill the program requirements. Students will sit for National Professional Certification in Customer Service (fee required) or for the County Customer Service Test.

Prerequisites: *Principals of Business A & B*
Concurrent enrollment in Career Research and Development – Work-based Learning

| | |
|--------------|------------|
| Q65 | |
| One Semester | 0.5 Credit |

Computer Skills for Academic Success

This course introduces the student to the keyboard by the touch method with emphasis on proper techniques and keyboarding skills. It includes internet ethics, developing a power point presentation and formatting college papers. It is recommended for business education programs.

Prerequisites: None

| | |
|---------------|----------|
| Q01 | |
| Two Semesters | 1 Credit |

Computerized Accounting I

Students are introduced to accounting through manual and computer processes in the basic accounting cycle, including accounting for payroll, merchandising, special procedures, and partnerships. Excel spreadsheets, internet connection activities, and/or accounting software with Quick Books are used to reinforce learned concepts.

Prerequisites: *Computer Skills for Academic Success*

| | |
|---------------|----------|
| Q02 Honors | |
| Two Semesters | 1 Credit |

Computerized Accounting II

Students apply accounting methods to partnerships and corporations. Quick Books software and simulations are included for students to apply accounting principles and procedures. Students taking this course are eligible to enter a work-based learning program.

Prerequisites: *Computerized Accounting I*

| | |
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| Q03 Honors | |
| Two Semesters | 1 Credit |

Computerized Accounting III

This is an advanced course using a college textbook. This course builds on skills acquired in Computerized Accounting II. Students use manual and computerized (Quick Books) accounting methods to practice and apply accounting skills and competencies to business activities.

Prerequisites: *Computerized Accounting II*

| | |
|---------------|----------|
| Q57 Honors | |
| Two Semesters | 1 Credit |

Computer Information Technology I

This course includes installation, configuration, utilization and maintenance of hardware, operating systems and applications and information systems in modern business. In addition an analysis of security issues, ethics/laws, environmental/health concerns and current trends in business will be in the curriculum.

Prerequisites: *Computer Skills for Academic Success, Algebra I, Academy of Information Technology participant*

| | |
|---------------|----------|
| Q58 Honors | |
| Two Semesters | 1 Credit |

Computer Information Technology II

This course focuses on computer technology, information and communications. Proficiency in the installation, configuration, utilization and maintenance of common systems, software in a networked environment, and current computer languages will be in the curriculum. The technical communications skills required in the modern workplace will also be developed.

Prerequisites: *Computer Skills for Academic Success, Computer Information Technology I, Academy of Information Technology participant*

| | |
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| Q35 | |
| One Semester | 0.5 Credit |

E-Commerce and the Global Market

Course content focuses on the buying and selling of goods and services on the Internet. Students will learn about the ethical, legal and social responsibilities of e-commerce and explore security concerns. They will analyze web sites, develop an E-Commerce business and learn to market products globally in the digital world.

Prerequisites: None

| | |
|--------------|------------|
| Q05 | |
| One Semester | 0.5 Credit |

Economics & The World of Finance

This course includes macro and micro-economics that studies the global market economy functions and provides a survey of economic concepts including the 22 basic principles recommended by the Joint Economic Council. A unit on capital markets acquaints the student with the role that various markets and securities play in our economic framework.

Prerequisites: None

| | |
|--------------|------------|
| Q34 Honors | |
| One Semester | 0.5 Credit |

Entrepreneurship

Students will develop a marketing/business plan and apply economic concepts when making decisions for an entrepreneurial venture. They will assess the role entrepreneurship plays in the free enterprise system.

Recommended: *Computer Skills for Academic Success*

| | |
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| Q07 Honors | |
| One Semester | 0.5 Credit |

Financial Planning

This course introduces students to the financial planning process and components of a financial plan. The students learn to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), and retirement and estate planning.

Prerequisites: None

| | |
|--------------|------------|
| Q98 | |
| One Semester | 0.5 Credit |

Independent Study

This advanced study experience provides an opportunity for students with strong self-discipline to work independently. Students wishing to work on independent study should seek the advice of their counselor and business teacher/chairperson.

Prerequisites: None

| | |
|--------------|------------|
| Q08 Honors | |
| One Semester | 0.5 Credit |

International Finance/Economics

This course includes the study of foreign trade, the international monetary system, foreign exchange rates, foreign markets, international banking, and the multinational corporation.

Prerequisites: None

| | |
|---------------|----------|
| Q62 Honors | |
| Two Semesters | 1 Credit |

Legal Studies

This course presents an overview of law and the legal environment. The areas covered include: careers, ethics, regulation, pretrial preparation, trial procedures, criminal law, administrative law, legal interviewing, legal investigation, the use of computers in legal work, and legal research and writing. Students will deal with text, cases, videotapes, scenarios, and practical situations concerning the law.

Prerequisites: *Personal Law and Business Law*

| | |
|---------------|-------------------|
| Q32 Honors | |
| Two Semesters | 1 Elective Credit |

Marketing I

Students will develop marketing plans by analyzing customer needs and the market environment. They will learn advertising and promotion planning; as well as how to distribute products and conduct marketing research. Managerial skills will be acquired and implemented, in many cases through the operation of a school store. Marketing students will also acquire valuable leadership skills through their participation in DECA.

Prerequisites: None

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| Q31 | |
| Two Semesters | 1 Credit |

Marketing II

Advertising, display, sales promotions, marketing, and operations are emphasized in this course. The economics of distribution, market research, and data processing in marketing and management occupations are included. Seniors selecting this course must successfully complete Marketing Work-based Learning to fulfill the program requirements.

Prerequisites: *Marketing I*

| | |
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| Q11 | |
| One Semester | 0.5 Credit |

Personal Law

This course examines the legal relationship between principals and their agents, the competing interests of creditors and debtors, the forms of business organization, the legal consequences of marriage and divorce, the transfer of real property, the principal types of insurance, and the main features of retirement plans and estate planning.

Prerequisites: None

Recommended: *Computer Skills for Academic Success*

| | |
|--------------|------------|
| Q20 | |
| One Semester | 0.5 Credit |

Principles of Business A

Students will study the organization of business, applications of business laws and theory, historical perspectives on business, business terminology, management functions and career pathways in business. This course is required to become a Career Research and Development completer.

Recommended: *Computer Skills for Academic Success*

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| Q21 | |
| One Semester | 0.5 Credit |

Principles of Business B

Students will study communication in the workplace, networking skills, human diversity, employee recruitment and retention skills, interviewing skills, time management skills and workplace ethics. This course is required to become a Career Research and Development completer.

Recommended: *Computer Skills for Academic Success*

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| Q50 | |
| One Semester | 0.5 Credit |

Software Applications

Students will explore the basics of hardware, software, and peripheral equipment as well as applications. Concepts of word processing, databases, spreadsheets, graphics and introductory presentations are included in the curriculum.

Prerequisites: *Computer Skills for Academic Success*

| | |
|--------------|------------|
| Q13 | |
| One Semester | 0.5 Credit |

Tourism I

This course provides an introduction to the hospitality, and tourism industry. An overview of the history, various components of the industry, careers available in travel and tourism, and the latest trends which impact the industry are discussed.

Prerequisites: *Academy of Hospitality and Tourism Participant*

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|--------------|------------|
| Q14 Honors | |
| One Semester | 0.5 Credit |

Tourism II

This course provides an overview of the systems that provide infrastructure for the industry including reservations, transportation and online systems.

Prerequisites: *Tourism I*

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|--------------|------------|
| Q15 Honors | |
| One Semester | 0.5 Credit |

Tourism III

In this course students are given the opportunity to experience extensive project based learning, guest speakers, case studies, and earn certifications.

Prerequisites: *Tourism II*

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| Q53 Honors | |
| One Semester | 0.5 Credit |

Visual Basic I

Students will learn the basics of programming including variables, constants, selection and repetition structures. There is an emphasis on the actual development of the code that is basic to the language.

Prerequisites: *Algebra I,*
Recommended for Completer Programs: *Computer Skills for Academic Success*

| | |
|--------------|------------|
| Q54 Honors | |
| One Semester | 0.5 Credit |

Visual Basic II

Students will learn advanced concepts of programming including sequential and random access files, dialog boxes, database access and advanced applications.

Prerequisites: *Visual Basic I*

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| Q52 | |
| One Semester | 0.5 Credit |

Web Page Design

Students will create and edit a web page, create a web site with links, tables, image maps, frames, and forms. Programming will be taught using Web-based tools such as HTML, and JavaScript.

Recommended: *Computer Skills for Academic Success or Software Applications*

Computer Science

Students interested in careers in computer science, the sciences and engineering, or interested in studying programming languages, should consider enrolling in one or more of the computer science programming courses.

Students interested in taking Computer Science courses are encouraged to start with a semester of Visual Basic followed by a semester of Java Programming. College level computer science courses include AP Computer Science A followed by the Computer Science Data Structures course. Students also have to opportunity to achieve Oracle Certified Associate (OCA) status by taking Database Design and Programming along with the Database Application Development classes and passing the associated certification exams.

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| R05 | |
| One Semester | 0.5 Credit |

Computer Science Publishing

This course will focus on the use of computers for desktop publishing. Students will learn basic design principles, gain experience in the use of programs such as Publisher, or InDesign for the creation of printed materials such as flyers, newsletters, pamphlets, brochures, magazines, booklets, and newspapers.

Recommended: *Introduction to Computers or proficiency in word processing*

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| R17 | |
| One Semester | 0.5 Credit |

Advanced Web Page Design I

Students will work with programs such as *Adobe Design Premium CS4*, which includes DreamWeaver, Flash, Fireworks and *Illustrator*, to develop more complex web pages and web sites.

Recommended: *Web Page Design*

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| R19 Honors | |
| One semester | 0.5 Credit |

Advanced Web Page Design II

Students will continue web design development concentrating on Flash and topics such as Javascripting and web site management.

Prerequisites: *Students must have successfully completed Advanced Web Page Design I*

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| R10 Honors | |
| Two Semesters: | 1 Credit |

Database Design and Programming (SQL)

This course lays the foundation for students understanding relational databases and designs. Students become proficient business analysts and experts in structured query language (SQL). This course prepares students for the Introduction to Oracle 9i-SQL Certification Exam.

Prerequisites: Students must be accepted into the Oracle Academy and concurrent enrollment in Visual Basic I

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| R11 Honors | |
| Two Semesters: | 1 Credit |

Database Application Development (PL/SQL)

Students create PL/SQL blocks of application code that can be shared by multiple forms, reports, and data management applications. Students develop online database applications using an online development environment (HTML-DB). Students who successfully pass this and the previous (SQL) certification exams achieve Oracle Certified Associate (OCA) status.

Prerequisites: Students must have successfully completed the SQL course - R10

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| Q53 Honors | |
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Visual Basic I

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| Q54 Honors | |
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Visual Basic II

for both, see *Business Education* section, page C-12

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| R18 Honors | |
| One Semester | 0.5 Credit |

Computer Science Programming – Java

This rigorous programming course is an introduction to the object-oriented computer language Java. Algorithm analysis and steps in designing, implementing, testing and maintaining a program will be emphasized. It is highly recommended this course be taken before taking an AP level programming course and preferably taken in the spring semester just preceding the AP Computer Science Programming course.

Prerequisites: 1 credit, *Algebra I* and *Geometry* (“C” or better in both)

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| R20 | |
| Two Semesters | 1 Credit |

AP Computer Science (A Level)

This college level course involves the study of a computer language (Java) and programming practices and procedures. Topics to be covered will include fundamentals of the Java programming language, input and output, flow of control features, data structures and searching and sorting algorithms. Program design and analysis will be emphasized. The course is intended to prepare students for the A Level AP Computer Science Exam for college credit.

Prerequisites: *Algebra II* (1 credit, “B” or better) or concurrent enrollment in *Algebra II*
Highly Recommended: Computer Science Prog. – Java R18000

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|-----------------|----------|
| R21 Advanced* | |
| Two Semesters | 1 Credit |

Computer Science Data Structures

This intense college level course involves the detailed study of a computer language (Java) and programming practices and procedures. This course is differentiated from the AP Computer Science (A Level) course by additional attention to data structures and operations. Program design and analysis will be heavily emphasized.

Prerequisites: *Algebra II* (1 credit, “B” or better) and *AP Computer Science (A Level R20000)*

* This course receives the same weighted grading as an AP course.

| | |
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| R98 | |
| One Semester | 0.5 Credit |

Independent Study

Independent Study in Computer Science is an opportunity for self-disciplined students to independently pursue a computer science topic in depth. The student and teacher will determine the work plan, objectives and content of the course. Students interested in independent study should seek the advice of their computer science teacher and counselor.

Prerequisites: Approval of the Computer Science teacher

Family & Consumer Sciences

Family and Consumer Sciences courses prepare students for family life and for careers. All courses are part of the elective offerings and are open to all students.

Courses that address family life concerns provide opportunities to demonstrate knowledge, skills and attitudes essential to ethical interaction between family members and between family and society.

Courses that prepare students for careers fall into one of the following categories:

1. **Required courses** that are part of a prescribed sequence for a career completer program
2. **Elective courses** that are highly recommended as part of various career completer programs

The Early Childhood Completer Program

This completer program is designed for students who wish to pursue a career in the field of early childhood. Focusing on skills of childcare providers and early childhood teachers, the program is designed to provide performance-based training and assessment for career preparation. Some courses in the completer program have an articulation agreement with Anne Arundel Community College. A senior year Work-based Learning or internship is required.

The Nutrition and Food Science Completer Program

This completer program is designed for students who wish to pursue a career in food service, culinary arts or nutrition professions. Some courses in the completer program have an articulation agreement with Anne Arundel Community College. A senior year Work-based Learning or internship is recommended.

| | |
|--------------|------------|
| H70 | |
| One Semester | 0.5 Credit |

Applied Nutrition I

Learn the basics of nutrition through class, computer and laboratory experiences and apply them in your daily life. May not be taken if credit has been earned for Sports Nutrition. Lab fee charged.

Prerequisites: None

| | |
|--------------|------------|
| H71 | |
| One Semester | 0.5 Credit |

Applied Nutrition II

Continue the study of nutrition by exploring diet and disease and contributions of culinary heritage. Study regional American areas east of the Mississippi. Lab fee charged.

Prerequisites: Successful completion of *Applied Nutrition I* or *Sports Nutrition*

| | |
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| H75 | |
| One Semester | 0.5 Credit |

Applied Nutrition III

Complete the study of culinary heritage by exploring regional areas west of the Mississippi. Also, explore international influences. Lab fee charged.

Prerequisites: Successful completion of *Applied Nutrition II*

| | |
|---------------|----------|
| H20 | |
| Two Semesters | 1 Credit |

Child Development I

Learn about children ages three to six and work with preschoolers in the lab. Study the stages of growth and development, the role of play in children’s learning, and positive guidance practices and techniques.

Prerequisites: None*

| | |
|---------------|----------|
| H21 | |
| Two Semesters | 1 Credit |

Child Development II

Study preschoolers in greater depth and learn the developmental milestones for school age children from ages five to six. Learn how to implement learning activities by planning lessons and teaching in the lab.

Prerequisites: *Child Development I* (C or better) *

| | |
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| H22 Honors | |
| Two Semesters | 1 Credit |

Child Development III

Learn about the growth and development of children from birth to age six. This course is designed for students who wish to pursue a career in the early childhood professions. While continuing to teach in the preschool, the student will learn about the administrative responsibilities of operating a child care center.

Prerequisites: *Child Development II* (C or better)*

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| H77 | |
| Two Semesters | 1 Credit |

Culinary Skills and Hospitality Management I

Students are introduced to careers in the Food Service and Hospitality industry. Students will learn and apply basic skills and knowledge needed for success in a Food Service and Hospitality career while working with a mentor in the field.

Prerequisites: Applied Nutrition or Nutrition Science Chesapeake, South River & North County High School only.

| | |
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| H78 | |
| Two Semesters | 1 Credit |

Culinary Skills and Hospitality Management II

This course is a continuation of CSHM I with more in-depth skills and knowledge of the Food Service and Hospitality profession. Students will be introduced to many of the “behind the scenes” activities necessary for a professional and successful Food Service and Hospitality establishment. Prepares students for ProStart certification.

Prerequisites: Culinary Skills and Hospitality Management I Chesapeake, South River & North County High School only.

| | |
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| H30 | |
| One Semester | 0.5 Credit |

Fashion Design I

Develop creative sewing skills to produce personal and home products that promote positive self-esteem. Lab fee charged.

Prerequisites: None

| | |
|--------------|------------|
| H31 | |
| One Semester | 0.5 Credit |

Fashion Design II

Learn advanced clothing construction techniques, building and refining sewing skills. Special attention will be given to finishing techniques and decorative stitching. Lab fee charged.

Prerequisites: Successful completion of *Fashion Design I*

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|--------------|------------|
| H25 | |
| One Semester | 0.5 Credit |

Decisions for Responsible Parenthood

Learn about one of the most important jobs you will ever have – being a parent. Learn

about parenting from the prenatal stage through adolescence. Recommended for Grades 10-12 only.

Prerequisites: None

| | |
|------------------------|-----------------------------|
| H26 | |
| One Semester: 1 Credit | or Two Semesters: 2 Credits |

Early Childhood Career Internship

Seniors who desire a non-paid experience to fulfill the requirements of the Early Childhood completer program may apply for an internship to prepare for post-secondary education, gainful employment, or both in a setting outside the school. Students seeking an Early Childhood Career Internship must have excellent attendance and the child development teacher’s recommendation.

Prerequisites: *Child Development III*, Approved curricular goals and outcomes and the permission of the administration and the child development teacher

| | |
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| H98 | |
| One Semester | 0.5 Credit |

Family and Consumer Sciences Independent Study

Students who have successfully completed courses of study in a particular area may arrange with an individual teacher to study that area in greater detail. With teacher’s guidance, student will be responsible for developing a plan of study and evaluation criteria.

Prerequisites: Course of Study and Teacher Recommendation

| | |
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| H60 | |
| One Semester | 0.5 Credit |

Fashion Merchandising

Explore the history and scope of the fashion industry, including buying and selling, fashion cycles and fashion coordination.

Prerequisites: None

| | |
|--------------|------------|
| H80 | |
| One Semester | 0.5 Credit |

Personal Resource Management

Learn about managing time, money and energy and develop a plan for attaining goals while juggling multiple roles as an adult. Recommended for Grades 10–12 only.

Prerequisites: None

H81
One Year 1 Credit

Introduction to Teaching Profession

This career course is designed to introduce students to the Teaching Profession. Students will be introduced to teaching strategies, human growth and development and technology in the classroom. Students will have a variety of work-based learning opportunities at different grade levels.

Prerequisites: None

H74
One Semester: 1 Credit or Two Semesters: 2 Credit

Nutrition and Food Science Internship

Seniors who desire an experience to prepare for post-secondary education, gainful employment, or both in a setting outside the school may apply for an internship. Students seeking an internship must have excellent attendance and the recommendation of the nutrition teacher.

Prerequisites: *Applied Nutrition III* and *Nutrition Science*
Approved curricular goals and outcomes and recommendation of the nutrition teacher.

H73 | ●
One Semester 0.5 Science Credit

Nutrition Science

Students learn the scientific principles of nutrition. The curriculum emphasizes principles of nutrition and the relationship to health and disease. Biology and chemistry principles are the basis for laboratory work in Nutrition Science.

Prerequisites: One credit of *Biology*

H24
One Semester 0.5 Credit

Parenthood Today: A Course for Teen Parents

Develop good parenting attitudes and skills. In addition to the study of children and parenting styles, explore the effects of parenting on your future and develop a plan to reach personal, interpersonal and career goals.

Prerequisites: None
Meade High School only.

H23
One Semester 0.5 Credit

Preparation for Parenthood: A Course for Expectant Parents

Understand the effects and responsibilities of pregnancy. The student will explore how pregnancy will change lifestyle and learn how to make responsible decisions about the future.

Prerequisites: None
Meade High School only.

H72
One Semester 0.5 Credit

Sports Nutrition

(See Applied Nutrition I description) This course is designed for the athlete. Added topics include making adjustments to achieve athletic goals and discriminate between food facts and fads. May not be taken if credit has been earned for Applied Nutrition I. Lab fee charged.

Prerequisites: None

Technology Education

Technology education is an applied education program that relies on project-based learning to prepare students to be technologically literate. Through participation in “hands-on” experiences in various technical environments students will see the connection that exists between technology, math, science, and engineering concepts. They will also recognize that the design process is dependant upon language skills to effectively communicate ideas about or solutions to “real-world” problems.

Technology education courses are both required and elective. One technology education credit is required for graduation. The program is composed of introductory courses and advanced courses. Some courses are only offered at specific high schools.

Students are eligible to receive free articulated credits for an Architecture/Interior Design or Certification program at AACC upon completion of required coursework in the Technology Education program. High school students need to have taken a minimum of three semesters of drafting, one of which must be architectural drawing, completed the required competencies, submit a portfolio and have the recommendation of their high school Tech-Ed instructor.

C02
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Advanced Technology Systems

This course is intended to provide in-depth experience with a variety of technology areas. Students gain insight into engineering related careers as they learn the basics of electronics and robotics. Students learn to apply principles of physics, mathematics, and computational science to solve technological problems through hands-on experimentation and simulation.

Arundel High School only.
Prerequisites: 2 science credits in order to meet the science requirement

M30 | Honors
Two Semesters: 1 Credit

Aerospace Engineering (AE)

This is a Project Lead the Way (PLTW) course that will introduce students to the world of aeronautics, flight, and en-

gineering. Students will apply scientific and engineering concepts to design materials and process that directly measure, repair, improve, and extend systems in different environments. The curriculum sequence includes experiences from the diverse fields of Aeronautics, Aerospace Engineering and related areas of study such as aerospace information systems, star sailing or astronautics rocketry, propulsion, and the physics of space science, space life sciences (BioSpace), principles of aeronautics, structures and materials, and systems engineering.

Meade and Severna Park HS only.
Recommended: Algebra II

| | |
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| M22 | 0.5 Credit |
| One Semester | |

Architectural Design and Development I

This course provides students with an opportunity to develop skill in the preparation of architectural drawings using traditional technical drawing equipment as well as computer aided design (CAD) applications such as 3-D Home Architect/ArchiCad. This course is an advanced level course for those students that are interested in a technology-based career path such as civil engineering, architecture, construction, construction supervision, and technical design.

