Catalog of Approved High School Courses

2027-2028



Howard County
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 ADV.	**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 6	**1 credit**. See course list on page 6
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 5	**1 credit**. See course list on page 5
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 (including the summer after grade 8) is eligible for high school credit and will be treated as an equivalent, including final assessments. For high school courses taught in middle school, the final assessment will be included in the fourth quarter grade.

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, 2 and 3
- Mathematics - Algebra I, Algebra I ADV, Geometry ADV, Algebra II ADV, and AP 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 Learning 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
12th grade (first semester)	15 hours
12th grade (second semester)	10 hours

Contact your school counselor for more information on how to fulfill these requirements.

Graduation Requirements

Maryland High School Certificate of Program Completion

This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the following standards:

- The student is enrolled in an education program for at least four years beyond grade 8, or its age equivalent, and is determined by an IEP team, with the agreement of the student and the parents of the student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including but not limited to:
  - (i) Gainful employment;
  - (ii) Postsecondary education and training;
  - (iii) Supported employment; and
  - (iv) Other services that are integrated in the community; or
- The student has been enrolled in an education program for four years beyond grade 8, or its age equivalent, and will have reached age 21 by the end of the student's current school year.

Certificate Endorsement:

- Beginning with the 2024-2025 school year, students completing a Certificate may earn one or more endorsements.
- The endorsements include a Postsecondary Education endorsement, a Work-Ready/Employment/Career endorsement, and a Community/Citizenship endorsement.

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 have taken the Maryland Comprehensive Assessment Program (MCAP) prior to the 2027-2028 school year or take the new Maryland System of Testing Academic Readiness (MSTAR) assessments for each course to fulfill the requirements for a Maryland High School Diploma. 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.

The chart below provides more clarification on assessment requirements. Students must participate in each assessment to meet graduation requirements.

Class of	Algebra I	English 10	Government	Life Science/Biology
2025 and Beyond	**College and Career Readiness** • Students in Algebra I (MA-401-1/MA-403-1) take the Algebra I MCAP	**College and Career Readiness** • Students in English 10 (LA-501-1/LA-502-1/ LA503-1) take the English 10 MCAP or MSTAR assessment.	**End of Course Requirement** • Students in American Government (SO-501-1) and American Government - Honors (SO502-1) take the Government MCAP/ MSTAR assessment which counts for 20% of the course grade. • Students in Government and Politics – AP (SO-504-1) take either the AP Government exam or the MCAP/MSTAR Assessment (not counted in course grade).	**End of Course Requirement** • Students in Biology (SC-5001) and Biology - ADV (SC-515-1) take the LSMISA MCAP/ MSTAR assessment which counts for 20% of the course grade.

Program Choice Requirement

Students must complete at least one of the following options:

Option 1: World Language
Two credits in the same World Language

Option 2: Career and Technical Education (CTE)*
Three or more credits in a CTE Program
It is recommended that students choosing Option 2 also take a World Language.
*Note: COMAR is currently under review and, pending approval, may only require two credits for this program option.

Program Option 1
World Language Completer

HCPSS offers a variety of World Language options that students may select to fulfill the World Language program choice for graduation. Students pursuing this program option must earn two credits in the same World Language. The following World Language courses are offered for credit toward the World Language completer option in this HCPSS Catalog of Approved High School Courses:

American Sign Language American Sign Language I WL-401-1 American Sign Language II WL-501-1 American Sign Language III WL-601-1	**Chinese** Chinese I WL-402-1 Chinese II WL-502-1 Chinese II - Honors WL-503-1 Chinese III WL-602-1 Chinese III - Honors WL-603-1 Chinese IV - Honors WL-701-1 Chinese V - AP Chinese Language and Culture WL-811-1 Chinese VI - ADV WL-907-1	**French** French I WL-404-1 French II WL-504-1 French II - Honors WL-505-1 French III WL-604-1 French III - Honors WL-605-1 French IV - Honors WL-702-1 French V - AP French Language and Culture WL-802-1 French VI - ADV WL-908-1
German German I WL-406-1 German II WL-506-1 German II - Honors WL-507-1 German III WL-606-1 German III - Honors WL-607-1 German IV - Honors WL-703-1 German IV - AP German Language and Culture WL-803-1	**Italian** Italian I WL-408-1 Italian II WL-508-1 Italian II - Honors WL-509-1 Italian III WL-608-1 Italian III - Honors WL-609-1 Italian IV - Honors WL-704-1 Italian IV - AP Italian Language and Culture WL-804-1	**Latin** Latin I WL-410-1 Latin II WL-510-1 Latin II - Honors WL 511-1 Latin III WL-610-1 Latin III Honors WL-611-1 Latin IV - Honors WL-705-1 Latin IV - AP [AP Latin: Virgil] WL-805-1
Russian Russian I WL-412-1 Russian II WL-512-1 Russian II - Honors WL-512-1 Russian III WL-612-1 Russian III - Honors WL-613-1 Russian IV - Honors WL-706-1	**Spanish** Spanish I WL-414-1 Spanish II WL-514-1 Spanish II - Honors WL-515-1 Spanish III WL-614-1 Spanish III - Honors WL-615-1 Spanish IV - Honors WL-707-1 Spanish V - AP French Language and Culture WL-806-1 Spanish V - AP Spanish Literature and Culture WL-807-1 Spanish VI - ADV WL-909-1	

Language offerings at each school are determined by student interest, course enrollment, and staffing availability. Students interested in languages not offered at their school or within HCPSS may take language levels 101, 102, or 201 at Howard Community College through dual enrollment to earn both high school and college credit. Consult with your school counselor prior to enrolling.

Program Option 2
Career and Technical Education Completer

Career and Technical Education (CTE)

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 the program choice graduation requirement and prepares students for postsecondary 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. Students will be part of a small group with similar interests completing courses together. The section of this Catalog of Approved High School Courses titled Career Academies provides guidance regarding course selection, academy prerequisites, special requirements, and information needed to complete each Career Academy Program. Note: As MSDE continues to update academies, some updates of locations and course offerings may occur.

Career Academy Clusters	
Arts, Entertainment, and Design • Animation and Game Development Academy • Graphic Design and Print Production Academy	**Public Service and Safety** ¤ Junior Reserve Officers' Training Corps (JROTC) Academy
Financial Services • Finance Academy	**Digital Technology** ¤ Computer Programming Academy • Cybersecurity Academy • Network Security Engineering Academy
Management and Entrepreneurship ¤ Management and Entrepreneurship Academy	**Education** ¤ Teacher Academy of Maryland (TAM)
Construction • Architectural Design Academy • Construction and Carpentry Academy • HVAC Academy	**Advanced Manufacturing** • Project Lead the Way (PLTW): Aerospace Engineering Academy • Project Lead the Way (PLTW): Civil Engineering Academy ¤ Project Lead the Way (PLTW): Engineering Academy
Hospitality, Events, and Tourism ¤ Culinary Arts Academy	
Agriculture • Animal and Agricultural Science Academy	**Supply Chain and Transportation** • Automotive Technology Academy
Healthcare and Human Services • Health Professions Academy (with pathways in Certified Nursing Assistant/Patient Care Technician, Physical Rehabilitation, Certified Clinical Medical Assistant, and Emergency Medical Technician) • Biotechnology Academy	**Work-based Learning** ¤ Career Connected Learning: Apprenticeship ¤ Career Research and Development (CRD) Academy Note: Career Research and Development Academy is only available for students who have earned credit for CRD I.

• CTEC-based for 11th and 12th grade academy courses. Seating is limited for the academy courses.
¤ Courses are offered at the local high school.

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 - ADV - 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 - ADV - CT-805-1
Civil Engineering I - ADV - CT-616-2

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 - ADV - VA-510-1
Art III: Exploring Contemporary Media and Processes - Honors - VA-640-1
Art III: Exploring Contemporary Media and Processes - ADV - 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
Art Studio - AP VA-820-1
Photography I - VA-520-1
Photography I - ADV - VA-530-1
Photography II - Honors - VA-620-1
Photography II - ADV - VA-670-1
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 - ADV - DT-711-1
Dance Company - ADV - DT-720-1
Junior Dance Company - ADV - DT-730-1

Theatre -- Fine Art Courses

Theatre Arts I - DT-410-1
Theatre Company - DT-741-1
Theatre Company - ADV - DT-751-1
Musical Theatre - DT-761-1
Musical Theatre - ADV - DT-771-1
Theatre Seminar: Education and Production – ADV - DT-791-1

Music -- Fine Art Courses

Band - Concert - MU-400-1
Band - Symphonic/Marching - MU-500-1
Band - Symphonic Winds/Marching - MU-600-1
Band - Wind Ensemble/Marching - ADV - MU-800-1
Chorus - MU-410-1
Chamber Choir - ADV - MU-812-1
Concert Choir - MU-510-1
Concert Choir - ADV - MU-810-1
Guitar I, II - MU-430-1, MU-530-1
Guitar III/IV - Honors - MU-830-1
Guitar III/IV - ADV - MU-831-1
Instrumental Ensemble - MU-680-1
Jazz Ensemble - MU-580-1
Jazz Ensemble - ADV - MU-880-1
Modern Band - MU-490-1
Modern Band ADV - MU-850-1
Music Technology I - MU-450-1
Music Technology II - MU-550-1
Music Technology III/IV ADV - 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 - ADV - MU-840-1
Piano I, II - MU-470-1, MU-570-1
Piano III/IV - Honors - MU-870-1
Piano III/IV - ADV - MU-871-1
String Ensemble - MU-420-1
String Orchestra - MU-520-1
String Orchestra - ADV - MU-820-1
Vocal Ensemble - MU-710-1
Vocal Ensemble - ADV - MU-811-1

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

1.0 or more credit courses

i. Final grades for all classes, except Biology/Biology ADV and American Government/American Government - Honors, are calculated by combining each quarter grade that counts for 22.5% of the final grade and final exams, which counts for 10% of the final grade. Beginning in SY2024-25, final grades in Biology/Biology ADV 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 counts for 20% of the final grade.

ii. Multiply the quality points for each marking period grade by two and one quarter (2.25). Add the quality points for the final exam 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. A student may not receive an N/A in multiple quarters of the same course and still receive credit. 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.

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 ADV, American Government, and American Government - Honors

Quarter 1 Grade (Quality Points)	Quarter 2 Grade (Quality Points)	Quarter 3 Grade (Quality Points)	Quarter 4 Grade (Quality Points)	Final Exam Grade	Final Course Grade
A (4)	C (2)	B (3)	A (4)	A (4)	B
x2.25	x2.25	x2.25	x2.25	x1	(10)
9	4.5	6.75	9	4	33.25/10 = 3.33

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 ADV), and American Government (American Government and American Government - Honors):

i. 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.

ii. 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)	Quarter 3 Grade (Quality Points)	Quarter 4 Grade (Quality Points)	Final Exam Grade	Final Course Grade
A (4)	C (2)	B (3)	A (4)	A (4)	B
x2	x2	x2	x2	x2	(10)
8	4	6	8	8	34/10 = 3.4

For both examples, use the quality points 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 four and a half (4.5) and compute their sum. Add the quality points for the final exam grade and divide by ten (10).

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	Final Course Grade
C (2)	B (3)	C (2)	C
x4.5	x4.5	x1	(10)
9	13.5	2	24.5/10 = 2.45

Weighted Grade Point Average (GPA)

Weighted GPA will be used for academic eligibility for extracurricular activities, National Honor Society, honor roll, and for any other activity requiring the reporting of grade point average. Students receive weighted quality points if they earn a grade of "A" or "B" or "C" in AP, in ADV, and in Honors courses. Weighted classes are designated in the catalog with the symbol ▼. Students earn 1.0 additional quality points for ADV and AP courses and .5 additional quality point for Honors courses. For additional information, please review Policy 8020: Grading and Reporting: Middle and High School (https://policy.hcpss.org/8000/8020/).

