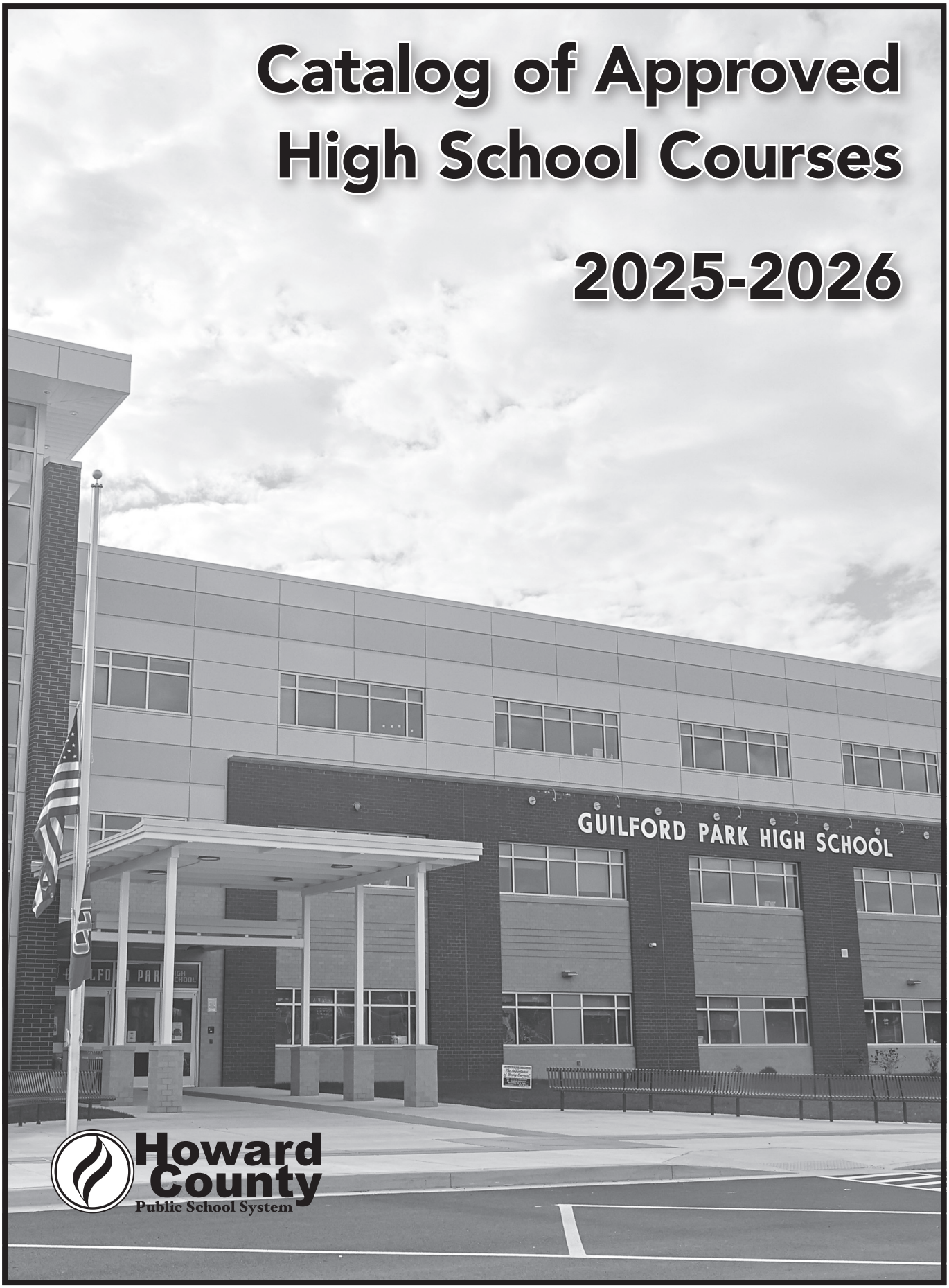
Catalog of Approved High School Courses

2025-2026



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Public School System

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Howard County
Public School System

Dear Student,

The Howard County Public School System (HCPSS) offers a wide variety of courses for high school students. The Catalog of Approved High School Courses can help you and your parents/guardians create an academic plan that aligns to your goals and interests. Please choose courses thoughtfully and with help from your parents/guardians to ensure you are on track to graduate and have the skills necessary for your post-graduate plans.

As you review the catalog, you should consider:

- What courses are required for graduation?
- When will you take each required course?
- What are your interests and areas in which you wish to develop?
- What courses are best suited to achieve your goals?

Teachers, school counselors, and administrators are committed to supporting you at every stage of your learning. I strongly encourage you to schedule an appointment with your school counselor to develop your Four-Year High School Plan and meet with a counselor annually to review your plan and select courses for the upcoming school year. Please speak to a trusted adult if you need help overcoming barriers along the way. High school is an exciting time of your life, and I encourage you to explore opportunities and challenge yourself as you plan an academic program that moves you toward reaching each milestone of your journey.

I wish you the very best as you pursue your dreams!

Sincerely,

William J. Barnes
Superintendent of Schools

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Graduation Requirements

Core Requirements		
	Grade 9 in SY2021–22 or Later	**Grade 9 Prior to SY2021–22**
	Total Number of Credits 22	**Total Number of Credits 21**
English	**4 credits**, including: • 1 credit each in English 9, 10, 11, and 12	**4 credits**, including: • 1 credit each in English 9, 10, 11, and 12
Mathematics	**4 credits and 4 years of participation*** including: • 1 credit each in Algebra I and Geometry • 2 credits beyond Geometry	**3 credits and 4 years of participation*** including: • 1 credit each in Algebra I and Geometry • 1 credit beyond Geometry
Science	**3 credits** in laboratory-based science that align to the Maryland Science Standards and the Life Science Maryland Comprehensive Assessment Program (MCAP). Students may follow a variety of possible course pathways that allow them to acquire a breadth of scientific knowledge in one of each science disciplines of Earth Space Science, Life Science, and Physical Science. For entering 9th graders, during the 2023-2024 and beyond, it is mandated by COMAR that students earn their Life Science credit by taking and passing Biology or Biology G/T.	**3 credits** in laboratory-based science that align to the Maryland Science Standards and the Maryland Integrated Science Assessment (MISA). Students may follow a variety of possible course pathways that allow them to acquire a breadth of scientific knowledge in one of each science disciplines of Earth Space Science, Life Science, and Physical Science.
Social Studies	**3 credits**, including: • 1 credit in U.S. History • 1 credit in Local, State & National Government • 1 credit in World History For entering 9th graders, during the 2023-2024 and beyond, it is mandated by COMAR that students earn a social studies credit by taking and passing American Government.	**3 credits**, including: • 1 credit in U.S. History • 1 credit in Local, State & National Government • 1 credit in World History
Other Requirements		
Fine Arts	**1 credit**. See course list on page 4	**1 credit**. See course list on page 4
Physical Education	**1/2 credit**, in Lifetime Fitness	**1/2 credit**, in Lifetime Fitness
Health	**1 credit**, in Health Education	**1/2 credit**, in Health Education
Computer Science, Engineering, or Technology Education	**1 credit**. See course list on page 3	**1 credit**. See course list on page 3
Program Choice	**2 credits in the same World Language OR completion of the credit requirements for a Career Academy (State-approved Career and Technical Education Program)**	**2 credits in the same World Language OR completion of the credit requirements for a Career Academy (State-approved Career and Technical Education Program)**
Electives	**1-2.5 credit(s)** to include courses beyond requirements	**1-3 credit(s)** to include courses beyond requirements

* Students are required to enroll in a mathematics course in each year of high school. The mathematics credits earned will consist of one credit in each of Algebra I and Geometry, and additional credit(s) in courses such as Algebra II and beyond that utilize algebra in a substantive way so that the students do not lose the algebraic and numerical skills achieved in earlier courses. Students who successfully complete high school level mathematics courses prior to high school still need to earn the required mathematics credits in high school and be enrolled in a mathematics course in each year of high school.

Graduation Requirements

Credit for High School Courses Taken in Middle School

Any high school course listed in the Middle School Course Catalog which is offered at the middle school level is eligible for high school credit and will be treated as an equivalent, including mid-term and final assessments. For high school courses taught in middle school, the mid-term assessment will be included in the second quarter grades, and the final assessment will be included in the fourth quarter grades.

The student's course grade will be recorded on the high school transcript. The student's grade will not be calculated into the high school grade point average (GPA). If a student re-takes one of the high school courses taken in middle school for which credit was earned:

- The high school grade(s) will be calculated into the GPA,
- Only the first credit will be awarded, and
- A student needs to pass at least two quarters and at least one quarter in each semester or both quarters of Semester 2 of a full-year course in order to pass the course.

For additional information, please review Policy 8020: Grading and Reporting: Middle and High School (https://policy.hcpss.org/8000/8020/)

High school credit courses offered in middle school include:

- ELD (English Language Development) - English Language Development 1 and 2
- Mathematics - Algebra I, Algebra I G/T (Gifted and Talented), Geometry G/T (Gifted and Talented),
- Algebra II G/T (Gifted and Talented), and AP (Advanced Placement) Statistics
- Computer Science, Engineering, or Technology Education - Exploring Computer Science and Foundations of Technology
- World Language - Spanish I and II, French I and II, and Chinese I and II

Career Preparation Requirements

The Howard County Public School System requires that all students participate in an approved program of career preparation. Refer to Policy 8030: Graduation Requirements (https://policy.hcpss.org/8000/8030/).

Students will complete the following three instructional activities in career preparation:

- Develop and update an individual four-year plan.
- Participate in a job interview simulation.
- Complete a qualifications brief or résumé acceptable for seeking employment.

Career preparation activities in the junior year include an opportunity to participate in a junior interview clinic.

Note: Students who enroll in HCPSS their senior year shall be given the opportunity to complete the three instructional activities in career preparation, including participation in the junior interview clinic. See the school counselor for more information on how to fulfill the requirements.

Student Service Requirements

The Maryland State Board of Education stipulates that all students in Maryland public schools must complete student service learning requirements in order to earn a high school diploma. HCPSS embeds service learning projects in middle school curricular areas that include projects that equate to 25 hours of service learning each year. Students who have not completed the requirement prior to entering high school, or who transfer into Howard County Public Schools from out-of-state or nonpublic schools, will be required to complete the following service learning:

Grade Level of First Enrollment into HCPSS Between Grades 6-12	Maximum Number of Hours Required
6th, 7th, or 8th grade	75 hours
9th grade	75 hours
10th grade	50 hours
11th grade (first semester)	40 hours
11th grade (second semester)	30 hours

Graduation Requirements

Maryland High School Certificate of Program Completion

The Maryland High School Certificate is awarded to students with disabilities who have an Individualized Education Program (IEP) and who do not meet the requirements for a diploma but who meet one of the following standards:

- The student is enrolled in an education program for at least four years beyond grade eight or its age equivalent, and is determined by an Individualized Education Program (IEP) team to have developed appropriate skills for entering the world of work, acting responsibly as a citizen, and enjoying a fulfilling life. Career Preparation shall include, but not be limited to, gainful employment, post-secondary education and training, supported employment, and other services that are integrated in the community.
- The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.

Assessment Requirements

Maryland High School Required Assessments

Students enrolled in Algebra I, English 10, Biology, and American Government are required to participate in state mandated end-of-course assessments. Students must take the Maryland Comprehensive Assessment Program (MCAP) assessments for each course to fulfill the requirements for a Maryland High School Diploma. These assessments ensure that graduates have mastered the basic skills needed to succeed after high school.

The skills and knowledge necessary to demonstrate understanding of each course's content are embedded in the Howard County Public School System (HCPSS) curriculum. The courses associated with the English 10, Algebra I, Biology, and Government assessments are typically taken during freshman and sophomore years.

Courses Meeting the Computer Science, Engineering, or Technology Education Requirements

Computer Science, Engineering, or Technology Education Course List:

Any of these courses meet the Computer Science, Engineering, or Technology Education Graduation Requirement.

Aerospace I - G/T - CT-605-2
Computer Science Principles - AP - CT-405-1
Exploring Computer Science - Honors - CT-400-1
Foundations of Technology - CT-800-1
PLTW Introduction to Engineering Design - G/T - CT-805-1
Civil Engineering I - G/T - CT-616-2

Program Choice Requirement

Students must complete at least one of the following options:

Option 1: **World Language**

2 credits in the same World Language

Option 2: **Career and Technical Education (CTE)**

3 or more credits in a CTE Program

It is recommended that students choosing Option 2 also take two credits of World Language.

Courses Meeting the Fine Arts Requirements

Fine Arts Course List: Any of these courses meet the Fine Arts requirement for graduation.

Art -- Fine Art Courses

Art I: Defining the Artistic Process - VA-400-1
Art II: Developing Ideas in Media - VA-500-1
Art II: Developing Ideas in Media - G/T - VA-510-1
Art III: Exploring Contemporary Media and Processes - Honors - VA-640-1
Art III: Exploring Contemporary Media and Processes - G/T - VA-650-1
Art IV: Personal Directions in Art - Honors - VA-700-1
Art IV: Personal Directions in Art - AP - VA-710-1
Art V: Independent Inquiry - Materials and Meaning Making - Honors - VA-855-1
Art V: Independent Inquiry - Materials and Meaning Making - AP - VA-860-1
Art Studio - Honors - VA-810-1
Photography I - VA-520-1
Photography I - G/T - VA-530-1
Photography II - Honors - VA-620-1
Photography II - AP - VA-630-1
Photography III - Honors - VA-740-1
Photography III - AP - VA-750-1
Photography IV - Honors - VA-790-1
Photography IV - AP- VA-795-1
Photo Studio - Honors - VA-830-1
Photo Studio - AP - VA-840-1

Dance -- Fine Art Courses

Dance I - DT-400-1
Dance II - DT-500-1
Dance III - DT-600-1
Dance IV - DT-700-1,
Dance Seminar: Education and Production - G/T - DT-711-1
Dance Company - G/T - DT-720-1
Junior Dance Company - G/T - DT-730-1

Theatre -- Fine Art Courses

Theatre Arts I - DT-410-1
Theatre Company - DT-741-1
Theatre Company - G/T - DT-751-1
Musical Theatre - DT-761-1
Musical Theatre - G/T - DT-771-1
Theatre Apprenticeship - G/T - DT-791-1

Music -- Fine Art Courses

Band - Symphonic/Marching - MU-500-1
Band - Symphonic Winds/Marching - MU-600-1
Band - Wind Ensemble/Marching - G/T - MU-800-1
Band - Concert - MU-400-1
Chorus - MU-410-1
Piano I, II - MU-470-1, MU-570-1
Piano III/IV - Honors - MU-870-1
Piano III/IV - G/T - MU-871-1
Chamber Choir - G/T - MU-812-1
Concert Choir - MU-510-1
Concert Choir - G/T - MU-810-1
Guitar I, II - MU-430-1, MU-530-1
Guitar III/IV - Honors - MU-830-1
Guitar III/IV - G/T - MU-831-1
Instrumental Ensemble - MU-680-1
Jazz Ensemble - MU-580-1
Jazz Ensemble - G/T - MU-880-1
Music Technology I - MU-450-1
Music Technology II - MU-550-1
Music Technology III/IV G/T: DJing and Live Performance - MU-650-1
Music Theory I - MU-460-1
Music Theory II - AP - MU-860-1
Percussion Ensemble - MU-480-1
Percussion Ensemble - G/T - MU-840-1
String Ensemble - MU-420-1
String Orchestra - MU-520-1
String Orchestra - G/T - MU-820-1
Vocal Ensemble - MU-710-1
Vocal Ensemble - G/T - MU-811-1

Program Option 2
Career and Technical Education Completer

CTE – Career and Technical Education

Career Academies encompass a range of careers based on essential economic activities, similar interests, common skills, and training required by those in the field. It is a way to organize teaching and learning to meet the specific needs and resources in broad career areas, grouping similar occupations.

Each academy meets all graduation requirements and prepares students either for post-secondary education and/or the world of work. Academy students may participate in special activities and events that provide greater awareness of the specific career area and opportunities within that area. Students will be part of a small group with similar interests completing courses together. The section of this Catalog of Approved High School Courses entitled Career Academies provides guidance regarding course selection, academy prerequisites, special requirements, and information needed to complete each Career Academy Program.

<table>
<tr><th colspan="2">Career Academy Clusters</th></tr>
<tr><td>Arts, Media, and Communication Cluster
• Animation and Interactive Media Production Academy
• Graphic Design Academy</td><td>Human Resource Services Cluster
¤ Junior Reserve Officers' Training Corps (JROTC) Academy
¤ Teacher Academy of Maryland</td></tr>
<tr><td>Business, Management, and Finance Cluster
• Academy of Finance
¤ Accounting Academy
¤ Business Management Academy
¤ Marketing Academy</td><td>Information Technology Cluster
¤ Computer Programming Academy
¤ Computer Science Academy
• Cybersecurity Networking Academy with pathways in Computer Networking and Cyber Ops</td></tr>
<tr><td>Construction and Development Cluster
• Architectural Design Academy
• Construction Academy
• HVAC Academy</td><td rowspan="2">Manufacturing, Engineering, and Technology Cluster
• Aerospace Engineering: Project Lead the Way (PLTW) Academy
• Civil Engineering: Project Lead the Way (PLTW) Academy
¤ Engineering: Project Lead the Way (PLTW) Academy</td></tr>
<tr><td>Consumer Services, Hospitality, and Tourism Cluster
¤ Culinary Science Academy</td></tr>
<tr><td>Environment, Agriculture, and Natural Resources
• Agricultural Science Academy</td><td>Transportation Technologies Cluster
• Automotive Technology Academy</td></tr>
<tr><td>Health and Biosciences Cluster
• Academy of Health Professions (with pathways in Certified Nursing Assistant/Patient Care Technician, Clinical Research in Allied Health, Physical Rehabilitation, Certified Clinical Medical Assistant, and Emergency Medical Technician)
• Biotechnology Academy</td><td>Work-based Learning
¤ Apprenticeship Maryland Academy
¤ Career Research and Development Academy</td></tr>
</table>

• ARL-based for 11th and 12th grade academy courses. Seating is limited for the academy courses.

¤ Courses are offered at the local high school.

General Information

Information in this section summarizes HCPSS policies. Although deemed accurate, this information does NOT supersede policy. See the Board of Education (BOE) section of the HCPSS website (www.hcpss.org) to access Board of Education policies.

Work-based Learning Release Time: Qualifications and Procedures

Work-based Learning Release is the procedure whereby a high school student is allowed to leave school during normal school hours for the purpose of Work-based Learning when such activities are not for credit toward graduation. A work-based learning release form, available in Student Services at each high school, must be completed annually and prior approval from the school must be given. Applicants should meet the following conditions as a minimum:

1. Have completed two years of high school, grades 9-10, by the time the request will be implemented.
2. Have completed a four-year plan for high school graduation.
3. Have met all Maryland High School Assessment requirements.
4. Have completed the Student Service Learning requirement.
5. Have completed the Career Preparation requirement, applicable to seniors only.
6. Plan for supervision during the time period, even when not attending a worksite.
7. Able to gain all credits required for graduation by the end of the school year.

See school counselor for additional information.

Grading and Reporting

Reporting Student Progress

1. Teachers should notify parents/guardians of unsatisfactory progress throughout the marking period.
2. Teachers will grade, post, and return student work within three weeks of the due date, barring unusual circumstances, and include written feedback when possible and appropriate.
3. Report cards are issued to parents/guardians at the conclusion of each marking period.
4. Final report card for high school students is available for students and parents/guardians on the Report Cards page in HCPSS Connect (Synergy). Click on the More Options link and note the Report Cards option.

Final grades for high school will be determined by translating the letter grade for each marking period and each assessment using the following quality points scale:

A=4 B=3 C=2 D=1 E=0

a. 1.0 or more credit courses

i. Final grades for all classes, except Biology/Biology G/T and American Government/American Government - Honors, are calculated by combining each quarter grade that counts for 20% of the final grade and the mid-term and final exams, which each count for 10% of the final grade. Beginning in SY2024-25, final grades in Biology/Biology G/T and American Government/American Government - Honors are calculated by combining each quarter grade, which counts for 20% of the final grade and the state end-of-course assessment, which each count for 20% of the final grade.

ii. Multiply the quality points for each marking period grade by two. Add the quality points for each assessment grade. Compute the sum and divide by ten. For Biology and American Government, find the sum of the quality points for each marking period and the state end-of-course assessment, then multiply by two.

iii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:
A= 3.50-4.00 B= 2.50-3.49 C= 1.50-2.49 D= 0.75-1.49 E= Below 0.75 (No Credit)
Note: The average for a D must be 0.75 (not 0.5) to 1.49 in order for credit to be awarded.

iv. For students enrolled in a 1.0 credit or more course, to earn credit, a student must earn at least a 0.75 year-end average and either (a) pass one marking period each semester or (b) pass both marking periods in the second semester.

For additional information, please review Policy 8020: Grading and Reporting: Middle and High School (https://policy.hcpss.org/8000/8020/)

General Information

Quality points for each letter grade - Full year or Semester Courses:

A	B	C	D	E
4	3	2	1	0

All classes EXCEPT Biology, Biology G/T, American Government, and American Government - Honors:

Quarter 1 Grade (Quality Points)	Quarter 2 Grade (Quality Points)	Mid Term Grade	Quarter 3 Grade (Quality Points)	Quarter 4 Grade (Quality Points)	Final Exam Grade	Final Course Grade
A (4)	C (2)	B (3)	B (3)	A (4)	A (4)	A
x2	x2	x1	x2	x2	x1	(10)
8	4	3	6	8	4	35/10 = 3.5

In accordance with Policy 8020: Grading and Reporting: Middle and High School ((https://policy.hcpss.org/8000/8020/) for state-assessed courses in Biology (Biology and Biology G/T), and American Government (American Government and American Government - Honors):

a. At the end of the second marking period, an HCPSS assessment will be given and included as part of the second quarter grade. At the end of the fourth marking period, an assessment will be given and included as part of the fourth quarter grade.
b. Students in these courses will have the state end-of-course assessment as the final exam grade, and the final exam grade will be 20% of the final grade.

Quarter 1 Grade (Quality Points)	Quarter 2 Grade (Quality Points)	Mid Term Grade	Quarter 3 Grade (Quality Points)	Quarter 4 Grade (Quality Points)	Final Exam Grade	Final Course Grade
A (4)	C (2)	Not included in course	A (4)	A (4)	A (4)	A
x2	x2		x2	x2	x2	(10)
8	4		8	8	4	36/10 = 3.6

For both examples, use the scale in the section above to convert the final number to a letter grade.
Semester courses (0.50 credit courses):

i. Multiply the quality points for each marking period grade by two and compute their sum. Add the quality points for the assessment grade and divide by five.
ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:
A=3.50-4.00 B=2.50-3.49 C=1.50-2.49 D=0.75-1.49 E=Below 0.75 (no credit)
iii. For a 0.50 credit course to earn credit, a student must pass at least one marking period with at least a 0.75 end-of-course average.

NOTE: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Quarter 1 Grade (Quality Points)	Quarter 2 Grade (Quality Points)	Final Exam Grade (Quality Points)	Final Course Grade
C (2)	B (3)	C (2)	C
x2	x2	x1	(5)
4	6	2	12/5 = 2.4)

For additional information, please review Policy 8020: Grading and Reporting: Middle and High School (https://policy.hcpss.org/8000/8020/)

General Information

Promotion

To be promoted to grade 9:

Per Policy 8020: Grading and Reporting Middle and High School (https://policy.hcpss.org/8000/8020/), any student who is not making satisfactory progress in reading and/or mathematics at the end of 8th grade will be strongly recommended to participate in appropriate academic intervention courses based on academic need in order to be promoted from 8th grade to 9th grade at the discretion of the middle school principal. Students and parents/guardians are encouraged to talk with middle school teachers, counselors, and administrators to understand how prescribed courses improve preparation for high school.

To be promoted to grade 10, students must have:

- Earned five credits, including one English credit or one mathematics credit.
- One year of high school attendance.

To be promoted to grade 11, students must have:

- Earned ten credits, including one English credit and one mathematics credit.
- Two years of high school attendance.

To be promoted to grade 12, students must have:

- Earned fourteen credits, including two English credits, two mathematics credits, and passed Health I and Lifetime Fitness.
- Three years of high school attendance.

Withdrawal from Courses

Policy 8020: Grading and Reporting Middle and High School (https://policy.hcpss.org/8000/8020/), governs procedures related to students who withdraw from courses or change levels of a course. W (withdrawal) code on a student report card indicates that a student withdrew from a course after the designated date for withdrawal (24 school days from the start of a full year course or 16 days from the start of a semester course). No credit shall be received by students who withdraw.

a. If a student transfers between levels of the same course, a W code will not be assigned. The grade the student earned in the original course will be averaged into the new course. The new teacher may require make-up work.
b. If a student transfers to a different course prior to the designated date for withdrawal, a W code will not be assigned. The student will not be required to make up work in the new course if the schedule change is made prior to the W date, if make-up work for the new course can be averaged into the first marking period grade.
c. If a student withdraws from a course and transfers to a different course after the designated date for withdrawal, a code of W will be assigned in the withdrawn class and no credit will be awarded. The schedule change form will be placed in the student's cumulative record. The teacher of the new course may recommend work for the student in order to gain missing content, and it will be the teacher's decision if it will be included in the student's grade. The principal may permit a student to earn credit in the new course until the mid-point of the course (i.e., end of second marking period for 1.0 credit or more courses; mid-term assessment for 0.50 credit courses).
d. A student may change levels of a course (e.g. move from Honors to G/T until 16 days after the end of the second marking period for 1.0 credit or more courses without code change or penalty).
e. If a student has two or more N/As in the same course, the student will not be awarded credit unless make-up work for the purposes of gaining critical content will be given and graded to replace at least one of the quarters with the N/A grade.

General Information

Academic Eligibility

Policy 9070: Academic Eligibility for High School Extracurricular Activities governs minimum academic eligibility for student participation in extracurricular activities for which there is an HCPSS contracted sponsor. There are no academic eligibility standards for extracurricular activities participation when required as part of a course and for clubs and activities with a sponsor not contracted by HCPSS.

See Policy 9070: Academic Eligibility for High School Extracurricular Activities (https://policy.hcpss.org/9000/9070/) for more information.

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 or not 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 completion of a required number of core courses as approved by the NCAA. The courses designated with ★ have been approved by the NCAA for Howard County Public Schools for the upcoming school year. Because the approved list of courses is updated every year, students must maintain contact with their school counselors 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, or go to their website: www.eligibilitycenter.org.

Course Offerings

The Catalog of Approved High School Courses contains brief descriptions of all approved courses offered in HCPSS. Each high school offers a broad selection of these courses. Students and parents/guardians should work together to review the course offerings, the graduation requirements, and other information in this catalog to make the best choices for each student.

Course Levels

As long as students meet the course prerequisites, they may enroll in any level of a course (regular, honors, G/T, or AP) whether or not they were enrolled in that level the previous year.

Regular Courses	Designed to prepare students with the knowledge and skills required to meet state college and career readiness standards.
Honors Courses	Designed for students who are capable of and interested in progressing through course material with more depth and rigor than the regular course.
Gifted and Talented (G/T) Courses	Designed to provide advanced learners with accelerated and enriched learning experiences, including in-depth studies of advanced, conceptually challenging content applied in authentic contexts using inquiry and problem-solving approaches.
Advanced Placement (AP) Courses	Taught at a college level with curriculum determined by The College Board. Students successfully completing AP courses should plan to take the Advanced Placement Tests in May. Students who score well on these tests may attain advanced standing or be awarded credit in many colleges and universities.
Dual Enrollment Courses (CC)	Courses taken at Howard Community College (HCC) are college level courses and receive college credits. Students taking college credits are starting their college transcript. HCC-based courses are taught on a semester bases as opposed to year-long courses. CC courses are high school-based courses infused with college level content. Students can follow the process to earn college credit in these CC courses.

General Information

Special Education

Special Education services are designed to meet the needs of students with disabilities who have been found eligible for services through the Individualized Education Program (IEP) process. An IEP is developed through an IEP team and reflects special education instruction, supports, related services, and least restrictive environment guidelines in accordance with the Individuals with Disabilities Education Act (IDEA). NOTE: All diploma seeking students, including students with IEPs and 504 plans, must complete graduation requirements.

504

Students who meet the eligibility guidelines will have a 504 Plan developed for use in school. The 504 Plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to provide access based on the student's needs, and the person(s) responsible for implementing the accommodations.

English Language Development (ELD)

All qualifying multilingual learners are notified of available English language development instructional models. An evaluation of foreign transcripts and credits is conducted to determine credits toward a Maryland High School Diploma. The ELD program is available at all HCPSS high schools.

Alternative Education

The Alternative Education Program is designed to help students improve their social-emotional learning skills and provide personalized academic support. Students will engage in structured learning tasks to develop skills in the areas of self-awareness, relationship skills, responsible decision making, social awareness and self-management. Students will examine their personal character, strengths, and values as they explore strategies to improve mindfulness and foster a growth mindset. Students will learn in a small group setting with a high degree of interaction with the instructor. Students may receive instructional support in various academic content areas.

Objectives:

- Students will learn the study skills and habits necessary for academic success
- Students will work on how to improve behaviors that interfere with their set goals
- Students will practice self-advocacy skills to empower them to take more responsibility for their learning

Teen Parenting

Pregnant and parenting teens may enroll in the Teen Parenting Program, which may provide day care for infants–2 year olds, health care for babies and mothers, and an all-day instructional program. This program is located at Wilde Lake High School.

Students enrolled in this program retain their status in the comprehensive high school from which they will graduate.

General Information

Advanced Research Courses

The Advanced Research courses provide opportunities for students to develop critical thinking, research, collaboration, and presentation skills as they engage in college-level coursework. All of these courses provided weighted elective credit.

Independent Research I, II, III (G/T) (Grades 9-12)

In Independent Research G/T, students develop an understanding of research methods and apply that knowledge as they plan and conduct research in an area of interest. Through this inquiry, students deepen their critical thinking skills as they create a literature review, collect and analyze data, propose solutions to real-world problems, and communicate their findings.

Intern/Mentor (G/T) (Grades 11-12)

Students study off-campus with a professional mentor in a self-selected area of interest. The Advanced Research teacher facilitates classroom and internship experiences, focusing on advanced-level research methodologies, college-level writing, and presentation skills. At the mentor site, students apply the knowledge and skills they have learned in an authentic, professional environment. This course includes the following requirements:

- Acceptance via application and intake interview.
- Knowledge or advanced-level skills in the mentor's area of work.
- Two recommendations from professionals who have taught or worked with the student in the related area of study and that support the student's task commitment, responsibility, independence, and ability to work well with adults.
- Reliable transportation for in-person internships.

AP Seminar (Grades 9-12)

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. This course serves as a prerequisite for AP Research, which is expected to be available starting in the 2026-2027 school year.

General Information

Non-traditional Sources of Credit

Besides attending regular HCPSS school-based classes, students may earn additional credits in a number of ways. Many require prior authorization. Please check with your school counselor before registering.

Credits Taken Outside of HCPSS

In-Person Courses

Howard County Public Schools recognize coursework completed at state-approved public institutions in or outside of Maryland during the summer or the regular school year. However, students must secure both their school counselor's and principal's authorization in advance before attending courses outside of the HCPSS for credit.

Fully Online Courses

Current HCPSS students who are interested in enrolling in a non-HCPSS fully online class, other than a JumpStart dual enrollment course in collaboration with Howard Community College (HCC) or other college level course, should review the following information to ensure the course(s) meet MD COMAR requirements and can be awarded high school credit. Policy 8200: Digital Education (https://policy.hcpss.org/8000/8200/) specifies the eligibility criteria under which HCPSS students may enroll in HCPSS digital education.

Policy 8200: Digital Education (https://policy.hcpss.org/8000/8200/) eligibility criteria includes:

1. The school does not offer the course.
2. There is a scheduling conflict which prevents the student from taking the course when it is available and there is no accessible alternative in future academic years.
3. The student has been approved for early graduation or early college access demonstrated through their four-year plan.
4. Home and Hospital Teaching Program.
5. Administrative placement approved by the Director of High Schools.

Students seeking to enroll in a course should meet with their school counselor to:

1. Discuss the readiness of taking a fully online course(s) and the appropriateness of the specific course(s) to be taken based on the student's four-year plan to progress towards graduation.
2. Determine if the student has met the course prerequisites listed in the HCPSS Catalog of Approved High School Courses.
3. Ensure that the course(s) and course provider are approved by the HCPSS and can be awarded high school credit.
4. For students enrolling in a Self-Pay fully online course option, ensure the course enrollment takes place beyond the school day.

Parents/guardians who enroll HCPSS students in a fully online course(s) without the approval of the school counselor **are not guaranteed that the course(s) taken will be awarded high school credit.** Please note:

- MSDE maintains a list of courses and course providers that are approved for fully online instruction. The HCPSS does not offer all of the courses listed from MSDE. Do not assume that a course on the MSDE list is accepted by HCPSS.
- MSDE does not approve or recommend a third-party vendor. Instead, individual courses are approved and there may be multiple approved providers for a course. Do not assume that all of a third-party vendor's courses will be awarded credit.
- The MSDE course list is updated each year as course approvals are required to be renewed. Do not assume that a course that was available in previous years will be available during the current school year.
- Some third-party vendors may include misleading "approval" or "accreditation" language in their materials or on their websites that claims they are approved by the MSDE for fully online courses. Do not assume this is accurate.

Self-Pay Course Option

Students who do not meet the eligibility criteria but still wish to enroll in a fully online course, may do so but will be responsible for course tuition costs and fees. Students should meet with their school counselor to discuss the readiness of taking a fully online course(s) and the appropriateness of the specific course(s) to be taken. For students enrolling in a self-pay fully online course option, ensure the course takes place beyond the school day. After submitting an enrollment request, Digital Education will send parents/guardians the approved course provider information for the course(s) to help ensure that the student may be awarded high school credit.

The list of approved HCPSS fully online courses is updated throughout the school year. View the most current information through the Digital Education Program web page (https://www.hcpss.org/academics/digital-education/) or contact your school counselor or the Digital Education Program office (DEP@hcpss.org) for more information.

Credits Taken Within HCPSS

Innovative Pathways Program

Innovative Pathways High School Summer Program

The Innovative Pathways High School summer program offers personalized assistance and rigorous instruction in a range of subjects, including on-grade level courses and upper-level G/T courses for students wanting to accelerate their learning.

