

# High School 2021 2022 Program of Study

Anne Arundel County Public Schools

# AACPS Graduation Requirements at a Glance

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

Minimum Credits Required for Graduation—26		
<b>English</b>	<b>4.0</b>	1 credit in <i>English 9</i> 1 credit in <i>English 10</i> 1 credit in <i>English 11</i> 1 credit in <i>English 12</i>
<b>Social Studies</b>	<b>3.0</b>	1 credit in <i>History of the United States</i> 1 credit in <i>United States Government</i> 1 credit in <i>World History</i>
<b>Mathematics</b> Students seeking admission to a University System of Maryland institution should review details of math elective requirements with a school counselor.	<b>4.0</b>	1 credit in <i>Algebra 1</i> 1 credit in <i>Geometry</i> 2 mathematics elective credits ( <i>Algebra 2</i> for college completers) Students are required to take a rigorous math course each of the four years the student is enrolled. See the <i>AACPS Possible Math Course Sequence</i> chart in the <i>Mathematics</i> course section
<b>Science</b>	<b>3.0</b>	3 science credits (see <i>Magnet &amp; Signature Program Requirements</i> , below)
<b>Physical Education</b>	<b>1.0</b>	0.5 credit of <i>Fitness for Life</i> 0.5 credit Physical Education Elective
<b>Health</b>	<b>0.5</b>	0.5 credit in Health Education
<b>Basic Technology</b>	<b>1.0</b>	Global Technology Concepts (Complete four 0.25 credit modules) or <i>Foundations of Computer Science</i> or <i>AP Computer Science Principles</i> or one of the following one credit courses available at Project Lead the Way schools: <i>Honors Principles of Engineering</i> or <i>Honors Engineering Design and Development 1</i>
<b>Fine Arts</b>	<b>1.0</b>	Music, Art, Dance, and Theatre Arts courses
<b>Citizenship</b>	<b>0.5</b>	0.5 credit in <i>Global Community Citizenship</i> (beginning with the class of 2023)
<b>Electives</b>	<b>8.0</b>	Any electives that result in the successful completion of a Completer Program Pathway
Completer Program Requirements		

Students must choose and follow course selection for a Completer Program Pathway  
(*College Completer, Career Completer, or Dual Completer*)

## Magnet & Signature Program Requirements

Magnet and Signature programs may require 3, 4, or 5 credits of Science and World Language.

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# Four Steps to Graduation

**1**

Earn a minimum of  
**26 Credits**

**2**

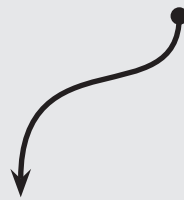
Complete  
**75 hours of Service Learning**  
in grades 5–11

**3**

Choose a  
**Completer Program Pathway**

**4**

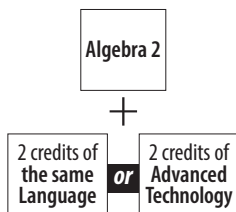
Pass  
**State-mandated Assessments**  
in  
*Algebra*  
*English*  
*Government*  
*Science*



## Completer Pathways

### College Completer

*(post secondary education after high school)*



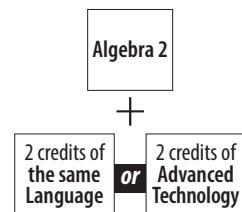
### Career Completer

*(employment and/or post secondary education after high school)*



### Dual Completer

*(employment and/or post secondary education after high school)*



and



The minimum high school diploma requires two credits of **the same language** or two credits of **Advanced Technology**.

## Procedures for Promotion

Promotion from one grade level to the next is based on the number and types of credits earned.

To be promoted to grade:	10	11	12	To be considered a senior, a student must:	
Completed credits needed	6	13	18		<ul style="list-style-type: none"> <li>• have completed at least three years in high school,</li> <li>• have successfully earned 18 appropriate credits, <i>and</i></li> <li>• be enrolled in a program that allows them to meet all graduation requirements by June of the same academic year.</li> </ul>
<i>...in academic subjects</i>	3	7	10		

# Get the Most Out of Your Time in High School



This booklet contains a wealth of information related to the robust programs of study available to AACPS students. As you consider course selections for the next school year, ***use this guide to determine what you can get out of your high school experience and not just how to get out of high school.*** Pursue your interests, take risks and develop new skills that will help you achieve your goals for the future.

Anne Arundel County Public Schools continues to strive to elevate all students and eliminate all gaps. Our focus is to prepare all students for a pathway leading to college, career, and community endeavors. We are committed to preparing our students to become literate, independent, caring, and contributing adults who successfully navigate and positively impact the 21st century global society.

In PreK–12 formal and informal learning settings, we will offer all students important and relevant content, tools, skills, and experiences so every student is able to confidently build and cross their own unique bridge from school to community engagement, workforce participation, and college enrollment.

**Before exiting high school, students will...**

**...uncover and cultivate their many talents and passions,**

**...interact with professionals from career fields in which they have interests,**

**...understand how to put their strengths and skills to use in multiple career areas/clusters**

**...participate in professional internships with community or industry mentors**

**...plan with college or career counselors,**

**...meet all Maryland high school graduation requirements.**

# High School Graduation Requirements

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## World Languages Requirement

Students may elect to take two credits of a World Language rather than two credits of an advanced technology or a career completer program. A student with the required math courses and two credits of a World Languages meets one of the criteria for qualifying for the University System of Maryland completer. It is recommended that students who elect the World Languages option continue in the program beyond the second level. Some specialized programs, as well as many colleges and universities, require additional credits in World Languages. Check with your school counselor for next steps.

## Advanced Technology Requirement

Students may elect to take two credits of advanced technology rather than two credits of World Language or a career completer program. A student with the required math courses and two credits of advanced technology will qualify as a University System of Maryland completer. The student, however, must verify the admissions requirements for each University System of Maryland institution to determine if the advanced technology courses meet the institution's admission requirements.

## Service Learning Requirement

Service Learning provides students with a means to give back to their community in a meaningful way. MSDE requires students to complete 75 hours of Service Learning for graduation. Anne Arundel County Public Schools integrates this requirement into existing subjects or courses starting in grade 5. Students complete service-learning projects and activities from grades 5 through 11 so that each student, upon completion of grade 11, should have met the service learning graduation requirement.

### Service Learning Implementation in AACPS

Students in grade 5 will complete service-learning projects through social studies activities for 5 hours.

Students in grades 6 through 8 will complete service-learning projects for 10 hours in each grade level for a total of 30 hours.

Students in grades 9 through 11 will earn the following service learning hours through service-learning projects in the following courses:

- U.S. Government: 10 hours
- Science (grade 10): 10 hours
- English 11: 10 hours
- Health: 10 hours

Seniors are not exempt from completing the service learning graduation requirement and will complete service learning hours based on a prorated schedule.

All students transferring into an Anne Arundel County public high school from a non-Maryland public school must complete 40 hours of service learning to meet the Maryland State Department of Education (MSDE) graduation requirement at the high school level. All students transferring into an Anne Arundel County public school from within the state of Maryland must have documentation for 40 hours of service learning from their previous school(s) or complete the balance for a total of 40 hours on a prorated scale:

- Grade 12 (2nd semester): 5 hours
- Grade 12 (1st semester): 10 hours
- Grade 11: 20 hours
- Grade 10: 30 hours

## High School Credit Earned in Middle School

Maryland State Board of Education policy determines the requirements for students earning high school credit for a course taken in middle school. The Code of Maryland Regulations (COMAR 13A.03.02.04) states that credit toward high school graduation may be earned by middle school students if the student has taken a high school level course meeting the local school system curricular objectives.

As a result, middle school students in Anne Arundel County Public Schools must earn a final passing course grade in order to earn high school credit for Algebra 1, Geometry, Algebra 2, and Levels 1 and 2 of American Sign Language, Arabic, Chinese, French, German, Italian, Spanish, or Turkish taken while in middle school.

Additionally, according to AACPS Board Policy and Administrative Regulation 608 II-RA, credit will be awarded upon entering ninth grade. The grade for the course will be calculated in the student's GPA in the same manner as other high school courses, including courses with weighted grades. Failure to pass the course will result in a negative impact on a student's high school GPA. In the event that a student is struggling with the high school course and is not earning at least a C, the student and parent/guardian are encouraged to meet with the principal or designee to discuss appropriate options.

Students transferring into AACPS with high school credit from another district will have their course history evaluated by content coordinators to determine if AACPS will acknowledge/accept the credit.

Parents of students enrolled in the above-mentioned courses are asked to sign and return a letter to indicate their understanding of the above information.

# Completer Program Pathways

Students entering 9th grade in 2014 or later are required to take a rigorous math course in each of the four years the student is enrolled in high school (Senate Bill 740) and to be enrolled in Algebra 2 or beyond during senior year for the College Completer.

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

The three program completer pathway options are:

- College completer,
- Career completer, or
- Dual completer.

In addition to accumulating the required number of credits, students must meet the requirements of one of the following completer programs.

## College Completer

The student pursues a sequence of courses in preparation for postsecondary education upon high school graduation. Minimum requirements include two years of the same World Languages (UMD accepts American Sign Language) or two credits in advanced technology courses, and 4 high school math credits that must include Algebra 1, Geometry, and Algebra 2.

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

## Career Completer

The student pursues a sequence of courses to develop skills in preparation for employment and/or post-secondary education upon high school graduation. These courses and programs are offered at both Centers of Applied Technology or at the high schools through JROTC, Business Education, Family and Consumer Sciences, Technology Education, Career and Technology Education, and Signature (where available). These career completer programs are approved by the Maryland State Department of Education and allow students

The University System of Maryland Required Coursework	
Subject	Credits Required
English	4
Social Studies	3
Laboratory Science	3
Mathematics (Algebra 1, Geometry, Algebra 2, and Math Elective)	4
The same World Language or Advanced Technology	2
Academic Electives	6
The University System of Maryland Colleges and Universities	
Bowie State University Coppin State College Frostburg State University Salisbury University Towson University University of Baltimore	University of Maryland: • Baltimore • Baltimore County • College Park • Eastern Shore • University College
Anne Arundel Community College	
In addition to the above University System of Maryland institutions, Anne Arundel County Public Schools enjoys an excellent working relationship with Anne Arundel Community College (AACC). AACC is an open door institution which admits those who may benefit from postsecondary education in both transfer and career programs. To help students succeed in college, AACC has established policies and procedures to evaluate and assess their academic abilities.	

to earn industry certifications and/or college credit while in high school. Please review the chart in the Career Completer Programs section near the end of this booklet for connections between high school coursework and opportunities at Anne Arundel Community College.

Students can select from 40 programs to gain a combination of technical and academic expertise that can be utilized for immediate employment or they can continue their education in colleges, universities, technical schools, or apprenticeship programs.

## Dual Completer

The student pursues courses that fulfill both College and Career Completer requirements.

## Graduation Certificates

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### Maryland High School Certificate

The Maryland High School Certificate of Program Completion (See COMAR 13A.03.02.09E) shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the following standards:

- a. The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, including but not limited to:
  - Gainful employment
  - Post-secondary education and training
  - Supported employment and
  - Other services that are integrated in the community, or
- b. The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 before the first day of the next school year.

The Maryland Summary of Performance that describes the student's skills shall accompany the Maryland High School Certificate of Program Completion.

The final decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school.

A student with significant cognitive disability may not meet high school graduation requirements if a student:

- a. Participates in an Alternative Assessment based on Alternative Academic Achievement Standards (AA-AAAS); and
- b. Continues to receive instruction based on Alternative Academic Achievement Standards through high school.

### Anne Arundel County Public Schools Citation

An Anne Arundel County Public Schools citation for completion of a four-year high school program may be awarded at graduation ceremonies, if approved by the IEP team, to students with specific developmental disabilities who have not completed their individual high school program of studies and will be leaving the high school and entering an alternative AACPS program (i.e. Vocational Citation Program, On-Campus Transition Program). The student will be awarded the Maryland High School Certificate upon completion of the alternative program.

## College & Career Planning

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### Naviance Student

AACPS has partnered with Naviance Student (formerly known as Family Connection) to provide all high school students with a variety of online tools to support student achievement through academic planning. Naviance Student affords students the life, college, and career readiness skills that prepare them for post-graduation.

Naviance Student provides students with 6 key competencies: social-emotional learning, career knowledge, college knowledge, interpersonal skills, academic skills, and transition skills as they matriculate through each grade. Each grade level is assigned activities tasks based on developmental level.

Students and families have access to online resources that assist in communicating with school staff and collaborate on college and career readiness activities. Students research careers, colleges, and scholarships in one location, as well as explore career assessments. They can also create career pathway plans that can be linked to college and career readiness. Students have the ability to request transcripts and staff recommendations for college applications. Students can also create goals and track completion of college and career exploration activities. To find out more about Naviance Student, contact your child's School Counseling Office.

To sign into your account, go online to:  
<https://succeed.naviance.com/auth/signin>



# Taking Advanced Courses

## Weighted Grading

Students who earn an A, B, or C in an Honors, Advanced Placement (AP), or International Baccalaureate (IB) course are awarded additional quality points, known as weighted grading, as follows:

- An additional 0.5 quality points for an Honors or Honors IB MYP course.
- An additional 1.0 points for an AP or IB DP course.
- No additional points are awarded for grades of D, or E.

For example, an A received in a regular course is worth 4 points toward a student's GPA. An A received in an Honors or an Honors IB MYP course is worth 4.5 points and in an AP or IB DP course is worth 5 points. These courses may require pre-course assignments as preparation for accelerated classroom learning.

## Honors Courses

Honors courses are designed to be challenging while enhancing a student's ability to employ critical thinking and analysis skills. The level of performance in these courses prepare students for college and career readiness. Honors courses are distinguished by a difference in the depth and scope of work required.

## Advanced Placement (AP) and International Baccalaureate (IB)

AP and IB course offerings support academic rigor in the high school setting. Student commitment is critical. Withdrawal from AP courses will not be considered until the end of the first marking period to allow for acclimation and teaching/learning support. Magnet programs such as IB require a full-year commitment. A decision to drop to a lower level or withdraw from the course completely would come after consultation between the ASP/IB Office, student, teacher, parent, counselor and administration.

### Advanced Placement Courses (AP)

Advanced Placement courses are demanding and challenging courses intended for students who demonstrate potential for college level work. The College Board sponsors the Advanced Placement Program, and it develops, administers, and grades examinations for each advanced placement course. Many universities and colleges grant advanced standing and/or college credit based on student performance on an AP test. Information regarding advanced placement courses and tests are available from high school counseling offices. Students are not required to take an advanced course in order to be eligible to sit for an advanced placement examination. A student's report card grade for an AP course is determined by the classroom teacher. It is not a reflection of the results of the Advanced Placement test.

### IB Middle Years Programme (IB MYP)

IB High School Magnet students in grade 9 IB MYP courses are enrolled in Honors level English, AP or Honors US History, Biology, Algebra 1, Geometry or Algebra 2, French, Italian, Mandarin or Spanish Level 2 or 3, and elective offerings. IB High School Magnet students in IB MYP grade 10 are enrolled in Honors level English, AP or Honors American Government, Chemistry, Geometry, Algebra 2 or Pre-Calculus, French, Italian, Mandarin or Spanish 3 or 4, and elective offerings. Note that not all IB MYP courses receive additional weighting.

### International Baccalaureate Diploma Programme (IB DP)

The IB DP is a rigorous and challenging program of studies for students in grades 11 & 12. The IB program and Diploma are recognized by school systems, colleges and universities throughout the world. Many colleges grant advanced standing and/or college credit on the basis of performance in the IB Diploma assessments. IB DP students have the option of earning a bilingual IB Diploma.

Students may apply to the Diploma Programme through the second semester of the sophomore year. In addition to the Magnet application process, interested applicants should discuss this opportunity with the IB Coordinator at their zoned school.

## Other Advanced Courses

Some courses are as challenging and rigorous as AP courses, but are not sanctioned by the College Board. These courses receive the same weighted grading as AP courses.

# Programs of Choice

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The AACPS Programs of Choice initiative offers a range of specialized fields of study to increase excellence and opportunity for all secondary students. AACPS supports choice for high school students through our Centers of Applied Technology, our Signature programs, four Magnet programs and a Public Charter school. Through the development of strategic partnerships, schools offer students enriching educational opportunities that appeal to their interests and prepare them for college and career. AACPS students have the unique opportunity to pursue their passion for the arts, sciences, humanities, or trades while building relationships with teachers and leaders in the community.

## Centers of Applied Technology (CAT)

Our two Centers of Applied Technology—CAT North and CAT South—provide students with technical and academic skills needed for community involvement, continuing education, and career opportunities. CAT students have the chance to apply theory and knowledge towards skills proficiency, in the classroom and to develop employable skills through hands-on, real-world experience, and earn Industry Recognized Certifications.

## Signature Programs

Signature Programs offer students a series of courses designed to connect classroom instruction with real-world situations and workforce skills relevant to each school's local community. Each high school in Anne Arundel County will offer unique Signature-related courses for which students can register during the course selection window. If you are interested in your school's Signature program, visit our website ([www.aacps.org/signatures](http://www.aacps.org/signatures)) or call the Advanced Studies and Programs Signature Office at your child's school. 410-570-7495.

## Magnet Programs

Our four Magnet Programs offer motivated and academically able students the opportunity to engage in a specialized course of study or emphasis on instruction that differs from the traditional curriculum offered in AACPS. Admission to all Magnet Programs is by formal application. If you are interested in any of our Magnet Programs, visit our website ([www.aacps.org/magnet](http://www.aacps.org/magnet)) or call the Advanced Studies and Programs Magnet Office at 410-222-5391 x1.

## International Baccalaureate Middle Years and Diploma Programme (IB MYP/DP)

The International Baccalaureate Middle Years and Diploma Programme is offered at Annapolis, Meade, and Old Mill High Schools for students interested in taking an active role in their local and global communities and connecting their education with the world around them. Through the internationally recognized IB program, students will learn to prepare for success in post-secondary education and as 21st century visionary leaders. The IB MYP prepares students in grades 9 and 10 for the IB DP in grades 11 and 12.

## Performing and Visual Arts (PVA)

The Performing and Visual Arts program is offered at Annapolis and Broadneck High Schools for serious arts students interested in building their artistic skill and gaining real-world experience to prepare for higher education or a career in the arts. Through an arts-intensive curriculum, PVA students have the opportunity to foster their artistic passions both in front of an audience and behind the scenes through premiere arts venues and exhibitions.

## Science, Technology, Engineering, & Mathematics (STEM)

The Science, Technology, Engineering, and Mathematics program is offered at North County and South River High Schools for students interested in a relevant and hands-on education focused on the STEM fields of science, technology, engineering, and math. Through partnerships with local colleges, universities, and STEM professionals, students will develop strong research skills, explore STEM careers, and gain real-world experience through internship opportunities.

## BioMedical Allied Health (BMAH)

The BioMedical Allied Health program is offered at Glen Burnie High School for students interested in exploring the fields of the health-care industry. Through partnerships with major hospitals and institutions in the Baltimore-Washington Professional Corridor and through partnerships with local colleges and universities, BMAH students will participate in regular job shadows and internship opportunities to gain real-world experience in the biomedical and allied health fields.

## Scheduling

### Charter Programs

The Maryland Charter School Act of 2003 was established as an alternative means within the existing public school system to provide innovative learning opportunities and creative educational approaches to improve student education. Maryland's law emphasizes a focus on innovation and student achievement and in so doing places a premium on the relationship between the school system and the public charter school applicant.

Public Charter Schools are independent, tuition-free, publicly funded schools that are open to all students on a space available basis. If there are more applicants than seats available a lottery is required by law. Charter schools follow the same laws, policies and regulations as all public schools. However, charter schools provide families with additional educational choices so that parents can choose to send their child to a school that has an instructional approach that fits their child's learning needs or academic interests.

For additional information on the AACPS Charter School Program, call 410-224-8572 or visit [www.aacps.org/charterschools](http://www.aacps.org/charterschools).



### Chesapeake Science Point Public Charter School

Chesapeake Science Point Public Charter School—in partnership with students, parents and the community— will attain educational excellence by providing a rigorous and quality education for middle and high school students with a special focus on science, math and technology while preparing them to excel in an increasingly technological and global society. Grades Served: 6–12 ([www.mycsp.org](http://www.mycsp.org))

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

- Academic credits are defined as courses offered in the program areas of English, mathematics, science, social studies, World Languages, advanced placement, and computer science.
- The prior approval of the principal is required for a student to take more than four non-academic credits during a school year.
- Students are limited to a maximum of two physical activity classes per semester.
- In Anne Arundel County, all students are strongly encouraged to pursue professional career internship opportunities or college courses through our partnership with AACPS as a capstone experience. It is not the practice of AACPS for students other than seniors to receive partial schedules. There are a number of reasons for this, including a need to ensure that students have the ability/opportunity to earn sufficient credits and take the required courses in order to graduate. However, the primary reason that partial schedules are not generally approved for underclassmen is that such a schedule would result in students being unlawfully absent from school, as defined by COMAR 13.08.01.03

# Additional Ways to Earn or Recover Credit

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

## Summer School

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

## Evening High School

The Evening High School Program offers students who are currently attending a daytime high school the opportunity to make up credits or take additional courses. For those students 16 years old or older, who have not completed high school, Evening High School offers an opportunity to complete their high school education and earn a high school diploma.

## Twilight School

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

## Maryland Virtual Learning Opportunities (MVLO)

### Online Campus

With prior consent of the principal, high school students may enroll in online MVLO courses for high school credit. These online offerings expand the range of learning opportunities offered to students by way of the virtual classroom. Courses are conducted online with the teacher physically separated from the students. Students may be scheduled before, during or after the school day to work independently on course requirements. The local high school assigns an online support teacher who monitors student progress and communicates with the student, parents, and online teacher as needed. For information, contact your school counseling office. Fees may apply.

## Credit by Examination

Credit toward high school graduation may be earned in grades 9–12 by passing an examination that assesses student demonstration of locally established curricular objectives. Credit by examination must be approved by the curriculum coordinator on a case-by-case basis. According to COMAR 13A.03.02.04, students who have completed all requirements for the Maryland High School Diploma except for credit in either English 12 or Algebra 2 may earn credit by exam. To earn credit for English 12, the student must take two tests: SAT and SAT Subject Test in Literature and the writing portion of the SAT with a minimum combined score of 1080 on the SAT Subject Test in Literature with a minimum of 520 on the writing portion of the SAT. To earn graduation credit for Algebra 2 the student must achieve a minimum of 1150 on the American Diploma Project Algebra 2 exam. When selecting this option, please contact interested colleges and universities to review entrance requirements for English 12 and Algebra 2.

## Independent Study Programs

Independent Study is an opportunity for the student with strong self-discipline, special talents, and interests to undertake an individual project of exceptional depth, breadth, or pace. Guidelines and procedures have been established by the Anne Arundel County Public Schools Office of Curriculum and Instruction to ensure Independent Study courses comply with system policies. The student and the sponsoring teacher design a syllabus to specify outcomes, content, a work plan, and performances for assessment. The program includes regularly scheduled student-teacher conferences and assessments of progress. All sequential coursework in a particular curriculum discipline must have been successfully completed by the student prior to submitting an application for Independent Study. Credit for Independent Study will be assigned on a semester basis and students shall be awarded an unweighted grade of Satisfactory or Unsatisfactory. An AACPS Independent Study application must be completed at the home school and approved by the Director of Curriculum of the specific course at least two weeks prior to the first day of the requested semester.

# Early College Access Program (ECAP)

The Early College Access Programs (ECAP), which includes all AACC courses—including Dual Credit and Non-Dual Credit courses, offers approved high school students the opportunity to enroll in college coursework in a variety of academic areas at a 50% tuition reduction. Students can take any AACC course for which they meet eligibility requirements, some of which are even approved by AACPS for Dual Credit (see below). These college courses can complete the academic day for high school students who are progressing toward high school graduation, provide opportunities for students in subject areas that interests them, allow them to explore potential career pathways, or get a jump start of general education courses that may be transferable.

## Dual Credit Courses

For designated AACC courses, students may earn both college and high school credit. Prior written consent from the school principal or designee, after advisement with the school counselor, is required. A list of eligible courses can be found at Courses Eligible for Dual Credit at [www.aacps.org/ecap](http://www.aacps.org/ecap). Dual credit will be awarded only to an AACPS student who has been formally approved by their high school prior to enrolling in an AACC course.

## Receiving Dual Credit for ECAP Courses

For dual credit courses, students receiving an AACC grade of 'A,' 'B,' 'C,' or 'D' will receive an AACPS grade of 'S.' An AACC grade of 'F,' 'FX,' or 'I' will receive an AACPS grade of 'U.' Students earning an 'S' receive AACPS credit. These courses are not included when calculating a student's GPA.

## ECAP Enrollment Requirements

High school juniors and seniors\* who are approved by their secondary school to participate in ECAP must demonstrate their academic readiness for specific courses by:

- being enrolled in a minimum of two half credit classes each semester at the high school and having good academic standing. Note: only students with senior status may be allowed early release from the regular school day.
- maintaining a minimum weighted 2.0 high school GPA.
- meeting AACC course prerequisites.
- meeting required acceptable performance levels on the College's English/Reading and/or Math Accuplacer assessment or nationally recognized standardized test such as the American College Test (ACT) or Scholastic Assessment Test (SAT).

\*Students under the age of 16 may be eligible for dual enrollment at the college (please contact the AACC Office of Admissions and Enrollment Development, [csmoore@aacc.edu](mailto:csmoore@aacc.edu), and your child's school counselor).

## Other AACC Requirements

Students attending AACC must:

- provide their own transportation.
- attend a new student orientation program to become familiar with AACC policies and procedures.

## Costs

The costs of participating in ECAP (tuition and fees) are the responsibility of the student/parent/guardian. To determine your full costs, see Costs and Financial Assistance at [www.aacps.org/ecap](http://www.aacps.org/ecap). High school students may receive a 50% reduction in the cost of tuition for a maximum of four courses (more than four, if courses are taken at the high school location).

## Tuition

- Students who submit a completed, approved ECAP application to AACC receive a 50% tuition discount.
- AACPS students eligible for Free and Reduced Meals (FARMS) are eligible to have 100% of their AACC tuition waived by AACPS for up to four courses.

## Fees

- All fees for AACC courses must be paid by the student or family at the time of registration.
- AACC fees include registration, lab, parking, activity, and other miscellaneous fees.

## Financial Assistance

Students may apply for financial assistance through the AACC Financial Aid Office. To discuss financial options, including scholarships, make an appointment by calling 410-777-2203.

## The Early College Access Grant

This grant is available to assist qualifying students and families with the cost of courses and fees. Contact the AACC financial aid office or visit [www.aacps.org/ecap](http://www.aacps.org/ecap) for information.

## Applying for the Early College Access Program

Students must:

- Complete the ECAP application at [www.aacps.org/ecap](http://www.aacps.org/ecap), fully and legibly.
- Include all required signatures—student, guardian, school counselor, and principal (or designee).
- Present the completed ECAP application to the college at the time of registration or email to [cashiersoffice@aacc.edu](mailto:cashiersoffice@aacc.edu).

## AACC Disability Support Services (DSS)

Students with an IEP and/or 504 Plan may qualify for student supports at AACC. Click on the Disability Support Services link at [www.aacps.org/ecap](http://www.aacps.org/ecap), email [dss@aacc.edu](mailto:dss@aacc.edu), or call 410-777-1411.

## For More Information

If you have questions, or would like more information, please contact your child's school counselor.

# Alternatives to 4-Year Enrollment

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In recognition of the fact that 4-year enrollment in a public high school may not serve the best interests of some students, the following alternatives shall be made available.

## Early Graduation

Maryland High School diploma requirements (COMAR 13A.03.02.03) state that students must satisfactorily complete four years of approved study beyond the eighth grade unless an alternative program has been approved by the local Superintendent of schools. In Anne Arundel County Public Schools, the school's Regional Assistant Superintendent, acting as the Superintendent's designee, is authorized to review and approve requests for early graduation. Students will retain status as a junior until verification of completion of all course work is complete using the final report card.

If a student intends to graduate at the end of grade 11, a plan to complete all graduation requirements including credits, state assessments, and student service hours should be discussed with the school counselor and submitted to the principal by July 15th of the summer preceding 11th grade. A school-based committee appointed by the principal will review the request and make a recommendation as to whether the exception to the four-year attendance requirement is in the best interest of the student. The school counselor will keep the packet and contact the parents once a decision has been made.

## Early Admission to an accredited college or vocational, technical or post-high school

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

## Other Programs

### GED: General Educational Development Testing

A Maryland High School Diploma may be awarded for satisfactory performance on approved general educational development tests provided that the student meets those requirements as defined in Education Article §7-205, Annotated Code of Maryland and COMAR 13.03.03.01.

For more information visit <https://ged.com/>

### Maryland Adult External High School Diploma

A Maryland High School Diploma may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests provided that the student meets those requirements as defined in COMAR 13A.03.03.02.

For more information visit:

[www.aacps.org/ExternalDiplomaProgram](http://www.aacps.org/ExternalDiplomaProgram)

# NCAA Eligibility (National Collegiate Athletic Association)

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

Students who intend to participate in interscholastic athletics in a Division 1 or Division 2 college or university must register with the NCAA Initial-Eligibility Clearinghouse to determine whether the student is a “qualifier” and can practice, compete, and receive athletic scholarships as a freshman.

Students are strongly encouraged to see their counselors to receive more complete information on NCAA eligibility requirements.

For more information, visit <https://web3.ncaa.org/ecwr3/>

## What are the NCAA course requirements?

Students enrolling full-time in an NCAA Division 1 or Division 2 college or university must complete 16 core courses (ten before senior year) in the subjects in the table above. Seven of the 10 courses must include a combination of English, mathematics or natural/physical science that meet the division requirements. These 10 courses become ‘locked in’ at the start of the seventh semester and cannot be retaken for grade improvement. All other students should check with their counselor for course requirements.

## What factors determine whether a student can practice, compete, and receive athletic scholarships as a college freshman?

Division 1 schools use a sliding scale to determine a student’s eligibility. The required SAT or ACT score is based on a student’s GPA (for the 16 required core courses). The higher the student’s GPA, the lower the required SAT or ACT score. However, a student must earn a minimum 2.000 GPA average in order to qualify to practice and receive scholarships. In order to be eligible to compete, a student must earn a minimum GPA of 2.300.

Division 2 schools require a student earn a minimum of a 2.000 GPA for the 16 required core courses and earn a specified score on the SAT or ACT in order to be eligible to practice, compete, and receive scholarships.

## Which courses qualify?

Courses that are NCAA approved are designated in this list of courses. The approved list of courses changes every spring. Students should work with their school counselor to make sure that the courses they choose are still accepted by the NCAA.

## What about ESOL courses?

English as a Second Language (ESOL) courses are not acceptable as NCAA Courses. However, advanced ESOL courses may be used, but must be reviewed on a case-by-case basis. Any student who wishes to have advanced ESOL courses considered must contact the college or university they will attend in order to determine initial eligibility and to begin the approval process. AACC/ECAP Impact on Athletic Eligibility  
Students participating in college courses during high school may be subject to limitations on athletic eligibility at the college level. Please check with the NCAA for additional information.

# Assessments



## Maryland Comprehensive Assessment Program

	English Language Arts/Literacy	Mathematics	Science	Social Studies
<b>General Education</b>	ELA/Literacy 10	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II</li> </ul>	Life Sciences Maryland Integrated Science Assessment (LS-MISA)	Government
<b>Alternate Assessment</b>	Alt ELA/Literacy 11	Alt Mathematics 11	Alt MISA 11	
<b>English Learners</b>	ACCESS for ELLs 9–11			
<b>Alternate Assessment</b>	Alt ACCESS for ELLs 9–12			

While attending Anne Arundel County Public Schools, your child will participate in state-mandated assessments, assessments required for high school graduation, and assessments related to advanced course work and college admissions.

Your child's academic performance is based on more than assessment scores; however, assessment results are vital to monitor student progress as well as evaluate and improve instruction and curricula to ensure student success.

### State- and Federally-Mandated Assessments

The *Maryland Comprehensive Assessment Program (MCAP)* covers state and federally mandated in English Language Arts/Literacy (ELA), Mathematics, Science, Social Studies, English Language Proficiency, and Kindergarten Readiness. MCAP also includes Alternate Assessments for selected students.

A brief description follows for each state-mandated and national assessment. Schools will notify parents with specific testing information as each date approaches. Specific questions about any of the assessments can be directed to the School Testing Coordinator at your child's school.

#### English Language Arts/Literacy

The ELA assessments are end-of-course exams given to students in grades 3–8 and 10. For the ELA assessments students will read literary and informational passages from published texts as well as engage in multi-media such as video or audio clips. Students will demonstrate their mastery of ELA standards through written responses and computer enhanced items. **The grade 10 ELA assessment is a requirement for graduation.**

#### Mathematics

The mathematics assessments are given in grades 3–8, and once in high school. Middle school students taking high school credit bearing mathematics courses (Algebra 1) will take the test aligned with that particular course. Students in grade 9 who are enrolled in the Algebra I course will take that assessment. Some students in grade 9 who are enrolled in the Geometry or Algebra II course may take that assessment. The mathematics assessment requires students to solve multi-step problems that require reasoning and address real-world situations. Students will demonstrate their ability to reason mathematically, make sense of quantities and their relationships in order to solve and show their understanding through real-world problems. **The Algebra I assessment is a requirement for graduation.**

#### Life Science Maryland Integrated Science Assessment (LS MISA)

The LS MISA is aligned with the Next Generation Science Standards and will require students in grades 5, 8, and 10 to demonstrate their ability to ask questions and define problems, plan and carry out investigations, construct explanations and design solutions, and obtain, evaluate, and communicate information. The LS MISA is designed to assess standards in Life Science. **The LS MISA will be given at the end of 10th grade and is a requirement for graduation.**

#### Social Studies

The Government Assessment is an end-of-course exam that provides students with the opportunity to demonstrate mastery of the Constitutional framework and democratic process that structures the State and National political system. **The Government assessment is a requirement for graduation.**



### ACCESS for ELLs

ACCESS for ELLs is the annual English language proficiency assessment for English learners in grades K–12. The assessment measures a student’s English proficiency levels in four domains: Speaking, Reading, Writing, and Listening. Results are reported to parents annually.

### DLM Mathematics, English Language Arts, and Science Alternate Assessment

Students with significant cognitive disabilities who meet eligibility criteria, as determined annually by the student’s IEP team, will take the DLM Assessments. These assessments allow students to demonstrate their reading, math, and science abilities in a format best designed for students with special needs and skills.

### Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is designed for English learners with significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS for ELLs assessment, even with accommodations. In order to participate in the alternate assessment, the EL student must meet certain eligibility criteria. The Alternate ACCESS for ELLs is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters.

### Bridge Plan for Academic Validation

The Bridge Plan for Academic Validation provides an opportunity for students who continually struggle to demonstrate their content knowledge and skills on the Algebra 1, and English 10, and Government assessments to meet their graduation testing requirements. Students who fail to meet the minimum passing score(s) on any of these assessments will work with a teacher to complete a Bridge Project. Bridge Projects allow students to demonstrate their content knowledge and skills through a performance-based task. Successful completion of a Bridge Project will satisfy the Maryland graduation assessment requirements for that particular subject.

## College Admissions and Preparation Tests

Note: There may be fees associated with these assessments

### Preliminary Scholastic Aptitude Test (PSAT) National Merit Scholarship Qualifying Test (NMSQT) Stategic Aptitude Test (SAT)

High school students may opt to take a number of tests offered by the College Board. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is co-sponsored by the College Board and the National Merit Scholarships Corporation. The PSAT measures critical reading, mathematics, and writing. Only students in the 11th grade may qualify for the National Merit Scholarship.

The SAT is used by many colleges and universities as part of their admissions process. The SAT measures a student’s ability to read, analyze, evaluate and comprehend challenging texts, revise and edit grammar and punctuation, use and cite textual evidence as they read and write, demonstrate skill in analyzing data, and to solve real world mathematical problems. There is a fee associated with this test.

The SAT Subject Tests indicate a student’s readiness to take college-level courses in specific subject areas. There are 20 SAT Subject Tests in the areas of English, history, science, mathematics, and language. Some colleges use subject tests to place students into appropriate courses and as an additional data point when determining college admissions.

### ACCUPLACER

Community Colleges, including Anne Arundel Community College, use the ACCUPLACER to determine student placement in English and Mathematics courses. The ACCUPLACER is required for students who want to take a community college course in high school or who plan on taking some course work after graduation at the community college. Students should see their counselors for more information.

### Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB DP) Exams

Students enrolled in AP and IB DP courses sit for the corresponding exams in May. Colleges and universities use the Advanced Placement Exam and International Baccalaureate Exam results to determine college preparedness, student motivation, and placement. Students may have the opportunity to earn credit or advanced standing at many of the nation’s colleges and universities. High school students are urged to take the AP Exam in specific subjects such as English, world languages, chemistry, history, calculus, psychology, biology, physics, economics, computer science, environmental sciences, statistics, and fine arts. With the exception of AP Studio Art, which is a portfolio assessment, each AP exam contains a free response section, and a section of multiple-choice questions. The modern language exams also have a speaking component, and the AP Music Theory exam includes an optional sight singing task. Each AP exam is given an overall score of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well-qualified to receive college credit and/or advanced placement. A fee is associated with these exams. Pending funding approval, financial assistance may be offered based on student need.

More information on the IB Diploma Programme and the IB Diploma Exams can be found in the Programs of Choice sections of this Program of Study or by contacting your school based IB Diploma Programme Coordinator. Check with the school testing coordinator at your child’s school for information on the exams and associated fees.

### ACT Exam

The ACT is a highly respected, widely accepted measure of college readiness. The ACT assesses the degree to which students are prepared for college-level work. It has four main sections—English, Reading, Math, and Science—as well as an optional writing component. All four-year universities in the United States accept the ACT, as do more than 225 universities around the world. Anne Arundel Community College also accepts the ACT, making it a valuable measure for students who want to attend almost any school. There is a fee associated with this exam.

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COLLEGE & CAREER READINESS

- Overview
- Anne Arundel Community College (AACCC)
- Becoming Career-Ready
- ACCUPLACER Quick Link for Seniors
- SAT/ACT Prep and Other College-Ready Assessment Modules and Support
- College & Career Planning Tools

WHAT IS COLLEGE & CAREER READINESS (CCR)?



Anne Arundel County Public Schools is committed to ensuring that all AACPS students graduate with the skills necessary to succeed in entry-level college coursework and the demands of the 21st century workplace. Each student will participate in an appropriate and engaging educational program that not only leads to a high school diploma, but also to success in college, career, and civic life.

Students will develop academic skills and content knowledge so that they qualify for and succeed in entry-level credit-bearing post-secondary coursework without the need for remediation. Academic and content knowledge, however, is only part of the skill set that students need to gain in order to be college and career-ready. Throughout their academic careers, students will also need to develop higher-order thinking strategies that support problem-solving and reasoning; social and emotional awareness; knowledge about and the ability to access and use resources for making decisions about life after high school; and employability and life skills, such as communication, time management, creativity, and collaboration skills.

CCR OPTIONS IN MARYLAND

- [2018-2019 AACPS CCR Options](#)
- [2016 CCR Took Kit](#)

CONTACTS

For questions about the Accuplacer Support Modules in English and Mathematics:

**Ruth Goldstraw**  
Coordinator of Secondary Mathematics  
[rgoldstraw@aacps.org](mailto:rgoldstraw@aacps.org)

**Alison Delaney**  
Coordinator of High School English  
[amdolaney@aacps.org](mailto:amdolaney@aacps.org)

For questions about AACPS College and Career Counseling:

**Susan Love**  
Coordinator of High School Counseling  
[slove@aacps.org](mailto:slove@aacps.org)

For questions about AACPS Career-Ready Programs:

**Nick Keckley**  
Coordinator of Career Technology Education  
[jkeckley@aacps.org](mailto:jkeckley@aacps.org)

To find out more about Career & College Readiness, visit [www.aacps.org/ccr](http://www.aacps.org/ccr).

If you have questions about any of the courses or programs described in this book, contact your School Counselor.

# Course Descriptions

## How to read a course description:

Course ID#	Title of Course	Credits
------------	-----------------	---------

The course description is an overview of the content of the course and may contain additional information, such as student expectations, class assignments, and details about exams and certifications.

**Prerequisite(s):** Requirements needed before a student can take this class.

**CTE—NCAA—DUAL (XX0000)—ADVT**

### This course meets the requirements of specific programs:

**CTE** — *Career and Technical Education Program*

**NCAA** — *National Collegiate Athletic Association (see page 11)*

**DUAL** — *Anne Arundel Community College Dual Credit Courses*

*A student can take an equivalent AACCC course and earn both college and high school credit (see page 9)*

**ADVT** — *Advanced Technology Course*

### Class Length and Possible Credits

**0.25sem**—A *9-week* course.

A student must take two different 0.25 credit courses in one semester.

**0.5sem**—A *one semester* course.

A student can earn a maximum of 0.5 credit.

**[FY] 0.5/sem**—A *full year* course.

A student takes this course for two semesters and can earn 0.5 credit per semester for a total of 1.0 credit.

**0.5/sem**—A *multiple semester* course.

A student can earn 0.5 credit for *each* semester the course is taken. Examples:

**Guitar 1:** up to two semesters (for 1.0 total credit)

**Guitar 2–4:** up to six semesters (for 3.0 total credits)

**Yearbook 1–4:** up to eight semesters (for 4.0 total credits)

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# High Engagement/ Passion Courses

Through the scheduling of and participation in these high engagement courses, students may pursue their passions in a 9-week block of time to explore possibilities, creativity, and interests to meet one's individual needs. These courses may serve as a launch point for further investigation or a survey of possible career paths. Each are designed to provide the student with a 23-day experience affording them the opportunity to grow in their knowledge and skill in a particular area. Coursework may contribute to meeting graduation requirements or as supplemental courses in high interest areas. These inspiring courses have been developed by educators who want to share their passion for this particular content area.

Students must pair two of these courses in one semester.

---

## Career & Technical Education

### *Global Business Connections*

*Contributes to satisfying the Elective Credit Requirements*

---

Q8404 | **Consumer Insights** 0.25qtr  
How and why do people consume products, services, and experiences? Increase your knowledge of marketing and the psychology that influences consumer influence and behavior.

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Q8434 | **Conscious Capitalism (Ethics)** 0.25qtr  
Think like a business leader by learning the four pillars of Conscious Capitalism (Ethics) and learning the role of a company in the interdependent global marketplace.

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Q845 | **Essential Computing** 0.25qtr  
Prepare for college and career by sharpening your keyboarding and software application skills using Google Suite and Microsoft Office applications.

### *Global Technology Concepts*

*Contributes to satisfying the Basic Technology Credit Requirements*

---

M8404 | **Engineering Design** 0.25qtr  
Use a project-based approach to solve engineering challenges with emphasis on the Engineering Design Process, Universal Design, hydraulics, structures and forces, and lab safety.

---

M8414 | **Designing & Prototyping** 0.25qtr  
Design and create a prototype of a product that can be packaged and advertised, after learning sketching, modeling, and photo editing to explore design elements.

---

M8424 | **Design for Manufacturing** 0.25qtr  
Learn the manufacturing process, explore its components, and use this knowledge to re-design a current product to be stronger, less expensive, and/or more sustainable.

---

M8434 | **Flight in Action** 0.25qtr  
Gain an understanding of aeronautics and in-atmosphere flight. Design and build aircraft parts to test various principles.

---

M8444 | **Practical Programming** 0.25qtr  
Build and test working models of real-world robotic challenges with 'drag and drop' programming software.

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M8454 | **Mobile Application Development (Mobile Apps)** 0.25qt  
Design, develop, test, and debug your own App creation.

### *Internship Preparation*

*Contributes to satisfying the Elective Credit Requirements*

---

S34 | **Acing the Internship** 0.25qtr  
Learn what it takes to secure the internship that best fits your interests, skills, and personality profile. Prepare your resume, cover letter, and polish your networking and interview skills.

## Preparing for Home Ownership

Contributes to satisfying the Basic Technology Credit Requirements

M8464 | **Renovation DIY—Carpentry** 0.25/qtr

Learn and practice DIY skills in a hands-on environment which can enhance your understanding of how these skills are beneficial to home ownership.

M8474 | **Renovation DIY—Plumbing and Electricity** 0.25/qtr

Use tools and machines to make minor repairs to everyday components of a home and learn how basic plumbing and electricity are integrated into home construction.

## Computer Science

### Global IT Applications

Contributes to satisfying the Elective Credit Requirements

R8404 | **Sensors & Microcontrollers** 0.25qtr

Learn the basics of Arduino microcontrollers, to build remote sensors that record data to detect and solve community problems.

R8414 | **Data Mining I** 0.25qtr

Use Problem-Based Learning to practice methods of research and use tools such as Excel to analyze, discover patterns, make predictions, and propose potential solutions to problems.

R8424 | **Python I** 0.25qtr

Learn computer programming in Python, a fun and easy coding language that is great for first-time learners.

R8434 | **Scratch** 0.25qtr

Create interactive stories and games with this visual programming language, which is a fun and exciting way to learn fundamental programming concepts.

R8444 | **Cybersecurity: Linux** 0.25qtr

Master the functionality of Linux by completing cybersecurity challenges. Build skill sets to address needs in both offensive and defensive cybersecurity.

**Note:** This course is only available online.

R8454 | **Intro to Web Development** 0.25qtr

Learn how to use HTML and CSS to develop webpages while mastering basic web development concepts and the importance of art and creativity in the design.

R8464 | **Discrete Mathematics for Computer Science** 0.25qtr

Understand and apply ideas and techniques in discrete mathematics as you solve specific, significant applications.

**Prerequisite(s):** Successful completion of Algebra 2. Concurrent enrollment in Pre-Calculus is recommended.

## Interactive Media

Contributes to satisfying the Elective Credit Requirements

R847 | **3D Augmented Reality IM** 0.25qtr

Explore, test, and create augmented reality through computer-generated perceptual information, sometimes across multiple sensory modalities, including visual, auditory, haptic, somatosensory, and olfactory, to create and interact with the real-world.

R848 | **H 3D/Virtual Reality IM** 0.25qtr

Explore, test, create, and identify game design principles, reciting common choices, styles, and/or aesthetics (e.g. visual, audial, interactive, and narrative) through learning and innovation, creativity and innovation including but not limited to thinking critically and problem solving.

## Family & Consumer Sciences

### Finance

Contributes to satisfying the Elective Credit Requirements

H80 | **Turn Wage\$ into Wealth** 0.25qtr

Learn personal financial preparedness and develop a plan for making and attaining financial goals as a young adult

**Recommended:** Grades 10–12

## Mathematics

### Math in the Word Around Us

Contributes to satisfying the Math Elective Credit Requirements

D3214 | **Function Focus: The World Around Us** 0.25qtr

Think like a mathematician as you explore how applications of mathematics relate to the environment and physical world.

**Prerequisite(s):** Algebra 1 & Geometry

D3204 | **Function Focus: Man-made Mathematics** 0.25qtr

Build on previously generalized knowledge about solving and graphing functions embedded in a variety of real-life situations.

**Prerequisite(s):** Algebra 1 & Geometry

D8404 | **Introduction to Logic: Networks and Algorithms** 0.25qtr

Develop deeper thinking and reasoning skills through Encryption Algorithms, Cryptography and Conversion of Bases and by exploring logic puzzles and games.

**Prerequisite(s):** Algebra 1 & Geometry

D8414 | **Introduction to Logic: Graph Theory and Boolean** 0.25qtr

Develop deeper thinking and reasoning skills through introductory Boolean Logic and Graph Theory as well as logic puzzles and games.

**Prerequisite(s):** Algebra 1 & Geometry

## Science

### *Plant Potential*

*Contributes to satisfying the Science Elective Credit Requirements*

C28 | **Growing Organically: A Little Dirt Never Hurt** 0.25/qtr

Design and plan a plot that incorporates sustainable water use, the local environment, and supports the health of the whole system.

C29 | **Cleaner Energy through Plants for a Cleaner World** 0.25/qtr

Explore cutting-edge technology and innovation to address their community's growing energy needs through clean renewable sources in both a laboratory and greenhouse setting.

## Social Studies

### *Contemporary World Cultures*

*Contributes to satisfying the Elective Credit Requirements*

B8404 | **Global Connections—East Asia**

How has the diverse history and culture of different regions shaped our world? Understand what lies beyond the Western tradition to better understand how East Asian culture shapes contemporary experience.

B8424 | **Global Connections—Latin America**

How has the diverse history and culture of different regions shaped our world? Understand what lies beyond the Western tradition to better understand how Latin American culture shapes contemporary experience.