Weighted Quality Points			
Grade	**AP and ADV**	**Honors**	**Regular**
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	1.0	1.0	1.0
E	0	0	0

General Information

Promotion

To be promoted to grade 9:

Per Policy 8015: PreK-12 Promotion, Retention, and Accelerated Grade Placement (https://policy.hcpss.org/8000/8015/), 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 fifteen 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 (see policy 8020 for further details).
d. If an Individualized Education Program (IEP) team determines a student needs a change in schedule to make progress toward meeting their IEP goals, a code of W will be assigned in the withdrawn class. The student may earn credit in the new course until the midpoint of the course, and the final grade will be calculated based on the grades earned in the new course. The schedule change form will be placed in the student's cumulative record. If a student has two (2) or more N/As in the same course, the student will not be awarded credit. 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.
e. Students may enroll in a digital education course, with approval, after the posted withdrawal deadline if they are able to complete the course requirements by the course end date or school year, whichever is earlier.

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, ADV, or AP) whether or not they were enrolled in that level the previous year.

Regular	Designed to prepare students with the knowledge and skills required to meet state college and career readiness standards.
Honors	Designed for students who are capable of and interested in progressing through course material with more depth and rigor than the regular course.
Advanced (ADV) **[Formerly G/T]**	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)	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 (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 basis 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 qualify under Section 504 may 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.

Student Engagement Program

Student Engagement Programs are designed to provide students with targeted supports to develop 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 receive instructional support in various academic content areas.

Objectives:

- Students will develop effective learning tools and strategies to support their academic growth
- Students will gain social-emotional and executive functioning skills to more effectively navigate learning environments and pursue their goals
- Students will strengthen their ability to advocate for themselves, supporting increased independence and engagement in their education

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 provide weighted elective credit.

AP Capstone

The AP Capstone Program includes two courses—AP Seminar and AP Research. Completing these two courses plus four additional AP courses, with scores of 3 or higher on each exam, fulfills the requirements for the AP Capstone Diploma.

AP Seminar (Grades 10-12)

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 independently and in a group to communicate their ideas.

AP Research (Grades 11-12)

AP Research empowers students to dive deeply into a topic of personal interest through a mentored, yearlong investigation. Building on skills from AP Seminar, the course emphasizes research methods, ethics, and information synthesis. Students showcase their work through a scholarly paper and an oral presentation with defense. *Prerequisite:* AP Seminar

Advanced Research Program

Independent Research I, II, III – ADV (Grades 9-12)

In Independent Research ADV, 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 I, II – ADV (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.

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.

Supplemental 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 ADV 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 only exception is a student who transfers into HCPSS that does not have the appropriate level course at their new 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.

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 – ADV **1 credit**

Number of Credits - 1

Course Level - Advanced

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.

College and Career Readiness

Meeting College and Career Readiness (CCR) and What it Means

Maryland State Department of Education (MSDE) has expanded the ways students can be recognized as College and Career Ready, giving them more opportunities to show their skills and prepare for their future. A summary of the updated standards are provided below.

How Students Can Demonstrate CCR

Beginning with the School Year 2023-2024, a student will be designated as "College and Career Ready" if they meet or exceed at either one of the two options below:

Option 1: Demonstrating both Academic Success and Math Mastery.

i. Academic Success is achieved by earning a High School Grade Point Average (GPA) of 3.00 or higher **AND**

ii. Math Mastery may be achieved by either earning a final course grade of A, B, or C in Algebra I, OR, alternatively, by scoring Proficient or above on the Algebra I MCAP assessment.

Option 2: Scoring Proficient or above on BOTH the English 10 MCAP assessment AND the Algebra I MCAP assessment.

Starting in School Year 2025-2026, students may also meet the CCR Standard by meeting at least one of the following Alternative CCR Measures:

Option 3: Earn a one-year High School Grade Point Average (GPA) of 3.00 or higher in their 11th grade or 12th grade year. This GPA is not cumulative of previous years and only includes courses completed in the student's 11th grade or the student's 12th grade year. The student must also earn a grade of A, B, or C in a high school level math course at any point in the student's high school career.

Option 4: Earn a grade of C or better in at least two core-content dual enrollment courses. One of these courses must be a Math course and one of these courses must be an ELA, Science, or Social Studies course.

Option 5: Earn a score of 3 or higher on at least two AP assessments. One of these assessments must be a Math assessment and one of these assessments must be an ELA, Science, or Social Studies assessment.

Option 6: Meet the College and Career Readiness Benchmarks on the SAT, PSAT, or ACT:

i. For SAT, earn a score of at least 480 on the Reading and Writing section AND earn a score of at least 530 on the Mathematics section.

ii. For PSAT/NMSQT or PSAT 10, earn a score of at least 480 on the Reading and Writing section AND earn a score of at least 530 on the Mathematics section.

iii. For ACT, earn a score of at least 18 on the English section AND earn a score of at least 22 on the Mathematics section.

Option 7: Obtain a score of "At Target" on both the Math and English/Language Arts Dynamic Learning Maps Alternate Assessments. (Note: Participation in the Alternate Assessments is reserved only for students with the most significant cognitive disabilities, who have been determined by their IEP teams as eligible to participate in the Alternate Framework.)

Option 8: Earn a state-approved Industry-Recognized Credential, aligned with a Career and Technical Education and/or Comprehensive Arts Pathway.

Option 9: Complete the high school level of a registered apprenticeship program.

Option 10: Earn a score of at least 50 on the ASVAB.

College and Career Readiness

There are four post-CCR pathways that are associated with the benefits of a student becoming CCR, and all students have access to courses or options within these pathways, regardless of CCR status. Post CCR benefits are primarily related to any potential costs that may apply within each pathway. These pathways include:

- Advanced Placement (AP)
    - HCPSS currently covers the cost for all associated AP assessments for classes taken through HCPSS once a student becomes CCR. This may change in the future to only be a specified number of assessments pending budget and Board of Education decisions.
- Dual Enrollment
    - HCPSS currently covers the cost for Dual Enrollment courses provided students follow the existing JumpStart Program Structure, regardless of CCR status. Additional fees for specific courses may also be covered. Please review the JumpStart website for the most up to date program structure and offerings: https://hcpss.org/jumpstart/. This may change in the future to only be a specified number of courses pending budget and Board of Education decisions.
- Comprehensive Arts
    - HCPSS currently covers the cost for all associated AP Art assessments for classes taken through HCPSS once a student becomes CCR. This may change in the future to only be a specified number of assessments pending budget and Board of Education decisions.
- Career and Technical Education (CTE) - Including Apprenticeship and Industry Recognized Credentials (IRCs)
    - HCPSS currently covers the costs for all Industry Recognized Credential (IRC) assessments and/or costs associated with related instruction for Apprenticeship through annual CTE specific grant funds. Should funding be altered in the future, this may change due to budget and Board of Education decisions.

Participation with the above pathways, regardless of CCR status, empower students to specialize, accelerate, or build marketable skills that lead directly into meaningful college or career pathways. Students who meet the CCR standard receive additional "no cost" benefits where applicable.

Our Commitment to Your Student's Success

Students who have not yet met the CCR standard by the end of Grade 10 will receive comprehensive support. Our school system is committed to using a multi-tiered system of supports (MTSS) to provide responsive, individualized instruction to help every student achieve the CCR standard as soon as possible. This includes opportunities for course retakes and reattempts on assessments.

Accessing More Information on CCR Pathways

HCPSS is committed to providing students with multiple pathway options. To access the most current information, please visit the HCPSS website: https://www.hcpss.org.

College Preparatory Pathway (Advanced Placement)

General Information

The Howard County Public School System (HCPSS) offers a variety of advanced placement (AP) course options, which allow students the opportunity to take college-level work while still in high school and earn college credit and/or placement. The CCR College Preparatory Pathway provides students with the opportunity to complete one of two pathway completer options:

Title	AP Capstone Diploma Program	Maryland AP Program
Minimum Number of Required AP Courses	6	5
Specific Courses Required	AP Seminar AP Research 4 additional AP courses	At least 2 courses in the same content area At least 2 content areas included
Score Required	3 or higher on all 6 AP exams	3 or higher on at least 3 exams

For students selecting the Maryland AP Program Pathway option, students must take at least two courses within the same content area and must have at least two different content areas represented. The courses included within each content area are outlined below:

English/Language Arts & Research	Mathematics	Science	Social Studies
AP English Language and Composition AP English Literature and Composition AP Seminar AP Research	AP Calculus AB AP Calculus BC AP Statistics	AP Biology AP Chemistry AP Environmental Science AP Physics 1: Algebra-Based AP Physics 2: Algebra-Based AP Physics C: Electricity and Magnetism AP Physics C: Mechanics	AP Comparative Government and Politics AP European History AP Human Geography AP Macroeconomics AP Microeconomics AP Psychology AP United States Government and Politics AP United States History AP World History Modern AP African American Studies
Arts	**Computer Science**	**World Languages**	
AP Art History AP 2-D Art and Design AP 3-D Art and Design AP Drawing AP Music Theory	AP Computer Science A AP Computer Science Principles	AP Chinese Language and Culture AP French Language and Culture AP German Language and Culture AP Italian Language and Culture AP Latin AP Spanish Language and Culture AP Spanish Literature and Culture	

College Preparatory Pathway (Advanced 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 (ADV-500-1) AP Research (ADV-510-1)
Career and Technical Education (CTE)	Business and Personal Finance - AP (CT-470-1) 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 Studio - AP [Studio Art: Drawing, 2-D Design and 3-D Design] (VA-820-1) 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) Art History - AP (VA-720-1)
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)
World Languages	Chinese V - AP [Chinese Language and Culture] (WL-811-1) French V - AP [French Language and Culture] (WL-802-1) German IV - AP [German Language and Culture] (WL-803-1) Italian IV - AP [Italian Language and Culture] (WL-804-1) Latin IV - AP [AP Latin: Virgil] (WL-805-1) Spanish V - AP [Spanish Language and Culture] (WL-806-1) Spanish V - AP [Spanish Literature and Culture] (WL-807-1)

Dual Enrollment Pathway

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 with an intentional focus on pathways towards credential completion at Howard Community College. Several courses taken on Howard Community College's campus can be brought back for HCPSS course credit. 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.

- JumpStart is an authentic college experience and requires a fair amount of maturity and self-determination on the part of 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 or visit hcpss.org/jumpstart/.
- 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 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. Students may not be present in the high school building when HCC Release Time is on their schedule.

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

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.

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.

Comprehensive Arts Pathway

General Information

The Howard County Public School System (HCPSS) offers sequential coursework in the fine arts, as well as additional career-aligned activities, that prepare students to be college - and/or career-ready in the arts upon high school graduation. In 2025, the Maryland State Department of Education (MSDE) added a post-CCR (College and Career Readiness) pathway, further expanding options for students to demonstrate readiness in the arts. Students are encouraged to explore opportunities for earning an arts diploma acknowledgment upon graduation. A Comprehensive Arts Pathway for HCPSS students requires sequential course scheduling that can lead to college credits through Advanced Placement, training for careers in the arts, and/or gaining arts-aligned industry-recognized credentials.