Prerequisites: Foundations of Technology A&B or Principles of Engineering
Recommended: CAD I

| | |
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| M23 Honors Option | 0.5 Credit |
| One Semester | |

Architectural Design and Development II

This course is intended to continue the development of competencies learned in ADT I while refining and enhancing their drawing skills through continued practice and more rigorous experiences with CAD software and content specific to detail drawing, pictorial rendering, and model building. Students that complete Engineering Drawing & Design I & II and complete ADT I & II with at least a “B” average may qualify to receive Anne Arundel Community College credit.

Prerequisites: *Architectural Design and Development I*

| | |
|--------------|------------|
| M32 | 0.5 Credit |
| One Semester | |

Technology of Flight

This course provides the student with a study of the core technologies used in the aviation and aerospace enterprise. Students will follow the engineering design, process to design, build, and test a number of aircraft and rockets.

Prerequisites: : Foundations of Technology A & B or Principles of Engineering

| | |
|--------------|------------|
| M10 | 0.5 Credit |
| One Semester | |

Communications Technology I

This course develops skills and knowledge in the use of information and communication technology. Course topics include: graphic arts design, screen printing, Digital photography, corporate & desktop publishing, radio & television production, computer graphics & imaging.

Prerequisites: None

| | |
|--------------|------------|
| M11 | 0.5 Credit |
| One Semester | |

Communications Technology II

This course focuses on more advanced communication technology by building upon what was learned in CT I to refine and enhance a variety of technical communication skills. Skills and understandings developed in CT I will be expanded to incorporate still/video camera equipment as well as systems, processes and other devices used in the telecommunications industry.

Prerequisites: *Communications Technology I*

| | |
|--------------|----------|
| M28 Honors | 1 Credit |
| Two Semester | |

Computer Integrated Manufacturing (CIM)

This is a Project Lead the Way (PLTW) course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models for their three dimensional designs.

Prerequisites: *Principal of Engineering, Introduction to Engineering Design, and Digital Electronics*

Meade High School only.

| | |
|---------------|----------|
| M27 Honors | 1 Credit |
| Two Semesters | |

Digital Electronics

This course is the third course of a pre-engineering completer program known as Project Lead the Way. In this course, students investigate topics in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Meade, Severna Park, and South River High Schools only.
Prerequisites: Principles of Engineering

| | |
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| M44 Honors | 1 credit |
| Two Semesters | |

Engineering Design and Development

Students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

Meade, Severna Park and South River High Schools only.
Prerequisites: Introduction to Engineering Design and Digital Electronics

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| M20 | 0.5 Credit |
| One Semester | |

Engineering Drawing/CAD I

In this course, students will learn how technical drawing techniques & symbolism are used to convey ideas in the “language of engineering.” Students will create drawings by both traditional “board drawing” and computer aided design software. Instrument usage, measurement & computational accuracy, visualization & perception, problem solving and technical communication skills will be developed.

Prerequisites: Foundations of Technology A & B or Principles of Engineering

| | |
|--------------|------------|
| M21 | 0.5 Credit |
| One Semester | |

Engineering Drawing/CAD II

This course is intended to continue the development of the student’s competencies in the “language of engineering” but with an increased emphasis on developing an

in-depth understanding of specialty topics such auxiliary representation, intersections & development, threads & fasteners, assembly drawing, charts, graphs & diagrams. Although instrument drawing will continue, increased understanding of CAD operations & techniques will be developed.

Prerequisites: *Engineering Drawing/CAD I*

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|--------------|-----------------------------|
| M69 | Required |
| One Semester | 0.5 Basic Technology Credit |

Foundations of Technology A

This section of the course explores the history of technology and its impacts. It helps students develop an understanding of the relationships among technologies and the connections with other fields of study. The engineering design process is also applied to effectively solve various problems by systematic means.

Prerequisites: None

| | |
|--------------|-----------------------------|
| M70 | Required |
| One Semester | 0.5 Basic Technology Credit |

Foundations of Technology B

This section of the course teaches students how to use “systems thinking” to research, examine data, evaluate inferences and make predictions about technologies in the areas of communications, manufacturing, and construction.

Prerequisites: None

| | |
|---------------|----------|
| M36 | |
| Two Semesters | 1 Credit |

Human Body Systems

This course will engage students in the study of basic human physiology, especially in relationship to human health. Students will use a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems.

Meade High School only.
Prerequisites: Principles of the Biomedical Sciences

| | |
|---------------|----------|
| M26 Honors | |
| Two Semesters | 1 Credit |

Introduction to Engineering Design

This course is part of the PLTW pre-engineering program of study and is a course that develops student’s problem-solving skills, with emphasis on visualization and

communication skills using AutoCAD Inventor 3-D solid modeling software. Units of study include: Introduction to Design, Student Portfolio Development, Sketching & Visualization, Geometric Relationships, Modeling, Assembly Modeling, Model Analysis & Verification, Model Documentation, Presentation, Production, and Marketing.

Meade, Severna Park and South River High Schools only.

Prerequisites: Principles of Engineering

| | |
|--------------|------------|
| M98 | |
| One Semester | 0.5 Credit |

Independent Study

This course is individualized and provides an opportunity for advanced students to study an area of technology education in depth. The student will be supervised by a particular teacher who will assign and assist students in developing special projects that are aligned with and beneficial to broadening student understanding of technology as a career path.

Prerequisites: Courses in at least three different sub-areas of technology education.
Recommendation by teacher and department chairperson.

| | |
|--------------|------------|
| M52 | |
| One Semester | 0.5 Credit |

Marine Technology

This course provides the student with an in-depth study of the “core technologies” while investigating topics that include: Historical Perspective, Design, Hydrodynamics, Hydrostatics, Propulsion Systems, Materials, Electronics, Navigation Systems, and Careers. Students will experience the engineering design process as they design, construct, test, and analyze a propeller driven watercraft. Both computer simulations and hands-on experiences are an integral part of this course.

Arundel, Chesapeake, and Severna Park HS only.
Prerequisites: Foundations of Technology A & B or Principles of Engineering

| | |
|---------------|----------|
| M37 | |
| Two Semesters | 1 Credit |

Medical Intervention

This course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. Using 3D imaging, data acquisition software, and current scien-

tific research students will design a product that can be used as a medical intervention.

Meade High School only.
Prerequisites: Human Body Systems

| | |
|--------------|--------------------------------|
| M18 | |
| One Semester | 0.5 Advanced Technology Credit |

Power, Energy & Transportation Systems

This course develops a depth of understanding about a wide array of energy sources and controls by engaging students in “hands-on,” project-based activities in mechanical power, fluid power, and electrical power. Students will construct and test a variety of transportation systems, participate in reverse engineering activities, and developing skill working with the tools, equipment, and measurement devices used by engineers and technologists.

Recommended: *Foundations of Technology A & B*

| | |
|---------------|----------|
| M35 | |
| Two Semesters | 1 Credit |

Principles of the Biomedical Sciences

This course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate.

Meade High School only.

| | |
|---------------|---------------------------|
| M25 | |
| Two Semesters | 1 Basic Technology Credit |

Principles of Engineering

This course provides an overview of engineering and engineering technology and includes the development of problem-solving skills used to solve real-world engineering problems. The course of study includes: Overview & Perspective of Engineering, Design Process, Communication & Documentation, Engineering Systems & Manufacturing Processes, Materials & Materials Testing, Thermodynamics, Engineering for Quality & Reliability, and Dynamics.

Meade, Severna Park, and South River High Schools only.

| | |
|--------------|------------|
| M41 | |
| One Semester | 0.5 Credit |

Production Systems I

This course introduces students to technologies used in the production of goods and services. Students will develop skill in the proper selection and use of the tools and power equipment needed to convert raw material into products engineered for specific purposes. They also use geometric concepts, the allocation of tolerances to products, the planning process, and perform measurements at specified levels of accuracy as they make product components.

Prerequisites: None

| | |
|--------------|--------------------------------|
| M42 | |
| One Semester | 0.5 Advanced Technology Credit |

Manufacturing & Construction Technologies

This course focuses on hands-on, problem based activities to introduce manufacturing and construction concepts related to the Standards for Technological Literacy. During each Learning Unit, students are asked to use a four phase learning cycle to develop plausible solutions to related Primary Challenges. Designing a Custom Family Home for a Client is one example of a Primary Challenge experienced in this course.

Recommended: *Foundations of Technology A & B*

Work-based Learning

Work-based Learning provides an opportunity for students to identify a career of interest and to combine classroom instruction with on-the-job experience in that field. It is on-the-job, real life applications supervised by a teacher-coordinator who approves the work site and manages the learning activities while the student is employed. Students enrolled in Career and Technology Programs may apply for Work-based Learning. Transportation from school to the job is the student’s responsibility. The student is paid at least minimum wage and earns credit toward graduation. Work-based learning is an important part of career completer programs. Students must have a minimum of 20 credits to enroll in Work-based Learning.

| | |
|--------------------------------|-----------------------|
| S41 | |
| Two Semesters (Full year only) | 4 WB Learning Credits |

Administrative Services Management Work-based Learning

Seniors enrolled in the Office Systems Management class may apply for work experience through the teacher/coordinator. In this program, the students attend class part of the day and are employed in an office during the afternoon. To receive credit for S41, the student must pass Q40, Office Systems Management or Q02/Q03 Accounting II/III.

Prerequisites: Concurrent enrollment in *Administrative Services Management* or *Accounting Completer*

| | |
|------------------------------------|-----------------------|
| T70 | |
| First Semester | 2 WB Learning Credits |
| Second Semester | 2 WB Learning Credits |
| Two Semesters with work experience | 4 Credits |

Applied Technology Work-based Learning

Students already taking training in the Applied Technology skills may apply for the Work-based Learning Program during the final year of their course work. The on-the-job training that is offered by the Work-based Learning Program must be related to the trade skill for which the student is preparing. This is only offered as a part of the Applied Technology Program.

Prerequisites: Four semesters of training in *Applied Technology skills*

| | |
|--------------------------------|-----------|
| S54 | |
| Two Semesters (Full year only) | 4 Credits |

Computer Technology Work-based Learning

This course provides actual job experience in computer and programming related positions. Seniors attend class part of the day and are employed in a computer-related position during the afternoon. Students apply business computer/programming knowledge and skills required by a specific job. The student must pass Computer Information Technology II and/or a Programming class to receive credit for the related Work-based Learning.

Prerequisites: Concurrent enrollment and/or previous enrollment in two of the following: Q51, Q52, Q53, Q54 or in Q58, Computer Information Technology II or Q02 Computer Accounting II

| | |
|--------------------------------|-----------|
| S24 | |
| Two Semesters (Full year only) | 4 Credits |

Career Research and Development Work-based Learning

Seniors enrolled in Career Research and Development (CRD) Work-based Learning Program must successfully complete the CRD course. In the Work-based Learning program, the students attend class part of the school day and are employed in business during the remainder of the day. To receive credit for S24 the student must pass Q22. The CRD Work-based Learning prerequisites are waived for child care completer students.

Prerequisites: *Principals of Business A and B* and Concurrent enrollment in Career Research & Development

| | |
|---------------|-----------------------|
| S10 | |
| One Semester | 2 WB Learning Credits |
| Two Semesters | 4 WB Learning Credits |

Family and Consumer Sciences Work-based Learning

Seniors who have successfully completed all prerequisites may enroll in the Family and Consumer Sciences Work-based learning Program. In the work-based learning program, students attend class part of the school day and are employed in business during the remainder of the day.

Prerequisites: None

| | |
|--------------------------------|-----------------------|
| S32 | |
| Two Semesters (Full year only) | 4 WB Learning Credits |

Marketing Work-based Learning

Seniors enrolled in the Marketing Work-based Learning Program must successfully complete Marketing I. In the Work-based Learning program, the students attend class part of the school day and are employed in business during the remainder of the day. To receive credit for S32 the students must pass Q31, Marketing II.

Prerequisites: *Marketing I*
Concurrent enrollment in *Marketing II*

| | |
|--------------------------------------|------------|
| S35 One Semester (minimum 90 hours) | 0.5 Credit |
| S36 One Semester (minimum 180 hours) | 1 Credit |

Professional Career Internship

This offering includes all internship experiences occurring outside of school that are paid or non-paid. Professional Career Internship is an elective and is awarded an internship credit in a particular content area. It is important that these experiences match the student's career plan and interests. Seniors interested in professional career internships should seek the advice of their Work-based Learning/Internship Coordinator, Academy Instructor/Director, or counselor.

Prerequisites: None

Dance

In Anne Arundel County all dance courses are offered on an elective basis for *Fine Arts* credit, *Physical Education* credit or *General Elective* credit based on the student's academic needs. Dance courses include study in the major areas of dance – technique, history, creating original dance movement, the choreographic process, aesthetic criticism, and performance. The Maryland Essential Learner Outcomes for Dance and the National High School Dance Standards are the basis for the high school dance curriculum. Creative thinking, expression through movement, and appreciation for the art form are integral parts of the program.

All Dance students perform in semester dance concerts. Students learn to appreciate the arts as a valuable aspect of life, become a knowledgeable arts audience, and have opportunities to work cooperatively to create and produce dance.

There are three dance tracks:

Dance is intended for students, beginners through advanced, who are interested in dance. No audition is required.

Dance for Athletes is intended for those wishing to use dance training techniques to enhance athletic performance. No audition is required.

Dance Company is intended for serious dance students who are selected by audition. Dance Company is co-curricular. Students have both an academic class and an after school rehearsal and performance obligation.

 L02000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance I

Dance I focuses on beginning levels of dance technique for a variety of dance forms, alignment, dance history, physiology, theory, choreography, performance, and criticism.

Prerequisites: None

 L03000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance II

Dance II focuses on increased proficiency in dance technique, alignment, strength, and continued study of dance history, theory, choreography, performance and criticism.

Prerequisites: *Dance I*

 L04000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance III

Dance III emphasizes technical proficiency in several dance forms, more intense involvement in dance history, theory, choreography, performance and criticism.

Prerequisites: *Dance II*

 L05000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance IV

Dance IV places increased emphasis on technical proficiency and serious focus

on dance as a performing art and means of communication. Students continue to increase knowledge of history, theory, choreography, and criticism.

Prerequisites: *Dance III*

 L18 Dance Company I

 L19 Dance Company II

 L20 Dance Company III

 L21 Dance Company IV

One Semester: 0.5 Creditor Two Semesters: 1 Credit

Dance Company

Dance Company classes are performance emphasis classes with students involved in research, choreography, and every aspect of dance production. Technical proficiency, advancement to the next level of ability in Dance Company, and public dance performances are expected.

Prerequisites: Audition

 L06000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance for Athletes I

This course focuses on enhancing and refining athletic performance through techniques, conditioning, and training in the art of dance.

Prerequisites: None

 L11000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance for Athletes II

Dance for Athletes II emphasizes continued skill development to enhance and refine athletic performance through techniques, conditioning, and training in the art of dance.

Prerequisites: *Dance for Athletes I*

 L12000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance for Athletes III

Dance for Athletes III emphasizes, student's further enhancement and refinement of athletic performance through advanced techniques and training in the art of dance. Emphasis is on higher level locomotor patterns, multiple turns, jump turns, moving landings, projections, and articulation of movement.

Prerequisites: *Dance for Athletes II*

 L13000

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Dance for Athletes IV

Dance for Athletes IV emphasizes serious focus on the relationship between dance and athletic performance. Student originated performance projects that include technical and creative aspects of dance occur at this level.

Prerequisites: *Dance for Athletes III*

Courses

English

Essential to any society are its language and literature. They define and connect us as a people. They enable us to preserve traditions, to create and maintain community, and to envision the future. We believe that through language and literature we understand ourselves, we contribute to society, and we express the human spirit. It is the mission of English teachers to cultivate in each of our students proficiency in and appreciation of language and literature.

Students must earn a minimum of four credits in English in order to graduate. The English program further provides a

rich array of electives that develops individual talent and opens opportunities to study specialties like theatre, journalism, publications, or forensics. Students are encouraged to select and work hard in a rigorous program of required English courses and generous English electives.

Through their experiences in the English classroom, therefore, students develop voice, refine the knowledge and skills necessary for achieving high standards, participate in a community of learners, and expand the scope of their lives.

| Graduation Requirements for English (4 Credits) | | | |
|--|------------|-------------------------------|-------------------------------|
| English 9 | English 10 | English 11 (or an AP English) | English 12 (or an AP English) |
| All students must take the state High School Assessment (HSA) in English 10. | | | |
| Students entering grade 9 in the fall of 2005 and thereafter must take and pass the HSA in English 10. | | | |
| Maryland identified the HSA in English 10 as the measure of student achievement to meet the federal "No Child Left Behind" Act and accountability target for Maryland State Assessments (MSA). | | | |
| Please check with your school counselor for the different opportunities to meet the High School Assessment requirement. | | | |

A99

Two Semesters

1 *English Credit* & 1 *Elective Credit*

Daily English 9: The Journey with Additional Reading

Students entering high school who have demonstrated a need for additional reading instruction receive intensified teaching in research-based reading strategies, comprehension, and fluency as part of the English 9 program. Daily English 9 with Additional Reading students also receive additional research-based instruction in writing and in the Maryland English Voluntary State Curriculum for literary comprehension and interpretation, making connections and evaluation, composition and research, and language and grammar. Daily English 9 with Additional Reading provides students with reading and writing intervention and intensive assistance and practice in strategically preparing for success on the Maryland English High School Assessment.

Prerequisites: None

A09 | ● |

Two Semesters

Required (or A99 or A09700)

1 *English Credit*

English 9: The Journey

Students apply a 4-stage journey to their study of fiction and non-fiction, language development, and composition and to themselves as entering high school students and emerging adults. They explore themes related to their own journeys to ninth grade, as part of a family, of the heart and mind, and of a hero. Students practice and broaden critical reading skills, analyze themes among and between the four stages of the journey, examine structures and details presented in an array of literature, apply and extend grammar development, and use research for oral and written compositions. This A/B day course rigorously prepares students for success on the Maryland English High School Assessment.

Prerequisites: None

A09700 | ● | Honors

Two Semesters

1 *English Credit*

English 9: The Journey

Students investigate a 4-stage journey in their comprehensive study of both fiction and non-fiction literature, language study, and composition and to themselves as entering high school students and emerging adults determining their purpose and function as it relates to the Journey. Students use challenging texts to practice and expand their critical reading proficiency, to further develop theme analysis strategies, to analyze a variety of structures and details within and among texts, to apply proper grammar techniques, and to use research for oral and written compositions. Students receive preparation for AP English courses, including timed writing opportunities with actual AP questions. This A/B day course rigorously prepares students to achieve proficient or advanced on the Maryland English High School Assessment. Students may be assigned reading over the preceding summer.

Prerequisites: None

A10909
Two Semesters 1 English Credit & 1 Elective Credit

Daily English 10 with Additional Reading

Students entering English 10 who have demonstrated a continuing need for additional reading instruction receive intensified teaching in research-based reading strategies, comprehension, and fluency as a part of the English 10 program. Daily English 10 with Additional Reading students also receive additional research-based instruction in writing and in the Maryland English Voluntary State Curriculum for literary comprehension and interpretation, making connections and evaluation, composition and research, and language and grammar. Daily English 10 with Additional Reading provides students with reading and writing intervention and intensive assistance and practice in preparation for success on the Maryland High School Assessment.

Prerequisites: One credit in *English 9* or 0.5 credit plus concurrent enrollment in required *English 9* semester.

A10903 | ● Required (or A10909 or 10700)
Two Semesters 1 English Credit

English 10

Students use professional and personal writing to explore these questions: “What is good writing? How can I recognize it? How can I do it? What will it do for me?” Students examine ways in which writers, such as Steinbeck, Lipsyte, Shakespeare, Cisneros, and they themselves create, refine, and communicate ideas clearly and appropriately. Students set goals, extend their abilities to read and write, and reflect on their development. The students participate in both independent and guided reading strategies while continuing to build fluency, endurance, and comprehension. This A/B day course prepares students to achieve proficient or advanced on the end-of-course Maryland English High School Assessment.

Prerequisites: One credit in *English 9* or 0.5 credit plus concurrent enrollment in required *English 9* semester.

A10700 | ● | Honors
Two Semesters 1 English Credit

English 10

Students explore literary themes of traditional and modern works by authors such as Rand, Hawthorne, Twain, and Miller through these

●—NCAA Eligible Course

essential questions: “How do you form a free society? How do you reform a free society?” Students apply critical theories and rhetoric to literature and composition and practice timed writing to actual AP questions. Students use challenging texts to practice critical reading, analyze themes, structures and details, apply grammar, and use research for oral and written compositions. Students receive preparation for AP English courses, including timed writing opportunities with actual AP questions. This A/B day course rigorously prepares students to achieve proficient or advanced on the end-of-course Maryland English High School Assessment. Students may be assigned reading over the preceding summer.

Prerequisites: One credit in *English 9* or 0.5 credit plus concurrent enrollment in required *English 9* semester.

A11 | ●
Two Semesters 1 English Credit

English 11

Students read, discuss, and write with guided support on works by authors such as Lee, Sallinger, and Myers in order to explore the question, “What does it mean to be an adult?” Students improve their knowledge and skills in literature, language, grammar, composition, speech and research. Students further develop fluency through independent reading of self-selected texts. To highlight real world connections, students are required to submit original work to at least one contest each semester.

Prerequisites: One credit in *English 10* or 0.5 credit plus concurrent enrollment in required *English 10* semester.

A11700 | ● | Honors
Two Semesters 1 English Credit

English 11

Students read, discuss, and write with moderate support on works by authors such as Fitzgerald, Steinbeck, and Miller in order to deeply explore the question, “What does it mean to be an adult?” Students expand and further develop their knowledge and skills while surveying literature, developing language, enhancing grammar and sentence structure, composing for a variety of audiences, speaking and researching. Students further develop fluency independently through self-selected texts. To emphasize real world connections,

students are required to submit original work to at least one contest each semester. Students receive preparation for AP English courses, including timed writing opportunities with actual AP questions. Students may be assigned reading over the preceding summer.

Prerequisites: One credit in *English 10* or 0.5 credit plus concurrent enrollment in required *English 10* semester.

A12 | ●
Two Semesters 1 English Credit

English 12

Students apply critical reading and writing skills to a variety of genres and styles found in world literature by authors such as Chaucer, Coelho, Hosseini, and Shakespeare. They continue to refine their writing process to compose in various forms, such as critical analysis, and to apply appropriate diction and syntax in creating a distinctive writing voice. Students further develop their skills with sentence composing in order to communicate effectively. English 12 emphasizes research and oral communication skills to prepare graduates for employment or freshman composition.