For the Innovative Pathways High School Summer Program, students entering grade 9 may take high school courses for which they have met prerequisite requirements or are available as existing 9th grade course options (except English, Health, and Lifetime Fitness). Credits earned in the High School Summer Program will count towards high school credit and graduation requirements but not included in the high school Grade Point Average (GPA).
For more information, please visit the Innovative Pathways High School Summer Program section on the HCPSS Summer Programs web page (https://www.hcpss.org/summer-programs/) or email: IPSummer@hcpss.org.

Innovative Pathways Evening Program

The Innovative Pathways Evening Program provides educational services for current students who are:

- Seeking to recover credit for missed/failed courses.
- Interested in taking additional classes to advance their studies.
- On long-term suspension or who have been expelled from school and are under 18 years of age.

The Evening Program schedule allows students to access up to four courses during the school year. Courses are taught using a blended instructional model; combining live instruction one to three days per week (Tuesdays, Wednesdays, and Thursdays), with additional online coursework completed outside of class time. In-person courses are held at Homewood Center. For more information, please visit the Innovative Pathways Evening Program web page (https://www.hcpss.org/innovative-pathways/evening/) or email: IPEvening@hcpss.org.

General Information

Additional HCPSS Credit Opportunities

Middle School Students

Any high school course listed in the Middle School Course Catalog which is offered at the middle school is eligible for high school credit and will be treated as an equivalent. Students who meet the Policy 8200: Digital Education (https://policy.hcpss.org/8000/8200/) eligibility criteria for fully online courses may enroll in HCPSS digital education. The following exceptions apply:

- Students transferring into HCPSS who do not have the appropriate level course at their middle school.

NOTE: It is recommended that middle school students do not accelerate mathematics instruction by enrolling in fully online course instruction.

The **list of approved HCPSS fully online courses is updated throughout the school year.** View the most current information through the Digital Education Program web page or contact your school counselor or the Digital Education Program office (DEP@hcpss.org) for more information.

Tutoring for Credit

Extenuating circumstances may necessitate the assistance of tutors for certain students. However, tutoring will be considered for credit only after all the resources of the school system have been used fully and when it is determined that the best interests of the students are being served. If tutoring is recommended by the school and approved by the school system for credit to be applied toward minimum graduation requirements, then the tutor, the program of study, and the examination shall be financed by the local school system (COMAR 13A.03.02.03). This tutoring may be provided for a portion of the school year or for the entire year with a prescriptive program from the student's regular teacher. All tutoring programs must be approved in advance by the Chief Academic Officer. Approval is based on need, the principal's recommendation, the curriculum coordinator's review of the proposed syllabus, and the proposed tutor's credentials. These tutoring procedures do not apply to the Home and Hospital Teaching Program or to the Home Instruction Program.

Articulated Credits

Students who successfully complete one of the Career Academies may have the option of receiving credit at identified colleges. The number of credits range from 3 to 12, depending on the Academy and the College.

Credit by Examination

Students who have met all graduation requirements except for earning a credit in English 12 may earn the credit for the course by taking a state-approved examination and achieving a passing score as defined by MSDE. Contact your school counselor for more details.

Alternatives to Four-Year Enrollment

Students are expected to enroll in a full schedule of courses each year that they are in attendance, with the exception that students in their fourth year of attendance may take less than a full schedule in order to work or attend college, provided they have prior permission of the principal.

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

- Early College Admission Program
- Early Admission to Approved Vocational, Technical, or other Postsecondary School Program
- Request for Early Graduation:

  For students requesting early graduation, they must meet the graduation requirements for the cohort of their 9th grade entry year. Additionally, students must meet with their principal and counselor along with developing a portfolio that contains:

  - A five year plan which explains career plans and includes how this option will enhance career plans
  - Signatures from parent/guardian stating agreement with the student's request
  - An academic package, which includes a transcript, test scores, college/career readiness indicator, five year plan, and attendance records

  For additional information, please review Policy 8030: Graduation Requirements (https://policy.hcpss.org/8000/8030/).

Course Description Diagram

Course Number - LA-402-1

Note: All courses listed with a -1, -2, or -3 at the end of the course number are full-year courses and indicate the number of credits.

All courses listed with an -8 at the end of the course number are half-year or semester courses and indicate a 1/2 credit.

Course Identifiers: ▼ ● ★ ■ ❖

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option ❖ Industry Recognized Credential

Weighted Class - ▼

State Assessed Course - ●

NCAA Approved Course - ★

Digital Education Option - ■

Industry Recognized Credential (CTE only) - ❖

LA-402-1 ▼●★■ ❖
English 10 – Honors **1 credit**

Number of Credits - 1

Course Level - Honors

Course Title - English 10

MA-461-1 ★
Algebra II
Grades 10, 11, 12 **1 credit**

Prerequisite: Algebra I or Geometry. This course extends the study of topics introduced in Algebra I.

The emphases on linear, quadratic, exponential, logarithmic, polynomial, and rational functions are motivated by data investigations. Graphing calculators are an integral part of this course.

Grade Eligible for Course - 10, 11, 12

Prerequisites* - Course(s) a student is required to successfully complete before registering for a course.

Course Description - Describes the content of a course.

* Corequisites may also apply. Corequisites are courses that may be taken at the same time as enrollment in the selected course.

Advanced Placement

General Information

The Howard County Public School System (HCPSS) offers a variety of advanced placement course options, which allows students the opportunity to take college-level work while still in high school and earn college credit and/or placement.

Advanced Placement Offerings

The following Advanced Placement (AP) courses are offered at each high school based on student interest and enrollment.

Program/Discipline	AP Course Offerings
Advanced Research	AP Seminar (GT-500-1)
Career and Technical Education (CTE)	Computer Science Principles - AP (CT-405-1) Computer Science A - AP [AP Computer Science] (CT-475-1)
English	English 11 - AP [AP English Language and Composition] (LA-603-1) English 12 - AP [AP English Literature and Composition] (LA-703-1) Humanities III - AP (English) [AP English Language and Composition] (LA-832-1) Humanities IV - AP (English) [AP English Literature and Composition] (LA-833-1)
Fine Arts - Art	Art IV: Personal Directions in Art - AP [AP Studio Art: Drawing, 2-D Design and 3-D Design] (VA-710-1) Art V: Independent Inquiry - Materials and Meaning Making - AP [AP Studio Art: Drawing, 2-D Design and 3-D Design] (VA-860-1) Art History - AP (VA-720-1) Art Studio - AP [Studio Art: Drawing, 2-D Design and 3-D Design] (VA-820-1) Photography II: Portfolio Development - AP [AP Studio Art: 2-D Design] (VA-630-1) Photography III: Personal Directions in Photography - AP [AP Studio Art: 2-D Design] (VA-750-1) Photo IV Independent Inquiry - Materials and Meaning Making - AP [Studio Art: 2-D Design] (VA-795-1) Photo Studio - AP [AP Studio Art: 2-D Design] (VA-840-1)
Fine Arts - Music	Music Theory II - AP [AP Music Theory] (MU-860-1)
Mathematics	Statistics - AP (MA-565-1) Calculus AB - AP (MA-625-1) Calculus C/Multivariate Calculus - AP [AP Calculus BC] (MA-705-1) Computer Science A - AP [AP Computer Science] (CT-475-1)
Science	Biology - AP (SC-901-1) Chemistry - AP (SC-903-1) Environmental Science - AP (SC-905-1) Physics 1 - AP (SC-907-1) Physics 2 - AP (SC-909-1) Physics C: Mechanics - AP (SC-911-1) Physics C: Electricity and Magnetism - AP (SC-913-1)
Social Studies	United States History - AP (SO-615-1) Government and Politics - AP [AP United States Government and Politics] (SO-504-1) World History: Modern - AP (SO-621-1) African American Studies - AP (SO-623-1) Comparative Government and Politics - AP (SO-604-1) European History - AP (SO-605-1) Human Geography - AP (SO-607-1) Humanities II/Government and Politics - AP [AP Government and Politics] (SO-505-1) Humanities III/World History - AP or United States History - AP (SO-616-1) Microeconomics/Macroeconomics - AP (SO-608-1) Microeconomics - AP (SO-609-1) Macroeconomics - AP (SO-610-1) Psychology - AP (SO-612-1)

Dual Enrollment

General Information

The Howard County Public School System (HCPSS) offers coursework that allows students to gain college credits while still in high school. HCPSS and Howard Community College (HCC) have partnered to expand options for students in order to gain college credits, explore possible careers, or earn an associate degree.

JumpStart

The JumpStart Dual Enrollment program is a collaboration between Howard Community College and Howard County Public School System to provide expanded access for students to earn college credits in a nurturing and inclusive environment. Several courses taken on Howard Community College's campus can be brought back for HCPSS course credit. By participating in the JumpStart Dual Enrollment program, students and families acknowledge that certain conditions may apply, including, but not limited to, applicable textbook/course material and course fees, for courses not on the approved course list, FERPA agreement, and differences in accommodations for students receiving special education services. Some courses may require prerequisites. Students and families are encouraged to work closely with their school counselor and HCC staff to determine what JumpStart Dual Enrollment opportunities are a good fit for the student.

- Course offerings at Howard Community College are evolving. Students must meet benchmark and/or indicator requirements in order for HCPSS to cover related costs for approved courses. For the most up-to-date program information, please email jumpstart@hcpss.org.
- To learn more about the JumpStart program, there are several drop-in support sessions available at each high school and through the HCPSS Office of Dual Enrollment. Please contact the College and Career Readiness Advisor at your high school, or email jumpstart@hcpss.org for a schedule of upcoming support sessions.
- A student is required to receive pre-approval from their high school counselor to receive HCPSS credit for a course taken on HCC's campus. HCPSS credits may not be earned out of sequence unless pre-approved by HCPSS leadership.
- All courses taken at HCC with HCPSS equivalents will appear on student transcripts with the HCC course names and impact student GPA and eligibility. Students must still meet HCPSS graduation requirements based on Maryland State Department of Education requirements. Students may request a separate HCC transcript be sent to their desired colleges to demonstrate the full range of their dual enrollment coursework while participating in JumpStart
- It is the responsibility of the student to work with their high school counselor to ensure that their HCC course schedule synthesizes with their course schedule at their high school.

Please contact jumpstart@hcpss.org to learn more about the JumpStart program.

Opportunities for HCPSS Families to Access Free or Discounted Programs and Services

Fee Waivers

A student's participation in the Free and Reduced-Price Meal program qualifies students for numerous opportunities and resources. See the National School Lunch Program/School Breakfast Program application for income eligibility guidelines (www.hcpss.org/food-services/farms). Applications can be mailed to the address on the back of the form or returned to the school.

See school counselor for more information or if assistance is needed.

Career Academies

General Information

The Howard County Public School System (HCPSS) offers coursework focused on specific career pathways. Students are encouraged to explore individual courses to identify potential interests. Completing all required courses within any specified Career Academy will fulfill the "Program Choice" requirement for graduation.

Career Academy Offerings and Locations

The following Career Academies are offered at each high school based on student interest and enrollment. Depending on the academy, students may begin taking courses as early as freshman year.

Accounting Academy	Project Lead the Way (PLTW): Engineering
Business Management Academy	Marketing Academy
Career Research and Development	Teacher Academy of Maryland (TAM)
Computer Programming Academy	JROTC Army - Atholton and Howard High Schools only
Computer Science Academy	JROTC Air Force - Oakland Mills High School only
Culinary Science Academy	Apprenticeship Maryland Academy

For juniors and seniors, HCPSS offers the following Career Academy Programs at the Applications and Research Laboratory (ARL) - HCPSS Career and Technology Center*.

Project Lead the Way (PLTW): Aerospace	Project Lead the Way (PLTW): Civil Engineering
Agricultural Science Academy	Cybersecurity Networking Academy
Animation and Interactive Media Academy	Finance Academy
Architectural Design Academy	Graphic Design Academy
Automotive Technology Academy	Health Professions Academy
Biotechnology Academy	HVAC (Heating, Ventilation, and Air Conditioning) Academy
Construction Academy	Apprenticeship Maryland Academy

Sample Course Sequence for Career Academies at the ARL

<table>
<tr><th>9th Grade</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th></tr>
<tr><td>English 9</td><td>English 10</td><td>English 11</td><td>English 12</td></tr>
<tr><td>Alegbra I or above</td><td>Geometry or above</td><td>Mathematics</td><td>Mathematics</td></tr>
<tr><td>Science</td><td>Science</td><td>Science</td><td>Elective</td></tr>
<tr><td>U.S. History</td><td>American Government</td><td>World History</td><td>Elective</td></tr>
<tr><td>Computer Science, Engineering or Technology Education</td><td>Fine Arts Requirement</td><td>Health II or Elective</td><td rowspan="3">ARL Course 2
(3 credits)
Or
Apprenticeship Maryland (4 credits)</td></tr>
<tr><td>Lifetime Fitness/Health</td><td>Health II or Elective</td><td rowspan="2">ARL Course 1
(2 credits)</td></tr>
<tr><td>Elective</td><td>Elective</td></tr>
</table>

*Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

Senior level coursework at the ARL may include a work-site or clinical experience (students must provide their own transportation) OR participate in an on-campus course of advanced skills, which includes a capstone project.

Accounting Academy, Business Management Academy, and Marketing Academy

The Accounting, Business Management, and Marketing Academies are all 3-credit academies. They include the same two (2) initial courses during which students will learn the fundamentals of current business practices and the skills necessary to manage and maintain a company's financial resources. Students will then choose a focus academy for their third course. These include:

Accounting Academy

Students who have an interest in expanding their understanding and skills related to accounting and financial management will have the opportunity to study and apply the fundamental accounting principles in a variety of business settings. Students will work in a lab setting utilizing current accounting software.

Business Management Academy

Students will learn effective decision-making techniques in financial management, business communication, problem-solving, teamwork, and networking skills. Human resource topics include diversity in the workplace, ethics, employer/employee rights, discrimination, accountability, time management, and setting priorities. Students will work on portfolio development opportunities and are encouraged to participate in the national Career Technical Student Organization (CTSO), Future Business Leaders of America.

Marketing Academy

Students will have the opportunity to focus their studies on the fundamental principles of marketing. Students will develop marketing plans by analyzing customer needs and the market environment. Product development, pricing strategies, advertising and promotion planning, product distribution, and strategies for conducting market research will be explored in depth. Students will have the opportunity to investigate and analyze current marketing trends and campaigns, including the recent introduction of e-marketing.

<table>
<tr><th>Academy</th><th>First Course</th><th>Second Course</th><th>Third Course (Completer)</th><th>Possible Electives</th></tr>
<tr><td>Accounting</td><td rowspan="3">Principles of Business Management - G/T
CT-415-CC
And
Principles of Accounting and Finance - Honors
CT-420-1
(May be taken concurrently)</td><td></td><td>Advanced Accounting and Finance Honors CT-430-1</td><td rowspan="3">Students could choose to take additional courses in the academies in order to complete a 2nd or 3rd academy.</td></tr>
<tr><td>Business Management</td><td></td><td>Advanced Business Management - Honors CT-440-1</td></tr>
<tr><td>Marketing</td><td></td><td>Principles of Marketing - Honors CT-450-1</td></tr>
</table>

Completion of Algebra I prior to enrollment in academy coursework is recommended.

Required courses for Business Management, Accounting, and Marketing Academies

CT-415-CC ▼❖

Principles of Business and Management – G/T

Grades 9, 10, 11, 12 **1 credit**

This fast-paced, college level, dual enrollment course introduces students to topics related to current business practices. Students examine business trends including consumer economics, marketing, finance, international business, business law, and entrepreneurship. It is a required course in the three-course sequence for all three academies. All students will be expected to complete the college level coursework regardless of dual enrollment status and to sit for any applicable certification exam(s).

CT-420-1▼

Principles of Accounting and Finance – Honors

Grades 9, 10, 11, 12 **1 credit**

This course provides students with skills necessary to manage and maintain a company's financial resources and use those to make daily operating decisions. Learning experiences are designed to enable students to determine the value of assets, liabilities, and owner's equity; to prepare, interpret, and analyze financial statements, and to examine the role of ethics and social responsibility in decision-making.

Accounting Academy, Business Management Academy, and Marketing Academy

Academy Completer Courses

Accounting

CT-430-1▼
Advanced Accounting and Finance – Honors
Grades 11, 12 1 credit
This course provides students with knowledge and skills needed for college and career readiness. Topics include: recording short- and long-term assets, investments, and liabilities, managing inventory, establishing corporations, declaring and paying dividends, analyzing and interpreting financial statements, and evaluating ethical and legal issues. Accounting software and Microsoft Excel are integrated throughout the course.

Business Management

CT-440-1▼
Advanced Business Management – Honors
Grades 11, 12 1 credit
This course focuses on the role of business in society, the changing nature of contemporary business practices, major management concepts, theories, and theorists, the processes of management (functional, operational, human relations), and business communications. Awareness of ethical issues and application of ethical decision-making models will be reinforced. Students will explore career pathways to be more prepared to meet their career goals.

Marketing

CT-450-1 ▼
Principles of Marketing – Honors
Grades 11, 12 1 credit
This course introduces students to marketing principles including market analysis, forecasting, segmenting, product strategy, pricing, distribution, promotion strategy, and international marketing. Experiences will include the investigations and analysis of the marketing strategies of various companies and the development of individual marketing plans.

College Credit

Students who successfully complete the Business Management and/or the Marketing Academy program sequence, with a grade of B or higher in academy courses, may be eligible for credits at Howard Community College (HCC). Likewise, students who successfully complete the Accounting Academy program sequence, may be eligible for credits at Community College of Baltimore County (CCBC).

Sample Career Opportunities

Academy	< 4-Year Degree	4-Year Degree	> 4-Year Degree
Accounting	Accounting Clerk Bookkeeper Payroll Clerk	Auditor Financial Advisor Tax Accountant	Certified Public Accountant Chief Financial Officer Forensic Accounting
Business Management	Business General Manager Customer Service Representative Sales Support Specialist	Management Consultant Operations Manager Risk Manager	Data Analyst Financial Controller Project Manager
Marketing	Advertising Sales Representative Marketing Associate Social Media Specialist	Copywriter E-Marketing Specialist Marketing Research Analyst	Brand Manager Field Marketing Manager Product and Promotions Manager

Apprenticeship Maryland Academy

The Apprenticeship Maryland Program (AMP) is a 4-credit academy for senior high school students, ages 16 and up, who are interested in employment and further education based on Maryland's Career Clusters. The Apprenticeship Maryland Academy is individualized for each student depending upon work schedules. Students will work half of their day and take required classes in the afternoon or evening pending their work schedule. (i.e. English and Mathematics). Note: Students attending ARL are permitted to transition to Apprenticeship after junior year.

Course Descriptions

Students take both courses concurrently during their senior year. Completion of the Apprenticeship Maryland Academy fulfills the "Program Choice" requirement for graduation.

CT-590-1

Apprenticeship Industry Instruction

Grade 12 **1 credit**

Prerequisite: Job interview and offer

This course provides industry related training which takes place outside of HCPSS. This training includes technical and employability skills and increased knowledge of the World of Work. Instruction is individualized and may be received through the employer, a post-secondary institution, an online platform, or technical school.

CT-595-3❖

Apprenticeship Work-based Learning

Grade 12 **3 credits**

Prerequisite: Job interview and offer

The Apprenticeship Maryland Academy is coordinated through a partnership between the Maryland State Department of Education (MSDE) and the Maryland Department of Labor, Licensing and Regulation (DLLR). Eligible employers are approved by the Maryland Apprenticeship Training Council (MATC), through a DLLR interview and hire high school seniors to work with eligible employers in STEM industries and traditional occupations, creating an "earn and learn" opportunity.

General Requirements

Students must:

- Work a minimum of 450 hours (20 + hours a week)
- Complete one year of related classroom instruction
- Provide own transportation to worksite

Students interested in participating in the program, complete the online student form which is located on the HCPSS Apprenticeship Maryland Program page (https://www.hcpss.org/academy/apprenticeship/).

Benefits of the Program

Students will:

- Enter the workforce while still in high school
- Earn a salary
- Gain marketable industry skills
- Be assigned a highly skilled mentor
- Receive a State Skill Certificate from the Maryland Department of Labor (MDOL)

College Credit

Apprenticeship Industry Instruction may include completing a college course through the employer at a local post-secondary institution.

Industry Recognized Credentials

Students may earn industry certifications as identified by the employer.

Sample Career Opportunities		
Construction and Design Consumer Services, Hospitality	Environment, Agriculture, Natural Resources Human Resources Services	Information Technology Transportation Technology
Employers are approved by the Maryland Department of Labor. For more information, visit the MSDE Apprenticeship Maryland web page.		

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option ❖ Industry Recognized Credential

Career Research and Development Academy

Career Research and Development (CRD) is a 3-credit academy that empowers students to create a vision of their future through quality academic coursework, progressive career development, and appropriate work opportunities. Students identify their assets and strengths and apply that knowledge as they investigate the HCPSS academy programs, careers, and postsecondary options. Students participating in the CRD program focus on demonstrating competency in 21st century learning skills, and the mastery of learning, thinking, communication, technology, and interpersonal skills. Students will develop an individualized portfolio containing examples of completed assignments and/or special projects.

Academy Sequence and Course Descriptions

Completion of the CRD academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second and Third Courses Taken Concurrently
CRD	10th or 11th grades only CRD I CT-510-1	12th grade only CRD II CT-520-1 (Prerequisite: Career Research and Development I CT 510-1) And Site-Based Work Experience CT-530-1 (Completer)

CT-510-1
Career Research and Development I
Grades 10, 11, 12 1 credit
Using Maryland's career clusters, students gain an understanding of how accurate, current, and unbiased career information is necessary for successful career planning. Topics include financial literacy, goal setting and planning, investigating careers, finding, applying for, and maintaining employment, communicating effectively, applying reading and mathematical skills, understanding choices and challenges in the world of work, and using appropriate technology. Students will complete a career portfolio.

CT-520-1
Career Research and Development II
Grade 12 1 credit
Prerequisite: Career Research and Development I
Corequisite: Site-based Work Experience
Students continue to explore career options and develop workplace readiness skills. Topics include meeting the expectations of an employer, teamwork, assessing progress towards career goals, entrepreneur/leadership, financial literacy, and using interpersonal skills, communicating effectively, following health and safety rules, applying reading and mathematical skills, and using technology at the workplace.

CT-530-1
Site-based Work Experience
Grade 12 1 credit
Using the career research, interest inventories, and aptitude tests taken in CRD I, students work with their teacher for placement based on their results and interests. Students will sign a student placement contract. This is a mentored experience with a minimum of 135 work hours monitored by the CRD teacher. Additionally, students will develop a written work-based training plan. Special education students who require more direct support to be successful, may receive services through the Work-Study teacher at their school as determined by the IEP team. **Students must provide their own transportation to the worksite.**

Special Requirements
Students taking the CRD program sequence as a "Program Choice" for graduation must work during their senior year. Students must concurrently enroll in Career Research and Development II while in Site-based Work Experience. Students must provide their own transportation to the worksite.

Sample Assessments/Inventories
- Myers-Briggs Personality Inventory
- Multiple Intelligences
- Holland Self-Directed Search
- Armed Services Vocational Assessment Battery (ASVAB)

Computer Programming Academy and Computer Science Academy

These 3-credit academies are designed for students who have an interest in expanding their understanding and skills of computer programming and computer science concepts.

Computer Programming Academy

Students are introduced to a broad range of programming tools and languages that have applications in the World of Work. Students will have the opportunity to take a deep dive into the fundamentals of programming concepts and text-based coding using Python and will also be introduced to and apply the Java programming language. Students will be exposed to many topics and applications of computer programming, including graphics-based problem solving, object-oriented programming, Graphic User Interfaces (GUIs), and web-page design.

Computer Science Academy

This academy is designed for students who have experience with computer programming and have an interest in expanding their understanding and skills of computer science concepts. Students begin with Advanced Placement Computer Science A, which utilizes Java and is designed to be equivalent in scope to an introductory college-level computer science course. Students will explore advanced topics being pursued by contemporary computer science researchers and use the knowledge and skills developed through programming and algorithm design to perform hands-on project-driven exploration of advanced topics.

Academy Sequences and Course Descriptions

Completion of either of these academy sequences fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course	Third Course (Completer)	Possible Electives
Computer Programming	Programming Fundamentals - G/T CT-463-1	Computer Science A - AP CT-475-1	Advanced Object Oriented Design - G/T CT-495-1	Advanced Topics - G/T, Apprenticeship, PLTW Digital Electronics
Computer Science	Computer Science A - AP CT-475-1	Advanced Object Oriented Design - G/T CT-495-1	Advanced Topics - G/T CT-496-1	Apprenticeship, PLTW Digital Electronics

It is recommended that students complete Algebra I before enrolling in these academies.

CT-463-1▼❖

Programming Fundamentals – G/T

Grades 9, 10, 11, 12 **1 credit**

In this course, students will explore the fundamentals of programming concepts and text-based coding using Python. It is predicated on the notion that learning about programming and computer science should be fun and engaging. In this course, students will be exposed to graphics-based problem solving because it is visually engaging, allows for multiple correct solutions, and provides visual cues when a solution goes awry. Additionally, students will be introduced to the Java programming language in order to prepare for additional course work in the academy.

CT-475-1* ▼★

Computer Science A – AP

Grades 10, 11, 12 **1 credit**

Prerequisite: Programming Fundamentals - G/T or Computer Science Principles - AP with teacher approval

This course is a fast-paced advanced level course that extends the study of the fundamental principles and technology of object-oriented programming using the Java language. Topics include classes, objects, data types, variables, Boolean expressions, methods, looping, input, and output. It is recommended that students in this course sit for the AP Exam when it is offered in May.

*This course may also be used as one of the four mathematics courses that satisfies graduation requirements, as well as the mathematics every year in high school. However, in accordance with the University System of MD requirements, this course should not serve as the final high school mathematics course. Students taking this course in grade 12 should also enroll in another mathematics course.

Computer Programming Academy and Computer Science Academy

CT-495-1▼
Advanced Object-Oriented Design – G/T
Grades 11, 12 **1 credit**
Prerequisite: Computer Science A - AP
This course explores advanced components of object-oriented programming. Topics include Graphic User Interfaces (GUIs), effective web-page design, and advanced aspects of software development. The Java programming language, the use of Java applets, JavaScript, and HTML will be emphasized.

CT-496-1 ▼
Advanced Topics in Computer Science – G/T
Grades 11, 12 **1 credit**
Prerequisite: Successful completion or concurrent enrollment in Advanced Object-Oriented Design - G/T
In this course, students explore advanced topics being pursued by contemporary computer science researchers. It begins with a survey of abstract data types and the algorithms used to implement them. Students use the knowledge and skills developed through programming and algorithm design/analysis to perform hands-on, project-driven explorations of advanced topics. Possible topics include machine learning, encryption algorithms, data science, cybersecurity, robotics, and quantum computing. These topics are currently dominating the computer science field and companies are looking for people with experience. Topics are modified as the needs of the workforce changes.

College Credit
Students who successfully complete courses and earn a score of 4 or 5 on the Advanced Placement exam for Computer Science A - AP may be eligible for college credit at post-secondary institutions.

Industry Recognized Credentials
Students are offered the opportunity to sit for the IT Specialist: Python certification test at the end of Programming Fundamentals - G/T. Additional certifications may be available as students progress through the courses.

Sample Career Opportunities			
Academy	< 4-Year Degree	4-Year Degree	> 4-Year Degree
Computer Programming	Computer Operator Computer Programmer Web Developer	Computer Systems Analyst Information Security Analyst Mobile App Developer Software Development	Computer Forensics Cryptanalyst Intelligence Specialist Robotics Engineer
Computer Science	Computer Technician Systems Analyst Database Tester	Azure Architect Mainframe Systems Engineer Game Developer Site Reliability Engineer	Cloud Solutions Architect Data Science Manager Lead Application Architect Machine Learning Engineer

Culinary Science Academy

The Culinary Science Academy is a 3-credit academy that prepares students for a career in the restaurant industry while giving the foundation to earn a college degree in a culinary or hospitality industry. Academy students will receive a broad introduction to this dynamic industry through hands-on instruction using the ProStart curriculum designed by the National Restaurant Association. Students will have opportunities to participate in industry-sponsored events and competitions and will receive individual mentoring from restaurant and hospitality professionals. Restaurant manager apprenticeships are also available to culinary students.

Academy Sequence and Course Descriptions

Completion of the Culinary Science Academy fulfills the "Program Choice" requirement for graduation.

Academy	Prerequisite	First Course	Second Course	Third Course (Completer)
Culinary Science Academy	Food and Nutrition Technology CT-910-1	Culinary Sciences CT-912-1	Advanced Culinary Science and Restaurant Operations CT-914-1	Field Experience in Culinary Science CT-917-1 or CT-917-2

CT-910-1

Food and Nutrition Technology

Grades 9, 10, 11, 12 **1 credit**

This course is designed to provide a foundation in the study of culinary sciences, food, and nutrition. It offers students the opportunity to prepare healthy foods as an individual, or as a first step in preparation for a career related to food, nutrition, or hospitality services. Practical activities in the laboratory support instruction in consumerism, management, and nutrition. Students will learn and apply safe food handler practices in the lab.

CT-912-1❖

Culinary Sciences

Grades 10, 11, 12 **1 credit**

Prerequisite: Food and Nutrition Technology

This course is for students who are pursuing a professional career in either the restaurant or hospitality industry. Through a hands-on, project-oriented approach students will learn to use professional equipment and techniques. Culinary Sciences students will finish the first level of the ProStart program, the National Restaurant Association curriculum, and are prepared to earn ServeSafe Manager certification.

CT-914-1

Advanced Culinary Science and Restaurant Operations

Grades 11, 12 **1 credit**

Prerequisite: Culinary Sciences

This course is designed for students who are pursuing college study and/or immediate entry into the professional restaurant and hospitality industries. Providing advanced training, the course focuses on the practices and skills required of professionals in food production, food services, and hospitality. Students who complete the course will finish the second level of the ProStart program and will be eligible to take the ProStart final examination.

CT-917-1 or CT-917-2❖

Field Experience in Culinary Science

Grade 12 **1-2 credits**

Prerequisite: Completion or concurrent enrollment in Advanced Culinary Science and Restaurant Operations

This course provides students an opportunity to apply and extend their knowledge and skills in a commercial food service or hospitality environment. Students who earn a passing grade in this course will have completed at least 135 hours of employment or mentored work toward the 400 hours required to earn the nationally recognized ProStart Certificate of Achievement.

College Credit

With a passing score on the ProStart I and II examinations, Culinary Academy students may be eligible for articulated credit from local institutions including community colleges, universities, and nationally renowned institutions. For a full list, visit the following website: Restaurant Association of Maryland Educational Foundation (www.ramef.org).

Industry Recognized Credentials

Students have the opportunity to earn ServSafe Manager and a National Restaurant Association Foundation ProStart Certificate of Achievement (COA). The ProStart COA includes passing Level 1 and Level 2 exams and completing 400 hours of employment in an approved worksite.

Sample Career Opportunities			
< 4-Year Degree		4-Year Degree	
Dining Room Manager	Food and Beverage Sales	Catering Director	Corporate Trainer Executive
Host/Server	Kitchen Manager	Chef	Food and Beverage Director
Pastry Chef	Sous Chef	Nutritionist	
		Menu Planner	

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option ❖ Industry Recognized Credential

Engineering: Project Lead the Way (PLTW) Academy

This 3-credit academy, which when combined with traditional mathematics and science courses, introduces students to the scope, rigor, and discipline of engineering prior to entering college. Prior to senior year, students build a foundation of pre-engineering knowledge and skills. During senior year, students who have earned all required prerequisite credits have the opportunity to enroll in PLTW Engineering Design and Development. In this course, seniors will design and build solutions to authentic engineering problems. For more information, visit www.pltw.org.

Academy Sequence and Course Descriptions

Completion of the PLTW Engineering Academy fulfills the "Program Choice" requirement for graduation. Contact your high school or speak with your counselor for which sequence is offered.

Academy	Prerequisite	First Course	Second Course	Third Course (Completer)
PLTW Engineering	*Introduction to Engineering Design - G/T CT-805-1	Principles of Engineering (POE) - G/T CT-815-1	Computer Integrated Manufacturing (CIM) - G/T CT-835-1 Or Digital Electronics (DE) - G/T CT-825-1	Engineering Design and Development (EDD) - G/T CT-845-1

* Satisfies the Computer Science, Engineering, or Technology graduation requirement credit.

Students are permitted to explore courses within the Engineering Academy out of sequence, with the exception of Engineering Design and Development. Specified course prerequisites apply where applicable. For students taking all Engineering Academy coursework, it is recommended that they enter the program in the 9th grade but taking multiple courses in the same year is permitted. Students beginning completion of all Engineering Academy coursework after 9th grade may have to take multiple courses in either 10th, 11th, or 12th grade.

CT-805-1▼❖

PLTW Introduction to Engineering Design – G/T

Grades 9, 10, 11, 12 **1 credit**

(Computer Science, Engineering, or Technology Education Credit)

Prerequisite: It is recommended that students complete Algebra I prior to enrolling in this course.

In this course, students use computer modeling software, such as AutoDesk Inventor, to study and apply the engineering design process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

CT-815-1▼

PLTW Principles of Engineering – G/T

Grades 10, 11, 12 **1 credit**

Prerequisite: PLTW Introduction to Engineering Design - G/T

This course is a hands-on course that helps the student understand the field of engineering and engineering technology. Students design, construct, test, and evaluate various projects that apply knowledge and skills. Students explore various technology systems and manufacturing processes to learn how engineers and technicians apply math, science, and technology in an engineering problem-solving process.

Engineering: Project Lead the Way (PLTW) Academy

CT-835-1▼

PLTW Computer Integrated Manufacturing – G/T

Grades 10, 11, 12 **1 credit**

Prerequisite: PLTW Introduction to Engineering Design - G/T

This course applies principles of robotics and automation and builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use computer-controlled equipment to produce models of three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

CT-825-1▼

PLTW Digital Electronics – G/T

Grades 10, 11, 12 **1 credit**

Prerequisite: It is recommended that students complete Algebra II prior to enrolling in this course.

Students use computer simulations to learn about the logic of electronics while they design, test, and construct circuits and devices. Students apply logic that encompasses the application of electronic circuits and devices.

CT-845-1▼

PLTW Engineering Design and Development – G/T

Grade 12 **1 credit**

Prerequisites: PLTW Introduction to Engineering Design - G/T, and PLTW Principles of Engineering - G/T and one of the following courses, either PLTW Computer Integrated Manufacturing - G/T or PLTW Digital Electronics - G/T

Teams of students, guided by community mentors and professional engineers, work together to research, design, and construct solutions to open-ended engineering problems. Students apply principles developed in the preceding courses. 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. Some of these activities may take place outside the school day.

College Credit

After completing the entire sequence of PLTW coursework, students may be eligible for articulated credit with many four-year colleges and universities. See the PLTW website for current articulation agreements. (http://www.pltw.org).