Requirements:

- **4 credits** taken in 9th-12th grades of fine arts courses (dance, media arts, music, theatre, visual art)
- **At least 3 of the credits** must be in the same arts discipline (dance, media arts, music, theatre, visual art)
- **At least one of the following** is required in addition to the arts course requirements above:
    1. Participation in county-, region-, and/or state-wide exhibition, performance, or audition, where applicable
    2. Completion of a capstone arts project, performance, or exhibition
    3. Earning an arts-aligned, industry-recognized credential and/or completing a high school-level registered apprenticeship or internship

HCPSS Comprehensive Fine Arts Pathway Sample Course Sequences				
Discipline	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**
Visual Art	Art I	Art II, Art II - ADV, Photo I, or Photo I - ADV	Art III, Art III - ADV, Photo II or Photo II - AP	Art IV, Art IV - AP, Photo III or Photo III - AP
Media Arts	Art I	Art II, Art II - ADV, Photo I, or Photo I - ADV	Animation and Interactive Media I or Graphic Design I - ADV	Animation and Interactive Media II or Advanced Graphic Design - ADV
Dance	Dance I or Junior Dance Company*	Dance II or Junior Dance Company* or Dance Company*	Dance III or Dance III - ADV or Junior Dance Company* or Dance Company*	Dance IV or Dance IV - ADV or Junior Dance Company* or Dance Company*
Music	Piano I, Guitar I, or Music Ensembles (Band, Chorus, Modern Band, and Orchestra)*	Piano II, Guitar II, or Music Ensembles (Band, Chorus, Modern Band, and Orchestra)*	Piano III or Piano III - ADV, Guitar III or Guitar III - ADV, or Music Ensembles (Band, Chorus, Modern Band and Orchestra)*	Piano IV or Piano IV - ADV, Guitar IV or Guitar IV - ADV, or Music Ensembles (Band, Chorus, Modern Band, and Orchestra)*
Theatre	Theatre Arts I	Theatre Company - ADV or Musical Theatre Company - ADV	Theatre Company - ADV or Musical Theatre Company - ADV	Theatre Company - ADV or Musical Theatre Company - ADV

* By audition only

Career and Technical Education (CTE) Programs and 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 Programs and 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.

Career Connected Learning (CCL): Apprenticeship	JROTC Air Force - Oakland Mills High School only
Career Connected Learning (CCL): Internship*	JROTC Army - Atholton and Howard High Schools only
Career Research and Development Academy	Management and Entrepreneurship Academy
Computer Programming Academy	Project Lead the Way (PLTW): Engineering Academy
Culinary Arts Academy	Teacher Academy of Maryland (TAM)

*Note: Career Connected Learning: Internship as a "Program Choice" requirement for graduation is currently pending COMAR approval.

For juniors and seniors, HCPSS offers the following Career Academy Programs at the Howard County Career & Technical Education Center (CTEC) - HCPSS Career and Technical Center*.

Animal and Agricultural Science Academy	Cybersecurity Academy
Animation and Game Development Academy	Finance Academy
Architectural Design Academy	Graphic Design and Print Production Academy
Automotive Technology Academy	Health Professions Academy
Biotechnology Academy	HVAC (Heating, Ventilation, and Air Conditioning) Academy
Career Connected Learning (CCL): Apprenticeship	Network Security Engineering Academy
Construction and Carpentry Academy	Project Lead the Way (PLTW): • Aerospace Academy • Civil Engineering Academy

Sample Course Sequence for Career Academies at the CTEC*

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

*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 CTEC 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.

Career Connected Learning (CCL): Apprenticeship

The Apprenticeship Maryland Program (AMP) is a 4-credit academy for high school seniors who are interested in employment and further education based on Maryland's Career Clusters. Students may follow a schedule that begins with work followed by academic classes, or one that starts with school and concludes with their work placement (i.e. English and Mathematics). Students can complete their required coursework through their high school, HCC, or Innovative Pathways (Evening School and/or Digital Education). If scheduling conflicts arise at the high school, Innovative Pathways will be offered free of charge. Students interested in participating in the program must complete an online application during the designated submission window, including a resume and cover letter. Acceptance into the program is contingent up receiving an offer from an eligible employer.

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
- Have room in their schedule for 4 credits
- Have a valid driver's license for certain industries where it is required

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-870-1

CCL I: Apprenticeship

Grade 12 **1 credit**

Students are required to complete **Industry-Related Instruction** that is identified by the employer which supports their hands-on training and career development. Instruction may be a local community college, a training provider, an approved online platform, or registered apprenticeship program. Students must be enrolled in a registered apprenticeship program or earn an industry recognized credential.

CT-871-3❖

CCL II: Apprenticeship

Grade 12 **3 credits**

Corequisite: CCL I: Apprenticeship

The **Work-Based Learning (WBL)** course is designed to provide students with paid on-the-job training in their chosen career pathway through the Apprenticeship Maryland Program. Students will work a minimum of 450 hours (110-115 hours per quarter) at their apprenticeship site throughout the entire school year, giving them the chance to deepen their understanding of course content through practical application in the workplace. This course emphasizes the development of employability skills, workplace competencies, and career-specific knowledge, with quarterly employer evaluations serving as a key component in assessing student performance for grading purposes.

Benefits of the Program

Students will:

- Enter the workforce while still in high school
- Earn wages while learning industry specific skills
- Gain marketable industry skills
- Work with a highly skilled mentor
- Receive a State Skill Certificate from the Maryland Department of Labor (MDOL)
- Earn an Industry Recognized Credential or complete year one of a Registered Apprenticeship program

College Credit

Apprenticeship Industry Instruction may include completing college courses at postsecondary institutions.

Career Connected Learning (CCL): Internship

Career-Connected Learning (CCL): Internship connects students' coursework with structured, hands-on internship experiences in school settings or local organizations. High-quality internships allow students to apply classroom knowledge, build practical skills, and explore career interests under the guidance of supportive mentors and supervisors. Internship placements may be paid or unpaid, incorporate structured reflection, and follow a written training plan outlining academic and workplace competencies. To ensure meaningful growth and accountability, interns produce tangible work products or artifacts reflecting their learning and complete at least two formal performance evaluations. CCL staff may assist students in finding internship placements, but securing a placement is the responsibility of the student.

Course Eligibility

Students must:

- align internship to the student's career interests and post-secondary plans
- be enrolled in grade 11 or grade 12
- be on track to meet Maryland high school graduation requirements
- provide their own transportation for off-site transportation

Course Sequence and Course Descriptions

Career Connected Learning Experience	Required Course 1	Required Course 2
Internship	CCL I: Internship CT-840-1, CT-840-2, CT-840-3	CCL II: Internship CT-841-1, CT-841-2, CT-841-3

Note: Utilizing Career Connected Learning as a "Program Choice" requirement for graduation is pending an update and approval of COMAR regulations. For the most up-to-date course and academy information, please consult the electronic course catalog online.

CT-840-1
CT-840-2
CT-840-3

CCL I: Internship

Grades 11, 12 **1-3 credits**

Prequisite: Application, teacher recommendation(s)

This course introduces students to foundational workplace skills, practical expectations, and career exploration to prepare them for hands-on internships, which may include internal school positions or community-based placements. Students complete a minimum of 125 hours of internship experience per credit. Learning is guided by a formal, signed work plan outlining targeted skills, knowledge, and project expectations co-developed by an educator, mentor, or site supervisor. To fulfill course requirements, students must create tangible work artifacts demonstrating applied skills and receive at least two formal performance evaluations. Students are responsible for securing internship experiences and providing their own transportation for off-site internships. When possible, CCL staff may assist in identifying an internship experience.

CT-841-1❖
CT-841-2❖
CT-841-3❖

CCL II: Internship

Grades 11, 12 **1-3 credits**

Prequisite: ACCL I in an aligned area of student interest and an endorsement confirming readiness for participation

Building on the foundational experiences of CCL I, this course offers students expanded practice, leadership development, and deeper skill refinement through internship placements. Students strengthen technical and practical competencies while aligning personal goals with evolving career interests. Placements may take place within the school building or at external sites, and can be paid or unpaid. Students complete 125 hours of internship experience per credit. The experience is guided by a formal signed work plan detailing project goals and learning standards developed with a supervisor, mentor, or educator. Course completion requires producing tangible work artifacts and earning a minimum of two formal performance evaluations. Students are responsible for securing internship experiences and providing their own transportation for off-site internships. When possible, CCL staff may assist in identifying an internship experience.

Industry Recognized Credentials

Depending on the Internship experience, students may have the opportunity to earn industry recognized credential(s).

Career Research and Development Academy

As of the 2027–2028 school year, HCPSS will begin phasing out the Career Research and Development (CRD) as it is no longer recognized as a MSDE Program of Study. Students who have already started the CRD Academy, will be able to finish the academy. The CRD academy 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 all three courses fulfills the "Program Choice" graduation requirement and leads to Academy Completion with recognition at graduation with an academic cord.

Students who have taken Career Research and Development I, prior to the 2027-2028 school year, will have the opportunity to take Career Research and Development II and Site-based Work Experience in their senior year in order to finish the Academy.

Academy	First Course Grade 10 or 11	Second and Third Courses Taken Concurrently Grade 12 Only (Program Choice and Academy Completer)
Career Research and Development	Career Research and Development I CT-510-1 (Course no longer offered; must have been taken prior to SY 2027-2028)	Career Research and Development II CT-520-1 And Site-Based Work Experience CT-530-1

CT-520-1

Career Research and Development II

Grades 12 **1 credit**

Prerequisite: Career Research and Development I and concurrent enrollment in Site-based Work Experience

Using the career research, interest inventories, and aptitude tests taken in CRD I, 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.

Course may be taken as the second course in the CRD Academy if students have already completed CRD I prior to the SY2027-2028. This course will be phased out over the next two years.

CT-530-1

Site-based Work Experience

Grades 12 **1 credit**

Prerequisite: Career Research and Development I and concurrent enrollment in CRD II

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 that overlap the afternoon work hours of 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.

Course may be taken as the third course in the CRD Academy if students have already completed CRD I prior to the SY2027-2028. This course will be phased out over the next two years.

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.

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

Computer Programming Academy

As of the 2027-2028 school year, HCPSS will collapse the Computer Programming and Computer Science Academies into one MSDE Program of Study: Computer Programming. 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.They 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.

Academy Sequences and Course Descriptions

Students who started the Academy prior to the 2027-2028 school year must complete three courses to fulfill the "Program Choice" requirement for graduation (3 credits). Students who started an academy before the 2027-2028 school year are still allowed to complete the Computer Science Academy with the sequence of Computer Science A - AP, Advanced Object - Oriented Design - ADV, and Advanced Topics - ADV and the Computer Programming Academy with the sequence of Programming Fundamentals ADV, Computer Science A - AP, and Advanced Object - Oriented Design - ADV.

Completion of all three courses fulfills the "Program Choice" graduation requirement and leads to Academy Completion with recognition at graduation with an academic cord.

Academy	Required Core Course 1	Required Core Course 2	Flex Course 1 (Program Choice and Academy Completer)
Computer Programming	Programming Fundamentals - ADV CT-463-1	Computer Science A - AP CT-475-1	Advanced Topics - ADV CT-496-1

CT-463-1▼❖

Programming Fundamentals – ADV

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

This course is a deep dive into the fundamentals of programming concepts and teaches text-based coding using Python. 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. All students will be expected to sit for the IT Specialist - Python certification exam.

CT-475-1* ▼★

Computer Science A – AP

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

Prerequisite: Programming Fundamentals - ADV 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 the math 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

CT-495-1▼

Advanced Object-Oriented Design – ADV

Grades 11, 12 **1 credit**

Prerequisite: Computer Science A - AP; may be taken concurrently with Computer Science A - AP with teacher approval

This elective 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. *This course may be taken as the third course in the previous Computer Programming Academy and second course in the Computer Science Academy if students have already completed Computer Science A - AP prior to the SY2027-2028. For SY2027-2028, this course can be taken as an elective and may not be offered at all schools.*

CT-496-1 ▼

Advanced Topics in Computer Science – ADV

Grades 11, 12 **1 credit**

Prerequisite: Computer Science A - AP

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 data structures, object-oriented design, machine learning, encryption algorithms, data science, cybersecurity, robotics, artificial intelligence, 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. *Course may be taken as the third course in the Computer Science Academy if students have already completed Computer Science A - AP prior to the SY2027-2028.*

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 postsecondary institutions.

Industry Recognized Credentials

Students are offered the opportunity to sit for the IT Specialist: Python and/or Java certification test(s). 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 Computer Technician Database Tester Game Developer Systems Analyst Web Developer	Cloud Architect Cybersecurity Data Scientist Database Developer Information Security Analyst Machine Learning Engineer Mobile App Developer Network Architect Robotics Site Reliability Engineer Software Engineer Systems Architect User Experience (UX) Design	Computer and Information AI Engineer Cloud Solutions Architect Computer Forensics Computer and Information Research Scientist Cryptanalyst Intelligence Specialist Lead Application Architect Robotics Engineer

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

Culinary Arts Academy

The Culinary Arts Academy 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. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2	Flex Course 1 (Program Choice and Academy Completer)	Flex Course 2
Culinary Arts	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. Students must provide their own transportation to worksite.