Prerequisites: One credit in *English 11* or 0.5 credit plus concurrent enrollment in required *English 11* semester.

A12700 | ● | Honors
Two Semesters 1 English Credit

English 12

Students apply and extend critical reading and writing skills both independently and with moderate support, to a variety of genres and styles found in world literature by authors such as Chaucer, Coelho, Hosseini, and Shakespeare. They continue to develop, refine, and enhance their writing process to compose essays in various rhetorical patterns, to provide support for an integrated thesis, and to apply appropriate diction and complex syntax in creating a distinctive writing voice. English 12 Honors emphasizes research and oral communication skills to prepare graduates for freshman composition. Students may be assigned reading over the preceding summer.

Prerequisites: One credit in *English 11* or 0.5 credit plus concurrent enrollment in required *English 11* semester.

A74 | ● Honors Option
One Semester 0.5 Elective Credits

Contemporary Voices

College-bound juniors and seniors analyze issues and perspectives in a range of multicultural works by such authors as Morrison, Tan, and Marshall, and select other full-length works for guided and independent study. Through seminar and writing, students evaluate an author's craft and examine contributions to the canon of American literature. While the subjects may be historical, the voice of each author is decidedly contemporary in that it gives full expression to a frank examination of human sexuality, of violence, and of social and economic status; therefore parents must give written permission to register a student in this course.

Prerequisites: Written Parent Permission
'Proficient' or 'Advanced' on English HSA
and a 'C' or better in *English 10*

A17 | ● Elective Credit
One Semester 0.5 Elective Credit

Creative Writing

Creative Writing is the course for students who wish to explore and experiment with such literary forms as the short story, the poem, the essay, or the one-act play. Using reading and journal keeping as sources of ideas, students pursue individual interests and develop their talents through techniques practiced by professional authors.

Prerequisites: None

A98
One Semester 0.5 Elective Credit

Independent Study

Independent Study is an opportunity for the student with special talents and interest and strong self-discipline to undertake an individual project of greater depth, breadth, or pace than is available in English courses. Together with the instructor, the student designs a syllabus to specify outcomes, content, a work plan, and performances for assessment. The program includes the option of occasional group discussions and regularly scheduled student-teacher conferences and assessments of progress.

Prerequisites: 3 Credits of English
and Enrollment for a Fourth Credit
Teacher Recommendation
and Approval of Principal

A14 | ●
One Semester 0.5 Credit

Journalism

Students explore the role of journalists in a free society in terms of journalistic philosophy, ethics, law, and history. They participate and reflect upon all the components of journalism such as design and opinion. This is the foundation course for Newspaper I and Yearbook I.

Prerequisites: None

A45
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Literary Magazine I

Students publish a school-wide literary magazine with a thematic concept, organizing staff, tasks, and budget as they develop abilities to evaluate quality content according to a range of criteria. In order to gain these abilities, students will evaluate a variety of professional and student media, develop and apply a code of ethics, and create plans to ensure diversity and wide participation.

Prerequisites: None ; however, *Journalism* is useful

A46
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Literary Magazine II

Students refine and expand their knowledge and capacities from Literary Magazine I, selecting an individual focus on art or literary staff in either creation or publication. They further study/apply design fundamentals using advanced publishing techniques.

Prerequisites: *Literary Magazine I*

A47
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Literary Magazine III

Students further refine and expand their knowledge and capacities from Literary Magazine II, assuming more of a leadership role in overseeing production and applying criteria of national competition regarding quality of content, concept, and presentation of their publications.

Prerequisites: *Literary Magazine II*

A48
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Literary Magazine IV

As senior staffers, these students apply their by now significant skills and knowledge in communicating, planning, organizing, training, monitoring, evaluating and selecting in the production of a high quality literary magazine.

Prerequisites: *Literary Magazine III*

A29
One Semester 0.5 Credit

Media Production I

Media Production I surveys the field of television and introduces students to basic studio operations. Students participate in both the business and creative sides of television production: soliciting projects and funding, acting, directing, producing, and applying audio and video techniques.

Prerequisites: None

A30
One Semester 0.5 Elective Credit

Media Production II

Media Production II extends and applies knowledge gained in Media Production I, especially in extending the course beyond television where possible, focusing on media projects, film study, and career exploration.

Prerequisites: *Media Production I*

A35
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Newspaper I

Students publish a school newspaper and collaborate in the learning about and applying the following aspects of production: national criteria, coverage, writing and editing, graphics, business operations, codes of ethics, ensuring diverse community participation, organization of staff and resources, budgeting, design, and overall production.

Prerequisites: *Journalism*

A36
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Newspaper II

Students enhance and expand their knowledge and skills begun in Newspaper I, emphasizing high standards of quality and journalistic ethics, special focuses, layout techniques, technology, production and distribution.

Prerequisites: *Newspaper I*

A37
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Newspaper III

Students gain oversight and leadership experience with special focus on advanced techniques, managing production, budget, and applying national criteria to ensure quality of concept, content, and presentation.

Prerequisites: *Newspaper II*

A38
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Newspaper IV

Students as senior staff apply their by now significant skills and knowledge in communication, planning, organizing, training, monitoring, evaluating and selecting in the production of a high quality school newspaper.

Prerequisites: *Newspaper III*

AH1
One Semester 0.5 Elective Credit

Passing the English HSA

Students increase their understanding and skillful application of the Maryland Voluntary State Curriculum for literary comprehension, interpretation and evaluation; composition and research; and language and grammar, detailed below. Passing the English HSA provides students with additional instruction and intensive assistance to enable them to demonstrate proficiency when re-taking the Maryland English High School Assessment as a state graduation requirement.

Course Goals are from Maryland State Standards:

- The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

- The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
- The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking.
- The student will demonstrate the ability to evaluate the content, organization, and language use of texts.

Prerequisites: *Passing Grades in both English 9 and English 10 plus a non-proficient score on the English HSA*

X41
One Semester 0.5 Elective Credits

Preparing for the ACT

Students will prepare for the ACT by developing test-taking skills required for successful completion of this test. Through focuses instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and in college.

Prerequisites: *Algebra I, Geometry, Biology, Score of 'Proficient on English HSA*

X40
One Semester 0.5 Elective Credit

Preparing for the PSAT, SAT, and Beyond

Students in grades 10-12 prepare for the New PSAT and the SAT by developing and applying strategies to strengthen critical reading, writing, and mathematical abilities and test-taking skills. Through focused instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and beyond.

Prerequisites: *Algebra I*

A51 | ●
One Semester 0.5 Elective Credit

Speech and Debate I

Students perform informative and persuasive speaking in preparation for studying public

relations, law, politics, or communications. Students practice extemporaneous and oral interpretation skills, collect evidence from authoritative sources, and analyze arguments and strategies as preparation for interscholastic competition culminating in debate. Students with ambitions to attend outstanding colleges develop necessary leadership skills and initiative in competitive speaking. Speech and Debate is the course frequently cited by famous people as having the most influence on their success.

Prerequisites: *None*

A52
One Semester 0.5 Elective Credit

Speech and Debate II

Students expand and apply knowledge gained in Speech and Debate I, enhancing and deepening students' rhetorical powers in expressive and persuasive speaking.

Prerequisites: *Speech and Debate I*

A18
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Theatre Arts I

Students specialize in areas of most interest to them and apply this specialty to creating a production by working on production teams to design and perform excerpts from James Lapine and Stephen Sondheim's *Into the Woods*. As the course continues, students form theatre companies within the class in order to apply their skills to a complete, student-selected, musical script, as well as to a full production at their school through co-curricular participation. Theatre Arts II meets and exceeds the Essential Learner Outcomes for Theatre as mandated by the State of Maryland

Prerequisites: *None*

A28
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Theatre Arts II

Students specialize in areas of most interest to them and apply this specialty to creating a production by working on production teams to design and perform excerpts from James Lapine and Stephen Sondheim's *Into the Woods*. As the course continues, students form theatre companies within the class in order to apply their skills to a complete, student-selected,

musical script within the class, as well as to a full production at their school through co-curricular participation. Theatre Arts II meets and exceeds the Essential Learner Outcomes for Theatre as mandated by the State of Maryland.

Prerequisites: *Theatre Arts I*

A40

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Yearbook I

Students analyze publications using national criteria, develop a code of ethics, and apply their new knowledge as they participate in the creation and publication of a school yearbook.

Prerequisites: *Journalism*

A41

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Yearbook II

Students continue to expand their knowledge of yearbook publishing in terms of techniques in writing and design, high journalistic standards, graphics, layout, and technology.

Prerequisites: *Yearbook I*

A42

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Yearbook III

Students gain oversight and leadership experience with special focus on advanced techniques, managing production and budget, and applying national criteria to ensure quality of concept, content, and presentation.

Prerequisites: *Yearbook II*

A43

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Yearbook IV

Students as senior staff apply their by now significant skills and knowledge in communication, planning, organizing, training, monitoring, evaluating and selecting in the production of a high quality school yearbook.

Prerequisites: *Yearbook III*

Advanced Placement Courses

A20 | ●

Two Semesters 1 English Credit

AP English Language and Composition

Students take Advanced Placement (AP) English Language and Composition in either their junior or senior years to study rhetoric, composition, and grammar at the university level. By studying argumentative, expository, analytical, and reflective texts, students analyze authors' language, detail, style, audience, and patterns of rhetoric and style. Students complete required reading during the preceding summer. The reading and writing skills honed in AP English Language and Composition complement the skills required by the AP English Literature and Composition class. AP English Language and Composition prepares students for success on the AP exam, and therefore possible exemption from freshman composition, and/or undergraduate elective credit, and for effective reading and writing in college and beyond.

Prerequisites: One credit in *English 10*

A29

Elective Credit

One Semester/ 0.5 Credits or Two Semesters: 1 Credit

Seminar in AP English Language and Composition

Students receive intensive assistance in the concepts and skills tested by the AP English Language and Composition exam. Students and teachers analyze periodic evaluations of concept and skill development for advanced analysis and interpretation of rhetoric, composition, and research, for mastery of language and grammar, and for self-evaluation of their own reading and writing. This course prepares students who require additional practice, guidance, and experiences beyond those available in their standard AP English Language and Composition course, preparing them for success on the AP English Language and Composition exam, possible exemption from freshman composition, and/or undergraduate elective credit, and for effective reading and writing in college and beyond.

Concurrent enrollment in *AP English Language and Composition*

A13 | ●

Two Semesters 1 English Credit

AP English Literature and Composition

Students in this culminating English course, taught at the university level, apply critical and analytical skills to works by such authors as Brontë, Sophocles, and Shakespeare. Units focus on four literary modes: romance, comedy, tragedy, and satire/irony. Students learn through seminar, explication, comparative analysis, and general essays about literature in addition to timed writing to actual AP questions. Students may take AP English Literature and Composition subsequent to or concurrently with AP English Language and Composition. Students are required to complete outside reading during the preceding summer. AP English Literature and Composition prepares students for success on the AP exam, and therefore possible exemption from freshman composition, and/or undergraduate elective credit, and for effective reading and writing in college and beyond.

Prerequisites: One credit in *English 10*

A13009

Elective Credit

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Seminar in AP English Literature and Composition

Students receive intensive assistance in the concepts and skills tested by the AP English Literature and Composition exam. Students and teachers apply and analyze periodic evaluations of concept and skill development for advanced analysis and interpretation of poetry and narration, composition, and research, mastering language and grammar, and evaluating product and process and for self-evaluation of their own reading and writing. This course prepares those students who require additional practice, guidance, and experiences beyond those available in their standard AP English Literature and Composition course, preparing them for success on the AP English Literature and Composition exam, possible exemption from freshman composition, and/or undergraduate elective credit, and for effective reading and writing in college and beyond.

Concurrent enrollment in *AP English Literature and Composition*

ESOL

(English for Speakers of Other Languages)

English for Speakers of Other Languages (ESOL) courses are designed for English language learners at the newcomer, beginning, intermediate, and advanced levels of English proficiency. By incorporating literature with content, students are taught, and have ample practice with, the skills they need to meet grade-level standards while being introduced to the academic language needed for school success.

| ESOL and English Course Sequence | | | |
|--|-----------|------------|------------------|
| ESOL Levels 1, 2, and or 3* | English 9 | English 10 | English 11 or 12 |
| All students must take the state High School Assessment (HSA) in English 10. | | | |
| Students entering grade 9 in the fall of 2005 and thereafter must take and pass the HSA in English 10. | | | |
| Maryland identified the HSA in English 10 as the measure of student achievement to meet the federal “No Child Left Behind” Act and accountability target for Maryland State Assessments (MSA). | | | |

| | |
|---------------|-------------------|
| E90 | |
| Two Semesters | 1 English Credit* |

English for Speakers of Other Languages (ESOL): Level 1

Beginning level English language learners examine authentic literature with a balance of fiction and non-fiction, analyze types of text structure used in various writing models, and complete research projects and reports. This course is paired with the support course ESOL Gateways (E99).

Prerequisites: ESOL Teacher Recommendation

| | |
|---------------|----------|
| E99 | |
| Two Semesters | 1 Credit |

ESOL Gateways

This support course provides skill development for newcomers and beginning English language learners according to their needs. Instruction includes systematic language development including literacy instruction and extended practice in applying the conventions of written English.

Prerequisites: Concurrent enrollment in *ESOL Level I*

| | |
|---------------|-------------------|
| E91 | |
| Two Semesters | 1 English Credit* |

English for Speakers of Other Languages (ESOL): Level 2

Intermediate level English language learners examine authentic literature with a balance of fiction and non-fiction, write and present narrative, descriptive, technical, and persuasive writing, and complete research projects and reports. This course is paired with the support course ESOL Extensions (E91009).

Prerequisites: Completion of *ESOL Level I* or its equivalent

| | |
|---------------|----------|
| E91009 | |
| Two Semesters | 1 Credit |

ESOL Extensions

This support course provides skill development for intermediate level English language learners. Instruction includes application of research and study skills including the use of technology to complete research projects.

Prerequisites: Concurrent enrollment in *ESOL Level II*

| | |
|---------------|-------------------|
| E92 | |
| Two Semesters | 1 English Credit* |

English for Speakers of Other Languages (ESOL): Level 3

Advanced level English language learners examine authentic literature with a balance of fiction and non-fiction, including novels, short stories, plays, poetry, narratives, and biographies; write and present narrative, descriptive, technical, and persuasive writing; and complete research projects and reports.

Prerequisites: Completion of *ESOL Level II* or its equivalent

* Any two of these three courses meet the required English credit

ESOL Newcomer Courses

The following **Newcomer** courses address the needs of English language learners with limited experiences in formal education settings and move students from pre-literacy to basic academic skills in listening, speaking, reading, writing, and mathematics.

| | | |
|-----|---------------|----------|
| E94 | Two Semesters | 1 Credit |
|-----|---------------|----------|

ESOL Newcomer

Newcomer English language learners receive intensive introduction to the English language including basic vocabulary acquisition, English language for life skills, English conversational skills, and academic vocabulary common to schools in the United States. Students explore various genres of authentic literature as well as materials specifically designed for English language acquisition. This course is paired with ESOL Newcomer Gateways (E94009).

Prerequisites: ESOL teacher recommendation

| | | |
|--------|---------------|----------|
| E94009 | Two Semesters | 1 Credit |
|--------|---------------|----------|

ESOL Newcomer Gateways

This support course provides additional skill development for newcomer English language learners as they acquire conversational and academic English.

Prerequisites: Concurrent enrollment in ESOL Newcomer.

| | | |
|-----|---------------|----------|
| E97 | Two Semesters | 1 Credit |
|-----|---------------|----------|

ESOL Academic Foundations

Newcomer and beginning English language learners acquire the rudimentary academic language skills of English. Through the use of materials specifically designed for English language acquisition, students gain elements of the initial basic vocabulary in a variety of subject areas, including physical education, nutrition, art, social studies, and science. Students gain an understanding of the function and structure of the American educational system and participate in a variety of projects specifically aimed at increasing English language vocabulary in context as well as comprehension and production skills.

Prerequisites: ESOL teacher recommendation

| | | |
|-----|---------------|----------|
| D94 | Two Semesters | 1 Credit |
|-----|---------------|----------|

ESOL FAST Math I

FAST Math I provides mathematics instruction for newcomer English language learners and builds students' competence in English with the kinds of language specifically needed to succeed in math classes. Concrete, collaborative learning experiences are emphasized throughout the program.

Prerequisites: Evidence of little or no previous education.

| | | |
|--------|---------------|----------|
| D94009 | Two Semesters | 1 Credit |
|--------|---------------|----------|

ESOL FAST Math Gateways

This support course provides additional skill development for newcomer English language learners as they gain experience with the academic language and mathematics concepts required in mainstream math classes.

Prerequisites: Concurrent enrollment in ESOL Fast Math I.

| | | |
|-----|---------------|----------------------|
| D95 | Two Semesters | 1 Mathematics Credit |
|-----|---------------|----------------------|

ESOL FAST Math II

FAST Math II provides fundamental mathematics instruction for newcomer English language learners with a focus on Pre-Algebra concepts. Students in this course will develop skills in preparation for subsequent math courses while they develop their English language proficiency. Concrete, collaborative learning experiences are emphasized throughout the program.

Prerequisites: Evidence of little or no previous education.

| | | |
|--------|---------------|----------|
| D95009 | Two Semesters | 1 Credit |
|--------|---------------|----------|

ESOL FAST Math II Extensions

This support course provides additional skill development for newcomer English language learners who are enrolled in ESOL FAST Math II.

Prerequisites: Concurrent enrollment in ESOL FAST Math II

| | | |
|-----|---------------|----------|
| E96 | Two Semesters | 1 Credit |
|-----|---------------|----------|

ESOL Reading

Newcomer and beginning English language learners develop literacy skills including letter recognition, sound symbol correlation, and decoding. Instruction includes vocabulary acquisition, use and recognition of vocabulary in context, comprehension, and reading for life skills. Through exploration of various genres of authentic literature in as well as materials specifically designed for English language acquisition, students build fundamental reading foundation skills necessary for success in later academic subjects.

Prerequisites: ESOL teacher recommendation

Health

Health Education courses in Anne Arundel County are focused on building health literate students. Health literacy refers to the ability to obtain, interpret, and understand basic health information and services. These courses prepare students to become health literate 21st

Century learners as responsible members of society; self-directed learners; effective communicators, critical thinkers and problem solvers.

Students entering grade nine are required to complete 0.5 credit of health education for graduation.

Graduation Requirements for Health (0.5 Credits)

Health Education

L95
One Semester 0.5 Elective Credit

Drug Education

This course will examine the issues related to use, misuse and abuse of tobacco, alcohol and other drugs. Student will take an in-depth look at specific substances of abuse and explore methods of prevention, intervention and treatment for addiction. An emphasis on the skills to identify the impact of family, peers, culture, media and technology on drug use behaviors; to know how to access valid drug prevention information, use interpersonal communication, decision-making, goal setting, and advocacy skills; and to enact personal health enhancing practices

Prerequisites: *Health Education*

L70 Required
One Semester 0.5 Health Education Credit

Health Competencies for the 21st Century

This course is designed to prepare students with the skills to identify the impact of family, peers, culture, media and technology on health behaviors and to teach students how to access valid health information. Through these skills students acquire functional knowledge about the following core health concepts: mental and emotional health; alcohol, tobacco and other drugs; personal and consumer health; family life and human sexuality*; safety and injury prevention; nutrition and fitness; and disease prevention and control. *

Prerequisites: None

* A student may be excused from the Human Sexuality Unit upon parental written request. Alternative instructional lessons will be provided for the student.

L75
One Semester 0.5 Elective Credit

Human Sexuality

This is an advanced level course with an emphasis on promoting life enhancing health behaviors relating to one's sexuality. Content focus is on sexuality, decision making, relationships, protecting your health, human reproduction, and social issues.

Prerequisites: *Health Education and Signed Parental Permission*

L67
One Semester 0.5 Elective Credit

Introduction to Health Professions

This course introduces students to professional health careers, medical terminology, and technology. Education and certification required for professional health careers is explored. Guest speakers provide work-based learning experiences.

Prerequisites: None

International Baccalaureate

The *International Baccalaureate Diploma Programme* is a rigorous and challenging program of studies for students in grades 11 and 12. This course of studies is offered at Annapolis, Meade, and Old Mill High Schools to students who are enrolled in the Extended Learning/International Baccalaureate programs. Both high schools are fully authorized to offer the *International Baccalaureate Diploma Programme*.

IB diploma courses receive the same weighted grading of 1.0 as Advanced Placement courses. Many universities and colleges grant advanced standing and/or college credit on the basis of

performance in the IB assessments. All IB diploma candidates must take six IB subjects and complete all assessments and examinations. In addition, diploma candidates must complete a Theory of Knowledge course, an Extended Essay of 4 words, and 150 hours of Creative, Active, Service. Successful completion of all requirements results in the awarding of an *International Baccalaureate Diploma*, which is recognized in 125 countries.

Please note: Students are expected to remain in IB courses through at least the first marking period.

Art Courses

| | |
|-----------------------|--------------------|
| I75 AP Level Course | Grade: 11 |
| Two Semesters | 1 Fine Arts Credit |

IB Art 1

IB Art 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme
Foundations of Art and
Two Dimensional Processes I or
Three Dimensional Processes I

| | |
|-----------------------|--------------------|
| I76 AP Level Course | Grade: 12 |
| Two Semesters | 1 Fine Arts Credit |

IB Art 2

IB Art 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

English Courses

| | |
|------------------|------------------|
| I11 ● Honors | |
| Two Semesters | 1 English Credit |

ELP English 9

Students apply a four-stage journey to their study of literature, language, and composition, and to themselves as entering high school students and emerging adults. Students practice critical reading, analyze themes, structures, and details, apply grammar, and use research for oral and written compositions. ELP sections are assigned reading during the preceding summer. Students in ELP 9 English receive early comprehensive preparation for success in subsequent IB English courses.

Prerequisites: Placement in Extended Learning Program

| | |
|------------------|------------------|
| I12 ● Honors | |
| Two Semesters | 1 English Credit |

ELP English 10

Students explore America's literary themes, including works by Hawthorne, Twain, and Miller, through these essential questions: "How do you form a free society? How do you reform a free society?" Students develop portfolios, set goals, extend their ability to research and write, and reflect on their development. ELP sections are assigned reading during the preceding summer. During the second semester, tenth grade students complete ten required hours of service learning. Students in ELP 10 English receive early comprehensive preparation for success in subsequent IB English courses.

English 10 prepares students for the end-of-course Maryland English High School Assessment.