*The following Global Connections courses are not currently offered but included for future planning:*

B8414 | **Global Connections—Indian Sub-Continent** 0.25qtr

B8434 | **Global Connections—Middle East** 0.25qtr

B8444 | **Global Connections—Sub-Saharan** 0.25qtr

### *Making a Difference*

*Contributes to satisfying the Science Elective Credit Requirements*

X2404 | **Take Action: Make a Difference** 0.25qtr

Become empowered to make a difference in current local issues through analyzing data, collaborating to brainstorm solutions, gain community input and develop presentations to share your learning and recommendations.

X25 | **Take Action: Community Leaders**

Explore and leverage the support and assistance of community leaders to reach real change in your community.

## Storytelling Through the Arts

*Each of these courses contributes to satisfying the Fine Arts Credit Requirements*

### *Art*

G8404 | **Writing on the Wall—  
Telling My Story Through Street Art** 0.25qtr

Create personal, expressive art that reflects your story. Examine the origin and evolution of street art and its power of self-expression.

### *Dance*

L8404 | **Dance Composition—  
Telling Stories through Movement** 0.25qtr

Experience the creative process by choreographing, performing, and recording your story for public exhibition.

### *English*

A8404 | **Telling Stories in One Act** 0.25qtr

Share your story or re-tell existing narratives through elements of theatre and drama such as basic acting skills, characterization, and improvisation.

A8414 | **Theater Technology and Management—  
The Magic That Brings the Stage to Life** 0.25qtr

Produce, program, and manage visual scenes and audio design for a live-theater production after learning how to use behind-the-scenes technology.

### *Music*

F8404 | **Modern Beats—Tell Your Story** 0.25qtr

Produce, record, and release your own song using music software that will guide you through the process of writing lyrics and creating beats that communicate your own message.

# Art (Visual Arts)

The Anne Arundel County High School visual arts program is designed to offer all students personal enrichment as well as provide a high quality, sequential program of studies for students who are planning an art or art-related career. Art courses offer opportunities to learn, explore, and concentrate on the visual art concepts while including activities in all major areas of art. The inquiry-based curriculum fosters the creative potential in each student. Critical thinking and expression of ideas in art forms will help students to appreciate the value of art in meeting 21st Century challenges, relate art to life, social and community issues. All art courses are offered on an elective basis.

Design elements and principles will be stressed along with two- and three-dimensional activities — painting, drawing, printmaking, sculpture, photography, and mixed media — at all levels. Many materials, tools and processes are used to make art so that students will: develop a knowledge of design as the basis for art work; identify design qualities in natural and man-made forms; apply skills while making art objects; judge art qualities; develop a knowledge of how to use materials, tools and techniques; and become familiar with the important role of art in the history of humankind.

## Fine Arts Graduation Requirement — 1 Credit

*Courses that meet the Fine Arts requirement can be found in the Visual Arts, Dance, English and Music program sections.*

## Foundations of Studio Art Exemption

*Students who demonstrate mastery of standards found in the Foundation of Studio Art course, through a portfolio review and assessment conducted by the Visual Arts department chairperson, may be exempted from the Foundation of Studio Art prerequisite and become eligible to enroll directly into a level 1 visual arts course.*

## High Engagement/Passion Courses

### **Storytelling through the Arts**

*Contributes to satisfying the Fine Arts Credit Requirements*

G8404   <b>Writing on the Wall— Telling My Story Through Street Art</b>	0.25qtr
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Create personal, expressive art that reflects your story. Examine the origin and evolution of street art and its power of self-expression.

G19   <b>Foundations of Studio Art</b>	0.5sem
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This course provides the foundation for the visual arts high school program of study. Students will experience a variety of media and processes while exploring two- and three-dimensional art problems in drawing, painting, printmaking, sculpture and mixed media. Critical and creative thinking skills will be integrated into all studio experiences.

G30   <b>Drawing for Fashion 1</b>	0.5sem
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The course will prepare students for further study in the area of fashion design, fashion illustration, textile design, and marketing while developing an understanding of the connection between design and drawing. Students will produce individual sketchbooks/breadth of their media experience, design concepts related to fashion design, and their growth in the drawing of the human figure. Students will be exposed to varied aspects of the fashion industry, including fashion design and related career opportunities.

**Recommended:** *Foundations of Studio Art*

G31   <b>Drawing for Fashion 2</b>	0.5sem
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The student will explore more advanced aspects of fashion illustration, fashion design, textile design, and marketing using visual arts media. Students will expand development of sketchbooks and portfolios related to fashion design and the drawing of the human figure. The resulting portfolio will show evidence of personal development through studio work, outside experiences, and sketchbook/journals. Students will be encouraged to make artistic choices that have been influenced by outstanding fashion designers leading to an individual style based on personal aesthetic criteria.

**Prerequisite(s):** *Drawing for Fashion 1*

G35   <b>Photo &amp; Digital Processes 1</b>	0.5sem
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Photography and Digital Processes 1 is the introductory class for the study of photographic processes. Use of the digital camera/device and/or analog camera and the manipulation of student generated images on the computer will serve as a basis for exploring various media. The class is structured around creating photographic or digital imaging emphasizing visual arts principles. It will introduce the student to the principles of contemporary media as a verbal and visual means of communication in today's society. Students will be challenged to solve art problems by studying the work of master photographers and digital artists. A sketchbook/journal will serve as a resource for technical information, processes, idea generation, and written commentary.

**Prerequisite(s):** *Foundations of Studio Art*

**DUAL (JG3500)**

## 20 | Art (Visual Arts)

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### G36 | **Photo & Digital Processes 2** 0.5/sem

Photography and Digital Processes 2 courses builds upon skills, concepts and techniques developed in Photography and Digital Processes 1. Through experimentation, observation, and teacher direction, students will be challenged to create expressive works influenced by master contemporary photographers, digital artists, and other career connections. Students will expand their repertoire of software, styles, and techniques. Student's original photographs serve as a source of ideas. All digital imaging should come from student generated artwork/ photography or family archival photographs. Further exploration of the Adobe Creative Cloud is part of the photographic process of the course. The curriculum is aligned with the MD State Dept. of Education Visual Arts Standards while embedding 21st century skills.

**Prerequisite(s):** *Photo & Digital Processes 1*

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### G37 | **Honors Photo & Digital Processes 3** 0.5/sem

Photography and Digital Processes 3 builds upon skills, concepts, and techniques developed in Photography and Digital Processes 2. Students will solve different kinds of non-familiar problems in both conventional and innovative ways. Students will maintain a portfolio to include a concentration, and depth and breadth sections. Emphasis is placed on developing a personal vision and voice in their work. Students will continue to expand their repertoire of software, styles, and techniques as well as exploring other digital imaging devices. The curriculum is directly aligned with the MD State Dept. of Education Visual Arts Standards while embedding 21st century skills. Students will develop and demonstrate knowledge of content specific, academically based, and cross-curricular vocabulary and themes.

**Prerequisite(s):** *Photo & Digital Processes 2*

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### G45 | **Studio 1: 2D Art** 0.5/sem

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

**Prerequisite(s):** *Foundations of Studio Art*

**DUAL (JG4500)**

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### G46 | **Studio 2: 2D Art** 0.5/sem

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

**Prerequisite(s):** *Studio 1: 2D Art*

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### G47 | **Honors Studio 3: 2D Art** 0.5/sem

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

**Prerequisite(s):** *Studio 2: 2D Art*

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### G48 | **AP Studio Art 2D Design** [FY] 0.5/sem

Students in this course develop their 2-D Design Portfolio according to the requirements of the College Board's Advanced Placement Program. Portfolios will be developed that demonstrate a concentration, breadth and quality. Students will be encouraged to submit a portfolio for Advanced Placement credit.

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### G55 | **Studio 1: 3D Art** 0.5/sem

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

**Prerequisite(s):** *Foundations of Studio Art*

**DUAL (JG5500)**

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### G56 | **Studio 2: 3D Art** 0.5/sem

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

**Prerequisite(s):** *Studio 1: 3D Art*

**DUAL (JG5600)**

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### G57 | **Honors Studio 3: 3D Art** 0.5/sem

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

**Prerequisite(s):** *Studio 2: 3D Art*

**DUAL (JG5700)**

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### G637 | **Honors Art Portfolio Development & Studio Practices** 0.5/sem

This course is designed for students who have received continuous instruction in visual arts. This course offers a creative environment which is structured to facilitate students as they continue working in the arts and are preparing to enter colleges and art schools. Through the assembly of a portfolio, students examine a body of work created through creative problem solving that includes personal aesthetic choices and variety of media. Students' analysis skills are developed through critiques, as they articulate the aesthetic characteristics and meaning of personal, peer, and master artworks.

**Prerequisite(s):** *Foundations of Studio Art*

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### G58 | **AP Studio Art 3D Design** [FY] 0.5/sem

Students in this course develop their 3-D Design Portfolio according to the requirements of the College Board's Advanced Placement Program. Portfolios will be developed that demonstrate a concentration, breadth and quality. Students will be encouraged to submit a portfolio for Advanced Placement credit.





# Career & Technical Education

Career and Technical Education courses are designed to provide challenging opportunities for students to develop knowledge and skills in a career field. Students may use this acquired knowledge for entry-level employment and/or further education at a college, technical or business school, or an apprenticeship program. Courses are offered at the high schools and at the Centers of Applied Technology. For additional information, see the *Programs of Choice* section or *Career Completer* section.

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## Business

*Business today is integrated. What does that really mean? It means that with all the technical advances and increasing globalization, new challenges and unanticipated questions arise. Business professionals need to understand the big picture of business and finance to anticipate and address these types of new challenges. A business executive needs to understand marketing, legal and management, finances, as well as possess technical literacy. Business education courses prepare students to continue their education at a postsecondary institution or begin employment immediately after high school.*

### High Engagement/Passion Courses

#### Global Business Connections

*Contributes to satisfying the Elective Credit Requirements*

<b>Q8404   Consumer Insights</b>	<b>0.25qtr</b>
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How and why do people consume products, services, and experiences? Increase your knowledge of marketing and the psychology that influences consumer influence and behavior.

<b>Q8434   Conscious Capitalism (Ethics)</b>	<b>0.25qtr</b>
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Think like a business leader by learning the four pillars of Conscious Capitalism (Ethics) and learning the role of a company in the interdependent global marketplace.

<b>Q845   Essential Computing</b>	<b>0.25qtr</b>
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Prepare for college and career by sharpening your keyboarding and software application skills using Google Suite and Microsoft Office applications..

#### Internship Preparation

*Contributes to satisfying the Elective Credit Requirements*

<b>S34   Acing the Internship</b>	<b>0.25qtr</b>
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Learn what it takes to secure the internship that best fits your interests, skills, and personality profile. Prepare your resume, cover letter, and polish your networking and interview skills.

<b>Q01   Principles of Accounting and Finance</b>	<b>[FY] 0.5/sem</b>
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Students are introduced to accounting through manual and computer processes in the basic accounting cycle, including accounting for payroll, merchandising, special procedures, and partnerships. Excel spreadsheets, internet connection activities, and/or accounting software with QuickBooks are used to reinforce learned concepts.

**CTE--DUAL (JQ0101)**

<b>Q02   Honors Accounting 2</b>	<b>[FY] 0.5/sem</b>
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Students apply accounting methods to partnerships and corporations. QuickBooks software and simulations are included for students to apply accounting principles and procedures. Students taking this course are eligible to participate in a paid or unpaid internship.

**Prerequisite(s):** *Principles of Accounting and Finance*

**CTE**

**Q03 | Honors Accounting 3** [FY] 0.5/sem

This is an advanced course using a college textbook. This course builds on skills acquired in Honors Accounting 2. Students use manual and computerized (QuickBooks) accounting methods to practice and apply accounting skills and competencies to business activities.

**Prerequisite(s):** *Honors Accounting 2*

**CTE**

**Q20 | Principles of Business Management & Entrepreneurship** [FY] 0.5/sem

This course provides a foundational understanding of the role of business in a global society. Students will learn to analyze the functions of business, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Students will explore entrepreneurial concepts to generate business ideas as well as the ability to plan and manage projects in order to achieve objectives. Students will learn Microsoft Office skills to generate business communications and forms. This course includes development of communication skills necessary for success in the workplace and college.

**CTE—DUAL (JQ2001)**

**Q61 | Honors Business Management** 0.5sem

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

**CTE—DUAL (JQ6100)**

**Q34 | Honors Entrepreneurship** 0.5sem

Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Students will benefit from developing an appreciation for and understanding of entrepreneurship in our economy. The entrepreneurship course integrates the functional areas of business—accounting, finance, marketing, and management—and the legal and economic environments in which any new venture operates. Entrepreneurship begins with developing an appreciation for the “entrepreneurial mindset” and for the fundamentals of beginning a new business venture.

**CTE—DUAL (JQ3400)**

**Q30 | Honors Marketing 1** [FY] 0.5/sem

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

**CTE—DUAL (JQ3001)**

**Q31 | Honors Marketing 2** [FY] 0.5/sem

Advertising, display, sales promotions, marketing, and operations are emphasized in this course. The economics of distribution, market research, and data processing in marketing and management occupations are included. Seniors may also participate in a paid or unpaid internship.

**Prerequisite(s):** *Honors Marketing 1*

**CTE—DUAL (JQ3400)**

**Q40 | Honors Business Administration Services** [FY] 0.5/sem

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

**Prerequisite(s):** *Introduction to Microsoft® Office, Microsoft® Office Applications (xls/dbf), Microsoft® Office Applications (doc/ppt)*

**CTE—DUAL (JQ4001)**

**Q63 | Business and Personal Finance** 0.5sem

This course covers the fundamentals of business finance, from business ownership and financial planning to the basics of financial accounting. Students will also learn important consumer topics including budgeting and money management, banking and credit, saving and investing, and strategies for protecting financial resources.

**CTE**

**Q50 | Introduction to Microsoft® Office** 0.5sem

Students will explore the concepts of word processing, databases, spreadsheets, introductory presentations and the common features of all applications. The course provides students with the basic skills needed to format academic papers and presentations. The information and skills that students learn in this introductory course prepares them for their future studies in Microsoft® Office Applications (doc/ppt) and Microsoft® Office Applications (xls/dbf).

**CTE—DUAL (JQ5000)**

**Q64 | Microsoft® Office Applications (xls/dbf)** 0.5sem

In this course students will develop advanced skills using spreadsheets and database software. Using Microsoft® Office Excel and Access, students will acquire skills that will prepare them for future academic and workforce opportunities. The course will provide Microsoft® Office Specialist (MOS) certification opportunities which provide industry-leading assessments of skills and knowledge.

**Prerequisite(s):** *Introduction to Microsoft® Office*

**CTE—DUAL (JQ6400)**

**Q71 | Microsoft® Office Applications (doc/ppt)** 0.5sem

In this course students will develop advanced document, word processing and presentation skills. Using Microsoft® Office Word and PowerPoint, students will acquire skills that will prepare them for future academic and workforce opportunities. The course will provide Microsoft® Office Specialist (MOS) certification opportunities which provide industry-leading assessments of skills and knowledge.

**Prerequisite(s):** *Introduction to Microsoft® Office*

**Q22 | Career Connections** [FY] 0.5/sem

Learning about careers and gaining real-world job experience provides great preparation to high school students as they plan their futures. Students in this course will learn how to effectively plan for their future incorporating both employment, education and training goals, build financial literacy skills, and integrate Maryland’s Skills for Success as they begin to manage their career and educational choices. A variety of career and interest assessments, as well as portfolio development, and workplace readiness skills prepare students for the work-based learning/internship experience.

**CTE—DUAL (JQ2201)**

**Q83 | Career Transitions** [FY] 0.5/sem

Students in this course will apply the knowledge gained in Career Connections to the practical experience of their Internship/ work-based learning placement. Students will continue to research and refine their career options through the process of self-awareness, career awareness, exploration, and preparation. In addition, students will learn how to meet employer's expectations, use skills on the job, communicate effectively in the workplace, and learn to manage their personal finances. They will learn the components of the financial planning process as well as apply financial literacy skills towards managing personal finances.

**Prerequisite(s):** Q22 Career Connections.

**Concurrent enrollment:** S249 Workplace Immersion (Student must intern 135 hours at an approved site).

**Q70 | Professional Career Experience** [FY] 1.0/sem

Experiences in careers are an important element of the development process. This course is not the same as a short-term job; it has structured learning goals, provided supervision and offers an experiential learning component that can strengthen a resume. Career Experiences can expand knowledge of oneself and provide students with insight to the career fields that interest them. Students will also gain marketable skills related to the field and make important contacts. This course allows students to apply classroom knowledge in the workplace. A minimum of 135 hours required.

**Prerequisite(s):** Teacher recommendation and approval from Internship Supervisor. Student must provide their own transportation.

**Q12 | Business Law** 0.5sem

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

**DUAL (JQ1200)**

**Q87 | Department Aide—Business** No credit

Business Aide courses offer students the opportunity to assist instructors in preparing and organizing course curricula. Students may provide tutorial or instructional assistance to other students.

## Computer Science

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

### High Engagement/Passion Courses

#### Global IT Applications

*Contributes to satisfying the Elective Credit Requirements*

**R8404 | Sensors & Microcontrollers** 0.25qtr

Learn the basics of Arduino microcontrollers, to build remote sensors that record data to detect and solve community problems.

**R8414 | Data Mining I** 0.25qtr

Use Problem-Based Learning to practice methods of research and use tools such as Excel to analyze, discover patterns, make predictions, and propose potential solutions to problems.

**R8424 | Python I** 0.25qtr

Learn computer programming in Python, a fun and easy coding language that is great for first-time learners.

**R8434 | Scratch** 0.25qtr

Create interactive stories and games with this visual programming language, which is a fun and exciting way to learn fundamental programming concepts.

**R8444 | Cybersecurity: Linux** 0.25qtr

Master the functionality of Linux by completing cybersecurity challenges. Build skill sets to address needs in both offensive and defensive cybersecurity.

**Note:** *This course is only available online.*

**R8454 | Intro to Web Development** 0.25qtr

Learn how to use HTML and CSS to develop webpages while mastering basic web development concepts and the importance of art and creativity in the design.

**R8464 | Discrete Mathematics for Computer Science** 0.25qtr

Understand and apply ideas and techniques in discrete mathematics as you solve specific, significant applications.

**Prerequisite(s):** *Successful completion of Algebra 2. Concurrent enrollment in Pre-Calculus is recommended.*

**R18 | Honors Computer Science Programming—Java** 0.5sem

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

**Prerequisite(s):** *Algebra 1 and Geometry (C or better in both)*

**CTE–DUAL (JR1800)**

**R06 | Foundations of Computer Science** [FY] 0.5/sem

This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, this course is designed to focus on the conceptual ideas of computing and help students understand how certain tools or languages are utilized to solve particular problems. This course covers a broad range of topics in computing such as software & app development, data theory & analysis, cryptography, computer hardware, web development and the global impacts of computing.

**CTE**

**R04 | AP Computer Science Principles** [FY] 0.5/sem

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. This course introduces students to a wide range of computational topics in 7 categories: Algorithms, Abstraction, Data & Information, Programming, Global Impact of Digital Technology, Creativity, & The Internet. AP Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous yet manageable curriculum that aims to broaden participation in computer science. This course is intended to prepare students for the AP Computer Science Principles Exam. This course meets the basic technology graduation requirement.

**CTE**

**R20 | AP Computer Science A** [FY] 0.5/sem

This course serves as an introduction to object-oriented programming using the Java programming language. Topics covered include input/output, conditionals, loops, functions/methods, basic data structures, and advanced object-oriented programming concepts. The course is intended to prepare students for the AP Computer Science A Exam for college credit.

**Prerequisite(s):** *Algebra 2 (B or better) or concurrent enrollment in Algebra 2*

**Recommended:** *Honors Computer Science Programming—Java  
AP Computer Science Principals Principles*

**CTE**

**R22 | C++ with Gaming** [FY] 0.5/sem

This advanced programming course will introduce students to advanced programming concepts through video-game design. Students will get hands on experience using the C++ language to develop games and visual presentations. Student will also become familiar with the software design and development standards.

**Prerequisite(s):** *AP Computer Science A*

**Q77 | Web Development** 0.5sem

Students will explore fundamentals of web design, software development, and data collection in a fun project-based curriculum using HTML, CSS and JavaScript. Students will begin to explore how to create dynamic, functional webpages and websites.

**DUAL (JQ7700)**

**Q78 | Advanced Web Development 1** 0.5sem

*Students will continue to explore the fundamentals of web design, software development and data collection in a project-based curriculum with a heavier focus on JavaScript and user interface design.*

**Prerequisite(s):** *Web Development or Intro to Web Development (0.25)*

**CTE–DUAL (JQ7800)**

**Q79 | Honors Advanced Web Development 2** 0.5sem

Students will explore advanced concepts of web design, software development and data collection in a project-based curriculum with a heavy focus on advanced JavaScript, the most widely used programming language in the world. Students will use JavaScript and multiple libraries to create professional web pages that engage and interact with the users.

**Prerequisite(s):** *Advanced Web Development 1*

**CTE**

## Family & Consumer Sciences

Family and Consumer Sciences courses prepare students for the work required in family life and careers based on family and consumer sciences skills. All courses are part of the elective offerings and are open to all students.

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

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

### High Engagement/Passion Courses

#### Finance

Contributes to satisfying the Elective Credit Requirements

#### H80 | Turn Wage\$ into Wealth 0.25qtr

Learn personal financial preparedness and develop a plan for making and attaining financial goals as a young adult

Recommended: Grades 10–12

#### H20 | Child Development 1 [FY] 0.5/sem

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

**CTE–DUAL (JH2000)**

#### H21 | Child Development 2 [FY] 0.5/sem

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

Prerequisite(s): *Child Development 1 (C or better)*

**CTE–DUAL (JH2100)**

#### H22 | Honors Child Development 3 [FY] 0.5/sem

Students will learn about the growth and development of children from birth to age six. This course is designed for students who wish to pursue a career in the early childhood professions. While continuing to teach in the preschool, the student will learn about the administrative responsibilities of operating a childcare center. Students have the opportunity to earn the Maryland 90 Clock Hour Certification.

Prerequisite(s): *Child Development 2 (C or better)*

#### H40 | Child Growth and Development [FY] 0.5/sem

This course focuses on child development birth through adolescence. Emphasis on theories of development, the role of caregivers, family, health, safety and contemporary issues. Students will explore special challenges to growth and development and will have opportunities for guided observation of children in a variety of settings. Students will begin to compile artifacts and written competency statements that are aligned with the required Child Development Associate (CDA) portfolio guidelines for infant and toddler care. Explore career pathways in Early Childhood Education and Child Care. Crofton High School only.

#### H41 | Learning Environment: Emphasis on Preschool [FY] 0.5/sem

This year long course focuses on learning environments for preschool care. Discover the relationship of health, nutrition and safety to learning. Students will establish and maintain a safe, healthy learning environment that provides appropriate mealtime experience and promotes good nutrition for preschool care. Students will continue to explore physical, intellectual, communication and creative competencies for preschool child-care. The preschool classroom environment will support social and emotional development and provide opportunities for positive guidance. Students will continue to develop components of a professional CDA Preschool portfolio. Crofton High School only.

#### H42 | Establishing a Purposeful Program: Emphasis on Preschool [FY] 0.5/sem

This year long course focuses on establishing positive, responsive, and cooperative relationships with families. Students will explore the local social service, health and education resources of the community and be able to recommend home activities to support preschool development. Students will observe, document and assess preschool early childhood development using multiple sources of evidence to set goals and develop lesson plans accordingly. Students will become familiar with local child-care regulations and adhere to professional mandated reporting requirements related to abuse and neglect. Students will continue to develop components of a professional CDA preschool portfolio. Crofton High School only.

#### H81 | Introduction to Teaching Profession [FY] 0.5/sem

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

**CTE–DUAL (JH8101)**

#### H26 | Child Development Internship 1.0sem

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

Prerequisite(s): *Honors Child Development 3 or concurrently enrolled in Honors Child Development 3. Approved curricular goals and outcomes. Students must provide transportation and meet the requirements of the internship program.*

**CTE**

#### H25 | Decisions for Responsible Parenting 0.5sem

Learn about one of the most important jobs you will ever have—being a parent. Learn about parenting from the prenatal stage through adolescence.

Recommended: *Grades 10–12 only.*

#### H30 | Fashion Design 1 0.5sem

This course introduces students to designing and making garments and accessories. Individualized projects will be used to further develop the student's skills. Lab fee charged.

**H31 | Fashion Design 2** 0.5sem

This course introduces students to the intermediate techniques associated with fashion design and the principles of clothing construction and accessories. Individualized projects will be used to further develop the student's skills. Lab fee charged. Articulation with Stevenson University is available.

**Prerequisite(s):** *Fashion Design 1*

**H10 | Honors Nutrition—A** 0.5sem

Students will study the science of nutrition as it relates to individual food choices that maximize healthy behaviors for a lifetime. Topics include food safety and sanitation, the digestion process, the macro nutrients and MyPlate. Students will understand the concepts they are learning in their classroom lessons while perfecting skills in the art of producing nutritious, appealing recipes. Practical lessons will involve lab work. Students who successfully complete Honors Nutrition A & B and pass the final exam with at least a C may earn articulated credit in the Dietetics Program while enrolled at the University of Maryland Eastern Shore.

**H11 | Honors Nutrition—B** 0.5sem

Students continue to build on the skills and healthy food preparation techniques developed in Honors Nutrition A. Topics include the remaining micronutrient components of food along with obesity, eating disorders, wellness throughout the life cycle and prevention of chronic diseases. Issues facing society will include food safety, technology, use of supplements and botanicals. Emphasis is placed on dispelling common nutrition myths and on questioning nutrition information presented in the media. Students will understand the concepts they are learning in their classroom lessons while perfecting skills in the art of producing delicious, nutritious recipes. Students who successfully complete Honors Nutrition A & B and pass the final exam with at least a 'C' may earn articulated credit in the Dietetics Program while enrolled at the University of Maryland Eastern Shore.

**Prerequisite(s):** *Honors Nutrition A*

**H77 | Honors Culinary Skills and Hospitality Management 1** [FY] 0.5/sem

During the first semester of this course, students will be introduced to professional food preparation, food safety/sanitation, customer service relations and kitchen essentials. In the second semester students will be exploring a variety of culinary topics such as soups/stock/sauces, salad, sandwiches and a variety of cooking methods. The year will conclude with customer service, management essentials and foodservice careers. All students are expected to take the Level 1 exam towards the ProStart National Certificate of Achievement and the ServSafe certification exam.

**Prerequisite(s):** *Honors Nutrition A (C or better)*

**CTE—DUAL (JH7701)**

**H78 | Honors Culinary Skills and Hospitality Management 2** [FY] 0.5/sem

Students will continue to explore a variety of food topics such as breakfast foods, eggs/ dairy, fruits/vegetables, potatoes/grains/pasta, meat/poultry/seafood and baking/desserts. They will also learn to apply topics such as purchasing/inventory, marketing, cost control, and sustainability to their lab experiences. Students are expected to take the Level 2 exam. Successful completion of the Level 1 and 2 exams in conjunction with the ProStart work experience will enable the student to earn the ProStart National Certificate of Achievement. *Up to a possibility of 7 articulated with AACC—see teacher for more information.*

**Prerequisite(s):** *Honors Culinary, Hospitality Management 1 (C or better)*

**CTE—DUAL (JH7801)**

**H79 | Honors Culinary Skills and Hospitality Management 3** [FY] 0.5/sem

This course will focus on hands-on, industry application of the skills students acquired in CSHM 1 & 2. Students will have teacher-guided freedom to develop and cost menus, market their ideas and prepare/deliver a variety of weekly items. Students may also be afforded the opportunity to cater for in-house events. This course will allow students to apply the skills they acquired and take them to the next level by incorporating them for start to finish in this class.

**Prerequisite(s):** *Honors Culinary Skills and Hospitality Management 2 (C or better)*

**H74 | Prostart WBL** [FY] 1.0/sem

Seniors who have completed the required courses Honors Culinary Skills & Hospitality Management 1 and 2 must complete one of the following:

- 270 hours work-based learning for AACPS completer, or
- 400 hours internship for ProStart Certification.

Students seeking an internship experience must have excellent attendance and the recommendation of the ProStart teacher.

**Prerequisite(s):** *Culinary Skills & Hospitality Management 1 & 2 ProStart Completer. Students must provide transportation and meet the requirements of the internship program.*

**CTE**

**H87 | Department Aide—FACS** No credit

Family and Consumer Science Aide courses offer students the opportunity to assist instructors in preparing and organizing course curricula. Students may provide tutorial or instructional assistance to other students.

## Technology & Engineering Education

*Technology & Engineering Education is an applied education program that relies on project-based learning to prepare students to be technologically literate. Through participation in “hands-on” experiences in various technical environments students will see the connection that exists between technology, math, science, and engineering concepts. They will also utilize the design process to effectively solve “real-world” problems. Technology & Engineering education courses are both required and elective. **One basic Technology & Engineering Education credit is required for graduation.** The program is composed of introductory courses and advanced courses. Some courses are only offered at specific high schools. Students can become eligible to receive college credits or industry certifications upon successful completion of required coursework in the Technology & Engineering Education program.*

*The following courses can be taken for Advanced Technology credit:*

### Advanced Technology & Engineering Courses

- M10 | **Digital Design**
- M11 | **Video Production**
- M13 | **Technological Design 1**
- M14 | **Technological Design 2**
- M16 | **Introduction to Robotics Engineering**
- M18 | **Energy/Power/Transportation**
- M20 | **Engineering Design/CAD 1**
- M21 | **Engineering Design/CAD 2**
- M22 | **Architect Design/Development 1**
- M23 | **Architect Design/Development 2**
- M32 | **Technology of Flight**
- M42 | **Manufacturing & Construction Technology**
- M52 | **Marine Technology**

## High Engagement/Passion Courses

### Global Technology Concepts

*Contributes to satisfying the Basic Technology Credit Requirements*

M8404   <b>Engineering Design</b>	0.25qtr
Use a project-based approach to solve engineering challenges with emphasis on the Engineering Design Process, Universal Design, hydraulics, structures and forces, and lab safety.	
M8414   <b>Designing &amp; Prototyping</b>	0.25qtr
Design and create a prototype of a product that can be packaged and advertised, after learning sketching, modeling, and photo editing to explore design elements.	
M8424   <b>Design for Manufacturing</b>	0.25qtr
Learn the manufacturing process, explore its components, and use this knowledge to re-design a current product to be stronger, less expensive, and/or more sustainable.	
M8434   <b>Flight in Action</b>	0.25qtr
Gain an understanding of aeronautics and in-atmosphere flight. Design and build aircraft parts to test various principles.	
M8444   <b>Practical Programming</b>	0.25qtr
Build and test working models of real-world robotic challenges with ‘drag and drop’ programming software.	
M8454   <b>Mobile Application Development (Mobile Apps)</b>	0.25qtr
Design, develop, test, and debug your own App creation.	
<b>Preparing for Home Ownership</b>	
<i>Contributes to satisfying the Basic Technology Credit Requirements</i>	
M8464   <b>Renovation DIY—Carpentry</b>	0.25/qtr
Learn and practice DIY skills in a hands-on environment which can enhance your understanding of how these skills are beneficial to home ownership.	
M8474   <b>Renovation DIY—Plumbing and Electricity</b>	0.25/qtr
Use tools and machines to make minor repairs to everyday components of a home and learn how basic plumbing and electricity are integrated into home construction.	

M10   <b>Digital Design</b>	0.5sem
This course develops skills and knowledge in the use of information and communication technology. Course topics include graphic arts design, screen printing, digital photography, corporate & desktop publishing, media production, computer graphics & imaging.	

**ADVT**



**M11 | Video Production** 0.5sem

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

**ADVT****M13 | Technological Design 1** 0.5sem

Students experience exciting activities in the areas of entertainment, recreation and information technologies. Students work in engineering teams to apply technology, science, and mathematics concepts and skills to solve design problems and create innovative solutions. Students will use criteria such as design effectiveness, public safety, and ethics to evaluate their designs.

**ADVT****M14 | Technological Design 2** 0.5sem

This course provides the student with the opportunity to use the engineering design process to solve complex issues in the areas of medical and biotechnology fields. Working in teams, students will identify the problem, engineer a solution and report findings. The activities allow students to choose their place on an engineering team and contribute their talents to accomplish the ultimate goal.

**Prerequisite(s):** *Technological Design 1***ADVT****M16 | Introduction to Robotics Engineering** 0.5sem

The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics, focusing on robots and illustrations of current state of the art research and applications. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex VEX-based robots, culminating in an end of semester robot contest. This course introduces fundamental concepts in robotics. In this course, basic concepts will be discussed, including sensors, path planning, kinematics, feedback, stressing the importance of integrating sensors, effectors, and control.

**ADVT****M18 | Energy/Power/Transportation** 0.5sem

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

**ADVT****M20 | Engineering Drawing & Design/CAD 1** 0.5sem

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

**CTE-ADVT****M21 | Engineering Drawing & Design/CAD 2** 0.5sem

This course is intended to continue the development of the student's competencies in the language of engineering but with an increased emphasis on developing an in-depth understanding of specialty topics such auxiliary representation, intersections & development, threads & fasteners, assembly drawing, charts, graphs & diagrams. Although instrument drawing will continue, increased understanding of CAD operations & techniques will be developed.

**Prerequisite(s):** *Engineering Drawing & Design/CAD 1***CTE-ADVT****M22 | Architect Design/Development 1** 0.5sem

This course provides students with an opportunity to develop skills in the preparation of architectural plans using some traditional technical drawing equipment as well as computer aided design (CAD) applications such as Autodesk Revit. This course is an advanced level course for those students that are interested in a technology-based career path such as civil engineering, architecture, construction, construction supervision, and technical design.

**Recommended:** *Engineering Drawing & Design /CAD 1***DUAL (JM2200)-ADVT****M23 | Architect Design/Development 2** 0.5sem

This course is intended to continue the development of competencies learned in level 1 while refining and enhancing their drawing skills through continued practice and more rigorous experiences with CAD software and content specific to detail drawing, pictorial rendering, and model building. Students that complete Engineering Drawing/ CAD & Design 1 & 2 and complete Architect Design/Development 1 & 2 with at least a B average may qualify to receive Anne Arundel Community College credit.

**Prerequisite(s):** *Architect Design/Development 1***DUAL (JM2300)-ADVT****M25 | Honors Principles of Engineering** [FY] 0.5/sem

This course provides an overview of engineering and engineering technology and includes the development of problem-solving skills used to solve real-world engineering problems. The course of study includes: Overview & Perspective of Engineering, Design Process, Communication & Documentation, Engineering Systems & Manufacturing Processes, Materials & Materials Testing, Thermodynamics, Engineering for Quality & Reliability, and Dynamics. Available at North County, Chesapeake Science Point, Crofton, Glen Burnie, Meade, Severna Park and South River High Schools only.

**Recommended:** Algebra 1**CTE****M26 | Honors Engineering Design (IED)** [FY] 0.5/sem

This course is part of the PLTW pre-engineering program of study and is a course that develops student's problem-solving skills with emphasis on visualization and communication skills using AutoCAD Inventor 3-D solid modeling software. Topics of study include: Introduction to Design, Student Portfolio Development, Sketching & Visualization, Geometric Relationships, Modeling, Assembly Modeling, Properties of Materials, Model Documentation, Presentation, Production, and Marketing. Available at Crofton, Glen Burnie, Meade, Severna Park and South River High Schools only.

**CTE**

## 30 | Career & Technical Education

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### M27 | **Honors Digital Electronics** [FY] 0.5/sem

This course is the third course of a pre-engineering completer program known as Project Lead the Way. In this course, students investigate topics in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Available at Crofton, Glen Burnie, Meade, Severna Park and South River High Schools only.

**Prerequisite(s):** *Honors Principles of Engineering and Honors Engineering Design (IED)*

**CTE**

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### M28 | **Honors Computer Integrated Manufacturing** [FY] 0.5/sem

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

**Prerequisite(s):** *Honors Principles of Engineering, Honors Engineering Design (IED)*

**CTE**

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### M29 | **Honors Environmental Sustainability** [FY] 0.5/sem

Students in this course investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges. Available at Glen Burnie only.

**Prerequisite(s):** *Honors Principles of Engineering and Honors Engineering Design (IED)*

**CTE**

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### M30 | **Honors Aerospace Engineering** [FY] 0.5/sem

This is a Project Lead the Way (PLTW) course that will introduce students to the world of aeronautics, flight, and engineering. Students will apply scientific and engineering concepts to design materials and process that directly measure, repair, improve, and extend systems in different environments. The curriculum sequence includes experiences from the diverse fields of Aeronautics, Aerospace Engineering and related areas of study such as aerospace information systems, star sailing or astronautics rocketry, propulsion, and the physics of space science, space life sciences (BioSpace), principles of aeronautics, structures and materials, and systems engineering. Available at Meade, Severna Park, and South River High Schools only.

**Prerequisite(s):** *Honors Principles of Engineering and Honors Engineering Design (IED)*

**Recommended:** *Algebra 2*

**CTE**

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### M32 | **Technology of Flight** 0.5sem

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

**ADVT**

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### M42 | **Manufacturing & Construction Technology** 0.5sem

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

**ADVT**

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### M44 | **Honors Engineering Design & Development (EDD)** [FY] 0.5/sem

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

**Prerequisite(s):** *Honors Principles of Engineering, Honors Engineering Design (IED), and Honors Digital Electronics*

**CTE**

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### M49 | **Honors Civil Engineering & Architecture** [FY] 0.5/sem

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students. Available at Crofton, Meade, Severna Park and South River High Schools

**Prerequisite(s):** *Honors Principles of Engineering and Honors Engineering Design (IED)*

**CTE**

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### M52 | **Marine Technology** 0.5sem

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

**ADVT**

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### M35 | **Honors Principles of Biomedical Science** [FY] 0.5/sem

This course introduces the biomedical sciences through exciting hands-on projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. Available at Glen Burnie and Northeast High School only.

**CTE**

**M36 | Honors Human Body Systems** 0.5sem

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

**Prerequisite(s):** *Honors Principles of Biomedical Sciences*

**CTE****M37 | Honors Medical Interventions** [FY] 0.5/sem

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

**Prerequisite(s):** *Honors Principles of Biomedical Sciences*

**CTE****M39 | Honors Biomedical Innovations (BI)** [FY] 0.5/sem

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution. **Prerequisite(s):** Honors Principles of Biomedical Sciences (PBS), Honors Human Body Systems (HBS), Honors Medical Interventions (MI).

**M77 | Introduction to Construction Design and Management** [FY] 0.5/sem

This course provides an overview of the design and construction process as well as an introduction to the many career options within the field of construction. Students will be introduced to core concepts in design and construction including construction methods and materials; fundamental elements of design; and innovative technologies including Green Construction and Design. Students will be introduced to design software as they complete basic design projects, such as a bridge design, floor plans and elevation plans. This course also includes career exploration activities and research regarding the construction industry. Available at Arundel High School only.

**CTE****M78 | Principles of Construction Design** [FY] 0.5/sem

This course provides students with an in-depth understanding of the construction design process. Students will complete a series of increasingly complex construction design projects in which they incorporate all aspects of the construction process, including zoning and regulation requirements; construction methods and materials, energy conservation; surveying; and project planning. Students will use design software to generate site plans (topography) as well as detailed building plans. Portfolios are used to show the developmental stages of a design project. Students will work in teams to develop each aspect of a construction project including developing a proposal, site plans, and construction management documents. Available at Arundel High School only.

**Prerequisite(s):** *Introduction to Construction Design and Management*

**CTE****M79 | Honors Advanced Design and 3-D Modeling** [FY] 0.5/sem

Students will work in teams to fully develop designs and a construction management plan for a pre-determined site. In this year-long project, students begin with the legal description and topography of the site and create a proposal for development. The construction design project must meet the client's needs, budget, and the site characteristics. Students will generate a series of plans to be included with the proposal for submission to an industry review panel for approval. Upon completion of the course, students will demonstrate advanced design/drafting skills and be prepared for the AutoCAD certification exam. Available at Arundel High School only.

**Prerequisite(s):** *Introduction to Construction Design and Management and Principles of Construction Design*

**CTE****M80 | Honors Advanced Construction Management** [FY] 0.5/sem

This course builds on an understanding of the construction design process to advanced knowledge and skill in construction management. In this course, students will be required to work in teams to complete a project from existing plans. The year-long project will focus on building codes and standards, coordination of the construction process, estimating, planning and scheduling; and site management. Students will complete a portfolio of their design and construction management projects for review by an industry panel. Available at Arundel High School only.

**Prerequisite(s):** *Introduction to Construction Design and Management and Principles of Construction Design*

**CTE****M53 | Introduction to Agriculture, Food & Natural Resources** [FY] 0.5/sem

This course will introduce students to Agriculture, Food, and Natural Resources with "hands-on" activities and projects. Students' experiences will involve the study of communication, sciences of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Students will also explore career and post-secondary opportunities in each area of the course. This course is part of the Curriculum for Agricultural Science Education (CASE). Available at Southern High School and Phoenix Academy only.

**CTE****M54 | Honors Principles of Agricultural Sciences/Plants** [FY] 0.5/sem

This course will introduce students to the principles of Agricultural Science and plants. Students' experiences will involve the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will research the value of plant production and its impact on the individual, the local, and the global economy. This course is part of the Curriculum for Agricultural Science Education (CASE). Available at Southern High School and Phoenix Academy only.

**Prerequisite(s):** *Introduction to Agriculture, Food and Natural Resources*

**CTE**



# Dance

In Anne Arundel County, all Dance courses are offered on an elective basis for Fine Arts credit, Physical Education elective credit, or General Elective credit, based on the student's academic needs. Dance courses include studies in the major areas of dance — technique, history, creating original dance movement, the choreographic process, aesthetic criticism, and performance. The National Core Arts Standards and the Maryland State Dance Standards are the basis for the high school dance curriculum that includes creative thinking, expression through movement, and appreciation for the art form as integral parts of the program.

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

There are three dance pathways:

## **Foundations of Dance and Dance 2–4 classes**

- for students, beginners through advanced, who are interested in dance. No audition is required however teacher approval is required to bypass Foundations of Dance.

## **Foundations of Dance for Athletes and Dance for Athletes 2-4 classes**

- for those students wishing to use dance training techniques to enhance athletic performance. No audition is required. Prerequisite or Teacher approval is needed to bypass Foundations of Dance for Athletes.

## **Honors Dance Company 1–4 classes**

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

## **Fine Arts Graduation Requirement — 1 Credit**

*Courses that meet the Fine Arts requirement can be found in the Visual Arts, Dance, English, and Music program sections.*

### **L02 | Foundations of Dance** 0.5/sem

Foundations of Dance focuses on beginning levels of dance technique for a variety of dance styles alignment, dance history, physiology, theory, dancer health, dance careers, choreography, production, performance, and aesthetic criticism.

**DUAL (JL0200)**

## **High Engagement/Passion Courses**

### **Storytelling through the Arts**

*Contributes to satisfying the Fine Arts Credit Requirements*

### **L8404 | Dance Composition— Telling Stories through Movement** 0.25qtr

Experience the creative process by choreographing, performing, and recording your story for public exhibition.

### **L03 | Dance 2–4** 0.5/sem

Dance 2, 3, & 4 emphasizes increased technical proficiency in dance styles progressing toward focus on dance as a performing art and means of communication. Students continue to increase knowledge of dance history, theory, choreography, physiology, dancer health, production, performance and aesthetic criticism.

**Prerequisite(s):** *Foundations of Dance or prior permission from the teacher.*

### **L11 | Foundations of Dance for Athletes** 0.5/sem

Foundations of Dance for Athletes focuses on enhancing and refining athletic performance through dance techniques, conditioning, and training in the art of dance. Students will build knowledge of the five components of skill related physical fitness (agility, coordination, balance, power and speed), while also exploring the complimentary Elements of Dance (body, energy, space and time) through creative expression and performance.

### **L12 | Dance for Athletes 2–4** 0.5/sem

Dance for Athletes 2, 3, & 4 emphasizes continued skill development and refinement through a variety of higher-level movement patterns and dance techniques. Students will continue to build knowledge of the five components of skill-related physical fitness (agility, coordination, balance, power and speed), while also exploring the complimentary Elements of Dance (body, energy, space and time) through creative expression and performance. This course explores the intersection of dance technique and the mind body connection.

**Prerequisite(s):** *Foundations of Dance for Athletes or prior permission from the teacher.*

### **L18 | Honors Dance Company 1–4** 0.5/sem

Dance Company classes are performance emphasis and goal-based with students involved in research, choreography, and every aspect of dance production. Technical proficiency, academic knowledge, portfolio building, continued improvement and growth in dance, and public dance performances are expected. For students to receive honors credit, they must participate in the after-school co-curricular component of this course.

**Prerequisite(s):** *Audition*

### **L10 | Unified Dance and Leadership 1–4** 0.5/sem

This course will allow students with and without disabilities to focus on beginning levels of dance technique and creative movement in a collaborative and cooperative environment. Students will explore leadership characteristics, communication and listening skills, group work, and critical thinking skills in order to provide support in an inclusive environment.

# English

Strong literacy skills in reading, writing, listening, and speaking are critical to career and college success in the 21st century. The program of studies in English is designed to cultivate in each of our students proficiency in and appreciation of language and literature. Texts selected for study in English classes reflect a variety of genres, cultures, and time periods. Texts are selected based on complexity and literary merit.

Students must earn a minimum of four credits in English 9 through 12 in order to graduate. The English program further provides a rich array of electives such as theatre, journalism, media, and all aspects of publication. Students are encouraged to participate in a rigorous program of required English courses and English electives. English Graduation Requirements — 4 Credits

- English 9
- English 10
- English 11 (or an AP English)
- English 12 (or an AP English)

## Required Assessments

All students must take and pass the Maryland Comprehensive Assessment Program (MCAP) in English 10.

## Fine Arts Graduation Requirement — 1 Credit

Courses that meet the Fine Arts requirement can be found in the Visual Arts, Dance, English and Music program sections.

## High Engagement/Passion Courses

### *Storytelling Through the Arts*

*Contributes to satisfying the Fine Arts Credit Requirements*

A8404 | **Telling Stories in One Act** 0.25qtr

Share your story or re-tell existing narratives through elements of theatre and drama such as basic acting skills, characterization, and improvisation.

A8414 | **Theater Technology and Management—  
The Magic That Brings the Stage to Life** 0.25qtr

Produce, program, and manage visual scenes and audio design for a live-theater production after learning how to use behind-the-scenes technology.

A99 | **Daily English 9 w/Reading** [FY] 0.5 English & 0.5 Elective/sem

This daily course (meeting on both A and B days) is designed for students who need additional reading support. The course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use (reading, writing, speaking, and listening) enhanced with research-based reading strategies for comprehension and fluency practice.

**NCAA**

A090 | **English 9** [FY] 0.5/sem

English 9 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, including world literature, from a spectrum of time periods with writing expectations aligned to reading selections.

**NCAA**

A097 | **Honors English 9** [FY] 0.5/sem

Honors English 9 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, including world literature, from a spectrum of time periods with writing expectations aligned to reading selections. Honors English 9 challenges students to apply analytic and critical skills to complex texts and to complete rigorous assignments. Students may be assigned reading over the preceding summer.

**NCAA**

W80410 | **Accessing English 9** 1.0sem

Taken during the first semester of the freshman year, access to English 9 is a highly differentiated reading intervention that accelerates instruction and allows struggling readers to experience success. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This reading intervention is provided for students who have been identified as needing focused and intensive reading instruction in order to access the English 9 curriculum. Students are placed in this program only after testing or evaluation.

**A09031 | Daily English 9** 1.0sem

Daily English 9 builds upon the skills acquired in the Access to English 9 course as well as students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. Daily English 9 includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, including world literature, from a spectrum of time periods with writing expectations aligned to reading selections.

**Prerequisite(s):** *Accessing English 9*

**NCAA**

**A109 | Daily English 10 w/Reading** [FY] 0.5 English & 0.5 Elective/sem

This daily course (meeting on both A and B days) is designed for students who need additional reading support. Students learn about the different purposes and audiences of written compositions by writing argumentative, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, including world literature, from a spectrum of time periods, students can improve their reading comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to express his or her message. Students receive additional support for reading that includes research-based reading strategies and comprehension and fluency practice.

**NCAA**

**A10 | English 10** [FY] 0.5/sem

English 10 offers a balanced focus on composition and literature. Students learn about the different purposes and audiences of written compositions by writing argumentative, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, including world literature, from a spectrum of time periods, students can improve their reading comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to communicate his or her message.

**NCAA**

**A107 | Honors English 10** [FY] 0.5/sem

In Honors English 10 students apply critical theories and rhetorical analysis to literature and composition using challenging texts to practice critical reading; analyze themes, structures and details; apply grammar; and use research for oral and written compositions. Texts represent a variety of genres of literature, including world literature, from a spectrum of time periods. Students may be assigned reading over the preceding summer.