College Credit

With a passing score on the ProStart I and II examinations, Culinary Arts 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

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. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequences and Course Descriptions

Completion of three or more courses fulfills the "Program Choice" graduation requirement and leads to Academy Completion with recognition at graduation with an academic cord.

Academy	Required Core Course 1 Grades 9, 10, 11, 12	Required Core Course 2 Grades 10, 11, 12	Flex Course 1 (Program Choice and Academy Completer) Grades 11, 12	Flex Course 2 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

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. Additionally, students may take the Armed Services Vocational Aptitude Battery (ASVAB) and participate in the ASVAB Career Exploration Program.

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.

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.

Industry Recognized Credential

Students are offered the opportunity to sit for the Six Sigma Council White Belt certification.

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.

Management and Entrepreneurship Academy

As of the 2027-2028 school year, HCPSS will collapse the Accounting, Business Management, and Marketing Academies into one MSDE Program of Study: Management and Entrepreneurship. Similar to the Accounting, Business Management, and Marketing Academies, the Management and Entrepreneurship Academy is 3 credits. As a part of this academy, students learn entrepreneurship basics, business ownership structures, marketing strategies, and fundamental financial literacy. Students compare models of business ownership, evaluate legal and ethical responsibilities, and develop practical strategies for business growth and management all while building employability skills like teamwork, ethical decision-making, and clear communication. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

Students who started either the Accounting, Business Management, or Marketing Academies prior to the 2027-2028 school year, must complete three courses within the academy to fulfill the "Program Choice" requirement for graduation (3 credits). Students who have already started the original academies will be able to finish their original academy, except Accounting Academy students. Students in this academy will choose between Advanced Business Management - Honors, Business with Personal Finance - AP, or Principles of Marketing for their third course.

Completion of all three courses fulfills the "Program Choice" graduation requirement and leads to Academy Completion with recognition at graduation with an academic cord (3 credits).

Academy	Required Core Course 1	Required Core Course 2	Flex Course 1 (Program Choice and Academy Completer)
Management and Entrepreneurship	Principles of Business Management - ADV CT-415-CC	Advanced Business Management - Honors CT-440-1	Business with Personal Finance - AP CT-470-1

CT-415-CC ▼❖

Principles of Business and Management - ADV

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. All students will be expected to complete the college level course-work regardless of dual enrollment status and to sit for the Six Sigma White - Belt certification exam.

CT-440-1 ▼

Advanced Business Management – Honors

Grades 10, 11, 12 1 credit

Prerequisite: Principles of Business Management - ADV

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. Course *may be taken as the third course in the Business Management Academy if students have already completed Principles of Business Management - ADV and Principles of Accounting and Finance - Honors prior to the SY2027-2028.*

CT-470-1▼

Business with Personal Finance – AP

Grades 10, 11, 12 1 credit

Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. Through this course, students will apply their learning of business concepts to an entrepreneurial project, which provides students with the opportunity to engage in work-based learning experiences, performing tasks a business founder performs, such as product development, customer research, marketing, and the preparation of financial documents. It is recommended that students in this course sit for the AP exam when it is offered in May. *This course may be taken as the third course in the Business Management Academy if students have already completed Principles of Business Management G/T and Principles of Accounting and Finance - Honors prior to SY2027-2028.*

Management and Entrepreneurship Academy

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. *Starting in SY2027-2028, this course will no longer be a mandatory course to fulfill the Management and Entrepreneurship Academy, and it can be taken as an elective and may not be offered at all schools.*

CT-450-1▼

Principles of Marketing – Honors

Grades 11, 12 **1 credit**

It is recommended that students complete Principles of Business and Management - ADV and Principles of Accounting and Finance - Honors prior to enrolling in this course, but it is not required.

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. *This course may be taken as the third course in the Marketing Academy if students have already completed Principles of Business Management G/T and Principles of Accounting and Finance - Honors prior to SY2027-2028. Starting in SY2027-2028, it can be taken as an elective and may not be offered at all schools.*

College Credit

Students who completed the Principles of Business Management - ADV course, with a grade of B or higher, earn 3 credits for the Howard Community College course, BMGT-100, Intro to Business and Organization toward specific business, hospitality, or culinary degree programs. Students who successfully complete courses and earn a score of 4 or 5 on the Advanced Placement exam for Business and Personal Finance - AP may be eligible for college credit at postsecondary institutions.

Industry Recognized Credential

Students are offered the opportunity to sit for the Six Sigma Council White Belt certification.

Sample Career Opportunities			
Academy	< 4-Year Degree	4-Year Degree	> 4-Year Degree
Management and Entrepreneurship	Business General Manager Customer Service Rep. Sales Support Specialist	Management Consultant Operations Manager Risk Manager	Data Analyst Financial Controller Project Manager

Project Lead The Way (PLTW) Engineering 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. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

Completion of three or more courses fulfills the "Program Choice" graduation requirement and leads to Academy Completion with recognition at graduation with an academic cord.

Academy	Prerequisite	Required Core Course 1	Required Core Course 2	Flex Course 1 (Program Choice and Academy Completer)
PLTW Engineering	*Introduction to Engineering Design - ADV CT-805-1	Principles of Engineering - ADV CT-815-1	Computer Integrated Manufacturing - ADV CT-835-1 Or Digital Electronics - ADV CT-825-1	Engineering Design and Development - ADV 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 – ADV

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 – ADV

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

Prerequisite: PLTW Introduction to Engineering Design - ADV

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.

Project Lead The Way (PLTW) Engineering Academy

CT-835-1▼

PLTW Computer Integrated Manufacturing – ADV

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

Prerequisite: PLTW Introduction to Engineering Design - ADV

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 – ADV

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 – ADV

Grade 12 **1 credit**

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

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

Teacher Academy of Maryland (TAM)

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. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequences and Course Descriptions

Completion of all four courses fulfills the "Program Choice" graduation requirement and leads to Academy Completion with recognition at graduation with an academic cord.

<table>
<tr><th>Academy</th><th>Required Core Course 1</th><th>Required Core Course 2</th><th>Flex Course 1</th><th>Flex Course 2 (Program Choice and Academy Completer)</th></tr>
<tr><td>Teacher Academy of Maryland (K-12)</td><td rowspan="2">Human Growth and Development - ADV CT-922-CC
And
Foundations of Curriculum and Instruction ADV CT-924-CC
(Courses can be taken concurrently).</td><td rowspan="2"></td><td>Teaching as a Profession - ADV CT-925-CC</td><td rowspan="2">Field Experience in Education - ADV CT-927-1
CT-927-2</td></tr>
<tr><td>Early Childhood Option</td><td>Child Development Associate Portfolio and Internship 1 - ADV 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-922-CC ▼❖

Human Growth and Development – ADV

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-924-CC ▼

Foundations of Curriculum and Instruction – ADV

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-925-CC ▼

Teaching as a Profession – ADV

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.

Teacher Academy of Maryland

CT-926-1▼❖

Child Development Associate Portfolio and Internship 1 – ADV

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.

CT-927-1▼
CT-927-2 ▼

Field Experience in Education – ADV

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. For students in CDA, 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. Students must provide their own transportation to the worksite.

College Credit

Students who dually enroll in HCC and earn a grade of B or higher may be eligible for college credits in these courses: Human Growth and Development - ADV CT-922-CC, Foundations of Curriculum and Instruction - ADV (CT-924-CC), and Teaching as a Profession – ADV CT-925-CC.

Scholarships

Students who complete all four courses of 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

Students in Human Growth and Development have the opportunity to earn ParaPathways 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

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

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-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 activities allow students to apply science, mathematics, and other school subjects in authentic situations.

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-805-1▼★

PLTW Introduction to Engineering Design – ADV

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.

Animal and Agricultural Science Academy

This CTEC Academy provides students with hands-on learning experiences in animal science, veterinary science, and the agricultural industries that support animal health and production. Students explore animal anatomy and physiology, nutrition, genetics, reproduction, behavior, health, and welfare while developing practical skills used in veterinary and animal-care settings. 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. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Animal and Agricultural Science	Agricultural Science I - ADV CT-750-2	Agricultural Science II - ADV CT-752-3

CT-750-2▼

Agricultural Science I – ADV

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. Additionally, 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. Students will learn animal science concepts and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers.The course helps prepare students for post-secondary education and/or a career in the field of veterinary medicine and/or small animal care. This course supports students in earning the Elanco Vet Medicine Industry Recognized Credential. All students will be members of Howard County FFA and the National FFA Organization.

CT-752-3 ▼

Agricultural Science II – ADV

Grade 12 **3 credits**

Prerequisite: Agricultural Science I - ADV

Students will complete hands-on activities, projects, and problems to continue to build animal science knowledge and skills with an emphasis on veterinary procedures and ethical considerations in veterinary practice, integrate advanced physiology, quantitative genetics, biotechnology, applied nutrition, holistic health management, welfare auditing, product quality grading, and enterprise economics. Additionally, students will refine their comparative anatomy and physiology through patient assessment labs; practice restraint, surgical-site preparation, dosage calculations, and basic laboratory diagnostics on mannequins and simulation stations; and apply safety, biosecurity, and legal protocols consistent with Maryland's veterinary practice regulations. 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.

Industry Recognized Credential

Students have the opportunity to earn Elanco Animal Science certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Veterinary Assistant Pet Groomer Farm Manager Kennel Technician Horse Trainer Veterinary Pharmacy Technician Animal Nutrition Sales Assistant Veterinary Technician	Agriculture Science Teacher Zoologist and Wildlife Biologist Animal Nutritionist Veterinary Research Assistant Reproductive/ Embryologist Specialist Animal Health Product Representative	Veterinarian Microbiologist Veterinary Research Scientist Veterinary Pathologist Veterinary Behaviorist

Animation and Game Development Academy

This CTEC academy prepares students for multiple fields of animation and game development. Students create three- dimensional (3D) and two-dimensional (2D) hybrid digital experiences for film, television, advertising, game development, app design, simulations, special effects, and virtual reality. Students have the opportunity to combine traditional art and computer programming techniques to use in conjunction with digital art to develop real world specialized media skills. Students work independently and in teams in areas of problem solving, portfolio development, and artistic promotion using industry standard software and workflows. Students progress from introductory 3D graphics and narrative/non-narrative pre-production to professional level modeling, rigging, rendering storytelling, and game design. Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

Completion of the Animation and Game Development Academy fulfills the "Program Choice" requirement for graduation.

Academy	Required Core Course 1	Required Core Course 2
Animation and Game Development	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**

Students work with industry standard software through every step of 3D animation and 2D/3D video game development to create animated shorts and game demos. 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 publishing, visualizations, web-based media, mechanical modeling, character, and world building.

CT-798-3❖

Animation and Interactive Media II

Grade 12 **3 credits**

Prerequisite: Animation and Interactive Media I

Students learn advanced level animation and game development skills and techniques based on successfully completed the previous course. Cloth, collisions, physics systems, character and mechanical rigging, camera techniques, lighting, and advanced rendering techniques are applied to professional level projects. Cinematic topics include advanced special effects, video compositing, and green screen technology. The psychology of engagement of digital technology, including accessibility and User Interface Design for Games and Apps are built upon. Students build their portfolios, create their own small scale studios, and work with community partners on real world projects with a focus on publishing full animations or games. These experiences will be available on-site at CTEC.

College Credit

Students who successfully earn the Animation and Game Development 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 After Effects and/or Unity Certified User: Artist certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Illustrator Multimedia Artist Storyboard Artist Quality Assurance Web Designer App Analytics Game Tester	Animator Screenwriter Concept Artist Character Artist Technical Artist Game Developer UI Designer Video/TV Producer Motion Graphic Designer	Animation Director Animation Instructor Lead Game Designer Feature Director Lead Animator

Architectural Design Academy

This CTEC 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. Students are enrolled via equitable randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
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 priciples to general construction practices.