Prerequisites: Placement in Extended Learning Program

| | |
|---------------------------|------------------|
| I13 ● AP Level Course | Grade 11 |
| Two Semesters | 1 English Credit |

IB English 1

IB English 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization. Students apply critical and analytical skills to works of traditional and contemporary world authors. Because the themes of the literature explore values and issues of the world-wide culture, the voice of each author may give frank examination of the human condition. Students complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

| | |
|---------------------------|------------------|
| I14 ● AP Level Course | Grade 12 |
| Two Semesters | 1 English Credit |

IB English 2

IB English 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization. Students apply critical and analytical skills to works of traditional and contemporary world

authors. Because the themes of the literature explore values and issues of the world-wide culture, the voice of each author may give frank examination of the human condition. Students complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

Mathematics Courses

| | |
|------------------|--|
| 141 ● Honors | Grade 11 |
| Two Semesters | 1 <i>Mathematics (Geometry)</i> Credit |

ELP Geometry

This high school graduation requirement course serves as the second in a series of advanced mathematical courses by providing a foundation of the geometry topics as defined by the Maryland High School Core Learning Goal 2. Students will represent problem situations with geometric models, classify figures in terms of congruence and similarity, and deduce properties of and relationships between figures from given assumptions. Graphing calculators recommended. Students in ELP Geometry receive early comprehensive preparation for success subsequent IB Math courses.

Prerequisites: Placement in Extended Learning Program

| | |
|------------------|--|
| 142 ● Honors | Grade 11 |
| Two Semesters | 1 <i>Mathematics (Geometry)</i> Credit |

ELP Algebra II

This course will expand students' knowledge of functions to include exponential, logarithmic and power functions by examining real-world problems. Students will gain an understanding of the characteristics and transformation of function. Graphing calculators are required. . Designing and researching projects with an international connection and exposure to the IB assessment criteria/rubrics are included in this course. Students in ELP Algebra II receive early comprehensive preparation for subsequent IB Math courses

Prerequisites: Placement in Extended Learning Program

| | |
|---------------------------|-----------------------------|
| 143 ● AP Level Course | Grade 11 |
| Two Semesters | 1 <i>Mathematics</i> Credit |

IB Math Studies 1

IB Math Studies 1 is a one year course designed for students enrolled in the International Baccalaureate Diploma Programme

at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme;
Geometry, Algebra II

| | |
|---------------------------|-----------------------------|
| 145 ● AP Level Course | Grade 11 |
| Two Semesters | 1 <i>Mathematics</i> Credit |

IB Advanced Mathematics

IB Advanced Math (Mathematics SL) is designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme;
Geometry, Algebra II, Pre Calculus

| | |
|---------------------------|-----------------------------|
| 146 ● AP Level Course | Grade 11 |
| Two Semesters | 1 <i>Mathematics</i> Credit |

IB Higher Level Mathematics 1

IB Higher Level Mathematics 1 is the first year of a two year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme
Successful completion of *Geometry, Algebra II, Pre-Calculus.*
AP Statistics is highly recommended

| | |
|------------------------------|-----------------------------|
| 147800 ● AP Level Course | Grade 12 |
| Two Semesters | 1 <i>Mathematics</i> Credit |

IB Higher Level Mathematics 2

IB Higher Level Mathematics 2 is the second year of a two year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme
Successful completion of *Geometry, Algebra II, Pre-Calculus, IB Higher Level Math 1*
AP Statistics is highly recommended

Music Courses

| | |
|-----------------------|---------------------------|
| 171 AP Level Course | Grade 11 |
| Two Semesters | 1 <i>Fine Arts</i> Credit |

IB Music 1

IB Music 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme
Music Theory

| | |
|-----------------------|---------------------------|
| 172 AP Level Course | Grade 12 |
| Two Semesters | 1 <i>Fine Arts</i> Credit |

IB Music 2

IB Music 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

Science Courses

| | |
|------------------|--|
| 131 ● Honors | Grade 11 |
| Two Semesters | 1 <i>Science Laboratory (Biology)</i> Credit |

ELP Biology

Biology is the study of organisms and relationships of these organisms to other organisms and the environment. Students use the skills and processes of science to learn biological concepts with a strong emphasis on laboratory activities. Researching global and topical issues and focused investigations through collaboration are emphasized in this course. Biology is a graduation requirement for all students. Each May, students take the Maryland High School Assessment in Biology. Students in ELP Biology receive early and comprehensive preparation for future IB Science courses.

This course is required for all IB students.
Prerequisites: *Algebra I* and Placement in the Extended Learning Program

| | |
|------------------|-----------------------------|
| 132 ● Honors | |
| Two Semesters | 1 Science Laboratory Credit |

ELP Chemistry

Students will develop the ability to use scientific skills and processes to explain the composition and interactions of matter. Mathematics helps students to predict and analyze the outcomes of chemical reactions and the interactions of matter and energy. Science skills and processes learned in this course build on those developed in biology and prepare students for continued development of scientific inquiry in other science disciplines. Research inquiry of current issues and focus on the environmental impact of global decisions are emphasized in this course. Students in this course receive early comprehensive preparation for subsequent IB Science courses.

Prerequisites: *Algebra I and Biology*
Placement in the Extended Learning Program

| | |
|---------------------------|-----------------------------|
| 133 ● AP Level Course | Grade 11 |
| Two Semesters | 1 Science Laboratory Credit |

IB Biology 1

IB Biology 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

| | |
|---------------------------|-----------------------------|
| 134 ● AP Level Course | Grade 12 |
| Two Semesters | 1 Science Laboratory Credit |

IB Biology 2

IB Biology 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

| | |
|---------------------------|-----------------------------|
| 137 ● AP Level Course | Grade 11 or 12 |
| Two Semesters | 1 Science Laboratory Credit |

IB Chemistry

IB Chemistry (SL) is a one-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus des-

igned by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

| | |
|---------------------------|-----------------------------|
| 135 ● AP Level Course | Grade 11 or 12 |
| Two Semesters | 1 Science Laboratory Credit |

IB Physics

IB Physics (SL) is a one-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

Social Studies Courses

| | |
|------------------|---|
| 121 ● Honors | |
| Two Semesters | 1 Social Studies (U.S. Government) Credit |

ELP American Government

Students will study the structure and functions of government and politics in the United States and analyze the role of the U.S. government in world affairs. They will learn how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. They will investigate critical public issues, and apply what they have learned about government to the solving of practical problems in their community-earning 20 hours toward their service learning graduation requirement. They will evaluate how the United States has maintained a balance between protecting rights and maintaining order. They will analyze the relationship of cultural and physical geographic factors, as well as economic principles, institutions and processes in the development of government policy. This course will prepare students for the MSDE High School Assessment in Government

Prerequisites: Placement in Extended Learning Program

| | |
|---------------------------|---|
| 122 ● AP Level Course | |
| Two Semesters | 1 Social Studies (World History) Credit |

ELP Advanced Placement European History

Students will study the achievements and accomplishments of European civilization. Students will be expected to analyze is-

ues in class and to be able to express their thoughts in a logical manner, both orally and in writing. The successful completion of this course will meet the graduation requirement for world history. Students in this course will also receive preparation for subsequent IB History courses by becoming familiar with the IB assessments and assessment criteria where appropriate throughout the course.

Prerequisites: Placement in Extended Learning Program

| | |
|---------------------------|--|
| 123 ● AP Level Course | Grade 11 |
| Two Semesters | 1 Social Studies (U.S. History) Credit |

IB History of the Americas 1

IB History of the Americas 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

| | |
|---------------------------|--------------------------------------|
| 124 ● AP Level Course | Grade 12 |
| Two Semesters | Social Studies (U.S. History) Credit |

IB History of the Americas 2

IB History of the Americas 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

Technology Courses

| | |
|-----------------------|----------------|
| 178 AP Level Course | Grade 11 or 12 |
| Two Semesters | 1 Credit |

IB Information Technology in a Global Society

IB Information Technology in a Global Society is a one-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

World & Classical Language Courses

151 | ● | Two Semesters 1 World & Classical Language Credit

ELP French Level II

This course continues the development of the students' communicative competency and linguistic accuracy while expanding the students' awareness and appreciation within the Francophone culture. Classes are conducted in French. Students in ELP French Level II receive early comprehensive preparation for success in subsequent IB French courses.

Prerequisites: *Level I French or its equivalent and Placement in Extended Learning Program*

152 | ● | Honors Two Semesters 1 World & Classical Language Credit

ELP French Level III

This course expands and refines the students' linguistic accuracy and increases their ability to function appropriately within the Francophone culture. Emphasis is on developing the students' ability to use their French language skills to make decisions, solve problems, investigate topics and create new products in "real life" situations. Students in ELP 10 French receive early comprehensive preparation for subsequent IB French courses. Interaction with the IB assessment criteria and increasing oral discourse are emphasized in this course. Classes are conducted in French.

Prerequisites: *Level III French or its equivalent and Placement in Extended Learning Program*

153 | ● | AP Level Course Grade 11 Two Semesters 1 World & Classical Language Credit

IB French 1

IB French 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

154 | ● | AP Level Course Grade 12 Two Semesters 1 World & Classical Language Credit

IB French 2

IB French 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

155 | ● | Two Semesters 1 World & Classical Language Credit

ELP Spanish Level II

This course continues the development of the students' communicative competency and linguistic accuracy while expanding the students' awareness and appreciation within the Hispanic culture. Classes are conducted in Spanish. Students in ELP Spanish Level II receive early comprehensive preparation for success in subsequent IB Spanish courses.

Prerequisites: *Level I Spanish or its equivalent and Placement in Extended Learning Program*

156 | ● | Honors Two Semesters 1 World & Classical Language Credit

ELP Spanish Level III

This course expands and refines the students' linguistic accuracy and increases their ability to function appropriately within the Francophone culture. Emphasis is on developing the students' ability to use their Spanish language skills to make decisions, solve problems, investigate topics and create new products in "real life" situations. Students in ELP 10 Spanish receive early comprehensive preparation for subsequent IB Spanish courses. Interaction with the IB assessment criteria and increasing oral discourse are emphasized in this course. Classes are conducted in Spanish.

Prerequisites: *Level II French or its equivalent and Placement in Extended Learning Program*

157 | ● | AP Level Course Grade 11 Two Semesters 1 World & Classical Language Credit

IB Spanish 1

IB Spanish 1 is the first year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill

High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

158 | ● | AP Level Course Grade 12 Two Semesters 1 World & Classical Language Credit

IB Spanish 2

IB Spanish 2 is the second year of the two-year course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

Required for IB Diploma

125 | ● | AP Level Course Grade 11 One Semester 0.5 Elective Credit

IB Theory of Knowledge 1

IB Theory of Knowledge 1 is the first semester of the two-semester course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis, Meade, or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

126 | ● | AP Level Course Grade 12 One Semester 0.5 Elective Credit

IB Theory of Knowledge 2

IB Theory of Knowledge 2 is the second half of the two-semester course designed for students enrolled in the International Baccalaureate Diploma Programme at Annapolis or Old Mill High Schools. Students follow the syllabus designated by the International Baccalaureate Organization and complete all internal and external assessments as required.

Prerequisites: Placement in the IB Programme

Mathematics

In order to graduate with a Maryland High School Diploma, students must do both of the following:

- Earn required credits in mathematics, including
 - Algebra I
 - Geometry
 - 2 additional Mathematics credits
- Pass the High School Assessment (HSA) for Algebra/Data Analysis at the completion of Algebra I.

Students may choose from a set of rigorous courses such as *Integrated Topics*, *Algebra II*, *Foundations of College Algebra*, *Pre-Calculus*, *Advanced Placement Statistics*, *Advanced Placement Calculus* and/or *Calculus III*. Students may also choose a more general course, *Personal Finance*. The selection of the appropriate mathematics course for each student should be based on individual needs and educational goals. Students seeking to qualify for admission to Maryland colleges and universities must have credits in at least *Algebra I*, *Geometry* and *Algebra II*.

| Graduation Requirements for Mathematics | | | | |
|---|--|------------|--------------------|--------------------|
| Students entering Grade 9 in the fall of 2005 and thereafter* | Algebra I (D27) Geometry <i>It is recommended that these courses be taken concurrently</i> | Algebra II | Mathematics Credit | |
| | Algebra I (D16/D18/D27400) | Geometry | Mathematics Credit | Mathematics Credit |
| Students who entered grade 9 in the fall 2004 or earlier | Algebra I (D27) | Geometry | Mathematics Credit | |
| All students must take the state High School Assessment (HSA) in Algebra/Data Analysis. | | | | |
| Students who entered grade 8 in the fall of 2004 and thereafter must take and pass the HSA in Algebra/Data Analysis. | | | | |
| Please check with your school counselor for the different opportunities to meet the High School Assessment requirement. | | | | |

* Students who entered Grade 9 in the fall of 2005 only may also have taken Algebra (D16) and Data Analysis and Probability (D17)

One of these courses, or D27, is required.

| | |
|---------------------|--|
| D16 ● | Course Placement is based on the instructional needs of the student. See your counselor for the specific course appropriate for you. |
| D18 ● | |
| D274 ● | |
| All Year (everyday) | 2 Mathematics (Algebra I) Credits |

Algebra I

This high school graduation requirement course serves as the gateway for advanced mathematical courses by providing a complete foundation of the topics in elementary algebra and data analysis. The core instructional objectives are defined by the Maryland high School Core Learning Goals 1 and 3. Learning objectives extend to include quadratic and exponential functions. Instructional emphasis is placed on analyzing patterns and functions, modeling real-life situations, collecting, organizing and analyzing data, and using data to make predictions. Students are required to pass the Maryland High School Assessment for Algebra/Data Analysis at the completion of this course. **Graphing calculator required.**

Prerequisites: *None*

To be enrolled in the following Algebra I course (D27900), a student must meet one of the following criteria:

- Passed both semesters of *Algebra I* in a Maryland public middle school and failed the final examination (COMAR 13A.03.02.03).
- Failed *Algebra I* but passed the High School Assessment for Algebra/Data Analysis.
- Failed one semester of everyday *Algebra I*.

| | |
|---------------|--------------------------------|
| D27 ● | Required (or D16/D18/D27400) |
| Two Semesters | 1 Mathematics (Algebra) Credit |

Algebra I (see above)

This high school graduation requirement course serves as the gateway for advanced mathematical courses by providing a complete foundation of the topics in elementary algebra and data analysis. The core instructional objectives are defined by the Maryland high School Core Learning Goals 1 and 3. Learning objectives extend to include quadratic and exponential functions. Instructional emphasis is placed on

analyzing patterns and functions, modeling real-life situations, collecting, organizing and analyzing data, and using data to make predictions.

Students are required to pass the Maryland High School Assessment for Algebra/Data Analysis at the completion of this course. **Graphing calculator required.**

Prerequisite: All students registered for this course, must have previously taken Algebra I. **Concurrent enrollment in Geometry is highly recommended.**

| | |
|-------------------------|----------------------|
| D29 ● Honors Option | |
| Two Semesters | 1 Mathematics Credit |

Algebra II

This course will expand students' knowledge of functions to include exponential, logarithmic and power functions by examining real-world problems. Students will gain an understanding of the characteristics and transformation of functions.

Graphing calculator required.

Recommended: Algebra I (“C” or better) and Geometry credit or concurrent enrollment in Geometry

| | |
|----------------------|----------------------|
| D 63 ● Advanced* | |
| Two Semesters | 1 Mathematics Credit |

Calculus III

This is a third course in calculus. Instructional content will include solid analytic geometry, vectors and vector functions, partial differentiation, gradients, directional derivatives and tangent planes, maximum/minimum applications, Lagrange multipliers, multiple integration with applications and line and surface integrals. This course may be offered using distance learning technology.

Prerequisites: AP Calculus AB/BC (“C or better”) * This course receives the same weighted grading as an AP course.

| | |
|---------------|----------------------|
| D41010 ● | |
| Two Semesters | 1 Mathematics Credit |

Foundations for College Algebra

This course reviews and extends beginning and intermediate algebra and geometry topics. This course is designed to prepare students for success in the first credit bearing mathematics course in post secondary educational settings.

Prerequisites: Algebra II credit

| | |
|-------------------------|---------------------------------|
| D28 ● Honors Option | Required |
| Two Semesters | 1 Mathematics (Geometry) Credit |

Geometry

This high school graduation requirement courses serves as the second in the series of advanced mathematical courses by providing a complete foundation of the geometry topics. The core instructional objectives are defined by the Maryland High School Core Learning Goal 2. Students will represent problem situations with geometric models, classify figures in terms of congruence and similarity, and deduce properties of and relationships between figures from given assumptions. Graphing calculator recommended.

Prerequisites: Algebra credit

| | |
|--------------------------|----------------------------|
| D98 | Mathematics Credit |
| One Semester: 0.5 Credit | or Two Semesters: 1 Credit |

Independent Study

Independent Study is reserved for students who have the interest and maturity needed to study an organized body of subject matter with little supervision. The teacher and student will jointly determine the objectives and content of the course.

Prerequisites: An approved course outline and permission of the administration and the department chairperson

| | |
|----------------|--------------------|
| D11 ● | Mathematics Credit |
| Two Semesters: | 1 Credit |

Integrated Topics of Mathematics

This course will review beginning algebra topics such as solving and graphing linear equations, manipulation of polynomials, and graphing and solving quadratic functions. This course is designed to serve as bridge course from Algebra I to Algebra II by reinforcing concepts and skills necessary for success in Algebra II.

Prerequisites: Algebra and Geometry credit

| | |
|-----------------|----------------------|
| D31 Advanced* | |
| Two Semesters | 1 Mathematics Credit |

Linear Algebra

This course is the study of finite dimensional vector spaces. Topics include: the solution of systems of linear equations, matrices (inverses, equivalence, rank of symmetric, diagonal and orthogonal), determinants, introduction to vector spaces, linear independence, linear transformations, change of basis, eigenvalues and eigenvectors.

Prerequisite: AP Calculus AB/BC credit with a 3 or higher on the AP exam. * This course receives the same weighted grading as an AP course.

| | |
|--------------|---------------------|
| D09 | |
| One Semester | 0.5 Elective Credit |

Passing the HSA: Algebra I/Data Analysis

This course provides support and remediation for students who earned credit in Algebra I but did not achieve a passing score on the Algebra I/Data Analysis High School Assessment.

Prerequisites: Earned Algebra I credit but did not pass HSA Algebra I/Data Analysis

| | |
|--------------------------|----------------------------|
| D79 | Mathematics Credit |
| One Semester: 0.5 credit | or Two Semesters: 1 credit |

Personal Finance

Students will use the basic concepts of arithmetic, algebra, and geometry as they apply to a broad spectrum of real-life problem situations such as personal banking, investments, and credit.

Prerequisite: Credit in Algebra and Geometry

| | |
|-------------------------|----------------------|
| D51 ● Honors Option | |
| Two Semesters | 1 Mathematics Credit |

Precalculus

This problem-based course integrates the study of trigonometry, analytic geometry, advanced algebraic topics, and elementary statistics into a logical approach to the solution of real-world problems. All students considering a career in a mathematical, scientific or technological related field should enroll in this course. Graphing calculator required.

Prerequisite: Algebra II credit Recommended: Grade of B or better in Algebra II

| | |
|--------------|----------------------|
| X41 | |
| One Semester | 0.5 Elective Credits |

Preparing for the ACT

Students will prepare for the ACT by developing test-taking skills required for successful completion of this test. Through focuses instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and in college.

Prerequisites: Algebra I, Geometry, Biology, Score of ‘Proficient on English HSA

| | |
|--------------|---------------------|
| X40 | |
| One Semester | 0.5 Elective Credit |

Preparing for the PSAT, SAT, and Beyond

Students in grades 10–12 prepare for the New PSAT and the SAT by developing and applying strategies to strengthen critical reading, writing, and mathematical abilities and test-taking skills. Through focused instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and beyond.

Prerequisites: Algebra Credit

Advanced Placement Courses

D59 | ●

Two Semesters 1 Mathematics Credit

AP Calculus (BC Level)

This college level course is the study of integration techniques, sequences and series, and vector calculus. Students who successfully complete this course will be prepared to take the AP Calculus BC test and may be awarded up to two semesters of college credit with a successful score. Graphing calculator required. **This course meets everyday for two semesters.**

Prerequisites: *Precalculus* ("B" or better)

D58 | ●

Two Semesters 1 Mathematics Credit

AP Calculus (AB Level)

This college level course is the study of differential and integral calculus based on further development of properties and graphs of relations and functions. Students who successfully complete this course will be prepared for the AP Calculus AB test and may be awarded up to one semester of college credit with a successful score. Graphing Calculator required.

Prerequisite: *Precalculus*

Recommended: C or better in *Precalculus* and concurrent enrollment in *AP Calculus AB Seminar*

D58619

One Semester 0.5 Elective Credit

AP Calculus AB Seminar

Students receive intensive assistance in the concepts and skills learned currently in the AP Calculus AB course. This course is recommended for students who require additional practice, guidance, and experience beyond those available in the standard AP Calculus AB course or for students taking an AP Mathematics course for the first time.

Recommended: Concurrent enrollment in *AP Calculus AB*

D62 | ●

Two Semesters 1 Mathematics Credit

AP Statistics

This college level course is a study of the major concepts and tools for collecting, analyzing, and interpreting data. Students who successfully complete this course will be prepared to take the AP Statistics test and may be awarded at least one semester of college credit with a successful score. Graphing calculator required.

Recommended: *Algebra II* ("C" or better)

D62619

Elective Credit

One Semester: 0.5 Credit or Two Semesters: 1 Credit

AP Statistics Seminar

Students receive intensive assistance in the concepts and skills learned concurrently in the AP Statistics course. This course is recommended for students who require additional practice, guidance, and experiences beyond those available in the standard AP Statistics course or for students taking an AP Mathematics course for the first time.

Concurrent enrollment in *AP Statistics*

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 to, 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.

Honors and AP Option courses are offered for talented students who wish to pursue a musical career or participate in musical activities in their leisure time.

Fine Arts Graduation Requirement (1 Credit)

Fine arts courses are found in the Art, Music, Physical Education, and English program sections.

| | |
|-------------------------|----------|
| F70 | Band I |
| F71 | Band II |
| F72 | Band III |
| F73 Honors Option | Band IV |
| <i>Fine Arts Credit</i> | |

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Band

This course provides an opportunity for students who have reached the necessary degree of maturity in playing a wind or percussion instrument to perform in a group and as a soloist. Development of comprehensive musicianship will be emphasized through a wide repertoire of original band literature, transcriptions, and arrangements. The course title indicates the year enrolled. Students will be expected to advance to the next appropriate level of ability in Performance Competencies for Instrumental Music. Public musical performances will be expected.