**NCAA**

**110 | English 11** [FY] 0.5/sem

In English 11 students continue to develop reading and writing skills. Students read a variety of genres of literature, primarily American, from a spectrum of time periods. Emphasis is placed on literary conventions and stylistic devices. Through frequent writing and research assignments based upon readings, students strengthen skills in logical writing patterns, word choice, usage, and techniques of using evidence from research.

**NCAA**

**A117 | Honors English 11** [FY] 0.5/sem

In Honors English 11 students read and analyze challenging texts representing a variety of genres of literature, primarily American, from a spectrum of time periods. Emphasis is placed on literary conventions, stylistic devices, and critical analysis. Through frequent writing and research assignments based upon readings, students strengthen skills in logical writing patterns, word choice, usage, and techniques of using evidence from research. Students build skills in preparation for AP English courses, including timed writing opportunities with authentic AP questions. Students may be assigned reading over the preceding summer.

**NCAA**

**A120 | English 12** [FY] 0.5/sem

English 12 blends composition and literature into a cohesive whole as students write multi-paragraph critical and comparative analyses of selected literature, including contemporary works, as they continue to develop their writing and language skills. Students demonstrate increasing independence in reading, writing, research, speaking, and listening.

**NCAA—DUAL (JA1201/02)**

**A127 | Honors English 12** [FY] 0.5/sem

Honors English 12 blends composition and literature into a cohesive whole and continues to develop students' skills in writing, research, language, speaking, and listening. Students demonstrate increasing independence in critical and comparative analyses of selected challenging literature, including contemporary works, and in applying writing and language skills to develop multi-paragraph essays and presentations based on their reading and research. Students may be assigned reading over the preceding summer.

**NCAA**

**A19 | American Film Studies** 0.5sem

This course is a survey of American Film's history ranging from the late 19th Century to today, as well as a study of the technique, fine art, narrative form, mode, craft, and influence of American cinema. The course will include screenings, lectures, discussion, exploration, investigation, analysis, and creation of film.

**Prerequisite(s):** *English 9 (C or better)*

**A18 | Honors Film & Writing** 0.5sem

The Film and Writing course will support students as they gain a deeper understanding of complex cinematic concepts. This course is designed to use film as a springboard for high-level discussion, analytical reading and purposeful writing. The course allows students to become familiar with the interpretive language of film, to cultivate the reading of film as text, and to create writing artifacts that critically analyze film.

**Prerequisite(s):** *English 10 (C or better)*

**A138 | AP English Literature & Composition** [FY] 0.5/sem

In this culminating, college-level English course, students apply critical and analytical skills to classical and contemporary written works of romance, comedy, tragedy, and satire/irony. Students learn through close reading, explication, comparative analysis, seminar, and extensive writing about literature. Students are required to complete outside reading during the preceding summer. AP English Literature and Composition prepares students for success on the AP exam and to be effective readers and writers in college and in their careers.

**Prerequisite(s):** *English 10 (Successful passage of MCAP)*

**NCAA**

**A136 | Seminar: AP English Literature & Composition**

[FY] 0.5 elective credit/sem

This course prepares those students, who require additional practice, guidance, and experiences beyond those available in their AP English Literature and Composition course, for success on the AP English Literature and Composition exam and to be effective readers and writers in college and in their careers. . Students receive intensive assistance in the concepts and skills tested by the AP English Literature and Composition exam.

**Concurrent enrollment:** *AP Literature & Composition*

**A208 | AP English Language & Composition**

[FY] 0.5/sem

Students take this course in junior or senior year to study rhetoric, composition, and grammar at the university level. Students analyze authors' language, detail, style, intended audience, and patterns of rhetoric. Students complete required reading during the preceding summer. The reading and writing skills honed in this course complement the skills required in AP English Literature and Composition. This course prepares students for the AP exam and for to be effective readers and writers in college and in their careers..

**Prerequisite(s):** *English 10 (Successful passage of MCAP strongly recommended)*

**NCAA****A206 | Seminar: AP English Language & Composition**

[FY] 0.5 elective credit/sem

This course prepares students who require additional practice, guidance, and experiences beyond those available in their standard AP English Language and Composition course. Students receive assistance as they develop their skills in analysis and interpretation of rhetoric, composition, research, mastery of language and usage, and self-evaluation of their reading and writing. Students also receive additional preparation for the AP exam.

**Concurrent enrollment:** *AP English Language & Composition*

**A14 | Journalism**

0.5sem

Students explore the role of journalists in a free society in terms of journalistic philosophy, ethics, law, and history. They participate and reflect upon all the components of journalism such as design and opinion. This journalism course is the foundation course for Newspaper 1 and Yearbook 1.

**NCAA–DUAL (JA1400)****A17 | Creative Writing**

0.5sem

Creative Writing offers students the opportunity to develop and improve their technique and individual writing style in poetry, short story, drama, essays, and other forms of prose. Students study exemplary writing from various genres to obtain a fuller appreciation of the form and craft. Using reading and journal keeping as sources of ideas, students pursue individual interests and develop their creative writing skills.

**NCAA–DUAL (JA1700)****A21 | Academic Writing**

0.5sem

Students learn and practice modes of writing most common to AP and college courses: exposition, argument, on demand, and documented writing. Through frequent practice and guided revision, students improve the unity, coherence, and emphasis in their writing while continuing to develop their mastery of word choice, sentence fluency, and conventions. This course is intended as a preparation or companion course for any AP course.

**A06 | Theatre Arts 1**

0.5/sem

This course is a one or two semester elective introduction to theatre as a collaboration among actors, directors, producers, and technicians. It focuses on the process of theatrical production both on and backstage. Students develop body movement, voice, and character; direction; set, costume, and basic light and sound design; and other theatrical skills and knowledge. By applying creative dramatics, using multi-media, performing, and creating a design portfolio, students demonstrate and extend their theatrical skills.

**DUAL (JA0600)****A07 | Theatre Arts 2**

0.5/sem

Students specialize in areas of interest and apply this specialty working on production teams to design and perform excerpts from Lapine and Sondheim's *Into the Woods*. Students form theatre companies within the class to apply their skills to a complete, student-selected, musical script within the class, and to participate in a full production at their school. The expectations for the Theatre Arts 2 course exceed the State of Maryland Essential Learner Outcomes for Theatre.

**Prerequisite(s):** *Theatre Arts 1*

**A08 | Theatre Arts 3**

0.5/sem

Theatre Arts 3 allows students to expand their understanding of theatre beyond improvisation and script reading, which are the foci of Theatre Arts 1 and Theatre Arts 2. In this class students explore the historical aspects of theatre, examine the business side of theatrical production, build portfolios, and prepare for auditions. This class prepares students for the world of theatre beyond acting.

**Prerequisite(s):** *Theatre Arts 2*

**A29 | Media Production 1**

0.5sem

Media Production 1 surveys the field of television and introduces students to basic studio operations. Students participate in both the business and creative sides of television production: soliciting projects and funding, acting, directing, producing, and applying audio and video techniques.

**A30 | Media Production 2**

0.5sem

Media Production 2 extends and applies knowledge gained in Media Production 1, especially in extending the course beyond television where possible, focusing on media projects, film study, and career exploration.

**Prerequisite(s):** *Media Production 1*

**A35 | Newspaper 1–4**

0.5/sem

Students design a school newspaper by collaboratively learning and applying the following aspects of production: national criteria, codes of ethics, coverage, writing and editing, graphics, design, publishing software, organization of staff and resources, business operations, and budgeting. Students who elect to take the course more than once refine and expand their knowledge and skills, accept increasing responsibility for production, and assume leadership roles.

**Prerequisite(s):** *Journalism*



**A40 | Yearbook 1–4** 0.5/sem

Students publish a yearbook by collaboratively learning and applying the following aspects of production: technology, theme, design, layout, graphics, writing and editing, photography, organization of staff and resources, business operations, and budgeting. They analyze publications using national criteria and develop a code of ethics. Students who elect to take the course more than once refine and expand their knowledge and skills, accept increasing responsibility for production, and assume leadership roles.

**Prerequisite(s):** *Journalism*

**A45 | Literary Magazine 1–4** 0.5/sem

Students study/apply design fundamentals and advanced publishing techniques to contribute to a literary publication with a thematic concept. They evaluate a variety of professional and student media, develop and apply a code of ethics, and create plans to ensure diversity and wide participation. Students who elect to take the course more than once refine and expand their knowledge and skills, accept increasing responsibility for production, and assume leadership roles.

**Recommended:** *Journalism*

**A51 | Speech & Debate 1–2** 0.5/sem

Students perform informative and persuasive speaking, practice extemporaneous and oral interpretation skills, collect evidence from authoritative sources, and analyze arguments and strategies as preparation for interscholastic competition culminating in debate. Students develop leadership skills and initiative in competitive speaking. The Speech and Debate course provides a strong foundation for careers in public relations, law, politics, or communications. Students who elect to take the course for a second semester enhance and deepen their skills in expressive and persuasive speaking.

**NCAA**

**A747 | Honors Contemporary Voices** 0.5sem

College-bound juniors and seniors analyze issues, perspectives, and author's craft in a range of multicultural works through guided and independent study, seminar and writing. While the subjects may be historical, the voice of each author is decidedly contemporary in that it gives full expression to a frank examination of human sexuality, of violence, and of social and economic status; therefore, parents must give written permission to register a student in this course.

**Prerequisite(s):** *Written parent permission required. Successful completion of MCAP, and a 'C' or better in English 10 strongly recommended.*

**NCAA–DUAL (JA7400)**

**W710 | Foundations of Language & Literacy**

This course is designed to meet the needs of striving readers who will participate in a research-based reading intervention program that builds phonemic awareness, phonics, reading comprehension, academic vocabulary, and writing skills. Students who need extra support in decoding, including Special Education students and English-Language learners, will be assigned to this course.

**W800 | Read 180 A** [FY] 0.5/sem

Read 180 is a highly differentiated reading intervention that accelerates instruction and allows struggling readers to experience success. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This reading intervention is provided for students who have been identified as needing focused and intensive reading instruction in addition to their regular English 9 class. Students are placed in this program only after testing or evaluation.

**W82 | Read 180 B** [FY] 0.5/sem

In this course, students continue their work in the Read 180 program, a highly differentiated reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This reading intervention is provided for students who have been identified as needing focused and intensive reading instruction in addition to their regular English 9 class. Students are placed in this program only after testing or evaluation.

**W99 | Strategic Reading Supports** [FY] 0.5/sem

Approved alternate intervention programs are available for individual students with unique learning needs requiring a reading intervention in addition to receiving services for special education. Enrollment in an alternative reading intervention program requires approval from resource staff from the Division of Curriculum and Instruction on an individual student, case-by-case basis. An alternative program may be necessary when a student's needs in reading require an intervention that is not one of the Tier 2 or Tier 3 interventions listed on the AACPS Reading Continuum (credit bearing coursework).

**W78 | Steps for Striving Readers** 0.5 elective credit/sem

This course is designed to provide the necessary reading supports for students requiring specific decoding strategies and skills as they grow to become proficient readers.

**A87 | Department Aide—English No** credit

English Aide courses offer students the opportunity to assist instructors in preparing and organizing course curricula. While serving in this capacity, students may provide tutorial or instructional assistance to other students.

# English Language Acquisition

## *English for Speakers of Other Languages*

In order to support the development of linguistically diverse students as bi-literate participants in global society, the English Language Acquisition Program offers English for Speakers of Other Languages (ESOL) courses.

Through an asset-based approach to language, ESOL courses foster the development of academic literacy, mathematical competence, and social growth among English learners. Standards-aligned instruction in listening, speaking, reading and writing skills supports English learners in obtaining equitable access to grade-level academic curriculum.

Initial placement in ESOL courses is determined by an English language proficiency screening or scores on the the WIDA ACCESS for ELLs. Subsequent course placement is determined by ELA teacher and counselor recommendation, based on credit accumulation and progress toward English language proficiency. Internationally registering students who earn a 3.5 or above on the WIDA Screener assessment may be awarded English credit for international study of English.

The ESOL I, II, III, IV, and V courses may be applied toward high school graduation credit as either *English* or *World Languages* credit. AACPS allows for a total of two ESOL credits to be applied as English credit. English Learners must take English 10 and at least one other English course (English 9, 11, or 12) in order to meet graduation requirements. ESOL credits not used toward English credit may be applied for World Languages credit. It is still recommended that English learners participate in advanced World Languages courses in order to strengthen literacy in the native language.

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E94010/20 | **ESOL Newcomer** 0.5sem

English Learners in the “entering phase” are introduced to essential aspects of the English language. The ESOL Newcomer course develops students’ foundational literacy skills and introduces students to the academic expectations of U.S. high schools. Biliteracy supports are available to English Learners. The ESOL Newcomer course should be offered concurrently with ESOL I only for English Learners who have experienced prolonged educational interruptions or who are pre-literate in their native language.

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E90 | **ESOL I** [FY] 1.0/sem

English Learners in the “entering phase” are introduced to essential aspects of the English language. The ESOL I course develops students’ academic language ability with intensive support. Instruction in social and academic language is based on the five WIDA Standards. Students begin to express academic ideas in English using phrases and short sentences. Students begin to read and understand multiple related simple sentences, grammatical structures and general content expressions in English. Biliteracy supports are available to English Learners. The course provides students with cultural knowledge to support their transition to the U.S. educational system.

**Prerequisite(s):** *ESOL I is an appropriate initial placement for students whose English proficiency level is 1.0-1.9 as measured an English proficiency screening or on the WIDA ACCESS for ELLs.*

**Note:** *This course should not be repeated by students who took ESOL I in middle school.*

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E91 | **ESOL II** [FY] 1.0/sem

English Learners in the “emerging phase” begin to communicate using essential aspects of the English language. The ESOL II course develops students’ ability to access grade-level content material with substantial linguistic support. Instruction in social and academic language is based on the five WIDA Standards. Students produce grammatically complex sentences that express multiple related ideas. Students employ repetitive structures and sentence patterns and appropriately use language conventions. Students read and understand language across content areas. Students comprehend and produce common forms and expressions in English. Biliteracy supports are available to English Learners.

**Prerequisite(s):** *ESOL II is an appropriate initial placement for students whose English proficiency level is 2.0-2.7 as measured on an English proficiency screening or on the WIDA ACCESS for ELLs, or for students who have completed ESOL I.*

**Note:** *This course should not be repeated by students who took ESOL II in middle school.*

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E92 | **ESOL III** [FY] 0.5/sem

English learners in the “developing phase” consistently integrate aspects of English into their communication. The ESOL III course develops students’ ability to access grade-level content material with some linguistic support. Instruction in social and academic language is based on the five WIDA Standards. Students produce simple and compound grammatical structures with occasional variation. Students refine their ability to employ repetitive structures and sentence patterns and to appropriately use language conventions. Students read and understand specific content language, including cognates and expressions with multiple meaning across content areas. Biliteracy supports are available to English Learners.

**Prerequisite(s):** *ESOL III is an appropriate initial placement for students whose English proficiency level is 2.8 - 3.4 as measured on an English proficiency screening or the WIDA ACCESS for ELLs, or for students who have completed ESOL II.*

## English Language Acquisition: Considerations of Proficiency and Course Placement

Course placements for English Learners should be decided based on a dynamic evaluation of the student's English proficiency and grade level. The counselor must balance the readiness of the English learner to participate in content courses with the grade-appropriate graduation requirements. English Learners enter high school at various proficiency levels, often with international credit, therefore the developmental course sequence will vary according to student need. Elective courses with reduced linguistic demands and greater context embedded learning opportunities shall be considered for English learners in the Entering and Emerging phases. World Language courses in the student's native language shall be offered at the appropriately advanced level. As students progress toward higher proficiency in English, they should be placed in courses more closely approximating the standard grade level sequence of courses taken by their non-English Learner peers.

### Suggested Course Placement by English Proficiency

Grade Level	ESOL	ESOL/English	Social Studies	Mathematics	Elective	Science	Elective	Elective
9th	ESOL I	ESOL I	ESOL Social Studies 1	HS Transitional Math 1	Elective 1 World Languages	Science Research/ ESOL Science	Fine Arts PE	Elective 3 FACS
9th/10th	ESOL II	ESOL II	ESOL Social Studies 1 or Elective	HS Transitional Math 2	Elective 1 World Languages	Science Research/ ESOL Science	Elective 2 Fine Arts	Elective 3 Health
9th/10th/11th	ESOL III	English 9	History of the United States	Algebra 1*	Algebra 1*	Environmental Science	Elective 1 World Languages	Elective 2 Technology
9th/10th/11th	ESOL IV	English 9, 10, or 11*	US Government*	Geometry	Elective 1 World Languages	Biology*	Elective 2	Elective 3
9th/10th/11th/12th	ESOL V	English 9, 10, 11 or 12	World History	Algebra 2 or Bridge to Algebra 2	Elective 1	Chemistry or Science Elective	Elective 2	Elective 3

\*State Assessed Courses required for graduation (English 10, Algebra I, US Government, MISA Pathway Science Courses) must be completed by the end of Grade 11.

- Notes: 1. ESOL I, II, III, IV or V may be counted for up to two English credits toward graduation, in combination with English 10 and another English course (9, 11, or 12).  
 2. Transitional Math at the high school level must be taught by a certified Math teacher. Transitional Math can count for up to 2 mathematics credits.  
 3. ESOL I, II, III, IV or V course credits not applied as English credit may be applied as World Languages credit. English Learners may still enroll in advanced World Languages courses to support native language literacy development. English Learners may also choose to pursue World Languages study of a third language.

## 40 | English Language Acquisition

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### E93 | **ESOL IV** [FY] 0.5/sem

English learners in the “expanding phase” appropriately apply aspects of English in their communication. The ESOL IV course develops students’ ability to participate in grade-level content tasks with minimal linguistic support. Instruction in social and academic language is based on the five WIDA Standards. Students speak and write with an advanced fluency, producing multiple, grammatically complex sentences. Students produce and refine comprehension of technical and abstract content-area language. Students process discourse with complex sentence structures. Students approach native-like fluency in English. Biliteracy supports are available to English Learners.

**Prerequisite(s):** *ESOL IV is an appropriate initial placement for students whose English proficiency level is 3.5 – 3.9 as measured on an English proficiency screening or the WIDA ACCESS for ELLs, or for students who have completed ESOL III.*

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### E94011/21 | **ESOL V** [FY] 0.5sem

English learners in the “bridging phase” masterfully use English in their communication. The ESOL V course refines skills in listening, speaking, reading and writing. Instruction in social and academic language is based on the five WIDA Standards. This course enhances literacy skills necessary for success in the content areas. Instruction focuses on non-fiction reading comprehension, academic writing, application of research and study skills including the use of technology to present research projects. Biliteracy supports are available to English Learners.

**Prerequisite(s):** *ESOL V is an appropriate initial placement for students whose English proficiency level is 4.0 or above as measured on an English proficiency screening or the WIDA ACCESS for ELLs, or for students who have completed ESOL IV.*

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### E96 | **ESOL Social Studies 1 (HS)** [FY] 0.5/sem

ESOL Social Studies 1 is a content-based language development course for students new to the United States. Students will become familiar with the language and content of geography, history, culture and government of the United States. English learners will develop the language and background knowledge essential for their equitable participation in U.S. History and Government courses. This course provides an opportunity to build the capacity of immigrant students to draw on their unique international experiences in order to foster civic participation their new country. This course is most appropriate for students also enrolled in the ESOL I course.

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### C62 | **ESOL Science (Newcomers Only)** 0.5sem

This redeveloped course is for Newcomer English Learners that have been identified through the WIDA Screener or ACCESS for ELLs as being in the “entering” phase of English language development. The goal of this specially designed course is to provide the pre-requisite background knowledge, skills and vocabulary that English Learners need to be successful in Environmental Science and LS MISA. The course should be offered concurrently with ESOL I only for English Learners who have experienced prolonged educational interruptions. It is recommended that it be coupled with a semester of Science Research.

**Note:** *Can be taken for Science Elective Credit*

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### D80 | **ESOL Transitional Math 9–12** 0.5/sem

High School ESOL Transitional Math is a math course to build background knowledge and foundational skills in mathematics for students with interrupted or limited formal education. Key mathematic concepts from grades 2 through Algebra including numbers, operations, decimals, fractions, ratios, percentages, number theory, integers, statistics, graphs, tables, and algebraic thinking are embedded with math language development and discourse instruction. Only English learners scoring below Algebra readiness on the International Math Assessment are to be scheduled for this course. Students may take this course repeatedly during high school, but only the first two instances of passing this course will count toward math graduation requirements.

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### E86 | **Career Literacy** [FY] 0.5/sem

Career Literacy offers English Learners who are also participating in Career and Technology Education programs the opportunity to develop linguistic competency in using English for specific purposes, with attention to the technical vocabulary and terminology of the trades. Students will build the language and literacy skills needed for career readiness and professional success. Students will develop literacy skills required to successfully complete certification and licensing exams. This course is most appropriate for English Learners also in enrolled in ESOL and a CTE course.

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### E87011/21 | **Department Aide—ELA** No Credit

English Language Acquisition Aide courses offer students the opportunity to assist instructors in preparing and organizing course curricula. Students may provide tutorial or instructional assistance to other students.

# Health

Health Education courses in Anne Arundel County are focused on building health-literate students. Health literacy refers to the ability to obtain, interpret, and understand basic health information and services. These comprehensive skills-based Health Education courses prepare students to become health-literate 21st Century learners as responsible members of society; self-directed learners, effective communicators, critical thinkers, and problem solvers.

Core health concepts include mental and emotional health, substance abuse prevention, family life and human sexuality\*, safety and violence prevention, healthy eating, and disease prevention and control. Skills Based Health Education supports and promotes health enhancing behaviors for all students. The health skills embedded in the units include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy.

*\*The Family Life and Human Sexuality unit was developed in accordance with the standards and procedures established in Maryland State Regulation 13A.04.18.01. Students may be excused from this unit of the program upon written request from their parent or guardian. Appropriate alternate instruction will be provided.*

## Health Graduation Requirement — 0.5 Credit

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### L70 | **Health** 0.5sem

This course is designed for students to learn and demonstrate health skills necessary to promote personal, family and community health and wellness. These health skills include analyzing influences on health behaviors, accessing valid information, interpersonal communication, decision making, goal setting and practicing health enhancing behaviors. Through these health skills, students acquire functional knowledge about the following core health concepts: substance abuse prevention, personal and consumer health, family life and human sexuality,\* safety and violence prevention, healthy eating, and disease prevention and control.

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### L67 | **Introduction to Health Professions** 0.5sem

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

**Prerequisite(s):** *Health*

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### L75 | **Human Sexuality** 0.5sem

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

**Prerequisite(s):** *Health and Parental/Guardian Permission Form to be obtained from School Counseling*

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### L95 | **Drugs in Society** 0.5sem

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

**Prerequisite(s):** *Health*

# Mathematics

After completing the required courses of Algebra 1 and Geometry, students may choose from a set of rigorous courses such as Function Focus, Algebra 2, Foundations of College Algebra, Pre-Calculus, Statistical Analysis, Advanced Placement Statistics, Advanced Placement Calculus and/or Linear Algebra. The selection of the appropriate mathematics course for each student should be based on individual needs and educational goals. Students with an interest in mathematics should also consider new courses available in Global IT Applications and Global Technology Concepts.

## Mathematics Graduation Requirements — 4 Credits

- Algebra 1
- Geometry
- 2 additional Mathematics courses

Note: A student must be enrolled in a mathematics class each of their high school years (see page 2).

## Required Assessments

All students must take and pass the state Maryland Comprehensive Assessment Program in Algebra 1.

*Please check with your school counselor for the different opportunities to meet the high school assessment requirement.*

### D18 | **Daily Algebra 1** [FY] 0.5 Math & 0.5 Elective/sem

This high school graduation requirement course serves as the gateway for advanced mathematical courses by providing a complete foundation of the topics in , function families including linear, quadratic and exponential functions and equations, reasoning and modeling of all three functions including data analysis, modeling and critical analysis and understanding of these functions. Instructional emphasis is placed on connecting the multiple representations of functions and interpreting the representations through applications. Graphing calculator or software is required. Students will actively engage in rigorous mathematical activities to attain mastery of course standards.

**NCAA**

### D27 | **Algebra 1** [FY] 0.5/sem

This high school graduation requirement course serves as the gateway for advanced mathematical courses by providing a complete foundation of the topics in function families including linear, quadratic and exponential functions and equations, reasoning and modeling of all three functions including data analysis, modeling and critical analysis and understanding of these functions. Instructional emphasis is placed on connecting the multiple representations of functions and interpreting the representations through applications. Graphing calculator or software is required. Students will actively engage in rigorous mathematical activities to attain mastery of course standards. This course, where offered, is delivered in every other day compressed format.

**NCAA**

## High Engagement/Passion Courses

### *Math in the Word Around Us*

*Contributes to satisfying the Math Elective Credit Requirements*

#### D3214 | **Function Focus: The World Around Us** 0.25qtr

Think like a mathematician as you explore how applications of mathematics relate to the environment and physical world.

**Prerequisite(s):** *Algebra 1 & Geometry*

#### D3204 | **Function Focus: Man-made Mathematics** 0.25qtr

Build on previously generalized knowledge about solving and graphing functions embedded in a variety of real-life situations.

**Prerequisite(s):** *Algebra 1 & Geometry*

#### D8404 | **Introduction to Logic: Networks and Algorithms** 0.25qtr

Develop deeper thinking and reasoning skills through Encryption Algorithms, Cryptography and Conversion of Bases and by exploring logic puzzles and games.

**Prerequisite(s):** *Algebra 1 & Geometry*

#### D8414 | **Introduction to Logic: Graph Theory and Boolean** 0.25qtr

Develop deeper thinking and reasoning skills through introductory Boolean Logic and Graph Theory as well as logic puzzles and games.

**Prerequisite(s):** *Algebra 1 & Geometry*

### D28 | **Geometry** [FY] 0.5/sem

This course serves as the second course in the mathematical sequence. Students will formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs; represent problem situations with geometric models; classify figures in terms of congruence and similarity; deduce properties of and relationships between figures from given assumptions; and translate geometric figures to an algebraic coordinate representation and algebraic models; apply right triangles and trigonometry. Through the use of dynamic software, students will gain an understanding of the relationships among mathematical figures and become active participants in the inductive and deductive processes of thinking. Students will actively engage in rigorous mathematical activities to attain mastery of course standards. Graphing calculator or software is required.

**NCAA**

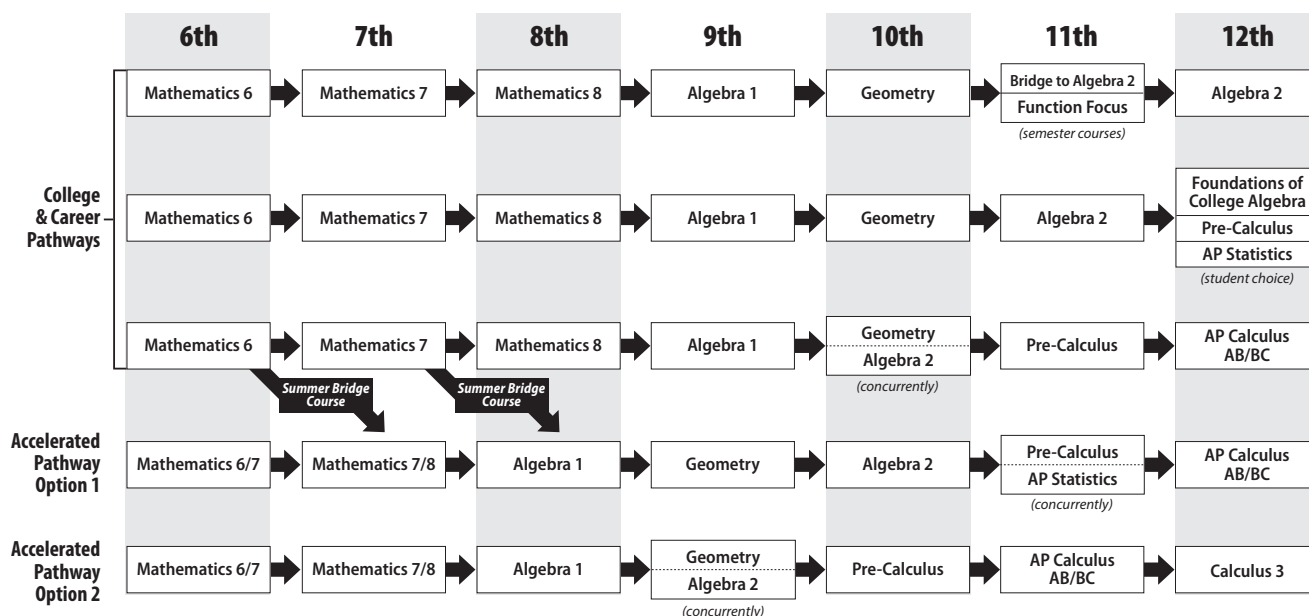
### D287 | **Honors Geometry** [FY] 0.5/sem

This course serves as the second course in the advanced mathematical sequence. Students will formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs; represent problem situations with geometric models; classify figures in terms of congruence and similarity; deduce properties of and relationships between figures from given assumptions; and translate geometric figures to an algebraic coordinate representation and algebraic models; apply right triangles and trigonometry. Through the use of dynamic software, students will gain an understanding of the relationships among mathematical figures and become active participants in the inductive and deductive processes of thinking. Students will actively engage in rigorous mathematical activities to attain mastery of course standards. Honors students will be introduced to advanced topics. Graphing calculator or software is required.

**NCAA**

## AACPS Possible Math Course Pathways (Other sequences are possible based on student needs)

Other mathematics elective courses are available.



### D290 | Algebra 2 [FY] 0.5/sem

This course will expand students' knowledge of functions to include polynomial, rational and radical functions. Students will work with expanding features of the functions and draw connections with the experiences of linear, quadratic, and exponential functions. Students will model situations to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will build on their experiences to work with trigonometric ratios and functions. Graphing calculator or software is required. Students will actively engage in rigorous mathematical activities to attain mastery of course standards.

**Recommended:** *Algebra 1 and Geometry credit or concurrent enrollment in Geometry.*

**NCAA**

### D296 | Seminar: Algebra 2 [FY] 0.5 elective credit/sem

Students receive intensive assistance in the concepts and skills learned currently in the Algebra 2 course. This course is recommended for students who require additional practice, guidance, and experience beyond those available in the standard Algebra 2 course.

**Prerequisite(s):** *Concurrent enrollment in Algebra 2.*

### D297 | Honors Algebra 2 [FY] 0.5/sem

This course will expand students' knowledge of functions to include polynomial, rational and radical functions. Students will work with expanding features of the functions and draw connections with the experiences of linear, quadratic, and exponential functions. Students will model situations to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will build on their experiences to work with trigonometric ratios and functions. Honors students will be introduced to advanced topics. Graphing calculator or software is required. Students will actively engage in rigorous mathematical activities to attain mastery of course standards.

**Recommended:** *Algebra 1 (C or better) and Geometry credit or concurrent enrollment in Geometry.*

**NCAA**

### D30 | Bridge to Algebra 2 0.5sem

This course will review algebra topics such as solving and graphing, function families, manipulation, graphing, and solving systems of algebraic functions (linear, quadratic and exponential). These concepts are imbedded in instructional experiences such that students are applying theoretical mathematics with real world connections. This course is designed to support students whose algebra skills are emerging and require additional experiences to master concepts and skills necessary for success in Algebra II.

**Prerequisite(s):** *Algebra 1*

### D41 | Foundations of College Algebra [FY] 0.5/sem

This course reviews and extends intermediate and advanced algebra topics through rigorous manipulation of mathematical concepts. Concepts include systems of equations, polynomial, rational, exponential and logarithmic functions. This course is designed to prepare students for success in the first credit bearing mathematics course in post-secondary educational settings. Graphing calculator or software is required.

**Prerequisites:** *Algebra 2*

**NCAA—DUAL (JDMAT1)**

### D510 | Pre-Calculus [FY] 0.5/sem

This course integrates the study of trigonometry, analytic geometry, and advanced algebra topics into a logical approach to the solution of real-world problems. This course is a prerequisite for Advanced Placement Calculus. Graphing calculator or software required.

**Prerequisite(s):** *Algebra 2*

**NCAA— DUAL (JD5101)**

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### D517 | **Honors Pre-Calculus** [FY] 0.5/sem

This course integrates the study of trigonometry, analytic geometry, and advanced algebraic topics into a logical approach to the solution of real-world problems. This course is a prerequisite for Advanced Placement Calculus. Graphing calculator or software required. Honors students will be introduced to advanced topics.

**Prerequisite(s):** *Algebra 2*

**NCAA**

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### D516 | **Seminar: Honors Pre-Calculus** [FY] 0.5 elective credit/sem

Students will develop their ability to function as independent learners in the Honors Pre-Calculus course. This course is recommended for students who require additional practice, guidance, and experiences beyond those available in the Honors Pre-Calculus course.

**Prerequisite(s):** *Concurrent enrollment in Honors Pre-Calculus.*

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### D588 | **AP Calculus AB** [FY] 0.5/sem

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

**Prerequisite(s):** *Pre-Calculus*

**NCAA**

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### D586 | **Seminar: AP Calculus AB** [FY] 0.5 elective credit/sem

Students will develop their ability to function as independent learners in the AP Calculus AB course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP Calculus AB course.

**Prerequisite(s):** *Concurrent enrollment in AP Calculus AB*

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### D598 | **AP Calculus BC** [FY] 0.5/sem

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

**Prerequisite(s):** *AP Calculus AB*

**NCAA**

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### D608 | **AP Calculus AB and BC Combined** [FY] 1.0/sem

AP Calculus AB is a college level course studying differential and integral calculus based on further development of properties and graphs of relations and functions. Through inquiry-based learning, students will develop mathematical critical thinking and reasoning skills. AP Calculus BC is a college level course studying differentiation and techniques, sequences, and series, and vector calculus. Through inquiry-based learning, students will develop mathematical critical thinking and reasoning skills.

**Recommended:** *Honors Pre-Calculus (C or better)*

**NCAA**

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### D315 | **Linear Algebra** [FY] 0.5/sem

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

**Prerequisite(s):** *Calculus 3*

**NCAA—DUAL (JD3153)**

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### D628 | **AP Statistics** [FY] 0.5/sem

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

**Recommended:** *Successful completion of Algebra 2*

**NCAA**

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### D626 | **Seminar: AP Statistics** [FY] 0.5 elective credit/sem

Students will develop their ability to function as independent learners in the AP Statistics course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP Statistics course.

**Prerequisite(s):** *Concurrent enrollment in AP Statistics.*

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### D63 | **Calculus 3** [FY] 0.5/sem

Multivariable Calculus presents the main concepts and computational tools of higher dimensional calculus. It is equivalent to a third semester calculus course. The topics include vectors in Euclidean space, vector analysis, analytic geometry of three dimensions, curves in space, partial derivatives, optimization techniques, multiple integrals, vector fields, Green's theorem, Divergence theorem, and Stokes' theorem.

**Prerequisite(s):** *AP Calculus AB/BC credit with a 3 or higher on the AP Calculus BC exam. This course is through Broadcast online learning.*

**NCAA—DUAL (JD6353)**

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### D77 | **Statistical Analysis** [FY] 0.5/sem

This project-based course will provide students with real-life experiences with data. Topics include basic probability models, statistical estimation and testing, descriptive statistics, methods of sampling, sampling distributions, and misleading statistics.

**NCAA**

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### D87 | **Department Aide—Math** No credit

Mathematics Aide courses offer students the opportunity to assist instructors in preparing and/or organizing. Students may provide tutorial or instructional assistance to other students.



# Music

The Anne Arundel County high school music program is comprehensive in scope and breadth and is offered for all student levels and interests. In a world where much importance is being attached to 21st century skills, high school music courses are ideal settings for the development and broadening of those skills. Music classes are both rigorous and stimulating and offer students many opportunities for creative, innovative thinking that encourages problem solving and collaboration.

Students are required to earn at least one full credit in Fine Arts by the end of their senior year. Most students begin their high school music study with a performance-based course, such as band, orchestra, chorus, vocal ensemble, musical theater, jazz band, guitar, or piano. These performance courses are then offered in subsequent years, with increased rigor and performance opportunities for each level and with an honors option in the second through fourth year. Music for Life is a broad-based course, designed to focus on the function and value of music in people's lives across cultures. Students will also find the opportunity to explore the science of music and music's unique contribution to history and civilization in Music Theory, Music History and Literature, and Advanced Placement Music Theory. Students may also choose from elective courses like Music Technology and Vocal Technique; classes which extend and reinforce core learning in music.

Students enrolled in their appropriate school performance ensemble have the opportunity to participate in organizations such as All County Ensembles, All State music experiences, solo and ensemble festivals, and other enrichment musical activities.

## Fine Arts Graduation Requirement — 1 Credit

Courses that meet the Fine Arts requirement can be found in the Visual Arts, Dance, English, and Music program sections.

## High Engagement/Passion Courses

### Storytelling through the Arts

*Contributes to satisfying the Fine Arts Credit Requirements*

F8404   <b>Modern Beats—Tell Your Story</b>	0.25qtr
Produce, record, and release your own song using music software that will guide you through the process of writing lyrics and creating beats that communicate your own message.	

F09   <b>Guitar 1</b>	0.5/sem
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This is a performance emphasis course with acoustic guitar as the primary medium. Comprehensive activities in reading, creating and listening to music are included. Students will perform a variety of music literature and styles in ensemble and solo performance. The course title indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Guitar 2–4.

F10   <b>Guitar 2–4</b>	0.5/sem
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This course builds on skills learned in Guitar 1 and is a performance emphasis course with acoustic guitar as the primary medium. Comprehensive activities in reading, creating and listening to music are included. Students will perform a variety of music literature and styles in ensemble and solo performance.

**Prerequisite(s):** *Guitar 1 or prior permission from the teacher.*

F13   <b>Piano &amp; Keyboard 1</b>	0.5/sem
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This is a performance emphasis course that includes additional comprehensive activities in reading, creating, and listening to music as well as developing an understanding of history, vocabulary, structure and symbols. Students will play a wide repertoire of keyboard music literature alone and in ensembles. Opportunities for public solo or group performance will be available. The course title indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Piano and Keyboards 2–4.

**DUAL (JF1300)**

F14   <b>Piano &amp; Keyboard 2–4</b>	0.5/sem
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This course builds on skills learned in Piano 1 and is a performance emphasis course that includes additional comprehensive activities in reading, creating, and listening to music as well as developing an understanding of history, vocabulary, structure and symbols. Students will play a wide repertoire of keyboard music literature alone and in ensembles. Opportunities for public solo or group performance will be available.

**DUAL (JF1400)**

F20   <b>Chorus Mixed 1</b>	0.5/sem
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This course will include individual concepts of vocal production as well as choral techniques appropriate for a large ensemble. A wide repertoire of choral music and experiences will be used for the development of comprehensive musicianship. The course designation indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Chorus and Vocal Instruction. 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 varies by school.

**DUAL (JF2000)**

**F21 | Honors Chorus Mixed 2–4** 0.5/sem

This course continues to build on skills learned in Chorus Mixed 1 and will include individual concepts of vocal production as well as choral techniques appropriate for a large ensemble. A wide repertoire of choral music and experiences will be used for the development of comprehensive musicianship. The course designation indicates year enrolled. Students will be expected to advance to the next appropriate level of ability in Chorus and Vocal Instruction. 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 varies by school.

**F24 | Honors Vocal Ensemble 1–4** 0.5/sem

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

**F25 | Honors Vocal Instruction 1–4** 0.5/sem

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

**F26 | Chorus—Treble 1** 0.5/sem

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

**F27 | Chorus—Tenor/Bass 1** 0.5/sem

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

**F28 | Honors Chorus—Treble 2–4** 0.5/sem

This course continues to build on skills learned in Chorus - Treble 1 focusing on the correct vocal production and techniques involving the treble voice. Comprehensive musicianship will be emphasized through a study of varied repertoire appropriate to treble voice ranges. Students will be expected to master at least one appropriate level in Chorus and Vocal Instruction. Public musical performances will be expected. 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 varies by school.

**F29 | Honors Chorus—Tenor/Bass 2–4** 0.5/sem

This course continues to build on skills learned in Chorus - Tenor/Bass 1 focusing on the correct vocal production and techniques involving the treble voice. Comprehensive musicianship will be emphasized through a study of varied repertoire appropriate to treble voice ranges. Students will be expected to master at least one appropriate level in Chorus and Vocal Instruction. Public musical performances will be expected. 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 varies by school.

**F50 | Instrumental Instruction: Strings 1–4** 0.5/sem

Small group instruction is provided for students desiring to acquire skill in playing string instruments. Good tone production, instrumental techniques, sight-reading, and basic fundamentals of music 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 varies by school.

**F51 | Instrumental Instruction: Woodwind 1–4** 0.5/sem

Small group instruction is provided for students desiring to acquire skill in playing woodwind instruments. Good tone production, instrumental techniques, sight-reading, and basic fundamentals of music 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 varies by school.

**F52 | Instrumental Instruction: Brass 1–4** 0.5/sem

Small group instruction is provided for students desiring to acquire skill in playing brass instruments. Good tone production, instrumental techniques, sight-reading, and basic fundamentals of music 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 varies by school.

**F53 | Instrumental Instruction: Percussion 1–4** 0.5/sem

Small group instruction is provided for students desiring to acquire skill in playing percussion instruments. Good tone production, instrumental techniques, sight-reading, and basic fundamentals of music 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 varies by school.

**F54 | Instrumental Instruction: Mixed 1–4** 0.5/sem

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

**F60 | Instrumental Ensemble: Strings 1–4** 0.5/sem

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

**F61 | Instrumental Ensemble: Woodwind 1–4** 0.5/sem

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

**F62 | Instrumental Ensemble: Brass 1–4** 0.5/sem

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

**F63 | Instrumental Ensemble: Percussion 1–4** 0.5/sem

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

**F64 | Instrumental Ensemble: Mixed 1–4** 0.5/sem

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

**F65 | Music for Life** 0.5/sem

This course focuses upon the use and value of music in people's lives. It encourages students to view music in a social context rather than as abstract information to be learned for its own sake. It presents music as a natural and essential ingredient of one's own life and of human life in all cultures. The course surveys music from diverse cultures around the world and shows how people express themselves through music. Finally, Music for Life exemplifies how music is a common denominator for the human experience across the globe.

**F70 | Band 1** 0.5/sem

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

**F71 | Honors Band 2-4** 0.5/sem

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

**F74 | Jazz Ensemble 1–4** 0.5/sem

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

**F75 | Orchestra 1** 0.5/sem

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

**F76 | Honors Orchestra 2-4** 0.5/sem

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

**F80 | Honors Music Theory** 0.5/sem

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



# Physical Education

Physical Education classes provide opportunities for all students to improve lifelong health, fitness, and activity related skills. Physical Education presents information that challenges students to improve personal fitness levels and to participate in individual and team activities. Physical Education is an essential component in the education of the whole child by linking cognitive knowledge to physical activity and social interaction.

Students are required to earn at least one full credit of physical education by the end of their senior year. Fitness for Life, the required high school physical education class, is the foundation of individual lifetime fitness information. Additional courses are offered to support and extend individual fitness goals and interests. Personal fitness elective courses include personal fitness, strength and conditioning, and walking. Sport oriented elective courses are offered in lifetime and team sports. Leadership and inclusive elective courses are offered in Unified Physical Education and Leadership as well as Unified Dance and Leadership. A variety of other dance courses also satisfy the physical education requirements for graduation (see Dance).

All students are expected to wear appropriate attire during physical education classes for the purpose of ensuring the safety and hygiene of each participant.

## Physical Education Graduation Requirements — 1 Credit

- Fitness for Life (0.5 credit)
- Physical Education or Dance Elective (0.5 credit)

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**L82 | Fitness for Life** 0.5sem

Students beginning their high school Physical Education experience will be introduced to the components of fitness and shown the relationship of physical fitness to total well-being. Fitness components are embedded throughout all instruction along with activities which address each of the Physical Education content standards. Students are challenged to improve their own personal fitness levels through purposeful learning activities. Students will be afforded the opportunity to participate in a variety of activities which can be pursued during high school and throughout their lifetime.

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**L04 | Stretch Your Wellness** 0.5sem

This course serves as an introduction to the wellness activity of yoga and mindfulness. It will introduce a brief history of yoga, the anatomical benefits and the physical practice of yoga as it pertains to relaxation techniques, breathing exercises, specific postures, healthy diet, and positive thinking. Through the exploration of the four components of mindfulness, students will learn healthy ways to relieve stress and promote a lifetime of wellness.

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**L09 | Unified Physical Education and Leadership 1–4** 0.5sem

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

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**L14 | Foundations of Lifetime Sports** 0.5sem

Recreation sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as spike ball, ladder golf, corn hole, table tennis, frisbee golf, Kan Jam, bocce ball, etc.).

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**L15 | Lifetime Sports 2–4** 0.5sem

Lifetime Sports 2, 3, & 4 extends students' experiences in leisure activities they can pursue throughout life and allows for skill refinement in multiple sport offerings. Students increase knowledge and proficiency in all sport and leisure activities.

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**L37 | Foundations of Team Sports** 0.5sem

Students will learn rules, terms, and basic skills for a variety of sports. This course incorporates the sports education model, allowing the students to explore leadership, communication, and teamwork opportunities. The student will be able to understand team strategy in a competitive situation.

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**L37–1 | Foundations of Team Sports Baseball** 0.5sem

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

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**L37–2 | Foundations of Team Sports Basketball** 0.5sem

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

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**L37–3 | Foundations of Team Sports Football** 0.5sem

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

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**L37–4 | Foundations of Team Sports Lacrosse** 0.5sem

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

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**L37--5 | Foundations of Team Sports Soccer** 0.5sem

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

**DUAL (JL3700)**

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**L37--6 | Foundations of Team Sports Volleyball** 0.5sem

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

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**L38 | Team Sports 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experiences in leadership, communication and teamwork through the sports education model with a concentration on coaching and officiating opportunities.

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**L38--1 | Team Sports Baseball 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills of baseball through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experience in teamwork through competitive situations in addition to experiencing coaching and officiating opportunities.

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**L38--2 | Team Sports Basketball 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills of basketball through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experience in teamwork through competitive situations in addition to experiencing coaching and officiating opportunities.

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**L38--3 | Team Sports Football 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills of football through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experience in teamwork through competitive situations in addition to experiencing coaching and officiating opportunities.

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**L38--4 | Team Sports Lacrosse 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills of lacrosse through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experience in teamwork through competitive situations in addition to experiencing coaching and officiating opportunities.

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**L38--5 | Team Sports Soccer 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills of soccer through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experience in teamwork through competitive situations in addition to experiencing coaching and officiating opportunities.

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**L38--6 | Team Sports Volleyball 2–4** 0.5/sem

Students will improve their knowledge of game rules and basic skills of volleyball through the refinement of participation and increased depth of knowledge in team strategies. Students will increase their experience in teamwork through competitive situations in addition to experiencing coaching and officiating opportunities.

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**L51 | Foundations of Walking Wellness** 0.5sem

This course is an introduction to the lifetime wellness activity of walking. Students are provided with an understanding of the importance that nutrition and exercise has on the pursuit of healthy living, while logging their effort. Various activities are embedded throughout the course which engage the learner and increase participation.

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**L52 | Walking Wellness 2–4** 0.5/sem

This course extends the students' opportunity for participating in the lifetime wellness activity of walking. It increases the distances required to satisfy the curriculum, provides students with nutritional information consistent with healthy living and goals that require a commitment to physical fitness in pursuit of a healthy lifestyle.

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**L56 | Foundations of Personal Fitness** 0.5sem

This course exposes students to a variety of fitness options to include Cardiorespiratory Fitness, Resistance Training and Flexibility. Students will have the opportunity to explore nutrition options to help them make healthy lifestyle decisions. By completing this course, students will have a better comfort level when self-selecting fitness options at workout facilities outside of school.

**DUAL (JL5600)**

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**L57 | Personal Fitness 2–4** 0.5/sem

This course extends the students opportunity to explore a variety of fitness options to include Cardiorespiratory Fitness, Resistance Training and Flexibility. Students will have the opportunity to explore nutrition options to help them make healthy lifestyle decisions. By completing this course, students will have a better comfort level when self-selecting fitness options at workout facilities outside of school.

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**L58 | Foundations of Strength & Conditioning** 0.5/sem

Students are engaged in an individualized program designed to incorporate physical fitness components and improve physical condition. Weight room procedures and safety precautions are stressed in this beginning level course. Students will focus on technique rather than the amount of weight lifted.