CT-734-3▼❖

Advanced Architectural Design – Honors

Grade 12 **3 credits**

Prerequisite: Architectural Design

This course prepares students for college and career opportunities in architecture, engineering, construction, and related design fields. Students work toward Autodesk Revit certification, an industry-standard Building Information Modeling (BIM) software credential used by engineers, contractors, interior designers, and architects. The curriculum is designed to prepare students for postsecondary study and careers in architecture, construction design, and related fields. Students also complete a capstone project that demonstrates their knowledge and abilities and is reviewed and juried by architects and 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 CTEC 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 postsecondary education, and/or pursue additional training. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
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, maintenance and light repair, 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.

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		
2-Year Degree	4-Year Degree	> 4-Year Degree
Automobile Lead Technician Automobile Master Mechanic Automobile Service Advisor Automotive Parts Professional Automotive Dealer Sales	Automobile Service Technician Automobile Speciality Technician Heavy Vehicle and Mobile Equipment Services Technician Automotive Service DIrector	Automotive Master Technician Upper-Level Automobile Position Dealer/Franchise Manager

Biotechnology Academy

This CTEC 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. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Biotechnology	Biotechnology I - ADV CT-645-2	Biotechnology II - ADV CT- 655-3

CT-645-2▼

Biotechnology I – ADV

Grades 11, 12 **2 credits**

Co-requisite: Chemistry - ADV

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.

CT-655-3▼❖

Biotechnology II – ADV

Grade 12 **3 credits**

Prerequisite: Biotechnology I - ADV

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 - ADV to advanced research and complex topics in biotechnology. Topics include: epigenetics, green biotechnology, biofuels, toxicology, neurobiology, and population genetics. All Biotechnology II - ADV 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

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

Construction and Carpentry Academy

This CTEC 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. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Construction and Carpentry	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.

CT-742-3❖

Construction Technology II

Grade 12 **3 credits**

Prerequisite: Construction Technology I

This course completes the Construction and Carpentry 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 and Carpentry 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 can pursue a construction apprenticeship in postsecondary 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 and OSHA 30 certifications.

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 Academy

This CTEC academy prepares 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. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Cybersecurity	Cybersecurity Computer Essentials CT-790-2	Cybersecurity Networking Essentials - Honors CT-792-3

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.

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.

College Credit

Students who successfully complete all Cybersecurity Academy coursework (CT-790-2 and CT-792-3) with a grade B or higher may be eligible for credits at Howard Community College.

Industry Recognized Credentials

Students in the Cybersecurity Academy will be prepared to take the CompTIA A+, Net+ and/or Sec+ 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

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

Finance Academy

This CTEC 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, during the final 2 quarters of the senior year, 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. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Finance	Academy of Finance I - ADV CT-625-2	Academy of Finance II - ADV CT-635-3

CT-625-2▼❖

Academy of Finance I – ADV

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 present financial investigation findings to a panel of business professionals from the Academy's Advisory Board. 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.

CT-635-3▼

Academy of Finance II – ADV

Grade 12 **3 credits**

Prerequisite: Academy of Finance I - ADV

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 accounting and finance course, and in the creation and execution of business strategic plans. Units of study include: Managerial Accounting, Entrepreneurship, Business Ethics, and Applied Finance. Students who meet specific criteria will participate in a worksite internship related to their career interests. Students complete 6-9 hours per week at their internship site and must provide their own transportation to the internship site.

Industry Recognized Credentials

Students have the opportunity to earn Intuit Quickbooks Certified User certification and Six Sigma Council White Belt 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 and Print Production Academy

This CTEC academy is designed for students with an interest in digital art and visual communication. Through hands-on, industry-focused projects, students develop creative problem-solving, visual storytelling, and design skills. Students create original designs, illustrations, brand identities, and marketing materials for digital, print, and social media platforms using industry-standard software and print production equipment. A professional portfolio showcases students' skills and creativity while preparing them for further education and careers in graphic design, illustration, visual communication and print production. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Graphic Design and Print Production	Graphic Design I - ADV CT-715-2	Advanced Graphic Design - ADV CT-725-3

CT-715-2▼

Graphic Design I – ADV

Grades 11, 12 **2 credits**

This course introduces students to advanced digital design techniques used by professional graphic designers. Topics include digital illustration, digital image editing, visual marketing, branding, publication design, videography, typography, printing processes, web design, 2D animation, and motion graphics. Creative design solutions are explored through individual and team projects. Students will demonstrate proficiency in a variety of printing processes and Adobe Creative Cloud design software, including Illustrator, Photoshop, and InDesign. Emphasis is placed on developing a professional portfolio that demonstrates students' creative and technical skills.

CT-725-3▼❖

Advanced Graphic Design – ADV

Grade 12 **3 credits**

Prerequisite: Graphic Design I - ADV

Students develop advanced graphic design skills and printing techniques based on successfully completed projects in Graphic Design I – ADV. All students will develop a Senior Capstone portfolio project based on their personal interests. Students may earn industry-recognized certifications in PrintED and Adobe Illustrator. Students who meet specific criteria may participate in a worksite internship related to their career interests or remain on campus to complete the advanced curriculum, which includes opportunities to work on client-based design projects. 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 and Print Production 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 and submit an AP 2D Art and Design portfolio for possible college credit.

Industry Recognized Credential

Students may earn PrintEd certification in Graphic Design and Introduction to Graphic Communications, as well as Certiport Certification in Adobe Illustrator.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Junior Graphic Designer Social Media Content Designer Prepress Technician Digital Print Operator Large Format Print Operator Screen Printing Technician Embroidery/Digital Apparel Technician	Senior Graphic Designer Art Director/Creative Director Brand Identity Designer Logo Designer Illustrator UX-UI Designer Packaging Designer Motion Graphics Designer Publication Designer Fashion Designer Interior Designer	Graphic Design CEO Lead Designer Product Designer UX Researcher

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

Health Professions Academy

This CTEC 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. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

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	Required Core Course 1	Required Core Course 2
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: Honors CT-767-3
		Physical Rehabilitation - Honors CT-768-3

CT-760-2 ▼

Foundations of Health Care – Honors

Grades 11, 12 **2 credits**

Prerequisite: Biology

This course emphasizes anatomy and physiology, including the structure and function of body systems and common diseases and treatments, along with vital signs, infection prevention, and first aid. Students also receive an introduction to healthcare careers and to personal and professional expectations in the workplace. Medical terminology is integrated throughout the course. This course offers students the opportunity to earn First Aid certification through the American Heart Association. This course is ideal for students interested in careers in medicine, nursing, or allied health.

CT-763-3▼❖

Certified Clinical Medical Assistant – Honors

Grade 12 **3 credits**

Prerequisite: Foundations of Health Care - Honors

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 will participate in clinical scenario simulations emulating entry-level competencies in the outpatient setting.

Health Professions Academy

CT-765-3 ▼❖

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

Grade 12 **3 credits**

Prerequisite: Foundations of Health Care - Honors

This Certified Nursing Assistant (CNA)/Patient Care Technician (PCT) course combines foundational nursing assistant education with advanced patient care skills and includes dual enrollment in Howard Community College's (HCC) noncredit CNA course. The Maryland Board of Nursing (MBON)-approved CNA curriculum covers vital signs, personal care skills, infection prevention, safety, and other essential nursing assistant skills. Building on this foundation, the PCT curriculum covers advanced skills including phlebotomy, intravenous (IV) therapy, glucose monitoring, electrocardiograms (ECGs/EKGs), wound care, and urinary catheterization. Students complete a required 40-hour clinical experience on five predetermined weekend dates. To participate in clinicals, students must be at least 16, maintain a C average, meet immunization and medical insurance requirements, and pass a criminal background check. Students who successfully complete all requirements receive certificates documenting their CNA and PCT education and training and are eligible to take the NNAAP examination and, upon passing, apply for CNA-I certification through 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-767-3 ▼❖

Emergency Medical Technician – Honors

Grade 12 **3 credits**

Prerequisites: Foundations of Health Care - Honors

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 National Registry Emergency Medical Technician 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. 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

This hands-on course introduces students to sports medicine, personal training, and clinical kinesiology. Students explore human movement, biomechanics, exercise science, injury prevention, and rehabilitation while developing practical skills in movement analysis, therapeutic exercise, strength training, and fitness programming. Through lab-based learning and a curriculum aligned with the National Academy of Sports Medicine (NASM), students build industry-relevant skills and have the opportunity to earn a NASM-CPT while preparing for careers and postsecondary study in sports medicine, fitness, exercise science, and rehabilitation.

College Credit

Upon graduation and successful completion of NREMT (National Registry EMT) certification requirements, students may qualify for college credit and satisfy EMT prerequisites for college-based paramedic programs.

Health Professions Academy

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. CNA/PCT students who successfully complete the coursework with a grade of 70% or higher, and the required clinical experience, are eligible to take the NNAAP examination and, upon passing, apply for CNA-I certification through the Maryland Board of Nursing. 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 in Physical Rehabilitation have the opportunity to earn the National Association of Sports Medicine Personal Trainer Certificate.

Sample Career Opportunities			
Certificate, Diploma, or Short-Term Training	Associate Degree	Bachelor's Degree	Graduate or Professional Degree
Certified Nursing Assistant (CNA) Community Health Worker (CHW) Dental Assistant EKG Technician Emergency Medical Technician (EMT) Firefighter Home Health Aide Licensed Practical Nurse (LPN) Medical Assistant Paramedic Patient Care Technician (PCT) Personal Trainer Pharmacy Technician Phlebotomist Sterile Processing Technician Surgical Technologist	Cardiovascular Technologist Dental Hygienist Diagnostic Medical Sonographer EEG/Neurodiagnostic Technician Health Information Technician Medical Laboratory Technician Nuclear Medicine Technologist Occupational Therapy Assistant (OTA) Paramedic Physical Therapist Assistant (PTA) Radiation Therapist Radiologic Technologists Registered Nurse (RN, ADN) Respiratory Therapist Surgical Technologist	Biomedical Engineer Emergency Management Specialist Health Education Specialist Health Services Manager/Administrator Healthcare Informatics Specialist Medical Laboratory Scientist Occupational Safety and Health Specialist Public Health Specialist Registered Nurse (RN, BSN) Social Worker (BSW)	Certified Anesthesiologist Assistant (CAA) Audiologist Certified Registered Nurse Anesthetist (CRNA) Chiropractor Clinical Social Worker (MSW) Dentist Epidemiologist Genetic Counselor Nurse Educator Nurse Practitioner (NP) Occupational Therapist (OT) Optometrist Pharmacist Perfusionist Physical Therapist (PT) Physician (MD/DO) Physician Assistant (PA) Podiatrist Registered Dietitian Nutritionist (RDN) Speech-Language Pathologist (SLP)

Note: Education and credentialing requirements vary by employer, state, and career pathway.

HVAC (Heating, Ventilating, Air Conditioning) Academy

This CTEC academy provides a comprehensive understanding of the HVAC industry, covering residential, commer-cial, 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.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. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
HVAC (Heating, Ventilating, Air Conditioning)	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.

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 postsecondary 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 and OSHA 30 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)

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

Network Security Engineering Academy

Through the combination of Cisco Networking Academy coursework, the CTEC Cyber Range, and cybersecurity competitions, students learn to create secure networks. CTEC Academy activities focus on hands-on labs and real-world simulations to explore careers in information systems and cybersecurity. The courses cover fundamental and advanced networking skills, as well as mitigation techniques to protect against cybersecurity-related threats, and help prepare for industry certifications in a fully-equipped lab environment. Students are enrolled via equitable, randomization processes. A waitlist is generated if seats are filled. When seats become available, students are enrolled from the waitlist for available seats. For the most up-to-date course and academy information, please consult the electronic course catalog online.

Academy Sequence and Course Descriptions

Completion of the Network Security Engineering Academy sequence fulfills the "Program Choice" requirement for graduation.