Industry Recognized Credential

Students have the opportunity to earn Autodesk 360 Fusion Certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Industrial Engineering Technician Civil Engineering Technician Drafter Electrical Engineering Technician Machinist	Chemical Engineer Civil Engineer Electrical Engineer Industrial Engineer Manufacturing Engineer Materials Engineer Mechanical Engineer Process Engineer Quality Engineer Software Engineer	Aerospace Engineer Advanced Mathematics Design Engineer Engineering Management Materials Scientist Systems Engineering

Junior Reserve Officers' Training Corps Academy

The Junior Reserve Officers' Training Corps (JROTC) is a 3- to 4-year program that provides citizenship, character, and leadership development for high school students. It is a cooperative effort between Howard County Public School System and the U.S. Army and U.S. Air Force. JROTC instruction prepares students in grades 9-12 for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens through rigorous instruction and hands-on activities.

Academy Sequences and Course Descriptions

Completion of either 3- or 4-years of these JROTC academy courses fulfills the "Program Choice" requirement for graduation. Students must take these courses in this sequence.

Academy	First Course Grades 9, 10, 11, 12	Second Course Grades 10, 11, 12	Third Course Grades 11, 12	Fourth Course Grade 12
JROTC Army Or JROTC Air Force	JROTC Army I CT-951-1 Or JROTC Air Force I CT-971-1	JROTC Army II CT-952-1 Or JROTC Air Force II CT-972-1	JROTC Army III CT-953-1 Or JROTC Air Force III CT-973-1	JROTC Army IV CT-954-1 Or JROTC Air Force IV CT-974-1 JROTC Army Advanced CT-956-1 Or JROTC Air Force Advanced CT-976-1

JROTC courses may provide service learning hours that can be included towards the number of hours required for graduation. A Service Learning Validation form needs to be completed and submitted to the school counselor for approval. Hours will not be approved unless all requirements are met.

Army Junior Reserve Officer Training Corps

CT-951-1 - JROTC Army I
CT-952-1 - JROTC Army II
CT-953-1 - JROTC Army III
CT-954-1 - JROTC Army IV
CT-956-1 - JROTC Army Advanced

Army JROTC's mission is "To Motivate Young People to Be Better Citizens." It provides means for cadets to:

- Develop citizenship, character, and leadership,
- Communicate effectively,
- Serve their school and community,
- Improve physical fitness,
- Live drug-free,
- Strengthen positive self-motivation and esteem,
- Learn the historical perspective of military service,
- Work as team members and learn to treat others with respect, and
- Graduate and pursue meaningful careers.

As students progress through the Army JROTC program, they gain more specific knowledge in the area of intermediate and applied leadership development. Additionally, students will learn extensive first aid, improve physical fitness levels, understand financial management, and will gain an appreciation for the contributions of the military to the history of our nation. Cadets wear Army provided uniforms one day a week and are provided with all learning materials. No military obligation is incurred.

Air Force Junior Reserve Officer Training Corps

CT-971-1 - JROTC Air Force I
CT-972-1 - JROTC Air Force II
CT-973-1 - JROTC Air Force III
CT-974-1 - JROTC Air Force IV
CT-976-1 - JROTC Air Force Advanced

Air Force JROTC's mission is to "Develop citizens of character dedicated to serving their nation and community." The objectives of Air Force JROTC are to:

- Educate and train cadets in citizenship,
- Promote community service,
- Instill responsibility, character, and self-discipline, and
- Provide instruction in air and space fundamentals.

Air Force JROTC is a 3- or 4-year program offered to high school students in grades 9-12. The curriculum includes the following:

Aerospace Science: acquaints students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight, the history of aviation, development of air power, contemporary aviation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, astronomy, survival, and policy and organization.

Leadership Education: develops leadership skills and acquaints students with the practical application of life skills. The leadership education curriculum emphasizes discipline, responsibility, leadership, fellowship, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, and drill and ceremonies.

Wellness Program: motivates cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Cadets wear Air Force provided uniforms one day a week and are provided with all learning materials. No military obligation is incurred.

Junior Reserve Officers' Training Corps Academy

General Requirements

Students must:

- Apply prior to the deadline and participate in an interview process. Check with the school counselor at the current school to get information about deadlines.
- Be accepted to the program and must provide own transportation.
- Remain enrolled in the JROTC program at all times. Students who do not remain enrolled must return to the district high school.
- Students retain full athletic eligibility.

Benefits of Program

JROTC prepares students for college and careers through leadership and essential life and career skills instruction, activities, and opportunities. Students participate in service-learning projects throughout the school year to learn about the value of serving others. Opportunities are provided to go on weekend trips and summer camps conducted at local training facilities.

College Credit

JROTC prepares students for life and there is no obligation to join the military. However, if there is further interest in the military, satisfactory completion of the JROTC program can lead to advanced placement credit in the Senior ROTC program (college level) or advanced rank in any of the Armed Forces.

Sample Career Opportunities	
While JROTC programs do not prepare students for a specific career field, the incorporation of the Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program provides a platform for students to conduct interest inventories and career exploration activities that highlight the educational and experiential requirements required for a broad spectrum of career fields, and/or STEM-related occupations, which include entry level programs of study in these areas:	
Chemical or Engineering Corps Military Police Infantry Field Artillery Aviation Military Intelligence Corps Signaling Corps Medical Service Corps Nurse Corps Pilot	Behavioral Sciences Financial Management Munitions and Missile Maintenance Airfield Operations Aircraft Maintenance Band Officer Civil Engineer Public Affairs Tactical Air Control

For more information visit https://www.afrotc.com/ or https://www.goarmy.com/rotc.html

Teacher Academy of Maryland

The Teacher Academy of Maryland is a 4-credit academy designed for students who want to explore a career as an elementary, middle, or high school teacher. Students in the academy have the opportunity to conduct formal observations, develop and deliver lesson plans in a K-12 setting, and participate in special events and activities. Academy coursework focuses on development, learning theory, positive and effective classroom management and discipline, curriculum delivery models, and the creation of developmentally-appropriate curriculum and learning environments.

Academy Sequences and Course Descriptions

Completion of either of these academy sequences fulfills the "Program Choice" requirement for graduation.

<table>
<tr><th>Academy</th><th>First Course</th><th>Second Course</th><th>Third Course</th><th>Fourth Course (Completer)</th></tr>
<tr><td>Teacher Academy of Maryland (K-12)</td><td colspan="2" rowspan="2">Teaching as a Profession - G/T
CT-925-CC
And
Human Growth and Development - G/T
CT-922-CC
(Can be taken concurrently).</td><td>Foundations of Curriculum and Instruction
CT-924-1</td><td rowspan="2">Field Experience in Education - G/T
CT-927-1
CT-927-2</td></tr>
<tr><td>Early Childhood Option</td><td>Child Development Associate Portfolio and Internship 1 - G/T
CT-926-1</td></tr>
</table>

Teacher Academy of Maryland students are advised to take at least two years of a World Language; Spanish being recommended. Students who are preparing for a career teaching middle or high school should pursue additional courses in the subject area they are planning to teach (e.g., Mathematics, Science, Social Sciences, Arts/Humanities).

CT-924-1

Foundations of Curriculum and Instruction

Grades 10, 11, 12 **1 credit**

This course focuses on curriculum delivery models in response to the developmental needs of children and adolescents. Emphasis is placed on the development of instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.

CT-922-CC ▼❖

Human Growth and Development – G/T

Grades 10, 11, 12 **1 credit**

This course is designed for students interested in working with children in a variety of careers. It focuses on the major theories of child development and learning. Practical experience is gained by observation of and interaction with young children. Students must be in at least the 10th grade. Students who complete Human Growth and Development and Foundations of Curriculum and Instruction with a B or higher may be eligible for college credits at HCC.

CT-925-CC ▼

Teaching as a Profession – G/T

Grades 9, 10, 11, 12 **1 credit**

Required for all Teacher Academy of Maryland (TAM) students, this course is for students interested in a teaching career in any grade level from Early Childhood through high school. Class discussion and assignments will focus on the history, purposes, issues, ethics, laws, roles, and qualifications of the teaching profession. Students will participate in guided observations and field experiences outside of class to identify characteristics of an effective classroom teacher and to reflect upon their personal career goals. Students who complete Teaching as a Profession - G/T with a B or higher may be eligible for college credits at Howard Community College (HCC).

Teacher Academy of Maryland

CT-926-1▼❖

Child Development Associate Portfolio and Internship 1 – G/T

Grade 11 **1 credit**

Prerequisite: Human Growth and Development and either Teaching as a Profession or Foundations of Curriculum and Instruction

The high school-based Child Development Associate (CDA) curriculum is designed to provide students with the same academic and hands-on training needed to prepare any professional for early childhood education and care settings. In grade 11, HCPSS students have the opportunity to earn the CDA certification by completing the CDA Internship and Portfolio course. This approach also delivers the experience and academic training needed to meet the Council's strict requirements to successfully submit a CDA application, pass a proctored exam, and succeed through an on-site verification. The CDA standardized training requirements are an industry leading quality assurance measure to ensure consistency and are required to meet all of the qualifications of other CDA candidates, including 120 hours of education, 480 hours of work experience, a professional portfolio and family questionnaire, direct observation, and a comprehensive examination.

CT-927-1▼
CT-927-2 ▼

Field Experience in Education – G/T

Grade 12 **1-2 credits**

Corequisite: Foundations of Curriculum and Instruction

Prerequisite if for CDA: Child Development Associate Portfolio

This course is the capstone experience for the Teacher Academy of Maryland. Students will have the opportunity to apply and extend their knowledge about teaching in a K-10 classroom setting under the supervision of a mentor teacher. During their placement, students will examine what makes an effective teacher, the importance of family and caregivers in the learning process, and methods for creating and maintaining an effective learning environment. Students will also collaborate with the mentor teacher to develop and implement lesson plans that address diverse student needs and learning styles. Once placed, students are supervised by the Teacher Academy of Maryland teacher and must schedule a portion of their placement hours during the Teacher Academy teacher's afternoon work hours to allow for monitoring and evaluation. Students must provide their own transportation to the worksite.

College Credit

Through a special partnership with Howard Community College's Teacher Education Program, students enrolled in the courses, Teaching as a Profession – G/T CT-925-CC and Human Growth and Development - G/T CT-922-CC, are eligible to be dually enrolled in the three-credit college course at HCC.

Scholarships

Students who complete the Teacher Academy of Maryland (TAM) program or the Child Development pathway for TAM, and earn grades of B or higher in all four academy courses, may earn college credits from Bowie State University, Coppin State University, Frostburg State University, Hood College, Morgan State University, Salisbury University, St. Mary's College of Maryland, Stevenson University, or Towson University.

Industry Recognized Credentials

Upon completion of Human Growth and Development, students have the opportunity to earn ParaPro certification, a nationally recognized examination required by the State of Maryland for employment as a highly qualified instructional assistant. Students also have the opportunity to earn the Council for Professional Recognition Child Development Associate certification through the CDA Portfolio option.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Childcare Worker Day Care Center Owner/Director Family Day Care Provider Instructional Assistant/Aide Preschool Director	Early Childhood Teacher Elementary Teacher Secondary Teacher Parent Educator Preschool Teacher	Child Psychologist School Counselor Pediatric/Obstetrics Nurse School Administration

Computer Science, Engineering, or Technology Education Credit Courses

Students must take one of these courses in order to fulfill the Computer Science, Engineering, or Technology Education graduation requirement.

Course Descriptions

CT-405-1▼

Computer Science Principles – AP

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Algebra I

This course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understanding the Internet and issues of cybersecurity, and impacts of computing that affect different populations. Students will have the opportunity to use current technologies to solve problems and create meaningful computational artifacts.

CT-400-1▼

Exploring Computer Science – Honors

Grades 9, 10, 11, 12 **1 credit**

This course will give students the opportunity to delve into real-world, relevant computing problems while gaining foundation computer science knowledge. Students will engage in several in-depth projects to demonstrate the real-world applications of computing. Students will explore human computer iteration, problem solving, web design, programming, computing and data analysis, and robotics.

CT-800-1

Foundations of Technology

Grades 9, 10, 11, 12 **1 credit**

This course prepares students to understand and apply technological concepts and processes that are the cornerstone of the high school technology education program. Students study the nature and technological issues of the designed world. Group and individual activities engage students in creating ideas, developing innovations, design, fabricating, and engineering practical solutions. Technology content, resources, and laboratory/classroom activties allow students to apply science, mathematics, and other school subjects in authentic situations.

CT-805-1▼

PLTW Intro. to Engineering Design – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: It is recommended that students complete Algebra I prior to enrolling in this course. Students use computer modeling software, such as AutoDesk Inventor, to study and apply the engineering design process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

Other CTE Elective Course

CT-462-1

Laboratory Assistant – BCMS

Grades 11, 12 **1 elective credit**

Prerequisite: Approval of BCMS Instructor

Under the direction of the teacher, students gain experience working in a computer lab. Students assist in lab maintenance, including troubleshooting and basic networking. They will provide routine assistance to students enrolled in the course and create materials designed by the teacher. Students must be able to work independently. Only one credit can be earned as a student assistant; credit may only be awarded after the 20th graduation credit has been recorded.

Agricultural Science Academy

This ARL Academy introduces students to the science of agriculture, plants, animals, biotechnology, natural resources, agricultural mechanics, and its career pathways. Students will learn the characteristics of animal and plant science and work on major projects and problems similar to those that veterinarians, zoologists, horticulturists, agronomists, greenhouse and nursery managers, animal and plant researchers, and food scientists face in their respective careers.

Academy Sequence and Course Descriptions

Completion of the Agricultural Science Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Agricultural Science	Agricultural Science I - G/T CT-750-2	Agricultural Science II - G/T CT-752-3

CT-750-2▼

Agricultural Science I – G/T

Grades 11, 12 **2 credits**

While surveying the opportunities in agriculture and natural resources, students will engage in a wide range of topics, from the basics of plant, soil, and animal science to the economic and environmental aspects of agriculture production. Through the use of hands-on projects and activities, students will investigate the fundamentals of animal science, including animal terminology, anatomy, nutrition, reproduction, and health management practices of small and large domestic animals. Additionally, this course will provide students with a foundational understanding of basic principles of plant biology, including plant anatomy, growth processes, soil composition, soil fertility, and crop production. Students will learn how to raise plants in the school greenhouse. All students will be members of Howard County FFA and the National FFA Organization. Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-752-3 ▼

Agricultural Science II – G/T

Grade 12 **3 credits**

Prerequisite: Agricultural Science I - G/T

Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of animal and plant biotechnology. Students will continue to build animal science knowledge and skills with an emphasis on veterinary procedures and ethical considerations in veterinary practice. A capstone experience culminates students' experiences in agriscience and includes a research project. Students will investigate a problem of their choice and conclude the project by reporting their results in the form of a research paper and a research poster. Research may be conducted at an internship, in the school greenhouse, or classroom laboratory. The school greenhouse provided opportunities for students to start seeds, transplant, propagate, and maintain plants for an end of year plant sale. Students who participate in an internship are required to complete at least 6-8 hours per week at their internship site and must provide their own transportation.

College Credit

Students who complete the academy and earn a "B" average or better are eligible to earn three elective credits through successful presentation of the MD capstone project at the Institute of Applied Agriculture at the University of Maryland. Students are eligible to earn up to three credits toward specific degree programs at Delaware Valley University, Community College of Baltimore County (CCBC), St. Mary's College of Maryland, and Rutgers University. Students sit for NOCTI CASE end of course exams. The exams may be eligible for college credit.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Animal Care and Service Workers Building and Ground Cleaning Maintenance Environmental Science Technicians Farm and Home Management Advisors Forest and Conservation Technicians Landscape and Groundskeeping Tree Trimmers and Pruners Veterinary Technologists and Technicians	Agricultural Science Teacher Agricultural Engineer Environmental Engineer Landscape Architects Zoologists and Wildlife Biologists	Animal Scientists Conservation Scientists Microbiologists Veterinarians

Animation and Interactive Media Academy

This ARL academy is designed for students who have an interest in digital art. Students have the opportunity to combine creative abilities with technical skills using industry standard techniques and software. Students work independently and in teams in areas of problem solving, portfolio development, and artistic promotion. Narrative and non-narrative storytelling, pitch creation, video production, 3D graphics and their applications in video games, animation and simulations are emphasized.

Academy Sequence and Course Descriptions

Completion of the Animation and Interactive Media Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Animation and Interactive Media	Animation and Interactive Media I CT-796-2	Animation and Interactive Media II CT-798-3

CT-796-2

Animation and Interactive Media I

Grades 11, 12 **2 credits**

Prerequisite: Art I

Students work with industry standard software to simulate 3D environments and apply 3D effects to create realistic still images and animations. Each lesson is a building block for future projects of increasing complexity. As students progress through the course, they will create products that can be integrated into other media types using familiar compositing and editing techniques. Projects will culminate in the production of products from the following areas: broadcast, animated films, visual effects, video games graphics, visualizations, web-based media, mechanical modeling, forensic modeling, and architectural studies. Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-798-3❖

Animation an Interactive Media II

Grade 12 **3 credits**

Prerequisite: Animation and Interactive Media I

Students learn advanced level animation skills and techniques based on successfully completed Animation I projects. Realism and its application to stylized works are stressed. Cloth, collisions, and other physics-based scenarios are explored, as well as character and mechanical rigging, camera techniques, lighting systems, and hair. Cinematic topics discussed may include advanced special effects, video compositing, green screen technology, titles, transitions, audio, and sound effects. Students will continue to build their portfolios. Advanced Animation is conducted entirely on-site at the ARL through projects that are a collection of instructor, student, and industry activities and are designed to create real-world experiences.

College Credit

Students who successfully earn the Animation and Interactive Media Academy program sequence, with a grade of B, or higher in academy courses, may be eligible for credits at Howard Community College.

Industry Recognized Credentials

Students have the opportunity to earn Adobe Premiere Pro and/or Adobe Photoshop certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Illustrator Multimedia Artist Storyboard Artist Quality Assurance Web Designer	Animator Script Writer Character Designer Technical Artist Game Designer Video Editor Graphic Designer Video/TV Producer Motion Graphic Designer	Animation Director Animation Instructor Lead Game Designer Feature Director Lead Animator

Architectural Design Academy

This ARL academy teaches students all aspects of design while applying their creativity to many projects. Students use professional 3D modeling software to create various floor plans for construction and architectural models. Students build scale models of houses, furniture and other projects using different architectural styles, green technologies and their own unique creativity. Students have the opportunity to participate in an internship in their senior year.

Academy Sequence and Course Descriptions

Completion of the Architectural Design Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Architectural Design	Architectural Design CT-730-2	Advanced Architectural Design - Honors CT-734-3

CT-730-2

Architectural Design

Grades 11, 12 **2 credits**

This course will introduce the basic principles and methods of design as applied to architecture. Basic design theories and strategies related to the development of spatial concepts in architectural design including composition, color, form, and relationship of elements will be applied in the development of 2D and 3D design projects. This course further emphasizes the architectural design process while relating these principles to general construction practices. Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-734-3▼❖

Advanced Architectural Design – Honors

Grade 12 **3 credits**

Prerequisite: Architectural Design

This course is now aligned with the new MSDE Program of Study, Construction Design Management which prepares students for college and career opportunities. Students also work on earning Autodesk Revit certification which is the standard for Architects in the field. The curriculum dually aligns with the University of Maryland and Morgan State University curricular goals and objectives wherein students can earn articulated credit or advanced standing when accepted to architectural programs. Students also complete a capstone project that is reviewed and juried by architects and architectural industry professionals.

College Credit

Students who successfully complete the Architectural Design Academy program sequence, with a grade of B or higher in academy courses, may be eligible for credits at Howard Community College.

Industry Recognized Credential

Students have the opportunity to earn the Autodesk Revit certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Building Codes Inspector CADD Technician Construction Manager Architectural Drafter Landscape Architecture Real Estate Manager	Architectural Designer Building Code Specialist Construction Project Coordinator Interior Designer Land Surveyor Sustainability Coordinator	Architectural Design Manager Architect Instructor Building Control Surveyor Building Information Modeling Historic Preservation Urban and Regional Planner

Automotive Technology Academy

This ARL academy uses state-of-the-art diagnostic equipment and specialized tools while gaining hands-on experience in a realistic automotive setting. This academy teaches every aspect of automotive maintenance and repair in a nationally certified automotive technology program. After completing the academy, students will be able to service engines, transmissions, chassis, and electrical-electronic systems for entry-level employment as an automotive technician, as well as have the skills necessary to secure professional certification, attend post-secondary education, and/or pursue additional training.

Academy Sequence and Course Descriptions

Completion of the Automotive Technology Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Automotive Technology	Automotive Technology I CT-736-2	Automotive Technology II CT-738-3

CT-736-2❖

Automotive Technology I

Grades 11, 12 **2 credits**

Students will receive training covering every system of the automobile, related tools, and industry equipment. Emphasis is on diagnostics, troubleshooting skills, safe use of equipment, suspension and steering, and brake systems. Course content provides students with the knowledge and skills required for entry-level employment as a repair technician in any modern shop. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-738-3❖

Automotive Technology II

Grade 12 **3 credits**

Prerequisite: Automotive Technology I

Students will continue to study the components of the automobile technology curriculum. Topics include diagnostics, troubleshooting skills, safe use of equipment, electrical and electronic systems, and engine performance. Course content provides students with the knowledge and skills required for entry-level employment as a repair technician in any modern shop.

College Credit

Students who successfully complete the Automotive Technology Academy program sequence, with a grade of B or higher in academy courses, may be eligible for credits at Community College of Baltimore County (CCBC) or Pennsylvania College of Technology.

Industry Recognized Credentials

Students have the opportunity to earn Automotive Service Excellence (ASE) certification exams in the four areas offered in this program: Brakes, Steering and Suspension, Maintenance and Light Repair, Electrical and Electronic Systems, and Engine Performance.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Automobile Lead Technician	Automobile Service Technician	Automotive Master Technician
Automobile Master Mechanic	Automobile Speciality Technician	Mechanical Engineering Technician
Automobile Service Advisor	Heavy Vehicle and Mobile Equipment Services Technician	Upper-Level Automobile Position

Biotechnology Academy

This ARL academy teaches students the application of cells and molecular biology to manufacture products or solve scientific problems. As an applied science, Biotechnology is one of the fastest growing areas in today's scientific community and is used by biologists, forensics scientists, and doctors. Biotechnology is laboratory and math intensive, and requires critical thinking. The Biotechnology Academy gives students a solid academic foundation and necessary laboratory skills for future scientific pursuits. Students use modern laboratory equipment to perform cutting edge experiments.

Academy Sequence and Course Descriptions

Completion of the Biotechnology Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Biotechnology	Biotechnology I - G/T CT-645-2	Biotechnology II - G/T CT- 655-3

CT-645-2▼

Biotechnology I – G/T

Grades 11, 12 **2 credits**

Co-requisite: Chemistry - G/T

This course is targeted to students who plan on pursuing a career related to Biology. Strong mathematics and science skills are critical to student success in Biotechnology Academy courses. Students will develop a strong foundation in molecular biology, including genetics, microbiology, and cell biology. This course will introduce students to procedures and instruments used in biotechnology laboratories. Students will connect biological processes to microbial research, forensic science, microbial ecology, genetics and genetic counseling, bioinformatics, evolution, and medical diagnostics. Analysis of data and maintenance of written records will be emphasized. Students will integrate molecular biology concepts with lab procedures, mathematics and technical writing. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-655-3▼❖

Biotechnology II – G/T

Grade 12 **3 credits**

Prerequisite: Biotechnology I - G/T

This course completes the Biotechnology Academy coursework. Students may either participate in a school year-long site-based research internship or remain on campus to complete the advanced course curriculum and a semester-long research project. Students who participate in the site-based internship are required to complete at least 6-8 hours per week at their internship site and must provide their own transportation to the internship site. Students who remain on campus apply skills and knowledge from Biotechnology I - G/T to advanced research and complex topics in biotechnology. Topics include: epigenetics, green biotechnology, biofuels, toxicology, neurobiology, and population genetics. All Biotechnology II - G/T students will complete a research project and present their findings at the end of the year Research Open House and Poster Symposium.

Industry Recognized Credential

Students have the opportunity to earn the Biotechnology Aptitude & Competency Exam (BACE) certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Animal Technician Biotechnology Laboratory Assistant Document Specialist Medical Lab Technician Production Technician Quality Control Specialist Research Assistant Process Engineer	Biochemist Biomedical Engineer Chemical Engineer Laboratory Technician Medical Technologist Pharmaceutical Sales Representative Quality Manager/Technician Research Technician Technical Writer Microbiologist	Agricultural Bioengineer Bioinformatics Analyst/Engineer Biostatistician Forensic Scientist Geneticist Marine Biologist Pharmacist Physician Plant Pathologist Quality Control Director

Construction Academy

This ARL academy teaches students to explore a variety of construction trade areas such as carpentry, plumbing, electrical, and management. Students use project management skills to learn about design and construction of various types of buildings and use those skills to build a scale model house and other creative projects. Students will also learn about career opportunities, apprenticeships, and continuing education requirements to enter construction trade and management careers.

Academy Sequence and Course Descriptions

Completion of the Construction Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Construction	Construction Technology I CT-740-2	Construction Technology II CT-742-3

CT-740-2

Construction Technology I

Grades 11, 12 **2 credits**

Students apply architectural engineering, construction technology, and management principles to practical projects within residential and commercial construction. In addition to carpentry, students in this course also explore a variety of construction trade areas, such as electrical and plumbing. Current software solutions, machines, material usage, and design techniques are employed. Students will work in teams to construct models and full-scale projects appropriate to the solution of design, management, and construction problems. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become availble, students are randomly enrolled from the waitlist for available seats.

CT-742-3❖

Construction Technology II

Grade 12 **3 credits**

Prerequisite: Construction Technology I

This course completes the Construction Academy coursework. Students may either participate in a skills based internship or remain on campus to complete the advanced course curriculum. Students who participate in an internship are required to complete at least 6-8 hours per week at their internship site and must provide their own transportation to the internship site.

College Credit

Students who successfully complete the Construction Academy program sequence, with a grade of B or higher in academy courses, may be eligible for credits at Howard Community College or Community College of Baltimore County (CCBC).

Industry Recognized Credentials

Students can pursue a construction apprenticeship in post-secondary programs or earn National Center for Construction Education Research (NCCER) Core and Carpentry I certification. This certified program affords students the opportunity to earn national recognition. Students also have the opportunity to earn OSHA 10 certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Building Codes Inspector Carpenter Civil Engineering Technician Construction Manager Electrician	Civil Engineer Cost Estimator Environmental Engineer Land Surveyor Project Manager	Construction Manager Building Surveyor Facilities Manager Sustainability Consultant Urban and Regional Planner

Cybersecurity Networking Academy

This ARL academy consists of two pathways - Computer Networking and Cyber Ops. Both pathways prepare students for entry positions or further study in the cybersecurity arena. The courses cover computer hardware, software, operating systems, fundamental and advanced networking, and cybersecurity-related threats and mitigation techniques. Students gain in-depth knowledge and practical application experience and demonstrate their ability to analyze cyber threats by using networking devices, simulation tools, software, and by participating in competitions. These courses prepare students to obtain CompTIA and Cisco Certifications.

Academy Sequence and Course Descriptions

Completion of either of these Cybersecurity Networking Academy sequences fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Cybersecurity Networking	Cybersecurity Computer Essentials CT-790-2 Or Cybersecurity and Computer Networking I – G/T CT-685-2	Cybersecurity Networking Essentials - Honors CT-792-3 Or Cybersecurity and Computer Networking II – G/T CT-695-3

CT-790-2❖

Cybersecurity Computer Essentials

Grades 11, 12 **2 credits**

Prerequisite: Algebra I

This course provides an introduction to the computer hardware and software and fundamental networking skills needed to help meet the growing demand for entry-level IT professionals. The curriculum covers the fundamentals of PC technology, networking, and systems security and also provides an introduction to advanced concepts. Students who complete this course will be able to describe the internal components of a PC, assemble and fix laptops and desktops. Hands-on labs and e-learning tools help students develop critical thinking and complex problem solving skills in a network environment. This course prepares students for CompTIA A+ certifications as well as offers a learning pathway to the Networking Essentials (Cyber Ops pathway). Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-792-3▼❖

Cybersecurity Networking Essentials – Honors

Grade 12 **3 credits**

Prerequisite: Cybersecurity Computer Essentials

This course provides in-depth coverage of small to medium or ISP network knowledge and current cybersecurity risks and threats to an organization's data, combined with a structured way of addressing the safeguarding of these critical electronic assets. This course offers a hands-on approach to learning with interactive tools and labs to help students develop greater understanding of the general theory needed to build networks. Students acquire the knowledge necessary for protecting network services, devices, traffic, and data. Students who meet specific criteria may participate in a worksite internship related to their career interests or will to remain on campus to complete the advanced course curriculum. Students who participate in an internship are required to complete at least 6-8 hours per week at their internship site and must provide their own transportation to the internship site (Cyber Ops pathway).

Cybersecurity Networking Academy

CT-685-2▼❖

Cybersecurity and Computer Networking I – G/T

Grades 11, 12 **2 credits**

Prerequisite: Algebra I

This course provides a framework for understanding the why, where, and how of the components of a computer network. Students learn the fundamentals of cybersecurity and computer networking through the use of the Cisco Networking Academy curriculum, which helps students develop skills to earn the Cisco Certified Support Technician (CCST) certification. This course offers a learning pathway to the Cybersecurity Networking II - G/T (Computer Networking Pathway). Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-695-3▼❖

Cybersecurity and Computer Networking II – G/T

Grade 12 **3 credits**

Prerequisite: Cybersecurity and Computer Networking I - G/T

This course provides students with the knowledge of cybersecurity-related issues necessary to implement system security in a wide variety of networks. Students learn in-depth information about the risks and vulnerabilities of networks and focus on network defense techniques. In addition, students become skilled at protecting and securing sensitive information on networks and systems. This course offers hands-on, interactive problem-solving activities that allow students to analyze the latest cyber-related threats and mitigation techniques. Students work towards earning the Cisco Certified Network Associate (CCNA) certification (Computer Networking Pathway).

Senior Level Coursework Option

Students will have the option to substitute internship hours in lieu of course hours. Students must provide their own transportation to their internship site.

College Credit

Students who successfully complete all Computer Networking pathway coursework (CT-685-2 and CT-695-3) with a grade B or higher are eligible for credits at Howard Community College.
Students who successfully complete all Cyber Ops pathway (CT-790-2 and CT-792-3) coursework with a grade of B or higher are eligible for credits at Howard Community College.

Industry Recognized Credentials

Upon completion of the Computer Networking pathway experience, students will be prepared to take the CompTIA Net+, Cisco Certified Support Technician (CCST), and Cisco Certified Network Associate (CCNA) certification exams. Upon completion of the Cyber Ops pathway experience, students will be prepared to take the Cisco IT Support and CompTIA Net+ certification exams.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Cabling Technician Network Administrator Network Maintenance Technician PC Help Desk/Operator Data Center Technician Help Desk Operator PC Support Technician	CISCO Routing Engineer LAN Specialist Network Design Specialist WAN Specialist PC Service Engineer Project Manager Software Tester Technical Support Engineer	Chief Security Officer Network Engineer Network Systems Analyst Security Analyst Computer Design Engineer Operations System Engineer Systems Architect

Academy of Finance

This ARL academy allows students to delve into the business world through intellectual exploration, hands-on experiences, and activities with local business professionals. Students will participate in an internship experience in a finance field of interest that helps them develop a business network in the local area. These opportunities help students to decide on their particular financial career path, whether it is economics, accounting, financial planning, or other areas of business.

Academy Sequence and Course Descriptions

Completion of the Academy of Finance fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Academy of Finance	Academy of Finance I - G/T CT-625-2	Academy of Finance II - G/T CT-635-3

CT-625-2▼❖

Academy of Finance I – G/T

Grades 11, 12 **2 credits**

Prerequisite: Algebra I

This course teaches students a diverse set of skills and knowledge in the field of business and finance. Through exploration and application of financial planning, investment strategies, and accounting and economic principles, students will create financial plans and investment portfolios. Students will also apply accounting principles to a small business cycle. Units of study include: Principles of Finance, Principles of Accounting, Business Economics, Financial Planning, and Applied Finance. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-635-3▼

Academy of Finance II – G/T

Grade 12 **3 credits**

Prerequisite: Academy of Finance I - G/T

Students will have the opportunity to combine theory and innovation into real-world application through a semester-based internship in the business environment, a three credit college level business course, and in the creation of business strategic plans. Units of study include: Managerial Accounting, Entrepreneurship, Business Ethics, and Global Business. Students who meet specific criteria will participate in a worksite internship related to their career interests. Students who participate in an internship are required to complete at least 6-8 hours per week at their internship site and must provide their own transportation to the internship site.

Industry Recognized Credential

Students have the opportunity to earn National Academy Foundation NAFTrack certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Accounts Clerk Bank Teller Brokerage Clerk Collector	Bank Branch Manager Contract Underwriter Financial Advisor Financial or Budget Analyst Loan Officer Portfolio Administrator Stockbroker	Actuary Campaign Manager Chief Financial Officer Chief Operating Officer Comptroller Economist Statistician

Graphic Design Academy

This ARL academy engages students who have an interest in digital art have the opportunity to combine creative abilities with technical skills using industry standard techniques and software. Students work independently and in teams in areas of problem solving, portfolio developments and artistic promotion. The academy emphasizes publication design, advertising, web design, motion graphics, and commercial printing processes.

Academy Sequence and Course Descriptions

Completion of the Graphic Design Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Graphic Design	Graphic Design I - G/T CT-715-2	Advanced Graphic Design - G/T CT-725-3

CT-715-2▼

Graphic Design I – G/T

Grades 11, 12 **2 credits**

Prerequisite: Art I

This course introduces students to advanced digital publishing techniques used by professional graphic designers. Topics include: publication design, digital illustration, digital image editing, videography, typography, printing processes, web design, 2D animation, and advertising. Creative design solutions will be explored through individual and team projects. Students will also be able to demonstrate proficiency in the use of various processes, graphic design, and related software. An emphasis is placed on the development of a professional portfolio. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-725-3▼❖

Advanced Graphic Design – G/T

Grade 12 **3 credits**

Prerequisite: Graphic Design I - G/T

Students learn advanced level graphic skills and techniques based on successfully completed projects in Graphic Design I - G/T. All students are required to choose real-world problems to research and must complete a portfolio of their work. Graphic Design students have the opportunity to acquire Print ED certification, which is a national certification recognized by colleges and the industry. Students who meet specific criteria may participate in a worksite internship related to their career interests or will remain on campus to complete the advanced course curriculum. Students who participate in an internship are required to complete at least 6-8 hours per week at their internship site and must provide their own transportation to the internship site.