Prerequisites: Previous course designation for Band II, III, IV

| | |
|---|-------------------------|
| F26 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Chorus Female

This course will stress correct vocal production and techniques involving the female voice. Comprehensive musicianship will be emphasized through a study of varied repertoire appropriate to female voice ranges. Students will be expected

to master at least one appropriate level in Chorus and Vocal Instruction. Public musical performances will be expected.

Prerequisites: None

| | |
|---|-------------------------|
| F27 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Chorus Male

This course will stress correct vocal production and techniques involving the male voice. Comprehensive musicianship will be emphasized through a study of varied repertoire appropriate to male voice ranges. Students will be expected to master at least one appropriate level in Chorus and Vocal Instruction. Public musical performances will be expected.

Prerequisites: None

| | |
|---|------------------|
| F20 | Chorus Mixed I |
| F21 | Chorus Mixed II |
| F22 | Chorus Mixed III |
| F23 Honors Option | Chorus Mixed IV |
| <i>Fine Arts Credit</i> | |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Chorus Mixed

This course will include individual concepts of vocal production as well as choral techniques appropriate for a large ensemble. A wide repertoire of choral music and experiences will be used for the development of comprehensive

musicianship. The course designation indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Chorus and Vocal Instruction. Public musical performances will be expected.

Prerequisites: Previous course designation for Chorus Mixed II, III, IV

| | |
|-------------------------|---------------------------------|
| F65 | Current Music in Perspective I |
| F66 | Current Music in Perspective II |
| <i>Fine Arts Credit</i> | |

One Semester: 0.5 Credit or Two Semesters: 1 Credit

Current Music in Perspective

The courses are broad-based surveys of music available in American culture. Music generally familiar to the listener will be used and then expanded to include music of all periods and styles. The course will emphasize listening, responding, perceiving, understanding musical structure, knowing musical literature and making judgments about music. There will be some limited music performance. They are offered for two separate semesters. The courses are compatible, but not sequential. Neither is a prerequisite to the other. Students may enroll in both or either.

Prerequisites: None

| | |
|---|-------------------------|
| F83 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Electronic Music

This is an exploratory course for students especially interested in new concepts in contemporary music. Composing and experimenting with electronic devices and musical instruments will provide the major emphasis of the course.

Prerequisites: None

| | |
|---|------------|
| F09 | Guitar I |
| F10 | Guitar II |
| F11 | Guitar III |
| F12 | Guitar IV |
| <i>Fine Arts Credit</i> | |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Guitar

This is a performance emphasis course with acoustic guitar as the primary medium. Comprehensive activities in reading, creating and listening to music are included. Students will perform a variety of music literature and styles in ensemble and solo performance. The course title indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Guitar I-IV.

Prerequisites: Previous course designation for *Guitar II, III, IV*

| | |
|---|-------------------------|
| F98 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Independent Study

Independent Study is offered for the student who is capable of greater depth, breadth, or pace of music learning. Typically, it focuses on a special area of music exploration which is not available in the course selection. Independent Study may be used by students preparing for Advanced Placement Music Examinations when there are insufficient numbers of students to schedule the class. The plan of study should be rigorous and based on the Maryland Essential Learner Outcomes in Music. The work plan, objectives, and content of the course will be determined by student and teacher. Coaching and assessment of student progress will be done by the music teacher.

Prerequisites: Previous experience in some form of music and the recommendation of a faculty member in the music department.

| | |
|--|------------|
| F60 | String |
| F61 | Woodwind |
| F62 | Brass |
| F63 | Percussion |
| F64 | Mixed |
| One Semester 0.5 <i>Fine Arts Credit</i> | |

Instrumental Ensemble

This course emphasizes good tone production, balance, and interpretation of music within a small group. Comprehensive musicianship is emphasized through a study of varied instrumental repertoire.

| | |
|--|------------|
| F50 | String |
| F51 | Woodwind |
| F52 | Brass |
| F53 | Percussion |
| F54 | Mixed |
| One Semester 0.5 <i>Fine Arts Credit</i> | |

Instrumental Instruction:

Small group instruction is provided for students desiring to acquire skill in playing string, woodwind, brass, and percussion instruments. Good tone production, instrumental techniques, sight-reading, and basic fundamentals of music are emphasized.

Prerequisites: These courses are open to all students. Auditions may be required for advanced classes.

| | |
|---|-------------------------|
| F74 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Jazz Band

This course provides an opportunity for students who have reached the necessary degree of maturity in playing an instrument to perform different styles of jazz from the big band era as well as dance music, rock, and popular music of the present day. Improvisation and stylistic playing will be emphasized to develop comprehensive musicianship. Public musical performances will be expected.

Prerequisites: None

| | |
|---|-------------------------|
| F81 Honors Option | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Music History and Literature

This course will provide students with a serious introduction to style periods of music history, prominent composers, and

exemplary music literature. Students will become familiar with the most important instrumental and vocal genres by carefully listening to, describing and analyzing representative compositions. This course is a pre-requisite to AP Music Theory.

Prerequisites: None

| | |
|---|--|
| F80 Honors Option | |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Music Theory

This course is designed to familiarize the student with the building blocks of music structure. Rhythm, melody, harmony, form, and analysis are the key components of this course. Students will use standard music notation to read, write, and understand the structure of music. Sight singing, ear-training and creating through composing and arranging are important components of this course. The course is a pre-requisite to AP Music Theory.

Prerequisites: None

| | |
|---|-------------------------|
| F82 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Musical Theater

This course will survey the development of musical theater in Europe and America. Comprehensive training in the skills and techniques necessary for the staging of a musical production will be emphasized. The culminating activity may be the staging of a musical production for public performance.

Prerequisites: None

| | |
|---|----------------|
| F75 | Orchestra I* |
| F76 | Orchestra II* |
| F77 | Orchestra III* |
| F78 Honors Option | Orchestra IV* |
| <i>Fine Arts Credit</i> | |
| One Semester: 0.5 Credit or Two Semesters: 1 Credit | |

Orchestra

This course provides an opportunity for students who have reached the necessary degree of maturity in playing an orchestral, string, wind, or percussion instrument to perform in a group. Development of comprehensive musicianship will be emphasized through a wide repertoire of original string and orchestra literature, transcriptions, and arrangements. The course title

indicates the year enrolled. Students will be expected to advance to the next appropriate level of ability in Performance Competencies for Instrumental Music: Strings. Public musical performances will be expected.

Prerequisites: Previous course designation for *Orchestra II, III, IV*

**This course may be offered for orchestra string players only. Wind and percussion may be included when there is appropriate instrumentation and balance for standard repertoire written for mixed instrumentation.*

| | |
|-----|------------------------|
| F13 | Piano and Keyboard I |
| F14 | Piano and Keyboard II |
| F15 | Piano and Keyboard III |
| F16 | Piano and Keyboard IV |

Fine Arts Credit

One Semester: 0.5 Credit Two Semesters: 1 Credit

Piano and Keyboards

This is a performance emphasis course that includes additional comprehensive activities in reading, creating, and listening to music as well as developing an understanding of history, terms, structure and symbols. Students will play a wide repertoire of keyboard music literature alone and in ensembles. Opportunities for public solo or group performance will be available. The course title indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Piano and Keyboards I–IV.

Prerequisites: Previous course designation for *Keyboard II, III, IV*

| | |
|--------------------------|-------------------------|
| F24 Honors Option | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit | Two Semesters: 1 Credit |

Vocal Ensemble

This course emphasizes correct vocal production and the choral techniques of ensemble singing. Comprehensive musicianship will be emphasized through a varied vocal repertoire. Students will be expected to master at least one appropriate level in Chorus and Vocal Instruction. Public musical performances will be expected.

Prerequisites: None

| | |
|--------------------------|-------------------------|
| F25 | <i>Fine Arts Credit</i> |
| One Semester: 0.5 Credit | Two Semesters: 1 Credit |

Vocal Instruction

This course will stress correct vocal production and techniques of solo singing. It will include sight-singing, the basic fundamentals of music and a wide repertoire of vocal music emphasizing comprehensive musicianship. Students will be expected to master at least one appropriate level in Chorus and Vocal Instruction. Opportunities for performance will be available based on the student’s ability.

Prerequisites: None

Advanced Placement Courses

| | |
|---------------|---------------------------|
| F84 | <i>1 Fine Arts Credit</i> |
| Two Semesters | |

AP Music Theory

This high school course is offered to students who wish to pursue the study of music theory in a course equivalent to a college introductory course in music theory. This is a college level course designed to earn college level credit for those students scoring at an acceptable level on the College Board Examination. Students will study all interval, scale, and triad forms, notation, simple acoustics, tuning and temperament, and structures of music. Students will study part-writing and harmonic progressions in tonal music with a strong emphasis given to listening skills, particularly those involving recognition and comprehension of compositional techniques. Sight singing, ear training, and creating through composing and arranging are also components of the course.

Prerequisites: *Music Theory and Music History and Literature*

Physical Education

Physical Education provides opportunities for students to improve important health and skill related components, develop personal physical fitness levels, and participate in individual and team activities. All courses are focused on the development and maintenance of a Healthy Fitness Zone which correlates to national Standards for a Healthier Generation goals. Physical Education aligns with 21st Century Competencies and is believed to be an essential component in the education of the whole child. Health and Wellness, Learning and Thinking, and Life Skills are all key ingredients in a course's outcomes and indicators.

Students are afforded the opportunity to earn credit towards graduation in physical education and at least one full credit must be earned by the end of the senior year. Additional courses may be taken as electives by the student to meet objectives established in their individual fitness while enrolled in Fitness for Life, the required course for physical education. Other options include personal fitness courses like aerobics, weight training and walking or sport oriented courses like lifetime sports and team sports. Students may also take select dance courses to satisfy the physical education requirements for graduation (see Dance C-20).

L01
Each Semester 0.5 Elective Credit

Adaptive Physical Education

Adaptive activities are offered to meet the needs and interest of the pupils who are unable to take part in the regular physical education program.

Prerequisites: None

L56 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Aerobics and Personal Fitness I

This course assists students in developing strength, flexibility, cardiovascular endurance, muscular endurance, and improving body composition.

Prerequisites: None

L57 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Aerobics and Personal Fitness II

This course provides students with opportunities to develop optimal levels of physical fitness and to acquire knowledge of the physical fitness components.

Prerequisites: *Aerobics and Personal Fitness I*

L82 Required
One Semester 0.5 Physical Education Credit

Fitness for Life I

Students beginning their senior high school physical education experience will be introduced to the components of fitness and shown the relationship of physical fitness to total well being. Students will discover a variety of activities which can be pursued during high school and throughout their lifetime.

Prerequisites: None

L83
One Semester 0.5 Elective Credit

Fitness for Life II

This course is designed to extend the knowledge acquired in L82 in regard to personal fitness and lifetime activities.

Prerequisites: *Fitness for Life I*

L07 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Gymnastics I

Gymnastics I is an introduction to gymnastics techniques and concepts through development of basic tumbling skills and routines using gymnastics apparatus.

Prerequisites: None

L08 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Gymnastics II

Gymnastics II continues development of tumbling skills and use of gymnastics apparatus. Knowledge of related anatomical, physiological, and biomechanical concepts is enhanced.

Prerequisites: *Gymnastics I*

L09 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Gymnastics III

This course focuses on continued tumbling and apparatus skill development. Students create routines for performance and learn to evaluate performances of self and others.

Prerequisites: *Gymnastics II*

L10 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Gymnastics IV

Includes more advanced tumbling and apparatus skills. Routines are developed to reflect skill, innovation, and creativity. Students take more responsibility for meets and performances.

Prerequisites: *Gymnastics III*

L14 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Lifetime Sports I

Students will experience a variety of activities which will provide them with the skills and knowledge necessary to successfully participate in leisure time activities throughout life.

Prerequisites: None

L15 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Lifetime Sports II

Students extend their experiences in activities for leisure time enjoyment throughout life.

Prerequisites: *Lifetime Sports I*

L16 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

Lifetime Sports III

This course includes the activities offered in Lifetime Sports I and II and allows the student to refine skills in one or more of the sports offerings and leisure activities.

Prerequisites: *Lifetime Sports II*

L17 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Lifetime Sports IV

This course will allow the student to increase knowledge and proficiency in the sports and leisure activities experienced in earlier lifetime sports classes.

Prerequisites: *Lifetime Sports III*

L35
 One Semester 0.5 Elective Credit

Recreational Leadership Training

This course includes activities and training to equip students for employment in recreational areas. It includes games, arts and crafts, child growth and development, officiating techniques and tournament organization. The course could lead to a career in physical education, recreation, or athletics.

Prerequisites: None

L72
 One Semester 0.5 Credit

Sports Medicine

Sports medicine and athletic training provides a new dimension to secondary school physical education and health. The course emphasizes multi-sensory activities, problem solving, interdisciplinary linkages, and provides knowledge of the impact and significance of health and physical education technology in a modern world. Sports Medicine incorporates awareness and exploration of careers in health, sports, and recreational technology.

Prerequisites: *Fitness for Life I*

L37 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Team Sports I

The student will learn rules, terms, historical background and basic skills for a variety of sports. The student will be able to understand team strategy in a competitive situation.

Prerequisites: None

L38 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Team Sports II

The students will improve their knowledge of game rules and basic skills. The student will experience the concept of teamwork in competition situations.

Prerequisites: *Team Sports I*

L39 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Team Sports III

This course will bring together all the knowledge and skills acquired in Team Sports I and II and continue the refinement of skills as well as increase depth of knowledge of rules and team strategies.

Prerequisites: *Team Sports II*

L40 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Team Sports IV

The students will increase their depth of knowledge of skills, rules and team strategies. The student will experience coaching and officiating opportunities.

Prerequisites: *Team Sports III*

L51
 One Semester 0.5 Elective Credit

Walking Wellness I

This course is an introduction to the life-time wellness activity of walking. It will provide students with an understanding of the importance that nutrition and exercise has on the pursuit of healthy living. Students will log their effort. Various activities are embedded throughout the course which engage the learner and increase participation.

Prerequisites: None

L52
 One Semester 0.5 Elective Credit

Walking Wellness II

This course extends the student's opportunity for participating in the life-time wellness activity of walking. It increases the distances required to satisfy the curriculum and provides students with nutritional information consistent with healthy living.

Prerequisites: *Walking Wellness I*

L53
 One Semester 0.5 Elective Credit

Walking Wellness III

This course intensifies the student's participation level and creates the opportunity for more steps in a day. It increases student understanding in support of previous learning with respect to dietary balance and pursuit of healthy living.

Prerequisites: *Walking Wellness II*

L54
 One Semester 0.5 Elective Credit

Walking Wellness IV

This course will challenge the student in both a physical and cognitive manner as they create the foundation for a lifetime of wellness. It provides students with goals that require a commitment to physical fitness in pursuit to healthy living.

Prerequisites: *Walking Wellness III*

L58 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Weight Training I

This course engages students in an individualized program designed to incorporate physical fitness components and improve physical condition. Weight room procedures and matters of safety are addressed in this beginning level course. Students will focus on technique rather than the amount of weight lifted. This is an excellent course to pursue individual fitness goals.

Prerequisites: None

L59 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Weight Training II

This course continues a systematic training program for students wishing to refine techniques for strength and conditioning. It increases in opportunity for students to develop greater strength by adding lifts and amounts of weight.

Prerequisites: *Weight Training I*

L60 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Weight Training III

This course is for students who have sufficient knowledge and skills to design, with instructor assistance, an individual weight training program.

Prerequisites: *Weight Training II*

L61 *Elective Credit*
 One Semester: 0.5 Credit or Two Semesters: 1 Credit

Weight Training IV

This course is for students who have designed and are following, with the assistance of their instructor, a weight training program that meets their individual needs.

Prerequisites: *Weight Training III*

Courses

Science

In a world filled with the products of scientific inquiry, scientific literacy has become a necessity for everyone. Everyone needs to use scientific information to make choices that arise in everyday life. In the workplace, jobs demand advanced skills, requiring people to learn, reason, think critically, make decisions, and solve problems. Understanding science and the processes of science contributes to students learning these skills in an essential way. (National Research Council, 1996).

Most students begin their study of science in high school with the project-based course, Matter and Energy and then enroll in Biology in the 10th grade year. Those

students who complete Algebra I before Grade 9 with a B or better and who qualify as “proficient or advanced” on MSA Reading, begin high school science with Honors Biology. After successful completion of Biology, students should enroll in the core courses (Chemistry, Earth/Space Systems Science, and Physics). Students may also choose from elective courses, which have a particular science focus and extend and reinforce core learning.

We offer a full complement of advanced placement science courses— AP Biology, AP Chemistry, AP Physics B, AP Physics C, and AP Environmental Science.

(Graduation Requirements for Science (3 credits))

Three credits in laboratory science in the areas of Biology (required), Chemistry, Earth Space Science, or Physics

All students must **take** the state High School Assessment (HSA) in Biology.

Students entering grade 9 in the fall of 2005 and thereafter must **take and pass** the HSA in Biology.

Please check with your school counselor for the different opportunities to meet the High School Assessment requirement.

C80 | ●

One Semester

0.5 Science Laboratory Credit

Astronomy

Students identify and describe the properties, interactions, and the theories of the formation of the universe and its components. Students develop an understanding of galaxies, stars, planets, comets, and meteors through scientific inquiry, data analysis, and application of scientific principles.

Prerequisites: One credit of *Biology*

C26 | ● | Honors Option

Required

Two Semesters

1 Science Laboratory Credit

or for students enrolled in Biology everyday, 1 Science credit and 1 Elective credit

Biology

Biology is the study of organisms and relationships of these organisms to other organisms and the environment. Students use the skills and processes of science to learn biological concepts with a strong emphasis on laboratory activities. Biology is a graduation requirement for all students. Students enrolled in Biology must take and pass the High School Assessment in Biology.

Prerequisites for entering ninth graders:

“B” or better in *Algebra I* and

“Proficient” or “Advanced” on MSA Reading

C 09

One Semester

0.5 Elective Credit

Passing the HSA: Biology

This course provides support and remediation for students who earned credit in Biology but did not achieve a passing score on the Biology High School Assessment.

Prerequisites: Earned Biology credit but did not pass HSA Biology

C36 | ●

One Semester

0.5 Science Laboratory Credit

Botany

Students use the instruments and materials of science to study the organisms of the plant kingdom and their interactions with the environment. Areas of study include the specialized structures unique to plant cells, organs, and systems. The laboratory portion emphasizes the practical nature of plant production and cultivation.

Prerequisites: One credit of *Biology*

C45 | ● | Honors Option

Two Semesters

1 Science Laboratory Credit

Chemistry

Students develop the ability to use scientific skills and processes to explain the composition and interactions of matter. Mathematics helps students predict and analyze the out-

comes of chemical reactions and the interactions of matter and energy. Science skills and processes learned in this course build on those developed in biology and prepare students for continued development of scientific inquiry in other science disciplines.

Prerequisites: *Algebra I* and *Biology*

C30 | ● | Honors Option

Two Semesters

1 Science Laboratory Credit

Earth/Space Systems Science

Earth/Space Systems Science is a study of the relationships between the atmosphere, the geosphere, the hydrosphere, and the biosphere of Earth and the universe. Students use internet-based and technology activities to analyze real data and laboratory activities to further understand Earth system principles. A partnership with the Goddard Space Flight Center provides richness to the learning activities.

Prerequisites: One credit of *Biology*

C65 | ●

One Semester

0.5 Science Laboratory Credit

Environmental Science

Students analyze the impact of environmental factors from a local and global perspective. Students use scientific skills and processes to explain the interactions of environmental factors – both living and nonliv-

ing. Topics include how matter and energy are conserved over time, natural resources and human needs, and impact of environmental issues on society.

Prerequisites: One credit of *Biology*

C33
One Semester 0.5 Science Laboratory Credit

Forensic Science: Crime Scene Investigation

Students apply the principles of science, technology, and mathematics to crime scene investigation. Students will use strategies of project based learning to relate collection, and analysis of physical evidence to the criminal justice system. This course builds on a basic knowledge of biology, physical science, and computer technology. Crime scene evidence is analyzed using basic mathematical and scientific techniques.

Prerequisites: One credit of *Biology*

C40 | ●
One Semester 0.5 Science Laboratory Credit

Human Physiology

Human physiology is the study of the structure and function of human systems. In this rigorous course, students build on their prior knowledge of human systems to investigate the role of cells, tissues, organs, and systems from a chemical and physical perspective. Activities may involve animal dissection.

Prerequisites: One credit of *Biology*

C24 | ●
Two Semesters 1 Science Laboratory Credit

Matter and Energy

Students learn the composition and behavior of matter, and how matter and energy are related. Students develop projects to assist them in understanding how science applies to the real world. This course is designed to help ninth grade students develop their skills of scientific inquiry, collect and analyze data using computer tools, and draw conclusions from experimentation that are based on evidence. Matter and Energy is a foundation for all science courses.

Prerequisites: None

C81 | ●
One Semester 0.5 Science Laboratory Credit

Marine Biology

Students use scientific skills and processes to study the marine world. Students analyze the interdependence of marine

organisms and their environment, including the Chesapeake Bay and its tributaries. Data analysis and laboratory activities are used to further students understanding.

Prerequisites: One credit of *Biology*

H73 | ●
One Semester 0.5 Science Laboratory Credit

Nutrition Science

Students learn the scientific principles of nutrition. The curriculum emphasizes principles of nutrition and the relationship to health and disease. Biology and chemistry principles are the basis for laboratory work in Nutrition Science.

Prerequisites: One credit of *Biology*

C75 | ●
One Semester 0.5 Science Laboratory Credit

Oceanography

In this course students develop an understanding of the oceans by applying knowledge of chemical and physical principles. Students investigate the materials and processes that have shaped oceans. Students use data analysis and laboratory activities to further their understanding.

Prerequisites: One credit of *Biology*

C55 | ● | Honors Option
Two Semesters 1 Science Laboratory Credit

Physics

In physics, students use the instruments of science and mathematics to predict the outcome of interactions between matter and energy. Topics include mechanics, electricity and magnetism, thermodynamics, waves, and theories of modern physics. Students examine how the principles of physics apply to everyday life.

Prerequisites: *Algebra I and Biology*

C01
Two Semesters 1 Science Laboratory or Adv. Tech. Credit

Pre-Engineering Studies

Students study engineering technology by building on the principles of physics and engineering. Learning experiences include the application of mathematical processes to mechanics, thermodynamics, magnetism and electricity, and concepts of fluids and systems. This program is available at the Centers of Applied Technology North and South.