Academy	Required Core Course 1	Required Core Course 2
Network Security Engineering	Computer Networking I – ADV CT-685-2	Computer Networking II – ADV CT-695-3

CT-685-2▼❖

Computer Networking I – ADV

Grades 11, 12 **2 credits**

Prerequisite: Algebra I

This course provides a framework for understanding the why, where, and how data flows through a network. Students learn the fundamentals of operating systems, cybersecurity and networking through the Cisco Networking Academy, which helps students earn the Cisco Certified Support Technician (CCST) certification. By the end of the course, students will be able to design, build, secure and troubleshoot a small office network. Combining technical and soft skills prepares students for the world of work and offers a learning pathway to the Computer Networking II - ADV course where students have the option to participate in an internship.

CT-695-3▼❖

Computer Networking II – ADV

Grade 12 **3 credits**

Prerequisite: Computer Networking I - ADV

This course builds on the foundations from Computer Networking I - ADV to gain an understanding of large-scale enterprise networks and global security threats. Students continue the Cisco Networking Academy to learn advanced routing and switching features, as well as network management and automation, to prepare for advanced certifications such as the Cisco Certified Network Associate (CCNA). Concepts come to life in the CTEC Cyber Range, a sandboxed network that provides students with long-term lab experiences to explore building secure infrastructure. Cybersecurity competitions offer the opportunity to test skills in a simulated work environment. Combining technical and soft skills prepares students for the world of work, and students may have the option to participate in an onsite or virtual internship. Students must provide their own transportation to their internship site. By the end of the course, students will be able to identify a career path in the information systems and cybersecurity industry that aligns with their goals and interests, and a plan to move forward into the workforce or post-secondary education.

College Credit

Students who successfully complete all Network Security Engineering Academy coursework (CT-685-2 and CT-695-3) with a grade B or higher may be eligible for credits at Howard Community College.

Industry Recognized Credentials

Students in the first year of the Network Security Engineering Academy prepare to take the Cisco Certified Support Technician (CCST) exams in cybersecurity and networking. In the second year of the academy, students prepare for an advanced certification exam from these choices: CompTIA Network+, CompTIA Security+ or the Cisco Certified Network Associate (CCNA). Advanced certifications are recognized by the American Council on Education (ACE) and can be used for college credit at many post-secondary institutions.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Junior SOC (Security Operations Center) Analyst Junior Network Engineer IT/Network Support Specialist Cabling Technician	Computer Network Architect Network Administrator Network Engineer Computer Systems Analyst Network Security Analyst Wireless Engineer	Senior Network Engineer Network Security Manager/Specialist Computer and Information Systems Manager Computer and Information Research Scientist

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

Project Lead the Way (PLTW) Academies at CTEC
Aerospace Engineering

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

Academy Sequences and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Aerospace Engineering	Aerospace I - ADV CT-605-2	Aerospace II - ADV CT-615-3

CT-605-2 ▼❖

Aerospace I – ADV

Grades 11, 12 **2 credits**

(Computer Science, Engineering, or Technology Education Credit)

Prerequisite: Geometry is the minimum math requirement.

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, Principles of Engineering, and Engineering Essentials.

CT-615-3▼

Aerospace II – ADV

Grade 12 **3 credits**

Prerequisite: Aerospace I - ADV

This advanced, hands-on course builds deeply upon the concepts learned in year one. Students explore applied electronic logic and circuit design tailored to aerospace systems via computer simulations, alongside advanced studies in flight simulation, analyzing flight dynamics, navigation planning, UAV systems (with opportunities for FAA standards-aligned certification), robotics, and space travel and exploration projects. Guided by a mentoring engineer, student teams undertake collaborative projects related to contemporary research and future aerospace exploration. This course incorporates curriculum with an aerospace focus from PLTW Digital Electronics – ADV and PLTW Engineering Design and Development – ADV.

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. Students in Civil Engineering may also earn Autodesk Revit Certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
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

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

Project Lead the Way (PLTW) Academies at CTEC
Civil Engineering

Academy Sequences and Course Descriptions

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

Academy	Required Core Course 1	Required Core Course 2
Civil Engineering	Civil Engineering I - ADV CT-616-2	Civil Engineering II - ADV CT-617-3

CT-616-2▼❖

Civil Engineering I – ADV

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, Principles of Engineering, and Engineering Essentials.

CT-617-3▼

Civil Engineering II – ADV

Grade 12 **3 credits**

Prerequisite: Civil Engineering I - ADV

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 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 with a focus on environmental sustainability. Finally, students work in teams to research, design, and construct solutions to open-ended engineering problems. This course includes the PLTW course curriculum from Principles of Engineering – ADV, Civil Engineering – ADV, and Engineering Design and Development – ADV.

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. Students in Civil Engineering may also earn Autodesk Revit Certification.

Sample Career Opportunities		
< 4-Year Degree	4-Year Degree	> 4-Year Degree
Cartographer Design Technician Engineer in Training Inspector Land Surveyor Project Coordinator	Building Control Surveyor Civil Engineer Construction Manager Environmental Engineer Geotechnical Engineer	Design Engineer Infrastructure Engineer Project Engineer Structural Engineer Transportation Systems Analyst

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

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.

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

Independent Research I, II, III – ADV
Grades 9, 10, 11, 12 **1 credit**

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 Advanced Research 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.

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

Intern/Mentor I, II – ADV
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 Advanced Research teacher; access to reliable transportation for in-person internships. 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 Advanced Research 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 Advanced Research teacher.

AAP-500-1 ▼

AP Seminar
Grades 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 independently and in a group to communicate their ideas. This course may be taken on its own or as a prerequisite to AP Research.

AAP-510-1 ▼

AP Research
Grades 11, 12 **1 credit**

Prerequisite: AP Seminar

AP Research empowers students to dive deeply into a topic of personal interest through a mentored, yearlong investigation. Building on skills from AP Seminar, the course emphasizes research methods, ethics, and information synthesis. Students showcase their work through a scholarly paper and an oral presentation with defense. When taken in combination with AP Seminar and four additional AP courses and exams, these courses fulfill the requirements for the AP Capstone Diploma.

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 – ADV — 1 credit

This class offers an enriched, differentiated, and accelerated version of English 9. Students in English 9 ADV 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.

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.

English

LA-503-1▼●★

English 10 – ADV **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 ADV 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**

English 11 students will explore the rich and complex landscape of American literature. Over the course of the year, students will engage deeply with texts spanning diverse time periods, genres, and voices to better understand how literature both reflects and shapes the American experience. Students will analyze rhetorical techniques and examine how authors use language to inform, persuade, and inspire. Throughout the course, students will engage in critical reading, analytical writing, collaborative discussion, and creative expression. 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 demonstrate self-motivation and independence when addressing the demands of this accelerated course. Students explore the rich and complex landscape of American literature. Over the course of the year, students will engage deeply with texts spanning diverse time periods, genres, and voices to better understand how literature both reflects and shapes the American experience. Students will analyze rhetorical techniques and examine how authors use language to inform, persuade, and inspire. Throughout the course, students will engage in critical reading, analytical writing, collaborative discussion, and creative expression. 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-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 demonstrate 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.

English

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. Writing assignments focus on critical thrinking 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 – ADV (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 ADV (Social Studies), they receive two credits, one for English and one for Social Studies, (United States History or Modern World History).

LA-831-1▼★

Humanities II – ADV (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 ADV (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 ADV English and Social Studies
Corequisite: Concurrent enrollment in Humanities III ADV (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 ADV (Social Studies), they receive two credits, one for English and one for Social Studies, (United States History or World History).

English

LA-833-1▼★

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

Grade 12 **1 credit**

Prerequisite: Recommendation from ADV English and Social Studies

Corequisite: Concurrent enrollment in Humanities IV ADV (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 ADV (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.

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)

Multilingual learners who qualify for English Language Development (ELD) services in high school receive direct instruction from an ELD teacher. ELD teachers in high school deliver language instruction by co-teaching content instruction and/or through an English Language Development (ELD) class.

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

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

EL-410-8

English Language Development 1A

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

EL-411-8

English Language Development 1B

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

EL-510-8
English Language Development 2A
Grades 9, 10, 11, 12 1/2 World Language credit

EL-511-8
English Language Development 2B
Grades 9, 10, 11, 12 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.

EL-711-1
English Language Development 4
Grades 9, 10, 11, 12 1 World Language credit

EL-711-8
English Language Development 4A
Grades 9, 10, 11, 12 1/2 World Language credit

EL-712-8
English Language Development 4B
Grades 9, 10, 11, 12 1/2 World Language credit
This course is designed for multilingual learners with developing and expanding English language 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 complex word/phrase, sentence, and discourse dimensions of language used to access the concepts and objectives of high school content courses. This course fulfills one World Language credit. Note: Course may not meet all colleges' entrance requirements.

EL-999-1
EL-999-8
Peer Assistant/Tutor – ELD
Grades 11, 12 1/2 - 1 elective credit
Prerequisite: Approval of the ELD Teacher
This course is designed to provide experience for students in working with multilingual learners. Working under the direction of an ELD teacher, peer assistants support students in English Language Development classes during activities and projects; and provide tutorial assistance to students under the guidance of the teacher. 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.

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 Art History – AP.

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12
Mathematics Requirement	Mathematics Requirement	Mathematics Requirement	Mathematics Requirement
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
Art I	Art II, Art II - ADV, Photo I, or Photo I - ADV	Art III, Art III - ADV, Photo II or Photo II - ADV	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/III/IV 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 – ADV

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 - ADV

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 – ADV

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

Prerequisite: Art II or Art II - ADV

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 - ADV

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 - ADV

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 10, 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 – ADV

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

Corequisite: Concurrent enrollment in Art III, Art IV, or Art V (Honors, ADV, 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-ADV, 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 9, 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 – ADV

Grades 9, 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-660-1▼

Photography II: Finding Meaning – Exploring Contemporary Photographic Processes – Honors

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

Prerequisite: Photography I

This course challenges students to take risks and explore contemporary and alternative photographic practices and ideas to expand their portfolio. Students will research contemporary photographers' work and are expected to investigate various photographic (analog/digital) processes with a focus on quality to develop an understanding of contemporary photographic themes and practices. Students articulate their intent through collaborative discourse and written artist's statements based on concepts demonstrated through a body of work and sketchbook/journal studio experiences.

VA-670-1▼

Photography II: Finding Meaning - Exploring Contemporary Photographic Processes – ADV

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

Prerequisite: Photo I or Photo I - ADV

This course challenges students to take risks and explore contemporary and alternative photographic practices and ideas to expand their portfolio. Students will research contemporary photographers' work and are expected to investigate various photographic (analog/digital) processes with a focus on quality to develop an understanding of contemporary photographic themes and 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-740-1▼

Photography III: Personal Directions in Photography – Honors

Grades 11, 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]

Grades 11, 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

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 – ADV

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

Corequisite: Concurrent enrollment in Photo II or Photo III, Photo IV (Honors, ADV, 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-ADV 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 Requirement
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 Seminar: Education and Production - ADV
Dance I or Junior Dance Company*	Dance II or Junior Dance Company* or Dance Company*	Dance III or Dance III - ADV or Junior Dance Company* or Dance Company*	Dance IV or Dance IV - ADV Junior Dance Company* or Dance Company*

* 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 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 – ADV

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 – ADV

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 – ADV

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 Requirement
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 ADV, Chamber Choir ADV, and String Orchestra ADV – may be taken for ADV 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 – ADV

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 – ADV

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 – ADV

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 – ADV

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 – ADV

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 – ADV

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 – ADV – 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-490-1

Modern Band

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

Prerequisites: Audition and director approval

Students perform a variety of modern genres of music including pop, rock, jazz, R&B, soul, bossa nova, metal, reggae, punk, and others. Students investigate music theory, improvisation, performance techniques, styles and literature, both individually and in the ensemble. Students will per-form in concerts and performance assessments. After-school activities and concerts are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices may not exceed 25.