College Credit

Students who successfully complete the Graphic Design Academy program sequence, with a grade of B or higher, and Art II, may be eligible for credits at Howard Community College. Students are encouraged to work on submitting an AP Studio Art in 2D Design portfolio for college credit.

Industry Recognized Credential

Students have the opportunity to earn PrintEd certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Desktop Publisher Graphic Designer Illustrator Web Page Designer	Animator Art Director/Creative Director Game Designer Motion Graphics Pre-press Technician Production Artist Video Editor	Animation Director Graphic Design Firm CEO Lead Designer

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option ❖ Industry Recognized Credential

Academy of Health Professions

This ARL academy offers students the opportunity to learn about the world of medicine, engage in clinical experiences, and interact with professionals in the medical community. Students will explore various career opportunities through hands-on training in basic medical skills, medical equipment use, and patient contact and communication. Areas of study include professional behaviors of health care workers, ethical and legal considerations of health care providers, human body structure and function, human development and basic needs. Students will learn about specialized health fields to help them choose from four specific pathways - Certified Nursing Assistant (CNA), Certified Clinical Medical Assistant (CCMA), Emergency Medical Technician (EMT), and Physical Rehabilitation - each with its own clinical skills training, internship experiences, and certifications.

Academy Sequence and Course Descriptions

Completion of any of these Health Profession Academy sequences fulfills the "Program Choice" requirement for graduation. After completion of junior level academy courses, students have the option of enrolling in one of four pathways.

Academy	First Course	Second Course
Academy of Health Professions	Foundations of Health Care - Honors CT-760-2	Certified Clinical Medical Assistant - Honors CT-763-3
		Certified Nursing Assistant/Patient Care Technician: Theory and Clinical - Honors CT-765-3
		Emergency Medical Technician: Basic and Clinical CT-766-3
		Physical Rehabilitation - Honors CT-768-3

CT-760-2 ▼

Foundations of Health Care – Honors

Grades 11, 12 **2 credits**

Prerequisite: Biology

This course is taken by all Academy of Health Professions students and is a prerequisite for all other coursework.

This course provides students with an overview of healthcare professions and organizations. Emphasis is placed on learning about health careers, employment opportunities, and required professional characteristics to work within health care. In addition, students learn about the structure and function of the human body, pathological conditions, and treatments. Students gain knowledge of medical terminology, infection control and prevention strategies, ethical and legal issues, and have the opportunity to become nationally certified in cardiopulmonary resuscitation and first aid. Through using hands-on skills and technology to research body systems and diseases, students will gain an advanced understanding of health care. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-763-3▼❖

Certified Clinical Medical Assistant – Honors

Grade 12 **3 credits**

The Certified Clinical Medical Assistant (CCMA) is a multi-skilled healthcare practitioner who is competent in both clinical and administrative procedures. Students are prepared for actual experience in the clinical setting with a focus on the specific knowledge, skills and abilities such as medical terminology, basic patient communication, assessment skills, procedures and measurements, medical office administrative procedures and patient records management. This specialty course prepares students to take the National Health Careers Association (NHA) Certified Clinical Medical Assistant test. All students are required to take this exam. Passing the CCMA test will award students an NHA Provisional CCMA Certificate which, upon high school graduation, can be transferred to a full NHA CCMA certification. Students may participate in a clinical worksite experience where they will have the opportunity to practice and demonstrate the competencies associated with CCMA. Students participating in clinical worksite experiences must maintain up-to-date immunizations before participation and provide their own transportation.

Academy of Health Professions

CT-765-3 ▼❖

Certified Nursing Assistant/Patient Care Technician: Theory and Clinical – Honors

Grade 12 **3 credits**

This Certified Nursing Assistant (CNA) course is approved by the Maryland Board of Nursing (MBON) and provides comprehensive education and training in topics such as lifespan development, basic patient care, vital signs, and communication. After successfully completing the coursework and clinical requirements, and passing the state Nursing Assistant certification examination, students will receive a non-credit Certificate of Completion from HCC and register with the MBON for their CNA-I license.The Patient Care Technician (PCT) curriculum further prepares CNAs to perform delegated nursing functions that require a higher level of technical ability and skill needed in the hospital setting. In addition to the skills learned during CNA training, students will develop skills in complex health care procedures including phlebotomy, intravenous therapy, glucose monitoring, electrocardiograms, wound care, and urinary catheterization. The knowledge and competencies learned in this course are valuable in pursuing any career in healthcare. Students must have up-to-date immunizations and active medical insurance, be 16 years or older prior to participation in clinical experiences, and complete a criminal background check prior to participation in clinical experiences. Students will complete 40 hours of clinical experience during the school year on weekends. After successful completion of the required course components, students will need a social security number in order to register with the MBON.

CT-762-3▼

Clinical Research in Allied Health – Honors

Grade 12 **3 credits**

Prerequisites: Foundations of Health Care - Honors and recommendation by instructor

Students will participate in a pre-approved health related certification training program. Students must provide their own transportation to the internship site.

CT-766-3❖

Emergency Medical Technician: Basic and Clinical

Grade 12 **3 credits**

The Emergency Medical Technician Academy is the result of a partnership between Howard County Public Schools and Howard County Department of Fire and Rescue Services. The Emergency Medical Technician National Registry EMT (NREMT) class will prepare students with the emergency skills to assess a patient's condition and manage medical and trauma emergencies. The class provides classroom and clinical experiences. To satisfy the course requirements, students must be 16 years old prior to participation in clinical experiences and complete a minimum of 10 patient care pre-hospital calls beyond the school day. They must also complete national attendance and performance standards during the program, including 225 hours of required content level classwork and sitting for credentialing exams. If students do not complete clinical, they may still pass the class but not receive the completer. This course serves as a prerequisite for coursework in the Emergency Medical Services Program at Howard Community College. Students must provide their own transportation to all clinical experiences.

CT-768-3▼

Physical Rehabilitation – Honors

Grade 12 **3 credits**

Prerequisite: Foundations of Healthcare - Honors

The Physical Rehabilitation course is designed to expose students to varied careers related to the physical and occupational therapy field. This course integrates concepts of physical therapy, occupational therapy, kinesiology, and athletic training. Students will focus on musculoskeletal, neuromuscular, cardio-pulmonary, and Integumentary related injuries, diseases and disorders. In addition, students will also focus on preventative activities, therapeutic practices, and rehabilitation. Students have the opportunity to participate in an internship in the clinical setting with a focus on the specific knowledge, skills, and abilities that relate to physical rehabilitation and/or occupational therapy.

College Credit

Upon graduation and successful completion of NREMT (National Registry EMT) certification requirements, students can begin college level coursework at HCC. The Emergency Medical Services Program at HCC is a two-year, Associate of Applied Science – Paramedic curriculum.

Academy of Health Professions

Industry Recognized Credentials

All Academy of Health Professions students will become certified in first aid, cardiopulmonary resuscitation (CPR), by the end of their senior year. Students in the Emergency Medical Technician Academy can earn the National Registry Emergency Medical Technician certification. Upon completion of CNA/PCT coursework and clinical experiences with a grade of 70% or better, students can receive a CNA-I certificate. They are eligible to take the State Geriatric Examination to become a CNA with a specialty in geriatrics (GNA). Students can also earn the Patient Care Technician credential. Passing the CCMA test will award students an NHA Provisional CCMA Certificate which, upon high school graduation, can be transferred to a full NHA CCMA certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Home Health Care Provider EKG Technician/EEG Technician Medical Assistant Medical Lab Technician Medical Office Manager Personal Trainer Pharmacy Technician Physical Therapy Assistant Radiographer Surgical Technologist Certified Nursing Assistant Emergency Medical Technician Flight Medic Firefighter Paramedic	Dietician/Nutritionist Health Educator Occupational Therapist Physician Assistant Licensed Practical Nurse Registered Nurse Tactical Paramedic (Law) Disaster Preparedness and Management Social Worker Medical Systems Educator Occupational Safety and Health Professional	Audiologist Chiropractor Dentist Genetic Counselor Health Administrator Nurse Practitioner Pharmacist Physical Therapist Physician Speech and Language Pathologist

HVAC (Heating, Ventilating, Air Conditioning) Academy

This ARL academy provides a comprehensive understanding of the HVAC industry, covering residential, commercial, and industrial markets. It explores various segments like engineering, manufacturing, distribution, mechanical contracting, and education, highlighting how HVAC systems enhance comfort, product quality, and efficiency. Students will develop foundational skills by learning safe work practices, proper tool usage, and essential HVAC principles. The program also emphasizes professional conduct and responsibility, simulating an HVAC mechanical contracting business environment. Students will rotate through managerial roles in operations safety, tools and supplies, project supervisors, and skilled laborers. Accredited by the National Center for Construction Education and Research (NCCER), students can earn industry-recognized credentials, preparing them for various industry positions.

Academy Sequence and Course Descriptions

Completion of the HVAC Academy fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Heating, Ventilating, Air Conditioning Academy	HVAC I CT-754-2	HVAC II CT-756-3

CT-754-2

HVAC I

Grades 11, 12 **2 credits**

This course is the core introduction to basic construction skills covering essential topics such as basic safety, introduction to construction math, hand tools, power tools, construction drawings, basic communication skills, employability skills, and material handling. These foundational skills are applicable to all skilled trades, emphasizing safe work practices, proper tool usage, professional conduct, and technical language proficiency. Students will engage with various HVAC concepts through hands-on activities, projects, and problems, making learning both practical and exciting. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-756-3❖

HVAC II

Grade 12 **3 credits**

Prerequisite: HVAC I

This course completes the HVAC Career Academy coursework. Students can choose to participate in a skills-based internship or apprenticeship or stay on campus to complete the advanced course curriculum. The NCCER HVAC Level 1 curriculum covers essential project-based work topics such as Introduction to HVACR*, trade mathematics, basics in: electricity, heating, cooling, air distribution systems, copper and plastic piping practices, soldering and brazing, and carbon steel piping practices. These foundational skills encompass electrical systems, air distribution, hydronic distribution, refrigeration, and heating cycles. Students can participate in a worksite experience that includes a mentored experience with a personalized work-based training plan. Students must provide their own transportation to the worksite.

College Credit

Students who successfully complete the HVAC Academy program sequence with a grade B or higher in academy coursework, may be eligible for credits at Anne Arundel, Baltimore, Howard, or Montgomery community colleges.

Industry Recognized Credentials

Students can pursue an HVAC apprenticeship in post-secondary programs or earn NCCER certification. This National Center for Construction Education Research (NCCER) certified program affords students the opportunity to earn national recognition. Students also have the opportunity to earn OSHA 10 certification.

Sample Career Opportunities		
Account/Sales Manager Equipment Sales/Sales Engineer HVACR* Instructor Business Owner Service Team Leader Distributor Parts Sales	Service Team Leader/Manager Mechanical Engineer Code Enforcement or Safety Inspector Construction Management Foreman or Superintendent	Building Automation Systems (BAS) Specialist HVACR* Installation, Maintenance and/or Service Technician Manufacturing Assembler/Test Technician

*HVACR (Heating, Ventilation, Air Conditioning, and Refrigeration)

Project Lead the Way (PLTW) Academies at the ARL Aerospace Engineering or Civil Engineering

These ARL academies provide students with the opportunity to apply the engineering design process through coursework and hands-on learning. This program offers students a sequence of courses, which when combined with traditional mathematics and science courses, introduces them to the scope, rigor, and discipline of civil engineering prior to entering college. Students become proficient with computer modeling software, which will enable them to study and apply the engineering design process. Ultimately, students will create, analyze, and communicate real-world product solution models, preparing them for a career with extensive possibilities. In their final course, students work in teams to design and construct a solution to an open-ended engineering problem.

Academy Sequences and Course Descriptions

Completion of either of these academy sequences fulfills the "Program Choice" requirement for graduation.

Academy	First Course	Second Course
Aerospace Engineering	Aerospace I - G/T CT-605-2	Aerospace II - G/T CT-615-3
Civil Engineering	Civil Engineering I - G/T CTE-616-2	Civil Engineering II - G/T CTE-617-3

CT-605-2 ▼❖

Aerospace I – G/T

Grades 11, 12 **2 credits**

(Computer Science, Engineering, or Technology Education Credit)

Prerequisite: Geometry is the minimum math requirement. (Can be taken concurrently)

This is a hands-on course that helps students understand the field of engineering and the engineering design process. Students use computer-modeling software to study and apply the engineering design process. Students design, construct, test, and evaluate various projects that apply knowledge and skills. This course includes course material from PLTW Introduction to Engineering Design, PLTW Principles of Engineering, and Engineering Essentials. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-615-3▼

Aerospace II – G/T

Grade 12 **3 credits**

Prerequisite: Aerospace I - G/T

This is a hands-on course in which students use computer simulations to learn about the logic of electronics while they design, test, and construct circuits and devices. In addition, this course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. Finally, students work in teams to research, design, and construct solutions to open-ended engineering problems. A mentoring engineer guides students through the process. This course includes the Project Lead the Way (PLTW) course curriculum from PLTW Digital Electronics – G/T, PLTW Aerospace Engineering – G/T, and the PLTW Engineering Design and Development – G/T.

Project Lead the Way (PLTW) Academies at the ARL Aerospace Engineering or Civil Engineering

Civil Engineering

CT-616-2▼❖

Civil Engineering I – G/T

Grades 11, 12 **2 credits**

(Computer Science, Engineering, or Technology Education Credit)

Prerequisite: Geometry is the minimum math requirement. (Can be taken concurrently)

This is a hands-on course that helps students understand the field of engineering and the engineering design process. Students use computer-modeling software to study and apply the engineering design process. Students design, construct, test, and evaluate various projects that apply knowledge and skills. This course may include course material from PLTW Introduction to Engineering Design, PLTW Engineering Essentials, or PLTW Principles of Engineering. Limited seats are available. Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are randomly enrolled from the waitlist for available seats.

CT-617-3▼

Civil Engineering II – G/T

Grade 12 **3 credits**

Prerequisite: Civil Engineering I - G/T

This is a hands-on course in which students design, construct, test and evaluate various projects that apply knowledge and skills. Students explore various technology systems and manufacturing processes to learn how engineers and technicians apply math, science, and technology in the problem solving process. Students will explore the field of Civil Engineering in residential and commercial design, systems, applications and construction. Students will apply cost and efficiency analysis to services and utilities in design problems. Finally, students work in teams to research, design, and construct solutions to open-ended engineering problems. This course includes the Project Lead the Way (PLTW) course curriculum from PLTW Principles of Engineering – G/T, PLTW Civil Engineering – G/T, and PLTW Engineering Design and Development – G/T.

College Credit

In this program, students may be eligible for articulated/transcripted credit with many four-year colleges and universities. See the PLTW website for current articulation agreements at www.pltw.org.

Industry Recognized Credential

Students have the opportunity to earn Autodesk 360 Fusion Certification.

Sample Career Opportunities			
Academy	< 4-Year Degree	4-Year Degree	> 4-Year Degree
Aerospace Engineering	Computer Aided Design Technician Engineering Technician Data Processor Drafter Operations Engineer	Aircraft Designer Aerospace Engineer Aeronautical Engineer Compliance Officer Mechanical Engineer	Aerospace System Analyst Engineering Consultant Mechanical Design Engineer Robotics Engineer Systems Engineer
Civil Engineering	Cartographer Design Technician Engineer in Training Inspector Land Surveyor	Building Control Surveyor Civil Engineer Construction Manager Environmental Engineer Geotechnical Engineer	Design Engineer Infrastructure Engineer Project Engineer Structural Engineer Transportation Systems Analyst

Advanced Research

The courses listed below are credit courses. They can be used to meet elective credit requirements for graduation. They are listed in this section because they are not directly related to a single content area. In some instances, several content areas satisfy course objectives.

GT-400-1▼ - I
GT-410-1▼ - II
GT-420-1▼ - III

Independent Research I, II, III – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Application and teacher recommendations

Independent Research is a college-level course in which students design an original research study or creative production in self-selected areas of interest. Students learn advanced-level research methodologies and college-level writing and oral presentation skills. Under the guidance of the G/T resource teacher, each student identifies a problem and formulates a research question. Student researchers address identified problems, answer research questions, and communicate the results of their achievements to professionals in their selected areas of study.

GT-430-1▼ - (1 credit - grade 11 or 12)
GT-440-2▼ - (2 credits - grade 11 or 12)
GT-450-1▼ - (1 credit - grade 12)
GT-460-2▼ - (2 credits - grade 12)

Intern/Mentor Program I, II – G/T

Grades 11, 12 **1-2 credits**

Prerequisites: Grade of "B" or better in related area of study; above average recommendation(s) from teacher or other professional in the field of interest; application; interview with G/T resource teacher; access to reliable transportation. Student participation is subject to mentor availability.

Students in this college-level course design an original research study or creative production intended to contribute new knowledge to the field of study. Students study off-campus (five to ten hours per week) with a professional mentor in a self-selected area of interest. The G/T resource teacher facilitates the experience and provides instruction in research methodologies, advanced writing skills, and oral presentation skills. At the mentor's worksite, students apply their knowledge and skills. Applications are available from the G/T resource teacher.

GT-500-1 ▼

AP Seminar

Grades 9, 10, 11, 12 **1 credit**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. This course may be taken on its own or as a prerequisite to AP Research, which is expected to be available starting in the 2026-2027 school year.

English

The high school English program is designed to fulfill the Maryland State Department of Education's requirement that each student earns four credits in English. All students must earn one credit each in English 9, 10, 11, and 12.

LA-401-1★■

English 9 — 1 credit

Students read, synthesize, analyze, and respond to complex literary and informational texts that are thematically connected, exploring such themes as Coming of Age and Reflections: Past to Present. Students gain exposure to a variety of genres including the novel, autobiography, and drama, as well as shorter texts representative of diverse media and formats. Students examine rhetorical devices and author's language in order to produce effective arguments and analytical papers. The development of effective speaking and listening skills is an integral part of the course as well as continued instruction in the effective and correct use of language.

LA-402-1▼★

English 9 – Honors — 1 credit

Students read, synthesize, analyze, and respond to complex literary and informational texts that are thematically connected, exploring such themes as Coming of Age and Reflections: Past to Present. Students gain exposure to a variety of genres including the novel, autobiography, and drama, as well as shorter texts representative of diverse media and formats. Students examine rhetorical devices and author's language in order to produce effective arguments and analytical papers. The development of effective speaking and listening skills is an integral part of the course as well as continued instruction in the effective and correct use of language. English 9 Honors requires students to have a commitment to academic pursuit, while demonstrating self-motivation and independence when addressing the demands of this accelerated course.

LA-403-1▼★

English 9 – G/T — 1 credit

This class offers an enriched, differentiated, and accelerated version of English 9. Students in English 9 G/T exhibit strong reading, writing, and oral communication skills. In addition to meeting the requirements for English 9, students also receive preparation for the College Board English Language and Composition AP examination. In this course, students read, synthesize, analyze, and respond to thematically connected complex literary and informational texts. The development of effective speaking and listening skills is an integral part of the course.

LA-400-1

English 9 Seminar — 1 credit

Prerequisites: Teacher recommendation

Corequisite Enrollment in English 9

English 9 Seminar is an elective course for selected students who are reading no more than two years below grade level. This course supports the students' understanding of skills and concepts taught in the English 9 class by providing students with additional instructional time for explicit instruction in strategic reading, writing, vocabulary development, and language skills to ensure academic success in English 9. Instruction is provided in small group settings with a high degree of one-on-one interaction with co-teachers.

English

LA-501-1●★■

English 10 — 1 credit

Students explore the actions and reactions of individuals to the world in which they live and construct oral and written analytical responses to diverse text formats that are thematically connected, exploring such themes as Hopes and Fears and Individual and Society. Students continue their literary study of the novel and the play, and also examine the genres of the memoir and poetry. Informational texts support the unit themes. As critical readers and writers, students construct explanatory and argument responses to a variety of texts. Opportunities are provided for students to polish their spoken communication.

LA-502-1▼●★

English 10 – Honors — 1 credit

Students read, synthesize, analyze, and respond in written and spoken modes to complex literary and informational texts that are thematically connected. Students study novels, essays, plays, poetry, short stories, art, music, and multimedia texts. English 10 Honors requires students to have a commitment to academic pursuit, while demonstrating self-motivation and independence when addressing the demands of this accelerated course.

LA-503-1▼●★

English 10 – G/T — 1 credit

In this course, students read, synthesize, analyze, and respond in written and spoken modes to thematically connected complex literary and informational texts reflective of diverse media and formats such as novels, essays, plays, poetry, short stories, art, music, and multimedia. This class offers an enriched, differentiated, and accelerated version of English 10. Students in English 10 G/T exhibit strong reading, writing, and oral communication skills. In addition to meeting the requirements for English 10, students also receive preparation for the College Board English Language and Composition AP examination.

LA-500-1

High School English Seminar

Grades 10, 11 — **1 elective credit**

High School English Seminar is an elective course for selected students concurrently enrolled in English 10 or English 11. The co-taught delivery model provides opportunities for additional explicit instruction and hands-on experiences for developing critical reading, writing, language, speaking, and listening skills while promoting students' independence when addressing unfamiliar and complex text.

LA-601-1★■

English 11 — 1 credit

Students explore American literature within the context of the American Dream, beginning with society's dream of religious freedom. Students demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works. Additionally, students analyze an individual character's struggle with the American Dream in the context of confronting social constructs and the ultimate attainment of the American ideal. Students build an awareness and understanding of American literature as a response to the social and political climates of the time. Through analytical study, students make connections between and among eras and writers. Students respond in written and spoken modes to diverse media and formats such as novels, essays, plays, poetry, short stories, art, music, and multimedia.

LA-602-1▼★

English 11 – Honors — 1 credit

English 11 Honors requires students to have a commitment to academic pursuit, while demonstrating self-motivation and independence when addressing the demands of this accelerated course. Students explore American literature within the context of the American Dream, beginning with society's dream of religious freedom. Students demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works. Students read, synthesize, analyze, and respond in written and spoken modes to complex literary and informational texts.

English

LA-603-1▼★■

English 11 – AP [AP English Language and Composition]

1 credit

This College Board-approved course supports the College Board's AP English Language and Composition Course Description. Students construct expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. Reading both fiction and nonfiction texts and writing in a variety of rhetorical modes and for a variety of purposes, students in English 11 AP facilitate awareness of their own writing styles to develop their own inner voices.

LA-701-1★■

English 12

1 credit

Students enhance their critical reading, writing, and thinking skills, analyzing complex works of major world authors, their styles, and their contributions to the literary field and to society as a whole. Students compose explanatory and argumentative responses to diverse media and formats reflective of a variety of eras, genres, and purposes.

LA-702-1▼★

English 12 – Honors

1 credit

English 12 Honors requires students to have a commitment to academic pursuit, while demonstrating self-motivation and independence when addressing the demands of this accelerated course. Students study the works of major world authors, their styles, and their contributions to the literary field and to society as a whole. Students compose explanatory and argumentative responses to diverse media and formats reflective of a variety of eras, genres, and purposes. Students read, synthesize, analyze, and respond in written and spoken modes to diverse media and formats such as novels, essays, plays, poetry, short stories, art, music, and multimedia.

LA-703-1▼★■

English 12 – AP [AP English Literature and Composition]

1 credit

This College Board-approved course supports the College Board's *AP English Literature and Composition Course Description*. This intensive course provides students opportunities to examine closely works by major authors from historical, thematic, and structural perspectives. Critical reading of selected texts allows students to deepen their understanding of rhetoric, style, and purpose. The text choices draw from a myriad of titles and range from Greek literature to Scandinavian, British, French, and American literature. Writing assignments focus on critical thinking and include exposition, analysis, and argumentation.

LA-800-8★ - Semester
LA-800-1★ - Year

Advanced Composition

Grades 11, 12 **1/2 -1 elective credit**

Throughout this elective course students write papers in each of the four traditional rhetorical modes of description, narration, persuasion, and exposition. In addition, students may have opportunities to write creative pieces in four genres: poetry, short fiction, one-act plays, and memoir/creative nonfiction. Analysis of literature, vocabulary development, self-assessment, journaling, and revision are emphasized. This course supplements but does not replace English 11 or English 12.

LA-810-8★
LA-810-1★

African American Literature

Grades 11, 12 **1/2-1 credit**

This course exposes students to African American writers and their contributions to the development of American literature. The chronological, thematic approach helps to foster an appreciation of African-American writers from the Post-Civil War era to the present. Students will be expected to reflect on their readings both creatively and critically.

LA-830-1▼★

Humanities I – G/T (English)

Grade 9 **1 credit**

Prerequisite: Teacher recommendation
Corequisite: Concurrent enrollment in Humanities I G/T (Social Studies)

Humanities I integrates the study of United States History or Modern World History and Cultures with literature of the cultures and time periods. The course is structured around the United States History or World History curriculum and literature which illustrates the various time periods. Because students are concurrently enrolled in Humanities I G/T (Social Studies), they receive two credits, one for English and one for Social Studies, (United States History or Modern World History).

English

LA-831-1▼★

Humanities II – G/T (English)

Grade 10 **1 credit**

Prerequisites: Recommendation from G/T English and Social Studies

Corequisite: Concurrent enrollment in Humanities II G/T (Social Studies)

This course integrates the study of Advanced Placement Government and Politics with literature that complements the study of government. Connections between the literature read in this course and the major political concepts of the time are discussed. Because students are concurrently enrolled in Humanities II G/T (Social Studies), they receive two credits, one for English and one for Social Studies (American Government).

LA-832-1▼★

Humanities III – AP (English) [AP English Language and Composition]

Grade 11 **1 credit**

Prerequisites: Recommendation from G/T English and Social Studies

Corequisite: Concurrent enrollment in Humanities III G/T (Social Studies)

This course integrates the study of Advanced Placement World History or Advanced Placement U.S. History with American literature. Students receive credit for Advanced Placement World History or Advanced Placement U.S. History and are recommended to take the Advanced Placement Examination. Students are also prepared for and recommended to take the English Language and Composition AP Exam when it is offered in May. This course requires a historical research paper and a literary research paper. Because students are concurrently enrolled in Humanities III G/T (Social Studies), they receive two credits, one for English and one for Social Studies, (United States History or World History).

LA-833-1▼★

Humanities IV – AP (English) [AP English Literature and Composition]

Grade 12 **1 credit**

Prerequisite: Recommendation from G/T English and Social Studies

Corequisite: Concurrent enrollment in Humanities IV G/T (Social Studies)

Humanities IV integrates the study of twentieth century history and literature as well as current issues. To enhance the non-western component of the course, students are required to complete a research paper on an aspect of a developing country. It is recommended that students in this course take the Literature and Composition AP Exam when it is offered in May. Because students are concurrently enrolled in Humanities IV G/T (Social Studies), they receive two credits, one for English and one elective credit for social studies.

LA-840-1★

Journalism I

Grades 9, 10, 11, 12 **1 credit**

Journalism I is an introductory course designed to prepare students for roles on the school newspaper staff. The course strives to make connections between high school and professional journalism while also allowing students to explore and understand the impact their opinions and actions have on their high school, community, and world. This course provides students the opportunity to learn how to communicate with a broad spectrum of peers and adults. Journalism I covers the foundation skills needed to succeed in Journalism II, III, and IV by addressing ethics, writing, copy editing, designing, and financing. Through this course, students learn the criteria for newsworthy information while also gaining critical reading and cognitive skills that they can apply to situations beyond the classroom. Some assignments may include tasks outside of class. Level I students may expect to invest 1-2 hours of out-of-class time each week.

LA-841-1

Journalism II

Grades 10, 11, 12 **1 credit**

Prerequisite: Journalism I

Students learn the practical experience of producing the school newspaper. This experience includes forming a staff, an editorial board, and a business organization. Students gain experience with all tasks necessary for desktop publishing, including article writing, editing, layout design, the use of graphics, the use of photography, and paste-up techniques. Some assignments may include tasks outside of class. Level II students may expect to invest 2-3 hours of out-of-class time each week.

LA-842-1

Journalism III – Honors

Grades 11, 12 **1 credit**

Prerequisite: Journalism II

Students enrolled in this course refine and enhance journalistic skills introduced in Journalism I and II. Students communicate in a variety of forms for a variety of audiences and purposes. Advanced-level students assume leadership roles and contribute to local and national publications. Some assignments may include tasks outside of class. Level III students may expect to invest approximately 4 hours of out-of-class time each week.

English

LA-843-1

Journalism IV – Honors

Grade 12 **1 credit**

Prerequisite: Journalism III

Students refine journalistic skills and assume major responsibilities for the production of the school newspaper. In addition, they assist in the orientation and training of less experienced staff. Advanced-level students assume leadership roles and contribute to local and national publications. Some assignments may include tasks outside of class. Level IV students may expect to invest approximately 4 hours of out-of-class time each week.

LA-860-8★
LA-860-1★

Speech Communication I

Grades 10, 11, 12 **1/2-1 credit**

The student learns to speak effectively in both formal and informal situations, develops insight into the structure and purpose of the basic speech process, and appreciates the importance that speech plays in daily living. Skills developed include discussion, group dynamics, audience analysis, speech delivery, listening, and oral interpretation. Students may elect to participate in outside oratory events.

LA-865-8★
LA-865-1★

Speech Communication II

Grades 11, 12 **1/2-1 credit**

Prerequisite: Speech Communication I or consent of instructor

This course provides students with the opportunity to polish and refine some of the basic speech skills introduced in Speech Communication I. Experiences with formal debate, oral interpretation, reader's theatre and interpersonal communication provide the content of the program. Students may elect to participate in outside oratory events.

LA-870-1

Yearbook I

Grades 9, 10, 11, 12 **1 credit**

Students receive a practical, hands-on introduction to yearbook production. Students learn the tasks necessary for writing, designing, and evaluating a yearbook. Units are sequenced to parallel the publication deadlines of the school's yearbook. Students learn the techniques of business operation, advertising, promotion, and management. Students may be expected to produce a literary magazine. Some assignments may include tasks outside of class. Level I students may expect to invest 1-2 hours of out-of-class time each week.

LA-871-1

Yearbook II

Grades 10, 11, 12 **1 credit**

Prerequisite: Yearbook I

Students continue practical experiences in publications through the production of a yearbook, developing their skills in photography, layout, business operation, advertising, promotion, and management. In addition, students assume greater responsibility for various assignments and tasks related to yearbook production. Some assignments may include tasks outside of class. Level II students may expect to invest 2-3 hours of out-of-class time each week.

LA-872-1▼

Yearbook III – Honors

Grades 11, 12 **1 credit**

Prerequisite: Yearbook II

Students refine publication skills and assume major management responsibilities for the production of the yearbook. In addition, they assist in the orientation and training of less experienced staff. Some assignments may include tasks outside of class time. Level III students may expect to invest approximately 4 hours of out-of-class time each week.

LA-873-1▼

Yearbook IV – Honors

Grade 12 **1 credit**

Prerequisite: Yearbook III

Students polish their publication skills and assume leadership responsibilities for the production of the school yearbook. In addition, they continue to assist in the orientation and training of less experienced staff. Some assignments may include tasks outside of class. Level IV students may expect to invest approximately 4 hours of out-of-class time each week.

LA-999-1

Laboratory Asst. – English Language Arts

Grades 11, 12 **1 elective credit**

Working under the direction of the teacher, student assistants help distribute, collect, and store the materials of instruction; type and duplicate materials designed by the teacher; provide routine assistance to students during the administration of exercises and tests; and provide occasional tutorial assistance to students under the guidance of the teacher. Only one elective credit can be earned as a student assistant; credit may only be awarded after the 20th required graduation credit has been recorded. Students do not have access to student grades or personal data.

English Language Development (ELD)

The English Language Development Program (ELD) is a language assistance program for multilingual learners who need direct and intense study in academic English to accelerate access to content instruction. Course placement is based on staff recommendation, achievement in previous ELD or English language development courses, and English language proficiency. Instruction is provided by ELD teachers and instructional support staff.

Entering Level ELD Courses:

These course offerings are designed for eligible multilingual learners who are at the entering level of English proficiency (ELP 1) and have experienced an interruption in their educational experience. Courses provide targeted English language instruction to accelerate both literacy and language skills. Courses are provided as full or half credit options to accommodate students who enroll in HCPSS during the first or second semesters.

EL-420-1

Entering English Language Development

Grade 9 **1 World Language credit**

EL-420-8

Entering English Language Development A

Grade 9 **1/2 World Language credit**

EL-421-8

Entering English Language Development B

Grade 9 **1/2 World Language credit**

This course provides multilingual learners with intensive instruction to accelerate the acquisition of vocabulary, language forms and conventions, and to increase linguistic complexity in English. Students earn one World Language credit.

EL-430-1

Entering Literacy Development

Grade 9 **1 elective credit**

EL-430-8

Entering Literacy Development A

Grade 9 **1/2 elective credit**

EL-431-8

Entering Literacy Development B

Grade 9 **1/2 elective credit**

This course focuses on developing foundational reading skills for multilingual learners who have experienced interruptions in their educational experience. The course includes instruction in the areas of word study, grammar, and comprehension skills. Specific objectives are differentiated for the needs of individual students and the cohort of learners.

English Language Development Courses

These course offerings are designed for multilingual learners across a range of proficiency levels, from entering through expanding (ELP 1-ELP 4). They provide language instruction focused on Social and Instructional Language, the Language for Language Arts, the Language for Mathematics, the Language for Science, and the Language for Social Studies. Courses are provided as full or half credit options to accommodate students who enroll in HCPSS during the first or second semesters.

EL-410-1

English Language Development 1

Grade 9 **1 World Language credit**

EL-410-8

English Language Development 1A

Grade 9 **1/2 World Language credit**

EL-411-8

English Language Development 1B

Grade 9 **1/2 World Language credit**

This course is designed for multilingual Learners with entering and emerging English proficiency levels (ELP 1 - ELP 2). In this course, students develop academic language in all modes of communication including listening, speaking, reading, and writing. Instruction focuses on word/phrase, sentence, and discourse dimensions of language used to access the concepts and objectives of secondary content courses. This course fulfills one World Language credit. Note: Course may not meet all colleges' entrance requirements.

English Language Development (ELD)

EL-510-1
English Language Development 2
Grades 9, 10 **1 World Language credit**

EL-510-8
English Language Development 2A
Grades 9, 10 **1/2 World Language credit**

EL-511-8
English Language Development 2B
Grades 9, 10 **1/2 World Language credit**

This course is designed for multilingual learners with emerging and developing English proficiency levels (ELP 2 - ELP 3). In this course, students develop academic language in all modes of communication including listening, speaking, reading, and writing. Instruction focuses on word/phrase, sentence, and discourse dimensions of language used to access the concepts and objectives of secondary content courses. This course fulfills one World Language credit. Note: Course may not meet all colleges' entrance requirements.