**DUAL (JL5801)**

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**L59 | Strength & Conditioning 2–4** 0.5/sem

Students will continue a systematic training program to refine techniques for strength and conditioning. Students will have an opportunity to develop greater strength and to design, with instructor assistance, an individualized strength and conditioning program.

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**L72 | Sports Medicine** 0.5sem

The course is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, exercise physiology, kinesiology, nutrition, and other sports-medicine related fields. This class includes classroom work as well as hands-on application in order to provide students with an avenue to explore these fields. Through these connections, students will understand the importance that exercise, nutrition, treatment modalities, and rehabilitation play in athletic health. Students will study basic anatomy and the psychological impact of athletic injuries, along with assessment and treatment techniques as they apply to athletic injuries.

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**L87 | Department Aide—HPED** No credit

The Health, Physical Education and Dance Aide course offers students the opportunity to assist instructors in preparing and organizing course curricula. Students may provide tutorial or instructional assistance to other students.

# Science

Scientific literacy has become a necessity. Everyone needs to use scientific information to make choices that arise in everyday life. In the workplace, jobs demand advanced skills, requiring people to learn, reason, think critically, make decisions, and solve problems. Understanding science and the processes of science contributes to students learning these skills in an essential way (National Research Council, 1996).

Students who have a combined score of 7 or higher on the ELA/Math MCAP assessments may enroll in Honors Biology in grade 9. All other students should enroll in Environmental Science in grade 9 followed by enrollment in Standard or Honors Biology in 10th grade. Both pathways require students to take the Life Science Maryland Integrated Science Assessment (LS MISA) at the end of their Biology course.

In 10th grade, students who have completed Honors Biology will take Honors/Standard Chemistry or, in a limited number of school programs, Environmental Science.

In 11th grade, students should enroll in the core lab-based courses (Chemistry, Earth/Space Science, and Physics). Students may also choose from elective courses which have a particular science focus and extend and reinforce core learning.

Dissection is one of the many instructional methods that may be used in high school science. Students may request one of the alternatives to dissection in these classes. Alternatives may include such materials as videotapes, charts, diagrams, and textbook overlays.

## Science Graduation Requirements — 3 Credits

- Three credits of laboratory science engaging in the application of the science and engineering practices, the crosscutting concepts and the disciplinary cores ideas including life science, earth/space science, physical sciences, engineering and technology. One of the three credits must be in Biology.

## Required Assessments

All students must take a state Life Science Maryland Integrated Science Assessment (LS MISA) to meet state graduation requirements.

*Please check with your school counselor for the different opportunities to meet the LS MISA requirement.*

## High Engagement/Passion Courses

### *Plant Potential*

*Contributes to satisfying the Science Elective Credit Requirements*

C28 | **Growing Organically: A Little Dirt Never Hurt** 0.25/qtr

Design and plan a plot that incorporates sustainable water use, the local environment, and supports the health of the whole system.

C29 | **Cleaner Energy through Plants for a Cleaner World** 0.25/qtr

Explore cutting-edge technology and innovation to address their community's growing energy needs through clean renewable sources in both a laboratory and greenhouse setting.

C65 | **Environmental Science** [FY] 0.5/sem

Environmental Science is rigorous interdisciplinary study of the world around us. In this course, students explore the interrelationships among the biological, physical, and chemical components of the environment and examine the interactions between and among the components. The units are project-based, enabling students to apply their learning to real-world environmental issues.

**NCAA**

C260 | **Biology** [FY] 0.5/sem

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. Project-based learning allows students to connect learning to the real world.

**Prerequisite(s):** *Environmental Science*

**NCAA**

C267 | **Honors Biology** [FY] 0.5/sem

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. Project-based learning allows students to connect learning to the real world. The Honors Biology curriculum incorporates the Essential Knowledge and Performance Expectations described by the College Board to prepare students for success in Advanced Placement Biology.

**Prerequisite(s):** *A combined score of 7 or higher on the ELA/Math MCAP assessments.*

C450 | **Chemistry** [FY] 0.5/sem

Chemistry courses involve studying the composition, properties, and reactions of substances. Students learn how atoms combine to create all matter in the Universe. Students learn about states of matter and the structure of the atom. Each Chemistry unit ends with a project to allow students to apply their learning to how chemistry is used in the real world. Students use mathematics practices and computation to analyze chemical processes.

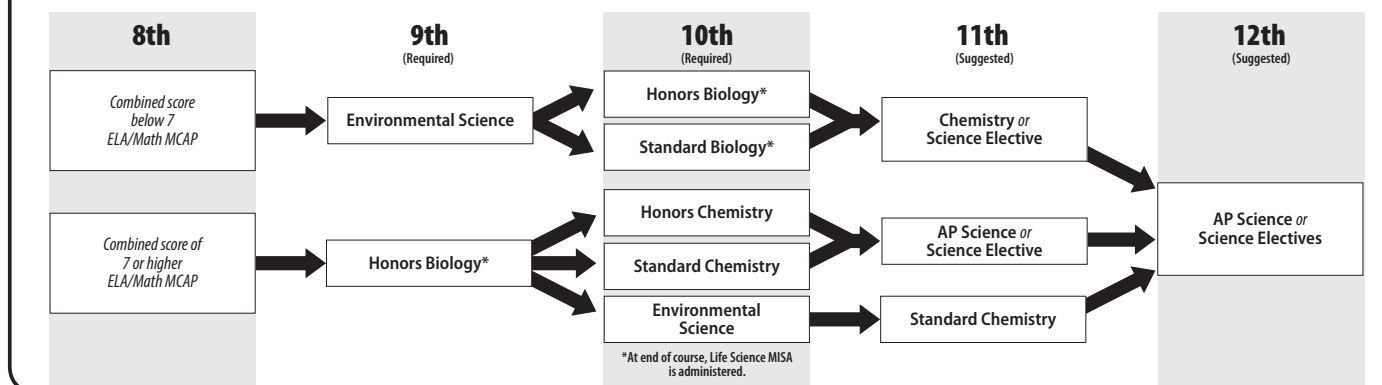
**Prerequisite(s):** *Algebra 1 and Participation in LS MISA*

**NCAA**

C457 | **Honors Chemistry** [FY] 0.5/sem

Chemistry courses involve studying the composition, properties, and reactions of substances. Students learn how atoms combine to create all matter in the Universe. Students learn about states of matter and the structure of the atom. Honors Chemistry uses Essential Knowledge and Performance Expectations from the College Board Standards to prepare students for Advanced Placement Chemistry. Each Chemistry unit ends with a project to allow students to apply their learning to how

## AACPS Recommended Science Course Pathways (After grade 10, courses are chosen based on student needs and interests.)



chemistry is used in the real world. Students use mathematics practices and computation to analyze chemical processes. Students enrolled in Honors Chemistry complete an independent or team research project based on science or engineering practices and the cross-cutting concepts that apply across all science disciplines.

**Prerequisite(s):** Algebra 1 and Biology or Honors Biology

**NCAA**

### C30 | Earth/Space Systems Science [FY] 0.5/sem

Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. Earth/Space Systems Science is a study of Earth- a complex and dynamic 4.6-billion-year-old system of rock, water, air, and life. A partnership with the NASA Goddard adds richness to the learning activities.

**Prerequisite(s):** Participation in LS MISA

**NCAA**

### C62 | ESOL Science (Newcomers Only) 0.5sem

This redeveloped course is for Newcomer English Learners that have been identified through the WIDA Screener or ACCESS for ELLs as being in the "entering" phase of English language development. The goal of this specially designed course is to provide the pre-requisite background knowledge, skills and vocabulary that English Learners need to be successful in Environmental Science and LS MISA. The course should be offered concurrently with ESOL I only for English Learners who have experienced prolonged educational interruptions. It is recommended that it be coupled with a semester of Science Research.

**Note:** Can be taken for Science Elective Credit

### C550 | Physics [FY] 0.5/sem

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. Students use the instruments of science and principles of mathematics to learn how matter and energy behave. Topics include forces, electricity and magnetism, heat, waves, and theories of modern physics. Each unit concludes with a real-world project to help students make connections between what they study and how physics applies in the real world.

**Prerequisite(s):** Algebra 1 and Participation in LS MISA

**NCAA**

### C557 | Honors Physics [FY] 0.5/sem

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. Students use the instruments of science and principles of mathematics to learn how matter and energy behave. Topics include forces, electricity and magnetism, heat, waves, and theories of modern physics. Honors Physics incorporates Essential Knowledge and Performance Expectations described by the College Board to prepare students for success in AP Physics 1, 2 or C. Each unit concludes with a real-world project to help students make connections between what they study and how physics applies in the real world.

**Prerequisite(s):** Algebra 1 and Participation in LS MISA

**NCAA**

### C428 | AP Biology [FY] 0.5/sem

In AP Biology students develop a framework for biology and study biology by using the processes of science. This course focuses on broad concepts of biology and lab Investigation. It is the equivalent of an introductory college biology course and prepares students for the Advanced Placement Test in Biology and the opportunity to earn college credit.

**Prerequisite(s):** Biology (Honors Biology highly recommended) and Chemistry

**NCAA**

### C426 | Seminar: AP Biology [FY] 0.5 elective credit/sem

Students focus on enhancing the science skills and concepts that will support success in AP Biology. This course is for students who need additional practice in the methods of scientific inquiry and mathematics to analyze core science concepts or for students taking an AP Science course for the first time. Students take the seminar course that corresponds to their specific AP course.

**Prerequisite(s):** Concurrent enrollment in the related AP science course

### C498 | AP Chemistry [FY] 0.5/sem

AP Chemistry is the equivalent of a general chemistry course taken the first year of college. Students learn chemical principles and use mathematics to solve chemistry problems. AP Chemistry prepares students for the Advanced Placement Test in chemistry and the opportunity to earn college credit. Successful completion of Honors Chemistry is highly recommended prior to enrolling in AP Chemistry but is not required.

**Prerequisite(s):** Successful completion of Algebra 2

**NCAA**



**C496 | Seminar: AP Chemistry** [FY] 0.5 elective credit/sem

Students focus on enhancing the science skills and concepts that will support success in AP Chemistry. This course is for students who need additional practice in the methods of scientific inquiry and mathematics to analyze core science concepts or for students taking an AP Science course for the first time. Students take the seminar course that corresponds to their specific AP course.

**Prerequisite(s):** *Concurrent enrollment in the related AP science course*

**C668 | AP Environmental Science** [FY] 0.5/sem

In this course students evaluate environmental issues and examine alternative solutions for resolving and/or preventing them. This course prepares students for the Advanced Placement Test in Environmental Science and the opportunity to earn college credit.

**Prerequisite(s):** *Biology and Chemistry. Chemistry may be taken concurrently.*

**NCAA**

**C568 | AP Physics 1** [FY] 0.5/sem

Students learn the principles of physics equivalent to a first-semester algebra-based college physics course. Topics include Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. Electric circuits will also be introduced. This course prepares students for the Advanced Placement Test in AP Physics 1 and the opportunity to earn college credit. Students do not need an introductory physics course to enroll in AP Physics 1. Students may go directly to AP Physics 1 as their first physics course in high school if the math requirements have been satisfied.

**Prerequisite(s):** *Geometry and concurrent enrollment in Algebra 2*

**NCAA**

**C566 | Seminar: AP Physics 1** [FY] 0.5 elective credit/sem

Students focus on enhancing the science skills and concepts that will support success in AP Physics. This course is for students who need additional practice in the methods of scientific inquiry and mathematics to analyze core science concepts or for students taking an AP Science course for the first time. Students take the seminar course that corresponds to their specific AP course.

**Prerequisite(s):** *Concurrent enrollment in the related AP science course*

**C578 | AP Physics 2** [FY] 0.5/sem

Students learn the principles of physics equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. This course prepares students for the Advanced Placement Test in AP Physics 2 and the opportunity to earn college credit.

**Prerequisite(s):** *AP Physics 1, Algebra 2, Pre-Calculus or concurrent enrollment in Pre-Calculus*

**NCAA**

**C576 | Seminar: AP Physics 2** [FY] 0.5 elective credit/sem

Students focus on enhancing the science skills and concepts that will support success in AP Biology, AP Chemistry, or AP Physics. This course is for students who need additional practice in the methods of scientific inquiry and mathematics to analyze core science concepts or for students taking an AP Science course for the first time. Students take the seminar course that corresponds to their specific AP course.

**Prerequisite(s):** *Concurrent enrollment in the related AP science course*

**C70 | AP Physics 1 and 2 Combined** [FY] 1.0/sem

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

**Prerequisite(s):** *Successful completion of or concurrent enrollment in Pre-Calculus.*

**NCAA**

**C598 | AP Physics C** [FY] 0.5/sem

Students learn the principles of physics equivalent to a second-semester college course in calculus-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. This course prepares students for the Advanced Placement Tests in AP Physics C and the opportunity to earn college credit.

**Prerequisite(s):** *Calculus or concurrent enrollment in Calculus*

**NCAA**

**C596 | Seminar: AP Physics C** [FY] 0.5 elective credit/sem

Students focus on enhancing the science skills and concepts that will support success in AP Physics. This course is for students who need additional practice in the methods of scientific inquiry and mathematics to analyze core science concepts or for students taking an AP Science course for the first time. Students take the seminar course that corresponds to their specific AP course.

**Prerequisite(s):** *Concurrent enrollment in the related AP science course*

**C80 | Astronomy** 0.5sem

Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. Students learn about the large-scale structure of the universe, the history of the universe, and what scientists think will be the fate of the universe.

**Prerequisite(s):** *Participation in LS MISA*

**NCAA**

**C25 | Exercise Science** 0.5sem

In this challenging course, students use kinesthetic and exercise testing mechanisms, students to monitor and evaluate and apply cause and effect relationships between physical activity, body systems, nutrition, biomechanic, social physiological, and motor learning principals. Students will assess the advantages and disadvantages of physical activity on the body's development and performance. Students will partake in a variety of hands-on and self-exploratory tests to apply their understanding of the scientific principles involved in the design and implementation of physical activity programs. Strategies integral to this course include the opportunity to discuss and apply real world exercise related experiences and issues that plague individuals across age spectrums in our society, working collaboratively in groups in participating in multidisciplinary project-based learning, and providing connections across contents (physical education, health and science).

**Prerequisite(s):** *Human Anatomy and Physiology*

**C33 | Forensic Science: CSI** 0.5sem

Students use the principles of science, technology, and mathematics to investigate crime scenes. Students collect and analyze physical evidence. This course builds on a basic knowledge of biology, physical science, and computer technology. Because of the mature nature of crime scene subject matter, this course is recommended for upperclassmen.

**Prerequisite(s):** *Participation in LS MISA*

**C40 | Human Anatomy & Physiology** 0.5sem

This course presents an in-depth study of the human body and examines all major systems, tissues, and muscle groups in the human body to help students understand how these systems interact and their role in maintaining homeostasis. In this rigorous course, students build on prior knowledge of the human body to investigate the role of systems from a chemical and physical perspective. Activities may involve animal dissection.

**Prerequisite(s):** *Participation in LS MISA*

**NCAA—DUAL (JC4000)**

**C81 | Marine Biology** 0.5sem

Students use scientific skills and processes to study the marine world. Students analyze marine organisms and their environment, including the Chesapeake Bay and its tributaries.

**Prerequisite(s):** *Participation in LS MISA*

**C75 | Oceanography** 0.5sem

In this course students use the principles of chemistry and physics to study the oceans. Students investigate the materials and physical processes that have shaped oceans.

**Prerequisite(s):** *Participation in LS MISA*

**NCAA**

**C50 | Science Research 1** [FY] 0.5/sem

Students use the scientific method to solve problems. Students develop skills in designing experiments, collecting, and analyzing data. Students work individually or as part of a team to complete a research project and enter the project in a science competition.

**C52 | Honors Science Research 2: Design** 0.5sem

This course continues independent research in Science with a focus on Engineering. Students will work in a small group to design a new or technology according to the ExploraVision competition.

**Prerequisite(s):** *Science Research 1*

**NCAA**

**C53 | Honors Science Research 3: Project** 0.5sem

Students complete an off-campus research project in an academic, government, or corporate laboratory during the spring of the junior year or the summer between the junior and senior year. Students will do research in a lab working on their project during spring and summer. Each student will seek a mentor to guide his or her research project. The mentorship will be in a STEM area. Students should take this course in the fall of their junior year.

**Prerequisite(s):** *Science Research 2*

**NCAA**

**C54 | Honors Science Research 4: Senior Seminar** 0.5sem

Students return to school as seniors prepared to write a scientific paper based on the work completed in the laboratory mentorship. Students will enter one or more available STEM competitions to share their research with peers and community members.

**Prerequisite(s):** *Science Research 3*

**NCAA**

**C41 | Honors Zoology** [FY] 0.5/sem

Zoology courses provide students with an understanding of animals, the niche they occupy in their environment or habitat, their life cycles, and their evolutionary relationships to other organisms. In this course, students study the organisms of the animal kingdom. Students study animal systems through dissection and comparative analysis. Students who are opposed to laboratory dissection should consider choosing an alternate science course.

**Prerequisite(s):** *Participation in LS MISA*

**NCAA**

**C87 | Department Aide—Science** No Credit

Science Aide courses offer students the opportunity to assist instructors in preparing and/or organizing. Students may provide tutorial or instructional assistance to other students.

# Social Studies

Social Studies courses draw upon the wealth of information and insight to be found in anthropology, history, psychology, economics, geography, political science, and sociology. The curriculum encourages students to apply the lessons of the past to the problems of the present. Students learn to utilize inquiry and problem-solving techniques to become vital participants in shaping and directing the future of our local, national and world communities.

## Social Studies Graduation Requirements—3 Credits

- History of the United States or AP United States History
- World History or AP World History: Modern
- U.S. Government or AP U.S. Government and Politics

## Required Assessments

All students, upon completion of U.S. Government or AP U.S. Government and Politics must take the Maryland Comprehensive Assessment Program in Government.

## High Engagement/Passion Courses

### Contemporary World Cultures

*Contributes to satisfying the Elective Credit Requirements*

#### B8404 | Global Connections—East Asia

How has the diverse history and culture of different regions shaped our world? Understand what lies beyond the Western tradition to better understand how East Asian culture shapes contemporary experience.

#### B8424 | Global Connections—Latin America

How has the diverse history and culture of different regions shaped our world? Understand what lies beyond the Western tradition to better understand how Latin American culture shapes contemporary experience.

*The following Global Connections courses are not currently offered but included for future planning:*

B8414 | **Global Connections—Indian Sub-Continent** 0.25qtr

B8434 | **Global Connections—Middle East** 0.25qtr

B8444 | **Global Connections—Sub-Saharan** 0.25qtr

### Making a Difference

*Contributes to satisfying the Science Elective Credit Requirements*

X2404 | **Take Action: Make a Difference** 0.25qtr

Become empowered to make a difference in current local issues through analyzing data, collaborating to brainstorm solutions, gain community input and develop presentations to share your learning and recommendations.

X25 | **Take Action: Community Leaders**

Explore and leverage the support and assistance of community leaders to reach real change in your community.

B01 | **Maryland History** 0.5sem

Students will examine political, economic and social events of Maryland from the colonial period to the present. This course is recommended for students interested in exploring American studies in detail.

**NCAA**

B46 | **Inquiry into Community Problems** 0.5sem

Students will study the structure and function of local, state and federal government. They will have the opportunity to correlate civics content with interdisciplinary real-world issues.

**Recommendation:** *Students who have not passed the Government HSA*

B11 | **Honors Humanities** 0.5sem

Students will study art, literature, music and philosophy from Ancient Times through the Modern Era. Students will examine major works from the performing arts, fine arts, literature and philosophy and consider how these works were influenced by their historical, political and economic settings. This course is recommended for students interested in exploring global studies in detail.

**NCAA**

**B201 | History of the US** [FY] 0.5/sem

Students will concentrate on the historical period from the late 1800's to the present. Students will engage in inquiry, problem solving and critical thinking skills to identify major issues of each time period and analyze their importance to the United States today. Topics of special interest will include the social, political and economic shifts that have occurred for groups including women, African Americans, Asian Americans, Hispanic Americans, religious minorities, LGBTQ+ individuals and Americans with disabilities. Students will investigate these shifts through the World Wars, the Depression, Civil Rights Movements, the Cold War and in Post-9/11 America. In this course, students will be expected to read, analyze and draw conclusions from primary source documents.

**NCAA****B207 | Honors History of the US** [FY] 0.5/sem

Students will concentrate on the historical period from the late 1800's to the present. Students will engage in inquiry, problem solving and critical thinking skills to identify major issues of each time period and analyze their importance to the United States today. Topics of special interest will include the social, political and economic shifts that have occurred for groups including women, African Americans, Asian Americans, Hispanic Americans, religious minorities, LGBTQ+ individuals and Americans with disabilities. Students will investigate these shifts through the World Wars, the Depression, Civil Rights Movements, the Cold War and in Post-9/11 America. In this course, students will be expected to read, analyze and draw conclusions from primary source documents. For BMAH and STEM students, this course may be offered as a hybrid.

**NCAA****B290 | World History** [FY] 0.5/sem

Students will explore significant historical events and cultures in world history with an emphasis on understanding themes and analyzing historical evidence found among and between world civilizations. In order to understand the dynamics of modern world history and current global events, students will develop an understanding of how people have historically interacted economically, politically, culturally and militarily. Students will be expected to read and analyze primary source documents including works of art, literature and music in this course.

**NCAA****B297 | Honors World History** [FY] 0.5/sem

Students will explore significant historical events and cultures in world history with an emphasis on understanding themes and analyzing historical evidence found among and between world civilizations. In order to understand the dynamics of modern world history and current global events, students will develop an understanding of how people have historically interacted economically, politically, culturally and militarily. Students will be expected to read and analyze primary source documents including works of art, literature and music in this course.

**NCAA****B318 | AP World History: Modern** [FY] 0.5/sem

Students will develop greater understanding of the evolution of global processes and interaction through their study of world history from circa 1200 CE to the present. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This course prepares students for the Advanced Placement exam in World History: Modern. The successful completion of this course will meet the graduation requirement for world history. This course is recommended for students interested in exploring global studies in detail.

**NCAA****B316 | Seminar: AP World History** [FY] 0.5 elective credit/sem

Students will develop their ability to function as independent learners in the Advanced Placement World History course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP World History course or for students taking an AP Social Studies course for the first time.

**B328 | AP U.S. Government & Politics** [FY] 0.5/sem

This course provides students with an analytical perspective on government and politics the United States. This course will prepare students for the Advanced Placement exam in U.S. Government and Politics. Students may take this course to meet the graduation requirement in U.S. Government and the opportunity to earn college credits. This course is recommended for students interested in exploring government, law, and leadership and American studies in detail. They will investigate critical public issues and apply what they have learned about government to the solving of real-world problems in their community-earning 10 hours toward their service-learning graduation requirement.

**NCAA****B326 | Seminar: AP U.S. Government & Politics** [FY] 0.5 elective credit/sem

Students will develop their ability to function as independent learners in the Advanced Placement U.S. Government and Politics course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP U.S. Government and Politics course or for students taking an AP Social Studies course for the first time.

**B380 | US Government** [FY] 0.5/sem

Students will study the structure and functions of government and politics in the United States, analyze the role of the U.S. government in world affairs, and how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. They will investigate critical public issues and apply what they have learned about government to the solving of real-world problems in their community-earning 10 hours toward their service-learning graduation requirement.

**NCAA****B387 | Honors US Government** [FY] 0.5/sem

Students will study the structure and functions of government and politics in the United States, analyze the role of the U.S. government in world affairs, and how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. They will investigate critical public issues and apply what they have learned about government to the solving of real-world problems in their community-earning 10 hours toward their service-learning graduation requirement. For STEM students, this course may be offered as a hybrid.

**NCAA****B41 | Honors Social Issues** 0.5sem

Students will identify, analyze, and articulate an informed response to 21st century issues and problems that impact global societies, and are "shared" by groups of people. In order to use academic and civic dialogue to respond, students will need to locate and examine the current events, news media publications, and data sets related to a variety of contemporary topics and social issues. Students will be required to use a framework of academic research, sociological investigation, and civic action to engage with and respond to social issues, developing critical thinking, communication, and civil public discourse skills.

**NCAA—DUAL(JB4100)**

**B42 | AP Comparative Government & Politics** [FY] 0.5/sem

Students will examine the models used to interpret political relationships and institutions found in national politics around the world in order to apply them to specific countries and their governments. This course will prepare students for the AP examination in Comparative Government and Politics and the opportunity to earn college credits. This course is recommended for students interested in exploring government, law, and leadership and American studies in detail.

**NCAA****B43 | Honors Constitutional History & Law** 0.5sem

Students will study significant Supreme Court cases in U.S. history for a better understanding of how the Constitution protects the liberties and rights of the people. Current issues being heard by the Supreme Court will be analyzed. This course is recommended for students interested in exploring government and law in detail.

**NCAA****B45 | Criminal Justice** 0.5sem

In this course, students will investigate issues of crime and justice, the police, the courts, corrections, and juvenile justice. This course is recommended for students interested in exploring government, law, and leadership in detail.

**NCAA****B498 | AP European History** [FY] 0.5/sem

Students will study the achievements and accomplishments of European civilization from 1450 to the present. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner, both orally and in writing. This course will prepare students for the Advanced Placement exam in European History and the opportunity to earn college credits. This course is recommended for students interested in exploring global studies in detail.

**Recommended:** *Students who register for this course are encouraged to concurrently enroll in AP Art History in order to strengthen conceptual understanding.*

**NCAA****B496 | Seminar: AP European History** [FY] 0.5 elective credit/sem

Students will develop their ability to function as independent learners in the Advanced Placement European History course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP European History course or for students taking an AP Social Studies course for the first time.

**B508 | AP US History** [FY] 0.5/sem

Students will study United States history from the pre-colonial period to the present. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. The successful completion of this course will meet the graduation requirement for United States History. This course will prepare students for the Advanced Placement exam in U.S. History and the opportunity to earn college credits.

**NCAA****B506 | Honors Historical Inquiry** [FY] 0.5/sem

In this course, students will extend their knowledge and understanding of the key themes in the AP US History course. Students will also refine their historical thinking skills through a variety of research projects, document-based activities, simulations, and debates. This course will prepare students for both the rigor of the disciplinary literacy portions of AP US History exam, as well as subsequent AP History courses. Historical Inquiry is mandatory for high school freshman taking the AP US History course.

**B51 | AP Economics—Macro** 0.5sem

Macroeconomics includes the study of national income and price determination, and economic performance measures, economic growth, and international economics. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement Examination in Macroeconomics and the opportunity to earn college credits.

**NCAA****B52 | AP Economics—Micro** 0.5sem

Microeconomics includes the study of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system; and the role of government in promoting greater efficiency and equity in the economy. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement Examination in Microeconomics and the opportunity to earn college credits.

**NCAA****B56 | Honors Economics** 0.5sem

Students will study the principles of economics, including the concept of choice, supply and demand and the relationship of labor and management. Students will also develop an understanding of the role of government and international economic interdependence.

**NCAA****B59 | General Psychology** 0.5sem

Students will learn the research methods in psychology used to understand human behavior and development. They will learn about the physical systems of the body and how they affect emotions and behaviors as well as learning theories and social interaction.

**NCAA—DUAL (JB5900)****B60 | Psychology of the Individual** 0.5sem

Students will study people and their interactions with others. They will discuss self-concept, develop an understanding of how people function as individuals and as members of groups, and understand the impact of social institutions.

**Prerequisite(s):** *General Psychology*

**NCAA**

**B61 | AP Psychology [FY] 0.5/sem**

Students will study the behavior and mental processes of human beings. This includes the facts, principles, and phenomena associated with each of the major subfields in psychology. Students are expected to analyze issues in class and to be able to express their thoughts in a logical manner, both orally and in writing. This course will prepare students for the Advanced Placement exam in Psychology and the opportunity to earn college credits.

**NCAA****B62 | Sociology 0.5sem**

In this course, students investigate the field of Sociology: the study of social life, social change, and the social causes and consequences of human behavior. Students will use a social science research model to investigate contemporary American issues of social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

**NCAA–DUAL (JB6200)****B69 | Honors Comparative Religions 0.5sem**

Students will study the beliefs of the world's five major religious groups: Judaism, Christianity, Buddhism, Hinduism and Islam. They will analyze similarities and differences among the beliefs and practices of these world religions. Students will be required to read primary source material, including religious texts, in this course. This course is recommended for students interested in exploring global studies in detail.

**NCAA****B70 | Honors International Studies 0.5sem**

This course is for students with a strong interest in world affairs. Students will examine the actions of nations and analyze responses to these actions. Students will also recognize that decision-making is based on accurate information and knowledge of how to deal with particular world situations. This course is recommended for students interested in exploring global studies in detail.

**NCAA–DUAL (JB7000)****B718 | AP Human Geography [FY] 0.5/sem**

Students investigate the nature, perspective and methods of geography, population, cultural patterns and processes, use maps and spatial data sets; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. This course will prepare students for the Advanced Placement exam in Human Geography and the opportunity to earn college credits. This course is recommended for students interested in exploring global studies in detail.

**NCAA****B716 | Seminar: AP Human Geography [FY] 0.5 elective credit/sem**

Students will develop their ability to function as independent learners in the Advanced Placement Human Geography course. This course is recommended for students who require additional practice, guidance and experiences beyond those available in the standard AP Human Geography course or for students taking an AP Social Studies course for the first time.

**B75 | Honors Women's History 0.5sem**

Students will examine the changing roles of women in United States history. They will analyze the social, economic, and legal-political status of women in different eras in U.S. history. Students will also investigate the causes and consequences of issues that affect women in contemporary American society (e.g. violence, poverty, education, equal opportunity). In this course, students will be expected to be able to read and analyze primary source documents, including works of art, literature and music. This course is recommended for students interested in exploring American studies in detail.

**NCAA–DUAL (JB7500)****B77 | Honors African American History 0.5sem**

Through the investigation of local and national historic events, students will examine the achievements of African Americans in their struggle for political, economic, and social equality throughout American history. Students will also examine the achievements of African Americans in their struggle for political, economic, and social equality. Students will also investigate the causes of issues that continue to face African Americans in society today. Throughout the course students will read and analyze primary sources. This course is recommended for students interested in exploring American studies in detail.

**NCAA–DUAL (JB7700)****B87 | Department Aide—Social Studies No credit**

Social Studies Aide courses offer students the opportunity to assist instructors in preparing and/or organizing. Students may provide tutorial or instructional assistance to other students.

# World Languages

The acquisition of skills in a language other than English is critical to preparation for life in our global society. We believe that these skills are developed through a communicative approach, with regular exposure to authentic language in all forms. It should be a challenging and enjoyable experience. Students are asked to experiment with the target language, to take risks and challenge themselves to read, write and speak at a proficiency level appropriate for their level of language study. Teachers and students monitor progress with authentic tasks relevant to life in our digital, global society. Students will make connections with other cultures as they see and hear about other lifestyles from around the world and compare it to their own experiences.

We highly recommend that students and parents consider continued language studies for as long as possible—well beyond the state graduation requirement of two credits. With access to language courses beginning in sixth grade, it is possible for students to reach advanced levels by the time they are midway through their high school career. **Students who continue language studies and meet requirements of a qualifying score on the AP or IB level exams may be awarded the MSDE Seal of Biliteracy prior to graduation.** Students with a love of languages should be encouraged to engage in yet another language of study during the later high school years. Research indicates that students who pursue other language studies perform higher on English language assessments—from the primary years to college entrance exams.

**Note**—Language offerings vary at each school.

## World Languages Graduation Requirements

Students must complete a minimum of two credits of World Language studies in order to meet the graduation requirement for the College Completer pathway in Anne Arundel County Public Schools. Communication skills are highly regarded by employers and institutions of higher learning alike. The ability to communicate in a language other than English is a valuable and marketable skill in our global society. It is highly recommended that students continue language studies beyond the requisite levels in order to become proficient and effective communicators. Students who demonstrate a certain level of language proficiency may qualify for the MSDE Seal of Biliteracy based on test scores in both English and their other language of choice. For more information on the Seal of Biliteracy, please refer to the Office of World Languages webpage through the AACPS website, contact your School Counseling department or the Office of World Languages.

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### E01 | American Sign Language 1 [FY] 0.5/sem

Designed to introduce students to American Sign Language, American Sign Language 1 enables students to communicate with deaf persons through finger spelling, signed words, and gestures. Course topics may include the culture of and issues facing deaf people.

**NCAA—DUAL (JE01010/20)**

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### E02 | American Sign Language 2 [FY] 0.5/sem

American Sign Language 2 builds upon skills developed in American Sign Language 1, extending students' ability to understand and express themselves in American Sign Language and increasing their vocabulary and speed. Typically, students learn how to engage in discourse for informative or social purposes and to comprehend the language when signed slowly.

**NCAA**

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### E03 | Honors American Sign Language 3 [FY] 0.5/sem

American Sign Language 3 focuses on having students express increasingly complex concepts while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when viewing the language signed at normal rates and conversing easily within limited situations.

**NCAA**

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### E04 | Honors American Sign Language 4 [FY] 0.5/sem

American Sign Language 4 focuses on advancing students' skills and abilities to sign and understand the language so that they can maintain simple conversations with sufficient vocabulary and in an acceptable pace and have sufficient comprehension skills to understand the language when signed at a normal pace.

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### E11 | French 1 [FY] 0.5/sem

Designed to introduce students to French language and culture, French 1 emphasizes authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.

**NCAA—DUAL (JE1101/02)**

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### E12 | French 2 [FY] 0.5/sem

French 2 builds upon skills developed in French 1, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

**NCAA**

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### E13 | Honors French 3 [FY] 0.5/sem

French 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**NCAA**

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### E14 | **Honors French 4** [FY] 0.5/sem

French 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the French language so that they can maintain conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

**NCAA**

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### E15 | **AP French Language** [FY] 0.5/sem

Designed to parallel third-year college-level courses in French Composition and Conversation, AP French Language builds upon prior knowledge and develop students' ability to understand others and express themselves (in French) accurately, coherently, and fluently. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

**NCAA**

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### E21 | **Chinese 1** [FY] 0.5/sem

Designed to introduce students to Chinese language and culture, Chinese 1 emphasizes basic syntax, simple vocabulary, written characters, and spoken tones so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Chinese culture is introduced through the art, literature, customs, and history of Chinese-speaking people.

**NCAA–DUAL (JE2101/02)**

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### E22 | **Chinese 2** [FY] 0.5/sem

Chinese 2 builds upon skills developed in Chinese 1, extending students' ability to understand and express themselves in Chinese and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and phrasing, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Chinese-speaking people to deepen their understanding of the culture(s).

**NCAA**

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### E23 | **Honors Chinese 3** [FY] 0.5/sem

Chinese 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**NCAA**

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### E24 | **Honors Chinese 4** [FY] 0.5/sem

Chinese 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the Chinese language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of language rules and a strong vocabulary.

**NCAA**

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### E25 | **AP Chinese Language** [FY] 0.5/sem

AP Chinese extends students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future).

**NCAA**

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### E41 | **German 1** [FY] 0.5/sem

Designed to introduce students to German language and culture, German 1 emphasizes authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people.

**NCAA–DUAL (JE4101/02)**

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### E42 | **German 2** [FY] 0.5/sem

German 2 builds upon skills developed in German 1, extending students' ability to understand and express themselves in German and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s).

**NCAA**

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### E43 | **Honors German 3** [FY] 0.5/sem

German 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**NCAA**

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### E44 | **Honors German 4** [FY] 0.5/sem

German 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the German language so that they can maintain conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

**NCAA**

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### E45 | **AP German Language** [FY] 0.5/sem

Designed to parallel third-year college-level courses in German Language, AP German Language builds upon prior knowledge and develop students' ability to understand spoken German in various conversational situations, to express themselves (in German) accurately and fluently, and to have a command of the structure of the German language. Students will develop a vocabulary large enough to understand literature, magazine/newspaper articles, films and television productions, and so on.

**NCAA**



**E48 | Italian 1** [FY] 0.5/sem

Designed to introduce students to Italian language and culture, Italian 1 emphasizes authentic language exposure, simple vocabulary and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Italian culture is introduced through the art, literature, customs, and history of the Italian-speaking people.

**NCAA–DUAL (JE4801/02)****E49 | Italian 2** [FY] 0.5/sem

Italian 2 builds upon skills developed in Italian 1, extending students' ability to understand and express themselves in Italian and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture(s).

**NCAA****E50 | Honors Italian 3** [FY] 0.5/sem

Italian 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**E51 | Honors Italian 4** [FY] 0.5/sem

Italian 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the Italian language so that they can maintain conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

**E52 | AP Italian** [FY] 0.5/sem

Designed to parallel third-year college-level courses in Italian Composition and Conversation, AP Italian Language builds upon prior knowledge and develop students' ability to understand others and express themselves (in Italian) accurately, coherently, and fluently. Students in AP Italian will learn about contemporary Italian culture by examining its products, practices and perspectives through thematic study and the use of authentic resources and literature to develop language skills and communicative proficiency in real-life settings.

**E54 | Turkish 1** [FY] 0.5/sem

Designed to introduce students to a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and culture, Turkic/Ural-Altaic Language 1 emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Available at Chesapeake Science Point only.

**NCAA****E55 | Turkish 2** [FY] 0.5/sem

Turkic/Ural-Altaic Language 2 builds upon skills developed in Turkic/Ural-Altaic Language 1, extending students' ability to understand and express themselves in a Turkic/Ural-Altaic language (e.g., Turkish, Finnish, and Hungarian) and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of appropriate people to deepen their understanding of the culture(s). Available at Chesapeake Science Point only.

**NCAA****E56 | Honors Turkish 3** [FY] 0.5/sem

Turkic/Ural-Altaic Language 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Available at Chesapeake Science Point only.

**NCAA****E57 | Honors Turkish 4** [FY] 0.5/sem

Turkic/Ural-Altaic Language 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the language so that they can maintain conversation with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. Available at Chesapeake Science Point only.

**NCAA****E61 | Spanish 1** [FY] 0.5/sem

Designed to introduce students to Spanish language and culture, Spanish 1 emphasizes authentic language exposure, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

**NCAA–DUAL (JE6101/02/02)****E62 | Spanish 2** [FY] 0.5/sem

Spanish 2 builds upon skills developed in Spanish 1, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

**NCAA****E63 | Honors Spanish 3** [FY] 0.5/sem

Spanish 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**NCAA**

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### E64 | **Honors Spanish 4** [FY] 0.5/sem

Spanish 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

**NCAA**

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### E65 | **AP Spanish Language** [FY] 0.5/sem

Designed by the College Board to parallel third-year college-level courses in Spanish Composition and Conversation, AP Spanish Language builds upon prior knowledge and develop students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

**NCAA**

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### E656 | **Seminar: AP Spanish Language & Culture** [FY] 0.5 elective credit/sem

Students focus on enhancing skills and concepts that will support success in AP Spanish Language & Culture. This course is for students who need additional practice in interpersonal, presentational and interpretive modes of communication in the target language. Concurrent enrollment in AP Spanish Language is required.

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### E66 | **AP Spanish Literature** [FY] 0.5/sem

Designed by the College Board to parallel college-level Introduction to Hispanic Literature courses, AP Spanish Literature covers representative works from the literatures of Spain and Spanish America, encompassing all genres. The builds students' Spanish language proficiency so that they are able to read and understand moderately difficult prose and express critical opinions and literary analyses in oral and written Spanish (an ability equivalent to having completed a third-year college-level Spanish Language course).

**NCAA**

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### E67 | **Arabic 1** [FY] 0.5/sem

Designed to introduce students to Arabic language and culture, Arabic 1 emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Arabic culture is introduced through the art, literature, customs, and history of the Arabic-speaking people.

**DUAL (JE6701/02)**

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### E68 | **Arabic 2** [FY] 0.5/sem

Arabic 2 builds upon skills developed in Arabic 1, extending students' ability to understand and express themselves in Arabic and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Arabic-speaking people to deepen their understanding of the culture(s).

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### E69 | **Honors Arabic 3** [FY] 0.5/sem

Arabic 3 focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

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### E70 | **Honors Arabic 4** [FY] 0.5/sem

Arabic 4 focuses on advancing students' skills and abilities to read, write, speak, and understand the Arabic language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

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### E80 | **Spanish for Native Speakers 1** [FY] 0.5/sem

Spanish for Native Speakers 1 is designed for students who have a working knowledge of the spoken language but lack experience in both reading and writing in Spanish. The content of this course will mirror that of traditional Spanish 1 with an emphasis on reading for comprehension and basic writing structures. Students will explore content as it relates to the culture of Spanish-speaking countries throughout the world and be encouraged to compare it to their own experiences and culture.

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### E81 | **Spanish for Native Speakers 2** [FY] 0.5/sem

Spanish for Native Speakers 2 is designed for students who have a working knowledge of the spoken language but lack experience in both reading and writing in Spanish. The content of this course will mirror that of traditional Spanish 2 with an emphasis on reading for comprehension while continuing to develop proficiency in writing. Students will explore content as it relates to the culture of Spanish-speaking countries throughout the world and be encouraged to compare it to their own experiences and culture.

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### E82 | **Spanish for Native Speakers 3** [FY] 0.5/sem

Spanish for Native Speakers 3 is designed for students who have a working knowledge of the spoken language. The content of this course will mirror that of traditional Spanish 3 with the goal of preparing students for the reading and writing proficiency levels required for success in Spanish 4 and AP Spanish. Students will continue to compare and contrast their own experiences with those of students in other Spanish-speaking countries throughout the world.

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### E87 | **Department Aide—World Languages** No credit

World Language and Literature Aide offers students the opportunity to assist instructors in preparing, organizing or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

# Certificate of Completion Courses

These courses are designed to meet the Individualized Education Program (IEP) needs of students with disabilities and provide specialized instruction and real-life experiences to prepare students with significant disabilities for life beyond high school. The following courses utilize a variety of strategies and instructional methods to provide students with specialized instruction in English, science, social studies, mathematics and vocational programs.

## Maryland High School Certificate

The Maryland High School Certificate of Program Completion (See COMAR 13A.03.02.09E) shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the following standards:

- a. The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, including but not limited to:
  - Gainful employment
  - Post-secondary education and training
  - Supported employment and
  - Other services that are integrated in the community, or
- b. The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 before the first day of the next school year.

The Maryland Summary of Performance that describes the student's skills shall accompany the Maryland High School Certificate of Program Completion.

The final decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school.

A student with significant cognitive disability may not meet high school graduation requirements if a student:

- a. Participates in an Alternative Assessment based on Alternative Academic Achievement Standards (AA-AAAS); and
- b. Continues to receive instruction based on Alternative Academic Achievement Standards through high school.

## Additional Opportunities available for students earning a Certificate of Program Completion

Anne Arundel County Public Schools offers several programs (outside of the high school) to help students with significant disabilities make successful transitions from school to adult life. Students must apply and meet eligibility requirements to participate in one of these programs. Students who participate in either program will graduate from his/her high school receiving a Certificate of Achievement/Citation and will receive their Maryland High School Certificate of Program Completion upon successful completion of the program. Please contact your transition facilitator if you have any questions or would like additional information about the program.

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### On-Campus Transition Program (OCTP)

A two-year program at Anne Arundel Community College for students who have been identified with a developmental disability and are within their last two years of entitlement with AACPS. The OCTP allows learning opportunities and experiences with age-appropriate peers by participating in selected community college courses and campus activities. Life skills, functional academic, and self-determination instruction are provided by an AACPS Special Education teacher and supported by AACPS teaching assistants. Course selections will vary from year to year but are typically in the areas of art, health, and physical education.

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### Project SEARCH

A one-year, business-led transition program that takes place entirely at the host business for students in their last year of entitlement with AACPS. Project SEARCH provides real-life work experiences to help students make successful transitions from school to employment. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships. Project SEARCH is an international trademarked and copyrighted program model, which focuses solely on employment for Project SEARCH interns.

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### N19 | English/Reading 9–12 [FY] 0.5/sem

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in listening, speaking, reading and writing, as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Essential Elements (based on the Maryland College and Career-Ready Standards). Program for each student enrolled to fulfill course requirements for graduation.

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### N29 | Mathematics 9–12 [FY] 0.5/sem

Coursework is designed to enhance the transition from school to adult life/work. The course will develop skills in both mathematical concepts and real-world problem solving as specified in the Individualized Education Program (IEP) for each student enrolled as well as the Essential Elements (based on the Maryland College and Career-Ready Standards). Program for each student enrolled to fulfill course requirements for graduation.



# Interdisciplinary Courses

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## X01 | Office Aide No Credit

Office Aide courses offer students the opportunity to assist in preparing, organizing or delivering materials to teachers and/or students.

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## X02 | Media Aide No Credit

Media Aide courses offer students the opportunity to assist in preparing, organizing or delivering materials to teachers and/or students.

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## X04 | School Counseling Aide No Credit

School Counseling Aide courses offer students the opportunity to assist in preparing, organizing or delivering materials to teachers and/or students.

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## X12 | AP Capstone: Seminar [FY] 0.5/sem

The Advanced Placement (AP) Capstone is built on the foundation of two new AP courses — AP Seminar and AP Research. It is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. AP Seminar provides sustained practice of investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate, and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam.

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## X15 | AP Capstone: Research [FY] 0.5/sem

The Advanced Placement (AP) Capstone is built on the foundation of two new AP courses — AP Seminar and AP Research. It is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. The AP Capstone curriculum fosters inquiry, research, collaboration, and writing skills through the intensive investigation of topics from multiple perspectives.

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## X20 | Alternative Credit 0.5/sem

This offering includes all individual work-study programs and experiences occurring outside the school which award credit towards graduation but do not result in money payment to the student. Plans for alternative credit experiences can originate with the student, teacher, a community group or individual. Alternative credit experiences of particular note are those leading to community service and accelerated research study. Community service credit may be used to meet the one credit Practical Arts requirement. Alternative credit is elective in nature and usually awarded as alternative credit in a particular content area. It is important that these experiences match well with the student's general education plan and interests. Students interested in alternative credit should seek the advice of a counselor.

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## X21 | Gifted & Talented Mentorship 0.5/sem

Tutoring Practicum courses provide students with the opportunity to offer tutorial assistance to their peers or to younger students. After an initial training period during which students learn how to work with other students and how to make use of the available resources (e.g., staff, written material, audiovisual aids, and so on), students engage in tutoring and assisting others who need or request help.

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## X40 | PSAT/SAT Preparation 0.5sem

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

**Prerequisite(s):** *Algebra 1*

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## X42/3/4 | Student Leadership 1/2/3 0.5/sem

In this class, students will explore leadership traits and characteristics, goal setting, decision-making, communication and listening skills, conflict resolution and problem solving, group work and team building, meeting skills, project planning, financial literacy, ethics, organizational skills, critical thinking skills and civic responsibility. Students will study, practice and develop the processes associated with individual and group leadership. This class would develop and evaluate leadership traits and characteristics through a leadership-in-action model.

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## X43 | Financial Literacy 0.5sem

In this class, students will study the practical and real-life applications of economic theory through consumer decision making. Consumer saving, investing, budgeting, use of credit, insurance, housing, career choice, insurances, retirement and estate planning will be investigated.

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## X45–9/0/1/2 | Student Seminar 9/10/11/12 0.25/sem

The major theme of Student Seminar is to help students with the numerous decisions that must be made in their educational and career development. Student Seminar addresses five major skill areas: Self-Knowledge, Life Skills, Educational Development, Work Ethics and Career Planning. The activities contained in these five areas have been developed in accordance with the Maryland School-To-Work initiative.

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## X46–9/0/1/2 | Student Seminar 9/10/11/12 0.5/sem

The major theme of Student Seminar is to help students with the numerous decisions that must be made in their educational and career development. Student Seminar addresses five major skill areas: Self-Knowledge, Life Skills, Educational Development, Work Ethics and Career Planning. The activities contained in these five areas have been developed in accordance with the Maryland School-To-Work initiative.

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## X03 | Innovation through Project-Based Learning 9 [FY] 1.0/sem

This course will engage students in a project-based learning approach (PBL) while providing a pathway to a vibrant venue for applying content standards relevant to student's lives. Students will work collaboratively with their teachers, peers and community partners to create projects that take into account student interests and align with content standards. While focusing on an end product, course standards are extended and applied as students become engaged in their learning. Students will complete problem/project-based modules focused on a current STEM and Humanities topic or project that is relevant in today's workplace/world. This course will expose students to and develop skills in Problem/Project-based learning, Socratic Dialogue, and collaborative teamwork. Once students complete a project, it will be presented to a public audience. This course will enable students to make the connection between relevant real-world experiences and core subject areas, preparing them to gain important work and life skills. Available only at Mary Moss at J. Albert Adams Academy and will be graded using S or U.