Concurrent enrollment in *Physics*

X41
One Semester 0.5 Elective Credits

Preparing for the ACT

Students will prepare for the ACT by developing test-taking skills required for successful completion of this test. Through focuses instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and in college.

Prerequisites: *Algebra I, Geometry, Biology, Score of Proficient on English HSA*

C50 | ● | Honors
One Semester 0.5 Science Laboratory Credit

Science Research I

Students use the scientific method to identify and solve problems in science, mathematics, computer science, and/or engineering. Students will develop skills in experimental design and use computers as a tool to collect and analyze data. Students work individually or as part of a team to complete a research project and enter the project in a school-wide or regional science competition for feedback by peers and experts in the community.

Prerequisites: *Concurrent enrollment in Honors Biology or successful completion of Biology*

C52 | ● | Honors
One Semester 0.5 Science Laboratory Credit

Science Research II: Research Design

This course continues student preparation for independent research in Science with a focus on Engineering. Students work independently and in groups on projects that use their scientific, creative, analytic, mathematical, and communication abilities. Students will work in a small group to design and analyze a new or emerging technology as described by the Toshiba Exploravision competition.

Prerequisites: *Science Research I*

C53 | ● | Honors
One Semester 0.5 Science Laboratory Credit

Science Research III: Research Project

This course will culminate in an off-campus research project in an academic, government, or corporate laboratory during the spring semester and summer of the junior year. Students will spend at least 400 hours in a research lab working on their project during spring and summer. Each student will seek a mentor to guide his or her research project. The mentorship will be in science, computer science, engineering, or mathematics. Students should take this course in the fall of their junior year.

Prerequisites: Science Research II

C54 | ● | Honors
One Semester 0.5 Science Laboratory Credit

Science Research IV: Senior Research Seminar

Students return to school as seniors prepared to write a scientific paper based on the work completed in the laboratory mentorship. Students will prepare a poster presentation, and create an oral presentation to share their research. Students will enter one or more available talent competitions including the Siemens Talent Search. Students will share their research with peers and community members at the AACPS Science and Engineering Fair.

Prerequisites: Science Research III

C41 | ● | Honors
Two Semesters 1 Science Laboratory Credit

Zoology

Zoology is a rigorous course that takes students through an in-depth examination of the organisms of the Kingdom Animalia. After an overview of the interaction of cells and tissues, zoology students examine diversity and adaptations of animals. Students investigate the structure and function of animal systems through dissection and comparative analysis.

Prerequisites: One credit of *Biology*
Concurrent Enrollment in *Chemistry*

Advanced Placement Courses

C42 | ●
Two Semesters 1 Science Laboratory Credit

AP Biology

The goals of AP Biology are to help students develop a conceptual framework for modern biology and gain an appreciation of science as a process. The emphasis is on developing and understanding of concepts rather than on memorizing terms and technical details. This course is designed to be the equivalent of an introductory college biology course and prepares students for the Advanced Placement Test in Biology and the opportunity to earn college credit.

Prerequisites: *Biology and Chemistry*

C49 | ●
Two Semesters 1 Science Laboratory Credit

AP Chemistry

AP Chemistry is the equivalent of a general chemistry course taken the first year of college. Students attain a mathematical and conceptual understanding of chemical principles and competence in solving chemistry-based problems. Topics include the structure and the states of matter, chemical reactions, relationships in the periodic table, and an introduction to organic chemistry. AP Chemistry prepares students for the advanced placement test in chemistry and the opportunity to earn college credit.

Prerequisites: *Chemistry*
Concurrent enrollment in *Algebra II*

C66 | ●
Two Semesters 1 Science Laboratory Credit

AP Environmental Science

The goal of this course is to provide students with the knowledge and understanding of the environment, and to identify and analyze environmental problems. Students evaluate the benefits and risks associated with environmental issues, and examine alternative solutions for resolving and/or preventing them. This course prepared students for the Advanced Placement Test in Environmental Science and the opportunity to earn college credit.

Prerequisites: One credit of *Biology*
Concurrent enrollment in *Chemistry*

C58 | ●
Two Semesters 1 Science Laboratory Credit

AP Physics (B)

Students learn the main principles of physics with an emphasis on conceptual understanding and problem-solving using algebra and trigonometry. Knowledge of algebra and basic trigonometry is required; the basic ideas of calculus may be introduced in the development of some physical concepts, such as acceleration and work. This course prepares students for the Advanced Placement Test in AP Physics B and the opportunity to earn college credit.

Prerequisites: *Physics and Algebra II*

C59 | ●
Two Semesters 1 Science Laboratory Credit

AP Physics (C)

This course forms the first part of the college sequence that is the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used whenever appropriate in formulating physical principles and applying them to physical problems. The sequence is more intensive and analytic than in the B course and prepares students for the Advanced Placement Test in AP Physics C and the opportunity to earn college credit.

Prerequisites: *Physics*
Concurrent enrollment in *AP Calculus*

C42619 AP Biology Seminar

C49619 AP Chemistry Seminar

C58619 AP Physics Seminar

One Sem.:0.5 Elective Credit or Two Sem. 1.0 Elective Credit

AP Seminar

Students will focus on developing and enhancing the skills, processes, and concepts that will support success in AP Biology, AP Chemistry, or AP Physics. This course is recommended for students who require additional practice in the methods of scientific inquiry and mathematics to analyze and describe scientific concepts or for students taking an AP Science course for the first time. Students take the seminar course that corresponds to their specific AP course.

Concurrent enrollment in the related AP science course

Social Studies

Social Studies courses draw upon the wealth of information and insight to be found in anthropology, history, psychology, economics, geography, political science, and sociology. The curriculum encourages students to apply the lessons of the

past to the problems of the present, and to utilize investigation and problem-solving techniques to become vital participants in shaping and directing the future of our local, national, and world communities.

| Graduation Requirements for Social Studies (3 Credits) |
|---|
| <i>History of the United States</i> or <i>AP United States History</i> |
| <i>World History</i> or <i>AP Modern European History</i> or <i>AP World History</i> |
| <i>U.S. Government</i> or <i>AP U.S. Government and Politics</i> |
| All students must take the state High School Assessment (HSA) in Government. |
| Students entering grade 9 in the fall of 2005 and thereafter must take and pass the HSA in Government. |
| Please check with your school counselor for the different opportunities to meet the High School Assessment requirement. |

B77 | ● | Honors Option
One Semester 0.5 Elective Credit

African American History

Through the investigation of local and national historic events, students will be able to describe the accomplishments of African Americans throughout American History. Students will examine the achievements of African Americans in their struggle for political, economic, and social equality. Students will also investigate the causes of issues that continue to face African Americans in society today. Throughout the course students will read and analyze primary sources.

Prerequisites: None

B69 | ● | Honors Option
One Semester 0.5 Elective Credit

Comparative Religions

Students will study the beliefs of the world's five major religious groups: Judaism, Christianity, Buddhism, Hinduism and Islam. They will analyze similarities and differences among the beliefs and practices of these world religions. Students will be required to read primary source material, including religious texts, in this course.

Prerequisites: None

B43 | ● | Honors
One Semester 0.5 Elective Credit

Constitutional History and Law

Students will study significant Supreme Court cases in U.S. history for a better understanding of how the Constitution protects the liberties and rights of the people. Current issues being heard by the Supreme Court will be analyzed.

Prerequisites: None

B45 | ●
One Semester 0.5 Elective Credit

Criminal Justice

In this senior level course, students will investigate issues of crime and justice, the police, the courts, corrections, and juvenile justice.

Prerequisites: None

B56 | ● | Honors
One Semester 0.5 Elective Credit

Economics

Students will study the principles of economics, including the concept of choice, supply and demand and the relationship of labor and management. Students will also develop an understanding of the role of government and international economic interdependence.

Prerequisites: None

B55 |
One Semester 0.5 Elective Credit

Economics for Travel & Tourism

A basic principles and practices one-semester course of study in the economics of the Travel and Tourism industry. Throughout the course, examples of economic principles are drawn in from the world of travel and tourism in order to integrate academic learning and practical business applications.

Prerequisites: Enrollment in Academy of Travel & Tourism

B59 | ●
One Semester 0.5 Elective Credit

General Psychology

Students will study the methods of research in psychology used to understand human behavior, and development. They will learn about the physical systems of the body and how they affect emotions and behaviors. Students will also discuss learning theories and social interaction.

Prerequisites: None

B53
One Semester 0.5 Elective Credit

Geography for Travel & Tourism

A one-term course of study which is geared at having students develop broad geographic skills. In addition to learning how to utilize the basic tools of the geographer, students learn how economics, culture, history, and political issues all impact upon geography, and how geography impacts upon other disciplines.

Prerequisites: Enrollment in Academy of Travel & Tourism

B20 | ● | Honors Option
Two Semesters 1 U.S. History Credit

History of the United States

Students will concentrate on the historical period from the Reconstruction to the present. Students will use problem solving and critical thinking skills to identify major issues of the period and analyze their importance to us today. Topics of special interest will include the Depression, the Civil Rights Movement, the changing role of women, Vietnam, Watergate and Reaganomics, and the end of the Cold War. In this course, students will be expected to read and analyze primary source documents, art, literature and music.

Prerequisites: None

B11 | ● | Honors Option
One Semester 0.5 Elective Credit

Humanities

Students will study the art, literature, music and philosophy of European culture from the Classical Age through the Modern Era. Students will examine major works from the performing arts, fine arts, literature and philosophy and consider how these works were influenced by their historical, political and economic settings.

Prerequisites: None

B98
One Semester 0.5 Elective Credit

Independent Study

Students with special abilities and talent may work on a special project in history or the behavioral sciences under the direction of a teacher. Students report periodically for evaluation and further assignments.

Prerequisites: None

B46 | ●
One Semester 0.5 Elective Credit

Inquiry Into Community Problems

Students will study the structure and functioning of government at the local level. They will have the opportunity to interact with county officials to discuss concerns and problems. Students will also discuss the importance of involvement and civic responsibility at the local level. This course will also include a service learning component for students that need to complete this requirement.

Prerequisites: None

B70 | ● | Honors Option
One Semester 0.5 Elective Credit

International Studies

This course is intended for 11th and 12th grade students with a strong interest in world affairs. They will understand why nations act the way they do and analyze responses to these actions. Students will also recognize that decision-making is based on accurate information and a knowledge of how to deal with particular world situations.

Prerequisites: None

B01 | ●
One Semester 0.5 Elective Credit

Maryland History

Students will examine political, economic and social events of Maryland from the colonial period to the present.

Prerequisites: None

B09010 | ●
One Semester 0.5 Elective Credit

Passing the HSA: U.S. Government

This course provides support and remediation for students who earned credit in U.S. Government but did not achieve a passing score on the Government High School Assessment. Students will practice the skills and proficiencies necessary for achievement on the Government High School Assessment.

Prerequisite: Successful completion of U.S. Government

X41
One Semester 1 Elective Credits

Preparing for the ACT

Students will prepare for the ACT by developing test-taking skills required for successful completion of this test. Through focuses instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and in college

Prerequisites: Algebra I, Geometry, Biology, Score of 'Proficient on English HSA

B60 | ●
One Semester 0.5 Elective Credit

Psychology of the Individual

Students will study people and their interactions with others. They will discuss self concept, develop an understanding of how people function as individuals and as members of groups, and understand the impact of social institutions.

Prerequisites: General Psychology

B41 | ●
One Semester 0.5 Elective Credit

Social Issues of the 21st Century

Students will analyze the causes of social problems which impact United States society. Issues of special concern will include the role of the family, crime, poverty, and civil rights.

Prerequisites: Sociology

B62 | ●
One Semester 0.5 Elective Credit

Sociology

In this course, students investigate the field of Sociology: the study of social life, social change, and the social causes and consequences of human behavior. Students will use a social science research model to investigate contemporary American issues of social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

Prerequisites: None

B38 | ● | Honors Option
Two Semesters 1 U.S. Government Credit

United States Government

Students will study the structure and functions of government and politics in the United States and analyze the role of the U.S. government in world affairs. They will learn how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. They will investigate critical public issues, and apply what they have learned about government to the solving of practical problems in their community—earning 20 hours toward their service learning graduation requirement. They will evaluate how the United States has maintained a balance between protecting rights and maintaining order. They will analyze the relationship of cultural and physical geographic factors, as well as economic principles, institutions and processes in the development of government policy. This course will prepare students for the MSDE High School Assessment in Government.

Prerequisites: None

B38019 U.S. Government A Inquiry
One Semester 0.5 Elective Credit

US. Government Inquiry

In this course, students will use the inquiry method to understand events that occurred in 20th century America in order to understand contemporary social and political issues. Students will practice strategies to process, organize and retain information to support achievement in U.S. Government. They will utilize the tools of Social Studies -graphs, charts, political cartoons, and maps. Course work will include reading comprehension skills, and work on improving student writing with test items similar to the MSDE U.S. Government high school assessment test.

Concurrent enrollment in U.S. Government

B29 | ● | Honors Option
Two Semesters 1 World History Credit

World History

Students will study the achievements and contributions of world civilizations from the European Late Middle Ages to the present. Emphasis will be on an appreciation of the diversity of world cultures, the reality of human interdependence and the need for

●—NCAA Eligible Course

world cooperation. Students will develop an understanding of how people interacted economically, politically, culturally and militarily during this time period. Students will be expected to read and analyze primary source documents art, literature and music in this course.

Prerequisites: None

B75 | ● | Honors Option
One Semester 0.5 Elective Credit

Women's History

Students will examine the changing roles of women in United States history. They will analyze the social, marital, economic, and legal-political status of women in different eras in U.S. history. Through the investigation of key historical figures, students will be able to describe the accomplishments of women during the American Revolution, the Industrial Revolution, the Civil War, the Progressive Era, the Civil Rights' Movement, and the Sixties and Seventies. Students will also investigate the causes and consequences of issues that affect women in contemporary American society (e.g. violence, poverty, education, equal opportunity). In this course, students will be expected to be able to read and analyze primary source documents, art, literature and music.

Prerequisites: Junior or Senior Status

B54 | ●
One Semester 0.5 Elective Credit

World Cultures & Geography

Students will study the physical features and major climatic factors of the world. They will relate this information to its impact on culture and the development of technology. They will also discuss the relationship between geography, history, and contemporary human activities including world religions, population growth and change.

Available only at selected high schools
National Academy Social Studies Electives

Advanced Placement Courses

B42 | ●
Two Semesters 1 Elective Credit

AP Comparative Government & Politics

Students will study both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national polities. Topics will include the sources of public authority and political power, the relationship between state and society, between citizens and states, political institutions and frameworks, political change and the comparative method. This course will prepare students for the AP examination in Comparative Government and Politics and the opportunity to earn college credits.

Prerequisites: None

B51 | ●
One Semester 0.5 Elective Credit

AP Macro Economics

Macroeconomics includes the study of national income and price determination, and economic performance measures, economic growth, and international economics. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement Examination in Macroeconomics and the opportunity to earn college credits.

Prerequisites: None

B52 | ●
One Semester 0.5 Elective Credit

AP Micro Economics

Microeconomics includes the study of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement Examination in Microeconomics and the opportunity to earn college credits.

Prerequisites: None

B71 | ●
Two Semesters 1 Elective Credit

AP Human Geography

Students investigate the nature, perspective and methods of geography, population, cultural patterns and processes, use and think about maps and spatial data sets; understand and interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. This course will prepare students for the Advanced Placement exam in Human Geography and the opportunity to earn college credits.

Prerequisites: None

B49 | ●
Two Semesters 1 World History Credit

AP European History

Students will study the achievements and accomplishments of European civilization. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner, both orally and in writing. The successful completion of this course will meet the graduation requirement for world history. This course will prepare students for the Advanced Placement exam in European History and the opportunity to earn college credits.

Prerequisites: None

B49619 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

AP European History Seminar

Students will develop their ability to function as independent learners in the Advanced Placement Modern European History course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP European History course or for students taking an AP Social Studies course for the first time.

Concurrent Enrollment in *AP European History*

B61 | ●
Two Semesters 1 Elective Credit

AP Psychology

Students will study the behavior and mental processes of human beings. This includes the facts, principles, and phenomena associated with each of the major subfields in psychology. Students are expected to analyze issues in class and to be able to express their thoughts in a logical manner, both orally and in writing. This course will prepare students for the Advanced Placement exam in Psychology and the opportunity to earn college credits.

Prerequisites: None

B32 | ●
Two Semesters 1 U.S. Government Credit

AP U. S. Government and Politics

This course provides students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics. Students that need a Government credit to graduate may meet that requirement by taking this course. This course will prepare students for the Advanced Placement exam in U.S. Government and Politics. Additional course requirements will be added to this course to prepare students for the MSDE High School Assessment in Government. Students taking this course to meet the Maryland Government requirement are required to sit for the High School Assessment in U.S. Government and the opportunity to earn college credits..

Prerequisites: None

B50 | ●
Two Semesters 1 U.S. History Credit

AP United States History

Students will study United States history from the colonial period to the present. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. The successful completion of this course will meet the graduation requirement for United States History.

This course will prepare students for the Advanced Placement exam in U.S. History and the opportunity to earn college credits.

Prerequisites: None

B50619 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

AP United States History Seminar

Students will develop their ability to function as independent learners in the Advanced Placement United States History course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP United History course or for students taking an AP Social Studies course for the first time.

Concurrent Enrollment in *AP United States History*

B31
Two Semesters 1 World History Credit

AP World History

Students will develop greater understanding of the evolution of global processes and interaction through their study of world history from 1 C.E./A.D. to the present. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This course prepares students for the Advanced Placement exam in World History. The successful completion of this course will meet the graduation requirement for world history.

Prerequisites: None

B31619 Elective Credit
One Semester: 0.5 Credit or Two Semesters: 1 Credit

AP World History Seminar

Students will develop their ability to function as independent learners in the Advanced Placement World History course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP World History course or for students taking an AP Social Studies course for the first time.

Concurrent Enrollment in *AP World History*

World & Classical Languages

The changing nature of our society has placed greater demands on students. In order to succeed in the twenty-first century, they will be required to acquire new communication skills. The acquisition of other languages will enable students to communicate across cultures and gain knowledge of other cultures in order to interact effectively within the community and global marketplace.

All students are encouraged to elect one or more world languages in the course of their total education. Extended language study is strongly recommended.

The goals of the World and Classical Languages Program are:

- To develop students' language skills to enable them to communicate effectively in a language other than English.
- To develop respect for other cultures.
- To develop a clearer understanding of their own linguistic and cultural heritage.
- To increase their ability to read, listen, speak, and write in English.

Graduation Requirements for World & Classical Language

Students seeking to qualify for admission to Maryland colleges and universities must complete a minimum of two credits of the same World or Classical Language.

E01
Two Semesters 1 World & Classical Language Credit

Level I American Sign Language

This course introduces students to the basics of American Sign Language and the culture of the hearing impaired. Emphasis is placed on the development of the students' receptive and expressive skills.

Prerequisites: Interest in learning American Sign

E02
Two Semesters 1 World & Classical Language Credit

Level II American Sign Language

This course continues the development of the student's communicative competency by increasing opportunities to use expressive and receptive skills.

Prerequisites: Level I American Sign Language or its equivalent

| | |
|---------|------------|
| E21 ● | Chinese I* |
| E11 ● | French I |
| E41 ● | German I |
| E75 ● | Russian I |
| E61 ● | Spanish I |

Two Semesters 1 World & Classical Language Credit

Level I Language

This course introduces students to the basics of the target language and culture. Emphasis is given to developing the students' ability to communicate effectively with other speakers of the language and to developing linguistic accuracy. The basic skills of listening, reading, speaking and writing are stressed. Classes are conducted primarily in the target language.

Prerequisites: Interest in Learning the Language
Introduction to Chinese is highly recommended

| | |
|---------|-------------|
| E22 ● | Chinese II* |
| E12 ● | French II |
| E42 ● | German II |
| E76 ● | Russian II |
| E62 ● | Spanish II |

Two Semesters 1 World & Classical Language Credit

Level II Language

This course continues the development of the students' communicative competency and linguistic accuracy while expanding the students' awareness and appreciation of the target culture. Classes are conducted in the target language.

Prerequisites: The previous level of the same language or its equivalent

| | |
|------------------|-------------|
| E13 ● Honors | French III |
| E43 ● Honors | German III |
| E77 ● Honors | Russian III |
| E63 ● Honors | Spanish III |

Two Semesters 1 World & Classical Language Credit

Level III Language

This course expands and refines the students' linguistic accuracy and increases their ability to function appropriately within the target culture. Emphasis is on developing the students' ability to use their language skills to make decisions, solve problems, investigate topics, and create new products. Students who successfully complete this Level III course have the option of taking either the Level IV Language or Advanced Placement Language as their next course. Classes are conducted in the target language.

Prerequisites: The previous level of the same language or its equivalent

| | |
|------------------|------------|
| E14 ● Honors | French IV |
| E44 ● Honors | German IV |
| E78 ● Honors | Russian IV |
| E64 ● Honors | Spanish IV |

Two Semesters 1 World & Classical Language Credit

Level IV Language

This advanced course places major emphasis on refining the students' linguistic accuracy while continuing to provide opportunities for students to communicate meaningfully in the language with native speakers and others. Students may opt to take this course prior to taking an Advanced

Placement Language course. Classes are conducted in the target language.

Prerequisites: The previous level of the same language or its equivalent

E31 | ●
Two Semesters 1 World & Classical Language Credit

Level I Latin

This course introduces students to the basics of the Latin language and Ancient Roman culture. Emphasis is given to developing the students' ability to read and to learn basic grammatical structures. The course aims to help students gain accuracy of thought and precision in expression. Classes are conducted primarily in English.

Prerequisites: Interest in learning Latin

E32 | ●
Two Semesters 1 World & Classical Language Credit

Level II Latin

This course continues the development of the students' ability to read and understand more advanced readings in Latin while expanding the students' awareness and appreciation of Ancient Roman culture. Classes are conducted primarily in English.

Prerequisites: Level I Latin or its equivalent

E33 | ● | Honors
Two Semesters 1 World & Classical Language Credit

Level III Latin

This course expands and refines the content and skills introduced in Latin courses. Students read and translate increasingly difficult texts, write explications, and discuss and analyze authentic literature. Comparisons continue to be made between the Latin language and English. Classes are conducted primarily in English.