EL-611-1
English Language Development 3
Grades 9, 10, 11, 12 **1 World Language credit**

EL-611-8
English Language Development 3A
Grades 9, 10, 11, 12 **1/2 World Language credit**

EL-612-8
English Language Development 3B
Grades 9, 10, 11, 12 **1/2 World Language credit**

This course is designed for multilingual learners with developing and expanding English proficiency levels (ELP 3 - ELP 4). In this course, students develop academic language in all modes of communication including listening, speaking, reading, and writing. Instruction focuses on more complex word/phrase, sentence, and discourse dimensions of language used to access the concepts and objectives of secondary content courses. This course fulfills one World Language credit. Note: Course may not meet all colleges' entrance requirements.

Fine Arts • Art

The art program is designed to develop creative problem solving and studio skills in the visual arts at the highest possible level. Objectives relating to aesthetics, history and culture, and criticism are sequenced with regard for developmentally appropriate behavioral characteristics of the studio learner. All art courses satisfy the Fine Arts graduation requirement except History of Art.

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Mathematics Requirement	Mathematics Requirement	Mathematics Requirement	Mathematics Elective
Earth Science	Biology	Science Requirement	Elective
U.S. History	American Government	World History	Elective
World Language	World Language	Elective	Elective
PE/Health	Technology Education Requirement	Elective	Art History AP/G/T
Art I	Art II, Art II - G/T, Photo I, or Photo I - G/T	Art III, Art III - G/T, Photo II or Photo II - AP	Art IV, Art IV - AP, Photo III or Photo III - AP

Art Course Sequence

A four-year comprehensive program in visual art provides the opportunity to build a portfolio and resume for college applications, incorporate reading and writing through criticism, develop critical thinking skills, and ideation strategies, and allow students to embrace personal ideas and concepts rooted in art history and contemporary practices.

Students registered for Art III/IV/V and Photo II/II courses prepare a digital portfolio to utilize for college applications and career opportunities, or the AP Drawing, 2-D Design, or 3-D Design Exam. Students have the option to concurrently register for Art or Photo Studio courses for double credit to support and provide additional studio time to support portfolio development.

VA-400-1

Art I: Defining the Artistic Process

Grades 9, 10, 11, 12 **1 credit**

Art I is the prerequisite course for the comprehensive high school art program and fulfills the one-credit Fine Arts graduation requirement. Studio problems are designed to build creative and critical thinking skills through hands-on practice in drawing, painting, printmaking, sculpture, digital and mixed media. Students gain an appreciation for the role of art in our culturally diverse world while developing essential life skills such as perseverance, collaboration, reflection, and refinement.

VA-500-1

Art II: Developing Ideas in Media

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Art I or application and portfolio review

This course challenges students to refine their skills in visual arts media exploration and creative problem solving. These problems become increasingly complex and require students to draw upon knowledge of both traditional and contemporary art from diverse cultures. Works of art that reflect a personal aesthetic and exhibit breadth and quality become the basis for a cumulative portfolio including a sketchbook/journal.

VA-510-1▼

Art II: Developing Ideas in Media – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Art I or application and portfolio review

This course challenges students to refine their skills in visual arts media exploration and creative problem solving. These problems become increasingly complex and require students to draw upon knowledge of both traditional and contemporary art from diverse cultures. Works of art that reflect a personal aesthetic and exhibit breadth and quality become the basis for a cumulative portfolio including a sketchbook/journal. This course is recommended for students who have demonstrated an ability to work successfully at a demanding pace. Emphasis is placed on creative problem solving, independent research, and task commitment.

VA-640-1▼

Art III: Finding Meaning - Exploring Contemporary Media and Processes – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Art II or Art II - G/T

This course challenges students to take risks, explore contemporary artistic practices and ideas to expand their portfolio. Students will research the work of contemporary artists and processes which can include collaboration, installation, and performative-based art making. Students are expected to investigate a variety of visual arts materials with a focus on quality and develop an understanding of contemporary art making practices. Students articulate intent through collaborative discourse and written statements based on concepts demonstrated through a body of work and sketchbook/journal studio experiences.

VA - 650-1▼

Art III: Finding Meaning - Exploring Contemporary Media and Processes – G/T

Grades 10, 11, 12 **1-credit**

Prerequisite: Art II or Art II - G/T

This course challenges students to take risks, explore contemporary artistic practices and ideas to expand their portfolio. Students will research the work of contemporary artists and processes which can include collaboration, installation, and performative-based art making. Students are expected to investigate a variety of visual arts materials with a focus on quality and develop an understanding of contemporary art making practices. Students articulate their intent through collaborative discourse and written artist's statements based on individual concepts demonstrated through a cumulative portfolio and sketchbook/journal. Emphasis is placed on creative problem solving, independent research and learning, task commitment, and special topics.

VA-700-1▼

Art IV: Personal Directions in Art – Honors

Grades 11, 12 **1 credit**

Prerequisite: Art III or Art III - G/T

In this course, students develop a body of work informed by the research of culturally diverse, contemporary and historic artists, and peer dialogue in support of an identified artistic direction and inquiry. Students maintain a sketchbook/journal to investigate ideas, themes, and media and develop a portfolio that reflect a breadth of course experiences. Students are expected to document their artistic process and support the quality execution of artworks defended by artist's statements.

VA-710-1▼

Art IV: Personal Directions in Art – AP [AP Studio Art: Drawing, 2-D Design and 3-D Design]

Grades 11, 12 **1 credit**

Prerequisite: Art III or Art III - G/T

In this course, students develop and refine a body of work informed by independent research of culturally diverse, contemporary and historic artists, and peer dialogue in support of an identified personal direction and inquiry. The portfolio reflects a breadth of experiences, concentration on a specific theme, and quality execution of artworks. Students maintain a sketchbook/journal to accumulate and investigate ideas, themes, and media. The portfolio reflects a breadth of experiences, the documentation of the artistic process, concentration on a specific theme, and the quality execution of artworks defended by a personal artist's statement. The course continues the development of the body of work begun in Art III. It is recommended that students in this course take the AP Exam when it is offered in May.

VA-855-1▼

Art V: Independent Inquiry - Materials and Meaning Making – Honors

Grade 12 **1 credit**

Prerequisite: Art IV or Art IV - AP

In this course, students pursue new ideas and solutions informed by personal aesthetics, material meaning, and thematic interests. Independent research into contemporary and historic artistic practices/processes and student-led inquiry support personal artistic investigations and direction. Students maintain a sketchbook/journal to investigate ideas, themes, and media and further develop their portfolios to reflect a depth of inquiry and document their artistic process. Written artist statements and reflections support and defend artistic choices and document decision making.

VA-860-1▼

Art V: Independent Inquiry - Materials and Meaning Making – AP [AP Studio Art: Drawing, 2-D Design and 3-D Design]

Grade 12 **1 credit**

Prerequisite: Art IV or Art IV - AP

In this course, students continue to pursue ideas and solutions informed by personal aesthetics, material meaning, and thematic interests. Independent research into contemporary and historic artistic practices/processes and student-led inquiry support personal artistic investigations and direction. Students maintain a sketchbook/journal to investigate ideas, themes, and media and further develop their portfolios to reflect a depth of inquiry and document their artistic process. Written artist statements and reflections support and defend artistic choices and document decision making. Students' AP portfolios will demonstrate a specific line of inquiry supported by reflective, personal artist's statements. The course continues the development of the body of work begun in Art IV. It is recommended that students in this course take the AP Exam when it is offered in May.

VA-720-1▼■

Art History – AP

Grades 11, 12 **1 credit**

The Advanced Placement offering in History of Art is designed to provide the same benefits to high school students as those provided by an introductory college course in art history. In this course, students examine major forms of artistic expression around the globe and from the past through the present. While it benefits students to have successfully completed Art I: Foundations of Studio and to have a foundation in content knowledge and art making practices, it is not a requirement. It is recommended that students in this course take the AP Exam when it is offered in May. This course does not satisfy the fine art graduation credit. It is a general elective credit.

VA-810-1

Art Studio – Honors

Grades 10, 11, 12 **1 credit**

Corequisite: Concurrent enrollment in Art III-Honors, Art IV-Honors, or Art V – Honors

The course challenges students to take risks, experiment with and expand upon art media competencies, and explore personal concepts to develop a thematic body of artwork. Students research the work of contemporary artists employing studio processes that enable them to communicate personal concepts and ideas. Each student in the course is expected to handle visual arts media with a sense of quality, breadth, and concentration on a particular interest or problem as evidenced in a thematic cumulative portfolio and sketchbook/journal.

VA-815-8

Art Studio – G/T

Grades 11, 12 **1/2 credit**

Corequisite: Concurrent enrollment in Art III, Art IV, or Art V (Honors, GT, AP)

This semester-long course challenges students to take risks, experiment with and expand upon art media competencies, and explore personal concepts to develop a thematic body of artwork. Students research the work of contemporary artists employing studio processes that enable them to communicate personal concepts and ideas. Each student in the course is expected to handle visual arts media with a sense of quality, breadth, and concentration on a particular interest or problem as evidenced in a thematic cumulative portfolio and sketchbook/journal.

VA-820-1▼

Art Studio – AP [Studio Art: Drawing, 2-D Design, and 3-D Design]

Grades 10, 11, 12 **1 credit**

Corequisite: Concurrent enrollment in Art III-GT, Art IV-AP, or Art V – AP

The course challenges students to take risks, experiment with and expand upon art media competencies, and explore personal concepts in developing a thematic body of artwork. Students research the work of contemporary artists employing studio processes that enable them to communicate personal concepts and ideas. Each student in the course is expected to handle visual arts media with a sense of quality, breadth, and concentration on a particular interest or problem as evidenced in a thematic cumulative portfolio and sketchbook/journal for the purposes of college portfolio applications. It is recommended that students in this course take the AP Exam when offered in May.

VA-520-1

Photography I: Developing Ideas in Photography

Grades 10, 11, 12 **1 credit**

Prerequisite: Art I or application and portfolio review

In this course, students apply the language of art in producing fine art photographs. Primary experiences will center around the use of a 35mm single lens reflex camera, film processing, darkroom techniques, print manipulation, and the presentation of work. Technical skills evolve through the introduction of pinhole photography and contact printing. Experiences throughout the course will include composing, exposing, processing, enlarging images in the darkroom, and basic experiences in digital imaging.

VA-530-1

Photography I: Developing Ideas in Photography – G/T

Grades 10, 11, 12 **1 credit**

Prerequisite: Art I or application and portfolio review

This course explores the ways students apply the language of art in producing fine art photographs. Primary experiences will center around the use of a 35mm single lens reflex camera, film processing, darkroom techniques, print manipulation, and the presentation of work for specific purposes. Technical skills evolve through the introduction of pinhole photography and contact printings while refining personal and conceptual ideas. Experiences throughout the course will include composing, exposing, processing, enlarging images in the darkroom, and photographic digital imaging processes. This course is recommended for students who have demonstrated an ability to work successfully at a demanding pace. Emphasis is placed on creative problem solving, independent research, and task commitment, while developing a portfolio that reflects a diverse breadth of photographic experiences.

VA-620-1▼

Photography II: Portfolio Development – Honors

Grades 11, 12 **1 credit**

Prerequisite: Photography I

In this course, students refine and master technical skills as well as experiment with alternative approaches and materials as they compose unique photographs. Additionally, students will develop a photographic portfolio that demonstrates quality, shows breadth of formal, technical, and expressive experiences and concentrates on a specific theme or problem. Through collaboration with peers and instructors students will develop a personal aesthetic viewpoint. In-class and independent problems further the development of skills and techniques.

VA-630-1▼

Photography II: Portfolio Development – AP [AP Studio Art: 2-D Design]

Grades 11, 12 **1 credit**

Prerequisite: Photo I

This course begins the development of a body of work leading to the Advanced Placement Examination. Students will refine and master technical skills as well as experiment with alternative approaches and materials as they compose photographs. Additionally, students will develop a photographic portfolio that demonstrates quality, shows breadth of formal, technical, and expressive experiences and concentrates on a specific theme or problem. Through collaboration with peers and instructors students will develop a personal aesthetic viewpoint that will be demonstrated through the AP Portfolio. It is recommended that students in this course take the AP Exam when it is offered in May.

VA-740-1▼

Photography III: Personal Directions in Photography – Honors

Grade 12 **1 credit**

Prerequisite: Photography II or Photography II - AP

In this course students will develop a thematic body of work that can be used for college admissions, scholarships and student exhibitions. As students move from the second to the third level in photo studio, the content sharpens in focus upon self-assessment and evaluation. Students continue working in a sketchbook/journal to refine personal imagery based on the study of master artists.

VA-750-1▼

Photography III: Personal Directions in Photography – AP [AP Studio Art: 2-D Design]

Grade 12 **1 credit**

Prerequisite: Photography II or Photography II - AP

In this course each student will develop a thematic body of work that can be used for the Advanced Placement portfolio, college admissions, scholarships, and student exhibitions. As students move from the second to the third level in photo studio, the content sharpens its focus upon self-assessment and evaluation. Students continue working in a sketchbook/journal to refine personal imagery based on the study of master artists. It is recommended that students in this course take the AP Exam when it is offered in May.

VA-760-1

Photo IV Independent Inquiry - Materials and Meaning Making – Honors [Studio Art: 2-D Design]

Grade 12 **1 credit**

Prerequisite: Photo III

In this course, students develop and refine a body of work informed by research of culturally diverse, contemporary, and historic photographers, and peer dialogue to support an identified personal direction and inquiry. Students maintain a sketchbook/journal to accumulate and investigate ideas, themes, and media. The portfolio reflects a breadth of experiences, the documentation of the photographic process, concentration on a specific theme, and the quality execution of artworks defended by a personal artist's statement. The course continues the development of the body of work, which began in Photo III.

VA-770-1

Photo IV Independent Inquiry - Materials and Meaning Making – AP [Studio Art: 2-D Design]

Grade 12 **1 credit**

Prerequisite: Photo III

In this course, students develop and refine a body of work informed by independent research of culturally diverse, contemporary, and historic photographers, and peer dialogue to support an identified personal direction and inquiry. Students maintain a sketchbook/journal to accumulate and investigate ideas, themes, and media. The portfolio reflects a breadth of experiences, the documentation of the photographic process, concentration on a specific theme, and the quality execution of artworks defended by a personal artist's statement. The course continues the development of the body of work, which began in Photo III. It is recommended that students in this course take an AP Exam when it is offered in May (2-D Design).

VA-830-1

Photo Studio – Honors

Grades 10, 11, 12 **1 credit**

Corequisite: Concurrent enrollment in Photo II-Honors or Photo III-Honors

The course challenges students to take risks, experiment with and expand upon photographic media competencies, and explore personal concepts in developing a thematic body of artwork. Students research the work of contemporary photographers employing studio processes that enable them to communicate personal concepts and ideas. Each student in the course is expected to handle photographic media with a sense of quality, breadth, and concentration on a particular interest or problem as evidenced in a thematic cumulative portfolio and sketchbook/journal.

VA-835-8

Photo Studio – G/T

Grades 11, 12 **1/2 credit**

Corequisite: Concurrent enrollment in Photo II or Photo III, Photo IV (Honors/GT/AP)

This semester-long course challenges students to take risks, experiment with and expand upon photographic media competencies, and explore personal concepts in developing a thematic body of artwork. Students research the work of contemporary photographers employing studio processes that enable them to communicate personal concepts and ideas. Each student in the course is expected to handle photographic media with a sense of quality, breadth, and concentration on a particular interest or problem as evidenced in a thematic cumulative portfolio and sketchbook/journal.

VA-840-1▼

Photo Studio – AP [AP Studio Art: 2-D Design]

Grades 10, 11, 12 **1 credit**

Corequisite: Concurrent enrollment in Photo II-AP or Photo III-AP

The course challenges students to take risks, experiment with and expand upon photographic media competencies, and explore personal concepts in developing a thematic body of artwork. Students research the work of contemporary photographers employing studio processes that enable them to communicate personal concepts and ideas. Each student in the course is expected to handle visual arts media with a sense of quality, breadth, and concentration on a particular interest or problem as evidenced in a thematic cumulative portfolio and sketchbook/journal for the purposes of college portfolio applications. It is recommended that students in this course take the AP Exam when offered in May.

VA-900-8

Introduction to Visual Communications

Grades 10, 11, 12 **1/2 credit**

This course is designed for students who want to effectively develop presentations to deliver information and ideas in a visually clear and compelling manner. Research suggests that people better connect to, understand, and retain information when images accompany words. Through a practice-based, hands-on approach, students will learn how to effectively design infographics, integrate text and images with specific audiences in mind, using both traditional and digital media to communicate ideas, data or information. This course does not satisfy the fine arts credit for graduation.

VA-997-8

Unified Visual Arts and Leadership

Grades 9, 10, 11, 12 **1/2 credit**

This course will allow students with and without disabilities to gain knowledge, experience, and skills in visual arts, art-related activities, material experimentation, mindful art-making, and team building in a collaborative and cooperative environment. All students will explore leadership characteristics, communication and listening skills, group work, and critical thinking skills to provide support in an inclusive environment.

Fine Arts • Dance

The study of dance promotes aesthetic sensitivity and provides an opportunity for students to experience intellectual, physical, emotional, and social growth. Students observe, respond, create, and perform using the body as an instrument to communicate feelings, thoughts, and ideas. Through exploring dance concepts, students demonstrate critical thinking skills and core values, and develop personal integrity. Dance education fosters positive student interaction and an appreciation for diverse points of view, while establishing strong human bonds which transcend racial, ethnic, and socioeconomic barriers. The sequentially developed program presents a broad cultural and historical perspective, providing unique opportunities for cross-curricular connection. All dance courses satisfy the Fine Arts Graduation requirement.

Dance Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Mathematics Requirement	Mathematics Requirement	Mathematics Requirement	Mathematics Elective
Earth Science	Biology	Science Requirement	Elective
U.S. History	American Government	World History	Elective
World Language	World Language	Elective	Elective
PE/Health	Technology Education Requirement	Elective	Dance IV or Dance IV - G/T Junior Dance Company or Dance Company*
Dance I or Junior Dance Company or Dance Company*	Dance II or Junior Dance Company or Dance Company*	Dance III or Dance III - G/T or Junior Dance Company or Dance Company*	Dance Seminar: Education and Production - G/T

* By audition only

A four-year comprehensive program in dance allows students to discover their own inherent aptitude for the communication of ideas, thoughts, and feelings through the art of dance. Students interested in pursuing dance in college should plan on building their performance portfolio as soon as possible. Students in need of additional performance opportunities have the option to audition for one or both of the performance ensembles offered: Junior Dance Company or Dance Company. By auditioning into Junior Company or Dance Company, students have the opportunity to perform at a challenging pace. Both groups have opportunities to perform at various venues locally and nationally.

The G/T Intern/Mentor Program offers advanced students desiring a more rigorous and challenging experience the opportunity to mentor under the dance teachers in the capacity of a teaching assistant.

DT-400-1

Dance I

Grades 9, 10, 11, 12 **1 credit**

In this Fine Arts course, students are introduced to a basic working knowledge of performance concepts that they can apply to all dance forms. Experiences are based on fundamentals of ballet, modern, and jazz dance. This course fulfills the graduation requirement for the Fine Arts elective as it provides instruction in aesthetics, dance history, anatomy, choreographic techniques, and performance components. The number of required non-school hour practices, events, and performances during a school year may not exceed 15.

DT-500-1

Dance II

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Dance I

In this Fine Arts course students are challenged in sessions of dance technique that use a working knowledge of performance concepts that students will apply to all dance forms. Experiences are based on further developing principles and techniques of ballet, modern, and jazz dance. This course fulfills the graduation requirement for the Fine Arts elective as it provides instruction in aesthetics, dance history, anatomy, and choreographic techniques. Performance components beyond the regular school day are required. Completion of Dance I or equivalent experience is required. The number of required non-school hour practices, events, and performances during a school year may not exceed 15.

DT-600-1

Dance III

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Dance II

In this Fine Arts course, students are challenged in sessions of dance techniques that use their maximum movement range. Various styles of dancing are explored. Individuality of artistic expression is encouraged through improvisation and composition, using specific choreographic forms. This course fulfills the Fine Arts elective requirement as it provides instruction in aesthetics, dance history, anatomy, and choreographic techniques. Performance components beyond the regular school day are required. Completion of Dance II or equivalent experience is required. The number of required non-school hour practices, events, and performances during a school year may not exceed 15.

DT-700-1

Dance IV

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Dance III

In this Fine Arts course, students are challenged in sessions of dance techniques that enhance their maximum movement range. Various styles of dancing are explored. Individuality of artistic expression is encouraged through improvisation and composition, using specific choreographic forms. The majority of the class time will be dedicated to providing opportunities to utilize production components and further develop choreographic skills. Performance components beyond the regular school day are required. Completion of Dance III or equivalent experience is required. The number of required non-school hour practices, events, and performances during a school year may not exceed 20.

DT-711-8▼
DT-711-1▼

Dance Seminar: Education and Production – G/T

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Application and Director Approval

In this Fine Arts course, an emphasis is placed on original creation, portfolio development, independent research, task commitment, and special topics related to Dance. Course curriculum will include the creation of a Capstone project in preparation for college and other research and units focused on career opportunities within the discipline of dance. Performance components beyond the regular school day are required. The number of required non-school hour practices, events, and performances during a school year may not exceed 20.

DT-720-1▼

Dance Company – G/T

Grades 10, 11, 12 **1 credit**

Prerequisite: Audition Only

In this Fine Arts course, students are accelerated in rigorous sessions of dance techniques that use their maximum movement range. Students will have the opportunity to learn and perform a variety of choreography in order to refine technique and artistic expression. Students will also set solo and group choreography with emphasis on originality and collaboration. Production, performance, and composition are the major components of this performance ensemble. Additionally, students will refine a portfolio that demonstrates originality, quality, and breadth of formal, technical and expressive experiences. Performance components beyond the regular school day are required. The number of required non-school hour practices, events, and performances during a school year may not exceed 30.

DT-730-1▼

Junior Dance Company – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Audition Only

In this Fine Arts course, students are challenged in rigorous sessions of dance techniques that use their maximum movement range. Students will have the opportunity to learn and perform a variety of choreography in order to develop technique and artistic expression. Students will also create group choreography with emphasis on the creative process, collaboration, and the elements of composition. Production, performance, and composition are the major components of this performance ensemble. Additionally, students will create a portfolio that demonstrates originality, quality, and breadth of formal, technical, and expressive experiences. Performance components beyond the regular school day are required. The number of required non-school hour practices, events, and performances during a school year may not exceed 30.

DT-900-8

Dance for Athletes

Grades 10, 11, 12 **1/2 credit**

Dance for Athletes is an elective movement-based course intended to merge cross training and dance. In this course, the curriculum supports athletes with limited dance experience and non-dancers as they practice dance techniques designed to enhance their overall physical fitness and athletic performance. The conditioning exercises included in the course increase flexibility, strength, coordination, balance, and body control.

DT-920-8

Unified Dance and Leadership

Grades 9, 10, 11, 12 **1/2 credit**

This course will allow students with and without disabilities to gain knowledge, experience, and skills in beginning levels of dance technique and creative movement in a collaborative and cooperative environment. Students will engage in experiences that promote memory/recall, body awareness, musicality, and performance etiquette through a variety of dance forms. All students will explore leadership characteristics, communication and listening skills, group work, and critical thinking skills to provide support in an inclusive environment. Students may take this course more than once.

Fine Arts • Music

Each course in the music program is designed to develop skills, understanding, and musicality at the highest possible level. Inherent in the musical experience is a simultaneous combination of visual, auditory, and kinesthetic learning, as well as the emotional connection to the art form. Additionally, the process of musical study enhances the development of creative and critical thinking skills, affords opportunity to build individual and group discipline, and increases achievement through both individual and collective effort.

Students enrolling in the performance-based courses, such as those in band, chorus, and orchestra, should be aware that attendance at rehearsals, sectional practices, and performances is an integral part of the course. Every effort is made by directors to arrange sectional and pre-concert rehearsals and to schedule concerts within the context of the school's master schedule. Prior to registration for these classes, music students and their parents/guardians should carefully review Board of Education Policies 8000-8120 concerning requirements. All music courses satisfy the Fine Arts graduation requirement.

Music Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Mathematics Requirement	Mathematics Requirement	Mathematics Requirement	Mathematics Elective
Earth Science	Biology	Science Requirement	Elective
U.S. History	American Government	World History	Elective
World Language	World Language	Elective	Elective
PE/Health	Technology Education Requirement	Music Theory I, Music Technology or another music course	Music Theory I or II AP, Music Technology or another music course
Music (courses in Band, Chorus, Orchestra)*	Music (courses in Band, Chorus, Orchestra)*	Music (courses in Band, Chorus, Orchestra)*	Music (courses in Band, Chorus, Orchestra)*

A four-year comprehensive music program with a focus in performance allows students the opportunity to develop the requisite musical skills necessary to build a portfolio and resume required for college applications. Students may be able to participate in multiple music courses during the same year if scheduling can be arranged. Music courses – Wind Ensemble G/T, Chamber Choir G/T, and String Orchestra G/T – may be taken for G/T credit based on an audition. Music Theory II AP is for AP credit – Music Theory I is a prerequisite.

MU-400-1

Band - Concert

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Audition and director approval

Students perform a variety of band literature, with an emphasis placed on building a foundation of individual and ensemble performance skills. The band may participate in concerts and performance assessments. After-school activities and practices are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 25.

MU-500-1

Band - Symphonic/Marching

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform band literature representing a variety of styles and historical periods in concerts, annual local and state performance assessments, some athletic events, and parades. Emphasis is on both individual and ensemble skill development. After-school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-600-1

Band - Symphonic Winds/Marching

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform band literature from a variety of styles and historical periods in concerts, in performance assessments, athletic events, and parades. The band performs more difficult music than Symphonic/Marching Band (if it is offered). After-school activities and rehearsals are integral to the course and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-800-1

Band - Wind Ensemble/Marching – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Application and audition

Students perform with and meet the curricular requirements of the Symphonic Winds/Marching. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-480-1

Percussion Ensemble

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform various percussion ensemble and/or band music. The ensemble may perform in concerts, local and state performance assessments, athletic events, and parades. Both individual and ensemble skill development are emphasized. After-school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 25.

MU-840-1

Percussion Ensemble – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform with and meet the curricular requirements of the Percussion Ensemble. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-580-1

Jazz Ensemble

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform a variety of traditional and popular jazz, investigating jazz theory, improvisation, performance techniques, styles, and literature, both individually and in the ensemble. Students may perform in concerts and performance assessments. After-school activities and practices are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 25.

MU-880-1

Jazz Ensemble – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform with and meet the curricular requirements of Jazz Ensemble. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-680-1

Instrumental Ensemble

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Previous instrumental experience and director approval

Students perform a variety of music representing various styles and genres in small ensemble experiences. Students may perform in concerts and recitals. After-school activities and practices are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 15.

MU-410-1
Chorus
Grades 9, 10, 11, 12 **1 credit**

Students perform a variety of choral literature representing various styles and historical periods, for soprano, alto, tenor, and bass voices. The Chorus may perform in concerts and performance assessments. After-school activities and practices are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 25. All students interested in group singing may participate.

MU-510-1
Concert Choir
Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform choral literature representing various styles and historical periods, for soprano, alto, tenor, and bass voices. The Concert Choir may perform in concerts, performance assessments, and community programs. After-school activities and practices are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-810-1▼
Concert Choir – G/T
Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Application and audition

Students perform with and meet the curricular requirements of the Concert Choir. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-812-1▼
Chamber Choir – G/T
Grades 10, 11, 12 **1 credit**

Prerequisites: Application and audition

Students perform with and meet the curricular requirements of the Vocal Ensemble. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-780-1
Vocal Ensemble
Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform choral literature representing a variety of styles and genres in small ensemble experiences. Performances may include concerts, performance assessments, and community programs. After-school activities and practices are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 15.

MU-811-1▼
Vocal Ensemble – G/T
Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Application and audition

Students perform with and meet the curricular requirements of the Vocal Ensemble. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-450-1
Music Technology I
Grades 9, 10, 11, 12 **1 credit**

Students learn basic composition and music production techniques, and apply them using notation software and Digital Audio Workstation software. Students utilize, analyze, describe, assess and discuss various composition and music production techniques and create original compositions and productions. Students also develop multimedia presentations to describe and accompany their own original music, and present those compositions and productions in a classroom or concert situation. Students learn about the beginnings of Music Technology history, and about the technological changes that have created new music genres and cultural behaviors. All students interested in Music Technology may participate.

MU-550-1

Music Technology II

Grades 10, 11, 12 **1 credit**

Prerequisite: Completion of Music Technology I or teacher approval

Students learn advanced composition and music production techniques, and apply them using professional level notation software and Digital Audio Workstation software. Emphasis is on complex manipulation and mixing of audio and video stimuli, as well as advanced study of musical presentation techniques. Students compile an on-line portfolio to showcase their composition and production learning and achievements. Students learn about the development of electronic music as a unique art form, and discuss its relevance to modern society.

MU-650-1

Music Technology III/IV – G/T : DJing and Live Performance

Grades 10, 11, 12 **1 credit**

Prerequisite: Successful Completion of Music Technology II, or teacher approval

Students learn to create performances of electronic music using Digital Audio Workstation and DJing software. Students continue to refine their skills of perception and creation through analysis and assessment of both their own productions and the productions of successful modern-day music artists. Students continue to develop their portfolio of compositions and productions, and present their completed and refined work in a live concert setting. Students learn about the history of urban, electronic, dance, and hip-hop music and discuss the cultural significance of the changes in music performance and presentation in the Twenty-first Century.

MU-420-1

String Ensemble

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students will perform a variety of orchestral literature while developing individual and ensemble skills in concerts, performance assessments, and community programs. After-school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-520-1

String Orchestra

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Audition and director approval

Students perform orchestral literature from a variety of styles and historical periods in concerts, performance assessments, and community programs. Emphasis is on skill development, both individual and in the ensemble. After-school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-820-1▼

String Orchestra – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Application and audition are required

Students perform with and meet the curricular requirements of the String Orchestra. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-430-1
MU-431-8

Guitar I

Grades 9, 10, 11, 12 **1/2–1 credits**

Students develop basic guitar techniques through performing solo and ensemble guitar literature from difficulty levels I and II. Skills emphasized include tuning and proper tone production, note reading using traditional notation and guitar tablature, and utilizing current technology to assist in developing basic improvisational and compositional techniques. All students interested in learning guitar may participate. The semester course does not satisfy the fine arts credit for graduation.

MU-530-1

Guitar II

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Completion of previous level(s) or teacher approval

Students develop intermediate guitar techniques through performing solo and ensemble guitar literature from difficulty levels III and IV. Skills emphasized include identifying and analyzing musical elements and structural characteristics of various styles and genres and utilizing current technology to assist in further development of improvisational and compositional techniques. After-school activities, such as recitals and performances, may be required, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 5.

MU-830-1▼

Guitar III/IV – Honors

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Completion of previous level(s) or teacher approval

Students develop advanced guitar techniques through performing solo and ensemble guitar literature from difficulty levels V and VI. Skills emphasized include performing with alternate tunings and more sophisticated chord progressions and developing advanced improvisational and compositional techniques. After-school activities, such as recitals and performances, may be required, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 10.

MU-831-1▼

Guitar III/IV – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Audition and director approval

Students perform with and meet the curricular requirements of Guitar III/IV - Honors. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-470-1
MU-471-8

Piano I

Grades 9, 10, 11, 12 **1/2–1 credits**

Students develop basic piano techniques through performing a variety of piano literature representing various styles and genres from difficulty levels I and II. Skills emphasized include performing with independent parts for right and left hands, note reading using traditional notation, and utilizing current technology to assist in developing basic improvisational and compositional techniques. All students interested in learning piano may participate. The semester course does not satisfy the fine arts credit for graduation.

MU-570-1

Piano II

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Completion of previous level(s) or teacher approval

Students develop intermediate piano techniques through performing a variety of piano literature representing various styles and genres from difficulty levels III and IV. Skills emphasized include identifying and analyzing musical elements and structural characteristics of various styles and genres and utilizing current technology to assist in further development of improvisational and compositional techniques. After-school activities, such as recitals and performances, may be required, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 5.

MU-870-1▼

Piano III/IV – Honors

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Completion of previous level(s) or teacher approval

Students develop advanced piano techniques through performing a variety of piano literature representing various styles and genres from difficulty levels V and VI. Skills emphasized include performing scales and arpeggios in all keys and developing advanced improvisational and compositional techniques. After-school activities, such as recitals and performances, may be required, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year may not exceed 10.

MU-871-1▼

Piano III/IV – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Audition and director approval

Students perform with and meet the curricular requirements of Piano III/IV - Honors. In addition, this course provides a performance-based curriculum for advanced level learners, focusing on the development of expressive and artistic musical experiences through student driven work to learn the language of music. Refining performance skills, while increasing the ability to read new music at sight are critical to this course. The number of required non-school hour performances and practices during a school year may not exceed 40.

MU-460-1

Music Theory I

Grades 9, 10, 11, 12 **1 credit**

Students learn the basic elements of music and their applications in elementary composition. Aural development is stressed throughout the year through rhythmic and melodic dictation and sight-singing. Music technology will be used as a resource to develop aural and compositional skills. A student with limited experiences in music must receive teacher approval.

MU-860-1

Music Theory II – AP [AP Music Theory]

Grades 10, 11, 12 **1 credit**

Prerequisite: Music Theory I or teacher approval

Students learn more advanced concepts in music theory as well as twentieth-century compositional techniques. Aural development will continue through sight-singing and rhythmic and melodic dictation. Music technology will be used as a resource to develop aural and compositional skills. It is recommended that students in this course take the AP Exam when it is offered in May.

Fine Arts • Theatre Arts

The Theatre Arts Program is designed to develop performance and production skills, creative collaboration, and aesthetic appreciation of Theatre at the highest possible level. The process of Theatre Arts study enhances the development of creative and critical thinking skills, affords opportunities to build individual and group work ethics, and increases achievement through both individual and collective efforts. All Theatre Arts courses satisfy the Fine Arts graduation requirement. The Theatre Arts Program affords opportunities in co-curricular productions that allow for mastery and application of performance and production skills taught in Theatre Arts courses.

Theatre Arts Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Mathematics Requirement	Mathematics Requirement	Mathematics Requirement	Mathematics Elective
Earth Science	Biology	Science Requirement	Elective
U.S. History	American Government	World History	Elective
World Language	World Language	Elective	Elective
PE/Health	Technology Education Requirement	Elective	Elective

A four-year comprehensive program in Theatre Arts allows the opportunity to build a performance-based skill set, portfolio, and resume for college applications, and incorporate persuasive communication skills, text analysis, and critical reading and writing through criticism in performance and/or technical theatre. Students may further enhance this experience via participation in the co-curricular, after-school main stage production program.