# Programs of Choice

The AACPS Division of Advanced Studies and Programs believes strongly in providing innovative educational programs for our students. It is through offering Programs of Choice in AVID, JROTC, International Baccalaureate (IB), Science, Technology, Engineering, and Mathematics (STEM), Performing and Visual Arts (PVA), and Signature Programs that students explore their interests, talents, and abilities in a highly specialized and rigorous instructional setting. In the Programs of Choice, students learn about and explore issues current and relevant within their field of study. Students take both pride and ownership in being a part of a Magnet program as they prepare themselves to be future leaders.

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## AVID

*(Advancement Via Individual Determination)*



AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. Although AVID serves all students, the AVID elective focuses on the students in the academic middle who have the desire to go to college and the willingness to work hard. AVID puts students on the college track: acceleration instead of remediation. The formula is simple — raise expectations of students and, with the AVID support system in place, they will rise to the challenge. At the secondary grade levels (6th–12th grades), AVID is an academic elective course taken during the school day. Students are selected to enroll in an AVID class after an application process. Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and tutors, and participate in enrichment and motivational activities that make college attainable. Students enrolled in AVID are typically required to enroll in at least one of their school’s most rigorous classes, such as honors or Advanced Placement, in addition to the AVID elective.

Students may wear an AVID cord during graduation if the following requirements are met:

1. Take an AP/IB exam and/or earn college credit for at least one course.
2. Take the SAT or ACT.
3. Complete the senior AVID data and submit it to the AVID Center on time.
4. Participate in the AVID elective course for at least three full high school years. Years do not have to be consecutive, but the third year must be the full senior year.
5. Apply and be accepted into at least one four-year college.
6. Have an unweighted GPA of at least 2.75.

**X30 | AVID Tutor 1–2** 0.5/sem

The AVID (Advancement Via Individual Determination) academic elective class utilizes trained tutors to guide the AVID students toward academic and personal excellence. Tutors are active participants in the learning, growth, and personal development of the AVID students. AVID tutors are trained in the AVID methodology process and facilitate sessions with students. Juniors and seniors may apply to become AVID Tutors by meeting with the AVID Site Coordinator and completing a request for alternative credit.

**K19 | AVID 9** [FY] 0.5/sem

The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization and time management, college research, and tutoring. Students will develop their organizational skills using the AVID Binder, participate in rigorous tutorials aimed at improving inquiry and collaboration techniques, and improve their knowledge of subject matter in all academic classes using the focused note-taking process. AVID 9 serves as a transition from middle school to high school where students will continue their focus on acceptance into a four-year college or university of their choice. Students in AVID 9 are expected to prepare for a rigorous high school schedule that includes challenging honors and AP courses.

**K20 | AVID 10** [FY] 0.5/sem

The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization and time management, college research, and tutoring. Students will develop their organizational skills using the AVID Binder, participate in rigorous tutorials aimed at improving inquiry and collaboration techniques, and improve their knowledge of subject matter in all academic classes using the focused note-taking process. Students begin more in-depth college and career exploration and prepare for college application essay writing.

**K21 | AVID 11** [FY] 0.5/sem

The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization and time management, college research, and tutoring. AVID 11 builds upon the skills and techniques developed in AVID 6–10, working towards the goal of college acceptance. To this end, students receive support preparing for their SAT/ACT tests, finding and narrowing down their best fit colleges, writing their college essay, and preparing for senior year. Students also receive support for their honors and Advanced Placement courses and skills and strategies to prepare for the academic rigors of college as well as support selecting appropriate courses to best prepare students.

**K22 | AVID 12** [FY] 0.5/sem

The AVID elective provides a strong, relevant writing and reading curriculum, study skills, assistance with organization and time management, college research, and tutoring. AVID 12 builds upon the skills and techniques developed in AVID 6–11, working towards the goal of college acceptance. To this end, students receive support filling out college applications, building resumes, finding scholarships, and preparing for the transition from high school to college. Students also receive support for their honors and Advanced Placement courses and acquire skills and strategies to prepare for the academic rigors of college. Students in AVID 12 are expected to apply to four-year colleges or universities, find and apply to scholarships, and research possible majors and careers.

# JROTC

## *(Junior Reserve Officers' Training Corps)*

Anne Arundel County Public Schools offers three Junior Reserve Officers' Training Corps (JROTC) programs focusing on student leadership, citizenship and service to the community. Through partnerships with the United States Army (Meade HS), Navy (Annapolis HS) and Marines (Northeast HS), instructors from all three branches prepare 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.

JROTC prepares students for life and they are not under any obligation to join the military. However, if they choose to further their 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.

## Navy JROTC



The purpose of Navy JROTC is to instill in students the value of citizenship, service to the United States, personal responsibility and a sense of accomplishment. Specific goals for the Naval Junior Reserve Officers Training Corps (NJROTC) program and course work include patriotism, developing informed citizens and responsible citizens; promoting habits of orderliness and precision; developing a high degree of self-discipline and leadership; promoting an understanding of the basic elements and requirements for national security; developing respect for and an understanding of the need for constituted authority in a democratic society; providing incentives to live healthy and drug-free lives; developing leadership potential; promoting high school completion; providing information on the military services as a possible career.

The NJROTC program is offered to students in grades 9–12. These courses are available at Annapolis High School but may be taken by students enrolled at other high schools that are willing to provide their own transportation, providing there is room at Annapolis. All uniforms, texts, insignia, and training materials are provided.

**X50 | Honors Navy Junior ROTC 1** [FY] 0.5/sem

Naval Science 1 is the first of the Naval Science program. The NJROTC program emphasizes each person's responsibilities in democratic society. The program includes classroom instruction, physical fitness, and military drill, wearing the correct uniform, practicing military customs and courtesies, and basic leadership training. Students will be introduced to leadership theories on ethics and values. Instructional



topics also include naval ships and aircraft, citizenship and U.S. government and other forms of government, wellness and fitness, geography and survival skills. The program is designed to motivate students to use the skills learned in NJROTC to be successful in high school, in advanced education and in other education and training. Students must meet grooming and discipline standards.

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X51 | **Honors Navy Junior ROTC 2** [FY] 0.5/sem

This course continues the instruction offered in Naval Science 1 at an advanced level. The second level course is intended to meet the needs of cadets who desire further training in Naval subjects and to gain additional leadership experiences. Topics include: Maritime History, Leadership, Maritime Geography, Meteorology, Astronomy, Physical Science, and Oceanography. Naval Science 2 and 3 topics may be alternated annually if approved by the senior instructor. Students must meet grooming and discipline standards.

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X52 | **Honors Navy Junior ROTC 3** [FY] 0.5/sem

This course continues the instruction offered in Naval Science 1 and 2 at an advanced level. The third level course is designed to meet the needs of cadets who desire advanced training in Naval subjects and to gain additional leadership experiences while holding cadet officer positions. Cadets may also be selected to staff positions. Topics include: National Security, Naval Operations and Support Functions, Military Law, International Law, Ship Construction, Shipboard Organization, Seamanship, Navigation, Naval Weapons and Aircraft. Naval Science 2 and 3 topics may be alternated annually if approved by the senior instructor. Students must meet grooming and discipline standards.

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X53 | **Honors Navy Junior ROTC 4** [FY] 0.5/sem

This course continues the instruction offered in Naval Science 1, 2, and 3 at an advanced level. The fourth level course is designed to meet the needs of senior cadets participating in the full four-year NJROTC program. Fourth year NJROTC cadets comprise the majority of the command staff responsible for planning, organizing, and administering unit activities. Cadets also receive course work in advance leadership and organizational theory; ethics and workshops on college preparation; and career exploration. Students must meet grooming and discipline standards.

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## Army JROTC



Students may take anywhere from one semester to eight semesters of AJROTC, earning from 0.5 to 4 elective credits. These courses prepare students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. All uniforms, texts, insignia, and training materials are provided. All classes maintain a focus on physical fitness through routine physical training. Additionally, all cadets complete the entire National Endowment for Financial Education (NEFE) six phase High School Financial Planning Program.

Cadets may have the opportunity to participate in several co-curricular activities offered by JROTC:

- JROTC Leadership Challenge and Academic Bowl (JLAB): a competitive program that imparts values of leadership and citizenship while preparing for higher education milestones like college entrance exams.
- JROTC Raider Challenge: A competitive program for JROTC Cadets in five different fitness and skill events.
- Drill Competitions: Programs for traditional drill formations including regulation and exhibition/pageantry categories.
- JROTC Cadet Leadership Challenge (JCLC): Approximately ten percent of students in the program are afforded the opportunity to attend a six day camp conducted at Fort A.P. Hill, VA, where cadets are provided the opportunity to participate in a safe, healthy and fun training environment that is both physically and mentally challenging, to provide hands-on training designed to develop leadership, discipline, teamwork and self-confidence. Cadets are provided adventure training not normally available on campus in order to practice leadership in a challenging environment and allow them to participate in citizenship-building exercises in a military setting.
- Various field trips/college visits to include the U.S. Naval Academy at Annapolis, MD, the U.S. Military Academy at West Point, NY, as well as others.

The AJROTC program is offered to students in grades 9–12. These courses are available at Meade High School but may be taken by students enrolled at other high schools that are willing to provide their own transportation, providing there is room at Meade. All uniforms, texts, insignia, and training materials are provided.

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X55 | **Honors Army Junior ROTC 1** [FY] 0.5/sem

Focus is on the Foundations of Army JROTC. Topics of instruction include: Being a Leader, Knowing Yourself, Study Skills, Achieving a Healthy Lifestyle, The Globe, You the People—Citizenship Skill, and Your Job as an American Citizen.

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X56 | **Honors Army Junior ROTC 2** [FY] 0.5/sem

As the second year in the program, cadets earn leadership opportunities in the classroom. Topics of instruction include: Focus on The Nation's Defense Forces; How to Lead; Communication Skills; Conflict Resolution; Maps, Map Reading and Land Navigation; and Founding and Growth of a Nation (history of the U.S. from 1776 to present).

## 70 | Programs of Choice | JROTC | Marine Corps JROTC

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### X57 | Honors Army Junior ROTC 3 [FY] 0.5/sem

Third year cadets take on the highest leadership roles at the classroom level. Topics of Instruction include: Leading Situations; Making a Difference through Service Learning; Career Planning; the Federal Judicial System; and Sources of Power.

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### X58 | Honors Army Junior ROTC 4 [FY] 0.5/sem

Fourth year cadets assume the leadership roles of the entire Mustang Battalion. Topics of Instruction for the senior class include: Planning Skills; Social Responsibility; Drug Prevention/Intervention; Exploring the World; and Advanced Citizenship and American History.

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## Marine Corps JROTC



The Marine Corps JROTC program, is designed to instill in high school students a value of citizenship, character, service to the United States, personal responsibility, and a sense of accomplishment. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction with rewarding opportunities that will benefit the student, community, and nation.

The Marine Corps JROTC program is a cooperative effort on the part of the Marine Corps and the host institution to provide secondary school students with opportunities for total development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.

The Marine Corps JROTC program is one of the Marine Corps' contributions to assisting America's youth to become better citizens. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth as it emphasizes community service and teen anti-drug efforts.

This program is offered to students in grades 9–12. These courses are available at Northeast High School but may be taken by students enrolled at other high schools that are willing to provide their own transportation, providing there is room at Northeast. All uniforms, texts, insignia, and training materials are provided.

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### X66 | Honors Marine Corps Junior ROTC Level 1 [FY] 0.5/sem

Level 1 focuses on building character and development of leadership. It is designed to:

- Create informed, patriotic, and responsible citizens,
- Develop responsible young adults who are physically, mentally, and morally fit,
- Develop informed and civic-minded young adults prepared for higher education, civilian careers, and public service, and

- Instill discipline, respect, and responsibility through military-related subjects and activities.

Cadets are expected to wear designated Marine Corps uniforms on a weekly basis and adhere to appropriate grooming standards.

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### X67 | Honors Marine Corps Junior ROTC Level 2 [FY] 0.5/sem

Level 2 MCJROTC cadets focus on leadership principles, Esprit De Corps, citizenship, and personal growth and responsibilities. Cadets will demonstrate leadership theory, style, and principles. Cadets will additionally perform leadership roles within the Cadet Company and extracurricular activities. These activities include Drill Team/Color Guard, Raider (physical fitness) team, Air Rifle Team, orientation trips, community service projects, and social events.

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### X68 | Honors Marine Corps Junior ROTC Level 3 [FY] 0.5/sem

The Level 3 course builds upon the knowledge and experience attained during Leadership Education 1 and 2. The course continues to stress classroom instruction and practical application in leadership education, citizenship, personal growth and responsibility, self-discipline, and character development. Training includes leadership, physical fitness, drill and ceremonies, military customs and courtesies, general military subjects, air rifle marksmanship. During this year, there is also an increased emphasis on the consideration and exploration of post high school educational and career opportunities.

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### X69 | Honors Marine Corps Junior ROTC Level 4 [FY] 0.5/sem

The Level 4 course allows senior cadets the opportunity to serve as both a training facilitator for the MCJROTC instructional staff and as a mentor for junior cadets. Senior cadets are expected to display positive attitudes, requisite leadership ability, and perform in leadership roles within the MCJROTC cadet organization. Senior cadets are also assigned to Leadership Education I–III classes; modeling leadership, serving as a role model, conducting training, and/or mentoring junior cadets as a means to enhance their leadership education and prepare them for a career after high school.

# Signature Courses

A Signature is a theme chosen by a school and its surrounding community to connect classroom instruction with real-world situations and workforce skills. A Signature brings together educators with local business and community leaders to make classroom instruction relevant, interesting, and challenging for all students and expands opportunities that connect to the 21st century workplace. Each of the 13 comprehensive high schools in Anne Arundel County offers a unique Signature Program providing enrichment to the educational experience. These programs align with AACPS Strategic Plan to eliminate the achievement and opportunity gaps by providing all students with access to rigorous coursework with immersive experiences.

There are multiple opportunities for students to participate in the school's Signature Program. Signature specific classes will be available to all students on a space-available basis. Students who participate in the Signature are able to choose from specially designed courses, co-curricular and career opportunities enhanced with the school's unique theme. These may include seminars with leaders in their field, internships, mentoring, technical and community college courses, online learning, and other real-world experiences. Students may develop individual pathways and create a portfolio that demonstrates their unique skills and talents surpassing information found in a traditional high school transcript.



**ANNE ARUNDEL  
COMMUNITY COLLEGE**

## College Classes in AACPS

The Signature Program, in partnership with Anne Arundel Community College (AACC), currently offers the opportunity for students to enroll in AACC college courses taught by AACC college professors during the regular school day in many of our high schools. These courses are dual credit, providing both credit towards a student's high school diploma and transcribed college credits. Students completing these courses may earn an industry certification, embark on a pathway to a post-secondary degree, or get a jumpstart on college by participating in a career cluster. All high schools will have a Signature-embedded college pathway in the future.

# All Signature Programs

In each Signature Pathway, students take two full years of Signature Explorations classes. At most schools, the Explorations 1 requirement is satisfied by completing the one semester course, Global Community Citizenship (see below), and the one semester Explorations 1B course along with the full year Explorations 2 course. Pathway students at Arundel, Meade, and Severna Park high schools take the year-long Explorations 1 and 2 classes in addition to Global Community Citizenship.

X17   <b>Global Community Citizenship</b>	<b>0.5sem</b>
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Global Community Citizenship is an introductory Signature course designed to explore the values and diversity of our local, national, and global communities. Through Project-Based Learning, students will identify and discuss issues, events, and essential questions relevant to the community which will allow them to understand their role in demonstrating civic virtues. Students will consider the cultural and technological influences that have shaped our modern society and consider how these impact the students' social options in the future. Students will begin with self-exploration to understand what events, traditions and circumstances have shaped their views, behaviors and goals followed by them exploring the cultures, religions, and traditions of people in our community. Strategies integral to this course include the ability to discuss and debate mature topics and themes respectfully, a level of comfort with a variety of non-print mediums, working collaboratively in groups and participating in multi-disciplinary project-based learning. This course is a graduation requirement for all students.

## Annapolis High School



### Change Engineering

The Change Engineering Signature Program redefines the classroom and awakens the intellectual curiosity of young leaders by empowering them to transform their world. We teach them the positive benefits of change and provide them the leadership and a toolkit to methodically identify, analyze, plan, implement, and create change.

#### X06--0 | **Change Engineering Exploration 1B** [FY] 0.5sem

The Change Engineering Exploration 1 course provides an opportunity for students to define, recognize, and manage change while fostering changemaking potential with impact by analyzing the structure for creating change. In Ex1, students foster community membership through leadership and stewardship. This is a semester course. Available at Annapolis High School Only.

#### X07--0 | **Change Engineering Exploration 2** [FY] 0.5/sem

The Change Engineering Exploration 2 course provides a forum for students to connect, collaborate, solve, and share knowledge toward innovating and improving the global transformation. Students will learn to negotiate change in self, community, organizations, and in the global community through a variety of leadership traits. Through a model driven approach, interactive projects, and real-life applications, students are challenged to Identify, Analyze, Plan, Implement and Engineer Change. This is a full year A Day/B Day course. Available at Annapolis High School only.



### AACC Courses at Annapolis

#### Starting Fall Semester 2021



#### ESI103 Introduction to Entrepreneurship **3 credits** (Proficiency Credit)

Discover and practice the components of entrepreneurship, idea generation, creative thinking, and opportunity recognition. Experiment using entrepreneurial methods and evaluate potential business ideas. Compare and analyze various strategies entrepreneurs have used to start and grow their businesses.

#### Starting Spring Semester 2021



#### ESI104 Entrepreneurship: Sales and Marketing for Small Business **3 credits**

This course will emphasize tools and skills that small business owners need to market their business successfully on a small scale and small budget. The salesmanship portion of the course will focus equally on the effectiveness of a good sales presentation and the importance of good customer service after the sale to ensure future sales. The intended audience is who plan to own or manage small businesses and need to develop more skills in marketing and sales. Skills to be mastered include preparing a marketing plan for a small business, developing a realistic marketing budget, planning the sales presentation, and providing a training manual for sales personnel to be hired in the future.

## Arundel High School



### Community Development & Global Citizenship

Community Development is a way of working with communities and importantly a way of looking at all the careers involved in making a society successful and sustainable. Global Citizenship encourages people to consider their individual impact on the wider community including participation in political, economic, social, cultural, and environmental conditions in which they live.

#### X06--1 | **Community Development/Global Citizenship Ex 1** [FY] 0.5/sem

In the year-long Community Development and Global Citizenship Explorations Course, students will identify and discuss issues, events, and essential questions relevant to youth in a globalized society, consider the cultural and technological influences that have shaped our modern society, and consider how these impact the students' social and professional options in the students' future. Available at Arundel High School only.

#### X22 | **Community Dev/Global Citizenship Ex 1 w/ Gaming** [FY] 0.5/sem

This is an alternative level 1 exploration that includes a gaming component. Students take one or the other level 1 course but not both.

#### X07--1 | **Community Development/Global Citizenship Ex 2** [FY] 0.5/sem

This offering is currently running as two semester-long Leadership courses: X42--0 and X42--1. Through the Signature lens, these courses explore the skills, competencies, and workforce connections to be a successful leader in the 21st century globalized community. Students will identify and discuss character, time management, communication, ethics, trust, innovation, and morals as well as consider how these impacts their professional options in the future. Strategies integral to this course include the effective and responsible use of the internet, the ability to discuss and debate mature topics and themes respectfully, working in cooperative groups, and participating in multi-disciplinary project-based learning. The course is based on James Kouzes and Barry Posner's The Student Leadership Challenge and the Five Practices of Exemplary Leadership model. Available at Arundel High School only.

#### X24 | **Take Action: Make a Difference** 0.25qtr

Become empowered to make a difference in current local issues through analyzing data, collaborating to brainstorm solutions, gain community input and develop presentations to share your learning and recommendations.

#### X25 | **Take Action: Community Leaders** 0.25qtr

Explore and leverage the support and assistance of community leaders to reach real change in your community.



## AACC Courses at Arundel

### Fall Semester



#### BPA120 Customer Service 3 credits

Principles and practices involved in and necessary for owning and operating a small business. Areas of study include assessment of qualification for business ownership, market determination, site locations, capital and credit requirements, risk management and insurance, record-keeping and personnel management. The purpose of this course is to provide information to prospective and new small business operators.



#### ESI103 Introduction to Entrepreneurship 3 credits (Proficiency Credit)

Discover and practice the components of entrepreneurship, idea generation, creative thinking, and opportunity recognition. Experiment using entrepreneurial methods and evaluate potential business ideas. Compare and analyze various strategies entrepreneurs have used to start and grow their businesses.

### Spring Semester



#### BPA111 Introduction to Business 3 credits

Explore the way that business is related to, and interacts with, individuals, groups, and institutions in the 21st century. Learn the terminology and concepts of the functional areas of business, setting the foundation for interpreting and analyzing the legal, social, and ethical issues facing business (both the institution and its members) today. Examine global awareness and cultural diversity throughout the course. Prepare for a career in business and/or a business career in the arts, sciences, and technologies.



#### BPA162 Business Communication 3 credits

Examine all aspects of business communications. Focus on written reports and proposals, oral presentations including interviewing skills and persuasive proposals as well as electronic communications including email, social media and business research on the Internet



#### ACA100 Student Success (AACC credit only) 1 credit

Explore college academic support services and faculty expectations. Examine study skills, note taking, strengthening memory and concentration, and time management. Assess your own learning style, choose a career path, set goals and develop an educational plan. Transition to college and develop tools to ensure your academic success.



#### BPA127 eMarketing 3 credits

Learn the core concepts of an eMarketing campaign. Explore email marketing, online advertising, social media, viral marketing, website copywriting and design, and other electronic tools used in supporting a traditional marketing campaign



#### BPA119 Global Business (Online) 3 credits

Explore the factors affecting the success or failure of businesses operating abroad. Analyze general theories of trade and economic development, specific organizations and monetary systems, the foreign forces impacting business and management applications.

## Broadneck High School



### Environmental Literacy

Environmental Literacy embraces the idea that everything we do affects the environment, and the environment affects everything we do. In our program, students are taught to examine environmental issues not only in science, but also in subjects such as economics, health, and government through field experiences, guest speakers, and student led classroom activities.

#### X06--2 | Environmental Literacy Exploration 1B 0.5sem

Through the Environmental Literacy Explorations course, students survey environmental issues related to sustainability and the connectedness of environmental awareness to personal and career opportunities. Using project-based learning, students will investigate topics such as biodiversity, environmental economics, pollution/restoration, and advocacy. Available at Broadneck High School only.

#### X07--2 | Environmental Literacy Exploration 2 [FY] 0.5/sem

The purpose of this year-long course is to explore sustainability practice through local, regional, national, and global perspectives. Using project-based activities, students will design and implement their own sustainable capstone project related to a local environmental concern. Available at Broadneck High School only.



## AACC Courses at Broadneck

### Fall Semester (optional, after school)



#### BIO215 Restoration Ecology 3 credits

Learn basic techniques used to repair, restore and create ecosystems. Emphasis is placed on the diverse ecosystems of Maryland. Investigate how water quality is improved through established forest and meadow habitats, tidal and non-tidal wetlands, underwater grass meadows, and dune systems as well as through the construction of rain gardens and vegetated storm water treatment systems. This course does not satisfy a lab science requirement

### Spring Semester



#### HEA111 Personal and Community Health 3 credits

Identify the dimensions of wellness and the various factors that promote optimal health for individuals and their communities. Describe the current and emerging issues in health promotion and disease prevention and evaluate evidenced-based methods to control risk factors in diverse populations. Examine topics and health behavior strategies to optimize and enhance quality of life.


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 **BIO130 Drones Sensing the World Around Us—  
Designs by Nature and Technology** **3 credits**


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Learn the techniques used to explore and study the world around us. Emphasis is placed on the how biological systems sense the environment and how drones and other autonomous systems mimic these systems to gain situational awareness. Learn the practical, technical and legal uses of drone technology and how remote sensing improves our understanding of the environment. Study the data collected by remote surveillance technologies, for habitat assessment, ecosystem inventories, the impacts of weather and evaluation of weather phenomena.

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 **ACA100 Student Success (AACC credit only)** **1 credit**


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Explore college academic support services and faculty expectations. Examine study skills, note taking, strengthening memory and concentration, and time management. Assess your own learning style, choose a career path, set goals and develop an educational plan. Transition to college and develop tools to ensure your academic success.

**Note: Senior year open enrollment onsite at Anne Arundel Community College—Arnold Campus**

**Fall Semester (beginning fall 2021)**

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 **GEO240 Introduction to Geographic Information Systems** **3 credits**


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Utilize geospatial technology and apply foundational concepts in Geographic Information Systems (GIS) to collect, store, analyze, and display natural and social science data. Demonstrate knowledge and application of fundamental cartographic principals and analytical methods using industry standard hardware and software.

**Spring Senior Year (beginning spring 2022)**

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 **COM111 Fundamentals of Oral Communication** **3 credits**


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Learn about public speaking theory, and develop the skills needed to speak effectively in various situations. Learn about clear oral expression, informed critical thinking, research techniques, rhetorical modes and group communication. Write and deliver several speeches.

**Fall or Spring Semester**

In addition, students must successfully complete one lab course at AACC from the list below:

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 **BIO101 Fundamentals of Biology** **4 credits**



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Study the basic biological principles common to living organisms and insights into the scientific methods used to determine those principles. Topics include biological molecules, cell structure and metabolism, biological organization, homeostasis, reproduction and development, and heredity and evolution.

**Prerequisite:** Eligibility for ENG 101/ENG 101A and either eligibility for any general education math or a score of 27 or better on the Arithmetic Placement Test, or a "B" or better in MAT 005. This is recommended for students who did not earn a 4 or better on the AP Biology Assessment.

or

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 **BIO103 General Botany** **4 credits**



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Gain an introduction to members of the plant kingdom and their closest relatives. Learn the unique life strategies of plants that are the basis for their importance to humans and their role in shaping global ecology. Through an examination of plant form and function, students will learn how and why plant life defines the biological potential of both terrestrial and aquatic ecosystems.

**Prerequisite:** eligibility for ENG 101/101A and eligibility for any gen ed math or a score of 27 or better on the Arithmetic Placement Test or a B or better in MAT 005)

or

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 **BIO107 Environmental Science** **4 credits**


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Investigate major issues in contemporary environmental science with special emphasis on scientific reasoning and the skills needed to resolve contemporary problems. Perform field and laboratory exercises focused on ecosystem dynamics, habitat assessment, pollution, resource management and environmental restoration. Students must attend occasional scheduled field trips.

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## Chesapeake High School



### Information Management

Information Management and the technology used to manage information impacts every facet of our lives. The Information Management Signature Program will help students prepare for and be more effective in their careers by teaching them the principles of Information Management through the IM Process—Acquire>Organize>Distribute>Reflect.

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**X06--3 | Information Management Exploration 1B** [FY] 0.5sem
 

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The introductory Signature course in Information Management will address the variety of methods used to collect, protect, manage, and finally, apply information personally, publicly, and privately. Available at Chesapeake High School only.

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**X07--3 | Information Management Exploration 2** [FY] 0.5/sem
 

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The study of the collection and management of information as it relates across multiple disciplines. Available at Chesapeake High School only.

## Crofton High School



### Safety and Security in the Digital Age

Crofton High School, the newest high school in Anne Arundel County, will follow the lead of the other 12 comprehensive high schools in creating and implementing a Signature program. Community members and interested business and industry partners worked almost an entire year to identify a Signature theme which encompasses the interests, resources, jobs/careers and “feel” of the Crofton community—Safety and Security in the Digital Age. An Integrated Community Stakeholders Team (ICST) will then be formed to work with school and community members to develop a course of study and additional real-world opportunities for students, which will prepare them for careers or higher education within that theme.

For up-to-date information on the Crofton High Signature theme, please visit our website: [www.aacps.org/croftonsignature](http://www.aacps.org/croftonsignature).

#### X06-13 | Explorations 1B 0.5sem

is a broad survey of current issues, opportunities, college and careers options within the Signature theme of Safety and Security in the Digital Age. The purpose is to contextualize learning, making connections between rigorous academic courses and workforce relevance to the new Signature theme, supporting the goals of eliminating the achievement gap. The following workforce-relevant career topics will be among those considered for inclusion in Crofton’s Signature Program by the Integrated Community Stakeholder Team (ICST) tasked with leading the Signature Program and helping to develop the curriculum:

- Personal Safety (physical, social/emotional, and mental safety)
- Community Safety (public safety related to police, fire, justice, environmental health, animal control, military, transit authority, department of corrections, etc.)
- Information Security (information privacy and security, anti-piracy)
- Safety and Security within the Healthcare Arena (Technology Use & HIPAA Compliance)
- Emergency/Crisis Disaster Management
- Safety and Health in the Workplace
- Financial Security
- Intellectual Security (Intellectual Property Rights, brand protection, licensing)
- Building Safety (codes, permits, laws, etc.)
- Ergonomics
- Safety and Security Training

#### X07-13 | Explorations 2 [FY] 0.5/sem

This full year course and will take a deeper dive into the topics and issues from Explorations 1 with an eye to pathways into Anne Arundel Community College Career Cluster offerings for the junior and senior year in high school. Both Explorations 1B and 2 will be offered in the fall of 2021.

## Glen Burnie High School



### Public Service

Students gain an understanding of ethical standards and techniques needed to meet current and future challenges facing our community through innovative thinking and real-world experiences in a variety of public service careers that help a community grow and thrive.

#### X06--4 | Public Service Exploration 1B 0.5sem

The Public Service Explorations 1B course exposes students to aspects of service as provided by private, public, or non-government agencies. Units covered in the course include criminal justice, law enforcement, national security, social policy, citizenship, and leadership. Students will be provided with opportunities to attend field experiences, explore careers and colleges of interest, and interact with professionals within the public service sector. Available at Glen Burnie High School only.

#### X07--4 | Public Service Exploration 2 [FY] 0.5/sem

The year-long Public Service Exploration 2 course enhances students’ understanding of careers in public service. It includes but is not limited to law enforcement, military, public health, public education and emergency management. Through completion of this course, students will be able to identify public service careers as well as what they provide to the people. They will also understand government structures and the role they play in the United States. Available at Glen Burnie High School only.

**Prerequisite(s):** *Public Service Exploration 1B*

#### X35 | 911 Training [FY] 0.5/sem

This course prepares students for careers in Police/Fire/Rescue call centers. Through direct classroom instruction, observation of emergency call center activities and through simulations and practice activities, students will learn use of CAD, Vesta, and Vela call software; the laws, policies and procedures for receiving and screening emergency calls and transmitting dispatch orders; communication skills; social/emotional skills allowing them to provide an appropriate response to specific situational emergencies; mapping location skills. Following successful completion of a written exam, practical simulation testing, and on the job training, students will be qualified for employment by the Anne Arundel County Police Department (AACPD) as 911 Call Takers. Only seniors will be eligible to take this course, as one must be 18 years old by the completion of the class in order to be hired by AACPD. Available at Glen Burnie High School only.

**AACC Courses at Glen Burnie****Junior Year, Fall Semester****CJS111 Introduction to Criminal Justice 3 credits**

A survey of history, development and philosophy of law enforcement. Introduces the local, state and federal agencies involved in the administration of criminal justice. The court and trial process is included.

**Junior Year, Spring Semester****CJS112 Police Operations 3 credits**

Study of line activities of uniformed police with emphasis on patrol. Areas of study include traffic enforcement, investigation, juvenile crime, vice prevention and other operations.

**Note: Senior Courses offered at the Glen Burnie Town Center—Starting 21–22 school year**

**Senior Year, Fall Semester****CJS113 Penology 3 credits**

Studies the history and philosophy of corrections in federal, state and community systems along with probation, parole and other methods of rehabilitating offenders.

**LGS215 Criminal Law 3 credits**

Examines pertinent aspects of federal and state criminal law. Includes basic elements of law and specific issues of interest to law enforcement. Discuss recent court decisions relating to crimes against the person and property.

**Senior Year, Spring Semester****HLS111 Introduction to Homeland Security 3 credits**

Introduces students to the vocabulary and important components of Homeland Security. Explores the state, national, and international laws impacting Homeland Security. Includes an examination of the most critical threats confronting Homeland Security.

**CJS225 Criminal Justice Ethics 3 credits**

Provides a historical analysis of the moral and ethical issues encountered in policing, corrections, probation, parole, prosecution and criminal defense. Examines the consequences of ethical transgressions in the various areas of criminal justice practice. Topics include history of the criminal justice system, regulation of criminal justice professionals, professional discipline, police brutality, police misconduct, police-community relations, correctional misconduct and violations of policy and law. Explores the process for investigation of acts of misconduct and unethical behavior in the criminal justice field.

**Meade High School****Homeland Security**

Will identify, promote, and prepare our students for college and career opportunities in the field of Homeland Security and all of its applications. To incorporate STEM and Language/Cultural content and knowledge throughout all of the curriculum areas, to embed the career skills and experiences in all of our co-curricular events and empower our students to become leaders in their future educational and career endeavors.

**X06--5 | Homeland Security Exploration 1 [FY] 0.5/sem**

The Homeland Security Explorations 1 and 2 courses incorporate technologies that are applied in practical work environments and related to homeland security and emergency management. In this year-long course, we examine various policy measures and practices as they relate to democratic values, civil responsibilities and liberties. Available at Meade High School only.

**CTE****X07--5 | Homeland Security Exploration 2 [FY] 0.5/sem**

The purpose of this course is designed to enhance emergency and disaster preparedness for students by providing training in the knowledge necessary for preparedness, mitigation, response, and recovery. This year-long course provides an introduction to public health emergency preparedness, including natural disasters, unintended human acts, terrorism, and emerging threats such as a pandemic on the federal, state, local and personal levels. Available at Meade High School only.

**CTE****X11 | Honors Homeland Security Counterterrorism & Intelligence [FY] 0.5/sem**

This course provides an in-depth view of terrorism, transnational criminal enterprise, and the intelligence process. Students will explore social and economic issues, government policies in relation to terrorism and the role of law enforcement in counterterrorism. Topics will include a historical and contemporary study of domestic and international terrorism, psychological and sociological features of terrorism, and the impact of 9/11 on American security policies. Students will also examine the intelligence process and explore intelligence collection methodologies, intelligence tasking processes, and intelligence analysis practices. This course is available only at Meade High School.

**X31 | Honors Geographic Information Systems 1 0.5sem**

Students will be introduced to Geographic Information system (GIS) and Remote Sensing (RS) technology to study their local and regional communities. This course is open to all students and is the foundation of the STARS Entry-Level GIS Technician Certification. Available at Meade High School only.

**CTE****X32 | Honors Geographic Information Systems 2 0.5sem**

This MSDE approved course will help the student learn the skills required to work on and/or build a Geographic Information Systems/Remote Sensing project. Students and teachers will follow a course of hands-on instructions to learn skills ranging from introductory digital mapping to



image analysis. In this second course on the path to STARS Entry-Level GIS Technician Certification, students are introduced to each skill with a real-world application and led through the problem-solving process. Follow-up applied practice application will direct the student to apply acquired skills to cases in the local community using the supplied data. This repetition will set the stage for further student driven projects. Available at Meade High School only.

**CTE****X33 | Honors Geographic Information Systems 3 0.5sem**

In GIS 3, students will learn to apply those skills. Students will learn and apply Spatial Analyst and 3D Analyst. The ArcGIS Spatial Analyst extension allows students to examine the spatial relationships within a specific area as well as study site suitability. The ArcGIS 3D Analyst extension allows students to gain a different perspective on their environment by modeling surfaces three dimensionally. Students will also learn methods of integrating external hardware in order to incorporate real time data from GPS units in order to accurately survey their community. Combined with a troubleshooting unit and general review of skills acquired in Course 2, Course 3 can become an invaluable tool. Available at Meade High School only.

**CTE****X34 | Honors Geographic Information Systems 4 0.5sem**

In GIS 4, an MSDE approved course, students will learn and apply Spatial Analyst and 3D Analyst. The ArcGIS Spatial Analyst extension allows students to examine the spatial relationships within a specific area as well as study site suitability. The ArcGIS 3D Analyst extension allows students to gain a different perspective on their environment by modeling surfaces three dimensionally. Students will also learn methods of integrating external hardware in order to incorporate real time data from GPS units in order to accurately survey their community. Available at Meade High School only.

**AACC Courses at Meade**

The suggested course sequence is as follows:

**Junior Year, Spring Semester, 4th Period****CJS111 Introduction to Criminal Justice 3 credits**

A survey of history, development and philosophy of law enforcement. Introduces the local, state and federal agencies involved in the administration of criminal justice. The court and trial process are included.

**SOC111 Introduction to Sociology 3 credits**

Learn sociological principles and perspectives as a way of understanding everyday social life. Study meanings and functions of various roles in historical and contemporary societies. Evaluate causes, consequences and comparisons of social hierarchies.

*Prerequisite: Eligibility for ENG 1001 or 101A*

**ACA100 Student Success (AACC credit only) (1 credit)**

Explore college academic support services and faculty expectations. Examine study skills, note taking, strengthening memory and concentration, and time management. Assess your own learning style, choose a career path, set goals and develop an educational plan. Transition to college and develop tools to ensure your academic success.

**Senior Year, Fall Semester, 4th Period****HLS211 Intelligence Analysis & Security Management 3 credits**

Examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks and other threats. Explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of Homeland Security measures implemented by the United States and explore how the intelligence community operates.

*Prerequisite(s): HLS 111 or permission of director*

**GEO102 World Regional Geography 3 credits**

Study major world regions, their populations, natural environments, cultural and economic development within a global context.

*Prerequisite: Eligibility for ENG 101 or 101A*

**Senior Year, Spring Semester, 4th Period****CJS206 Cybercrime 3 credits**

Focus on technology-based crimes. Explore cyber offenses including information warfare, cyber terrorism, information theft, data corruption and disruption of service. Discuss computing devices as instruments furthering exploitation of children, organized crime and other criminal acts. Identify vulnerabilities within national and private infrastructures, assess risks and structure security measures.

**HLS260 Terrorism/Counterterrorism 3 credits**

Provides a historical analysis of terrorism. Introduces the historical and contemporary issues relevant to domestic and international terrorism. Examines methods utilized by law enforcement and intelligence agencies in preventing and detecting terrorism. Also explores the process utilized for collecting and documenting evidence for the capture and effective prosecution of terrorists. Topics include the role of the media in covering, investigating and reporting terrorist events, and the constitutional and sociological dilemmas involved in investigating terrorist acts in democracies, such as the threats to privacy and individual rights.

## North County High School



### International Trade, Transportation, & Tourism

IT3 connects students to the career opportunities in their immediate community, creates college and career pathways through partnerships with community and business partners at BWI Marshall Airport, the Port of Baltimore, Maryland state transportation agencies, the Maryland Office of Tourism, international trade associations and many other IT3-related organizations. Opportunities are made visible to students so they can step into a rich future.

#### X06--6 | International Trade, Transportation & Tourism Exploration 1B

0.5sem

Focusing on International Trade, Transportation and Tourism, the North County Signature Explorations course relies on small group problem-based projects to expose students not only to current issues in those industries but also to viable career pathways after high school. Major topics include leadership and management, international business, policy and regulations, finance and economics, and professional culture. Available at North County High School only.

**CTE**

#### X07--6 | International Trade, Transportation & Tourism Exploration 2

[FY] 0.5/sem

Students will develop their ability to function as independent learners in the dual credit Career and Technology Education completer program. This year long seminar style class addresses College Academic Skills, Career Skills, Work Ethics, College & Career Planning. Concurrent with the International Trade Transportation & Tourism Exploration 3. Available at North County High School only.



### AACC Courses at North County

The suggested course sequence is as follows:

#### Junior Year

#### BPA235 Intro to Transportation & Logistics 3 credits

Surveys the organization and operations of the commercial transportation industry and its impact on the bottom-line of today's modern businesses. Course topics include the legal and regulatory environment, costing and pricing, major transportation options, managing transportation partnerships and the use of information and technology in the logistics sector. The course also includes an industry-specific "current issues" component, an "employment opportunities" section that explores the industry job market and a look at the technologies and issues that will shape the future of transportation and logistics.

#### BPA237 Supply Chain Management 3 credits

Introduces students to the global supply chain with an emphasis on supply sources, distribution, production planning, information systems, customer service, inventory management, warehouse management, supply chain relationships and challenges facing managers today. Students completing the course will understand supply chain management systems and relationships, and will be able to integrate information regarding the flow of materials across the supply chain.

**Prerequisite(s):** BPA 235 or permission of department chair.

#### BPA275 | Internship in Business 1 3 credits

A course designed to give students in business technology areas an opportunity to acquire practical experience with classroom learning. Objectives are set by the supervising employer, the student and the faculty member.

**Prerequisite(s):** Permission of instructor or department chair.

**Alternate:** BPA 111 if AACC programming decisions reflect virtual learning or a location cannot be secured.

#### Senior Year

#### BPA236 Intro to Airport and Seaport Operations 3 credits

Surveys the organization and operations of the commercial transportation industry and its impact on the bottom-line of today's modern businesses. Course topics include the legal and regulatory environment, costing and pricing, major transportation options, managing transportation partnerships and the use of information and technology in the logistics sector. The course also includes an industry-specific "current issues" component, an "employment opportunities" section that explores the industry job market and a look at the technologies and issues that will shape the future of transportation and logistics.

#### BPA238 Domestic & International Freight Operations 3 credits

Examines current issues and best practices in the area of domestic and international freight operations. Course topics include transportation providers, regulation and policy, carrier strategies, costing and pricing, information systems, transportation management, and the negotiation and bidding process.

**Prerequisite(s):** BPA 235 or permission of department chair.

#### HLS213 | Transportation and Border Security 3 3 credits

Provides an in-depth view of modern border and transportation security. Specific topics include security for seaports, ships, aircraft, trains, trucks, pipelines, buses, etc. Focuses on the technology needed to detect terrorists and their weapons as well as includes discussion on legal, economic, political, and cultural aspects of the problem. Lab fee \$20.

**Prerequisite(s):** HLS 111 or BPA 235 or permission of director.

# Northeast High School



## Human Performance

Students will explore the how health, fitness, leisure, financial security, and environment influences quality of life among individuals and communities. In a project/problem-based environment, integrated with human performance coursework, students solve real-world local and global problems with their peers using cutting-edge technology, job shadow experiences, and internships.

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### X06--7 | Human Performance Exploration 1B 0.5sem

The Human Performance Exploration 1B course will provide an introduction and overview for students to explore the how health, fitness, leisure, financial security, and environment influences quality of life among individuals and communities. In a project/problem-based environment, integrated with human performance coursework, students solve real-world local and global problems with their peers using design thinking and engineering processes, cutting-edge technology, job shadow experiences, and internships. Available at Northeast High School only.

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### X07--7 | Human Performance Exploration 2 0.25/sem

This Human Performance Exploration 2 course is currently being reconfigured as quarter-credit passion classes, each revolving around a deeper dive into a different aspect of the Ex 1B curriculum. Students may select any two of these courses per semester, each course counting for 0.25 credits. Select any two of these courses per semester, each course counting for 0.25 credits. Some examples for the possible Human Performance related passion courses are classes where students may

- investigate mindfulness by researching, designing and creating a relaxation water or light feature for a public space;
- learn about music and the brain while working with senior citizens to develop music playlists from their youth to support their daily lives;
- explore engineering principles and ergonomics while designing and building healthy seating for the workplace and home;
- build personal budgets related to given profiles of young professionals living in a variety of geographic locations across the country

These 0.25 credit passion courses are designed to immerse students in themes related to Human Performance—topics ultimately linked to workforce-related areas of potential interest that students may want to consider exploring more deeply in the future.

## PTLW Biomedical Science

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### M35 | Honors Principles of Biomedical Sciences (PBS) [FY] 0.5/sem

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

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### M36 | Honors Human Body Systems (HBS) 0.5sem

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

**Prerequisite(s):** *Honors Principles of Biomedical Sciences (PBS).*

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### M37 | Honors Medical Interventions (MI) [FY] 0.5/sem

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

**Prerequisite(s):** *Honors Principles of Biomedical Sciences (PBS).*

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### M39 | Honors Biomedical Innovations [FY] 0.5/sem

In the final course of the PTLW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

**Prerequisite(s):** *Honors Principles of Body Systems (PBS), Honors Human Body Systems (HBS), Honors Medical Interventions (MI).*

## Old Mill High School



### International Economics & Finance

The mission of the International Economics & Finance Signature at Old Mill High School is to collaborate with the Old Mill community to equip and grow students with the skills and knowledge necessary to make informed financial decisions and positively contribute to local and global economies as innovators and leaders.

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#### X06--8 | International Economics/Finance Exploration 1B

0.5sem

In International Economics and Finance Explorations 1 students will develop an economic way of thinking, an understanding of major issues in economics, and financial literacy skills through project and game-based inquiry learning and collaboration with experts in their community. Students will begin to develop a personal financial portfolio focused around their future goals and practice in making wise investment choices through career investigation and participation in the Stock Market Game. This course satisfies 0.5 credit of Signature Explorations 1 requirement for pathway students.

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#### X07--8 | International Economics/Finance Exploration 2 0.5/sem

In International Economics and Finance Explorations 2, students will expand their understanding of international economics, money management, and key facets of business to grow as future leaders in their local and global economies. Students will develop professional skills including project organization, public speaking, and networking through project-based learning. Throughout the yearlong course students will investigate types of businesses, monetary and fiscal policy, sustainability, financial ethics, and international economics through the development of their own business-based financial portfolio. This course satisfies 1 credit of the Signature Explorations 2 requirement for pathway students.

**Prerequisites:** *Successful completion of Signature Explorations 1*

## Severna Park High School



### Business, Innovation, & Leadership

Students work collaboratively to analyze the organizations of businesses, current national and international business policies and trends through case studies, field trips, and guest industry specialists. They will work in teams to solve an innovative project-based businesses challenge and formally present their idea to community stakeholders.

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#### X06019 | Business Innovation & Leadership Exploration 1A 0.5sem

#### X06029 | Business Innovation & Leadership Exploration 1B 0.5sem

In the two-part, year-long Business, Innovation, & Leadership Signature Explorations course, students will gain a basic understanding of business practices, roles, and systems, by designing innovative strategies and products. Through participation in case studies, students will investigate the world beyond their immediate environment and learn how to effectively communicate their ideas with diverse audiences. They will work in teams with a mentor from the Integrated Community Stakeholder partnership to solve an innovative project-based business challenge. Students will formally present their idea to their mentor, community stakeholders, and students. Available at Severna Park High School only.

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#### X07--9 | Business Innovation & Leadership Exploration 2 [FY] 0.5/sem

In this year-long course, students will apply skills learned in Explorations 1 to work collaboratively to run and maintain a student-led business. In this course, students will be able to design and manufacture products to be marketed and sold throughout the school and community. Technical, design, and manufacturing skills are learned while using several machines ranging from vinyl cutters, laser engravers, CNC machines, 3D printers, and screen printing. Financial literacy and entrepreneurial thinking are practiced through managing pricing, marketing, sales, and inventory. Available at Severna Park High School only.



### AACC Courses at Severna Park

The suggested course sequence is as follows:

#### Junior Year



#### ESI103 Introduction to Entrepreneurship

**3 credits**  
**(Proficiency Credit)**

Discover and practice the components of entrepreneurship, idea generation, creative thinking, and opportunity recognition. Experiment using entrepreneurial methods and evaluate potential business ideas. Compare and analyze various strategies entrepreneurs have used to start and grow their businesses.

**Junior Year, Spring Semester****BPA111 Introduction to Business****3 credits**

or AACPS Business Management offering

**(Eligibility for ENG 101/ENG 101A recommended)**

Explore the way that business is related to, and interacts with, individuals, groups, and institutions in the 21st century. Learn the terminology and concepts of the functional areas of business, setting the foundation for interpreting and analyzing the legal, social, and ethical issues facing business (both the institution and its members) today. Examine global awareness and cultural diversity throughout the course. Prepare for a career in business and/or a business career in the arts, sciences, and technologies.

**The following courses are available at Anne Arundel Community College—Arnold Campus**

**Fall Senior Year (beginning fall 2021)****LGS253 Business Law 1****3 credits**

Study basic principles of law and their impact on common business transactions. Explore sources of law, the judicial system, a wrongdoer's liability for harm to society (crimes) and to the injured party (torts), the formation and performance of contracts, the ownership and transfer of personal and real property, principals and their agents and factors to be considered in choosing the form of a business (partnership and corporations) to be organized.

**BPA162 Business Communications****3 credits**

Examine all aspects of business communications. Focus on written reports and proposals, oral presentations including interviewing skills and persuasive proposals as well as electronic communications including email, social media and business research on the Internet

**Prerequisite:** Eligibility for ENG 101/ENG 101A.

**Spring Senior Year (beginning 2022)****BPA201 Financial Accounting****3 credits**

Learn principles of financial accounting for the corporate entity. Study accrual-based accounting and the accounting cycle. Analyze and record financial transactions, prepare financial statements, and learn to account for receivables, inventories, fixed assets, liabilities and shareholders' equity.