Prerequisites: Level II Latin or its equivalent

E98
One Semester 0.5 Elective Credit

Independent Study

This option exists for students with special needs and interests. Independent study requires considerable self-discipline. Any student wishing to pursue independent study should seek the advice of the counselor and world and classical language teacher.

Prerequisites: Teacher Recommendation

E93
Two Semesters (A/B) 1 World & Classical Lang. Credit
Two Semesters (daily) 2 World & Classical Lang. Credits

Spanish for Native Speakers

The Spanish for Native Speakers provides continuing language instruction for students who have developed proficiency in Spanish because it is their first language or is spoken extensively in the home. The course utilizes a language arts approach comparable to that of English courses offered to English-speaking students.

The goals of this course are:

- to develop proficiency-level skills in Spanish in order to be able to read with comprehension and enjoyment and to write extensively,
- to become aware of the opportunities available to Spanish-English bilinguals;
- to provide opportunities for students to develop a deeper awareness of their own identity as vital contributors to the community,
- and to encourage a life-long interest in and appreciation for language learning.

Students will be admitted to the Spanish for Native Speakers course based on their demonstrated interest and proficiency level. Neither surname nor proficiency in English should influence placement of students in this course.

Advanced Placement Courses

E15 | ● AP French Language
E45 | ● AP German Language
E65 | ● AP Spanish Language
Two Semesters 1 World & Classical Language Credit

AP World & Classical Language

This course emphasizes the use of language for active communication including the ability to understand the spoken target language in various contexts; to read and comprehend a variety of authentic texts without dependence on a dictionary; and the ability to express oneself coherently with a high degree of fluency and accuracy in both the written and spoken language. This college level course is designed to earn college credit for those students scoring an acceptable level on the

College Board Examination. Classes are conducted in the target language.

Prerequisites: Successful completion of the Level III or Level IV of the same language

E16 | ● AP French Literature
E66 | ● AP Spanish Literature
Two Semesters 1 World & Classical Language Credit

AP French/Spanish Literature

This course enables students to read and understand prose and verse of moderate difficulty and mature content; formulate and express critical opinions and judgments in correct oral and written French/Spanish; and, develop the ability to read and analyze critically and discuss perceptively representative works of French/Spanish literature. This is a college level course designed to earn college credit for those students scoring an acceptable level on the College Board Examination. Classes are conducted in French/Spanish.

Prerequisites: Successful completion the Level III, Level IV, or Advanced Placement Language

E34 | ●
Two Semesters 1 World & Classical Language Credit

AP Latin Vergil

This advanced course emphasizes reading, analyzing, and interpreting Latin in the original. Students are expected to translate accurately from Latin into English, the poetry or prose they are reading and to demonstrate a grasp of grammatical structures and vocabulary. This is a college level course designed to earn college credit for those students scoring an acceptable level on the College Board Examination. Classes are conducted primarily in English.

Prerequisites: Successful completion of Level III Latin or its equivalent

Alternative Courses

The following courses are designed to provide students with disabilities with individualized instruction in English, math, science, social studies and vocational programs. These courses are designed to meet the Individualized Education Program (I.E.P.) needs of students with disabilities and to provide credits toward graduation.

To earn the Maryland High School Certificate, students must meet one of the following standards:

1. The student is enrolled in an education program for at least four years beyond grade eight, or its age equivalent, and the Individualized Education Program Committee determines that the student with disabilities has devel-

oped appropriate skills to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. The world of work shall include, but not be limited to: gainful employment, work activity centers, sheltered workshops, and supported employment.

2. The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age twenty-one.

The Functional Life Skills Program is designed to provide instructional activities and real life experiences to prepare students for adult life. The following activities are components of the Functional Life Skills Program.

| | |
|--------------|---------------------|
| N73 | Grade 9 |
| N74 | Grade 10 |
| N75 | Grade 11 |
| N76 | Grade 12 |
| One Semester | 0.5 Elective Credit |

Community Based Instruction

This program will develop skills in applying functional academic skills to community-based activities of daily living, e.g. shopping, purchasing goods, utilizing community services.

Prerequisites: None

| | |
|-----------------------------|-------------------------|
| N19 | Grade 9 |
| N10 | Grade 10 |
| N11 | Grade 11 |
| N12 | Grade 12 |
| One Semester: 0.5 Credit or | Two Semesters: 1 Credit |

English/Reading

This course will develop skills in listening, speaking, reading and writing, as specified in the Individualized Education Program for each student enrolled to fulfill course requirements for graduation.

Prerequisites: None

| | |
|--------------|---------------------|
| N29 | Grade 9 |
| N20 | Grade 10 |
| N21 | Grade 11 |
| N22 | Grade 12 |
| One Semester | 0.5 Elective Credit |

Mathematics

This course will develop skills in basic mathematical concepts and real world problem-solving as specified in the Individualized Education Program for each student enrolled to fulfill course requirements for graduation.

Prerequisites: None

| | |
|--------------|---------------------|
| N49 | Grade 9 |
| N40 | Grade 10 |
| N41 | Grade 11 |
| N42 | Grade 12 |
| One Semester | 0.5 Elective Credit |

Science

Students will study the relationships of organisms to other organisms in their environment.

Prerequisites: None

| | |
|--------------|---------------------|
| N39 | Grade 9 |
| N30 | Grade 10 |
| N31 | Grade 11 |
| N32 | Grade 12 |
| One Semester | 0.5 Elective Credit |

Social Studies

Students will study information related to history, economics, geography and government.

Prerequisites: None

Interdisciplinary Courses

| | |
|--------------------------------|-------------------|
| W97 | Grade 9 |
| W99 | Grade 10 |
| One Semester (every day) | 1 Elective Credit |
| Two Semester (every other day) | 1 Elective Credit |

Academic Expeditions

Academic Expeditions is a reading comprehension program that provides instruction designed to assist students in applying content reading strategies, building new vocabulary, and practicing writing to meet the demands of the HSA. This course uses carefully designed, high interest materials and motivating activities to strengthen students' critical reading skills necessary to meet the challenges of high school.

Prerequisites: Students are identified on the basis of teacher recommendation and assessments that determine their need for instruction focused on improving comprehension and skills for independent learning from text.

Offered at selected schools based on student need.

| | |
|--------------------------|----------------------------|
| X20 | Elective Credit |
| One Semester: 0.5 Credit | or Two Semesters: 1 Credit |

Alternative Credit—Grades 9–12

This offering includes all individual work-study programs and experiences occurring outside the school which award credit towards graduation but do not result in money payment to the student. Plans for alternative credit experiences can originate with the student, teacher, a community group or individual. Alternative credit experiences of particular note are those leading to community service and accelerated research study through the Gifted/Talented Mentorship Program. Community service credit may be used to meet the one credit Practical Arts requirement. Alternative credit is elective in nature and usually awarded as alternative credit in a particular content area. It is important that these experiences match well with the student's general education plan and interests. Students interested in alternative credit should seek the advice of a counselor.

Prerequisites: Approval of the principal

| | |
|---------------|---------------------|
| K19 | Grade 9 |
| K20 | Grade 10 |
| K21 | Grade 11 |
| K22 | Grade 12 |
| Each Semester | 0.5 Elective Credit |

AVID

Advancement Via Individual Determination

Advancement Via Individual Determination (AVID) is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for 4-year university enrollment. AVID is an elective course offered to high school students in grades 9–12. In order to take the AVID elective course, students must apply, interview, and be accepted into the AVID Program. Students who are accepted into the AVID program commit to a schedule change to include advanced courses, excellent behavior and attendance, and an estimated 1-2 hours of homework/study time each night (for all courses). The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization and time management, college research, and tutoring.

| | |
|---------------|---------------------|
| K30 | AVID Tutor I |
| K31 | AVID Tutor II |
| Each Semester | 0.5 Elective Credit |

AVID Tutor

The AVID (Advancement Via Individual Determination) academic elective class utilizes trained tutors to guide the AVID students toward academic and personal excellence. Tutors are active participants in the learning, growth, and personal development of the AVID students. Juniors and seniors may apply to become AVID Tutors by meeting with the AVID Program Teacher and completing a request for alternative credit.

Prerequisites: None

| | |
|--------------|-------------------|
| W94 | Level A |
| W94001 | Level B1 |
| W94002 | Level B2 |
| W94003 | Level C |
| One Semester | 1 Elective Credit |

Corrective Reading

Corrective Reading is a daily reading skills program that helps students learn the essential decoding, fluency, and vocabulary skills needed to read independently for academic success. Students learn these skills through the Direct Instruction method of teacher-directed lessons in a small class format followed by student practice. This class instructs students at specific levels determined by students' scores on mastery and placement tests. There is no exam for this course.

Prerequisites: Students are identified on the basis of assessments that determine their need for instruction focused on improving decoding and fluency skills.

Offered at selected schools based on student need.

| | |
|--------------|---------------------|
| X43 | 0.5 Elective Credit |
| One semester | |

Financial Literacy

In this class, student will study the practical and “real-life” applications of economic theory through consumer decision making. Consumer saving, investing, budgeting, use of credit, insurance, housing, career choice, insurances, retirement and estate planning will be investigated.

| | |
|---------------|---------------------|
| X55 | Grade 9 |
| X56 | Grade 10 |
| X57 | Grade 11 |
| X58 | Grade 12 |
| Each Semester | 0.5 Elective Credit |

JROTC

The Junior Reserve Officer Training Corps (JROTC) is offered to students in grades 9–12. This course, available at Meade and Annapolis Senior High Schools, prepares students for responsible leadership

roles while making them aware of their rights, responsibilities, and privileges as American citizens. The course consists of three areas of emphasis: Leadership, Education, and Training. The cadet is placed in an environment that promotes attitudes of responsibility, responsiveness, and leadership. All uniforms, texts, insignia, and training materials are provided.

Prerequisites: 14 years of age

| | |
|--------------|----------------------|
| X41 | |
| One Semester | 0.5 Elective Credits |

Preparing for the ACT

Students will prepare for the ACT by developing test-taking skills required for successful completion of this test. Through focuses instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and in college.

Prerequisites: Algebra I, Geometry, Biology, Score of 'Proficient on English HSA

| | |
|--------------|---------------------|
| X40 | |
| One Semester | 0.5 Elective Credit |

Preparing for the PSAT, SAT, and Beyond

Students in grades 10–12 prepare for the PSAT and the SAT by developing and applying strategies to strengthen critical reading, writing, and mathematical abilities and test-taking skills. Through focused instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement a program to improve their immediate scores and their greater academic performance in high school and beyond. Students will also use the program SAT Online via Internet.

Prerequisites: Algebra I

| | |
|--------------|-------------------|
| W90 | |
| One Semester | 1 Elective Credit |

Reading Acceleration

Reading Acceleration consists of an intensive program focusing on the phonemic awareness, phonics, and fluency elements of reading and language arts Instruction and also Includes specific and focused activities to Improve comprehension, spell-

ing, and writing. There is no exam for this course. This course meets daily.

Prerequisites: Students are identified on the basis of assessments that determine their need for instruction focused on improving decoding and fluency skills.

| | |
|---------------|---------------------|
| X42 | |
| One Semester | 0.5 Elective Credit |
| Two Semesters | 1 Elective Credit |

Student Leadership

In this class, students will explore leadership traits and characteristics, goal setting, decision-making, communication and listening skills, conflict resolution and problem solving, group work and team building, meeting skills, project planning, financial literacy, ethics, organizational skills, critical thinking skills and civic responsibility. Students will study, practice and develop the processes associated with individual and group leadership. This class would develop and evaluate leadership traits and characteristics through a leadership-in-action model.

Prerequisites: None

| | |
|---------------|----------------------|
| X45 | |
| Each Semester | 0.25 Elective Credit |

| | |
|---------------|---------------------|
| X46 | |
| Each Semester | 0.5 Elective Credit |

Student Seminar

The major theme of Student Seminar is to help students with the numerous decisions that must be made in their educational and career development. Student Seminar addresses five major skill areas: Self-Knowledge, Life Skills, Educational Development, Work Ethics and Career Planning. The activities contained in these five areas have been developed in accordance with the Maryland School-To-Work initiative.

Prerequisites: None

| | |
|--------------------------------|---------------------|
| W98 | |
| One Semester (every other day) | 0.5 Elective Credit |
| One Semester (every day) | 1 Elective Credit |

Wilson Reading

Wilson reading is an intensive, diagnostic, prescriptive reading intervention that uses multi-sensory teaching techniques to improve phonological processing, decoding, encoding and reading fluency. These skills

are essential for developing independent reading for academic success. There is no exam for this course. This course meets daily and is limited to five students.

Prerequisites: Students are only scheduled for this course through evaluation and assessment by personnel from the special education and reading offices.

Program number

(CIP 2004014) 4 credits for Completer

Number of credits required to graduate as a completer

Completer Program

Baking & Pastry

Schools where the completer is offered

Availability: CAT North

Courses recommended or required to be a Completer

- T77 Culinary Arts I 1.0
- T82 Baking and Pastry II..... 2.0
- T86 Technical Math 1.0
- T85 Technical Science..... 1.0
- T83 Baking and Pastry III..... 4.0
- or T70 Applied Tech Work-based Learning..... 4.0
- T98 Professional Career Internship..... 2.0

Program connections with Anne Arundel Community College



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- Baking & Pastry Arts
 - Culinary Arts
 - Hotel & Restaurant Management
 - Hospitality Management
- www.aacc.edu/HCAT/credit.cfm

Program connections with other colleges or institutes

Other Program Connections Include:

- Baltimore International College
- Johnson & Wales University
- Pennsylvania Culinary Institute

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(CIP 5208504) 4.5 credits for Completer

Academy of Finance

Availability: Northeast High School

Complete 3.5 credits of the following:

- Q65 Computer Skills for Academic Success..... 0.5
- Q05 Economics & the World of Finance 0.5
- Q06 Banking and Credit..... 0.5
- Q07 Financial Planning..... 0.5
- Q08 International Economics/Finance 0.5
- Q02 Computerized Accounting II..... 1.0
- S35 Professional Career Internship..... 0.5
- or S54 Work-based Learning..... 2.0

(Only one credit from work experience may count toward completion.)

Choose at least 1 credit from the following:

- Q01 Computerized Accounting I..... 1.0
- Q03 Computerized Accounting III..... 1.0
- Q50 Software Applications..... 0.5
- Q57 Computer Information Technology..... 1.0
- Q64 Adv. Software Applications: Excel/Access 0.5
- Q71 Adv. Software Applications: Word/PowerPoint... 0.5
- R05 Computer Science Publishing 0.5
- R17 Advanced Web Page Design 0.5
- T16 Computerized Desktop Publishing..... 1.0



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

- **Business Management/Administration**
www.aacc.edu/business/default.cfm

(CIP 5209034) 4.5 credits for Completer

Academy of Hospitality & Tourism

Availability: North County High School

Complete 3.5 credits of the following:

- Q65 Computer Skills for Academic Success..... 0.5
- Q13 Travel & Tourism I 0.5
- Q14 Travel & Tourism II 0.5
- Q15 Travel & Tourism III 0.5
- Academy English for Travel & Tourism 0.5
- B53 Geography for Travel & Tourism 0.5
- B55 Destination Geography 0.5
- Q08 International Finance/Economics 0.5
- S35 Professional Career Internship..... 0.5
- or S54 Work-based Learning..... 2.0

(Only one credit from work experience may count toward completion.)

Choose at least 1 credit from the following:

- Q11 Personal Law 0.5
- Q12 Business Law 0.5
- Q50 Software Applications..... 0.5
- Q57 Computer Information Technology..... 1.0
- Q64 Adv. Software Applications: Excel/Access 0.5
- Q71 Adv. Software Applications: Word/PowerPoint... 0.5
- R05 Computer Science Publishing 0.5
- R17 Advanced Web Page Design 0.5
- T16 Computerized Desktop Publishing..... 1.0



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- **Hotel/Restaurant Management**
- **Hospitality Management**
www.aacc.edu/HCAT/credit.cfm

(CIP 1101504) 4 credits for Completer

Academy of Information Technology

Availability: Arundel and Chesapeake High Schools

Complete 3.5 credits of the following:

- Q65 Computer Skills for Academic Success..... 0.5
- Q50 Software Applications 0.5
- Q53 Visual Basic I 0.5
- Q57 Computer Information Tech. I..... 1.0
- Q58 Computer Information Tech. II..... 1.0
- S35 Professional Career Internship..... 0.5
- or S54 Work-based Learning..... 2.0

(Only one credit from work experience may count toward completion.)

Choose at least 0.5 credits from the following:

- Q52 Web Page Design 0.5
- Q64 Adv. Software Applications: Excel/Access 0.5
- Q71 Adv. Software Applications: Word/PowerPoint... 0.5
- R05 Computer Science Publishing 0.5
- R18 Computer Science Programming Java..... 0.5



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- **Computer Technologies**
www.aacc.edu/computertech/cis_prog.cfm
- **Electronic Engineering Technologies**
www.aacc.edu/engineering/default.cfm

((CIP 2201034) 4 credits for Completer

Academy of Legal Studies

Availability: Selected home schools

Required

| | |
|--|-----|
| Q11 Personal Law | 0.5 |
| Q12 Business Law | 0.5 |
| Q50 Software Applications..... | 0.5 |
| Q62 Legal Studies | 1.0 |
| Q64 Adv. Software Applications: Excel/Access | 0.5 |
| S36 Professional Career Internship..... | 1.0 |
| or S54 Work-based Learning..... | 2.0 |

(Only one credit from work experience may count toward completion.)

Recommended for elective credit

| | |
|--|-----|
| B41 Social Issues..... | 0.5 |
| B43 Constitutional History & Law | 0.5 |
| B59 General Psychology | 0.5 |
| B62 Introduction to Sociology..... | 0.5 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- **Legal Studies Institute**
www.aacc.edu/legalstudies
- **Institute of Homeland Security & Criminal Justice**
www.aacc.edu/homeland

(CIP 5203024) 4 credits for Completer

Accounting

Availability: All High Schools

Required: Take first

| | |
|---|-----|
| Q65 Computer Skills for Academic Success..... | 0.5 |
| Q50 Software Applications..... | 0.5 |
| Q61 Business Management..... | 0.5 |
| Q63 Business Finance | 0.5 |

Required

| | |
|-------------------------------------|-----|
| Q01 Computerized Accounting I..... | 1.0 |
| Q02 Computerized Accounting II..... | 1.0 |

Recommended for elective credit

| | |
|---|-----|
| S36 Professional Career Internship..... | 1.0 |
| or S54 Work-based Learning..... | 2.0 |

(Only one credit from work experience may count toward completion.)



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

- **Business Management/Administration**
www.aacc.edu/business/default.cfm

(CIP 5204084) 4 credits for Completer

Administrative Services Management

Availability: All High Schools

Required: Take first

| | |
|---|-----|
| Q65 Computer Skills for Academic Success..... | 0.5 |
| Q50 Software Applications..... | 0.5 |
| Q61 Business Management..... | 0.5 |
| Q63 Business Finance | 0.5 |

Required

| | |
|--|-----|
| Q71 Adv. Software Applications: Word/PowerPoint... | 0.5 |
| Q64 Adv. Software Applications: Excel/Access | 0.5 |
| Q40 Administrative Services Management | 1.0 |

Recommended for elective credit

| | |
|---|-----|
| S36 Professional Career Internship..... | 1.0 |
| or S54 Work-based Learning..... | 2.0 |

(Only one credit from work experience may count toward completion.)



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

- **Business Management**
www.aacc.edu/business/default.cfm

(CIP 4706034) 4 credits for Completer

Auto Collision Repair

Availability: CAT North and CAT South

| | |
|--|-----|
| T07 Auto Collision Repair I..... | 2.0 |
| T08 Auto Collision Repair II | 2.0 |
| T86 Technical Math | 1.0 |
| T85 Technical Science..... | 1.0 |
| T09 Auto Collision Repair III | 4.0 |
| or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 Professional Career Internship..... | 2.0 |

(CIP 4706454) 6 credits for Completer

Auto Technology

Availability: CAT North and CAT South

Prerequisite: Prealgebra or completion or current enrollment in Algebra I

| | |
|--|-----|
| C01 Pre Engineering* | 1.0 |
| T02 Auto Technology I..... | 2.0 |
| T10 Auto Technology I..... | 1.5 |
| T11 Auto Technology II..... | 3.0 |
| T86 Technical Math | 1.0 |
| T85 Technical Science..... | 1.0 |
| T12 Auto Technology III..... | 4.0 |
| or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 Professional Career Internship..... | 2.0 |

Program Connections:

- Catonsville Community College

(CIP 2004014) 4 credits for Completer

Baking & Pastry

Availability: CAT North

| | |
|--|-----|
| T77 Culinary Arts I | 1.0 |
| T82 Baking and Pastry II..... | 2.0 |
| T86 Technical Math | 1.0 |
| T85 Technical Science..... | 1.0 |
| T83 Baking and Pastry III..... | 4.0 |
| or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 Professional Career Internship..... | 2.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- Baking & Pastry Arts
 - Culinary Arts
 - Hotel & Restaurant Management
 - Hospitality Management
- www.aacc.edu/HCAT/credit.cfm

Other Program Connections:

- Baltimore International College
- Johnson & Wales University
- Pennsylvania Culinary Institute

(CIP 4699994) 4 credits for Completer

Building Construction

Availability: CAT South

| | |
|--|-----|
| T13 Building Construction I..... | 1.0 |
| T14 Building Construction II..... | 2.0 |
| T86 Technical Math | 1.0 |
| T85 Technical Science..... | 1.0 |
| T15 Building Construction III..... | 4.0 |
| or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 Professional Career Internship..... | 2.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- Architecture
 - Interior Design
 - Construction Management
- www.aacc.edu/architecture/ACH_Programs.cfm

Other Program Connections:

- Apprenticeship Opportunities

(CIP TBD) 6 credits for Completer

Business Administration

Availability: All High Schools

Required: Take first

| | |
|---|-----|
| Q65 Computer Skills for Academic Success..... | 0.5 |
| Q50 Software Applications..... | 0.5 |
| Q61 Business Management..... | 0.5 |
| Q63 Business Finance | 0.5 |

Required

| | |
|---|-----|
| Q34 Entrepreneurship..... | 0.5 |
| Q35 E-Commerce in the Global Market | 0.5 |
| Q01 Computerized Accounting I..... | 1.0 |
| or Q32 Marketing I..... | 1.0 |

Recommended for elective credit

| | |
|---|-----|
| S36 Professional Career Internship..... | 1.0 |
| or S54 Work-based Learning..... | 2.0 |

(Only one credit from work experience may count toward completion.)