DT-410-1

Theatre Arts I

Grades 9, 10, 11, 12 **1 credit**

Theatre Arts I is a performance-based course which offers students an introduction to the process and production of theatre. Students will use critical thinking and problem solving to create personal meaning through collaborative performances. Students will use theatre practices to create, perform, and reflect in social and historical contexts. An expectation is that students will attend live theatrical productions during after-school hours. The number of required non-school hour events during a school year may not exceed 6.

DT-741-1

Theatre Company

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Theatre I or application and audition

In this course, students collaborate as a production company working as directors, writers, actors, designers, and technicians on theatrical projects. Exploring plays and theatre processes from a variety of time periods and cultures, students develop performances and designs for production. Students in this course are expected to participate in class project performances. The number of required non-school hour practices, events, and performances during a school year may not exceed 25. Students are encouraged to be a part of the co-curricular productions. This course can be repeated for elective credit.

DT-751-1

Theatre Company – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Theatre I or application and audition

In this course, students assume leadership within the production company working as directors, writers, actors, designers, and technicians on theatrical projects. Synthesizing historical and cultural perspectives, students will justify their artistic choices. Students will create a digital portfolio showcasing their work from the course. This class will cultivate a theatre artist who is empowered to make theatre with integrity that reflects personal meaning and engages the community. Students in this course are expected to participate in class projects performances. The number of required non-school hour practices, events, and performances during a school year may not exceed 25. Students are encouraged to be a part of the co-curricular productions. This course can be repeated for elective credit.

DT-761-1

Musical Theatre Company

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Theatre I or application and audition

In this course, students collaborate as a production company working as directors, lyricists, composers, choreographers, actors, designers, and technicians on theatrical projects. Exploring musicals and theatre processes from a variety of time periods and cultures, students develop performances and designs for production. Students in this course are expected to participate in class project performances. The number of required non-school hour practices, events, and performances during a school year may not exceed 25. Students are encouraged to be a part of the co-curricular productions. This course can be repeated for elective credit.

DT-771-1

Musical Theatre Company – G/T

Grades 9, 10, 11, 12 **1 credit**

In this course, students assume leadership within the production company working as directors, writers, actors, designers, and technicians on theatrical projects. Synthesizing historical and cultural perspectives, students will justify their artistic choices. Students will create a digital portfolio showcasing their work from the course. This class will cultivate a theatre artist who is empowered to make theatre with integrity that reflects personal meaning and engages the community. Students in this course are expected to participate in class project performances. The number of required non-school hour practices, events, and performances during a school year may not exceed 25. Students are encouraged to be a part of the co-curricular productions. This course can be repeated for elective credit.

DT-791-1

Theatre Apprenticeship – G/T

Grades 10, 11, 12 **1 credit**

Prerequisite: Theatre I or application and audition

In this Fine Arts course, an emphasis on training a new generation of theatre artists through original creation, portfolio development, independent research, task commitment, and special topics related to Theatre. The majority of the class time will be dedicated to production team tasks connected to the co-curricular productions and/or classroom instruction supervised by the Theatre Arts teacher. Performance components beyond the regular school day are required. The number of required non-school hour practices, events and performances during a school year may not exceed 30. This course can be repeated for elective credit.

DT-910-8

Technical Theatre

Grades 10, 11, 12 **1/2 credit**

In this semester course, students will design and construct the technical elements involved in theatrical productions. Students will learn about storytelling and design principles in order to apply them to set, lighting, prop, sound, costume, and marketing. Students will also learn about safe practices in construction and electrical work. Students will be actively involved in the production process. The semester course does not satisfy the fine arts credit for graduation.

DT-930-8

Unified Theatre and Leadership

Grades 9, 10, 11, 12 **1/2 credit**

This course will allow students with and without disabilities to gain knowledge, experience, and skills in beginning levels of theatre and creative expression in a collaborative and cooperative environment. Students will engage in experiences that promote memory/recall, body awareness, vocal technique, and performance etiquette through a variety of theatrical forms. All students will explore leadership characteristics, communication and listening skills, group work, and critical thinking skills to provide support in an inclusive environment. Students may take this course more than once.

HEALTH EDUCATION

Health Education helps students develop the knowledge, attitudes, and skills they need to avoid risky behavior and maintain and improve their health. Health instruction gives students opportunities to practice skills that result in health-promoting behaviors. The standards for health education are designed to help students become health literate, obtain, interpret, and understand basic health information and services, and use such information and services in ways that enhance health. All students who entered grade 9 prior to the 2021-2022 school year are required to earn one half credit in Health Education for graduation. All students who enter grade 9 in the 2021-2022 school year and after are required to earn one credit in Health Education for graduation.

HE-900-8

Health I

Grade 9 (required for graduation) **1/2 credit**

This course provides students with functional knowledge and health literacy skills to reduce health risks and enhance the health and well-being of self and others. Students will engage with this content in the context of the National Health Education Standards skills. Specific topics will include: social and emotional health; substance abuse prevention; healthy eating; disease prevention and control; violence and injury prevention, and sexual health. ***This course should be taken sequentially with lifetime fitness in Grade 9.***

HE-920-8

Health II

Grades 10, 11, 12 (required for graduation)
Prerequisite: Health I **1/2 credit**

This course expands upon student development of skills, attitudes, and behaviors to promote college and career readiness. Students develop, practice, and apply skills for health literacy, including analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self-management, and advocacy.

HE-950-8
HE-950-1

Current Health Issues

Grades 10, 11, 12 **1/2–1 credit**

Prerequisite: Health I

This course is designed to develop skills for living healthy lifestyles among adolescents preparing to enter college and the world of work. The course is organized around the Health Education National Standards placing a greater emphasis on personal skills. Students will discuss and apply a variety of skills to everyday situations they may face. Skills include how to determine the validity of health resources and services, analyzing internal and external influences on personal health behaviors, verbal and nonverbal skills to develop and maintain healthy personal relationships, making healthy decisions, setting personal health goals, and advocating for personal, family and community health.

SCHOOL COUNSELING

ST-999-1

Student Services Office Assistant/Tutor

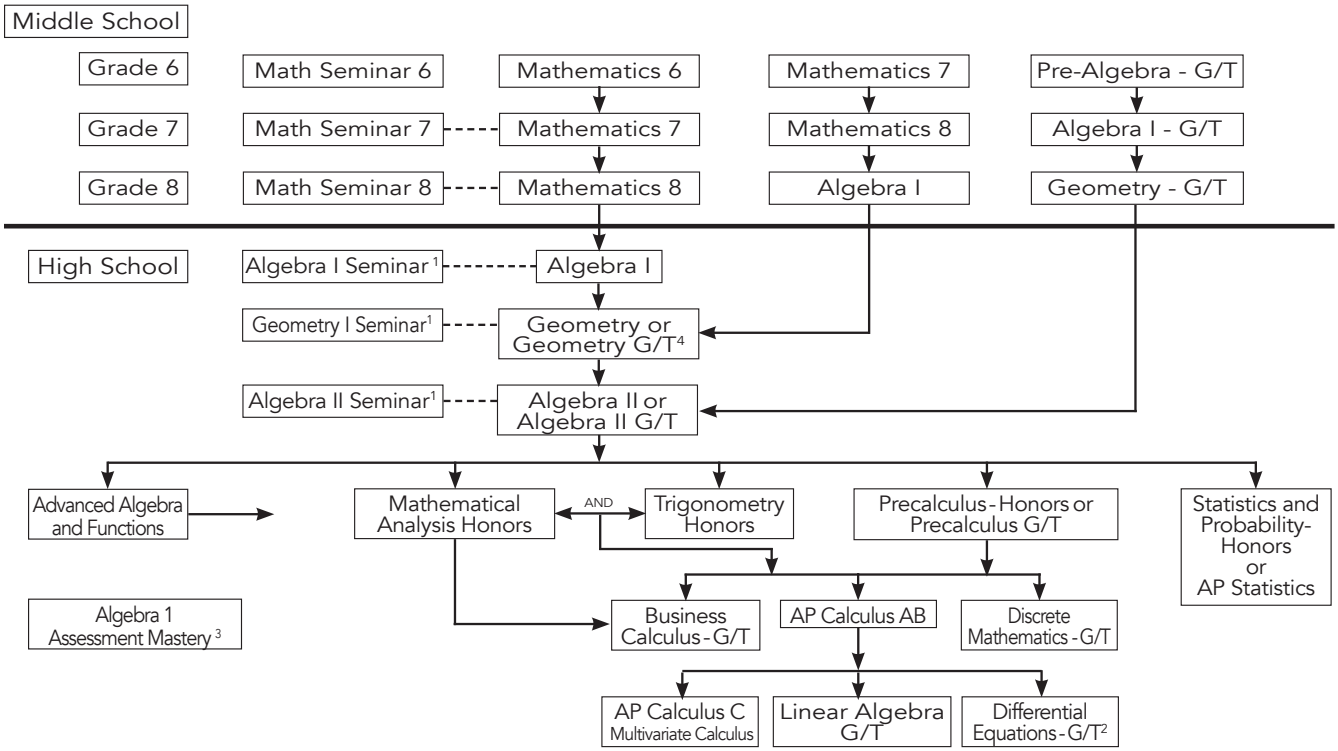
Grade 12 **1 elective credit**

Under the direction of the School Counseling Team Leader, students will gain experience working in a high school counseling center. Students will collect and distribute materials, operate equipment, assist students, locate career and college information, process materials, perform clerical duties, and other duties as assigned. Students will be required to take a mid-term and final exam as with other credit bearing courses. Only one elective credit may be earned as a student assistant.

Students have the option of earning up to 25 student service learning hours while enrolled in this course. If a student wishes to earn service learning hours using this option, they will need to complete an Individual Service Learning Project form to propose additional projects, mediation or tutoring assignments beyond the duties of other office assistants in order to be approved.

Mathematics

The Howard County Public School System's mathematics program is built upon the HCPSS Mathematics Standards, which are aligned with Maryland's College and Career-Ready Standards for Mathematics. Middle and high school mathematics course standards set a rigorous definition of college and career readiness by requiring that students develop a depth of understanding and opportunities to apply mathematics to real-life situations. Mathematical reasoning, problem solving, modeling, communication, connections, and the strategic use of appropriate tools and technology are major components of each mathematics course.



Note 1: Algebra I Seminar, Geometry Seminar, and Algebra II Seminar are elective credits to be taken together with their corresponding course.

Note 2: Differential Equations G/T is an option for advanced mathematics students who have completed or are concurrently enrolled in AP Calculus C/Multivariate Calculus.

Note 3: Algebra 1 Assessment Mastery is a one-semester, elective course for students who have passed the Algebra I course and have not passed the Algebra I Assessment.

Note 4: A student may enroll in the one-semester SAT Prep (elective) in any sequence after the completion of high school Geometry.

MA-401-1★●■

Algebra I

Grades 9, 10, 11, 12 **1 credit**

This course focuses on the mastery of five critical areas: (1) developing understanding and investigating relationships between quantities and reasoning with equations; (2) developing understanding and applying linear and exponential relationships; (3) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; (4) using properties of rational and irrational numbers to develop an understanding of quadratic functions; and (5) investigating trends and modeling with descriptive statistics.

MA-400-8
MA-400-1

Algebra I Seminar

Corequisite: Concurrent enrollment in Algebra I

Grades 9, 10, 11 **1/2-1 elective credit**

Algebra I Seminar is an elective course for students concurrently enrolled in Algebra I. The course provides students with additional instructional time to master content, engage in applications-based problem solving, and develop the behaviors defined by the Standards for Mathematical Practices.

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option

Mathematics

MA-410-8

Algebra I Assessment Mastery

Grades 9, 10, 11, 12 **1/2 elective credit**

This course is an elective course for students who have passed the Algebra I course and have not passed the MCAP Algebra I Assessment. The course fulfills the requirement for appropriate assistance before a student can re-take the MCAP–Algebra I Assessment. Instruction is offered with a high degree of one-on-one and small group interaction with the teacher.

MA-431-1★■

Geometry

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Algebra I

This course focuses on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students work with rigid motions, dilations, and constructions of geometric figures to establish criteria for determining if two figures are similar and/or congruent. Students prove theorems and apply concepts of proportional reasoning to begin to explore right triangle trigonometry. Students also explore probability of compound events.

MA-430-8
MA-430-1

Geometry Seminar

Grades 10, 11 **1/2-1 elective credit**

Corequisite: Concurrent enrollment in Geometry

Geometry Seminar is an elective course for students concurrently enrolled in Geometry. The course provides students with additional instructional time to master content, engage in applications-based problem solving, and develop the behaviors defined by the Standards for Mathematical Practices.

MA-433-1▼★

Geometry – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Algebra I

In this Gifted and Talented course, students will focus on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students work with rigid motions, dilations, and constructions of geometric figures to establish criteria for determining if two figures are similar and/or congruent. Student will prove and use theorems, definitions, and postulates to explain mathematical conjectures for various geometric figures and angle concepts. Students also explore probability of compound events, and an introduction to trigonometry.

MA-461-1★■

Algebra II

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Algebra I and Geometry

This course extends the study of topics introduced in Algebra I. The emphases on linear, quadratic, exponential, logarithmic, polynomial, and rational functions are motivated by data investigations. Graphing calculators are an integral part of this course. This course may be taken concurrently with Geometry.

MA-460-8
MA-460-1

Algebra II Seminar

Grades 10, 11, 12 **1/2-1 elective credit**

Corequisite: Concurrent enrollment in Algebra II

Algebra II Seminar is an elective course for students concurrently enrolled in Algebra II. It provides students with additional instructional time to master essential algebraic content and engage in applications-based problem solving, communication of mathematical ideas, and reasoning and proof. This course provides the opportunity for students to improve study skills and build mathematical foundations for future mathematical study. As an integral component of the course, technology facilitates investigation and deepens understanding.

MA-463-1▼★

Algebra II – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Algebra I, Geometry, or Geometry - G/T

This course is for students capable of and interested in progressing through the concepts of Algebra II - G/T, Algebra II and enrichment topics at an accelerated rate and in more depth. Course requirements are rigorous, with an emphasis on mathematical reasoning and communication. Graphing tools are an integral part of this course.

Mathematics

MA-491-1★

Advanced Algebra and Functions

Grades 11, 12 **1 credit**

Prerequisites: Students must have taken Algebra II or Algebra II G/T

This course is designed to further student understanding of the content initially presented in Algebra II. This course, collaboratively developed with Howard Community College, is designed to prepare students for entry into a college level, credit-bearing mathematics course. In addition to college level strategies, topics include linear, exponential, logarithmic, quadratic, polynomial, rational, radical, and absolute value functions. Time will also be spent on applications of algebraic functions, matrices, and conic sections. Graphing tools are an integral part of the course.

MA-502-1▼★

Mathematical Analysis – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Algebra II or Algebra II - G/T

This course explores applications of and expands on students' knowledge of polynomial functions, rational functions, radical functions, absolute value functions, and logarithmic and logistic functions. Students are also introduced to absolute value, piecewise, and step functions. Throughout the course, students graph functions, identify key features, find and verify inverses, and apply transformations to different function families. Together with Trigonometry, this course equips students with the knowledge and skills necessary for further exploration of calculus in the following courses: Business Calculus – G/T and Calculus AB – AP.

MA-522-1▼★

Trigonometry – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Algebra II or Algebra II - G/T

This course explores applications of and expands on students' knowledge of trigonometric functions and inverse trigonometric functions. Students use their understanding of functions and transformations to graph circular and trigonometric functions and determine if they have inverses. Students explore geometric vectors, circular equations, trigonometric equations and graphs, trigonometric identities, and analytic geometry. This course extends students' understanding of graphing to the complex number plane and polar coordinates. Together with Mathematical Analysis – Honors, this course equips students with the knowledge and skills necessary for further exploration of calculus in the following courses: Business Calculus – G/T and/or Calculus AB – AP.

MA-542-1▼★■

Precalculus – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Algebra II or Algebra II - G/T

This course extends the concepts of algebra and includes topics in trigonometry, analytic geometry, manipulating various algebraic and transcendental function families, and an initial exploration of limits. Understanding of functions is applied to solving real-world problems that require students to build and/or interpret functions. Students improve their understanding of the properties of mathematics that allow them to manipulate algebraic expressions, equations, and inequalities. This course equips students with the knowledge and skills necessary for further exploration of calculus in the following courses: Business Calculus – G/T and/or Calculus AB – AP, excluding Calculus C/ Multivariate Calculus – AP.

Mathematics

MA-543-1▼★

Precalculus – G/T

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Algebra II or Algebra II - G/T

This course extends the concepts of algebra and includes topics in trigonometry; statistics; parametric, polar, trigonometric, and rational functions; data analysis; and sequences and series. Coursework includes additional topics related to complex numbers, matrices, vectors, conic sections, parametric equations, polar coordinates and equations, sequences and series, and an introduction to limits. The skills and understandings developed in this course equip students for further exploration of calculus in the following courses: Business Calculus – G/T and/or Calculus AB – AP (and subsequently Calculus C/Multivariate Calculus – AP).

MA-563-1▼★

Statistics and Probability – Honors

Grades 9, 10, 11, 12 **1 credit**

Corequisite: Algebra II or Algebra II - G/T

This course includes the major concepts and methods used to collect, analyze, and draw conclusions from data. Students will use the statistical problem solving and data science process to interpret categorical and quantitative data, make inferences, and justify conclusions from sample surveys, experiments, and observational studies. Students will apply probability rules to calculate expected values, analyze and compare strategies on the basis of expected values, and evaluate the outcomes of decisions.

MA-565-1▼★■

Statistics – AP

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Algebra II or Algebra II - G/T

Statistics AP offers students an opportunity to learn college level, non-calculus based statistics that focuses on four major topics: data exploration, study planning, probability as it relates to distributions of data and simulations, and inferential reasoning. The course content prepares students to meet the rigor and the calculator requirements of the Advanced Placement examination. Graphing calculators are an integral part of this course. It is recommended that students in this course take the AP Exam when it is offered in May.

MA-643-1▼★

Discrete Mathematics – G/T

Grades 11, 12 **1 credit**

Corequisite: Precalculus - Honors or Precalculus - G/T

This course is an introduction to the study of Discrete Mathematics, a branch of contemporary mathematics that develops reasoning and problem-solving abilities, with an emphasis on proof. Topics include logic, mathematical reasoning and proof, set theory, combinatorics, probability cryptology, and graph theory. Course requirements are rigorous with an emphasis on mathematical reasoning and communication. This course is intended for students interested in mathematics and/or the computer sciences. Graphing tools are an integral part of this course.

MA-603-1▼★■

Business Calculus – G/T

Grades 11, 12 **1 credit**

Prerequisite: Mathematical Analysis - Honors, Precalculus – Honors or Precalculus - G/T

Business Calculus - G/T is an applications-based calculus course. Concepts of rate of change and differentiation of functions are applied to such topics as motion, optimization, and average cost. Concepts of accumulation of change and integration of functions are applied to such topics as present and future value and population growth. The content of this course is not intended to prepare students for the Advanced Placement exam. Graphing tools are an integral part of this course.

MA-625-1▼★■

Calculus AB – AP

Grades 10, 11, 12 **1 credit**

Prerequisites: Precalculus – Honors, Precalculus – G/T or Mathematical Analysis – Honors and Trigonometry – Honors

This course is fundamental to the study of all advanced mathematics, science, and engineering. The content includes the study of limits, derivatives, algebraic and transcendental functions, differentials, indefinite integrals, applications of derivatives and definite integrals, and methods of integration. The course content prepares students to meet the rigor and the calculator requirements of the Advanced Placement examination, AB Level. It is recommended that students in this course take the AP Exam when it is offered in May.

Mathematics

MA-705-1▼★■

Calculus C/Multivariate Calculus – AP [AP Calculus BC]

Grades 11, 12 **1 credit**

Prerequisite: Precalculus - G/T (or Mathematics Analysis - Honors and Trigonometry - Honors) and Calculus AB - AP

Calculus C/Multivariate Calculus continues concepts studied in Calculus AB. Topics include hyperbolic functions, sequences and series, parametric and vector-value functions, partial derivatives, improper integrals, directional directives, multiple integration, and applications. Optional topics include Green's Theorem, Stokes' Theorem, and the Divergence Theorem. This course is designed to meet the rigor and calculator requirements of the Advanced Placement examination, BC Level. It is recommended that students in this course take the AP Exam when it is offered in May.

MA-710-1▼★

Linear Algebra – G/T

Grades 11, 12 **1 credit**

Prerequisite: Calculus AB - AP

Students in this course will develop skills in the basic concepts of linear algebra. These skills will cover areas such as vector spaces, systems of linear equations and matrices, determinants, similar matrices, diagonalizations, linear transformations, eigenvalues and eigenvectors, inner product spaces, quadratic forms, and complex vector spaces.

MA-723-1▼★

Differential Equations – G/T

Grades 11, 12 **1 credit**

Corequisite: Calculus C/Multivariate Calculus - AP

The course content includes a study of standard types of elementary differential equations, linear equations, systems of linear equations, series solutions, numerical methods, stability, elementary partial differential equations, boundary value problems, applications, and other selected topics.

MA-999-1

Laboratory Assistant – Mathematics

Grades 11, 12 **1 elective credit**

Prerequisite: Approval of the mathematics instructional team leader

Working under the direction of the teacher, students gain work experience in the paraprofessional aspects of teaching in the developmental mathematics classes. Student assistants will distribute, collect, and store materials of instruction, provide routine assistance to students, and provide occasional tutorial assistance to students under the guidance of the teacher. Only one elective credit can be earned as a student assistant; credit may be awarded only after the 20th required graduation credit has been recorded.

CT-475-1▼★■

Computer Science A – AP [AP Computer Science]

Grades 10, 11, 12 **1 credit**

Prerequisite: Principles of Java Programming G/T, Computer Science Principles or Instructor Approval

Computer Science A - AP is a fast-paced advanced level course that extends the study of the fundamental principles and technology of object-oriented programming using the Java language. Topics include classes, objects, data types, variables, Boolean expressions, methods, looping, input, and output. Advanced topics will include searching, sorting, GUI components and event handling. It is recommended that students in this course take the AP Exam when it is offered in May. This course may be used as one of the four mathematics courses that satisfies graduation requirements, as well as the mathematics every year in high school requirement. However, in accordance with the University System of MD requirements, this course should not serve as the final high school mathematics course. Students taking this course in grade 12 should also enroll in another mathematics course.

Media

The study of video and television production provides students with the theoretical background and hands-on experience necessary to produce broadcasts and videos for instructional purposes. Lectures and student productions are interwoven to produce a comprehensive understanding of the video medium. Students will work individually and in small groups as they plan, design, and produce video broadcasts and recordings that are consistent with the basic principles of instructional design and which demonstrate an understanding of the concepts of video production.

LM-801-1

Video Production

Grades 11, 12 **1 credit**

In this course, students receive instruction and experience in various technical and artistic aspects of video production. Topics covered include principles of communications, marketing and advertising, storytelling, social and personal branding, and broadcast news. Students will learn about and have hands-on experience with camera operation, lighting, storyboarding, script writing, graphic design, audio mixing, technical direction, and editing. Students will create and direct their own productions based on class assignments. Enrollment is limited and based on permission of the instructor.

LM-811-1▼

Video Production – G/T

Grades 11, 12 **1 credit**

In this course, students receive instruction and experience in various technical and artistic aspects of video production. Students will research and apply various film and video influences and techniques, implications of intellectual property, and analyze the ways in which social media impacts traditional ways of consuming media. Topics covered include principles of communications, marketing and advertising, storytelling, social and personal branding, and broadcast news. Students will learn about and have hands-on experience with camera operation, lighting, storyboarding, script writing, graphic design, audio mixing, technical direction, and editing. Students will create and direct their own productions based on research and class assignments. Enrollment is limited and based on permission of the instructor.

LM-999-1

Laboratory Assistant - Media

Grades 11, 12 **1 elective credit**

Under the direction of the media specialist, students gain experience in working in a high school media center. Students will collect and distribute materials, operate equipment, assist students, process materials, perform clerical duties, and create audiovisual productions. Students must be able to work independently. Enrollment is limited and based on permission of the instructor. Only one elective credit can be earned as a student assistant; credit may only be awarded after the 20th required graduation credit has been recorded.

Physical Education

Physical Education provides rigorous instruction for all learners to have the knowledge, skills, and confidence to live a physically active and healthy lifestyle. Students in Grades 9-12 will receive one half credit of Physical Education instruction to meet graduation requirements. In addition, the Howard County Public School System will offer a variety of Physical Education electives that will provide students opportunities to be active in an inspiring and engaging environment.

PE-900-8

Lifetime Fitness 9 (required for graduation)

Grade 9 **1/2 credit**

This course is designed to help students develop physical literacy through the application of health and skill-related concepts of fitness while engaging in lifelong physical activities. Students will explore physical literacy concepts through the cognitive, affective, and psychomotor domains. Students set short- and long-term fitness goals based on physiological assessments. Students will use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a variety of selected activities. This course should be taken sequentially with Health Education in Grade 9.

PE-911-8

PE-911-1

Aerobic Conditioning and Weight Training I

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Lifetime Fitness

This course introduces students to aerobic conditioning and weight training concepts such as benefits of proper diet along with exercise, target heart rate, body composition, overload, progression, and specificity. Students will participate in aerobic dance, step aerobics, jump rope activities, and use cardio respiratory exercising machines. Students will be able to describe how the cardiovascular system functions while exercising in and out of their target heart rate zone. Students will experience gains in muscular endurance through circuit and pyramid weight training. Students may take this course more than once.

PE-921-8

PE-921-1

Aerobic Conditioning and Weight Training II

Grades 10,11, 12 **1/2-1 credit**

Prerequisite: Aerobic Conditioning and Weight Training I or Strength and Conditioning I

This course reinforces and expands on the concepts learned in Aerobic Conditioning and Weight Training I. Students will be able to compare and contrast various types of aerobic conditioning and weight training programs and understand their application. Students will use their knowledge of basic exercise physiology to design a personalized circuit weight training program. Students may take this course more than once.

PE-930-8

PE-930-1

Specialty Sports

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Lifetime Fitness

Students in Specialty Sports will demonstrate competency and/or refine activity specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, net/wall games, or target games). Students from beginning levels through advanced levels will develop an in-depth knowledge of technical and tactical strategies, coaching techniques, officiating procedures, and progressive skill development. Individual schools will select the sport activity that best meets the needs of their student population. Students may take this course more than once.

PE-940-8

PE-940-1

Sport for Life

Grades: 10, 11, 12 **1/2-1 credit**

Prerequisite: Lifetime Fitness

This course will provide students with the knowledge, confidence, and skills to enjoy participating in outdoor pursuits, individual performance activities, invasion games, net/wall games, target games, and lifetime activities. Students will learn lifelong physical activity skills through quality participation and social interaction. Instruction is provided to students at all skill levels. Individual schools will select the lifetime physical activities that meet the needs of their student population. Students may take this course more than once.

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option

Physical Education

PE-951-8
PE-951-1

Strength and Conditioning I

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Lifetime Fitness

This course introduces students to strength training and conditioning principles. Students will develop physical literacy through a variety of movement skills. Students obtain a working knowledge of anatomy, physical fitness concepts, nutrition, and principles of strength training. Students will develop a personal strength training and conditioning program. This process will include fitness data collection, goal setting, selection of appropriate activities, application of training principles and reflection on program. Students will explore cardiorespiratory exercises, with machines, to determine target heart rates. Emphasis will be placed on students demonstrating proper lifting technique and appropriate use of the fitness room. Students will understand that strength training and conditioning provide opportunities for enjoyment and social interactions for a lifetime Students may take this course more than once.

PE-961-8
PE-961-1

Strength and Conditioning II

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Strength and Conditioning I or Aerobic Conditioning and Weight Training I

This course reinforces the concepts taught in Strength and Conditioning I to expand upon student's cognitive knowledge of the fitness room. Students will be able to identify all forms of weight training, muscle groups, and muscle articulation. Students will determine body composition and discuss daily caloric intake while in a strength and conditioning program. Building on their knowledge of nutrition and cardiorespiratory fitness, students will be required to design a nutritional and cardiorespiratory fitness plan. Students may take this course more than once.

PE-971-8
PE-971-1

Strength and Conditioning III

Grades 11, 12 **1/2-1 credit**

Prerequisite: Strength and Conditioning II or Aerobic Conditioning and Weight Training II

This course reinforces the concepts taught in Strength and Conditioning II to expand upon student's knowledge of exercise physiology and kinesiology. Students in this course will engage in rigorous strength and conditioning activities. Students will develop an in-depth personalized fitness and weight training program. Students may take this course more than once.

PE-981-8
PE-981-1

Unified Physical Education and Leadership

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Lifetime Fitness

This course will allow students with and without disabilities to gain knowledge, experience, and skills in recreation sports, leisure activities, team/individual sports, fitness, and dance in a collaborative and cooperative environment. All students will explore leadership characteristics, communication and listening skills, group work, and critical thinking skills in order to provide support in an inclusive environment.
Students may take this course more than once.

Reading

The high school reading program is supported by the collaborative efforts of English, reading, special education, and ELD staff members to ensure the success of students as they advance toward proficiency in reading.

LA-905-1 - Strategic Reading I
LA-910-1 - Strategic Reading II

Strategic Reading

Grades 9, 10, 11, 12 **1 credit**

Students who are marked Below Level in reading and who are two or more years below grade level in reading would be eligible for enrollment in this program. The high school reading specialist and special educator or ELD teacher may co-teach the course. Students are provided with explicit reading instructional support in the areas of vocabulary, fluency, and comprehension related to all content areas. Students will be provided reading instruction in phonemic awareness and phonics, as needed. Students are taught in a small group setting using research-based instructional strategies. The goal of the program is to help students become functional readers across all content areas and move toward reading proficiency. Students may continue the program for a second year with the recommendation of the reading specialist.

Science

The high school science program is designed to develop scientific literacy for all students so they may use scientific information and thinking to make decisions in life. The program also provides a firm foundation for students who wish to pursue science or engineering as a career choice. The science curriculum is aligned to state standards that emphasize the practices of science along with the ideas of science. The learning environment in science classes promotes logical thinking, honesty, and curiosity. Disciplinary literacy is emphasized throughout the program; environmental literacy is integrated throughout the core science courses. Each science course deeply integrates laboratory experiences for students.

For high school graduation, each student must earn a minimum of three credits in science courses that are aligned to the Maryland Next Generation Science Standards (NGSS). New Maryland Code of Regulations (COMAR, 13A.03.02.03) language states that in selecting courses to meet the three-credit requirement, students must seek a broad array of learning experiences that include learning from each of the major disciplines of science (Earth/Space, Life, and Physical science). Each course can fulfill only one discipline. Highlighted below are the most common student pathways.