MU-850-1 ▼

Modern Band – ADV

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

Prerequisites: Audition and director approval

Students perform a variety of modern genres of music including pop, rock, jazz, R&B, soul, bossa nova, metal, reggae, punk, and others. Students investigate music theory, improvisation, performance techniques, styles and literature, both individually and in the ensemble. Students will perform in concerts and performance assessments. After-school activities and concerts are integral to the course, and grades will reflect such participation. The number of required non-school hour performances and practices may not exceed 40.

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 – ADV

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 – ADV

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. practices during a school year may not exceed 40.

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 – ADV

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 Requirement
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
Theatre Arts I	Theatre Company – ADV or Musical Theatre Company – ADV	Theatre Company – ADV or Musical Theatre Company – ADV	Theatre Seminar: Education and Production – ADV

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 – ADV

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 – ADV

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 Seminar: Education and Production – ADV

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 and School Counseling

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 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 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.

Library 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 – ADV

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

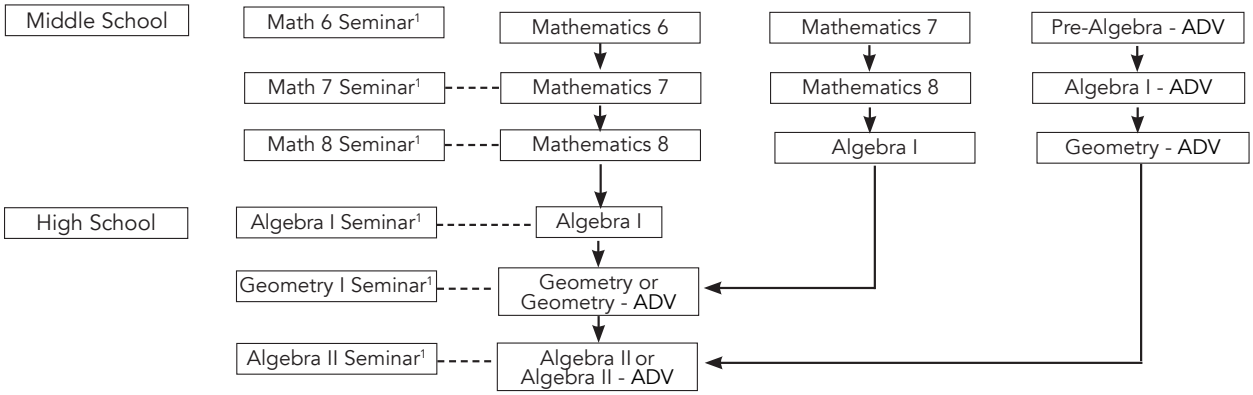
Laboratory Assistant - Library Media

Grades 11, 12 **1 elective credit**

Under the direction of the library media specialist, students gain experience working in a high school library 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.

Mathematics

The Howard County Public School System's mathematics program is based on the HCPSS Mathematics Standards, aligned with Maryland's College and Career-Ready Standards. Middle and high school standards emphasize deep understanding and real-world application of mathematics. Following the core mathematics sequence, students have opportunities to explore coursework across three mathematics themes—Quantitative Reasoning, Data and Statistical Reasoning, and Calculus—offering flexible course options aligned with their interests, aspirations, and postsecondary goals. Students may select courses within and across themes to align with their evolving plans.



Mathematics Themes	Focus	College and Career Connections	Aligned Coursework
Quantitative Reasoning	Focuses on using mathematics to solve real-world problems, make informed decisions, understand financial concepts, and analyze data. Students apply mathematical reasoning to practical situations such as planning, budgeting, and problem-solving.	**College Connections:** Helps humanities and social science students build skills to analyze research and trends with data. **Career Connections:** Beneficial for careers in business, public policy, and technical fields where data-driven decision-making is critical.	• Advanced Algebra & Functions* • Statistics & Probability - Honors* • Data Science - Honors* • Math Analysis - Honors* or HCC Math 141: College Algebra[2] or HCC MATH 143: Precalculus I[2] • Trigonometry - Honors* • Precalculus - Honors* or Precalculus - AP* or HCC MATH 143: Precalculus I[2] & HCC MATH 153: Precalculus II[2] • Statistics - AP* or HCC MATH 138 Statistics[2] • Business Calculus - ADV or HCC MATH 145: Business Calculus • Calculus AB - AP or HCC MATH 181: Calculus 1[2]
Data, Statistics, and Data Analytics	Focuses on developing students' skills in data analysis, programming, and mathematical reasoning through real-world applications. Students use technology to explore and analyze real-world data, preparing them for college, careers, and an increasingly data-driven world.	**College Connections:** Prepares students for college programs in data science, computer science, and business analytics. **Career Connections:** Supports careers in data analytics, cybersecurity, market research, and other Big Data fields.	• Statistics & Probability - Honors* • Data Science - Honors* • Math Analysis - Honors* or HCC Math 141: College Algebra[3] or HCC MATH 143: Precalculus I[2] • Precalculus - Honors* or Precalculus - AP* or HCC MATH 143: Precalculus I[2] and HCC MATH 153: Precalculus II[2] • Statistics - AP* or HCC MATH 138 Statistics[2] • Computer Science A - AP[3] • Discrete Math - ADV • Business Calculus - ADV or HCC MATH 145: Business Calculus • Calculus AB - AP or HCC MATH 181: Calculus 1[2]
Algebraic Foundations of Calculus	Focuses on functions, change, and mathematical modeling to prepare students for further study in Calculus and STEM-related fields. Students develop advanced mathematical reasoning and problem-solving skills that support success in college and careers.	**College Connections:** Prepares students for STEM majors such as engineering, physics, and math that require calculus. **Career Connections:** Supports careers in engineering, medicine, and research that need strong problem-solving and math skills.	• Precalculus - ADV* or HCC MATH 143: Precalculus I[2] and HCC MATH 153: Precalculus II[2] • Calculus AB - AP then Calculus C/Multivariate Calculus - AP or HCC MATH 181: Calculus I[2] then HCC MATH 182: Calculus II[2] • Statistics - AP* or HCC MATH 138 Statistics[2] • Linear Algebra - ADV or HCC MATH 250: Linear Algebra[2] • Differential Equations - ADV or HCC MATH 260: Differential Equations[2]

*** Courses that require successful completion of Algebra II (or Algebra II – ADV)**

1 Seminar courses receive elective credits and are to be taken together with their corresponding mathematics course (e.g., Algebra I and Algebra I Seminar).

2 JumpStart Dual Enrollment, a partnership between HCPSS and Howard Community College (HCC), allows high school students to earn college credit. Students must meet prerequisites, may incur fees, and must work with their counselor and HCC staff to coordinate course selection and schedules. HCPSS pre-approval is required for high school credit. Students planning to return to HCPSS for higher-level mathematics courses are not recommended to enroll in HCC math courses.

3 This course fulfills graduation and four-year high school math requirements, but per University System of Maryland guidelines, cannot be the final math course taken in high school. Therefore, students who take it in grade 12 should also enroll in an additional math course.

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

Mathematics

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.

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 – ADV

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

Prerequisite: Algebra I

In this 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.

Mathematics

MA-463-1▼★

Algebra II – ADV

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

Prerequisite: Algebra I, Geometry, or Geometry - ADV

This course is for students capable of and interested in progressing through the concepts of Algebra II - ADV, 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.

MA-491-1★

Advanced Algebra and Functions

Grades 11, 12 **1 credit**

Prerequisites: Students must have taken Algebra II or Algebra II ADV

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

Prerequisite: Algebra II or Algebra II - ADV

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 - Honors, this course equips students with the knowledge and skills necessary for further exploration of calculus in the following courses: Business Calculus - ADV and Calculus AB - AP (and subsequently Calculus C/Multivariate Calculus - AP).

MA-522-1▼★

Trigonometry – Honors

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

Prerequisite: Algebra II or Algebra II - ADV

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 - ADV and Calculus AB - AP (and subsequently Calculus C/Multivariate Calculus - AP).

MA-542-1▼★■

Precalculus – Honors

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

Prerequisite: Algebra II or Algebra II - ADV

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 – ADV and/or Calculus AB – AP, excluding Calculus C/ Multivariate Calculus – AP.

MA-546-1▼★

Precalculus – AP

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

Prerequisite: Algebra II or Algebra II - ADV

This course develops students' deep conceptual understanding of functions and their applications across mathematical and real-world contexts. Students study a broad range of function types and strengthen symbolic manipulation skills, including solving equations and manipulating expressions. They analyze functions, compositions, inverses, and transformations through graphical, numerical, analytical, and verbal representations to identify key characteristics and solve problems involving quantitative reasoning. Students explore functions as models of dynamic relationships and covariation, developing and validating models based on data, rates of change, zeros, asymptotes, extrema, and other characteristics. They use these models to interpolate, extrapolate, and interpret information while considering the assumptions, accuracy, and limitations of models in context. *Students develop skills needed for further study in calculus, including Business Calculus - ADV 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 - ADV

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 - ADV

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 – ADV

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

Corequisite: Precalculus - Honors or Precalculus - AP

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 – ADV

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

Prerequisite: Mathematical Analysis - Honors, Precalculus – Honors or Precalculus - AP

Business Calculus - ADV 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-564-1▼★

Data Science – Honors

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

Prerequisite: Algebra II or Algebra II - ADV

This course introduces the fundamentals of data science through an exploration of the data science process - asking questions, collecting and organizing data, building models, identifying patterns, and communicating findings. Emphasis is placed in interpreting data in real-world contexts and using technology to uncover and share meaningful insights. Critical skills in data analysis, sampling methods, detecting bias and uncertainty, distinguishing correlation and causation, and modeling real-life scenarios are developed

Mathematics

MA-625-1▼★■

Calculus AB – AP

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

Prerequisites: Precalculus – Honors, Precalculus – AP 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.

MA-705-1▼★■

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

Grades 11, 12 **1 credit**

Prerequisite: Precalculus - AP (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 – ADV

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 – ADV

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: Programming Fundamentals - ADV or Computer Science Principles - AP with teacher 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.

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. This course may be repeated for elective credit.

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. This course may be repeated for elective credit.

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. This course may be repeated for elective credit.

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. This course may be repeated for elective credit.

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. This course may be repeated for elective credit.

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. This course may be repeated for elective credit.

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. This course may be repeated for elective credit.

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 to promote meaningful participation, shared leadership, and an inclusive environment. This course may be repeated for elective credit.

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 lays a strong foundation in scientific knowledge and skills, and prepares students to pursue further study or careers in science if desired. The curriculum is aligned with the Maryland Next Generation Science Standards (NGSS) and emphasizes science and engineering practices, crosscutting concepts, and disciplinary core ideas. Students engage in meaningful laboratory experiences and learn to think critically and logically. Environmental literacy and disciplinary literacy are woven throughout the courses, ensuring that students gain both scientific understanding and broader academic skills. To meet graduation requirements, students must earn a minimum of three science credits, including experiences in Earth/Space, Life, and Physical Sciences, with each course fulfilling one discipline. Biology and Biology ADV are required courses for HCPSS students as the Maryland Integrated Life Science Assessment (LS MISA) will be administered at the end of the Biology or Biology ADV course.

The chart below showcases several potential pathways for students to meet graduation requirements and access advanced science coursework. Pathways that are shaded represent the most typical options.

Student	Grade 9	Grade 10	Grade 11	Grades 11-12
I	Earth and Space Systems Science (regular or ADV) (EARTH)	**Biology (on-grade or ADV) (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 and Physiology • Astronomy • Forensic Science • Marine Science
II	Earth and Space Systems Science (regular or ADV) (EARTH)	**Biology (on-grade or ADV (LIFE)	Chemistry Honors & Physics Honors (PHYSICAL)	
III	**Biology - ADV (LIFE)	*Chemistry - ADV (EARTH)	AP Physics 1 (PHYSICAL)	
IV	Earth and Space Systems Science (regular or ADV) (EARTH)	**Biology (on-grade or ADV) (LIFE)	*Chemistry - ADV (PHYSICAL)	
V	**Biology - ADV (LIFE)	Earth and Space Systems Science (regular or ADV) (EARTH)	Advanced Physical Science (PHYSICAL)	
VI	**Biology - ADV (LIFE)	*Chemistry - ADV (EARTH)	AP Physics C Mechanics (PHYSICAL)	

***Chemistry - ADV 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 - ADV course. HCPSS made Biology and Biology - ADV required science courses for students who entered high school in the 2021-2022 school year or later.**
^ This course does not fulfill the Life Science graduation requirement.