**Prerequisite:** Eligibility for ENG 101/ENG 101A and eligibility for any general education math course or permission of department chair.

**COM111 Fundamentals of Oral Communication****3 credits**

Learn about public speaking theory, and develop the skills needed to speak effectively in various situations. Learn about clear oral expression, informed critical thinking, research techniques, rhetorical modes and group communication. Write and deliver several speeches.

**South River High School****Global Communications & Public Affairs**

Global Communications and Public Affairs combines government relations, media communications, issue management, corporate and social responsibility, information dissemination, technology, and strategic communications advice.

**X061-0 | Global Communications & Public Affairs Exploration 1B****0.5sem**

This course will provide students with an understanding of international and intercultural communications in a multimedia world. In a project/problem-based environment, integrated with advanced coursework, students solve real-world local and global problems with their peers using cutting-edge technology, discussions, and case studies. The course will cover a variety of global issues including diversity of news and mass communications; emerging trends in global business communication and media; advances in technology; global sources and systems of communication; ethical and legal issues; and the role and impact of advertising and public relations in the global marketplace. Available at South River High School only.

**X071-0 | Global Communications & Public Affairs Exploration 2****[FY] 0.5/sem**

Students in this year-long course look for possible solutions to issues on international relations, including international politics and international trade. They also study global issues, such as international security, international order, and the shift of power from developed countries to emerging countries. They also learn about the power of information and roles played by mass media, which are spreading beyond national boundaries. Students deepen their knowledge through field trips, industry experts, job shadowing experiences, project/problem-based research, discussions, and preparing for internships. Available at South River High School only.

**AACC Courses at South River****Fall Semester****COM111 Fundamentals of Oral Communication****3 credits**

Learn about public speaking theory, and develop the skills needed to speak effectively in various situations. Learn about clear oral expression, informed critical thinking, research techniques, rhetorical modes and group communication. Write and deliver several speeches.

**Note:** Eligibility for ENG 101 or ENG 101A is strongly recommended.

**LGS100 Introduction to the Law (3 credits)**

Survey topics and skills related to law and jurisprudence. Analyze the history and development of the law and describe how the law affects individuals, government, and businesses in today's society. Discuss constitutional law principles, judicial decision-making, the state and

federal court systems. Examine substantive criminal law, family law, contracts, torts, property, and procedural law. Lab fee \$10.

**Prerequisite:** *Eligibility for ENG 101/ENG 101A.*

### Spring Semester

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#### BPA111 **Business and Its Environment** 3 credits

Explore the way that business is related to, and interacts with, individuals, groups, and institutions in the 21st century. Learn the terminology and concepts of the functional areas of business, setting the foundation for interpreting and analyzing the legal, social, and ethical issues facing business (both the institution and its members) today. Examine global awareness and cultural diversity throughout the course. Prepare for a career in business and/or a business career in the arts, sciences, and technologies. Lab fee \$5.

**Recommended:** *Eligibility for ENG 101/ENG 101A recommended.*

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#### HEA111 **Personal and Community Health**

Identify the dimensions of wellness and the various factors that promote optimal health for individuals and their communities. Describe the current and emerging issues in health promotion and disease prevention and evaluate evidenced-based methods to control risk factors in diverse populations. Examine topics and health behavior strategies to optimize and enhance quality of life.

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## Southern High School



### Design: Preservation & Innovation

Students, through exposure to the Signature theme become design-thinkers with vital workforce skills such as, communication, collaboration, critical thinking, and creativity. They assess needs, apply global awareness and learning, design new ways of doing and develop new products appropriate to evolving needs. Students use a Design Process: Investigate, Interpret, Ideate, Experiment, Evolve.

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#### X061-1 | **Design: Preservation & Innovation Exploration 1B** [FY] 0.5sem

Students will learn how to apply a design-based model to approach, understand and solve complex real-world challenges utilizing both traditional and outside-the-box design thinking perspectives in an innovative, interactive, collaborative environment. Students will attend field experiences, explore careers and colleges of interest, and interact with professionals to acquire practical knowledge and investigate pathways for future explorations. Course topics may include design thinking, graphic design, media design, urban planning, architecture, agriculture design, and landscape design. Available at Southern High School only.

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#### X071-1 | **Design: Preservation & Innovation Exploration 2** [FY] 0.5/sem

In this year-long course, students will collaboratively apply a design-based model to solve real-world problems using innovative ideas. They will work with mentors from the business community to design and implement their projects. Students will present their projects to community stakeholders. Available at Southern High School only.



### AACC Courses at Southern (Starting Fall 2021)

#### Fall Semester

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#### ART100 **Two-Dimensional Design** 3 credits

Introduces the theories and the concepts of basic visual design. Through a variety of studio problems, explore composition and color theory as it relates to two-dimensional art forms. Introduces the computer as a design tool. No previous art instruction is necessary.

#### Spring Semester

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#### ART106 **Introduction to Digital Design** 3 credits

Learn basic design principles, concepts, and tools used by artists and designers working with digital media. Develop the skills to create, control, and manipulate digital artwork. Explore contemporary digital culture and history while producing original design projects

# Career & Technical Programs

The following courses are available only to students enrolled in a Career & Technical Program.

Career & Technical Programs in Anne Arundel County support the shared Programs of Choice vision to offer all students and families choice in their education.

Students entering high school apply online to participate in a Career & Technical Program. If selected and accepted, the student takes courses at both their home school and one of the two Centers for Applied Technology—CAT-North or CAT-South. The location is determined by the student's home school.

## Centers of Applied Technology



### Center of Applied Technology North & South

The CAT Magnet program is an educational choice that allows students to be both career and college ready. Students have the opportunity to add value to their overall education by earning industry-recognized certifications and college credit while still in high school. Students who complete a CAT program fulfill the completer path needed for graduation. Additionally, since most of the CAT magnet programs are two-year programs, many student's complete coursework necessary to be career completers as well as college completers (DUAL completers).

The CAT centers offer 25 different Career and Technology Education (CTE) programs which are guided by industry standards and are embedded in a framework of career clusters key to Maryland's economy. Please note that not all programs are available at both centers.

#### **Arts, Media and Communication**

- Interactive Media Production
- Digital Imaging/Video
- Simulation & Gaming
- Print/ Media Technology

#### **Construction and Development**

- Building/ Industrial Maintenance
- Carpentry
- Integrated Design/CAD
- Electricity
- Heating, Ventilation, and Air Conditioning (HVAC)
- Masonry
- Plumbing
- Welding

#### **Consumer Services, Hospitality and Tourism**

- Baking and Pastry
- Cosmetology
- Culinary Arts

#### **Environmental, Agriculture, and Natural Resources**

- Environmental Resource Management

#### **Health and Biosciences**

- Academy of Health Professions
- Nursing Assistant
- Medical Assistant
- Pharmacy Technician
- Dental Assisting

**Information Technology**

- IT Networking Academy (CISCO)

**Manufacturing, Engineering and Technology**

- Manufacturing Technology

**Transportation Technology**

- Automotive Collision Repair/Refinishing
- Automotive Technology
- Diesel Power Technology
- Marine Service Technology

CAT Students may be selected for National Technical Honor Society membership which recognizes excellence in Career and Technology Education. CAT students may join SkillsUSA, a national leadership organization for CTE students. Members can develop leadership skills and compete in program related skill areas at the regional/state/national level. CAT graduates are focused on their future. They have the skills and training needed to enter the workforce, but they also have a clear picture of how continuing education beyond high school will lead to advancement within their chosen career field.

**T96 | Career Exploration 0.5/sem**

Career Explorations provides students with an opportunity to experience four different career programs during one semester. Although this course is not required for acceptance into a Level One Magnet program, it allows students to explore possible areas of career interest before applying to a Level One program. This course is open to students in grades 9 and 10.

**T86 | Technical Mathematics [FY] 0.5/sem**

Many programs offered at the Centers of Applied Technology provide students with an opportunity to earn one mathematics elective credit towards graduation. The curriculum for each program is designed to prepare students to meet industry certification standards and incorporates the mathematical practices that students will utilize in their chosen industry.

**C01 | Honors Pre-Engineering [FY] 0.5/sem**

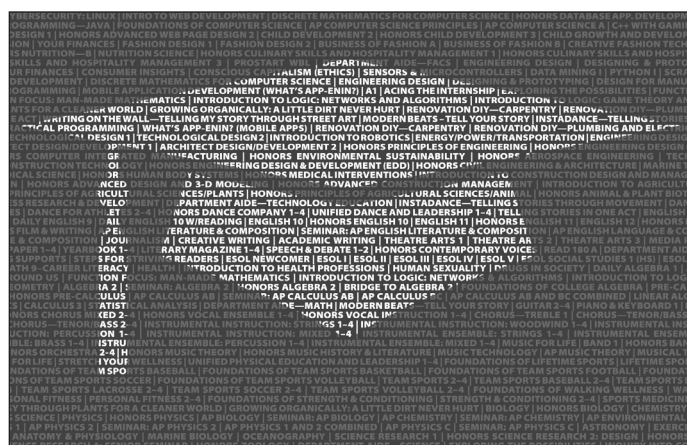
In this course, students apply the principles of physics to everyday life. Students use mathematics to study motion, forces, energy and other concepts of physics. This program is available at the Centers of Applied Technology North and South and provides students an opportunity to earn science elective credit.

Prerequisite(s): *Algebra 1 and Biology*



**T00 | Foundations of Patient Care [FY] 0.5/sem**

In this course, students learn the foundation of skills and health concepts as it relates to pursuing a career in health care. Students will participate in a variety of hands-on lab settings learning about the equipment, materials, and safety rules used in the delivery of essential health care services. Fundamentals of medical terminology, body systems, infection control and legal issues in health care are covered in this course. Students learn introductory health care record documentation skills and anthropometric conversions. The information gained can be of significant value in career planning and expanding a student's interests and abilities. Available only at CAT-South.



If you have questions

about any of the

courses or programs

described in this book,

contact your

School Counselor.



# Magnet Programs

The following courses are available only to students enrolled in a Magnet Program.

The Magnet Programs in Anne Arundel County support the shared Programs of Choice vision to offer all students and families choice in their education.

Students apply online to participate in a Magnet Program and, if selected and accepted, the student takes courses at their Magnet School, located at one of the public schools in the county. The Magnet School is determined by program and the student's home school. Students entering high school may apply for one of the following Magnet Programs in AACPS:

- International Baccalaureate Programme (IB/MYP) at Annapolis High School, Old Mill High School, and Meade High School;
- Performing and Visual Arts (PVA) at Annapolis High School and Broadneck High School;
- Science Technology Engineering and Mathematics (STEM) at North County High School and South River High School
- STEM BioMedical/Allied Health (BMAH) at Glen Burnie High School.

## IB International Baccalaureate



### Annapolis, Meade, and Old Mill High Schools

The International Baccalaureate is a globally recognized educational foundation committed to creating a better world through education. Its teaching methodology promotes student-centered inquiry, critical thinking, and effective communication while challenging students to consider their role in both local and global communities. Annapolis, Meade, and Old Mill High Schools are all authorized by the IB Organization.

Students attend the IB Middle Years Programme (MYP) in grades 9 and 10. Students who have applied and been accepted into the IB Diploma Programme (DP) will complete the IB DP course of studies in grades 11 and 12. IB Diploma students will complete a Theory of Knowledge course, an Extended Essay of 4,000 words, and approximately 150 Creativity, Activity, Service (CAS) hours as well as six subject exams. Students who meet all of these requirements and successfully complete all IB assessments and examinations will be eligible for the IB Diploma, recognized by colleges and universities in countries around the world. This unique international program has the capacity to open global doors and expand worldwide opportunity. Upon graduation, all IB students will be prepared to continue their university studies both in the United States and abroad. IB DP courses are only available to students enrolled in the IB DP Magnet Program.

### Language & Literature

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Y17 | **IBMYP Global Community Citizenship** 0.5sem  
See the *Signature* section for course description.

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Y09 | **IBMYP English 9** [FY] 0.5/sem  
See the *English* section for course description.

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I11 | **Honors IBMYP English 9** [FY] 0.5/sem  
Students apply a four-stage journey to their study of literature, language, and composition, and to themselves as entering high school students and emerging adults. Students practice critical reading, analyze themes, structures, and details, apply grammar, and use research for oral and written compositions. MYP sections are assigned reading during the preceding summer. Students in MYP English 9 receive early comprehensive preparation for success in subsequent IB English courses.

**Prerequisite(s):** Placement in the high school IB Middle Years Programme



Y10 | **IBMYP English 10** [FY] 0.5/sem

See the *English* section for course description.

I12 | **Honors IBMYP English 10** [FY] 0.5/sem

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

**Prerequisite(s):** *Placement in the high school IB Middle Years Programme*

**NCAA**

I13 | **IB English 1—Language and Literature** [FY] 0.5/semI14 | **IB English 2—Language and Literature** [FY] 0.5/sem

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

**Prerequisite for IB English 2:** *Placement in the IB Diploma Programme and successful completion of IB English 1*

**NCAA**

I15 | **IB Theatre Arts 1** [FY] 0.5/sem

This course is designed to encourage students to examine theatre in its diversity of forms from around the world. Theatre Arts emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively. A further challenge for students taking this course is for the to become aware of their own perspectives and biases and to learn to understand the values of others.

I16 | **IB Theatre Arts 2** [FY] 0.5/sem

This course is designed to encourage students to examine theatre in its diversity of forms from around the world. Theatre Arts emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively. A further challenge for students taking this course is for the student to become aware of their own perspectives and biases and to learn to understand the values of others. Students explore: Theatre in the Making, Theatre in Performance and Theatre in the World. Students at HL are required to choose one from the following two options: Option A: Devising practice—allows students to develop and explore in depth the devising and actualization of a performance concept; Option B: Exploring practice—allows students to undertake a comparative study of theatre in advanced practice.

**Individuals & Societies**I19 | **IB World Religions** [FY] 0.5/sem

The Diploma Programme World Religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions.

I20 | **IB Economics 1** [FY] 0.5/semI40 | **IB Economics 2** [FY] 0.5/sem

IB Economics emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. This course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Y38 | **IBMYP US Government** [FY] 0.5/sem

See the *Social Studies* section for course description.

I21 | **Honors IBMYP American Government** [FY] 0.5/sem

Students will concentrate on the historical period of the United States from the late 19th century to the present. Students will use problem solving and critical-thinking skills to identify major issues of the period and analyze their importance to us today. Topics of special interest will include the Depression, the Civil Rights Movement, the changing role of women, Vietnam, Watergate and Reaganomics, and the end of the Cold War. In this course, students will be expected to read and analyze primary source documents, including works of art, literature and music. Students in MYP History of the United States receive an early comprehensive preparation for success in subsequent IB History courses.

**Prerequisite(s):** *Placement in the Middle Years Programme*

**NCAA**

I23 | **IB History 1** [FY] 0.5/semI24 | **IB History 2** [FY] 0.5/sem

The IB History courses are world history courses based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. They involve the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the courses involve a challenging and demanding critical exploration of the past. The DP history courses require students to study and compare examples from different regions of the world, helping to foster international mindedness.

**NCAA**

I25   <b>IB Theory of Knowledge 1</b>	0.5sem
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I26   <b>IB Theory of Knowledge 2</b>	0.5sem
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Obligatory for every Junior IB degree candidate, Theory of Knowledge (TOK) 1 and 2 aim to stimulate critical self-reflection of students' knowledge and experiences. Course content generates questions regarding the bases of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, and history, with an awareness of moral, political, and aesthetic judgments and biases. Students learn to appreciate the strengths and limitations of various kinds of knowledge; to related studied subjects to one another, general knowledge, and living experiences; to formulate rational arguments; and to evaluate the role of language in knowledge and to convey knowledge.

**NCAA**

Y20   <b>IBMYP History of the US</b>	[FY] 0.5/sem
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See the *Social Studies* section for course description.

I27   <b>Honors IBMYP US History</b>	[FY] 0.5/sem
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Students will concentrate on the historical period from the late 19th century to the present. Students will use problem solving and critical thinking skills to identify major issues of the period and analyze their importance to us today. Topics of special interest will include the Depression, the Civil Rights Movement, the changing role of women, Vietnam, Watergate, Reaganomics, and the end of the Cold War. In this course, students will be expected to read and analyze primary source documents, including works of art, literature, and music. Students will receive early comprehensive preparation for success in subsequent IB History courses.

**NCAA**

I28   <b>IB Psychology 1</b>	[FY] 0.5/sem
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In this course, students examine the interaction of biological, cognitive and socio-cultural influences on human behavior. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored, and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture.

I30   <b>IB Psychology 2</b>	[FY] 0.5/sem
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IB Psychology 2 prepares students to the International Baccalaureate Psychology exams at either the Subsidiary or Higher level. Course content includes developmental and social psychology, cognition and learning, and personality subject areas, which are approached from biological/physiological, behavioral, and humanistic points of view. This course may also include the study of research design and statistics and involve practical work in psychological research.

## Sciences

Y65   <b>IBMYP Environmental Science</b>	[FY] 0.5/sem
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Y26   <b>IBMYP Biology</b>	[FY] 0.5/sem
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See the *Science* section for course description.

I31   <b>Honors IBMYP Biology</b>	[FY] 0.5/sem
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Biology is the study of organisms and relationships of these organisms to other organisms and the environment. Students use the skills and processes of science to learn biological concepts with a strong emphasis on laboratory activities. Researching global and topical issues and focused investigations through collaboration are emphasized in this course. Biology is a graduation requirement for all students. Each May, students take the Maryland High School Assessment in Biology. Students in MYP Biology receive early and comprehensive preparation for future IB Science courses. This course is required for all IB students.

**Prerequisite(s):** *Algebra 1 and Placement in the high school*

*IB Middle Years Programme*

**NCAA**

Y45   <b>IBMYP Chemistry</b>	[FY] 0.5/sem
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See the *Science* section for course description.

I32   <b>Honors IBMYP Chemistry</b>	[FY] 0.5/sem
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Students will be able to develop the ability to use scientific skills and processes to explain the composition and interactions of matter. Mathematics helps students to predict and analyze the outcomes of chemical reactions and the interactions of matter and energy. Science skills and processes learned in this course build on those developed in biology and prepare students for continued development of scientific inquiry in other science disciplines. Research inquiry of current issues and focus on the environmental impact of global decisions are emphasized in this course. Students in this course receive early comprehensive preparation for subsequent IB Science courses.

**NCAA**

I33   <b>IB Biology 1</b>	[FY] 0.5/sem
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I34   <b>IB Biology 2</b>	[FY] 0.5/sem
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IB Biology courses prepare students to take the International Baccalaureate Biology exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts of underlying the biological field; critical analysis, evaluation, and generation of specific scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of biology and scientific advances in biology upon both society and issues of ethical, philosophical, and political importance. Course content varies but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential part of this course.

**NCAA**

I35   <b>IB Physics 1</b>	[FY] 0.5/sem
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I36   <b>IB Physics 2</b>	[FY] 0.5/sem
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IB Physics courses prepare students to take the International Baccalaureate Physics exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Physics promotes understanding of the facts, patterns, and principles underlying the field of physics; critical analysis, prediction, and application of scientific information and hypothesis; improved ability to communicate scientific ideas; and an awareness of the impact of scientific advances in physics upon both society and issues of ethical,

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philosophical, and political importance. Course content varies but includes the study of the fundamental laws of nature and the interaction between concepts of matter, fields, waves, and energy. Laboratory experimentation is essential; calculus may be used in some courses.

**NCAA**

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I37 | **IB Chemistry 1** [FY] 0.5/sem

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I38 | **IB Chemistry 2** [FY] 0.5/sem

IB Chemistry courses prepare students to take the International Baccalaureate Chemistry exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon both society and issues of ethical, philosophical, and political importance. Course content varies but includes the study of the materials of the environment, their properties, and their interaction. Laboratory experimentation is an essential part of these courses.

**NCAA**

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I39 | **IB Environmental Systems** [FY] 0.5/sem

Environmental systems and societies is an interdisciplinary course firmly grounded in both a scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

### Mathematics

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Y27 | **IBMYP Algebra 1** [FY] 0.5/sem

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Y28 | **IBMYP Geometry** [FY] 0.5/sem

See the *Mathematics* section for course description.

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I41 | **Honors IBMYP Geometry** [FY] 0.5/sem

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

**Prerequisite(s):** Placement in the high school IB Middle Years Programme

**NCAA**

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Y18 | **IBMYP Daily Algebra 1** 0.5 Math & 0.5 Elective/sem

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Y29 | **IBMYP Algebra 2** [FY] 0.5/sem

See the *Mathematics* section for course description.

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I42 | **Honors IBMYP Algebra 2** [FY] 0.5/sem

This course will expand students' knowledge of functions to include exponential, logarithmic and power functions by examining real-world problems. Students will gain an understanding of the characteristics and transformation of function. Graphing calculators are required. Designing and researching projects with an international connection and exposure to the IB assessment criteria/rubrics are included in this course. Students in MYP Algebra 2 receive early comprehensive preparation for subsequent IB Math courses

**Prerequisite(s):** Placement in the high school IB Middle Years Programme.

**NCAA**

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I93 | **Mathematics: Analysis and Approaches 1 (HL and SL)** [FY] 0.5/sem

The IB DP Mathematics: Analysis and Approaches course is an analytic methods course with an emphasis on calculus – appropriate for pure mathematicians, engineers, scientists, economists, and those with an interest in analytic methods. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Topics include: Number and algebra, Functions, Geometry and trigonometry, Statistics and probability, Calculus, the Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics. This course begins students' preparation to take the IB Mathematics Analysis and Approaches exam at the Higher or Standard level.

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I94/I95 | **Mathematics: Analysis & Approaches 2 (HL & SL)** [FY] 0.5/sem

This course continues and extends studies begun in Mathematics: Analysis and Approaches 1.

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I90 | **Mathematics: Applications & Interpretation 1 (HL & SL)** [FY] 0.5/sem

The IB DP Mathematics: Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as Calculus and Statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. Topics include: Number and algebra, Functions, Geometry and trigonometry, Statistics and probability, Calculus, the Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics. This course begins students' preparation to take the IB Mathematics Applications and Interpretation exam at the Higher or Standard level.

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I91/I92 | **Mathematics: Applications & Interpretation 2 (HL & SL)** [FY] 0.5/sem

This course continues and extends studies begun in Mathematics: Applications and Interpretation 1.

## Language Acquisition

Y21 | **IBMYP Chinese 1** [FY] 0.5/sem

See the *World Languages* section for course description.

I48 | **IBMYP Chinese Level 2** [FY] 0.5/sem

This course continues the development of the students' communicative competency and linguistic accuracy while expanding the students' awareness and appreciation within the Chinese culture. Classes are conducted in Chinese. Students in an MYP Level 2 language receive early comprehensive preparation for success in subsequent IB language courses.

**NCAA**

Y23 | **Honors IBMYP Chinese 3** [FY] 0.5/sem

Y24 | **Honors IBMYP Chinese 4** [FY] 0.5/sem

See the *World Languages* section for course description.

I49 | **IB DP Chinese 1** [FY] 0.5/sem

I50 | **IB DP Chinese 2** [FY] 0.5/sem

IB DP Chinese are additional language-learning courses designed for students who studied Chinese and have successfully completed level 3 or higher, and who are admitted in the IB Diploma Programme. It may be studied at either Standard Level (SL). The main focus is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

**NCAA**

Y11 | **IBMYP French 1** [FY] 0.5/sem

See the *World Languages* section for course description.

I51 | **IBMYP French Level 2** [FY] 0.5/sem

This course continues the development of the students' communicative competency and linguistic accuracy while expanding the students' awareness and appreciation within the Francophone culture. Classes are conducted in French. Students in an MYP Level 2 language receive early comprehensive preparation for success in subsequent IB language courses.

**NCAA**

I52 | **Honors IBMYP French Level 3** [FY] 0.5/sem

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

**NCAA**

Y14 | **Honors IBMYP French 4** [FY] 0.5/sem

See the *World Languages* section for course description.

I53 | **IB DP French 1** [FY] 0.5/sem

I54 | **IB DP French 2** [FY] 0.5/sem

IB DP French are additional language-learning courses designed for students who studied French and have successfully completed level 3 or higher, and who are admitted in the IB Diploma Programme. It may be studied at either Standard Level (SL) or Higher Level (HL). The main focus is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

**NCAA**

Y61 | **IBMYP Spanish 1** [FY] 0.5/sem

See the *World Languages* section for course description.

I55 | **IBMYP Spanish Level 2** [FY] 0.5/sem

This course continues the development of the students' communicative competency and linguistic accuracy while expanding the students' awareness and appreciation within the Spanish culture. Classes are conducted in Spanish. Students in an MYP Level 2 language receive early comprehensive preparation for success in subsequent IB language courses.

**NCAA**

I56 | **Honors IBMYP Spanish Level 3** [FY] 0.5/sem

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

**NCAA**

Y64 | **Honors IBMYP Spanish Level 4** [FY] 0.5/sem

See the *World Languages* section for course description.

I57 | **IB DP Spanish 1** [FY] 0.5/sem

I58 | **IB DP Spanish 2** [FY] 0.5/sem

IB DP Spanish are additional language-learning courses designed for students who studied Spanish and have successfully completed level 3 or higher, and who are admitted in the IB Diploma Programme. It may be studied at either Standard Level (SL) or Higher Level (HL). The main focus is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

**NCAA**

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Y48   <b>IBMYP Italian 1</b>	[FY] 0.5/sem
Y49   <b>IBMYP Italian 2</b>	[FY] 0.5/sem
Y50   <b>Honors IBMYP Italian 3</b>	[FY] 0.5/sem
Y51   <b>Honors IBMYP Italian 4</b>	[FY] 0.5/sem

See the *World Languages* section for course description.

I61   <b>IB DP Italian 1</b>	[FY] 0.5/sem
I62   <b>IB DP Italian 2</b>	[FY] 0.5/sem

IB DP Language Italian are additional language-learning courses designed for students who studied Italian and have successfully completed level 3 or higher, and who are admitted in the IB Diploma Programme. It may be studied at either Standard Level (SL) or Higher Level (HL). The main focus is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

**NCAA**

### Arts & Electives

I71   <b>IB Music 1</b>	[FY] 0.5/sem
I72   <b>IB Music 2</b>	[FY] 0.5/sem

IB Music courses prepare students to take the International Baccalaureate Music exam at either the Standard or Higher level. IB Music courses develop students' knowledge and understanding of music through training in musical skills (listening, performing, and composing); exposure to music theory; and formulation of an historic and global awareness of musical forms and styles. Historical, theoretical, and practical studies are suggested by the IB Curriculum Board.

I73   <b>IB Dance 1</b>	[FY] 0.5/sem
I74   <b>IB Dance 2</b>	[FY] 0.5/sem

Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for a holistic approach to dance and embraces a variety of dance traditions and cultures. Performance, creative, and analytical skills are mutually developed and valued whether the students are writing papers or creating/perform.

Y19   <b>IBMYP Foundations of Studio Art</b>	0.5sem
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See the *Art (Visual Arts)* section for course description.

I75   <b>IB Art 1</b>	[FY] 0.5/sem
I76   <b>IB Art 2</b>	[FY] 0.5/sem

IB Art/Design courses prepare students to take the International Baccalaureate Art/Design exams at either the Standard or Higher level. IB Art/Design courses help develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail.

Y70   <b>IBMYP Health</b>	0.5sem
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See the *Physical Education* section for course description.

Y82   <b>IBMYP Fitness for Life</b>	0.5sem
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See the *Health* section for course description.

I80   <b>IB Film 1</b>	[FY] 0.5/sem
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I81   <b>IB Film 2</b>	[FY] 0.5/sem
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At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis that is achieved through practical engagement in the art and craft of film. All students are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film.

I82   <b>IB DP Business Management 1</b>	[FY] 0.5/sem
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I83   <b>IB DP Business Management 2</b>	[FY] 0.5/sem
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The IB Diploma Programme Business Management courses are designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The courses cover a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the Business Management courses allow students to develop their understanding of interdisciplinary concepts from a business management perspective.

I85   <b>IB DP Design Technology 1</b>	[FY] 0.5/sem
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I86   <b>IB DP Design Technology 2</b>	[FY] 0.5/sem
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The IB Diploma Programme Design Technology courses aim to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. They focus on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme sciences group. Inquiry and problem-solving are at the heart of the subject. IB Diploma Programme Design Technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In these courses a solution can be defined as a model, prototype, product or system that students have developed independently. IB Diploma Programme Design Technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. A well-planned design program enables students to develop not only practical skills but also strategies for creative and critical thinking.

## IB Core Requirement

197 | **Honors IB Research (Fall)** [FY] 0.5/sem

196 | **Honors IB Research (Spring)** [FY] 0.5/sem

IB Advanced Independent Research and Creative Achievement is an Advanced Course for Junior students participating in the International Baccalaureate Diploma Programme, who are committed to completing independent research and creative work. This course will provide opportunities for advanced research and engaging work with Creativity, Action and Service (CAS), both core components of the IB Diploma Programme. Students will conduct independent research at the college level, evaluate sources, and complete a 4,000-word independent research paper. Students will also work to support their local and global communities through creative action and collaboration with their IB peers around the world. Students will create a portfolio that demonstrates their achievement of their CAS work. (Honors)

**Prerequisite(s):** *Placement in IB Diploma Programme.*

TBD | **IB Sports, Exercise and Health Science 1** [FY] 0.5/sem

TBD | **IB Sports, Exercise and Health Science 2** [FY] 0.5/sem

**(Pending Board Approval)**

Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method. The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

TBD | **IB Computer Science 1** [FY] 0.5/sem

TBD | **IB Computer Science 2** [FY] 0.5/sem

**(Pending Board Approval)**

The IB DP computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course students will identify a problem or unanswered question, design, prototype and test a proposed solution, liaise with clients to evaluate the success of the proposed solution, and make recommendations for future developments. IB DP Computer Science will provide opportunities for study and creativity within a global context that will stimulate and challenge students to develop the skills necessary for independent and lifelong learning. Students will gain an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science, and an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method. Core topics will include System fundamentals, Computer organization, Networks, Computational thinking, problem-solving and programming, Abstract data structures and Resource management.

## The IB Career-related Programme (CP)

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the 11 and 12th grades. It provides students with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce. The CP framework is composed of two or more IB Diploma Programme Courses and three CP Core components: Personal and professional skills; service learning; and the reflective project.

The following career pathways will be offered in the program for the 2021–2022 school year (pending IB and Board of Education approval):

- NJROTC (Annapolis High School),
- Project Lead the Way (PLTW):
- Advanced Engineering (Meade High School) and
- Child Development (Old Mill High School).

**(The four courses below are pending Board of Ed approval)**

TBA | **Personal and Professional Skills 1A** 0.25 credit

TBA | **Personal and Professional Skills 1B** 0.25 credit

The IB Career-related Programme Personal and Professional Skills course is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations now and in the future. In this course the emphasis is on skills development for the workplace that can be applied in a range of situations. There are five themes in personal and professional skills: 1. Personal development; 2. Intercultural understanding; 3. Effective communication; 4. Thinking processes; 5. Applied ethics.

TBA | **Personal and Professional Skills 2A** 0.25 credit

TBA | **Personal and Professional Skills 2B** 0.25 credit

This course builds up the level 1 course and supports students in the successful completion of their Career-related pathway and the IB CP language development portfolio, reflective project, and service-learning requirements.

## PVA Performing & Visual Arts



### Annapolis and Broadneck High Schools

The PVA High School Magnet Program is an education choice for arts students who demonstrate artistic ability, interest and potential wishing to continue building their artistic skills and gaining real-world experience in the arts. A comprehensive curriculum designed to engage students in intense arts instruction that emphasizes the creative process through collaborative opportunities is facilitated by qualified teachers, professional artists and teaching artists. Students are able to focus their study in one of the Arts Primes: Creative Writing, Dance, Film & New Media, Music (Band, Guitar, Orchestra, Piano, or Vocal), Theatre (Acting or Design & Production), or Visual Arts. Upon graduation, students will be prepared to pursue a career in an arts field or attend an arts school, conservatory, or four-year institution of higher learning. Additionally, students will develop skills and knowledge for the business of the arts. They will be able to think in an interdisciplinary way to promote one's own vocation or avocation for the arts. PVA courses are only available to students enrolled in the PVA Magnet Programs.

## Mandatory Courses (9th & 12th Grade)

### 9th Grade Requirement—All Primes

#### X17 | **Global Community Citizenship through Foundations of Performing & Visual Arts (PVA)** 0.5sem

Global Community Citizenship is an introductory PVA course designed to explore the values and diversity of our local, national, and global communities through Project-Based Learning. Specifically, through Project-Based Learning, students will identify and discuss issues, events, and essential questions relevant to the community which will allow them to understand their role in demonstrating civic virtues. Students will consider the cultural and technological influences that have shaped our modern society and consider how these impact the students' social options in the future. Students will begin with self-exploration to understand what events, traditions and circumstances have shaped their views, behaviors and goals followed by them exploring the cultures, religions, and traditions of people in our community while learning about the creative process, building artistic habits, and collaboration across the arts along the way. In this course, students are also given room to explore ideas, to combine art forms, and sometimes fail- reflecting, revising, and growing as artists along the way. Strategies

integral to this course include the ability to discuss and debate mature topics and themes respectfully, a level of comfort with a variety of non-print mediums, working collaboratively in groups and participating in multi-disciplinary project-based learning with a variety of educators of artistic backgrounds while they work together, learn how to give and receive feedback, and present their work to audiences at various stages.

### 11th Grade Requirement—All Primes

#### P15 | **Business for the Arts: Business and Leadership Skills for the Creative Entrepreneur** 0.5sem

This course is designed to introduce students to the fundamental skills necessary to thrive in business settings as creative professionals. The course will focus on professional etiquette, verbal and written communication skills, career exploration, branding, and marketing through project-based learning experiences. Students will learn how to integrate these skills and habits into their creative process as well as apply them to other businesses. Mock interviews and networking experiences will be embedded into the course with local community partners in the arts, allowing students to learn about career opportunities and put their new skills into practice. This course is required for all junior level PVA students.

### 12th Grade Requirements—All Primes

#### P32 | **PVA Honors Senior Capstone Collaborative** [FY] 1.0/sem

This required course provides the PVA senior with the support to conceive, create and produce an original collaborative performance, artwork or exhibition (production, art exhibit, ensemble musical or dance performance, recitation, design exhibit, film screening). Students' work review occurs throughout the beginning of the course, followed by a final review prior to the presentation of the senior capstone project collaborative exhibition/performance. The capstone must contain work done predominantly during the senior year. The performance/exhibition is selected, designed and constructed by the student in collaboration with other student artists and/or professional artists or art companies. Assessment is based on the development of an artistic process portfolio. Limited to seniors in the PVA Magnet Program only. Students must also register for PVA Senior Capstone Solo. This course is available at Studio 39 only.

#### P31 | **PVA Honors Senior Capstone Solo** [FY] 1.0/sem

This required course provides the PVA senior with the support to conceive, create and produce an original individual artwork (production, art exhibit, musical or dance performance, recitation, design exhibit, film screening). It must contain work done predominantly during the senior year. The performance/exhibition is selected, designed and constructed by the student. Assessment is based on the development of an artistic process portfolio. Limited to seniors in the PVA Magnet Program only. Students must also register for PVA Honors Senior Capstone Collaborative. This course is available at Studio 39 only.



## Prime Specific Courses

### Creative Writing

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#### P05 | Honors PVA Creative/Dramatic Writing 1 [FY] 0.5/sem

Students will explore various writing techniques to shape their identity as writers. Using literature as a model, students will write imaginatively while incorporating multiple writing traits to a variety of literary genres (poetry, non-fiction, fiction, and drama). By engaging in personal creativity and opportunities for self-expression, students will learn to provide feedback in a writer's workshop, publish work in an electronic portfolio and submit to the school literary magazine as well as local, regional, and national literary competitions. Guest authors and poets will be used to enhance the working classroom. This course is available at Annapolis High School only.

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#### P06 | Honors PVA Creative/Dramatic Writing 2 [FY] 0.5/sem

This course will enable students to continue their development of a personal writing style building upon the principles and experiences of PVA Creative and Dramatic Writing 1. Utilizing a variety of literature models, students will expand their capabilities for imaginative writing and deepen their understanding of successful creative writing traits. Students will explore literary genres in a more in-depth way to develop products, critique peer and professional writing and publish work in external publications. This course is available at Annapolis High School only.

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#### PV77 | Honors PVA Creative Writing: Genre Studies 1 [FY] 0.5/sem

Genre Studies 1 is designed for students in the third year of the PVA Magnet Program on the Creative Writing prime. This course provides intensive study of four specific styles of creative writing: short stories and novels, poetry and lyrics, playwriting, and creative non-fiction. In depth analysis of classic and contemporary works from each genre leads to extensive research and development results in the production of original works to be published. Works written in this course will be further developed and produced in the Media Writers Workshop Level 3 course in which students are concurrently enrolled. This course is available only at Annapolis High School.

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#### PV78 | Honors PVA Creative Writing: Genre Studies 2 [FY] 0.5/sem

Genre Studies 2 is designed for students in the fourth year of the PVA Magnet Program in the Creative Writing prime. This course provides intensive study of four specific styles of creative writing: memoir and creative non-fiction, magical realism, fantasy, and professional publication. In depth analysis of classic and contemporary works from each genre leads to extensive research and development results in the production of original works to be published. Works written in this course will be further developed and produced in the PVA Honors Senior Capstone Solo course in which students are concurrently enrolled. This course is available only at Annapolis High School.

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#### P10 | Honors PVA Media/Writers Workshop 1 [FY] 0.5/sem

Students will explore various forms of technology to infuse elements of that technology into original forms of creative and dramatic writing. Since this course is taught simultaneously with Creative Writing & Dramatic Writing 1, the same goals will be reflected while teaching how to create/draw/construct through various applications. This course is available at Annapolis High School only.

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#### P11 | Honors PVA Media/Writers Workshop 2 [FY] 0.5/sem

Course introduces additional technologies through which professionals participate in creative expression. The emphasis will be placed on the production of a publicly shared finished product. Students will also explore historical works and suggest/plan how technology infusion could enhance them. Since this course is taught simultaneously with Creative Writing/Dramatic Writing 2, the same goals will be reflected while teaching how to create/draw/construct through various technological applications. This course is available at Annapolis High School only.

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#### P12 | Honors PVA Media/Writers Workshop 3 [FY] 0.5/sem

Students use technology in order to create and publish original pieces using blogs, zines, digital portfolios, and social media sites. During this course, students will further develop, refine, and publish pieces begun in the Genre Studies course in which students are concurrently enrolled. This course is designed for students in the third year of the PVA Magnet Program in the Creative Writing Prime. This course is available only at Annapolis High School.

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#### P13 | Honors PVA Media/Writers Workshop 4 [FY] 0.5/sem

This course continues use of technologies introduced in PVA Media/Writers 2 and 3. Students will examine historical works in conjunction with current digital texts to create an authentic connection between the works. In connection with their Capstone project, students will use their knowledge of creating, refining, and collaborating to publish works designed for various digital platforms. This course is designed for students in the fourth year of the PVA Magnet Program in the Creative Writing Prime. This course is available only at Annapolis High School.

### Dance

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#### PV05 | Honors PVA Ballet 1 [FY] 0.5/sem

The course will familiarize students with the history, vocabulary, concepts and techniques of ballet. Students will learn posture, alignment, barre and centre techniques in increasingly difficult levels of ballet as they progress through the levels of PVA dance. The course involves creative and critical thinking to make effective decisions to achieve technical goals. The classroom atmosphere will be comfortable yet challenging as students refine the craft of ballet technique. This course is available only at Annapolis High School.

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#### PV06 | Honors PVA Ballet 2 [FY] 0.5/sem

This course will further develop the PVA Dance Prime students' stamina and physical abilities at an advanced level with challenges of more complex combinations at the barre and in the center. This course is available only at Annapolis High School.

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#### PV07 | Honors PVA Ballet 3 [FY] 0.5/sem

This course will place emphasis on greater technical proficiency. The student will work on fluidity of movement, balance, and combinations with adagio, petit allegro and grand allegro. This course is available only at Annapolis High School.

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#### PV08 | Honors PVA Ballet 4 [FY] 0.5/sem

In this advanced level ballet course students focus on integrating energy and strength to artistic movements. The level of difficulty is increased while students exhibit higher degrees of proper line and placement as they move throughout the class. Students take on the role as choreographer creating and producing original compositions. This course is available only at Annapolis High School.

## 94 | Programs of Choice | Magnet Programs | PVA Performing & Visual Arts

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### PV01 | Honors PVA Modern Dance 1 [FY] 0.5/sem

This course will provide Performing & Visual Arts Magnet Program Dance Prime students, with and without extensive training, the first year of modern dance instruction that is dedicated to a fundamental understanding of anatomically sound placement and movement. This course will establish the habits that will serve students throughout a long career in the field. The contrasting and specific schools of technique, such as Graham, Humphrey-Limon, Horton and Hawkins, simultaneously broaden each student's level of technique while deepening their connection with the beginnings and style of the art form. This course is available only at Annapolis High School.

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### PV02 | Honors PVA Modern Dance 2 [FY] 0.5/sem

This course emphasizes choreography and performance based on modern dance forms. Students experience dance as a performing art and as a means of expression and communication. Designed to teach intermediate dancers the style and technique based on the principles of Cunningham, Nikolais, Humphrey-Weidman and other pioneers of American modern and post-modern dance. This course is available only at Annapolis High School.

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### PV03 | Honors PVA Modern Dance 3 [FY] 0.5/sem

In this course increased emphasis is placed on greater technical proficiency in modern dance. The advanced level challenges the student with more complex combinations. This course will explore the principles of "fall and recovery," symmetry/asymmetry, stage space, and ensemble work. This course is available only at Annapolis High School.

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### PV04 | Honors PVA Modern Dance 4 [FY] 0.5/sem

This course emphasizes proficiency in high level techniques in modern dance. The advanced level challenges the student with refining complex combinations. This course will focus on original composition in choreography. This course is available only at Annapolis High School.

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### P33 | Honors PVA Dance Composition/Repertory [FY] 0.5/sem

Dance students of the Performing and Visual Arts high school magnet program extend their knowledge of the art form by participating in improvisational dance. The dance students will formulate and use multiple sets of criteria to critique personal performances, improvised and choreographed, and the performances of others composing and choreographing dance pieces. This course is available at Annapolis High School only.

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### PV37 | Honors PVA Dance Explorations [FY] 0.5/sem

Designed for all Dance Primes, this course extends their knowledge of the art form as they explore a range of other movement vocabularies including Tap, Jazz, African, and Musical Theatre. Through applied learning, dance students understand the origins of a specific dance style, its codification and how clear artistic standards act to uniquely define each style. This course is available only at Annapolis High School in the extended day program.

## Film & New Media

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### P37 | Honors PVA Elements of Film and New Media 1 [FY] 0.5/sem

Students will explore film and new media arts. Through the study and production of film, video, animation, photography, installation, and performance, students will enhance their own skills and develop their personal voice. Throughout the course students will further their understanding and articulation of the concepts, vocabulary, and techniques through the analysis of various genres and eras in film and new media art. Students will use state of the art computer-based technologies and equipment to learn and practice film-making techniques. This course is available only at Annapolis High School.

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### P38 | Honors PVA Elements of Film and New Media 2 [FY] 0.5/sem

This course enhances students' understanding of both the conceptual and technical aspects of filmmaking and new media arts. Through the analysis of master works and application through technical based instruction, students learn about artistic endeavors in film, video, animation, photography, installations, performance, social media, and programming. A definitive focus on technical abilities including, cinematography, acting, writing, editing, special effects, Installation, experimental processes are included within the expansion of the content. This course is available only at Annapolis High School.

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### PV39 | Honors PVA Elements of Film and New Media 3 [FY] 0.5/sem

This course allows for students to identify a concentration of media within the film and new media genre, with specialized instruction to help cultivate their personal vision as an artist. Students will build upon prior knowledge as well as learn new techniques and have access to higher level technology and equipment within their concentration. Students will study master work by artists relevant to their content matter and within the genre of their concentration This course is available only at Annapolis High School.

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### P40 | Honors PVA Elements of Film & New Media 4 [FY] 0.5/sem

This course allows for students to identify a concentration of media within the film and new media genre, with specialized instruction to help cultivate their personal vision as an artist. Students will build upon prior knowledge and have access to higher level technology and equipment within their concentration. Students will study master work by artists relevant to their Capstone Project. This course is available only at Annapolis High School.

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### P53 | Honors PVA Film and New Media Studio 1 [FY] 0.5/sem

This course is designed to build the student's artistic abilities and observational capabilities. This course is designed to help students understand the creative process through the application of technical skills learned in the Elements of Film and New Media Course. Students will build artistic habits including idea generation, sketchbooks/visual journals, portfolio development, critique and reflection while creating original work in the genres of Film and New Media Arts. This course is available only at Annapolis High School.

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### P54 | Honors PVA Film and New Media Studio 2 [FY] 0.5/sem

This course is designed to build upon knowledge and processes developed in PVA Film and New Media Studio 1. Students will continue to build artistic habits and develop their vision as an artist through the creative process. This course is available only at Annapolis High School.

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### P55 | Honors PVA Film and New Media Studio 3 [FY] 0.5/sem

This course is designed to build upon knowledge and processes developed in PVA Film and New Media Studio 2. Students will be guided in applying previous knowledge of artistic habits and the creative process in order to create a body of artwork for their portfolios and prepare for Senior Capstone projects. This course is available only at Annapolis High School.

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### P56 | Honors PVA Film and New Media Studio 4 [FY] 0.5/Sem

This course is designed to build upon knowledge and processes developed in PVA Film and New Media Studio 3. Students will be guided in applying previous knowledge of artistic habits and the creative process in order to create a body of artwork for their portfolios. Students will develop focused work to be presented as part of their required Senior Capstone projects. This course is available only at Annapolis High School.

## Music

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### P29 | Honors PVA Music Technology 0.25/sem

Students will become familiar with the concepts, processes, materials and tools associated with music technology. Students will develop skills with sequencing, recording, and notation utilizing a variety of music software applications and programs, high-tech software, electronic instruments, and computer-based technologies. This course is available at Broadneck High School only.

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### P72 | Honors PVA Music Theory/Composition 0.25/sem

Students will develop music composition skills and will craft the students' creative processes. Compositional techniques and comprehensive musical literacy will be developed through robust and diverse repertoire. Students will use state of the art computer-based technology to design and arrange musical compositions. They will compose and share their compositions with their peers, school and community. This course is available at Broadneck High School only.

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### P49 | Honors PVA Music History Styles & Composition 0.25/sem

PVA Honors Music Historical Styles & Composition is a course designed to introduce the student to selected masterpieces of Western music throughout major style periods, Medieval through 21st Century, and to lead the student to an understanding of the relationship of music to general culture and human development. The course will provide students with visual and aural identification of stylistic elements in various musical works, and the placement of those works in cultural and historical context. This course is available at Broadneck High School only.

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### PV55 | Honors PVA Drum Lab 0.25/sem

PVA Honors Drum Lab is a course designed to introduce the techniques and concepts of hand drumming and percussion. In this hands-on course students will learn hand-drumming basics: proper body and hand positioning, correct drumming technique, how to breathe, relax, and embrace rhythms. Students will learn the basic rhythmic foundation of the world's most popular rhythms: reggae, samba, hip-hop, funk, salsa, bellydance, rock 'n roll, African 6/8 and more. The course will incorporate ENSEMBLE playing and layering multiple interlocking rhythms in traditional and contemporary arrangements (Afro-Cuban Rumba, Bembe & Iyesa, Brazilian Samba & Afoxe, West African Kuku, American Funk and more). This course is available at Broadneck High School only.

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### P64 | Honors PVA Ensemble Band 1 [FY] 0.5/sem

This course is designed to strengthen and refine the band student's musical technique. Wind and percussion students will be immersed in a variety of intensive performing, listening, creating, and evaluating experiences. Emphasis will be placed on a rigorous development of skills, particularly the ability to perform in an ensemble and as a soloist. Students will also engage in transcribing and arranging music. Development of comprehensive literacy will be emphasized through a repertoire that is robust, varied, and representative of diverse genres and cultures. This course is available at Broadneck High School only.

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### P65 | Honors PVA Ensemble Band 2 [FY] 0.5/sem

Designed to build on the earlier year of study to further strengthen and refine the band student's musical technique and expand their experiences in listening, creating, performing and evaluating a comprehensive repertoire of music. This course provides wind, percussion and brass students with more advanced instruction in the development of individual musical skills with emphasis on ability to perform in eclectic mixed ensemble and as a soloist in a variety of public venues. This course is available at Broadneck High School only.