Student	Grade 9	Grade 10	Grade 11	Grade 12
I	Earth and Space Systems Science (regular or G/T) (EARTH)	**Biology (on-grade or G/T) (LIFE)	Advanced Physical Science (PHYSICAL)	**NGSS Aligned Elective Courses** • AP Biology (LIFE) • AP Chemistry (PHYSICAL) • AP Environmental Science (EARTH or PHYSICAL) • AP Physics 1 and/or 2 (PHYSICAL) • AP Physics C Mechanics and/or EM (PHYSICAL) • Environmental Science (EARTH or PHYSICAL) **Non-NGSS Aligned Elective Courses** • Anatomy & Physiology • Astronomy • Forensic Science • Marine Science
II	Earth and Space Systems Science (regular or G/T) (EARTH)	**Biology (on-grade or G/T) (LIFE)	Chemistry Honors & Physics Honors (PHYSICAL)	
III	**Biology G/T (LIFE)	*Chemistry G/T (EARTH)	AP Physics 1 (PHYSICAL)	
IV	Earth and Space Systems Science (regular or G/T) (EARTH)	**Biology (on-grade or G/T) (LIFE)	*Chemistry G/T (PHYSICAL	
V	**Biology G/T (LIFE)	Earth and Space Systems Science (regular or G/T) (EARTH)	Advanced Physical Science (PHYSICAL)	
VI	**Biology G/T (LIFE)	*Chemistry G/T (EARTH)	AP Physics C Mechanics (PHYSICAL)	

***Chemistry G/T can fulfill the Earth or Physical Science credit.**
****The Life Science Maryland Integrated Science Assessment (LS MISA) will be administered at the end of the Biology or Biology G/T course. HCPSS made Biology and Biology G/T required science courses for students who entered high school in the 2021-2022 school year or later.**

SC-400-1★■

Earth and Space Systems Science

Grades 9, 10 **1 credit**

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build understanding of: the universe and Earth's place in it (stars, planets, and Earth's history); the dynamic and interrelated systems of the Earth (Earth materials, plate tectonics and other large scale system interactions, water and Earth's surface processes, weather, and climate), and the interactions between Earth's surface processes and human activities (natural resources, natural hazards, human impact on Earth systems, and global climate change). Engineering design is incorporated as students consider technological solutions to real-world problems. *This course supports environmental literacy and fulfills the Earth Science graduation requirement.*

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option

Science

SC-415-1▼★

Earth and Space Systems Science – G/T

Grades 9, 10 **1 credit**

In this course, students will use the Science and Engineering Practices and Crosscutting Concepts of Science to build an understanding of: the universe and Earth's place in it (stars, planets, and Earth's history); the dynamic and interrelated systems of the Earth (Earth materials, plate tectonics and other large scale system interaction, water and Earth's surface processes, weather, and climate), and the interactions between Earth's surface processes and human activities (natural resources, natural hazards, human impact on Earth systems, and global climate change). Earth and Space Systems Science G/T is an enriched course with additional opportunities to dig deeper into content. Engineering design is incorporated as students consider technological solutions to real-world problems. *This course supports environmental literacy and fulfills the Earth Science graduation requirement.*

SC-500-1●★■

Biology

Grades 10, 11 **1 credit**

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build an understanding of: how organisms live and grow (structure and function, growth and development of organisms, and organization for matter and energy flow in organisms); how and why organisms interact with their environment and the effects of these interactions (interdependent relationships in ecosystems, cycles of matter and energy transfer in ecosystems, ecosystem dynamics, functioning, and resilience, and social interactions and group behavior); how characteristics of one generation are passed to the next and how individuals of the same species and even siblings can have different characteristics (inheritance of traits and variation of traits), and what evidence shows that different species are related (evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans). Engineering design is incorporated as students consider technological solutions to real-world problems. This course includes an opportunity for student service learning. *This course supports environmental literacy and fulfills the Life Science graduation requirement.* **Note: Animals may be dissected in this course. Alternatives to dissection are available.**

SC-515-1▼●★

Biology – G/T

Grades 9, 10 **1 credit**

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build understanding of important life science and Earth systems science including: how organisms live and grow (structure and function, growth and development of organisms, and organization for matter and energy flow in organisms); how and why organisms interact with their environment and the effects of these interactions (interdependent relationships in ecosystems, cycles of matter and energy transfer in ecosystems, ecosystem dynamics, functioning, and resilience, and social interactions and group behavior); how characteristics of one generation are passed to the next and how individuals of the same species and even siblings can have different characteristics (inheritance of traits and variation of traits); what evidence shows that different species are related (evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans); the universe and Earth's place in it (Earth's history including Plate Tectonics); the dynamic and interrelated systems of the Earth (water and Earth's surface processes), and the interactions between Earth's surface processes and human activities (natural resources, natural hazards, human impact on Earth systems, and global climate change). Engineering design is incorporated as students consider technological solutions to real-world problems. This course includes an opportunity for student service learning. *This course supports environmental literacy and fulfills the Life Science graduation requirement.* **Note: Animals may be dissected in this course. Alternatives to dissection are available.**

SC-901-1▼★■

Biology – AP

Grades 11, 12 **1 credit**

This course builds on the foundations of Biology and is designed to be the equivalent of a college-level introductory biology course. Students engage in the practices of science and engineering to construct their understanding of the process of evolution and its relationship to the diversity and unity of life; the use of free energy by biological systems to grow, reproduce, and maintain homeostasis; the storage, retrieval, transmission, and response of living systems to information essential to life processes, and the interaction of biological systems. Active and extensive engagement in laboratory work including the design of experiments is fundamental to the course. It is recommended that students in this course take the AP Exam when it is offered in May. Completion of Biology or Biology G/T and Advanced Physical Science or Chemistry G/T is recommended. *This course features learning that supports the discipline of Life Science.* **Note: Animals may be dissected in this course. Alternatives to dissection are available.**

Science

SC-602-8▼★

Chemistry – Honors

Grades 10, 11, 12 **1/2 credit**

In this semester course, students will use the Science and Engineering Practices and Crosscutting Concepts of Science to build an understanding of: the structure, properties, and states of matter (atomic structure, periodic table, molecular structure, bonding, and interactions of matter); nuclear processes; chemical reactions (chemical kinetics, energetics, and equilibrium); and how principles of Chemistry as they relate to our everyday lives. Engineering design is incorporated as students consider technological solutions to real-world problems. *This course supports environmental literacy and with the successful completion of Physics Honors fulfills the Physical Science graduation requirement.*

SC-615-1▼★

Chemistry – G/T

Grades 10, 11 **1 credit**

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build understanding of important chemical and Earth systems concepts including: structure and properties of matter (atomic structure, periodic table, molecular structure, and interactions of matter); nuclear processes; chemical reactions (chemical kinetics, energetics, and equilibrium); energy conservation, conversion, and transfer; wave properties including electromagnetic radiation, information technologies, and instrumentation; the chemical and physical properties of water; the role and cycling of carbon among Earth's systems; Earth's materials; interactions between Earth's surface processes and human activities including natural resources, human impact on Earth systems, and global climate change; the universe and its stars (element formation, nuclear fusion, atomic spectra), and the dynamic and interrelated systems of the Earth (plate tectonics and other large scale system interactions). Engineering design is incorporated as students consider technological solutions to real-world problems. *This course supports environmental literacy and fulfills the Earth/Space Science or Physical Science graduation requirement.*

SC-903-1▼★■

Chemistry – AP

Grades 11, 12 **1 credit**

This course builds on the foundations of Chemistry and is designed to be the equivalent of a college-level introductory chemistry course. Students engage in the practices of science and engineering to construct their understanding of the structures and properties of matter, chemical equilibrium, chemical kinetics, and thermodynamics. Significant laboratory work is integral to the learning experience and will emphasize experimental design, detailed observation, data collection, and data analysis including the application of statistics. It is recommended that students in this course take the AP Chemistry Exam when it is offered in May. College Board data show that students who complete a first course in Chemistry prior to taking AP Chemistry tend to achieve higher on the AP Examination. Thus, it is recommended that students successfully complete Advanced Physical Science or Chemistry G/T before enrolling in AP Chemistry. Additionally, advanced algebraic applications are a regular part of AP Chemistry; thus it is recommended that students complete Algebra II prior to enrolling in AP Chemistry. *This course features learning that supports the discipline of Physical Science.*

SC-660-1★

Advanced Physical Science

Grades 10, 11,12 **1 credit**

In this course, students use the Science and Engineering Practices and Crosscutting Concepts of Science to build understanding of important physical science concepts including: structure and properties of matter (atomic structure, periodic table, molecular structure and interactions of matter); nuclear processes; chemical reactions (chemical kinetics, energetics, and equilibrium); motion and stability; forces and interactions (mechanics, electrostatics, gravitation, momentum); energy (transfer and conservation), and waves and their applications in technologies for information transfer (wave properties, electromagnetic radiation, and information technologies and instrumentation). Engineering design is incorporated as students consider technological solutions to real-world problems. *This course features learning that fulfills the Physical Science graduation requirement.*

Science

SC-801-1★

Anatomy and Physiology

Grades 11, 12 **1 credit**

This course builds on the foundations of the life sciences and is designed to help students understand the anatomic and physiological basis of life. The course covers cytology, histology, and the human body systems. Students will use the Science and Engineering Practices to construct understanding of the interdependence of structure and function in biological systems. Students will be expected to integrate relevant information and acquired skills in the exploration of careers in the medical sciences.
Note: Animals may be dissected in the course. Alternatives to dissection are available.

SC-805-1★

Astronomy

Grades 11, 12 **1 credit**

This course builds on the foundations of the earth sciences. Students will use the Science and Engineering Practices to construct understanding of the historical development of astronomic models and the contributions of the early astronomers; the characteristics of light; the solar system; constellations; stellar compositions, energy sources, and life cycles; and the theories related to the origin of the solar system and the universe. Applications of a variety of astronomic instruments will support descriptive and experimental laboratory experiences. Detailed observation, data recording, and data interpretation including statistical analysis will be emphasized.

SC-810-1★

Environmental Science

Grade 12 **1 credit**

This Maryland Next Generation Science Standard (NGSS) aligned course builds on the foundations of the earth, life, and physical sciences. It is designed for students to experience the interdisciplinary nature of environmental science. Students will use the Science and Engineering Practices to construct an understanding of the interdependence of organisms, populations, and natural resources; renewable and nonrenewable energy resources, and humans' impact on the environment. Students will participate in frequent descriptive and field investigations, service projects, and research related to environmental law. Students will also have the opportunity to explore environmental careers. *This course supports environmental literacy and can fulfill the Earth Science or Physical Science graduation requirement.* **Note: Animals may be dissected in this course. Alternatives to dissection are available.**

SC-905-1▼★■

Environmental Science – AP

Grades 11, 12 **1 credit**

This course builds on the foundations of the earth, life, and physical sciences and is designed to be the equivalent of a college-level introductory environmental science course. Students will engage in the Science and Engineering Practices to construct understanding of the interrelationships among elements of the natural world, environmental problems, and the relative risks associated with them. Descriptive laboratory field investigations will emphasize detailed observation, data recording, data interpretation, and statistical analysis. *This course supports environmental literacy and can fulfill the Earth Science or Physical Science graduation requirement.* It is recommended that students in this course take the AP Exam when it is offered in May.
Note: Animals may be dissected in this course. Alternatives to dissection are available.

SC-815-1★

Forensic Science

Grades 11,12 **1 credit**

This course builds on the foundations of the earth, life, and physical sciences and is designed to help students understand the principles of Forensic Science. Students will use the Science and Engineering Practices to construct understanding of forensic methodologies, the identification of human evidence, and the importance of proper collection and handling of specimens to ensure the integrity of evidence collected at crime scenes. Students will regularly engage in laboratory investigations where an interdisciplinary approach incorporates principles of chemistry, biology, physics, geology, and various medical sciences. **Note: Animals may be dissected in this course. Alternatives to dissection are available.**

SC-825-1★

Marine Science

Grades 11, 12 **1 credit**

This course builds on the foundations of the earth, life, and physical sciences and is designed to help students understand oceanography and marine biology. The course includes the history and methodology of marine science, oceanography, marine biology, and the physical and human factors that influence marine ecology. Students will use the Science and Engineering Practices to construct understanding of the adaptations in marine life organisms, characteristics of the oceans, and the interactions and relationships within marine ecosystems.
Note: Animals may be dissected in this course. Alternatives to dissection are available.

Science

SC-662-8▼★

Physics – Honors

Grades 10, 11, 12 **1/2 credit**

In this semester course, students will use the Science and Engineering Practices and Crosscutting Concepts of Science to build an understanding of: forces and Motion and types of Interactions the relationship between energy, conservation of energy, energy transfer, and energy in everyday life, and wave properties, electromagnetic radiation, and information technologies and instrumentation. Engineering design is incorporated as students consider technological solutions to real-world problems. *This course supports environmental literacy and with the successful completion of Chemistry Honors fulfills the Physical Science graduation requirement.*

SC-907-1▼★

Physics 1 – AP

Grades 11, 12 **1 credit**

In this course, students use the practices of science and the Big Questions of Physics to understand forces, motion, gravity, energy and momentum, electrostatics and electrical circuits, and waves and sound. Engineering design is incorporated as students consider technological solutions to real-world problems. This course is designed to be the equivalent of an introductory college-level, algebra-based physics course. Extensive laboratory experiences are integral to the course and emphasize planning and carrying out investigations along with analyzing and interpreting data. It is recommended that students in this course take the AP Physics 1 exam when it is offered in May. This is a quantitatively rigorous course, thus completion of Algebra II is recommended. *This course features learning that fulfills the Physical Science graduation requirement.*

SC-909-1▼★

Physics 2 – AP

Grades 11, 12 **1 credit**

This course builds on the foundations of physics to establish student understanding in thermodynamics, fluid statics and dynamics, electrostatics and electric circuits, magnetism and electromagnetic induction, optics, and modern physics. It is designed to be the equivalent of a college-level, algebra-based physics course. Students will engage in the practices of science and engineering to construct an understanding of the conceptual and quantitative relationships within physics. Extensive laboratory experiences are integral to the course and emphasize planning and carrying out investigations along with analyzing and interpreting data. It is recommended that students in this course take the AP exam when it is offered in May. This course is intended to build on previous physics learning, so completion of either Physics 1-AP, Physics G/T, or Physics is recommended. This is a quantitatively rigorous course. Thus, completion of Algebra II is recommended. *This course features learning that fulfills the Physical Science graduation requirement.*

SC-911-1▼★

Physics C: Mechanics – AP

Grades 11, 12 **1 credit**

This course builds on the foundation of Physics and is designed to be the equivalent of a college-level, calculus-based introductory physics course for physics and/or engineering majors. Students will engage in the practices of science and engineering to construct a deep understanding of Newtonian mechanics using algebra, trigonometry, and calculus. Extensive laboratory experiences are integral to the course and emphasize detailed observation, data recording, data interpretation, and statistical analysis. It is recommended that students in this course take the AP Exam when it is offered in May. Completion of or concurrent enrollment in Calculus is recommended. *This course features learning that fulfills the Physical Science graduation requirement.*

Science

SC-913-1▼★

Physics C: Electricity and Magnetism – AP

Grades 11, 12 **1 credit**

Prerequisites: Completion of AP Physics C: Mechanics.

This course builds on the foundations of Physics and is designed to be the equivalent of a college-level introductory physics course for physics and/or engineering majors. Students will engage in the practices of science and engineering to construct an understanding of electricity and magnetism using algebra, trigonometry, and calculus. Extensive laboratory experiences are integral to the course and emphasize detailed observation, data recording, data interpretation, and statistical analysis. It is recommended that students in this course take the AP Exam when it is offered in May. Completion of or concurrent enrollment in Calculus is recommended. *This course features learning that fulfills the Physical Science graduation requirement.*

SC-999-1

Laboratory Assistant - Science

Grades 11, 12 **1 elective credit**

Prerequisites: Completion of three core science credits; teacher recommendation

This course trains students in generalized laboratory techniques and safety procedures. The course emphasizes practicality and is designed to develop individual facility and dexterity while performing common laboratory practices. Students must be able to work independently. Only one assistant credit can be applied toward graduation. Only one elective credit can be earned as a student assistant, and credit may only be awarded after the 20th required graduation credit has been recorded.

Social Studies

The high school social studies program is designed to integrate knowledge and skills from history and the social sciences into a comprehensive instructional sequence. The overall goal is to prepare students for the responsibilities of citizenship. The content includes knowledge of democratic government, the dignity and self-worth of the individual, and equality of opportunity. The curriculum reinforces specific social studies skills introduced at the elementary and middle school years. Among these are geographic reasoning skills, social science research skills, critical thinking skills, historical reading and thinking skills, and both individual and group problem solving skills.

At the high school level, each student must earn a minimum of three credits in social studies (one credit in US History, one credit in American Government, and one credit in World History). In addition to required courses, students may choose electives that focus on history, global studies, the social science disciplines, and related behavioral sciences.

SPECIAL NOTE: Advanced Placement Government and Politics, [AP United States Government and Politics], Advanced Placement World History: Modern, and Advanced Placement United States History may be substituted for the American Government, World History, or United States History graduation requirement. Advanced Placement Government and Politics, Advanced Placement World History, and Advanced Placement United States History may be taken as electives beyond the American Government, World History, or United States History graduation requirements.

Social Studies Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
United States History	American Government	Modern World History	Social Studies Elective(s)
United States History - Honors	American Government - Honors	Modern World History - Honors	Social Studies Elective(s)
United States History - G/T	American Government - AP	World History: Modern - AP	Social Studies Elective(s)

SO-401-1★■

United States History

Grades 9, 10, 11, 12 **1 credit**

This course presents a survey of United States history from 1877 to the present. Students will learn major concepts and themes in United States history, with a strong emphasis on the reading and interpretation of primary and secondary source documents, and on the application of knowledge through argument and explanatory writing using multiple sources. Students will be exposed to many seminal documents in American history, and will be expected to closely read and analyze complex text. Students will learn skills and content that will help prepare them for future course work and assessments in secondary social studies. This course fulfills the United States history graduation requirement.

SO-402-1▼★

United States History – Honors

Grades 9, 10, 11, 12 **1 credit**

This course presents a survey of United States history from 1877 to the present. Students will learn major concepts and themes in United States history, with a strong emphasis on the reading and interpretation of primary and secondary source documents, and on the application of knowledge through argument and explanatory writing using multiple sources. Students will be exposed to many seminal documents in American history, and will be expected to closely read and analyze complex text. Honors is an enriched course with more challenging expectations than United States History. Students will complete at least one extended historical research investigation. This course requires students to have a commitment to academic pursuits, while demonstrating self-motivation and independence. Students will learn skills and content that will help prepare them for future course work and assessments in secondary social studies. The recommendation of a student's current social studies teacher and consistently high achievement in previous social studies course work is desirable. This course fulfills the United States history graduation requirement.

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option

Social Studies

SO-403-1▼★

United States History – G/T

Grade 9 **1 credit**

This course presents a survey of United States history from 1877 to the present. Students will learn major concepts and themes in United States history, with a strong emphasis on the reading and interpretation of primary and secondary source documents, and on the application of knowledge through argument and explanatory writing. Students will be exposed to many seminal documents in American history, and will be expected to closely read and analyze complex text. United States History G/T is an enriched course with more challenging expectations than the honors course, including a historical research paper or participation in National History Day®. This course requires students to have a commitment to academic pursuits, while demonstrating self-motivation and independence. Students will learn skills and content that will help prepare them for future course work and assessments in secondary social studies. The recommendation of a student's current social studies teacher and consistently high achievement in previous social studies course work are desirable. This course fulfills the United States history graduation requirement.

SO-615-1▼★■

United States History – AP

Grades 11, 12 **1 credit**

This course examines United States history through a chronological approach that emphasizes the major themes in the nation's past and the skills of historical thinking. Students are expected to complete at least one major written historical investigation and to participate in several seminar meetings. This course may be taken as an elective or as the United States History graduation requirement. Students electing this course may be given optional summer or pre-course readings. It is recommended that students in this course take the AP Exam when it is offered in May.

SO-501-1★●■

American Government

Grades 10, 11, 12 **1 credit**

This course presents a comprehensive study of national, state, and local government. Additional topics of study include law, economics, financial literacy, and current issues. Students will learn and apply content and skills through reading complex primary and secondary source text for comprehension and interpretation, written and oral expression, study skills, problem solving, and critical thinking skills. Students will be expected to closely read and analyze many seminal documents in American history, important Supreme Court cases, laws and statutes, graphs and charts, and news articles and political cartoons. Students will learn skills and content that will help prepare them for future course work and assessments in secondary social studies. This course is recommended for students who have demonstrated a need for skill improvement as indicated by previous social studies coursework. Students will take the American Government Maryland Comprehensive Assessment Program (MCAP) exam which will constitute 20% of the student's final grade for this course.

SO-502-1▼★●

American Government – Honors

Grades 10, 11, 12 **1 credit**

This course presents a comprehensive study of national, state, and local government. Additional topics of study include law, economics, financial literacy, and current issues. Students will learn and apply content and skills through reading complex primary and secondary source text for comprehension and interpretation, written and oral expression, study skills, problem solving, and critical thinking skills. Students will be expected to closely read and analyze many seminal documents in American history, important Supreme Court cases, laws and statutes, graphs and, charts, as well as news articles and political cartoons. American Government Honors is an enriched course with more challenging expectations than American Government. Students will complete at least one research investigation about a historical or current topic in government. This course requires students to have a commitment to academic pursuits, while demonstrating self-motivation and independence. Students will learn skills and content that will help prepare them for future course work and assessments in secondary social studies. The recommendation of a student's current social studies teacher and consistently high achievement in previous social studies course work are desirable. Students will take the American Government Maryland Comprehensive Assessment Program (MCAP) exam which will constitute 20% of the student's final grade for this course.

SO-504-1▼★●■

Government and Politics – AP [AP United States Government and Politics]

Grades 10, 11, 12 **1 credit**

This course covers politics and government in the United States. It prepares students for both the HSA and the AP exam. This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students who take this course AND participate in the AP exam will be exempted from the Maryland Comprehensive Assessment Program (MCAP) end-of-course requirement. Students who do not participate in the AP exam will be required to take the MCAP end-of-course exam before meeting graduation requirements.

SO-600-1★■

Modern World History

Grades 11, 12 **1 credit**

This course is designed to survey the history of the human experience from the late Middle Ages to the present. Students will learn major events, concepts, and themes from the western and non-western traditions. Strong emphasis is placed on the reading and interpretation of primary and secondary source documents, maps, and data, and on the application of knowledge through argument and explanatory writing using multiple sources. Students will be exposed to many seminal documents in world history, and will be expected to closely read and analyze complex text. Students will learn skills and content that will help prepare them for future course work in secondary social studies. This course fulfills the World History graduation requirement.

SO-601-1▼★

Modern World History – Honors

Grades 11, 12 **1 credit**

This course is designed to survey the history of the human experience from the late Middle Ages to the present. Students will learn major events, concepts, and themes from the western and non-western traditions. Strong emphasis is placed on the reading and interpretation of primary and secondary source documents, maps, and data, and on the application of knowledge through argument and explanatory writing using multiple sources. Students will be exposed to many seminal documents in world history, and will be expected to closely read and analyze complex text. Modern World History Honors is an enriched course with more challenging expectations than Modern World History. Students will complete at least one extended historical research investigation. This course requires students to have a commitment to academic pursuits, while demonstrating self-motivation and independence. Students will learn skills and content that will help prepare them for future course work in secondary social studies. This course fulfills the World History graduation requirement.

SO-621-1▼★■

World History: Modern – AP

Grades 11, 12 **1 credit**

This course covers content from 1200 CE to present. It looks at world history chronologically, geographically, and thematically. For instance the course begins with a unit entitled The Global Tapestry that focuses on nation building around the world and then moves into a unit that focuses on networks of exchange and trade routes. The course also incorporates the development and assessment of historical thinking skills, research, and analysis. Students will be asked to read and evaluate lengthy and complex texts, visual sources, and to create and write extended historical arguments relying on relevant and reliable evidence. The course may be taken as an elective or to meet the world history graduation requirement. It is recommended that students in this course take the AP Exam in May.

SO-506-8★

African American Studies

Grades 10, 11, 12 **1/2 credit**

This course is an in-depth study of the history of the African American experience. Topics include the origin of civilizations in Africa, the evolution of and resistance to slavery in the United States, the challenges confronted by African Americans after the Civil War, the Civil Rights and Black Power movements, the progress and problems faced by African Americans in the 20th and 21st centuries, and the contributions and achievements of African Americans and African American culture within the United States.

Social Studies

SO-623-1▼★

African American Studies – AP

Grades 10, 11, 12 **1 credit**

AP African American Studies - AP is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. It is recommended that students in this course take the AP Exam when it is offered in May.

SO-507-8★

Ancient and Medieval History

Grades 10, 11, 12 **1/2 credit**

This course presents a survey of the human experience from 1000 BCE to 1350 CE. The course will focus on the major intellectual, social, political, historical, economic, and geographic themes from both the western and non-western traditions. Major units of study include classical civilizations expanding trade and cultures, and the Medieval Era. This course will NOT fulfill the World History graduation requirement.

SO-603-8★

Anthropology

Grades 10, 11, 12 **1/2 credit**

This course provides an opportunity for studying human culture. Cultural anthropology examines mankind's inter-action with the environment and covers ancient culture, problems of cultural change, art, mythology, and language. Students also learn about archeology and archeological methods.

SO-617-8★

Asian Studies

Grades 10, 11, 12 **1/2 credit**

This interdisciplinary course is divided into three units, one that focuses on the history, literature, philosophy, art, and religions of China, Korea, Japan, Southeast Asia, and India. The second unit is focused on the experiences of people AAPI (Asian American Pacific Islander) descent in the United States. Unit 3 incorporates the knowledge from both of the previous units to evaluate events of the late 20th and early 21st century.

SO-604-1▼★

Comparative Government and Politics – AP

Grades 11, 12 **1 credit**

The instructional purpose of this course is to help students gain knowledge of the world's diverse political structures and practices, including the study of both specific countries (Great Britain, France, Russia, and China) and general concepts key to understanding relationships found in all national politics. Students electing this course may be given summer or pre-course readings. This course will NOT fulfill the American Government graduation requirement. It is recommended that students in this course take the AP Exam when it is offered in May.

SO-620-8

Economics

Grades 10, 11, 12 **1/2 credit**

Economics is a semester long course introducing basic economic principles and current economic issues with a focus on the American economy. Students will examine components of the American economy such as price, competition, business, and banking institutions. Students will also examine issues related to the economy through employment and labor issues, the role of the government in the economy, and selected topics on global economics.

SO-618-8★

Ethics in Contemporary Culture

Grades 11, 12 **1/2 credit**

This course provides an opportunity for students to apply guidelines and principles of ethics, cultural proficiency, and civil discourse to contemporary topics. Students will learn to utilize effective communication skills, empathy, and civility to explore a variety of topics in a culturally diverse society.

SO-605-1▼★

European History – AP

Grades 11, 12 **1 credit**

The instructional purpose of this course is the study of European civilization from the Renaissance period to present day. Students are expected to complete at least one major written historical investigation and to participate in several seminar meetings. Students electing this course may be given summer or pre-course readings. This course will NOT fulfill the World History graduation requirement. It is recommended that students in this course take the AP Exam when it is offered in May.

Social Studies

SO-607-1▼★■

Human Geography – AP

Grades 9, 10, 11, 12 **1 credit**

This course introduces students to the systematic study of the patterns and processes that have shaped human understanding of Earth's surface, and how it is used and altered. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. It is recommended that students in this course take the AP Exam when it is offered in May.

SO-404-1▼★

Humanities I – G/T (Social Studies)

Grade 9 **1 credit**

Prerequisite: Teacher recommendation

Corequisite: Concurrent enrollment in Humanities I G/T (English)

Humanities I integrates the study of United States History or Modern World History with literature of the cultures and time periods. The course is structured around the United States History or World History curriculum and literature which illustrates the various time periods. Because students are concurrently enrolled in Humanities I G/T (English), they receive 2 credits, one for English and one for Social Studies (United States History or Modern World History).

SO-505-1▼●★

Humanities II/Government and Politics – AP (Social Studies) [AP Government and Politics]

Grade 10 **1 credit**

Prerequisites: Recommendation from G/T English and Social Studies

Corequisite: Concurrent enrollment in Humanities II G/T (English)

This course integrates the study of Advanced Placement Government and Politics with literature that complements the study of government. Students receive credit for Advanced Placement Government and Politics and are recommended to take the AP Exam. Connections between the literature read in this course and the major political concepts of the time are discussed. Because students are concurrently enrolled in Humanities II G/T (English), they receive 2 credits, one for English and one for Social Studies, (American Government). At the end of this course, students must take the High School Assessment for English 10.

SO-616-1▼★

Humanities III/World History – AP or United States History - AP (Social Studies)

[AP World History or AP United States History]

Grade 11 **1 credit**

Prerequisites: Recommendation from G/T English and Social Studies

Corequisite: Concurrent enrollment in Humanities III G/T (English)

This course integrates the study of Advanced Placement World History or Advanced Placement U.S. History with American literature. Students receive credit for Advanced Placement World History or Advanced Placement U.S. History and are recommended to take the AP Exam. Students are also prepared for and are expected to complete a historical research paper and a literary research paper. Because students are concurrently enrolled in Humanities III G/T (English), they receive 2 credits, one for English and one for Social Studies (United States History or World History).

SO-700-1▼★

Humanities IV – G/T (Social Studies)

Grade 12 **1 credit**

Prerequisites: Recommendation from G/T English and Social Studies

Corequisite: Concurrent enrollment in Humanities IV G/T (English)

Humanities IV integrates the study of twentieth century history and literature as well as current issues. To enhance

the non-western component of the course, students are required to complete a research paper on an aspect of a developing country. Students in this class are recommended to take the Literature and Composition AP Exam. Because students are concurrently enrolled in Humanities IV G/T (English), they receive 2 credits, one for English and one elective credit for Social Studies.

Social Studies

SO-508-8★

Latin American Studies

Grades 10, 11, 12 **1/2 credit**

This Latin American Studies course focuses on the historic influences that have led to the evolution of modern Latin America as well as the Latin American and Latinx experience in the United States. Unit 1 identifies the geographic regions of Latin America and traces the social, political, economic, and international factors that have contributed to the development of this racially, ethnically, politically, and economically diverse part of the Western Hemisphere. Unit 2 focuses on US intervention in Latin America, and as both an intended and unintended consequence, the migration of Latin Americans to the United States and their experiences in the United States. Unit 3 incorporates the knowledge from both of the previous units to evaluate events of the late 20th and early 21st century.

SO-509-8★

Law and the Citizen

Grades 10, 11, 12 **1/2 credit**

This course is designed to enable students to explore issues related to law, justice, and the American legal system. The following topics are included in this course: introduction to the law and the legal system, criminal law, and the juvenile justice system, torts, consumer law, family law, housing law, and individual rights and liberties.

SO-608-1▼★

Microeconomics/Macroeconomics – AP

Grades 11, 12 **1 credit**

Students receive in-depth instruction in both microeconomics and macroeconomics. Major areas of study include economic concepts, product and factor markets, the role of government, management of economic performance, national income and price determination, and international economics and growth. Students electing this course may be given optional summer or pre-course readings provided by the instructor. It is recommended that students in this course take the Microeconomics and Macroeconomics AP Exams when it is offered in May.

SO-609-1★■

Microeconomics – AP

Grades 11, 12 **1 credit**

Students receive instruction in microeconomics in greater depth and complexity than the combined course listed above. Microeconomics is the study of economics as it relates to the behavior of individuals, families, and businesses. In addition to learning content required for the AP Exam in microeconomics, students may be expected to participate in academic competitions related to economics. Students electing this course may be given optional summer or pre-course readings provided by the instructor. It is recommended that students in this course take the AP Microeconomics Exam when it is offered in May.

SO-610-1★■

Macroeconomics – AP

Grades 11, 12 **1 credit**

Students receive instruction in macroeconomics in greater depth and complexity than the combined course. Macroeconomics is the study of economics as it relates to entire economic systems. In addition to learning content required for the AP Exam in microeconomics, students may be expected to participate in academic competitions related to economics. Students electing this course may be given optional summer or pre-course readings provided by the instructor. It is recommended that students in this course take the AP Macroeconomics Exam when it is offered in May.

SO-512-8★

Native American Studies

Grades 10, 11, 12 **1/2 credit**

This course is organized around the four themes of Native American Studies: Sovereignty, Survivance, Settler Colonialism, and Federal Policy. In Unit 1, students will participate in research on the themes and a wide variety of Native American Nations and Cultures. Unit 2 covers the history of Native American experiences from the Proclamation of 1763 through the 1970's, and asks students to apply the themes to events and eras. Unit 3 incorporates the knowledge from both of the previous units to evaluate events and movements of the late 20th and early 21st century.

SO-513-8★

Political Science

Grades 10, 11, 12 **1/2 credit**

This course provides for the study of politics and various political systems throughout the world, with special emphasis given to the United States political experience. This course will NOT fulfill the American Government graduation requirement.

Social Studies

SO-611-8★
Psychology
Grades 11, 12 **1/2 credit**
This course involves the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, methodology, and application of the discipline. This survey course contains an introduction followed by four units based on the physiological, cognitive, behavioral, and affective domains of psychology. Topics include learning, intelligence, patterns of behavior, growth and development, interpersonal relationships, human sexuality, gender, and social issues.

SO-612-1▼★■
Psychology – AP
Grades 11, 12 **1 credit**
The instructional purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students explore the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students electing this course may be given optional summer or pre-course readings. It is recommended that students in this course take the AP Exam when it is offered in May.

SO-613-8★
Sociology
Grades 10, 11, 12 **1/2 credit**
This course examines human behavior in society and institutions, as well as the roles and relationships of individuals and groups. Topics of study include culture, societal norms, roles, socialization, social stratifications, group dynamics, and pertinent social problems.

SO-614-8★
World Religions
Grades 10, 11, 12 **1/2 credit**
This course allows students to develop a general knowledge of world religions with more than 3 million followers, collaboratively investigate the most common world religions in more depth, and create a compelling question about religion that is of interest to them. Students will conduct an investigation that employs multiple disciplinary tools to answer their question and communicate the results.

SO-619-8★
Women's Studies
Grades 11, 12 **1/2 credit**
This course provides an opportunity for students to explore the women's movements in the United States through an interdisciplinary lens. Students will consider the foundation and history of the women's movement. Specific topics include socialization and gender stereotypes, sexuality, beauty ideals and media representation, the impact of political and economic systems, the international women's movement, and intersectionality.

SO-622-8
LGBTQ Studies
Grades 11, 12 **1/2 credit**
This course introduces students to the social science discipline of LGBT Studies through three units of study. The first unit focuses on key themes in LGBT Studies including: defining LGBT and Queer Studies, Gender and Sexual Identity, and Community. It also asks students to determine how presentism impacts LGBT Studies from a variety of perspectives. Unit two focuses on the history of LGBT people in the United States from the colonial era to the present. Unit three shifts to a contemporary and global focus asking students to research and analyze issues and questions that continue to shape LGBT Studies today.

SO-999-1
Laboratory Assistant – Social Studies
Grades 11, 12 **1 credit**
Working under the direction of the teacher, student assistants help distribute, collect, and store the materials of instruction; type and duplicate materials designed by the teacher; provide routine assistance to students during the administration of exercises and tests; and provide occasional tutorial assistance to students under the guidance of the teacher. Only one elective credit can be earned as a student assistant. Credit may only be awarded after the 20th required graduation credit has been recorded. Students do not have access to student grades or personal data.

Government, Law, and Public Administration

Overview

The Government, Law, and Public Administration Program is designed for those students who have an interest in serving in government, political, and/or legal fields. The academy focuses on legislative, administrative, and judicial services to carry out government functions at the federal, state, and local levels. Students enroll in a suite of courses designed to prepare them for a future career in these areas, and then complete either a capstone project or participate in an internship with professionals in their chosen field of study. Students participating in the Government, Law, and Public Administration Academy will still need to complete world language or advanced technology requirements, as this is not a completer academy.

Capstone Projects

Students may complete a portfolio documenting their learning and growth, participate in an academic competition such as Mock Trial, Speech and Debate, Model United Nations, or Econ Challenge, or serve an internship with a professional. All students will need to document their experiences in the form of a portfolio or a research paper.

Internships

As seniors, Government, Law, and Public Administration Academy students have the opportunity to serve in year long internships with local or state government officials, law firms, defense agencies, and other programs that provide services or essential governmental functions. Students spend five hours per week working with their mentors in the field, and receive guidance, support, and supervision from their high school Gifted and Talented resource teacher.

College and Career Advantages

Completion of a portfolio, participation in academic competitions and/or internships, and the opportunity to take advanced level coursework in the social sciences provide students with excellent resume building experiences for college acceptance. Experiences such as these also allow students to see their potential for a future career in related fields. Examples of college and career pathways include government and politics, the legal profession, public administration, city and regional planning, or economics.

College Credit

Students may earn college credit through Advanced Placement classes in American Government and Politics, Comparative Government and Politics, Micro/Macro Economics, World History - Modern, Human Geography, European History, United States History, and African American Studies.

Scholarships

Please check with your School Counselor or your potential colleges.

Weighted Courses

The aforementioned AP courses would qualify as weighted courses, as would G/T Intern/Mentor, Honors American

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Algebra I or above	Geometry or above	Algebra II	Mathematics
Science	Science	Science	Elective
U.S. History	American Government or AP Government and Politics	Modern World History or AP World History	Speech (recommended)
Lifetime Fitness/Health I	Law and the Citizen	Leadership	AP Economics or Political Science
Elective	Fine Arts	AP Comparative Governments	AP Human Geography or elective
Elective	Technology Education Requirement	Health II/Elective	G/T Intern/Mentor (for students doing internships)

*Students entering grade 9 in the 2021–22 school year and after will be required to have one health credit upon graduation based on revised COMAR regulations from the Maryland State Department of Education.

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option

Special Education

Special education services in each Howard County high school are designed to provide instruction, related services, and support for students who have been determined to be eligible through the Individualized Education Program (IEP) process. An IEP is developed for each student with a disability by the IEP team and reflects special education and related services in accordance with least restrictive environment guidelines. All students must complete graduation requirements as described in this catalog in order to earn a Maryland high school diploma.