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

- Business Management/Administration
- www.aacc.edu/business/default.cfm

(CIP 4604014) 6 credits for Completer

Building Maintenance & Business Support

Availability: CAT North

These courses are required:

| | |
|--|-----|
| T20 Building Maintenance I..... | 1.0 |
| T21 Building Maintenance II..... | 2.0 |
| T86 Technical Math | 1.0 |
| T85 Technical Science..... | 1.0 |
| T70 Applied Tech Work-based Learning | 2.0 |

(CIP 8600000) 6.5 credits for Completer

Career Research and Development

Availability: All High Schools

Required:

| | |
|---|-----|
| Q65 Computer Skills for Academic Success..... | 0.5 |
| or Q60 Business Skills..... | 1.0 |
| Q20 Principles of Business A..... | 0.5 |
| Q21 Principles of Business B..... | 0.5 |
| Q22 Career Research & Development | 1.0 |
| S54 Work-based Learning..... | 4.0 |

(CIP 4602014) 4 credits for Completer

Carpentry

Availability: CAT North

| | |
|--|-----|
| T22 Carpentry I..... | 1.0 |
| T23 Carpentry II..... | 2.0 |
| T86 Technical Math | 1.0 |
| T85 Technical Science..... | 1.0 |
| T24 Carpentry III..... | 4.0 |
| or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 Professional Career Internship..... | 2.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- Architecture
 - Interior Design
 - Construction Management
- www.aacc.edu/architecture/ACH_Programs.cfm

Other Program Connections:

- Catonsville Community College

(CIP 1504024) 4 credits for Completer

Computer/Networking Technology

Availability: CAT South

These courses are required:

| | |
|---------------------------------------|---|
| T58 Computer/Networking Tech. I..... | 2 |
| T59 Computer/Networking Tech. II..... | 2 |
| T86 Technical Math | 1 |
| T85 Technical Science..... | 1 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

- Information Systems Security
- www.aacc.edu/computertech/cis_prog.cfm

(CIP 5212014) 4 credits for Completer

Computer Technology

Availability: All High Schools

Complete 2.0 credits of the following:

| | | |
|-----|---|-----|
| Q65 | Computer Skills for Academic Success..... | 0.5 |
| Q50 | Software Applications..... | 0.5 |
| Q52 | Web Page Design | 0.5 |
| Q53 | Visual Basic I..... | 0.5 |
| Q54 | Visual Basic II..... | 0.5 |

Choose at least 2.0 credits from the following
Computer Electives:

| | | |
|-----|--|-----|
| Q01 | Computerized Accounting I..... | 1.0 |
| Q40 | Administrative Services Management | 1.0 |
| Q57 | Computer Information Tech. I..... | 1.0 |
| Q58 | Computer Information Tech. II..... | 1.0 |
| Q64 | Adv. Software Applications: Excel/Access | 0.5 |
| Q71 | Adv. Software Applications: Word/PowerPoint...0.5 | |
| R05 | Computer Desktop Publishing | 0.5 |
| T16 | Computerized Desktop Publishing..... | 1.0 |
| | or SS4 Work-based Learning..... | 2.0 |
| | <i>(Only one credit from work experience may count toward completion.)</i> | |
| R05 | Computer Science Publishing..... | 0.5 |
| R18 | Computer Science Programming Java..... | 0.5 |
| R17 | Advanced Web Page Design I..... | 0.5 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- **Business Management**
www.aacc.edu/business/default.cfm
- **Computer Technologies**
www.aacc.edu/computertech/cis_prog.cfm

(CIP 4802994) 4 credits for Completer

Computerized Desktop Publishing

Availability: CAT North and CAT South

Complete 3.5 credits of the following:

| | | |
|-----|---|-----|
| Q65 | Computer Skills for Academic Success..... | 0.5 |
| T16 | Computerized Desktop Publishing I | 1.0 |
| T17 | Computerized Desktop Publishing II..... | 4.0 |

Choose at least 0.5 credits from the following:

| | | |
|-----|--|-----|
| G19 | Foundations of Studio Art..... | 0.5 |
| G35 | Photography and Digital Processes I..... | 0.5 |
| M10 | Communications Systems..... | 0.5 |
| T40 | Printing Technologies I..... | 1.0 |
| Q55 | Network Applications Tech. I..... | 2.0 |
| Q56 | Network Applications Tech. II..... | 2.0 |
| T70 | Applied Tech Work-based Learning | 2.0 |
| T98 | Professional Career Internship..... | 2.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- **Communication Arts Technology**
- **Media Production**
- **Interactive Technology**
www.aacc.edu/art/visualarts.cfm
- **Fine Arts**
- **Graphic Design**
www.aacc.edu/art/options.cfm

(CIP 1204504) 10.5 credits for Completer

Cosmetology

Availability: CAT North and CAT South

| | | |
|-----|--|-----|
| T25 | Cosmetology I..... | 3.0 |
| T26 | Cosmetology II | 2.0 |
| T86 | Technical Math | 1.0 |
| T85 | Technical Science..... | 1.0 |
| T27 | Cosmetology III..... | 5.5 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |

(CIP 2004014) 4 credits for Completer

Culinary Arts

Availability: CAT North and CAT South

| | | |
|-----|--|---|
| T77 | Culinary Arts I | 1 |
| T78 | Culinary Arts II..... | 2 |
| T86 | Technical Math | 1 |
| T85 | Technical Science..... | 1 |
| T79 | Culinary Arts III..... | 4 |
| | or T70 Applied Tech Work-based Learning..... | 4 |
| T98 | Professional Career Internship..... | 2 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

- **Baking & Pastry Arts**
- **Culinary Arts**
- **Hotel & Restaurant Management**
- **Hospitality Management**
www.aacc.edu/HCAT/credit.cfm

Other Program Connections:

- Baltimore International College
- Culinary Institute of America
- Florida Culinary Institute
- Johnson & Wales University
- Pennsylvania Culinary Institute

(CIP 5106014) 5 credits for Completer

Dental Assisting

Availability: CAT South

| | | |
|-----|--|-----|
| T55 | Dental Assisting I | 1.5 |
| T56 | Dental Assisting II..... | 2 |
| T86 | Technical Math | 1 |
| T85 | Technical Science..... | 1 |
| T84 | Dental Expanded Functions | 1.5 |
| T57 | Dental Assisting III..... | 4 |
| | or T70 Applied Tech Work-based Learning..... | 4 |
| T98 | Professional Career Internship | 2 |

*H98 prepares the student to apply for the Child Development Associate National Credential

(CIP 4706054) 6 credits for Completer

Diesel Power Technology

Availability: CAT North

| | | |
|-----|--|---|
| C01 | Pre Engineering..... | 1 |
| T02 | Auto Technology I..... | 2 |
| T29 | Diesel Power Technology II..... | 2 |
| T86 | Technical Math..... | 1 |
| T85 | Technical Science..... | 1 |
| T30 | Diesel Power Technology III..... | 4 |
| | or T70 Applied Tech Work-based Learning..... | 4 |
| T98 | Professional Career Internship..... | 2 |

(CIP 4801014) 4 credits for Completer

Drafting/CAD

Availability: CAT North and CAT South

| | | |
|-----|--|-----|
| M20 | Engineering Drawing/CAD 1..... | 0.5 |
| | and M21 Engineering Drawing/CAD 2..... | 0.5 |
| | or T31 Drafting/CAD I..... | 1.0 |
| T32 | Drafting/CAD II..... | 3.0 |
| T86 | Technical Math..... | 1.0 |
| T33 | Drafting/CAD III..... | 4.0 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College

Program Connections:

- Architecture
- Interior Design
- Construction Management
www.aacc.edu/architecture/ACH_Programs.cfm
- Computer-Aided Designing & Drafting Technology
www.aacc.edu/engineering/CAD.cfm

(CIP 2002014) 5.5 credits for Completer

Early Childhood

Availability: All High Schools

Complete 4.5 credits of the following:

| | | |
|-----|--|-----|
| H20 | Child Development I..... | 1.0 |
| H21 | Child Development II..... | 1.0 |
| H22 | Child Development III..... | 1.0 |
| H25 | Decisions for Responsible Parenthood..... | 0.5 |
| S10 | Work-based Learning..... | 1.0 |
| | or H26 Early Childhood Internship..... | 1.0 |
| | or S36 Professional Career Internship..... | 1.0 |

Choose at least 1.0 credit from the following:

| | | |
|-----|---|-----|
| B59 | Psychology of the Individual..... | 0.5 |
| | and B60 General Psychology..... | 0.5 |
| | or B61 AP Psychology..... | 1.0 |
| B62 | Introduction to Sociology..... | 0.5 |
| H70 | Applied Nutrition I..... | 0.5 |
| H71 | Applied Nutrition II..... | 0.5 |
| H75 | Applied Nutrition III..... | 0.5 |
| H80 | Personal Resource Management..... | 0.5 |
| H81 | Introduction to Teaching Profession..... | 1.0 |
| H98 | Independent Study in Child Care..... | 0.5 |
| Q01 | Computerized Accounting I..... | 1.0 |
| Q20 | Principles of Business A..... | 0.5 |
| Q21 | Principles of Business B..... | 0.5 |
| Q22 | Career Research and Development..... | 1.0 |
| H37 | Nutrition Science..... | 0.5 |
| Q50 | Software Applications..... | 0.5 |
| Q61 | Business Management..... | 0.5 |
| Q65 | Computer Skills for Academic Success..... | 0.5 |
| Q71 | Adv. Software Apps: Word/PowerPoint..... | 0.5 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College

Program Connections:

- Early Childhood Development
- Early Childhood Education
www.aacc.edu/childcare/default.cfm

(CIP 4603024) 4 credits for Completer

Electricity

Availability: CAT North and CAT South

| | | |
|-----|--|-----|
| T34 | Electricity I..... | 1.0 |
| T35 | Electricity II..... | 2.0 |
| T86 | Technical Math..... | 1.0 |
| T85 | Technical Science..... | 1.0 |
| T36 | Electricity III..... | 4.0 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |

Program Connections:

- Apprenticeship Opportunities
- Independent Electrical Contractors

(CIP 0301034) 6.5 credits for Completer

Environmental Resource Management

Availability: CAT North

| | | |
|-----|--|-----|
| T43 | Environmental Resource Management 1..... | 0.5 |
| T44 | Environmental Resource Management 2..... | 4.0 |
| T45 | Environmental Resource Management 3..... | 4.0 |
| | or T46 Environmental Resource Management Work-based Learning..... | 4.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College

Program Connections:

- Arts & Science Transfer Degree
- Environmental Science Option
<http://www.aacc.edu/science/biology.cfm>

(CIP 4302034) 4 credits for Completer

Fire Fighter Cadet

Availability: CAT North

| | | |
|-----|---------------------------------|-----|
| T19 | Fire Fighter Cadet Program..... | 5.0 |
|-----|---------------------------------|-----|

Program Connections:

- University of Maryland

(CIP 4702014) 4 credits for Completer

Heating/Ventilating/Air Conditioning (HVAC)

Availability: CAT North and CAT South

| | | |
|-----|--|-----|
| T04 | HVAC I..... | 1.0 |
| T05 | HVAC II..... | 2.0 |
| T86 | Technical Math..... | 1.0 |
| T85 | Technical Science..... | 1.0 |
| T06 | HVAC III..... | 4.0 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |

Program Connections:

- Apprenticeship Opportunities
- Dundalk Community College

(CIP 4903064) 4 credits for Completer

Marine Repair Technology

Availability: CAT South

| | | |
|-----|--|-----|
| T71 | Marine Repair Technology I..... | 1.0 |
| T72 | Marine Repair Technology II..... | 2.0 |
| T86 | Technical Math..... | 1.0 |
| T85 | Technical Science..... | 1.0 |
| T73 | Marine Repair Technology III..... | 4.0 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |

(CIP 0807084) 4 credits for Completer

Marketing

Availability: All High Schools

Required: Take first

| | | |
|-----|---|-----|
| Q65 | Computer Skills for Academic Success..... | 0.5 |
| Q50 | Software Applications..... | 0.5 |
| Q61 | Business Management..... | 0.5 |
| Q63 | Business Finance using Software..... | 0.5 |

Required

| | | |
|-----|-------------------|-----|
| Q30 | Marketing I..... | 1.0 |
| Q31 | Marketing II..... | 1.0 |

Recommended for elective credit

| | | |
|-----|--|-----|
| S36 | Professional Career Internship..... | 1.0 |
| | or S54 Work-based Learning..... | 2.0 |
| | <i>(Only one credit from work experience may count toward completion.)</i> | |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

• Business Programs

www.aacc.edu/business/default.cfm

(CIP 4601014) 4 credits for Completer

Masonry

Availability: CAT North

| | | |
|-----|--|-----|
| T49 | Masonry I..... | 1.0 |
| T50 | Masonry II..... | 2.0 |
| T86 | Technical Math..... | 1.0 |
| T85 | Technical Science..... | 1.0 |
| T51 | Masonry III..... | 4.0 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |

(CIP 5108014) 4 credits for Completer

Medical Assistant

Availability: CAT North and CAT South

| | | |
|-----|---|-----|
| Q65 | Computer Skills for Academic Success..... | 0.5 |
| T69 | Medical Assistant..... | 3.0 |
| T85 | Technical Science..... | 1.0 |
| T68 | Introduction to Health Careers..... | 1.0 |
| T66 | Nursing Assistant..... | 1.0 |
| T64 | Practical Nursing I..... | 2.0 |
| Q50 | Software Applications..... | 0.5 |
| T70 | Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connection:

• Health Professions

www.aacc.edu/healthprofessions/default.cfm

(CIP 4706064) 4 credits for Completer

Motorcycle Repair Technology

Availability: CAT North

| | | |
|-----|--|-----|
| T74 | Motorcycle Repair Technology I..... | 1.0 |
| T75 | Motorcycle Repair Technology II..... | 2.0 |
| T86 | Technical Math..... | 1.0 |
| T85 | Technical Science..... | 1.0 |
| T76 | Motorcycle Repair Technology III..... | 4.0 |
| | or T70 Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |

(CIP 5204991) 4 credits for Completer

Network/Systems Administration

Availability: CAT North and CAT South

These courses are required:

| | | |
|-----|---|-----|
| Q55 | Network/Systems Administration. I..... | 2.0 |
| Q56 | Network/Systems Administration. II..... | 2.0 |
| T86 | Technical Math..... | 1.0 |
| T85 | Technical Science..... | 1.0 |
| Q65 | Computer Skills for Academic Success..... | 0.5 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

• Computer Network Management

www.aacc.edu/computertech/netmang_prog.cfm

• Computer Technologies

www.aacc.edu/computertech/cis_prog.cfm

(CIP 5116144) 4 credits for Completer

Nursing Assistant

Availability: CAT North and CAT South

| | | |
|-----|---------------------------------------|-----|
| T68 | Introduction to Health Careers..... | 1.0 |
| T66 | Nursing Assistant..... | 1.0 |
| T85 | Technical Science..... | 0.5 |
| T69 | Medical Assistant..... | 1.5 |
| T70 | Applied Tech Work-based Learning..... | 4.0 |
| T98 | Professional Career Internship..... | 2.0 |

Note: Upon Complete program and passing of state test, students may earn a license.

(CIP 2004044) 4 credits for Completer

Nutrition and Food Science

Availability: Selected Home Schools

Complete 1.5 credits of the following:

| | | |
|-----|-----------------------------------|-----|
| H70 | Applied Nutrition I..... | 0.5 |
| | or H72 Sports Nutrition..... | 0.5 |
| H71 | Applied Nutrition II..... | 0.5 |
| H73 | Nutrition Science..... | 0.5 |
| | or H75 Applied Nutrition III..... | 0.5 |

Choose at least 2.5 credits from the following:

| | | |
|-----|--|-----|
| B59 | Psychology of the Individual..... | 0.5 |
| | and B60 General Psychology..... | 0.5 |
| | or B61 AP Psychology..... | 1.0 |
| C40 | Human Physiology..... | 0.5 |
| C45 | Chemistry..... | 1.0 |
| H74 | Nutrition & Food Science Internship..... | 1.0 |
| H80 | Personal Resource Management..... | 0.5 |
| Q20 | Principles of Business A..... | 0.5 |
| Q21 | Principles of Business B..... | 0.5 |
| Q50 | Software Applications..... | 0.5 |
| Q61 | Business Management..... | 0.5 |
| T77 | Culinary Arts..... | 1.0 |
| S36 | Professional Career Internship..... | 1.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College Program Connections:

• Hotel/Restaurant Management

• Hospitality Management

www.aacc.edu/HCAT/credit.cfm

(CIP 1108500) 4 credits for Completer

Oracle Academy

Availability: Glen Burnie and South River High Schools

Year 1—Choose a minimum of 0.5 credit

| | | |
|-----|------------------------------------|-----|
| Q53 | Visual Basic I | 0.5 |
| R18 | Computer Science Programming Java | 0.5 |
| R20 | AP Computer Science (A level) | 1.0 |
| R21 | Computer Science – Data Structures | 1.0 |

Years 1–3 — Required Courses (2 credits total)

| | | |
|-----|-------------------------------------|-----|
| R10 | Database Design & Programming (SQL) | 1.0 |
| R11 | DB Application Development (PL/SQL) | 1.0 |

Elective Courses (1.5 credits total)

| | | |
|-----|------------------------------------|-----|
| Q53 | Visual Basic I | 0.5 |
| R18 | Computer Science Programming Java | 0.5 |
| R20 | AP Computer Science (A level) | 1.0 |
| R21 | Computer Science –Data Structures | 1.0 |
| R98 | Computer Science Independent Study | 0.5 |
| R17 | Advanced Web Design I | 0.5 |
| R19 | Advanced Web Design II | 0.5 |
| S35 | Professional Career Internship | 1.0 |



We are currently working with Anne Arundel Community College to develop a Program Connection. For more information, contact Mary Garner at AACCC.

(CIP 4605014) 4 credits for Completer

Plumbing

Availability: CAT North

| | | |
|-----|---|-----|
| T52 | Plumbing I | 1.0 |
| T53 | Plumbing II | 2.0 |
| T86 | Technical Math | 1.0 |
| T85 | Technical Science | 1.0 |
| T54 | Plumbing III | 4.0 |
| | or T70 Applied Tech Work-based Learning | 4.0 |
| T98 | Professional Career Internship | 2.0 |

Program Connections:

- Catonsville Community College

(CIP 4805034) 4 credits for Completer

Precision Machining

Availability: CAT North

| | | |
|-----|---|-----|
| T46 | Precision Machining I | 1.0 |
| T47 | Precision Machining II | 2.0 |
| T86 | Technical Math | 1.0 |
| T85 | Technical Science | 1.0 |
| T48 | Precision Machining III | 4.0 |
| | or T70 Applied Tech Work-based Learning | 4.0 |
| T98 | Professional Career Internship | 2.0 |

Program Connections:

- Apprenticeship Opportunities
- Catonsville Community College

(CIP 4802014) 4 credits for Completer

Printing Technologies

Availability: CAT North

| | | |
|-----|---|-----|
| T40 | Printing Technologies I | 1.0 |
| T16 | Computerized Desktop Publishing I | 1.0 |
| T41 | Printing Technologies II | 2.0 |
| T86 | Technical Math | 1.0 |
| T85 | Technical Science | 1.0 |
| T42 | Printing Technologies III | 4.0 |
| | or T70 Applied Tech Work-based Learning | 4.0 |
| T98 | Professional Career Internship | 2.0 |

Program Connections:

- Catonsville Community College

(CIP 1550000) 4 credits for Completer

Project Lead the Way (PLTW)

Availability: Meade, Severna Park, and South River High Schools

| | | |
|-----|------------------------------------|-----|
| M25 | Principles of Engineering | 1.0 |
| M26 | Introduction to Engineering Design | 1.0 |
| M27 | Digital Electronics | 1.0 |
| M28 | Computer Integrated Manufacturing | 1.0 |
| M30 | Aerospace Engineering | 1.0 |
| M44 | Engineering Design & Development | 1.0 |



To earn college credit while in high school, see page D-9.

Anne Arundel Community College

Program Connections:

- **Engineering Transfer**
www.aacc.edu/engineering/EGR.cfm
- **Electronic Engineering Technologies**
www.aacc.edu/engineering/EET.cfm

(CIP 4805084) 4 credits for Completer

Welding

Availability: CAT North and CAT South

| | | |
|-----|---|-----|
| T61 | Welding I | 1.0 |
| T62 | Welding II | 2.0 |
| T86 | Technical Math | 1.0 |
| T85 | Technical Science | 1.0 |
| T63 | Welding III | 4.0 |
| | or T70 Applied Tech Work-based Learning | 4.0 |
| T98 | Professional Career Internship | 2.0 |



Anne Arundel Community College Programs

AACC Clusters and High School Pathways

Art, Communications, Humanities Cluster

Computerized Desktop Publishing

Business, Management, and Finance Cluster

Academy Of Finance

Academy Of Hospitality & Tourism

Accounting

Administrative Services Management

Baking & Pastry

Culinary Arts

Marketing

Nutrition And Food Science

Engineering/Mechanical/Information Technology Cluster

Academy Of Information Technology

Architecture

Building Construction/Carpentry

Computer/Networking Technology

Computer Repair Technology

Computer Technology

Drafting/CAD

Network/Systems Administration

Project Lead The Way (PLTW)

Health/Life Science/Environmental Cluster

Environmental Resource Management

Medical Assistant

Human Services Cluster

Academy of Legal Studies

Early Childhood

Completer Program Pathways

The development of program pathways is an initiative between Anne Arundel County Public Schools (AACPS) and Anne Arundel Community College (AACC) to support successful transition of students from high school to college and careers. Program Pathways are visual guides demonstrating how high school pathways move into corresponding college degree or certificate programs at AACC.

Program pathways are organized under the five AACPS career clusters. Specific program pathways have been created for each of the high school programs and can be explored at www.aacc.edu/pathways. Suggested course requirements for both high school and college are presented on each pathway.

Earning College Credit in High School

Students who successfully complete specified competencies of their Completer Program may be eligible to receive Anne Arundel Community College credit. Visit www.aacc.edu/techprep to learn how you can earn college credit while in high school.

For additional information, contact Mary Garner, Anne Arundel Community College at 410-777-2891

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 AP Studio Art • C-4
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|----------|---------------|-----------------|
| A | | |
| B | | |
| A | | |
| B | | |
| A | | |
| B | | |
| A | | |
| B | | |



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COUNTY PUBLIC SCHOOLS

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www.aacps.org

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