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### P66 | Honors PVA Ensemble Band 3 [FY] 0.5/sem

This course is designed to provide wind and percussion students the advanced concepts to enhance student's musical techniques and refine their skills of interpretation, expression and musicality. This course continues to prepare students and provide opportunities for performance in eclectic mixed ensemble and as a soloist in a variety of public venues while expanding the student's repertoire of various genres and cultures. This course is available at Broadneck High School only.

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### P67 | Honors PVA Ensemble Band 4 [FY] 0.5/sem

This course is designed to refine students' musicianship building on the band instrument skills and techniques developed in previous levels. The focus is on original composition, preparing students for solo performance and audition for college and career choices. This course is available only at Broadneck High School.

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### P60 | Honors PVA Guitar 1 [FY] 0.5/sem

Students will strengthen and refine their guitar technique, with an emphasis on acoustic guitar. Development of comprehensive musicianship will be emphasized through a wide repertoire of original guitar literature, transcriptions, and arrangements. A variety of guitar techniques will be explored through diverse musical genres and styles. This course is available at Broadneck High School only.

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### P61 | Honors PVA Guitar 2 [FY] 0.5/sem

Designed to build upon the earlier year of study, this course provides the Guitar Prime with more advanced instruction in all styles of guitar performance increase the robust and extensive performance skills and opportunities for the Guitar Prime with acoustic guitar as the primary medium. Development of advanced musicianship skills will be emphasized through a wide repertoire of original guitar literature, transcriptions, and arrangements. This course is available at Broadneck High School only.

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### P62 | Honors PVA Guitar 3 [FY] 0.5/sem

This course is designed to expand upon the skills and techniques developed in Levels 1 and 2. The student will master the essential techniques for guitar performance in a variety of musical styles. The student will perform as a soloist, collaboratively with other guitarists and as a collaborative member of mixed vocal and instrumental ensembles. This course is available at Broadneck High School only.

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### P63 | Honors PVA Guitar 4 [FY] 0.5/sem

This course is designed to refine students' musicianship building on the guitar skills and techniques developed in previous levels. The focus is on original composition, preparing students for solo performance and audition for college and career choices. This course is available only at Broadneck High School.

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### PV42 | Honors PVA Piano 1 [FY] 0.5/sem

This course is designed to strengthen and refine the PVA piano students' keyboard/piano skills through performance-based instruction that includes comprehensive experiences in reading, creating, and listening to music as well as refining their understanding of history, terms, structure and symbols. Students explore classical piano technique, style, interpretation, memorization, and performance practice in a masterclass setting while playing a wide repertoire of keyboard and piano music literature as solo artist and in ensembles. Available at Broadneck High School only.

**Prerequisite(s):** *Students must have prior piano/keyboard performance experience/skills and have been accepted to the PVA instrumental music piano program. Students are concurrently enrolled in PVA Honors Music Theory.*

## 96 | Programs of Choice | Magnet Programs | PVA Performing & Visual Arts

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### PV43 | **Honors PVA Piano 2** [FY] 0.5/sem

Building on skills and concepts in Piano 1, students' keyboard/piano skills will be improved through performance-based instruction that includes comprehensive experiences in reading, creating, and listening to music as well as refining their understanding of history, terms, structure and symbols. Students explore classical piano technique, style, interpretation, memorization, and performance practice in a masterclass setting while playing a wide repertoire of keyboard and piano music literature as solo artist and in ensembles. This course is available only at Broadneck High School.

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### PV44 | **Honors PVA Piano 3** [FY] 0.5/sem

This course emphasizes advanced performance technique, music analysis and advanced musicianship skills. It is designed to hone students' piano skills while expanding their repertoire and ability to communicate to the audience. This course is available only at Broadneck High School.

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### PV45 | **Honors PVA Piano 4** [FY] 0.5/sem

This course is designed to refine students' musicianship building on the piano skills and techniques developed in previous levels. The focus is on original composition, preparing students for solo performance and audition for college and career choices. This course is available only at Broadneck High School.

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### P68 | **Honors PVA Ensemble Orchestra 1** [FY] 0.5/sem

Students will strengthen and refine their musical technique by immersing themselves in a variety of intensive performing, listening, creating, and evaluating experiences. Emphasis will be placed on a rigorous development of skills, particularly the ability to perform in an ensemble and as a soloist. Students will also engage in transcribing and arranging music. Development of comprehensive music literacy will be emphasized through a repertoire that is robust, varied and representative of diverse genres and cultures. This course is available at Broadneck High School only.

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### P69 | **Honors PVA Ensemble Orchestra 2** [FY] 0.5/sem

Designed to build on the earlier year of study to further strengthen and refine the student's musical technique and expand their experiences in listening, creating, performing and evaluating a comprehensive repertoire of music. This course provides violin, viola, bass and cello students with more advanced instruction in the development of individual musical skills with emphasis on ability to perform in eclectic mixed ensemble and as a soloist in a variety of public venues. This course is available at Broadneck High School only.

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### P70 | **Honors PVA Ensemble Orchestra 3** [FY] 0.5/sem

This course is designed to expand a student's musical technique and diversify their repertoire. An emphasis is on portfolio development and audition preparation for conservatory and/or higher education opportunities. This course provides violin, viola, bass and cello students more advanced instruction in the development of individual musical skills with emphasis on ability to analyze cross cultural musical style influences, such as jazz, rap and hip-hop, and twenty-first century cinematic scores. This course is available at Broadneck High School only.

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### P71 | **Honors PVA Ensemble Orchestra 4** [FY] 0.5/sem

This course is designed to refine students' musicianship building on the string instrument skills and techniques developed in previous levels. The focus is on original composition, preparing students for solo performance and audition for college and career choices. This course is available only at Broadneck High School.

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### P76 | **Honors PVA Vocal Music Performance 1** [FY] 0.5/sem

Students will strengthen and refine their musical technique by immersing themselves in a variety of intensive performing, listening, creating, and evaluating experiences. Emphasis will be placed on a rigorous development of skills, particularly the ability to perform in an ensemble and as a soloist. Students will also engage in transcribing and arranging music. Correct vocal production, diction, sight singing, and comprehensive musicianship will be emphasized through representative vocal repertoire from historical periods, musical styles and genres. This course is available at Broadneck High School only.

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### P77 | **Honors PVA Vocal Music Performance 2** [FY] 0.5/sem

Designed to continue to improve upon the students' vocal music technique. Building upon fundamentals learned in PVA Vocal Music Performance 1, vocal students will continue to evaluate, create, listen to and perform musical selections. Diverse musical styles and genres as well as historical periods will continue to be presented to expand the vocal students' repertoire. This course is available at Broadneck High School only.

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### P78 | **Honors PVA Vocal Music Performance 3** [FY] 0.5/sem

This course is designed to promote a student's individual vocal performance skills and techniques while increasing their ability to memorize repertoire from a variety of diverse music genres. Building upon fundamentals learned in PVA Vocal Music Performance 2, vocal students will continue to evaluate, create, listen to and perform musical selections. This course is available at Broadneck High School only.

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### P79 | **Honors PVA Vocal Music Performance 4** [FY] 0.5/sem

This course is designed to refine students' musicianship building on the string instrument skills and techniques developed in previous levels. The focus is on original composition, preparing students for solo performance and auditioning for college and career choices. This course is available only at Broadneck High School.

## Theatre—All

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### P80 | **Honors PVA Theatre History/Stagecraft 1** [FY] 0.5/sem

Students will be introduced to the history of theatre and stagecraft throughout time. Students will study of the origins and development of theatre from ancient civilizations through the Renaissance to Modern Theatre. Emphasis is placed on the development of dramatic forms through the reading of plays, the evolution of theatre architecture, and production in the western theatre.

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### P81 | **Honors PVA Theatre History/Stagecraft 2** [FY] 0.5/sem

Students will deepen their knowledge of the history of theatre and stagecraft throughout time. Students will study of the origins and development of theatre from ancient civilizations through the Renaissance to Modern Theatre. Emphasis is placed on the development of dramatic forms through the reading of plays, the evolution of theatre architecture, and production in the western theatre.

## Theatre—Acting

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### P84 | **Honors PVA Acting/Theatre Performance** [FY] 0.5/sem

Students will improve their knowledge of historical themes through the study of various aspects of acting performance while honing their craft by layering principles of specific acting techniques which emphasize creativity, communication and collaboration. Instruction includes rigorous exercises that develop and strengthen the movement abilities, vocal agility and imagination of each student through creative problem-solving activities that require self-assessment and critical thinking. This course is available at Annapolis High School only.

**PV67 | Honors PVA Actor's Instrument [FY] 0.5/sem**

Theatre students of the Performing and Visual Arts magnet school deepen their knowledge of theatrical studies throughout the school year as they alternate units of study between movement and voice work. The movement units allow students to become aware of their bodies as instruments of communication. Students explore basic loco motor and stationary movement patterns through yoga and jazz dance, as well as historical musical theatre dance styles (i.e.—Charleston, Swing, Polka, Waltz and Tango) and stage combat. During classes focused on voice students begin to use different aspects of vocal communication. Issues are addressed such as correct vocal placement, diction, articulation, regional speech habits and pitch. Students apply their vocal knowledge to both spoken and sung repertoire. This course is available only at Annapolis High School.

**PV68 | Honors PVA Actor's Instrument 2 [FY] 0.5/sem**

Theatre students of the Performing and Visual Arts magnet school deepen their knowledge of theatrical studies throughout the school year as they alternate units of study between movement and voice work. The movement units allow students to become aware of their bodies as instruments of communication. Students explore basic locomotor and stationary movement patterns through yoga and jazz dance, as well as historical musical theatre dance styles (i.e. —Charleston, Swing, Polka, Waltz and Tango) and stage combat. During classes focused on voice students begin to use different aspects of vocal communication. Issues are addressed such as correct vocal placement, diction, articulation, regional speech habits and pitch. Students apply their vocal knowledge to both spoken and sung repertoire. This course is available only at Annapolis High School.

**PV83 | Honors PVA Acting in the American Theatre 1 [FY] 1.0/sem**

Utilizing the acting fundamentals put into place by the previous two years of study, students will continue honing their craft by layering principles of specific acting techniques. Instruction focuses on specific acting techniques and their application to theatrical literature of 20th Century America. Instruction includes rigorous exercises that engage students in play exploration through reading, analysis, monologue and scene work. In the second semester, students are guided in directing projects that will result in an evening of one-acts. Several performances throughout each semester, as well as attendance at several student and professional productions (with assigned written analyses) are additional requirements of the course. This course is available only at Annapolis High School.

**PV84 | Honors PVA Acting in the American Theatre 2 [FY] 1.0/sem**

Utilizing the acting fundamentals put into place by the previous three years of study, students will continue honing their craft by layering principles of specific acting techniques. Instruction focuses on specific acting techniques and their application to theatrical literature of 20th Century America. Instruction includes rigorous exercises that engage students in play exploration through reading, analysis, monologue, and scene work. Several performances throughout each semester, as well as attendance at several student and professional productions (with assigned written analyses) are additional requirements of the course. This course is available only at Annapolis High School.

**Theatre—Design & Production****P88 | Honors PVA Theatre Design & Production 1 [FY] 0.5/sem**

Students will create, design and produce detailed elements (sets, costumes, properties, lighting, sound, marketing, and publicity) based upon researched themes that enable quarterly in-class and informal, and quarterly performances to be presented in public venues. Technological literacy is paramount as design work is created, transferred and shared through various electronic media and applicable software. In this course, students work collaboratively and communicate effectively through ongoing, internal production meetings and external marketing of the creative work. This course is available at Annapolis High School only.

**P89 | Honors PVA Theatre Design & Production 2 [FY] 0.5/sem**

In this course technological literacy is paramount as design work is created, transferred and shared through various electronic media and applicable software. Design students work collaboratively and communicate effectively through ongoing, internal production meetings. This course is available only at Annapolis High School.

**P90 | Honors PVA Theatre Design & Production 3 [FY] 0.5/sem**

In this course students will select specific disciplines within the Theatrical Design, Production and Management areas for intensive study. This will include subjects such as Scenic Design and Set Construction, Costume Design, Wardrobe Management and Costume Construction, Lighting Design and Electrics, Sound Design and Sound Engineering, Properties Design and Properties Construction, Stage Management, House Management, and Event Management. Students will focus on the specific skills, techniques, and best practices within the subject of their choosing. In addition, third year design students will train toward becoming "Lead Designers" for their area of specialization. This course is available only at Annapolis High School.

**P91 | Honors PVA Theater Design & Production 4 [FY] 0.5/sem**

In this course students will capitalize on the prior intensive study in the Theatrical Design, Production, and Management areas to synthesize those skills as a "Lead Designer". In this lead designer capacity, students will apply skills within their area of specialization to create real world connections to productions within PVA or non-PVA school-based productions. Students will apply collaborative skills in working with other members of the production team as well as to apply best practices in Theatrical Design and Production. This course is available only at Annapolis High School.

**PV81 | Honors PVA Design Arts: Costume, Scenic, Lighting, Sound, Craft, Construction [FY] 0.5/sem**

Students in the Design and Production magnet program concentrated study will explore the various areas of design: Costume, Scenic, Lighting, Sound, Craft and Construction. Application of design concepts are realized as students design, revise, and create costumes, construct sets, project lighting and run sound for performances and theatrical productions throughout each semester. Attendances at professional productions (with assigned written analyses of production designs) are additional requirements of the course. This course is available only at Annapolis High School.

**PV82 | Honors PVA Design Arts 2 [FY] 0.5/sem**

Students in the Design and Production Prime will continue to explore the various areas of design: Costume, Scenic, Lighting, Sound, Craft, and Construction. Application of design concepts are realized as students design, revise, and create costumes; construct sets; project lighting; and run sound for performances and theatrical productions throughout each semester. Attendance at professional productions (with assigned written analyses of production designs) are additional requirements of the course. This course is available only at Annapolis High School.

## Visual Arts

### P41 | Honors PVA Visual Arts Studio 1 [FY] 1.0/sem

Students will strengthen and refine their artistic abilities and observational capabilities. Students will be provided opportunities to experiment in a variety of media such as drawing, painting, sculpture, photography and digital imaging. Emphasis will be placed on rigorous development of skills, especially design and composition concepts. Included will be experiences in working with artists in residence and museum resources. Sketchbooks and Visual Journals will be required to record ideas, research, and to document their step by step discovery process. This course is available only at Annapolis High School.

### PV71 | Honors PVA Visual Arts Studio 2 [FY] 1.0/sem

This is a course designed to strengthen and refine the student's artistic abilities and observational capabilities. Students will be introduced to material, techniques and conceptual methods to further develop their art making practice. Emphasis will be placed on rigorous development of skills, concept development, choice-making, execution and presentation through a wide variety of medium. Students will consider their role as visual communicators with consideration of audience, artistic attitude and personal mission as they develop studio practice. Sketchbooks/Visual Journals will be required to record ideas, research, and to document their step by step discovery process. This course is available only at Annapolis High School.

### PV72 | Honors PVA Visual Arts Studio 4 [FY] 0.5/sem

Students will hone and refine their artistic abilities and their observational drawing skills. Students will experiment with new medias and techniques through a combination of class-based instructions, working with guest artists and field trips. Students will continue to explore their two-dimensional and three-dimensional techniques to develop a broader artistic vocabulary and develop their visual communication skills. Sketchbooks/Visual Journals will be required to record ideas, research, and to document their step by step discovery process. This course is designed for seniors in connection with their capstone project. This course is only available at Annapolis High School.

### P01 | Honors PVA Visual Arts/Portfolio Development 1 0.5sem

PVA Visual Arts Critique and Portfolio Development 1 will enable students to begin to develop a body of work through creative problem solving that involves personal aesthetic choices and variety of media. Through the assembly of a portfolio, students will learn to value their work and examine artistic relationships based on personal criteria. Through critiques, students will articulate the aesthetic characteristics and meaning of personal, peer, and master artworks. This course is available only at Annapolis High School.

### P02 | Honors PVA Visual Arts/Portfolio Development 2 0.5sem

Designed to expand students' analysis skills through examination of a body of work created through creative problem solving that involves personal aesthetic choices and variety of media. Adding to their portfolio, students will learn to value their work and examine artistic relationships based on personal criteria and contemporary practices. Through oral and written critiques, students will articulate the aesthetic characteristics and meaning of personal, peer, and master artworks. Students will be able to determine what they are trying to get from a work of art and what they are trying to communicate through a work of art and express their analysis in artist's statements and peer critiques. This course is available only at Annapolis High School.

### P04 | Honors PVA Visual Arts/Portfolio Development 4 [FY] 0.5/sem

Students will continue to expand upon their work in analysis and examination of their artistic body of work. By developing their final portfolio, students will understand the value of their work through oral and written critiques, examining their artistic and aesthetic characteristics of the work while developing a creative process to criteria in contemporary practices. Students will utilize traditional and digital formats with multiple display options to design and present their overall body of work. This course is designed for seniors in connection with their capstone project. This course is only available at Annapolis High School.

## PVA Electives—Studio 39

### PV63 | Honors PVA Printmaking [FY] 0.5/sem

PVA Printmaking is an honors course designed to introduce the techniques and concepts of traditional printmaking processes, including intaglio, relief, and monotype. Students will experiment the tools, methods and materials for making printed artworks with particular focus on how manual printing and traditional techniques relate to contemporary concepts and individual art practice. This study includes the creation and utilization of various printmaking procedures and how to work in a professional print shop environment

### P58 | Honors PVA Color Theory 0.5sem

This course presents students with an in-depth exploration of color theory, including additive and subtractive color and its implications for the artist and designer. Color and its relationship to composition will be investigated through interaction of color harmony and contrast; application to solve spatial problems; and thinking and information of color design for a variety of visual effects. With historical meanings as the frame, students will embrace the ever changing and ephemeral nature of color perception in contemporary design.

### PV73 | PVA Anatomy and Figure Drawing 0.5sem

PVA Anatomy and Figure Drawing is a course designed to develop skills in observation and drawing from life, a special emphasis will be placed on the understanding and application of structure, anatomy and the expressive human form. This course will offer an in-depth study of the figure and the surface anatomy exploring a wide variety of media and techniques.

### P57 | Honors PVA Art: Space & Time 0.5sem

This course is designed to incorporate a variety of media including photography, drawing, painting, video, sound and sculptural materials in works that expand physical boundaries beyond the art object. Experimentation with different processes and media drive the student in considering sites for the installation of art pieces. Students verbally, visually and in written form document the process, development of ideas as they complete artist statements, critiques and presentations of their works.

### PV52 | PVA Acting for the Artist 0.5sem

This acting course for non-acting students expands the PVA students' understanding of "performance" in a collaborative atmosphere. While significant memorization will be required, students will be required to prepare simple assignments outside of class. Students will be expected to actively participate in exercises. Particular emphasis will be given to expanding the imagination, supporting classmates' growth, collaborating effectively, and building self-confidence. Course instruction makes vocalists and dancers more comfortable with acting as part of their vocal/dance work. (For PVA students interested in musical theatre. Not for PVA acting students.)

**PV53 | PVA Voice for the Artist** 0.5sem

In this course students will discover their best singing voice and more experienced singers will gain an opportunity to exercise their vocal muscles through group work. The course focuses on proper techniques for breathing, projection, voice placement, and articulation taught through singing. Instruction emphasizes text interpretation and characterization in song. This course teaches singing technique to broaden the actor's and/or dancers' spoken vocal range. Course instruction makes actors and dancers more comfortable with singing as part of their acting/dance work. Students will also learn techniques to help protect their voices when they sing. (For PVA students interested in musical theatre. Not for PVA vocal students.)

**PV54 | PVA Movement for the Artist** 0.5sem

This dance course is suitable for ambitious students who have minimal or no prior dance training, but who would like to learn the fundamentals of dance and movement for theatre. This course is designed to support actors and singers to connect fully to their bodies in movement. Through group exercises and devised assignments, students will become more adept at playing in the environment of a scene, creating fully realized characters, and will develop their vocabulary in the language of the body. (For PVA students interested in musical theatre. Not for PVA dance students.)

**PV56 | PVA Broadcasting & Recording** 0.5sem

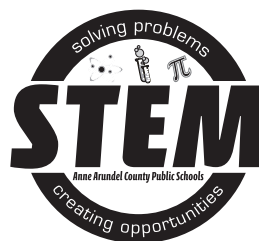
In this course students will learn to understand and manage complex sound systems, including recording studios and live sound reinforcement installations. Through practical application students will gain the ability to properly set up, operate, and manage sound systems effectively utilizing their understanding of both sound and electrical or audio signals. This course provides students an introductory look at sound systems, both analog and digital, from initial acoustic inception, to power and acoustic reproduction.

**PV23 | PVA Film Production & Technology 1** 0.5sem

Students will become familiar with the techniques, theories, vocabulary and practices of film production and technology. This course is designed to introduce students to the basic concepts of film production, including storyboarding, lighting, stage design, scene setting, and editing. Students will use both pre and post-production methods to create video and cinematic pieces that explore concepts in new medias: including social media, commercial design, and marketing. Students will develop a digital portfolio to share and display their work utilizing professional software standards.

**PV24 | PVA Film Production & Technology 2** 0.5sem

This course builds upon the foundations of Film Production and Technology 1 by placing greater emphasis on film techniques and videography. Students will explore the history of film and cinematic arts and apply new concepts, vocabulary, and techniques to their projects. Students will work collaboratively and independently to develop original films and video that explore local and societal issues. Students will use digital software and equipment to explore film techniques with additional coursework on digital production, animation, scene editing, and sound overlay.

**STEM Science Technology Engineering & Math****North County and South River High Schools**

The STEM Magnet program is an educational choice for academically eligible and highly motivated students interested exploring the importance of science, technology, engineering, and mathematics in all aspects of the world today. Through a project/problem-based environment integrated with advance STEM coursework, cutting-edge technology, STEM job shadow experiences, and research internships, STEM students will work collaboratively to solve real-world local and global problems with their peers, teachers, mentors, community partners, and STEM professionals.

The STEM Magnet Program offers five pathways that students may pursue: Earth & Space Systems, Green Technologies, Nanotechnology and Materials Science, Computer Science and Applied Mathematics, and Engineering. Upon graduation, students will be ready to enter the STEM workforce directly or to continue their education along their chosen STEM pathway at a four-year college or university. STEM courses are only available to students enrolled in the STEM Magnet Program.

**9th Grade Requirement****X17 | Global Community Citizenship through Project-Based Learning (STEM) (PBL 1)** [FY] 0.25/qtr

Global Community Citizenship is an introductory STEM course designed to explore the values and diversity of our local, national, and global communities through Project-Based Learning. Specifically, through Project-Based Learning, students will identify and discuss issues, events, and essential questions relevant to the community which will allow them to understand their role in demonstrating civic virtues. Students will consider the cultural and technological influences that have shaped our modern society and consider how these impact the students' social options in the future. Students will begin with self-exploration to understand what events, traditions and circumstances have shaped their views, behaviors and goals followed by them exploring the cultures, religions, and traditions of people in our community. Strategies integral to this course include the ability to discuss and debate mature topics and themes respectfully, a level of comfort with a variety of non-print mediums, working collaboratively in groups and participating in multi-disciplinary project-based learning with STEM business and higher-education partners. The uniqueness to this course is the STEM topic or project contextualization that is relevant in today's workplace. This course additionally introduces students to the main philosophical pillars of the STEM program: Problem/Project-based learning (open-ended projects with real-world connections), Socratic Dialogue (strategic way of communicating to better understand what others are thinking), and collaborative teamwork

## Content Core Courses

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### S09710/20 | Honors English 9 STEM [FY] 0.5/sem

Honors English 9 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, including world literature, from a spectrum of time periods with writing expectations aligned to reading selections. Honors English 9 challenges students to apply analytic and critical skills to complex texts and to complete rigorous assignments. Students may be assigned reading over the preceding summer.

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### S10710/20 | Honors English 10 STEM [FY] 0.5/sem

In Honors English 10 students apply critical theories and rhetorical analysis to literature and composition using challenging texts to practice critical reading; analyze themes, structures and details; apply grammar; and use research for oral and written compositions. Texts represent a variety of genres of literature, including world literature, from a spectrum of time periods. Students may be assigned reading over the preceding summer.

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### S38710/20 | Honors US Government STEM [FY] 0.5/sem

Students will study the structure and functions of government and politics in the United States, analyze the role of the U.S. government in world affairs, and how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. They will investigate critical public issues and apply what they have learned about government to the solving of real-world problems in their community earning 10 hours toward their service-learning graduation requirement. For STEM students, this course may be offered as a hybrid.

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### S28710/20 | Honors Geometry STEM [FY] 0.5/sem

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### S28731/32 | Honors Geometry STEM [FY] 0.5/sem

This course serves as the second course in the advanced mathematical sequence. Students will formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs; represent problem situations with geometric models; classify figures in terms of congruence and similarity; deduce properties of and relationships between figures from given assumptions; and translate geometric figures to an algebraic coordinate representation and algebraic models; apply right triangles and trigonometry. Through the use of dynamic software, students will gain an understanding of the relationships among mathematical figures and become active participants in the inductive and deductive processes of thinking. Students will actively engage in rigorous mathematical activities to attain mastery of course standards. Honors students will be introduced to advanced topics. Graphing calculator is required.

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### S29710/20 | Honors Algebra 2 STEM [FY] 0.5/sem

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### S29731/32 | Honors Algebra 2 STEM [FY] 0.5/sem

This course will expand students' knowledge of functions to include polynomial, rational and radical functions. Students will work with expanding features of the functions and draw connections with the experiences of linear, quadratic, and exponential functions. Students will model situations to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will build on their experiences to work with trigonometric ratios and functions. This course also has a focus on data and probability distributions. Honors students will be introduced to advanced topics. Graphing calculator is required. Students will actively engage in rigorous mathematical activities to attain mastery of course standards.

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### S51710/20 | Honors Pre-Calculus STEM [FY] 0.5/sem

This course integrates the study of trigonometry, analytic geometry, and advanced algebraic topics into a logical approach to the solution of real-world problems. This course is a prerequisite for Advanced Placement Calculus. Graphing calculator required. Honors students will be introduced to advanced topics.

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### S62010/20 | Spanish 2 STEM [FY] 0.5/sem

Spanish 2 courses build upon skills developed in Spanish 1, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish speaking people to deepen their understanding of the culture(s).

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### S63710/20 | Honors Spanish 3 STEM [FY] 0.5/sem

Spanish 3 courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

## STEM Core Courses

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### S19010/20 | Foundations of Art STEM [FY] 0.5/sem

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

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### S45010/20 | Studio 1 2D STEM [FY] 0.5/sem

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

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### S25710/20 | Honors Principles of Engineering STEM [FY] 0.5/sem

This course provides an overview of engineering and engineering technology and includes the development of problem-solving skills used to solve real-world engineering problems. The course of study includes: Overview & Perspective of Engineering, Design Process, Communication & Documentation, Engineering Systems & Manufacturing Processes, Materials & Materials Testing, Thermodynamics, Engineering for Quality & Reliability, and Dynamics. Currently offered to all STEM freshmen at South River. Sophomores at North County can take this course through their Engineering Pathway.

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### B83 | Honors STEM Policy 0.5sem

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### B84 | Honors STEM Policy [FY] 0.25/qtr

Students will work collaboratively to analyze current national and international STEM-related policies, study the role professional STEMists have in making these policies, review different perspectives on STEM-related public issues, and discuss the policy development process—including the role of the individual citizen—at the local, state, and federal levels. In this course students will create timelines,



analyze reports and budgets, and interview stakeholders to research a contemporary local issue from a STEM perspective. Students will use their findings to collaboratively write an annotated executive STEM policy brief to be presented to a panel of experts. The course B84, Honors STEM Policy, is also in the BMAH program.

**NCAA**


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C03 | **Honors System Science A (STEM)** 0.75/sem

C06 | **Honors System Science B (STEM)** 0.75/sem

This course is a two-year program in which the Core Learning Goals of Honors Biology, Honors Chemistry and Honors Physics are integrated based on topic and common assessment limits. The course is implemented using the Problem/Project-Based format based on the Buck Institute Model. In depth inquiry, student-driven research, and communication of results are interwoven into each module as appropriate. Nearly 40% of class time is spent in lab-based experiences. By immersing our students in this rigorous program based on relevant challenges, laboratory experience and projects, we are fostering students who are engaging in critical thinking, problem-solving, and collaboration. Each module affords itself to Differentiated Learning and Thinking Map implementation. The course is a pipeline at the end of the two years into AP Science programs. It is intended for advanced learners in the STEM Magnet Program.

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X63 | **Project-Based Learning 2 (STEM)** 0.5sem

B54 | **Project-Based Learning 2 (STEM)** [FY] 0.25/sem

Students will work with STEM business and higher-education partners on three, six, or nine-week problem/project-based modules focused on a current STEM topic or project that is relevant in today's workplace. This course will continue to expose students to the main philosophical pillars of the STEM program: Problem/Project-based learning, Socratic Dialogue, and collaborative teamwork.

**Prerequisite(s):** Successful completion of PBL 1

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X64 | **Honors Project-Based Learning 3 (STEM)** 0.5sem

This is an 11th grade STEM course for the Advanced Learning in the STEM Magnet program and is modeled after the Honors Challenge at the University of California at Davis. Students are grouped and paired with a mentor who brings the students an authentic challenge on a local, national or global issue. This one semester course immerses students in professionalism, critical thinking, program solving, research, prototyping, revising, professional writing and collaboration as they consult on the topic/challenge/project given to them by their mentors (community stakeholders, business partners, higher education, local government agencies, etc). In this Honors course, students engage in research, analysis, prototyping, etc. and complete a White Paper and Formal Presentation for mentors. This course is also in the BMAH program.

**Prerequisite(s):** Successful completion of PBL 1 and PBL 2

## Pathway Courses

### Earth & Space Systems Pathway

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C668 | **AP Environmental Science** [FY] 0.5/sem

See the *Science* section for course description.

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M03 | **Honors Aeronautics (STEM)** [FY] 0.5/sem

This is a Pathway 1 course in the Earth & Space Systems Pathway. This course (SRHS only), year one of Pilot's License Training Ground School, is designed to prepare students for the Federal Aviation Administration ground school exam. Through the use of flight simulator, textbook assignments, and rich activities, students will gain the knowledge towards becoming a private pilot. There will be an opportunity to meet with guest speakers, including local flight school instructors. By involving aspects of science, technology, engineering, and mathematics, students will experience an inter-curricular method of teaching and learning which creates a deep relevancy to material learned in the classroom. Students completing this course, in addition to taking the FAA exam, are eligible to continue to study at a local pilot training school to complete flight hours at a licensed training facility to earn their pilot's license. It is intended for the advanced learner in the STEM Magnet Program.

**Note:** Students must enroll in both semesters in the same academic year.

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C37 | **Earth/Space Missions** [FY] 0.5/sem

This course is a Pathway 2 course, part of the STEM Earth and Space Systems Pathway, designed as a collection of 4–6 weeklong missions. Students will assume the roles of NASA Mission Scientists within teams as they work together to explore problem-based activities in a hybrid earth and space science learning environment. Earth mission modules include a focus on earthquakes, volcanoes, plate tectonics, weather, climate, and climate predictions. Space mission modules include topics such as rocky planets, gas giants, extra-solar planetary systems, the Milky Way, galaxies in the universe, and the Big Bang theory. In this course, students will attend weekly mission briefings, work online alongside scientists, and collect and analyze recent NASA data from the stream of current explorations. NASA technology support tools allow students to collect and analyze data, and present their findings using authentic methods of practicing scientists. This course is intended for advanced learners in the STEM Magnet Program. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** AP Environmental Science or Aeronautics 1 & 2 (SRHS only)  
AP Computer Science or AP Statistics (NCHS only).

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C10 | **Research/Data Analysis (STEM)** [FY] 0.5/sem

This is a STEM Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present formally their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. This STEM Capstone course is for advanced learners in the STEM Magnet programs at both North County and South River High Schools. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional STEMists, support from a STEM teacher, and time to carry out an experimental research project in a supportive setting.

**Prerequisite(s):** Successful completion of AP Environmental or AP Computer Science or AP Statistics, in addition to one STEM Pathway 2 course with advanced weighting.

**Green Technologies Pathway**C668 | **AP Environmental Science** [FY] 0.5/semSee the *Science* section for course description.C27 | **Environment/Society 1 (STEM)** 0.5sem

Magnet program in the Green Technologies Pathway at the NCHS site only. In this interdisciplinary course, students will examine the influence of media on shaping the individual's understanding and response to environmental issues. During the second semester students will apply the concepts, skills, and experiences acquired during the first semester to a multimedia presentation delivered to a panel of their peers and community stakeholders. This final multimedia presentation will be designed to be used by a community and/or regional stakeholder. In this advanced course, students participate in research, analysis, prototyping, and written reports on par with local college level requirements. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** *AP Environmental Science*C27524 | **Environment/Society 2 (STEM)** 0.5 semC10 | **Research/Data Analysis (STEM)** [FY] 0.5/sem

This is a STEM Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present formally their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. This STEM Capstone course is for advanced learners in the STEM Magnet programs at both North County and South River High Schools. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional STEMists, support from a STEM teacher, and time to carry out an experimental research project in a supportive setting.

**Prerequisite(s):** *Successful completion of AP Environmental or AP Computer Science or AP Statistics, in addition to one STEM Pathway 2 course with advanced weighting.*M245 | **Green Architecture/Urban Planning (STEM)** [FY] 0.5/sem

Students will explore traditional architecture as it relates to green and sustainable practices, urban development, and urban rehabilitation. In the second semester of this capstone course, students will apply the concepts, skills, and experiences acquired during the first semester to draw, create, and construct a scale model of an original design that helps to address an environmental problem of their choice. Students will present their design to a panel of their peers and STEM community stakeholders. South River High School students only. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** *AP Environmental Science and STEM Environment & Society.***Nanotechnology & Materials Science Pathway**R20 | **AP Computer Science A (South River Only)** [FY] 0.5/semSee the *Career and Technical Education* section for course description.C568 | **AP Physics 1** [FY] 0.5/semC578 | **AP Physics 2** [FY] 0.5/semSee the *Science* section for course description.C60 | **Materials Science (STEM)** 0.5sem

Materials Science is a revolutionary science that pushes innovation and industry forward through the study of how materials (such as ceramics and polymers) work and how advances in technology will continue to improve these materials. Students in this course will use hands-on exploration and authentic challenges to study Chemistry, Physics, Engineering, Biology, and Medicine as these subjects relate to Materials Science. This course is paired with STEM Nanotechnology offered in the opposite semester. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** *AP Computer Science*C61 | **Nanotech Exploration (STEM)** 0.5sem

This course is a one semester Pathway 2 course in the STEM Nanotechnology and Materials Science Pathway. This course engages students in the exploration of the impact of size on chemical and physical characteristics with an emphasis one depth of learning, cross-cutting STEM concepts, relevance to real world applications, and the hands-on practice of science and engineering through inquiry and design. As students explore the nano world, they gain an enduring understanding of the applicability of Nanotechnology to all areas of science and how this relativity young science is changing the way we view and interact with computing, environmental issues, materials design, engineering and medicine. This advanced course is paired with STEM Materials Science offered in the opposite semester to round out the Pathway 2 experience. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** *AP Computer Science or AP Statistics (NCHS only)*C10 | **Research/Data Analysis (STEM)** [FY] 0.5/sem

This is a STEM Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present formally their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. This STEM Capstone course is for advanced learners in the STEM Magnet programs at both North County and South River High Schools. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional STEMists, support from a STEM teacher, and time to carry out an experimental research project in a supportive setting.

**Prerequisite(s):** *Successful completion of AP Environmental or AP Computer Science or AP Statistics, in addition to one STEM Pathway 2 course with advanced weighting.*

**Computer Science & Applied Mathematics Pathway****M05 | Mathematics/Science Modeling (STEM)** 0.5sem

This is a one semester Pathway 2 course in the STEM Computer Science and Theoretical Applied Mathematics. This course provides an interactive environment for the study real world of problems through mathematical and scientific modeling. A model is a simple construct which unveils or describes important properties of a more complex system that a learner may want to understand more fully. Students learn about the nature and structure of scientific models, limitations of models, model strengths and weaknesses. Numerous technological modeling tools will be used to explore and study complex problems and challenges within an inquiry-based classroom setting. This course is paired with STEM Parallel Computing to round out the Pathway 2 experience and is intended for the Advanced Learner in the STEM Magnet Program. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** AP Computer Science.

**R01 | Parallel Computing (STEM)** 0.5sem

This is a one semester Pathway 2 course in the STEM Computer Science and Theoretical Applied Mathematics. This course will prepare students for increasingly popular large-scale computing that takes place in the real world, such as search engines, social networking sites, and scientific computational needs. Parallel computing has historically played a key role in addressing the performance demands of high-end engineering and scientific applications. It has now moved to center stage in light of current hardware trends and device power efficiency limits. All computer systems—embedded, game consoles, laptop, desktop, high-end supercomputers, and large-scale data center clusters—are being built using chips with an increasing number of processor cores, with little or no increase in clock speed per core. Unlike previous generations of hardware evolution, this shift will impact all segments of the IT industry and all areas of Computer Science. This course introduces students to the foundations of parallel computing and provide application project experience in collaboration with government and industry partners. This advanced course is paired with STEM Mathematical and Scientific Modeling to round out the Pathway 2 experience. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Prerequisite(s):** AP Computer Science.

**C10 | Research/Data Analysis (STEM)** [FY] 0.5/sem

This is a STEM Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. This STEM Capstone course is for advanced learners in the STEM Magnet programs at both North County and South River High Schools. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional STEMists, support from a STEM teacher, and time to carry out an experimental research project in a supportive setting.

**Prerequisite(s):** Successful completion of AP Environmental or AP Computer Science or AP Statistics, in addition to one STEM Pathway 2 course with advanced weighting.

**Engineering Pathway—North County Only****S25710/20 | Honors Principles of Engineering STEM** [FY] 0.5/sem

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

See CTE Section of the Program of Study for more information on the following courses:

**CAD Academy Course****CAT-North courses in:**

- Engineering Explorations in Computer Aided Design (CAD),
- Electricity,
- Precision Machining or
- Natural Resource Management.

**CAT-North Level II Courses in**

- Computer Aided Design (CAD),
- Electricity, or
- Precision Machining.

**C10 | Research/Data Analysis (STEM)** [FY] 0.5/sem

This is a STEM Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. This STEM Capstone course is for advanced learners in the STEM Magnet programs at both North County and South River High Schools. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional STEMists, support from a STEM teacher, and time to carry out an experimental research project in a supportive setting.

**Prerequisite(s):** Successful completion of AP Environmental or AP

Computer Science or AP Statistics, in addition to one STEM Pathway 2 course with advanced weighting.

**PLTW Engineering Pathway—South River Only****S26710/20 | Honors Engineering Design (IED) STEM** [FY] 0.5/sem

This course is part of the PLTW pre-engineering program of study and is a course that develops student's problem-solving skills, with emphasis on visualization and communication skills using AutoCAD Inventor 3-D solid modeling software. Units of study include: Introduction to Design, Student Portfolio Development, Sketching & Visualization, Geometric Relationships, Modeling, Assembly Modeling, Model Analysis & Verification, Model Documentation, Presentation, Production, and Marketing.

**S27710/20 | Honors Digital Electronics STEM [FY] 0.5/sem**

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

**Prerequisite(s):** *Honors Principles of Engineering (POE) and Honors Engineering Design (IED).*

**M30 | Honors Aerospace Engineering [FY] [FY] 0.5/sem**

This is a Project Lead the Way (PLTW) course that will introduce students to the world of aeronautics, flight, and engineering. Students will apply scientific and engineering concepts to design materials and process that directly measure, repair, improve, and extend systems in different environments. The curriculum sequence includes experiences from the diverse fields of Aeronautics, Aerospace Engineering and related areas of study such as aerospace information systems, star sailing or astronautics rocketry, propulsion, and the physics of space science, space life sciences (BioSpace), principles of aeronautics, structures and materials, and systems engineering. Meade, Severna Park, and South River High Schools only. Students have the option to take this course or Honors Civil Engineering & Architecture during their junior year.

**Prerequisite(s):** *Honors Principles of Engineering (POE) and Honors Engineering Design (IED).*

**Recommended:** *Algebra 2*

**M49 | Honors Civil Engineering & Architecture [FY] 0.5/sem**

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. Students have the option to take this course or Honors Aerospace Engineering during their junior year. Offered to STEM students at South River only.

**Prerequisite(s):** *Honors Principles of Engineering (POE) and Honors Engineering Design (IED).*

**S44710/20 | Honors Engineering Design (EDD) 2 STEM [FY] 0.5/sem**

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

**Prerequisite(s):** *Honors Principles of Engineering (POE), Honors Engineering Design (IED) and Honors Digital Electronics as well as Honors Civil Engineering and Architecture or Honors Aerospace Engineering.*

**R20 | AP Computer Science A (South River Only) [FY] 0.5/sem**

See the *Career and Technical Education* section for course description.

**Electives****B27 | Honors Social Innovation & Change (STEM) 0.5sem**

This course is designed to introduce the students to the individual as a vector of change in today's society. They can continue their work to a deeper level of inquiry and implementation from the middle school level course or can take it for the first time if they did not have that opportunity in middle school. Through self-exploration of local social issues, the student will formulate a strategy for promoting, changing, and engaging the public in an issue that needs attention. Students will be supported and encouraged to move from ideas to action within the semester timeframe. Available at Glen Burnie, North County, and South River only.

**Prerequisite(s):** *Honors Biology and either Honors/AP US Government or Honors/AP US History*

**C99 | Advanced Independent Research — Science [FY] 0.5/sem**

STEM/BMAH Independent Research is an Advanced Course for students participating in the Science Technology Engineering Math (STEM) or BioMedical Allied Health (BMAH) Magnet programs and who have successfully completed course offerings in a STEM-related subject and who are committed to completing independent research and coursework that results in a project or product that could be published, eligible for a patent, presented at a national conference, and/or entered in a nationally or internationally recognized competition. Students must submit a proposal in an area of research and/or product development related to the Sciences (Physics, Chemistry, Biology, Earth Science, Environmental Science, Space Science, Oceanography, etc). The proposal must be accepted by appropriate school-based and STEM/BMAH-Office-based personnel.

**G33 | Honors Photo/Digital 2 (STEM) 0.5sem**

This course builds upon skills and techniques developed in Photography and Digital Processes 1. Students will be challenged to create original, expressive works of art based on a variety of photographers, digital artists and photo/digital styles and techniques. A process portfolio and sketchbooks/journal will reflect personal aesthetic choices and design solutions in the development of a body of work.

**C80 | Honors Astronomy (STEM) [FY] 0.5/sem**

The Methods in Astronomy module will focus on Earth and Planetary Systems as a science, first discussing the history of the field as a study of the scientific process and then moving to the tools and methods available to modern astronomers. This area will also address notions of scale, celestial mechanics, stellar formation and lifecycle, galactic structure, and cosmology. In this area, scientific computing as a tool of any modern scientist or engineer will be introduced and edified. The Planetary Science module will focus on how the tools and ideas developed in the previous module enable modern astronomers to make new discoveries in our solar system and in other stellar systems. This module will enable students to critically think about the energetics and dynamics of celestial bodies as they relate to how internal, surface, and atmospheric processes shape bodies in our solar system and in other systems. Furthermore, students will investigate the scientific aims of modern NASA/ESA missions.

**D99 | Advanced Independent Research — Math [FY] 0.5/sem**

Students will submit a proposal in an area of research and/or product development related to Applied and/or Theoretical Mathematics with the goal of creating a product or project that is eligible for a patent or publication, could be presented at a national conference, and/or suitable for entrance in a national or international competition. Students will be paired with a mentoring STEM professional. At the end of the course, students will formally present their research to their mentor, STEM faculty, students, and community stakeholders.

**M12 | Design & Innovation Engineering Capstone (STEM)**

[FY] 0.5/sem

This capstone course immerses the student in the real-world challenges faced by today's engineers relevant to current themes in the workplace (i.e. The Grand Challenges sponsored by the National Academies of Engineering). Students will do the deep dive to explore and design a revolutionary product, scheme and/or process/product to enhance everyday lives. Whether it be a common tool or a theoretical part that will enhance space exploration or environmental cognizance, the student will design and build an artifact along with a full analysis of its function and precision in application. Advanced Weighting.

**Prerequisite(s):** *Precision Machining I and either AP Computer Science or AP Physics*

**M65 | Honors Introduction to Unmanned Aerial Systems (STEM)**

0.5sem

This course is an introduction to unmanned aerial systems for STEM High School students. Drones are becoming the next big thing in aviation and there is a lack of technically skilled individuals needed to maintain and develop the field for the future. By involving aspects of science, technology, engineering, and mathematics; students will experience an inter-curricular method of teaching and learning which creates a deep relevancy to material learned in the classroom. Available at South River only.

**Prerequisite(s):** *Honors Systems Science A and B and Aeronautics I & II*

**M75 | Honors Unmanned Aerial Systems (STEM)**

[FY] 0.5/sem

This course is a yearlong exploration of the field of Unmanned Aerial Systems. Students will be exposed to this exciting STEM career field that is poised to create more than 70,000 new American jobs in the first three years following the integration of unmanned aircraft systems (UAS) into U.S. national airspace system (NAS). Integration is scheduled to take place in 2015. Beyond the first three years, the study projects that more than 100,000 new jobs will be created by 2025. In this course students will build, program and operate an UAS, Unmanned Aerial System. Starting with the basics of what is a UAS and how they work and the tasks they can complete. Emphasis on systems components—parts, Theory of Control Loop automation, FC Software, Communications technologies, Ground Station Mission planning, Flight (Stabilize/Acro, Auto) and First-Person View will be taught through presentations, demonstrations, laboratory work (build an ArduCopter UAS), flight training (simulator and actual) challenges, and a final flight mission challenge.

**Prerequisite(s):** *Honors Systems Science A and B and Aeronautics I & II*

**R24 | Honors Computer Science 1 (STEM)**

[FY] 0.5/sem

This course studies computer language (Java) and programming practices and procedures. Topics to be covered will include fundamentals of the Java programming language, input and output, flow of control features, data structures and searching and sorting algorithms through the lens of STEM. This course is offered in a hybrid model.

**R99 | Advanced Independent Research — Computer Science**

[FY] 0.5/sem

STEM/BMAH Independent Research is an Advanced Course for students participating in the Science Technology Engineering Math (STEM) or BioMedical Allied Health (BMAH) Magnet programs and who have successfully completed course offerings in a STEM-related subject and who are committed to completing independent research and coursework that results in a project or product that could be published, eligible for a patent, presented at a national conference, and/or entered in a nationally or internationally recognized competition. Students must submit a proposal in an area of research and/or product Programs of Choice development related to the Computer Sciences. The proposal must be accepted by appropriate school-based and STEM/BMAH Office-based personnel.

**C22 | Environmental Media (STEM)**

[FY] 0.5/sem

This STEM Capstone course is for advanced learners in the STEM Magnet programs at both North County and South River High Schools. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional STEMists, support from a STEM teacher, and time to carry out an experimental research project in a supportive setting.

**Prerequisite(s):** *Successful completion of AP Environmental or AP Computer Science or AP Statistics, in addition to one STEM Pathway 2 course with advanced weighting.*

**M16 | Introduction to Robotics Engineering**

[FY] 0.5sem

The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics, focusing on robots and illustrations of current state of the art research and applications. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex VEX-based robots, culminating in an end of semester robot contest. This course introduces fundamental concepts in robotics. In this course, basic concepts will be discussed, including sensors, path planning, kinematics, feedback, stressing the importance of integrating sensors, effectors, and control.

**X165 | STEM Modern Biotechnologies [FY] 0.5/sem**

STEM Modern Biotechnologies is an Advanced Course for students participating in the Science Technology Engineering Math (STEM) Magnet program and who have successfully completed course offerings in a STEM-related subject and who are committed to completing research and coursework that results in a project or product that could be published, eligible for a patent, presented at a national conference, and/or entered in a nationally or internationally recognized competition. Students must submit a proposal in an area of research and/or product development related to the key areas of modern biotechnologies, using biological molecules, particles, cells, organisms, and or processes to improve life in the areas of food, fuels or medicine.

**R847 | 3D/Augmented Reality IM**

0.25qtr

Explore, test, and create augmented reality through computer-generated perceptual information, sometimes across multiple sensory modalities, including visual, auditory, haptic, somatosensory, and olfactory, to create and interact with the real-world.

**R848 | Honors 3D/Virtual Reality IM**

0.25qtr

Explore, test, create, and identify game design principles, reciting common choices, styles, and/or aesthetics (e.g. visual, auidial, interactive, and narrative) through learning and innovation, creativity and innovation including but not limited to thinking critically and problem solving.