Resource Classes

These courses are options for students who are identified as being in need of special education services, are working towards a Maryland Certificate of Program Completion, and the IEP team has determined this to be the least restrictive environment for the student.

RE-400-0

Resource English

Grades 9, 10, 11, 12 **0 credit**

In this course, students with IEPs are working toward a Certificate of Completion and are working toward individualized reading and written language goals and objectives aligned with modified English curriculum and Alternative State Standards. Students take the English Language Arts Multistate Alternate Assessment (MSAA) in grade 11.

RE-500-0

Resource Social Studies

Grades 9, 10, 11, 12 **0 credit**

Students with IEPs who are seeking a Certificate of Completion learn modified curriculum in American Government, US History, and World History with a focus on application in activities related to daily living and employment.

RE-600-0

Resource Math

Grades 9, 10, 11, 12 **0 credit**

In this course students with IEPs are working toward a Certificate of Completion. Students work toward individualized goals and objectives aligned with modified mathematics curriculum. Students take the Multistate Mathematics Alternative Assessment in grade 11.

RE-700-0

Resource Science

Grades 9, 10, 11, 12 **0 credit**

Throughout this course students with IEPs who are seeking a Certificate of Completion learn modified science curriculum standards in earth and space systems, life, and physical science. Students in the 11th grade take the Alternate Maryland Integrated Science Assessment (Alt-MISA).

RE-900-0

Resource Tutorial

Grades 9, 10, 11, 12 **0 credit**

Students must have an IEP and are participating in the Multi State Alternative Assessments as determined by the IEP team. This course is designed to help students improve their organizational, self-advocacy, independent living, and employment skills. Students will engage in structured learning tasks aligned with their IEP goals/ objectives in small group settings with a high degree of interaction by the instructor.

RE-811-0

Career and Community Exploration

Grades 9, 10, 11, 12 **0 credit**

The Career and Community Exploration program is a hands-on work experience program in a community-based setting. Within a small group and under the direct supervision of a teacher, students are introduced to a variety of half-day training sites beginning in the third year or later of high school Students engage in work and independent living activities aligned with their IEP goals related to transitioning into employment and independent living.

Seminar Classes

Students who are eligible may receive instructional services in the general education classroom or through a specialized program of study according to the student's Individualized Education Program (IEP) and least restrictive environment determinations.

Additional elective credit may be earned for students who require specialized instructional intervention in the areas or reading, written language, and mathematics to meet IEP goals and objectives. This can be delivered in a semester or year-long course as determined by the student's IEP team. These electives are taken in addition to required grade level English and mathematics courses.

RE-410-8 - Semester
RE-410-1 - Year

Integrated Reading and Writing

Grades 9, 10, 11, 12 **1/2-1 elective credit**

This course is for students with an IEP who require individualized and/or specialized instruction in reading and written language beyond the interventions offered in Reading and English Seminar courses. Recommendation for this additional need would be determined through the IEP team on an individual basis. This course would be taken in addition to the grade level English course.

RE-620-8
RE-620-1

Principles of Mathematics

Grades 9, 10, 11, 12 **1/2 - 1 elective credit**

This course is for students with an IEP who require individualized and/or specialized instruction in mathematics beyond the interventions offered in Algebra I, Geometry, and Algebra II Seminar courses. Recommendation for this additional need would be determined through the IEP team on an individual basis. This course would be taken in addition to the grade level math course.

RE-310-1

Braille

Grades 9, 10, 11, 12 **1 credit**

This tutorial aligns with the IEP of a student who is blind or visually impaired. Instruction is provided in the reading and writing of Unified English Braille and the Nemeth Braille Code for Mathematics and Science Notation. Instruction in the following specialized Braille codes is provided as appropriate: foreign language, music, computer, and chemical codes. Additional areas of instruction include tactile graphics, textbook format, and the use of specialized technology to access and produce written work

RE-990-8
RE-990-1 **1/2 -1 elective credit**

Peer Assistant/Tutor

Special Education: Grades 11, 12
(Fulfills Student Service Learning Requirement)

Prerequisites: Successful completion of all courses taken previous year; permission of Special Education Instructional Team Leader

This course is designed to provide experience for general education students in working with students with disabilities. Only one elective credit can be earned as a peer assistant. Credit may only be awarded after the 20th required graduation credit has been recorded.

Students have the option of earning a credit only or earning a credit AND up to 75 student service learning hours. If a student wishes to earn service learning hours using this option, pages 1 and 2 of an Individual Service Learning Project Proposal should be completed and submitted to the School Counseling Team Leader and Principal for approval. The student must prepare for additional projects, mediation or tutoring assignments beyond the duties of other peer assistants in order to be approved for service learning hours. Upon completion of the course, the student must complete the Service Learning Validation Form in order to be awarded the 75 service learning hours.

RE-900-8 **1/2 credit**
RE-900-1 **1 credit**

Tutorial

Grades 9, 10, 11, 12

Students must have an IEP and are participating in state-assessed courses to meet Maryland graduation requirements. This course, by semester or over a full year, is designed to improve organization, test taking, and self-advocacy skills and is designated on the 504/IEP plan. Students will engage in structured learning tasks aligned with their IEP goals/objectives or 504 Plan in small group settings with a high degree of interaction by the instructor.

RE-905-1

Reading

Grades 9, 10, 11, 12 **1 credit**

This course is designed to provide reading instruction to students who need to continue or begin a specialized reading intervention that is not available in the Strategic Reading course to address their needs in decoding and comprehension. The course incorporates a multi-sensory approach to meet the needs of students. This course is available at all the high schools.

RE-800-8 **1/2 credit**
RE-800-1 **1 credit**
RE-800-2 **2 credits**
RE-800-3 **3 credits**
RE-800-4 **4 credits**

Work Study

Grades 11, 12 **1/2-4 credits**

The Work Study program is a supervised, hands-on work experience program in a community-based setting. Students are introduced to a variety of half-day training sites beginning in the third year or later of high school. Students engage in work activities aligned with their employment and independent living IEP goals related to transition. Work Study may be taken for elective credit. It may not be used in place of the Career Research and Development program choice.

World Languages

HCPSS world language courses are a transformative educational experience, emphasizing not just language knowledge but active proficiency, higher-order thinking, and creativity. These courses are a gateway to understanding diverse cultures, fostering essential cultural awareness. Furthermore, world languages enable students to sharpen their native language skills and boost verbal fluency as they grapple with new languages. Beyond academics, world language study enhances self-esteem, leverages strengths, and accommodates various learning styles. It is a lifelong skill with both personal and professional benefits. Students are encouraged to explore additional world language courses beyond our offerings, which can count toward graduation requirements with prior approval from the principal. In today's globalized world, world language proficiency is more than a skill; it is a key that opens doors to new cultures, ideas, and opportunities, shaping students' lives far beyond the classroom.

World Language Course Sequence

Grade Entering Program	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7th Grade	Level I	Level II	Level III	Level IV	Level V	Level VI
8th Grade		Level I	Level II	Level III	Level IV	Level V
9th Grade			Level I	Level II	Level III	Level IV
10th Grade				Level I	Level II	Level III
11th Grade					Level I	Level II
12th Grade						Level I

AMERICAN SIGN LANGUAGE

WL-401-1★

American Sign Language I

Grades 9, 10, 11, 12 **1 credit**

This class is designed to introduce students to American Sign Language. Students will begin developing skills needed to communicate with deaf persons – such as finger spelling, signed words, mime, and gestures. Students will have the opportunity to use the skills learned in class to communicate with deaf persons. **Note: Course may not meet all colleges' entrance requirements.**

WL-501-1★

American Sign Language II

Grades 10, 11, 12 **1 credit**

Prerequisite: American Sign Language I

Students will continue to build skills learned in American Sign Language I. New vocabulary will be added as students learn to increase their speed of expressive and receptive signing. Films and field trips will provide opportunities for students to learn about deaf people and their culture. **Note: Course may not meet all colleges' entrance requirements.**

WL-601-1★

American Sign Language III

Grades 11, 12 **1 credit**

Prerequisites: American Sign Language II

Students will further develop expressive and receptive skills. Areas of concentration include vocabulary building, grammatical structures, and conversational proficiency. While the primary focus of this course will be American Sign Language as a language, elements of Deaf culture and history will also be integrated through readings, lectures, projects, and guest speakers. ***Note: Course may not meet all colleges' entrance requirements.***

CHINESE

WL-402-1★■

Chinese I

Grades 9, 10, 11, 12 **1 credit**

Chinese I introduces students to the Chinese language and culture with an overview of Chinese history, people, current affairs, politics, economics, science, technology, arts, and literature. Students explore pronunciation and common terms and may expect experiences in all four of the traditional language acquisition skills with an emphasis on listening and speaking. Chinese I highlights the evolution and Romanization of Chinese and a study of tone, an extremely important aspect of the Chinese language.

▼ Weighted Class ● High School Assessment Course ★ NCAA Approved Course ■ Digital Option

World Languages

WL-502-1★■

Chinese II

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Chinese I

This course continues the study of the Chinese language and culture, including Chinese history, people, current affairs, politics, economics, science, technology, arts, and literature. Students may expect language-learning experiences in all four of the traditional language acquisition skills. Study of the evolution and the Romanization of the Chinese language is also included. Tone, an extremely important aspect of the Chinese language, is an important aspect of study in this course.

WL-503-1▼★■

Chinese II – Honors

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Chinese I

Though the content is the same as Chinese II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in more depth. Students learn additional applications of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-602-1★■

Chinese III

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Chinese II or Chinese II-Honors

Chinese III reinforces basic communication skills and expands to include more sophisticated reading, writing and grammar. Prevailing vocabulary is introduced for conversational purposes. Reading skills are emphasized at this level, and grammatical structures are studied in more detail. Students continue to study Chinese culture through readings, lectures, discussions in the language and the use of media and technology.

WL-603-1▼★■

Chinese III – Honors

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: Chinese II or Chinese II - Honors

Although the content is the same as Chinese III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in more depth. Students learn additional applications of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-910-8▼★
WL-910-1▼★

Intermediate Special Topics in Chinese – Honors

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Chinese III or Chinese III - Honors

Intermediate Special Topics in Chinese - Honors uses a thematic approach to move students forward in their language across intermediate proficiency levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic and real-world tasks. Note: Course may not meet all colleges' entrance requirements.

WL-701-1▼★

Chinese IV – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Chinese III or Chinese III - Honors

Chinese IV - Honors continues to refine and expand communication skills with emphasis on oral, reading and writing proficiency. The study of culture emphasizes the history, literature and fine arts of the Chinese-speaking world. At the end of this course, students will be able to communicate in Chinese on basic social topics and current events.

WL-911-8▼★
WL-911-1▼★

Advanced Special Topics in Chinese – Honors

Grades 11, 12 **1/2-1 credit**

Prerequisite: Chinese IV - Honors

Advanced Special Topics in Chinese - Honors uses a thematic approach to move students forward in their language proficiency toward intermediate high and advanced levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic texts and real-world tasks.

WL-811-1▼★

Chinese V – AP Chinese Language and Culture

Grades 11, 12 **1 credit**

Prerequisite: Chinese IV - Honors

The Chinese V class in Advanced Placement Chinese Language and Culture prepares students to demonstrate their level of Mandarin Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities). Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. It is recommended that students in this course take the AP Chinese Language and Culture Exam when it is offered in May.

WL-907-1▼

Chinese VI – G/T

Grades 11, 12 **1 credit**

In this course, students explore sustainable development goals, identify contemporary issues, and engage in advanced-level research methodologies in the target language. This course emphasizes the acquisition and development of leadership skills and engages students in student-designed service learning experiences while further developing their interpretive, interpersonal, and presentational skills in the target language. Students will apply collaborative problem solving, decision making, and target language communication skills through use of authentic resources and linguistically complex structures.

FRENCH

These course offerings provide a possible five-year sequence of the study of French. The major goal of the courses is communication in three modes-interpersonal, interpretive, and presentational-that reinforce the skills of listening, reading, speaking, and writing in French. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

WL-404-1★■

French I

Grades 9, 10, 11, 12 **1 credit**

This course is an introduction to the French language and Francophone culture. In French I, students communicate on a variety of topics, such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather conditions and seasons, locating places around town, and ordering foods in a café. Students explore the Francophone and examine the differences and similarities between Francophone and American cultures.

WL-504-1★■

French II

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: French I

This course emphasizes what students are able to do in the language. Students communicate regarding a variety of topics in the past, present and future. Students continue to study Francophone culture through reading, lectures, discussions, and the use of media and technology.

WL-505-1▼★

French II – Honors

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: French I

Although the content is the same as French II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth. Students learn additional applications of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous

WL-604-1★■

French III

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: French II or French II-Honors

French III reinforces basic communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the present, past, and future tenses. Students continue to study the culture of the French speaking world through readings, lectures, discussions and the use of varied media and technology

WL-605-1▼★

French III – Honors

Grades 9, 10, 11, 12 **1 credit**

Prerequisite: French II or French II - Honors

Although the content is the same as French III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth. Students learn additional applications of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-901-8▼★
WL-901-1▼★

Intermediate Special Topics in French – Honors

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: French III or French III - Honors

Intermediate Special Topics in French - Honors uses a thematic approach to move students forward in their language across intermediate proficiency levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture, products and perspectives through the use of authentic texts and real world tasks. Note: Course may not meet all colleges' entrance requirements.

WL-702-1▼★
French IV – Honors
Grades 10, 11, 12 **1 credit**
Prerequisite: French III or French III - Honors
French IV – Honors continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of French-speaking cultures.

WL-802-1▼★■
French V – AP French Language and Culture
Grade 11, 12 **1 credit**
Prerequisite: French IV - Honors
The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is recommended that students in this course take the AP Exam when it is offered in May.

WL-908-1▼
French VI – G/T
Grades 11, 12 **1 credit**
In this course, students explore sustainable development goals, identify contemporary issues, and engage in advanced-level research methodologies in the target language. This course emphasizes the acquisition and development of leadership skills and engages students in student-designed service learning experiences while further developing their interpretive, interpersonal, and presentational skills in the target language. Students will apply collaborative problem solving, decision making, and target language communication skills through use of authentic resources and linguistically complex structures.

WL-902-8▼★
WL-902-1▼★
Advanced Special Topics in French – Honors
Grades 11, 12 **1/2-1 credit**
Prerequisite: French IV - Honors
Advanced Special Topics in French – Honors uses a thematic approach to move students forward in their language proficiency toward intermediate high and advanced levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic texts and real-world tasks.

GERMAN
These course offerings provide a possible four-year sequence of the study of German. The major goal of the courses is communication in three modes—interpersonal, interpretive, and presentational—which reinforce the skills of listening, reading, speaking, and writing in German. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

WL-406-1★■
German I
Grades 9, 10, 11, 12 **1 credit**
This course introduces students to the language and cultures of the German-speaking world. In German I, students communicate about various topics such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather conditions and seasons, and identifying rooms in a house. Students explore the German-speaking world, focusing on the geography of Germany and neighboring countries. They also compare relevant aspects of the culture of the United States and Germany.

WL-506-1★■
German II
Grades 10, 11, 12 **1 credit**
Prerequisite: German I
This course emphasizes what students are able to do in the language. Students communicate on a variety of topics in the past, present and future. Students continue to study the German-speaking world through readings, lectures, discussions, and the use of media and technology.

WL-507-1▼★

German II – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: German I

Although the content is the same as German II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-606-1★

German III

Grades 11, 12 **1 credit**

Prerequisite: German II or German II - Honors

German III reinforces communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the past, present and future tenses. Students continue to study the culture of the German-speaking world through readings, lectures, discussions, and the use of varied media and technology.

WL-607-1▼★

German III – Honors

Grades 11, 12 **1 credit**

Prerequisite: German II or German II - Honors

Although the content is the same as German III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-912-8▼★
WL-912-1▼★

Intermediate Special Topics in German – Honors

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: German III or German III - Honors

Intermediate Special Topics in German - Honors uses a thematic approach to move students forward in their language across intermediate proficiency levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic and real-world tasks. Note: Course may not meet all colleges' entrance requirements.

WL-703-1▼★

German IV – Honors

Grade 12 **1 credit**

Prerequisite: German III or German III - Honors

German IV continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of German speaking cultures.

WL-903-8▼★
WL-903-1▼★

Advanced Special Topics in German – Honors

Grades 11,12 **1/2-1 credit**

Prerequisite: German IV - Honors

Advanced Special Topics in German uses a thematic approach to move students forward in their language proficiency toward intermediate high and advanced levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic texts and real-world tasks.

WL-803-1▼★

German IV – AP German Language and Culture

Grade 12 **1 credit**

Prerequisite: German III or German III - Honors

The AP German Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is recommended that students in this course take the AP Exam when it is offered in May.

ITALIAN

These course offerings provide a possible four-year sequence of the study of Italian. The major goal of the courses is communication in three modes—interpersonal, interpretive, and presentational—which reinforce the skills of listening, reading, speaking, and writing in Italian. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

WL-408-1★

Italian I

Grades 9, 10, 11, 12 **1 credit**

This course is an introduction to the Italian language and culture. In Italian I, students communicate on a variety of topics such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather conditions and seasons, locating places around town, and ordering foods in a restaurant. Students explore the Italian-speaking world with a focus on the geography of Italy and examine the differences and similarities between Italian and American cultures.

WL-508-1★

Italian II

Grades 10, 11, 12 **1 credit**

Prerequisite: Italian I

In this course, there is still an emphasis on what students are able to do in the language. Students communicate on a variety of topics in the past, present and future. Students continue to study the Italian culture through readings, lectures, discussions, and the use of varied media and technology.

WL-509-1▼★

Italian II – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Italian I

Although the content is the same as Italian II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-608-1★

Italian III

Grades 11, 12 **1 credit**

Prerequisite: Italian II or Italian II - Honors

Italian III reinforces basic communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the past, present and future tenses. Students continue to study the Italian culture through readings, lectures, discussions, and the use of media and technology.

WL-609-1▼★

Italian III – Honors

Grades 11, 12 **1 credit**

Prerequisite: Italian II or Italian II - Honors

Although the content is the same as Italian III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-913-8▼★

WL-913-1▼★

Intermediate Special Topics in Italian – Honors

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Italian III or Italian III - Honors

Intermediate Special Topics in Italian - Honors uses a thematic approach to move students forward in their language across intermediate proficiency levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic and real-world tasks. Note: Course may not meet all colleges' entrance requirements.

WL-704-1▼★

Italian IV – Honors

Grade 12 **1 credit**

Prerequisite: Italian III or Italian III - Honors

Italian IV continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of Italian culture.

WL-914-8▼★
WL-914-1▼★

Advanced Special Topics in Italian – Honors

Grades 11,12 **1/2–1 credit**

Prerequisite: Italian IV - Honors

Advanced Special Topics in Italian - Honors uses a thematic approach to move students forward in their language proficiency toward intermediate high and advanced levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic texts and real-world tasks.

WL-804-1▼★

Italian IV – AP Italian Language and Culture

Grade 12 **1 credit**

Prerequisite: Italian III or Italian III - Honors

The AP Italian Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language in preparation for the Advanced Placement examination. It is recommended that students in this course take the AP Exam when it is offered in May.

LATIN

These course offerings provide a possible four-year sequence of the study of Latin. The major goal of the courses is communication in three modes—interpersonal, interpretive, and presentational—which reinforce the skills of listening, reading, speaking, writing, and translation in Latin. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

WL-410-1★■

Latin I

Grades 9, 10, 11, 12 **1 credit**

Latin I covers the fundamentals of Latin grammar and develops a basic working vocabulary. The aims include the ability to translate Latin on a first-year level, recognition and understanding of English derivatives, an understanding of English and Latin grammar, an appreciation of the development and structure of language, and an appreciation of Roman culture.

WL-510-1★■

Latin II

Grades 10, 11, 12 **1 credit**

Prerequisite: Latin I

Latin II covers more complicated grammatical structures. It seeks to develop increased facility in translation and knowledge of Roman history.

WL-511-1▼★

Latin II – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Latin I or Latin I - Honors

Though the content is the same as Latin II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-610-1★■

Latin III

Grades 11, 12 **1 credit**

Prerequisite: Latin II or Latin II – Honors

Latin III will build on the instruction provided in Latin II. Students will receive a more comprehensive study of Roman mythology, Latin poetry, and Roman history and culture with special emphasis on Cicero.

WL-611-1▼★■

Latin III – Honors

Grades 11, 12 **1 credit**

Prerequisite: Latin II or Latin II - Honors

Although the content is the same as Latin III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-915-8 ▼★
WL-915-1▼★

Intermediate Special Topics in Latin – Honors

Grades 10, 11, 12 **1/2-1 credit**

Prerequisite: Latin III or Latin III - Honors

Intermediate Special Topics in Latin - Honors uses a thematic approach to move students forward in their language across intermediate proficiency levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic and real-world tasks. Note: Course may not meet all colleges' entrance requirements.

WL-705-1▼★■
Latin IV – Honors
Grade 12 **1 credit**

Prerequisite: Latin III or Latin III – Honors
In alternate years, Latin IV will build on the instruction provided in Latin III. Students will receive a more comprehensive study of Roman mythology, Latin poetry, and Roman history and culture with special emphasis on Cicero.

WL-805-1▼★■
Latin IV – AP [AP Latin: Virgil]
Grade 12 **1 credit**

Prerequisite: Latin III or Latin III - Honors
The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Virgil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical historical, and literacy sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life though classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. It is recommended that students in this course take the AP Exam when it is offered in May.

WL-904-8▼★
WL-904-1▼★
Advanced Special Topics in Latin – Honors
Grade 12 **1/2-1 credit**

Prerequisite: Latin IV - Honors
Advanced Special Topics in Latin is designed for the continuing study of Latin though a content-based approach. Students practice translating passages, explicating contextual words or phrases, identifying an excerpt's context and significance, discussing and comparing themes among passages, identifying features of a particular text, and exploring evidence of Latin's continued influence on modern society.

RUSSIAN
These course offerings provide a possible four-year sequence of the study of Russian. The major goal of the courses is communication in three modes—interpersonal, interpretive, and presentational—that reinforce the skills of listening, reading, speaking, and writing in Russian. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

WL-412-1★
Russian I
Grades 9, 10, 11, 12 **1 credit**

This course is an introduction to the Russian language and culture. In Russian I, students communicate on a variety of topics including exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather conditions and seasons, locating places around town, and ordering foods in a restaurant. Students explore the Russian-speaking world with a focus on geography and examine the differences and similarities between Russian and American cultures.

WL-512-1★
Russian II
Grades 10, 11, 12 **1 credit**

Prerequisite: Russian I
In this course, there is still an emphasis on what students are able to do in the language. Students communicate on a variety of topics in the past, present and future. Students continue to study the Russian culture through readings, lectures, discussions, and the use of varied media and technology.

WL-513-1▼★
Russian II – Honors
Grades 10, 11, 12 **1 credit**

Prerequisite: Russian I
Although the content is the same as Russian II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-612-1★
Russian III
Grades 11, 12 **1 credit**

Prerequisite: Russian II
Russian III reinforces basic communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the present, past, and future tenses. Students continue to study the cultures of the Russian-speaking world through readings, lectures, discussions, and the use of media and technology.

WL-613-1▼★
Russian III – Honors
Grades 11, 12 **1 credit**
Prerequisite: Russian II or Russian II - Honors
Although the content is the same as Russian III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-706-1▼★
Russian IV – Honors
Grade 12 **1 credit**
Prerequisite: Russian III or Russian III - Honors
Russian IV continues to refine and expand communication skills. There is review of key grammar structures, expanding on previously learned items to more advanced structures. The study of culture emphasizes the history, literature, and fine arts of the Russian-speaking world.

SPANISH
These course offerings provide a possible five-year sequence of the study of Spanish. The major goal of the courses is communication in three modes—interpersonal, interpretive, and presentational—which reinforce the skills of listening, reading, speaking, and writing in Spanish. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

WL-414-1★■
Spanish I
Grades 9, 10, 11, 12 **1 credit**
This course introduces students to the language and cultures of the Spanish-speaking world. In Spanish I, students communicate about various topics, such as exchanging greetings, identifying classroom objects, describing family members, telling time, describing weather and seasons, locating places around town, and shopping for clothing. Students explore the Spanish-speaking world, focusing on the geography of Spain and Latin America. They compare relevant aspects of the cultures of the Americas and Spain.

WL-514-1★■
Spanish II
Grades 9, 10, 11, 12 **1 credit**
Prerequisite: Spanish I
This course emphasizes what students are able to do in the language. Students communicate about a variety of topics in past, present and future. Students study the culture of the Spanish-speaking world through readings, lectures, discussions, and the use of media and technology.

WL-515-1▼★
Spanish II – Honors
Grades 9, 10, 11, 12 **1 credit**
Prerequisite: Spanish I
Although the content is the same as Spanish II, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-614-1★■
Spanish III
Grades 9, 10, 11, 12 **1 credit**
Prerequisite: Spanish II or Spanish II – Honors
Spanish III reinforces communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the present, past, and future tenses. Students continue to study the culture of the Spanish-speaking world through readings, lectures, discussions, and the use of media and technology.

WL-615-1▼★
Spanish III – Honors
Grades 9, 10, 11, 12 **1 credit**
Prerequisite: Spanish II or Spanish II - Honors
Although the content is the same as Spanish III, this course is designed for the student capable of and interested in progressing through the material at an accelerated rate and exploring it in greater depth with more application of vocabulary and grammar concepts within a cultural context. Course requirements are more rigorous.

WL-905-8▼★
WL-905-1▼★
Intermediate Special Topics in Spanish – Honors
Grades 10, 11, 12 **1/2-1 credit**
Prerequisite: Spanish III or Spanish III - Honors
Intermediate Special Topics in Spanish - Honors uses a thematic approach to move students forward in their language across intermediate proficiency levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture, products and perspectives through the use of authentic texts and real world tasks. Note: Course may not meet all colleges' entrance requirements.

WL-707-1▼★

Spanish IV – Honors

Grades 10, 11, 12 **1 credit**

Prerequisite: Spanish III or Spanish III - Honors

Spanish IV – Honors continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of Spanish-speaking cultures.

WL-806-1▼★■

Spanish V – AP Spanish Language

Grades 11, 12 **1 credit**

Prerequisite: Spanish IV - Honors

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is recommended that students in this course take the AP Exam when it is offered in May.

WL-807-1▼★

Spanish V – AP Spanish Literature

Grades 11, 12 **1 credit**

Prerequisite: Spanish IV - Honors

The Spanish V class in Advanced Placement Spanish Literature familiarizes students with literary selections and develops their ability to read, write, and speak critically and intelligently about literature. The course provides students the opportunity to identify and interpret the relationships among the various elements of the composition of a literary text, where they acquire a fuller understanding and appreciation of the art and meaning of a literary work. It is recommended that students in this course take the AP Exam when it is offered in May.

WL-909-1▼

Spanish VI – G/T

Grades 11, 12 **1 credit**

In this course, students explore sustainable development goals, identify contemporary issues, and engage in advanced-level research methodologies in the target language. This course emphasizes the acquisition and development of leadership skills and engages students in student-designed service learning experiences while further developing their interpretive, interpersonal, and presentational skills in the target language. Students will apply collaborative problem solving, decision making, and target language communication skills through use of authentic resources and linguistically complex structures.

WL-906-8▼★
WL-906-1▼★

Advanced Special Topics in Spanish – Honors

Grades 11, 12 **1/2-1 credit**

Prerequisite: Spanish IV - Honors

Advanced Special Topics in Spanish – Honors uses a thematic approach to move students forward in their language proficiency toward intermediate high and advanced levels. In the course, students strengthen their skills within the three communicative modes (Interpretive, Interpersonal, and Presentational) and four skill areas (Reading, Writing, Speaking, and Listening) while deepening their understanding of target culture products and perspectives through the use of authentic texts and real-world tasks.

WL-999-1

Laboratory Assistant - World Languages

Grades 11, 12 **1 elective credit**

Working under the direction of the teacher, student assistants with language skills gain experience in the development of second language acquisition. Laboratory Assistants type and duplicate materials designed by the teacher; provide assistance to students in World Language classes or to multilingual learners during the administration of exercises, activities, projects, and tests; and provide tutorial assistance to students under the guidance of the teacher. Only one elective credit can be earned as a student assistant; credit may only be awarded after the 20th required graduation credit has been recorded. Students do not have access to student grades or personal data.

Other Elective Course Offerings

MC-500-8 - Semester
MC-500-1 - Year

SAT Preparation Course

Grades 10, 11, 12 **1/2-1 elective credit**

Prerequisites: Algebra I and Geometry
Corequisite: Algebra II
This course provides strategy-based instruction designed to improve students' test-taking skills and increase their potential for success on both the PSAT and SAT tests. This course focuses on the teaching and application of proven mathematics and verbal strategies as recommended by the College Board. Students are expected to register and take the SAT upon completing the course.

MC-505-8

Financial Literacy

Grades 10, 11, 12 **1/2 elective credit**

Prerequisites: Algebra I and Geometry
This course is intended to provide students with the skills necessary to be financially literate consumers and citizens. The content includes units on earning income, banking, credit and loans, housing, transportation, taxes, tools, budgeting, investments, and retirement.

MC-520-8

Leadership and Student Service Learning

Grades 10, 11, 12 **1/2 credit**

(Helps to fulfill the Student Service Learning Requirement)
This semester course emphasizes the acquisition of leadership skills while engaging in a student service learning experience that meets MSDE requirements. Topics include organizational structure and operational techniques, application of interpersonal skills, collaborative problem solving, and decision-making. Participation in a student service learning project is required of all students. **A Service Learning Validation Form needs to be completed and submitted to school counselor after course completion.**

Course Index

Course Index

Four Year High School Plan

Graduation Requirements*
Grade 9 Prior to SY2021-22

English	4 Credits
Social Studies	3 Credits
Mathematics	3 Credits
Science	3 Credits
Physical Education	1/2 Credit
Health	1/2 Credit
Fine Arts	1 Credit
Computer Science, Engineering or Technology Education	1 Credit
Program Choice	2-4 Credits
Electives	1-3 Credits
Total Credits	21 Credits

Program Choice:

World Language
(2 Credits)

OR

Advanced Technology
(2 Credits)

OR

Career Academy
(3 or more credits)

Additional Requirements:

- Service Learning
- Career Preparation
- Maryland High School Assessment Requirements

Grade 9	
English 9	
U.S. History	
Mathematics	
Science	
Health I	
Lifetime Fitness	
High School Courses taken in Middle School	
Non-traditional Courses	
Credits Earned	

Grade 10	
English 10	
American Government	
Mathematics	
Science	
Non-traditional Courses	
Credits Earned	

Grade 11	
English 11	
Modern World History	
Mathematics	
Science	
Non-traditional Courses	
Credits Earned	

Grade 12	
English 12	
Mathematics	
Non-traditional Courses	
Credits Earned	

* Refer to Graduation Requirements (page 1)

Student Name: _____

Cut along dotted line.

Four Year High School Plan

Graduation Requirements*
Grade 9 in SY2021-22 or Later

English	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Science	3 Credits
Physical Education	1/2 Credit
Health	1 Credit
Fine Arts	1 Credit
Computer Science, Engineering or Technology Education	1 Credit
Program Choice	2-4 Credits
Electives	1-3 Credits
Total Credits	22 Credits

Program Choice:

World Language
(2 Credits)

OR

Career Academy
(3 or more credits)

Additional Requirements:

- Service Learning
- Career Preparation
- Maryland High School Assessment Requirements

Grade 9	
English 9	
U.S. History	
Mathematics	
Science	
Health I	
Lifetime Fitness	
High School Courses taken in Middle School	
Non-traditional Courses	
Credits Earned	

Grade 10	
English 10	
American Government	
Mathematics	
Science	
Non-traditional Courses	
Credits Earned	

Grade 11	
English 11	
Modern World History	
Mathematics	
Science	
Health II	
Non-traditional Courses	
Credits Earned	

Grade 12	
English 12	
Mathematics	
Non-traditional Courses	
Credits Earned	

* Refer to Graduation Requirements (page 1)

Student Name: _____

Notes

Directory of High Schools

Atholton
6520 Freetown Road
Columbia, MD 21044
Nick Novak, Principal
410-313-7065 (school)
410-313-7068 (counseling)

Centennial
4300 Centennial Lane
Ellicott City, MD 21042
Joelle Miller, Principal
410-313-2856 (school)
410-313-2857 (counseling)

Glenelg
14025 Burntwoods Road
Glenelg, MD 21737
Shawn Hastings-Hauf, Principal
410-313-5528 (school)
410-313-5535 (counseling)

Guilford Park
8500 Ridgely's Run Road
Jessup, MD 20794
Josh Wasilewski, Principal
410-313-7430 (school)
410-313-7432 (counseling)

Hammond
8800 Guilford Road
Columbia, MD 21046
Raymona Reid, Principal
410-313-7615 (school)
410-313-7620 (counseling)

Howard
8700 Old Annapolis Road
Ellicott City, MD 21043
Steven Fleming, Principal
410-313-2867 (school)
410-313-2871 (counseling)

Long Reach
6101 Old Dobbin Lane
Columbia, MD 21045
Adam Eldridge, Principal
410-313-7117 (school)
410-313-7412 (counseling)

Marriotts Ridge
12100 Woodford Drive
Marriottsville, MD 21104
John DiPaula, Principal
410-313-5568 (school)
410-313-5446 (counseling)

Mt. Hebron
9440 Old Frederick Road
Ellicott City, MD 21042
Kathleen Clark, Principal
410-313-2880 (school)
410-313-2883 (counseling)

Oakland Mills
9410 Kilimanjaro Road
Columbia, MD 21045
Jeffrey Fink, Principal
410-313-6945 (school)
410-313-6950 (counseling)

Reservoir
11550 Scaggsville Road
Fulton, MD 20759
Karim Shortridge, Principal
410-888-8850 (school)
410-888-8860 (counseling)

River Hill
12101 Clarksville Pike
Clarksville, MD 21029
John DiFato, Principal
410-313-7120 (school)
410-313-7400 (counseling)

Wilde Lake
5460 Trumpeter Road
Columbia, MD 21044
Michael Brown, Principal
410-313-6965 (school)
410-313-6968 (counseling)

Special Schools/Centers

Applications and Research Lab
10920 Clarksville Pike
Ellicott City, MD 21042
Karl Schindler, Principal
410-313-6998

Cedar Lane School
11630 Scaggsville Road
Fulton, MD 20759
Paul Owens, Principal
410-888-8800

Homewood Center
10914 Clarksville Pike
Ellicott City, MD 21042
Dwayne Williams, Principal
410-313-7081

Central Office

Howard County Public School System
10910 Clarksville Pike • Ellicott City, MD 21042
410-313-6600

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410-313-6600 • www.hcpss.org

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