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.*

Science

SC-415-1▼★

Earth and Space Systems Science – ADV

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 ADV 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 – ADV

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**

Prerequisite: Biology or Biology - ADV
Corequisite: A Physical Science course
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. *This course features learning that supports the discipline of Life Science, but does not fulfill the Life Science graduation requirement.* **Note: Animals may be dissected in this course. Alternatives to dissection are available.**

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 – ADV

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 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**

Prerequisite: Advanced Physical Science, or Chemistry - ADV, or Chemistry - Honors, and Algebra II

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; thus, two years of lab science prior to the course is recommended by the College Board. It is recommended that students in this course take the AP Chemistry Exam when it is offered in May. *This course features learning that fulfills the Physical Science graduation requirement.*

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.*

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**

Prerequisite: Two years of laboratory science including Life and Physical Science, and Algebra I

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**

Prerequisite: Geometry

Corequisite: Algebra II

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 is a quantitatively rigorous course, 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 course features learning that fulfills the Physical Science graduation requirement.*

SC-909-1▼★

Physics 2 – AP

Grades 11, 12 **1 credit**

Prerequisite: Physics I - AP, Algebra II

Corequisite: Precalculus

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 and is a quantitatively rigorous course. *This course features learning that fulfills the Physical Science graduation requirement.*

SC-911-1▼★

Physics C: Mechanics – AP

Grades 11, 12 **1 credit**

Corequisite: Calculus

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. *This course features learning that fulfills the Physical Science graduation requirement.*

SC-913-1▼★

Physics C: Electricity and Magnetism – AP

Grades 11, 12 **1 credit**

Prerequisite: Physics C: Mechanics - AP

Corequisite: Calculus

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. *This course features learning that fulfills the Physical Science graduation requirement.*

SC-999-1

Laboratory Assistant - Science

Grades 11, 12 **1 elective credit**

Prerequisite: 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 Suggested 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 - ADV	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 – ADV

Grade 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. 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 ADV 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 9, 10, 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. 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.

Social Studies

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 MCAP 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 enrolled in the AP Government course will have the option of taking Maryland MCAP Government or the AP Government exam. 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. Students in this course will also take a midterm and final exam, each comprising 10% of the final grade. 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 titled 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**

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 (China, Iran, Mexico, Nigeria, Russia, and the United Kingdom) 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 – ADV (Social Studies)

Grade 9 **1 credit**

Prerequisite: Teacher recommendation

Corequisite: Concurrent enrollment in Humanities I ADV (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 ADV (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 ADV English and Social Studies

Corequisite: Concurrent enrollment in Humanities II ADV (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 ADV (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 ADV English and Social Studies

Corequisite: Concurrent enrollment in Humanities III ADV (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 ADV (English), they receive 2 credits, one for English and one for Social Studies (United States History or World History).

SO-700-1▼★

Humanities IV – ADV (Social Studies)

Grade 12 **1 credit**

Prerequisite: Recommendation from ADV English and Social Studies

Corequisite: Concurrent enrollment in Humanities IV ADV (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 ADV (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-622-8

LGBTQ Studies

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

This course introduces students to the social science discipline of LGBTQ Studies through three units of study. The first unit focuses on key themes in LGBTQ Studies including: defining LGBTQ Studies, Gender and Sexual Identity, and Community. It also asks students to determine how presentism impacts LGBTQ Studies from a variety of perspectives. Unit two focuses on the history of LGBTQ 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 LGBTQ Studies today.

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.

Social Studies

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.

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-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 Advanced Academic Programs 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.

Weighted Courses

The aforementioned AP courses would qualify as weighted courses, as would Intern/Mentor, Honors American Government, and Honors Modern World History.

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	Intern/Mentor ADV (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 and are seeking a diploma. 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 and are seeking a diploma. 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)

Prerequisite: 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

Language study builds confidence, supports academic success, and develops the future-ready communication skills of Effective Information Sharing and Global Citizenship through biliteracy. It is a lifelong skill with personal and professional benefits. HCPSS world language courses follow a proficiency-based curriculum that enables students to use the language in real-life situations while also strengthening critical thinking, perseverance, problem-solving, and teamwork through the exploration of diverse cultures.

Achieving biliteracy takes time—often five to six years— and world language study requirements for college admission differ widely. Some colleges accept high school credits earned in middle school, while others require all credits in high school. Families are encouraged to plan ahead and review the admission requirements of colleges that interest them.

HCPSS participates in the Maryland Seal of Biliteracy (SoBL) Program, which recognizes seniors who demonstrate high proficiency in English and at least one other language. This honor, added to transcripts at no cost, affirms the value of language learning, celebrates heritage languages, and supports students in college, career, and life in a global society. For more details, contact the Office of World Languages.

Typical World Language Progression by Starting Grade

Starting Grade	Typical Progression Through Grade 12					
7th	Level I	Level II	Level III	Level IV	Level V	Level VI*
8th	Level I	Level II	Level III	Level IV	Level V*	
9th	Level I	Level II	Level III	Level IV*		
10th	Level I	Level II	Level III			
11th	Level I	Level II				
12th	Level I					

*Course offerings and the highest level available vary by language. Honors, AP, ADV, and Special Topics options are available at selected levels. See the course listings for each language.

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**

Prerequisite: 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.

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

AP Chinese Language and Culture is a rigorous course conducted almost entirely in Chinese that develops proficiency in interpretive, interpersonal, and presentational communication and understanding of Chinese-speaking cultures. Students engage with authentic texts and media across six thematic units and develop language structures and vocabulary in context. The course prepares students for the AP Exam through interpretive tasks, email responses, story narration, and the AP Course Project, including a Project Presentation and Project Q&A.

WL-907-1▼

Chinese VI – ADV

Grades 11, 12 **1 credit**

Prerequisite: AST in Chinese or Chinese V - AP

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
AP French Language and Culture is a rigorous course conducted almost entirely in French that develops proficiency in interpretive, interpersonal, and presentational communication and understanding of Francophone cultures. Students engage with authentic texts and media across six thematic units while examining cultural products, practices, and perspectives. The course prepares students for the AP Exam through interpretive tasks, argumentative writing, and the AP Course Project, including a Project Presentation and Project Q&A.

WL-908-1▼
French VI – ADV
Grades 11, 12 **1 credit**
Prerequisite: AST in French or French V - AP
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

AP German Language and Culture is a rigorous course conducted almost entirely in German that develops proficiency in interpretive, interpersonal, and presentational communication and understanding of German-speaking cultures. Students engage with authentic texts and media across six thematic units while examining cultural products, practices, and perspectives. The course prepares students for the AP Exam through interpretive tasks, argumentative writing, and the AP Course Project, including a Project Presentation and Project Q&A.

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

AP Italian Language and Culture is a rigorous course conducted almost entirely in Italian that develops proficiency in interpretive, interpersonal, and presentational communication and understanding of Italian-speaking cultures. Students engage with authentic texts and media across six thematic units while examining cultural products, practices, and perspectives. The course prepares students for the AP Exam through interpretive tasks, argumentative writing, and the AP Course Project, including a Project Presentation and Project Q&A.

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
Grades 11, 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.

World Languages

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 and Culture

Grades 11, 12 **1 credit**

Prerequisite: Spanish IV - Honors

AP Spanish Language and Culture is a rigorous course conducted almost entirely in Spanish that develops proficiency in interpretive, interpersonal, and presentational communication and understanding of Spanish-speaking cultures. Students engage with authentic texts and media across six thematic units while examining cultural products, practices, and perspectives. The course prepares students for the AP Exam through interpretive tasks, argumentative writing, and the AP Course Project, including a Project Presentation and Project Q&A.

WL-807-1▼★

Spanish V – AP Spanish Literature and Culture

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 – ADV

Grades 11, 12 **1 credit**

Prerequisite: AST in Spanish or Spanish V - AP

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 the school counselor after course completion.**

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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: _____

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Four Year High School Plan

Graduation Requirements* Grade 9 in SY2021-22 or Later			
English	4 Credits	**Program Choice:**	**Additional Requirements:**
Social Studies	3 Credits		
Mathematics	4 Credits		
Science	3 Credits		
Physical Education	1/2 Credit		
Health	1 Credit	World Language (2 Credits)	• Service Learning
Fine Arts	1 Credit	**OR**	• Career Preparation
Computer Science, Engineering, or Technology Education	1 Credit	Career Academy (3 or more credits)	• Maryland High School Assessment Requirements
Program Choice	2-4 Credits		
Electives	1-3 Credits		
Total Credits	22 Credits		

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
Shawn Hastings-Hauf, Principal
https://ahs.hcpss.org
410-313-7065 (school)
410-313-7068 (counseling)

Centennial
4300 Centennial Lane
Ellicott City, MD 21042
Joelle Miller, Principal
https://chs.hcpss.org
410-313-2856 (school)
410-313-2857 (counseling)

Glenelg
14025 Burntwoods Road
Glenelg, MD 21737
Nick Novak, Principal
https://ghs.hcpss.org
410-313-5528 (school)
410-313-5535 (counseling)

Guilford Park
8500 Ridgely's Run Road
Jessup, MD 20794
Josh Wasilewski, Principal
https://gphs.hcpss.org
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)
https://hahs.hcpss.org

Howard
8700 Old Annapolis Road
Ellicott City, MD 21043
Allen Cosentino, Principal
https://hohs.hcpss.org
410-313-2867 (school)
410-313-2871 (counseling)

Long Reach
6101 Old Dobbin Lane
Columbia, MD 21045
Lynette Moore, Principal
https://lrhs.hcpss.org
410-313-7117 (school)
410-313-7412 (counseling)

Marriotts Ridge
12100 Woodford Drive
Marriottsville, MD 21104
Nicole Dennis, Principal
https://mrhs.hcpss.org
410-313-5568 (school)
410-313-5446 (counseling)

Mt. Hebron
9440 Old Frederick Road
Ellicott City, MD 21042
Kathleen Clark, Principal
https://mhhs.hcpss.org
410-313-2880 (school)
410-313-2883 (counseling)

Oakland Mills
9410 Kilimanjaro Road
Columbia, MD 21045
Dwayne Williams, Principal
https://omhs.hcpss.org
410-313-6945 (school)
410-313-6950 (counseling)

Reservoir
11550 Scaggsville Road
Fulton, MD 20759
Karim Shortridge, Principal
https://rhs.hcpss.org
410-888-8850 (school)
410-888-8860 (counseling)

River Hill
12101 Clarksville Pike
Clarksville, MD 21029
John DiFato, Principal
https://rhhs.hcpss.org
410-313-7120 (school)
410-313-7400 (counseling)

Wilde Lake
5460 Trumpeter Road
Columbia, MD 21044
Michael Brown, Principal
https://wlhs.hcpss.org
410-313-6965 (school)
410-313-6968 (counseling)

Special Schools/Centers

Howard County Career & Technical Education Center (CTEC)
10920 Clarksville Pike
Ellicott City, MD 21042
Mikaela Lidgard, Principal
https://ctec.hcpss.org
410-313-6998

Cedar Lane School
11630 Scaggsville Road
Fulton, MD 20759
Christine Johnson, Principal
https://cls.hcpss.org
410-888-8800

Homewood Center
10914 Clarksville Pike
Ellicott City, MD 21042
Christopher Rattay, Principal
https://hc.hcpss.org
410-313-7081

Central Office

Howard County Public School System
10910 Clarksville Pike • Ellicott City, MD 21042
https://www.hcpss.org • 410-313-6600



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