## STEM/BMAH BioMedical Allied Health



### Glen Burnie High School

The BMAH Magnet program is an educational choice for highly motivated and academically eligible students that are interested in exploring career and research opportunities across the healthcare spectrum. In conjunction with excellent coursework options, students will work with medical and allied health professionals both in and out of the classroom through relevant and hands-on problem/project-based modules, job shadows and internship opportunities.

The BMAH Magnet Program offers five pathways that students may pursue: Project Lead the Way Bioengineering, Project Lead the Way Bioscience, Aging and Wellness, Health, Information, and Technology, and Public and International Health. Juniors and seniors will have the opportunity to attend Anne Arundel Community College for dual enrollment, allowing students to gain college credit towards a degree, certificate, or letter of recognition while still completing their high school graduation requirements. Upon graduation, students will be ready to enter the healthcare workforce directly or to continue their education along their chosen allied health pathway or other healthcare major at a four-year college or university. BMAH courses are only available to students enrolled in the BMAH Magnet Program.

## BMAH Core Courses

### X17 | Global Community Citizenship through Medical Rounds (BMAH) [FY] 0.25/sem

Global Community Citizenship is an introductory STEM/BMAH course designed to explore the values and diversity of our local, national, and global communities through Project-Based Learning. Specifically, through Project-Based Learning, students will identify and discuss issues, events, and essential questions relevant to the community which will allow them to understand their role in demonstrating civic virtues. Students will consider the cultural and technological influences that have shaped our modern society and consider how these impact the students' social options in the future. Students will begin with self-exploration to understand what events, traditions and circumstances have shaped their views, behaviors and goals followed by them exploring the cultures, religions, and traditions of people in our community. Strategies integral to this course include the ability to discuss and debate mature topics and themes respectfully, a level of comfort with a variety of non-print mediums, working collaboratively in groups and participating in multi-disciplinary project-based learning with BMAH business and higher-education partners. The uniqueness to this course is the STEM/Medical topic or project

contextualization that is relevant in today's workplace. This course additionally introduces students to the main philosophical pillars of the STEM program: Problem/Project-based learning (open-ended projects with real-world connections), Socratic Dialogue (strategic way of communicating to better understand what others are thinking), and collaborative teamwork.

### X14 | Medical Rounds 2 (BMAH) [FY] 0.25/sem

Students will work with BMAH business and higher-education partners on three, six, or nine-week problem/project-based modules focused on a current BMAH topic or project that is relevant in today's workplace. This course will continue to expose students to the main philosophical pillars of the BMAH program: Problem/Project-based learning, Socratic Dialogue, and collaborative teamwork

**Prerequisite(s):** *Medical Rounds 1*

### X64 | Honors Project-Based Learning 3 (STEM) 0.5sem

This is an 11th grade STEM course for the Advanced Learning in the STEM Magnet program and is modeled after the Honors Challenge at the University of California at Davis. Students are grouped and paired with a mentor who brings the students an authentic challenge on a local, national or global issue. This one semester course immerses students in professionalism, critical thinking, program solving, research, prototyping, revising, professional writing and collaboration as they consult on the topic/challenge/project given to them by their mentors (community stakeholders, business partners, higher education, local government agencies, etc). In this Honors course, students engage in research, analysis, prototyping, etc. and complete a White Paper and Formal Presentation for mentors. This course is also in the BMAH program.

**Prerequisite(s):** *Successful completion of PBL 1 and PBL 2*

### B83 | Honors STEM Policy 0.5sem

### B84 | Honors STEM Policy [FY] 0.25/qtr

Students will work collaboratively to analyze current national and international STEM-related policies, study the role professional STEMists have in making these policies, review different perspectives on STEM-related public issues, and discuss the policy development process—including the role of the individual citizen—at the local, state, and federal levels. In this course students will create timelines, analyze reports and budgets, and interview stakeholders to research a contemporary local issue from a STEM perspective. Students will use their findings to collaboratively write an annotated executive STEM policy brief to be presented to a panel of experts. The course B84, Honors STEM Policy, is also in the STEM program.

### NCAA

### S19 | Foundations of Art STEM 0.5sem

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

### S45 | Studio 1 2D STEM 0.5sem

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

**S25 | Honors Principles of Engineering STEM** [FY] 0.5/sem

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

## Pathway Courses

### Aging and Wellness Pathway

**C15 | BMAH Public/Intern Health 1** 0.5sem

BMAH Public & International Health 1 is an 11th grade BMAH Pathway 2 course for the Advanced Learner in the BMAH Magnet program. It is the first in a series of three courses in the Public and International Health Pathway. In this course, students will explore how the public health sector works to improve human health through the development and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout the state, nation, and the world. Immersed in problem-based learning and critical thinking, students in this first of three one-semester courses, will develop and apply knowledge from multiple disciplines to explore the origins of public health, public health policies, the agencies involved in the public health sector, and local, national and global issues with a focus on Nutrition and Social Behavior. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**C18 | Honors BMAH Aging/Wellness 1** 0.5sem

Students will analyze literature and conduct research on the genetic, biological, clinical, behavioral, social, psychological, and economic aspects of aging. Aging populations' health issues affected by race, ethnicity, gender, socioeconomic status (SES), age, education, occupation, and other, as yet unknown, lifetime and lifestyle differences will be studied. Students will use research insights and advances to influence policy on the health, wellness, economic status, and quality of life of all aging adults. Immersed in problem-based learning and critical thinking, students will develop and apply knowledge from multiple disciplines to explore the event of aging, common illnesses, physiological problems, and the mental and social aspects involved in aging. Students will also explore how the health system engages with aging populations.

**C19 | BMAH Aging/Wellness 2** 0.5sem

Students will continue to analyze literature and conduct research on the genetic, biological, clinical, behavioral, social, psychological, and economic aspects of aging. Aging populations' health issues affected by race, ethnicity, gender, socioeconomic status (SES), age, education, occupation, and other, as yet unknown, lifetime and lifestyle differences will be studied. Students will use re-search insights and advances to influence policy on the health, wellness, economic status, and quality of life of all aging adults. Immersed in problem based learning and critical thinking, students will develop and apply knowledge from multiple disciplines to explore the event of aging, common illnesses, physiological problems, and the mental and social aspects involved in aging. Students will also explore how the health system engages with aging populations. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**C20 | BMAH Capstone Research** [FY] 0.5/sem

BMAH Research/Data Analysis (Capstone) is a STEM/BMAH Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional BMAH-ists, support from a BMAH teacher. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

### Public & International Health Pathway

**C15 | BMAH Public/Intern Health 1** 0.5sem

BMAH Public & International Health 1 is an 11th grade BMAH Pathway 2 course for the Advanced Learner in the BMAH Magnet program. It is the first in a series of three courses in the Public and International Health Pathway. In this course, students will explore how the public health sector works to improve human health through the development and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout the state, nation, and the world. Immersed in problem-based learning and critical thinking, students in this first of three one-semester courses, will develop and apply knowledge from multiple disciplines to explore the origins of public health, public health policies, the agencies involved in the public health sector, and local, national and global issues with a focus on Nutrition and Social Behavior. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**C16 | BMAH Public/Intern Health 2** 0.5sem

BMAH Public & International Health 2 is an 11th grade BMAH Pathway 2 course for the Advanced Learner in the BMAH Magnet program. It is the second in a series of three courses in the Public and International Health Pathway. In this course, students will explore how the public health sector works to improve human health through the development and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout the state, nation, and the world. Immersed in problem-based learning and critical thinking, students in this second of three one-semester courses, will develop and apply knowledge from multiple disciplines to explore the financial issues in health services and public health systems, explore the legal and ethical issues involving race, ethnicity, and poverty related to health disparities, evaluate the planning and marketing of health safety and preparedness in the public health sector regarding local, national and global issues with a focus on Epidemics and Health Systems. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**C17 | BMAH Public/Intern Health 3** 0.5sem

In this course, students engaged in research, analysis, prototyping, etc. and complete a Scientific Poster, Scientific White Paper and Formal Presentation for mentors. Grouped and paired with a mentor, students practice professionalism, critical thinking, problem solving, research, prototyping, revising, professional writing and collaboration as they consult with experts and literature on the topic/challenge/project approved to by their mentors (community stakeholders, business partners, higher education, local government agencies, etc.).

**C20 | BMAH Capstone Research** [FY] 0.5/sem

BMAH Research/Data Analysis (Capstone) is a STEM/BMAH Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional BMAH-ists, support from a BMAH teacher. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**Health Information Technologies Pathway****Q60 | Honors BMAH Health Information Systems** 0.5sem

This course is paired with Health Database Management to complete the BMAH Pathway 1-year course. Health Information Systems is a tool for collecting and processing vital data from multiple sources and is used to make policy and manage healthcare services. In this course, students will work in teams on analyzing the Health Information Systems that exist in developed versus developing countries. Students will use real world data available from such resources as the World Bank, Organization for Economic Cooperation and Development—Health Statistics and the World Health Organization—Data and Statistics. Students will analyze the impact of Health Information Systems on a country's educational, financial, and political status. Students will design and use database structures to produce data-based briefs, data-driven arguments and presentations related to targeted health issues.

**R64 | Honors Database Management (BMAH)** 0.5sem

In this course students will study how the health care industry, government organizations, and associated organizations use information technology to research and analyze healthcare patient data as well as local, regional, national, and international health data trends and patterns. Students will work in teams on real world healthcare issues, using multiple software programs to collect, collate, and analyze data. Databases from the World Health Organization (WHO), National Institutes of Health (NIH), Centers for Disease Control (CDC), Organization for Economic Co-Operation and Development (OECD), and the United Nations International Children's Emergency Fund (UNICEF) provide the rich healthcare datasets from which the students will do their project-based/problem-based work.

**M05 | Mathematics/Science Modeling (STEM)** 0.5sem

This is a one semester Pathway 2 course in the STEM Computer Science and Theoretical Applied Mathematics. This course provides an interactive environment for the study real world of problems through mathematical and scientific modeling. A model is a simple construct which unveils or describes important properties of a more complex system that a learner may want to understand more fully. Students learn about the nature and structure of scientific models, limitations of models, model strengths and weaknesses. Numerous technological modeling tools will be used to explore and study complex problems and challenges within an inquiry-based classroom setting. This course is paired with STEM Parallel Computing to round out the Pathway 2 experience and is intended for the Advanced Learner in the STEM Magnet Program.

**Prerequisite(s):** AP Computer Science. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**R01 | Parallel Computing (STEM)** 0.5sem

This is a one semester Pathway 2 course in the STEM Computer Science and Theoretical Applied Mathematics. This course will prepare students for increasingly popular large-scale computing that takes place in the real world, such as search engines, social networking sites, and scientific computational needs. Parallel computing has historically played a key role in addressing the performance demands of high-end engineering and scientific applications. It has now moved to center stage in light of current hardware trends and device power efficiency limits. All computer systems—embedded, game consoles, laptop, desktop, high-end supercomputers, and large-scale data center clusters --- are being built using chips with an increasing number of processor cores, with little or no increase in clock speed per core. Unlike previous generations of hardware evolution, this shift will impact all segments of the IT industry and all areas of Computer Science. This course introduces students to the foundations of parallel computing and provide application project experience in collaboration with government and industry partners. This advanced course is paired with STEM Mathematical and Scientific Modeling to round out the Pathway 2 experience.

**Prerequisite(s):** AP Computer Science. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**C20 | BMAH Capstone Research** [FY] 0.5/sem

BMAH Research/Data Analysis (Capstone) is a STEM/BMAH Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional BMAH-ists, support from a BMAH teacher. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

**PTLW BioEngineering Pathway****M26 | Honors Engineering Design (IED)** [FY] 0.5/sem

This course is part of the PLTW pre-engineering program of study and is a course that develops student's problem-solving skills, with emphasis on visualization and communication skills using AutoCAD Inventor 3-D solid modeling software. Units of study include: Introduction to Design, Student Portfolio Development, Sketching & Visualization, Geometric Relationships, Modeling, Assembly Modeling, Model Analysis & Verification, Model Documentation, Presentation, Production, and Marketing.

**M27 | Honors Digital Electronics** [FY] 0.5/sem

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

**Prerequisite(s):** Honors Principles of Engineering (POE) and Honors Engineering Design (IED).



**M29 | Honors Environmental Sustainability [FY] 0.5/sem**

Students in this course investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

**Prerequisite(s):** *Honors Principles of Engineering (POE) and Honors Engineering Design (IED).*

**M44 | Honors Engineering Design & Development (EDD)**

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

**Prerequisite(s):** *Honors Principles of Engineering (POE), Honors Engineering Design (IED), and Honors Digital Electronics.*

**PTLW Biomedical Science Pathway****M35 | Honors Principles of Biomedical Sciences (PBS) [FY] 0.5/sem**

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

**Prerequisite(s):** *Honors Principles of Engineering (POE).*

**M36 | Honors Human Body Systems (HBS) 0.5sem**

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

**Prerequisite(s):** *Honors Principles of Biomedical Sciences (PBS).*

**M37 | Honors Medical Interventions (MI) [FY] 0.5/sem**

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

**Prerequisite(s):** *Honors Principles of Biomedical Sciences (PBS).*

**M39 | Biomedical Innovations (BI) [FY] 0.5/sem**

In the final course of the PTLW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

**Prerequisite(s):** *Honors Principles of Biomedical Sciences (PBS), Honors Human Body Systems (HBS), Honors Medical Interventions (MI).*

**C20 | BMAH Capstone Research [FY] 0.5/sem**

BMAH Research/Data Analysis (Capstone) is a STEM/BMAH Capstone course for seniors and is designed to support student exploration and research in an area of the student's choosing. This may be a continuation of, extension of, and/or inspired by problems and/or projects explored via Problem Based Learning 3: Community Challenge and/or Internship experience. Students will be expected to write and submit a professional paper (White Paper), create and present a Scientific Poster, and formally present their experience and/or findings. Students will develop project management skills as they apply to their year-long endeavor, with daily updates and modifications to their plan. In this interdisciplinary course, students will have the opportunity to receive mentoring from professional BMAH-ists, support from a BMAH teacher. This course receives Advanced Weighting (the same as AP courses) because it has a prerequisite that is Advanced Placement.

# CTE Career Completer Programs

Career Technology Education (CTE) Completer Programs provides students the opportunity to pursue a sequential technical and academic program of study—including addition to a wide variety of elective courses—leading to advancement in a career field. These careers require varying levels of education—high school and postsecondary certificates, apprenticeships, or two- and four-year college degrees. As an added benefit, CTE programs provide opportunities for students to earn industry-recognized credentials and college credit while still in high school.

## **Anne Arundel Community College Program Pathways**

Anne Arundel Community College (AACC) and Anne Arundel County Public Schools (AACPS) are partnering to support the successful transition of students from high school to college and careers. This is an exciting opportunity for students to earn AACC credits while in high school for successfully completing career and technology programs, including earning career certificates, where appropriate, to further enhance gainful employment upon graduation.

Visit the link under *Program Connections* for each relevant completer and look for *Credit for Previous Learning* on the AACC webpage to find out how the high school pathway continues into a corresponding college degree or certificate programs.

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## Career & Technology Programs of Choice—Benefits beyond the Diploma

Beyond graduation, students can earn valuable certifications and credits toward future career and college pathways.

Location	Program	Earn an AACPS Diploma Plus...
CAT-North and CAT-South	Academy of Health Professions	AACC Proficiency Assessment (3 transcribed credits) <sup>†</sup>
		CPR/AED & First Aid Certification—American Heart Association
		Certified Nursing Assistant (CNA)
		Geriatric Nursing Assistant (GNA)
		Certified Clinical Medical Assistant (CCMA)
		Pharmacy Technician (ExCPT)
	Automotive Collision Repair & Refinishing*	Articulated Credit may be available from affiliated colleges, universities or organizations.*
		Student Automotive Service Excellence Certification (ASE)
		Safety and Pollution Prevention Certification (S/P2)
	Automotive Technology	Articulated Credit may be available from affiliated colleges, universities or organizations.*
		Student Automotive Service Excellence Certification (ASE)
		Safety and Pollution Prevention Certification (S/P2)
		Refrigerant Recovery & Recycling Certification (CFC)
	Carpentry	AACC Proficiency Assessment (3 transcribed credits) <sup>†</sup>
		NCCER Certification (Core and Level 1 Carpentry)
	Cosmetology	Maryland Department of Labor, Licensing and Regulation State Board of Cosmetologist, Cosmetologist License
	Culinary Arts	AACC Proficiency Assessment (up to 7 transcribed credits) <sup>†</sup>
		ServSafe Certification—National Restaurant Association Educational Foundation
		Certified Fundamental Cook (ACF)
	Electricity	NCCER Certification (Core and Level 1 Electricity)
Apprenticeship Credit available by review		
Heating, Ventilating & Air Conditioning	Articulated Credit may be available from affiliated colleges, universities or organizations.*	
	ASE Refrigerant Recovery Certification	
	MD Department of Labor, Licensing, & Regulation HVAC Apprenticeship License	
	NCCER Certification (Core and Level 1 HVAC, EPA Core, CFC)	
IT Networking Academy	AACC Proficiency Assessment (up to 15 transcribed credits) <sup>†</sup>	
	Cisco Certified Networking Associate Certificate (CCNA)	
Plumbing	NCCER Certification (Core & Level 1 Plumbing)	
	Apprenticeship Credit available by review	
Welding	D1-1 Certification—American Association of Welding	
	NCCER Certification (Core and Level 1 Welding)	
	American Welding Society (AWS) Certification	
CAT-North Only	Aviation Maintenance	FAA General and Powerplant Mechanic Certification
	Baking & Pastry	Articulated Credit may be available from affiliated colleges, universities or organizations.*
		AACC Proficiency Assessment (up to 7 transcribed credits) <sup>†</sup>
		ServSafe Certification—National Restaurant Association Educational Foundation
		Certified Fundamental Pastry Cook (ACF)
	Diesel Power Technology	Student Automotive Service Excellence Certification (ASE)
		Safety and Pollution Prevention Certification (S/P2)
	Environmental Resource Management	AACC Proficiency Assessment (4 transcribed credits) <sup>†</sup>
	Graphic Design	PrintED (Advertising Design)
	Industrial Maintenance	NCCER Certification (Core and Level 1 Industrial Maintenance)
Integrated Design/CAD	AACC Proficiency Assessment (up to 6 transcribed credits) <sup>†</sup>	
Masonry	NCCER Certification (Core and Level 1 Masonry)	
Print Media Technology	Articulated Credit may be available from affiliated colleges, universities or organizations.*	
	PrintED Certifications (Graphic Communication, Digital File Prep, Press Operation)	

\* **Articulated Credit:** Students may earn college credit for work completed in high school, based upon an agreement between AACPS and the post-secondary institution. Students must enroll in that institution and complete specific requirements to receive credit.

† **Proficiency Credit:** Students can take an assessment provided by the college after completing a designated high school course. Students may earn this transcribed college credit while still in high school.

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Benefits Beyond the Diploma, continued

Location	Program	Earn an AACPS Diploma Plus...
<b>CAT-South Only</b>	<b>Dental Assisting</b>	National Board, Radiology, Health, and Safety Certification
		National Board Expanded Function Certification
		CPR Certification - American Heart Association
	<b>Interactive Media Production</b>	Adobe Certified Associate (ACA)/AACC Proficiency Assessment (Up to 3 transcribed credits) <sup>†</sup>
<b>Marine Service Technology</b>	American Boat & Yacht Council (ABYC) / Marine Service Technician	
<b>High Schools</b>	<b>Accounting and Finance</b>	College credit through Dual Enrollment
	<b>Business Management</b>	AACC Proficiency Exam (3 transcribed credits) <sup>†</sup> (Annapolis/Arundel/Severna Park)
		College credit through Dual Enrollment
		Microsoft Office Specialist Certification
	<b>Construction Design and Management</b>	AutoCAD credentialing
		Revit Architecture Certification
	<b>Database Academy (Oracle)</b>	AACC articulation agreement (up to 7 articulated credits) <sup>*</sup>
	<b>Early Childhood Education</b>	90 Clock Hours + 9 Hours Communication Certificate
	<b>Early Childhood Education, Preschool Child Development Associate (CDA)</b>	Child Development Associate (Crofton High School)
	<b>Food and Beverage Management (ProStart)</b>	AACC Proficiency Assessment (up to 7 transcribed credits) <sup>†</sup>
		ServSafe certification—National Restaurant Association Educational Foundation ProStart National Certificate of Achievement (COA) <sup>†</sup>
	<b>Homeland Security Emergency Preparedness</b>	AACC Proficiency Assessment (3 transcribed credits) <sup>†</sup>
		STARS certification
	<b>JROTC</b>	Possible advanced rank in the Armed Forces
	<b>Marketing</b>	College credit through Dual Enrollment
	<b>Project Lead the Way—Biomedical Sciences</b>	AACC articulation agreement (up to 8 articulated credits) <sup>*</sup>
Transcribed credit available through affiliated colleges and universities <sup>†</sup>		
<b>Project Lead the Way—Engineering</b>	AACC articulation agreement (3 or maximum per degree) <sup>*</sup>	
	Transcribed credit available through affiliated colleges and universities <sup>†</sup>	
<b>Transportation Management</b>	Transportation, Logistics, and Cargo Security Certificate (AACC)	
	Global Logistics Associate (GLA) Industry Certification	

<sup>\*</sup> **Articulated Credit:** Students may earn college credit for work completed in high school, based upon an agreement between AACPS and the post-secondary institution. Students must enroll in that institution and complete specific requirements to receive credit.

<sup>†</sup> **Proficiency Credit:** Students can take an assessment provided by the college after completing a designated high school course. Students may earn this transcribed college credit while still in high school.

### Academy of Health Professions

The Academy of Health Professions 1 is a full year course designed for 11th grade students interested in health-related professions. The primary areas of study include foundations of medicine, health sciences, and structure & function of the human body. Students will also engage in processes and hands-on procedures that are used in the delivery of essential healthcare services. Field trips to explore health career opportunities will be provided. Students can become certified in CPR / First Aid and have the opportunity to earn Proficiency Credits from Anne Arundel Community College. Successful course completion is required to proceed to the Academy of Health Professions Level 2. The Academy of Health Professions 2 course prepares 12th grade students for employment and further post-secondary education. Emphasis is placed on expanding content knowledge and skills that relate to the roles of the Nursing Assistant and Medical Assistant. Hands-on experience in various clinical settings provides exposure to diverse career opportunities. Eligible students have the opportunity to earn Maryland State CNA (Certified Nursing Assistant), GNA (Geriatric Nursing Assistant) and CCMA (Certified Clinical Medical Assistant) certifications and are expected to take the proficiency exam for Anne Arundel Community College credit.

**Associated Certifications:** Certified Nursing Assistant (CNA), Geriatric Nursing Assistant (GNA), Certified Clinical Medical Assistant (CMA)

**Prerequisites:** Biology (recommended grade of C or better)

**Recommended:** Chemistry (concurrent enrollment acceptable), Foundations of Patient Care

**Note:** Completion of AoHP 1 will satisfy the health education graduation requirement. Student must earn a grade of 70% or higher in Academy of Health Professions 1 to proceed to Level 2.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/health-sciences/](http://www.aacc.edu/about/schools-of-study/health-sciences/)

**AACC:** This high school completer program offers college credit. For more information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

Minimum Credits: 7		Credits per Semester	Maximum Possible
T01 Honors Academy of Health Professions 1—Foundations		2.0	4.0
T02 Honors Academy of Health Professions 2—Structure & Function*		1.5	3.0
<b>Extension</b>			
T703 Health Professions Work Based Learning		1.0	2.0

Availability: CAT North, CAT South

\*Students who earn CNA/GNA certification during the first semester of T02 may proceed to T703 and complete the program with 6.5 credits.

### Accounting & Finance

Students who complete this program of study will be competent in working with accounting systems. They will learn to record business transactions, analyze and prepare income cash flow, balance sheet statements, and financial reports. Students will become skilled in accounting software (e.g. Excel, QuickBooks) and the use of the internet for financial and economic research; they will practice business decision-making and critical thinking skills. Advanced topics such as tax accounting, investing, and corporate accounting will be covered. Career pathways for accounting will be examined and the use of accounting knowledge in a variety of career clusters will be explored. Students will obtain the necessary skills to continue their education at a post-secondary institution or begin employment immediately after high school as accounting clerks. Eligible students will have the opportunity to earn college credit through dual enrollment.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/accounting/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/accounting/)

Minimum Credits: 3		Credits per Semester	Maximum Possible
Q20 Principles of Business Management & Entrepreneurship		0.5	1.0
Q01 Principles of Accounting and Finance		0.5	1.0
Q02 Honors Accounting 2		0.5	1.0
<b>Extension</b>			
Q03 Honors Accounting 3		0.5	1.0
or B51 AP Economics—Macro and B52 AP Economics—Micro		0.5	1.0
or T704 Accounting Work Based Learning		1.0	2.0
or BPA111 Business & its Environment (AACC Dual Credit) and BPA162 Business Communication (AACC)		0.5	1.0

Availability: Arundel, Chesapeake, Severna Park

### Administrative Services Management

The Business Administrative Services Pathway provides students with knowledge of how to effectively utilize technology in the analysis, and communication of ideas; and the management, organization, and examination of information for strategic business decision making. Students are expected to think analytically; improve written and oral communication skills; enhance listening and questioning skills; learn and practice the art of conversation; broaden their awareness of career options; practice decision making and problem solving; learn the importance of communication skills in professional business practice; and utilize data to engender decisions. Upon completion of this program, students will be prepared to sit for the Microsoft Office Specialist (MOS) Certification exam, a globally recognized credential desired by academia and business.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/business-and-law/](http://www.aacc.edu/about/schools-of-study/business-and-law/)

Minimum Credits: 4		Credits per Semester	Maximum Possible
Q20 Principles of Business Management & Entrepreneurship		0.5	1.0
Q63 Business & Personal Finance		0.5	0.5
Q50 Introduction to Microsoft® Office		0.5	0.5
Q64 Microsoft® Office Applications (xls/dbf)		0.5	0.5
Q71 Microsoft® Office Applications (doc/ppt)		0.5	0.5
Plus, one credit from the following options:			
Q40 Honors Administration Services Management		0.5	1.0
S41 Administrative Services Work-Based Learning		1.0	2.0

Availability: Chesapeake, Glen Burnie, Meade, Northeast, Old Mill

**Auto Collision Repair/Refinishing**

Techniques and spray painting in the repair of automobile bodies is offered in this two to three-year course. Technician and restorer positions are available in garages, shops, and dealerships. This program is Automotive Service Excellence (ASE) Certified by the National Automotive Technicians Education Foundation (NATEF).

**Associated Certifications:** ASE Student Certifications

**Required:** T86 Technical Math (taught concurrently with Level 2) .....0.5/sem

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
T07 Auto Collision Repair 1	1.0	2.0
T08 Auto Collision Repair 2	1.5	3.0
<b>Extension</b>		
T09 Auto Collision Repair 3 -or- T701 Auto Collision Repair/Refinishing Work-Based Learning	2.0	4.0

Availability: CAT North, CAT South

**Automotive Technology**

An opportunity to learn how to inspect, repair, and adjust automobiles is provided in this two to three-year course. Positions as Specialist in alignment, engine tune up, fuel injection, brake, engine repair, trouble shooting, air conditioning and electrical systems are found in auto repair centers. This program is Automotive Service Excellence (ASE) Certified by the National Automotive Technicians Education Foundation (NATEF). Students enrolled in Auto Technology 1 will be enrolled in C01 (Pre-Engineering).

**Associated Certifications:** ASE Student Certifications

**Required:** T86 Technical Math (taught concurrently with Level 2).....0.5/sem

**Prerequisite:** Current enrollment in Algebra 1

**Note:** C01 Honors Pre-Engineering (taught concurrently with Level 1 during one semester ..0.5sem

**Program Connection:** Community College of Baltimore County

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
T10 Automotive Technology 1	1.0	2.0
T11 Automotive Technology 2	1.5	3.0
<b>Extension</b>		
T12 Automotive Technology 3 -or- T701 Automotive Technology Work-Based Learning	2.0	4.0

Availability: CAT North, CAT South

**Aviation Maintenance (Pending Board Approval)**

The Aviation Maintenance program prepares students for entry-level employment within the aviation maintenance industry. Students learn the specialized skills necessary to work on structures, powerplants, aircraft systems, flight control systems, and both reciprocating and turbine engine systems. Successful completion of the General, Powerplant 1, and Powerplant 2 courses prepare students to take the FAA General and Powerplant oral, practical, and written tests. Upon graduation students may continue training in a college or private maintenance program to complete the Airframe portion of the A&P license.

While in this program, students will gain valuable hands-on experience in an airport hangar on actual engines and aircraft. Instructors will guide students through the FAA approved curriculum and hands on training hours. Upon completion of the general skill competencies, students move to practical training where they will learn to repair and overhaul engines and perform required maintenance. The program includes the technical skills, commitment to safety, the ability to follow procedures and document processes, and the interpersonal soft skills required for a career in the aviation industry.

**Associated Certifications:** FAA General and Powerplant Mechanic Certification

**Prerequisites:** None

**Recommended:** Algebra 1

	Credits per Semester	Maximum Possible
Minimum Credits: 10.5		
TBD General Aviation Maintenance	1.5	3.0
TBD Powerplant 1	1.5	3.0
TBD Powerplant 2	2.25	4.5

Availability: CAT North

### Baking & Pastry (ACF)

An opportunity to learn ingredients recognition, cost conversion, bake shop production, use of equipment, basic decorations, airbrush applications is provided in this course. Students may receive national sanitation certification and can have a job shadowing experience. Career opportunities include cake decorator, baker, caterer, consultant, food service manager. Students are eligible for college credit through Anne Arundel Community College upon successful completion of the program.

**Associated Certifications:** ACF

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/continuing-education/hotel-culinary-arts-and-tourism/](http://www.aacc.edu/about/schools-of-study/continuing-education/hotel-culinary-arts-and-tourism/)

**AACC:** This high school completer program offers college credit. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

Minimum Credits: 4		Credits per Semester	Maximum Possible
T81 Honors Baking and Pastry 1		1.0	1.0
T82 Honors Baking and Pastry 2		1.5	3.0
<b>Extension</b>			
T83 Honors Baking and Pastry 3 -or- T701 Baking & Pastry Work-Based Learning		2.0	4.0

Availability: CAT North

### Business Management

A student who completes this program pathway will be able to develop a business plan for a small business. They will apply accounting, marketing, and management concepts to realistic business scenarios. All aspects of managing a business will be discussed in addition to the competencies learned in computer applications, business communications and financial management. The business management program of study recommends that students should have access to work study, mentorship, internship, and job shadow opportunities. Students will also benefit from involvement in national professional organizations such as DECA and the Future Business Leaders of America (FBLA). Eligible students will have the opportunity to earn college credit through dual enrollment. The student who completes this program will be prepared to work as a management trainee, manage a small business, and continue their education after graduation.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/business-and-law/business-management/](http://www.aacc.edu/about/schools-of-study/business-and-law/business-management/)

**AACC:** This high school completer program offers college credit at Annapolis, Arundel, and Severna Park High Schools. For information, contact [sbeger@aacc.edu](mailto:sbeger@aacc.edu)

Minimum Credits: 3		Credits per Semester	Maximum Possible
Q20 Principles of Business Management & Entrepreneurship		0.5	1.0
Q01 Principles of Accounting & Finance		0.5	1.0
Q61 Honors Business Management		0.5	0.5
Q34 Honors Entrepreneurship		0.5	0.5
<b>Extension</b>			
B51 AP Economics–Macro <b>and</b> B52 AP Economics–Micro <b>or</b> T704 Business Management Work-Based Learning		0.5 1.0	1.0 2.0
<b>or</b> BPA111 Business and Its Environment: AACC (Dual Credit) <b>and</b> BPA162 Business Communication: AACC		0.5	1.0

Availability: All high schools except Broadneck, Northeast, and Southern

### Career Transitions

Career Connections and Transition (CCT) combines academics and the real world, providing hands-on learning that puts you at the center of the action. Learn essential skills, explore career interests, and discover your passions, all while planning a pathway to success after high school. CCT also helps develop critical thinking, problem-solving, teamwork, and communication skills, which means you are better prepared for college and career.

Minimum Credits: 3		Credits per Semester	Maximum Possible
Q22 Career Connections		0.5	1.0
Q83 Career Transitions		0.5	1.0
S249 Workplace Immersion		1.0	1.0

Availability: All high schools except Severna Park, and including the Phoenix Academy and Anne Arundel Evening High School

**Carpentry**

An opportunity to learn to construct new buildings, handle work connected with remodeling, maintenance, and repair is provided in this two to three-year course. Positions as rough, finish or maintenance carpenter, inspector, home remodeling, project superintendent, and self-employment are included in the job opportunities. This program is certified by the National Center for Construction Education and Research (NCCER) and students may also be eligible to receive proficiency credits from Anne Arundel Community College.

**Associated Certifications:** NCCER

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/science-and-technology/architecture-and-interior-design/](http://www.aacc.edu/about/schools-of-study/science-and-technology/architecture-and-interior-design/)

**AACC:** This high school completer program offers college credit. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
T22 Carpentry 1	1.0	1.0
T23 Carpentry 2	1.5	3.0
<b>Extension</b>		
T24 Carpentry 3 -or- T701 Carpentry Work-Based Learning	2.0	4.0
Availability: CAT North, CAT South		

**CASE—Curriculum for Agricultural Education**

The CASE POS prepares students to be successful in numerous careers in the agricultural sciences as well as preparing them to further their education at the post-secondary level. This inquiry-based POS incorporates classroom learning, FFA leadership and career development, as well as outside of the classroom experiences through Supervised Agricultural Experiences (SAE) and other internship opportunities. Students will work in teams through inquiry-based projects exploring biotechnology research methodology, DNA/ gene transfer, biofuels, micro propagation, embryo transfer, transgenic materials, and microbial biotechnology. As a foundation, biochemistry and the regulations, laws, and ethics governing biotechnology will be addressed.

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
M53 Introduction to AFNR (Agriculture, Food, and Natural Resources)	0.5	1.0
M54 Honors Principles of Agricultural Sciences/Plants -or- M55 Honors Principles of Agricultural Sciences/Animals	0.5	1.0
M56 Honors Animal & Plant Biotechnology	0.5	1.0
M58 Honors Agricultural Business Research & Development (Capstone)	0.5	1.0
Availability: Phoenix Academy, Southern		

**Construction Design and Management**

This program is a four course CTE Program of Study. Students will develop an understanding of the built world through the design and construction process. Each course uses a project-based learning approach to advance students' understanding of the design-build-maintain process. Advanced architectural drafting and design skills are developed through lab-based instruction using Autodesk software tools (AutoCAD and Revit Architecture). Throughout the program, students will develop a portfolio to demonstrate knowledge of each phase of the design and construction management process. Students will also have the opportunity to earn industry certification in AutoCAD. AACPS adopted the MSDE program and will meet all of the standards outlined in the State approved Program of Study. Additionally, each course will be expanded to include 'real-world' projects and problem solving to align with the school's Signature— Community Development & Global Citizenship.

**Associated Certifications:** AutoCAD credentialing  
 Revit Architecture certification

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
M77 Introduction to Construction Design & Management	0.5	1.0
M78 Principles of Construction Design	0.5	1.0
M79 Honors Advanced Design and 3-D Modeling	0.5	1.0
M80 Honors Advanced Construction Management	0.5	1.0
Availability: Arundel		

**Cosmetology**

Cosmetology provides students an opportunity to learn hair shaping, manicuring, hairstyling, facial massage, make-up, hair coloring and salon management. Graduates of this 1500 hour/three-year program are required to sit for the State licensure exam. Due to the hour requirement for licensure, Level 3 students must commit to participate in an extended day schedule.

**Associated Certification:** State Board of Cosmetology

**Required:** T86 Technical Math (taught concurrently with Level 2) ..... 0.5/sem

	Credits per Semester	Maximum Possible
Minimum Credits: 10.5		
T25 Cosmetology 1	1.5	3.0
T26 Cosmetology 2	1.5	3.0
T27 Cosmetology 3	2.25	4.5
<b>Extension</b>		
T701 Cosmetology Work-Based Learning	2.0	4.0
Availability: CAT North, CAT South		



**Culinary Arts**

Students will learn the use of commercial equipment, purchase food, plan menus, provide banquet buffet service, management, cook, bake, and sanitation techniques, and may be eligible to receive sanitation certification. Career opportunities include dining room management or supervisor, food service management or supervisor, food service manager, purchasing agent, proprietor, host/hostess, consultant, dietitian, caterer or cook/chef. This program is certified by the American Culinary Federation Foundation (ACF).

**Associated Certifications:** Certified Fundamental Cook, ServeSave

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/continuing-education/hotel-culinary-arts-and-tourism/](http://www.aacc.edu/about/schools-of-study/continuing-education/hotel-culinary-arts-and-tourism/)

**AACC:** This high school completer program offers college credit. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

Minimum Credits: 4		
	Credits per Semester	Maximum Possible
T77 Honors Culinary Arts 1	1.0	1.0
T78 Honors Culinary Arts 2	1.5	3.0
Extension		
T79 Honors Culinary Arts 3 -or- T701 Culinary Arts Work-Based Learning	2.0	4.0

Availability: CAT North, CAT South

**Database Academy (Oracle)**

The Oracle Database Academy Program is a nationally recognized program that prepares students for successful careers in Information Technology (IT), including database administration, database programming, IT consulting, IT project management and computer engineering. The Database Academy Program educates high school students in database programming, as well as the professional skills students require to pursue quality academic and professional opportunities. The last course in the program of study is an online course that offers dual-enrollment opportunity for students.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/science-and-technology/computer-science/](http://www.aacc.edu/about/schools-of-study/science-and-technology/computer-science/)

**AACC:** This high school completer program offers college credit. For information, please contact sbeger@aacc.edu

Minimum Credits: 4		
	Credits per Semester	Maximum Possible
R18 Honors Computer Science Program—Java	0.5	2.0
R20 AP Computer Science A	1.0	
Q78 Advanced Web Page Design 1	0.5	
Q79 Honors Advanced Web Page Design 2	0.5	
R10 Honors Database Design/Programming (SQL)	0.5	1.0
R11 Honors Database Application Development (PL/SQL)	0.5	1.0
Extension		
T704 Database Work-Based Learning Internship (Recommended)	0.5	1.0

Availability: Glen Burnie, South River

**Dental Assisting**

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

**Associated Certification:** CPR, Radiation Health & Safety, National Board Expanded Function

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

Minimum Credits: 5		
	Credits per Semester	Maximum Possible
T55 Honors Dental Assisting 1	1.0	2.0
T56 Honors Dental Assisting 2/Radiology	1.5	3.0
Extension		
T702 Dental Assisting Work-Based Learning	2.0	4.0

Availability: CAT South

**Diesel Power Technology (State name: Diesel Engine Technology)**

The Diesel Power Technology course prepares the student to service and repair a wide variety of diesel powered vehicles and equipment. This program provides training in the Inspection, diagnosis, repair and service of diesel engines, brakes, suspension & steering, electrical/electronic systems, heating, ventilation & air conditioning, preventative maintenance Inspection, and hydraulic systems. This course has been developed in partnership with Cummins Power Systems and is certified by the National Automotive Technicians Education Foundation (NATEF).

**Associated Certification:** ASE Student Certification

**Required:** T86 Technical Math (taught concurrently with Level 2) ..... 0.5/sem

Minimum Credits: 5		
	Credits per Semester	Maximum Possible
T28 Diesel Power Technology 1	1.0	2.0
T29 Diesel Power Technology 2	1.5	3.0
Extension		
T30 Diesel Power Technology 3 -or- T702 Diesel Power Work-Based Learning	2.0	4.0

Availability: CAT North

**Early Childhood**

This completer program is designed for students who wish to pursue a career in the field of early childhood care and/or the field of education. The course sequence provides performance-based training and assessment, which prepares students for both work and college. A senior year internship is required. Students can earn the Maryland State 90 clock hours plus 9 hours of communication certification.

**Program Connection:** Anne Arundel Community College:  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/education/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/education/)

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
H20 Child Development 1	0.5	1.0
H21 Child Development 2	0.5	1.0
H81 Introduction to Teaching Profession	0.5	1.0
H22 Honors Child Development 3	0.5	1.0
H26 Childhood Internship	1.0	1.0

Availability: All High Schools except Phoenix Academy

**Early Childhood Education, Preschool Child Development Associate (CDA)** Minimum Credits: 5

The Preschool CDA Program of Study aligns with the Child Development Associate (CDA) competencies, Interstate Teacher Assessment and Support Consortium, (InTASC), and National Association for the Education of Young Children (NAEYC) standards. The Program of Study prepares students for further education and careers in early childhood education and care. The program consists of four high school credits that cover child growth and development with an emphasis on preschool, preschool learning environment best practices, establishing a purposeful preschool childcare program and internship. Students may earn the CDA in center-based programs, family childcare and home visitors. Students complete 120 clock hours of child development education and 480 hours of experience working directly with children in licensed facilities. In addition to industry certification, students also can earn college credit.

**Associated Certification:** Child Development Associate (CDA)

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
H35 Child Growth and Development	0.5	1.0
H41 Learning Environment: Preschool	0.5	1.0
H42 Establishing a Purposeful Program: Preschool	0.5	1.0
H43 Child Development Associate Review and Completion	0.5	1.0
H26 Childhood Internship	1.0	1.0

Availability: Crofton High School Only

**Electrical—Construction Trades**

Students will be instructed in wiring diagrams and schematics, electrical safety, wiring methods, blueprint reading, furnace controls, wiring heat lamps and air condition electrical motors and starters is provided. Career opportunities include line meter installer, cable splicer, wire-person, inspector, trouble shooter, motor repair person, control expert, distribution panel installer, electrical contractor or self-employment. This program is certified by the National Center for Construction Education and Research (NCCER).

**Associated Certifications:** NCCER

**Required:** T86 Technical Math (taught concurrently with Level 2).....0.5/sem

**Recommended:** Completion of Algebra 1 (C or better)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
T34 Electricity 1	1.0	1.0
T35 Electricity 2	1.5	3.0
<b>Extension</b>		
T36 Electricity 3 -or- T702 Electricity Work-Based Learning	2.0	4.0

Availability: CAT North, CAT South

**Environmental Resource Management**

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

**Program Connection:** .....Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/science-and-technology/biology/](http://www.aacc.edu/about/schools-of-study/science-and-technology/biology/)

**AACC:** This high school completer program offers college credit. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
T43 Environmental Resource Management 1	1.0	1.0
T44 Honors Environmental Resource Management 2	2.0	4.0
<b>Extension</b>		
T45 Honors Environmental Resource Management 3 -or- T701 Environmental Resource Management Work-Based Learning	2.0	4.0

Availability: CAT North

**Food & Beverage Management (ProStart)**

The ProStart program introduces high school students to a wide variety of careers within the restaurant, food service and hospitality industry. Students will study and practice professional food preparation, preparation of international cuisines, food safety and sanitation, customer service relations, accounting, cost control, marketing and an introduction to aspects of lodging management. Students will follow the National Restaurant Association Educational Foundation industry standard curriculum with the potential to earn a ProStart and ServSafe certification. Senior year, students must complete a 270-hour work-based learning experience. In addition, for ProStart Certification, the student internship must allow them to complete 52 competency goals plus an additional 130 hours.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/continuing-education/hotel-culinary-arts-and-tourism/](http://www.aacc.edu/about/schools-of-study/continuing-education/hotel-culinary-arts-and-tourism/)

**AACC:** Students passing the Level 2 exam are eligible for four proficiency credits with AACC and potentially 3 additional credits upon passing the AACC Challenge Exam. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
H77 Honors Culinary & Hospitality Management 1	0.5	1.0
H78 Honors Culinary & Hospitality Management 2	0.5	1.0
H74 Prostart Work-based Learning	1.0	2.0

**Availability:** All high schools, Phoenix Academy, and Anne Arundel Evening High Schools

**Graphic Design (State name: Digital Media & Web Design/Development)**

Students will be introduced to publication design as a means of communication with a focus on studying and applying layout and design concepts used in the fields of graphic design, web page design and printing. Students use the iMac computer with software applications to learn basic page layout techniques, photo manipulation, advertising design, and digital illustration. Career opportunities exist as a graphic artist, ad designer, web page designer, and pre-press operator.

**Associated Certifications:** PrintED

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
T16 Graphic Design 1	1.0	1.0
T17 Graphic Design 2	2.0	4.0
<b>Extension</b>		
T704 Graphic Design Work-Based Learning	2.0	4.0

**Availability:** CAT North

**Heating, Ventilating, Air Conditioning (HVAC)—Construction Trades**

Basic principles and practical applications to the Air Conditioning and Heating Industry are introduced in this course. Electro-Mechanical Theory, basic electricity, and wiring diagrams are studied. Outcomes include trouble shooting, maintenance, wiring diagram, ducting, and repair of central heating and air conditioning systems. Jobs are available in manufacturing, wholesaling, retailing, and building maintenance. This program is certified by the National Center for Construction Education and Research (NCCER).

**Associated Certifications:** NCCER

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
T04 HVAC 1	1.0	1.0
T05 HVAC 2	1.5	3.0
<b>Extension</b>		
T06 HVAC 3 -or- T702 HVAC Work-Based Learning	2.0	4.0

**Availability:** CAT North, CAT South

**Homeland Security Emergency Preparedness—Test**

The Homeland Security and Emergency Preparedness (HS/EP) Program is a Career and Technology Education instructional program which integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery.

**Associated Certifications:** STARS certification

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/homeland-security-management/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/homeland-security-management/)

**AACC:** This high school completer program offers college credit. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
X06 Homeland Security Explorations 1	0.5	1.0
X07 Homeland Security Explorations 2	0.5	1.0
X31 Honors Global Information Systems (GIS) 1	0.5	0.5
X32 Honors GIS 2	0.5	0.5
X33 Honors GIS 3	0.5	0.5
X34 Honors GIS 4	0.5	0.5
<b>Extension</b>		
T704 Homeland Security Work-Based Learning	0.5	1.0

**Availability:** Meade

**Information Technology (IT) Software—Computer Sciences**

The Information Technology (IT) Software Pathway program, Computer Science, prepares students for further study and careers in the field of Computer Science. Students complete a sequence of four courses, starting with an overview of the Computing and Information Technology field and progressing through a more in-depth study of computer science. Throughout the program, students will learn all aspects of Computer Science including: programming, hardware design, networks, graphics, databases and information retrieval, cyber security, software design, programming languages, logic, programming paradigms, translation between levels of abstraction, artificial intelligence, the limits of computations, applications in information technology and information systems, and social issues (Internet security, privacy, and intellectual property). Upon completion of the program sequence, students may earn college credit for introductory-level Computer Science through Advanced Placement (AP) Computer Science exam(s). In addition, students may earn industry certification as a Microsoft Technology Associate (MTA). Certification options include Software Development Fundamentals (Exam 98-361), Windows Development Fundamentals (Exam 98-362), or Web Development Fundamentals (Exam 98-363). Students in the Computer Science CTE Program of Study are required to take at least one of the assessment options listed above (leading to industry certification and/or early college credit).

**Associated Certifications:** Software Development Fundamentals (Exam 98-361),  
Windows Development Fundamentals (Exam 98-362),  
Web Development Fundamentals (Exam 98-363)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
R06 Foundations of Computer Science	0.5	1.0
R04 AP Computer Science Principles	0.5	1.0
R20 AP Computer Science A	0.5	1.0
R22 C++, Dual Enrollment or Internship	0.5	1.0

Availability: Chesapeake and Meade

**Industrial Maintenance**

Participants master a variety of skills in the areas required to maintain large industrial buildings. Topics include, safety, tools, fasteners, cutting and welding, pumps, material handling, reading and understanding construction drawings, piping systems, steam systems, and distillation systems.

**Associated Certification:** NCCER Certification (Core and Level 1)

**Required:** T86 Technical Math (taught concurrently with Level 2).....0.5/sem

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
T20 Building/ Industrial Maintenance 1	1.0	1.0
T21 Building/ Industrial Maintenance 2	1.5	3.0
<b>Extension</b>		
T703 Building/Industrial Maintenance Work-Based Learning	2.0	4.0

Availability: CAT North

**Integrated Design/CAD**

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

**Required:** T86 Technical Math.....0.5/sem

**Note:** Completion of M20 and M21(Engineering Drawing/ CAD 1/2) (C or better) may be taken for two Semesters in the home school Technology Education Program to satisfy the requirements for T31.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/science-and-technology/architecture-and-interior-design/](http://www.aacc.edu/about/schools-of-study/science-and-technology/architecture-and-interior-design/)  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/engineering/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/engineering/)

**AACC:** This high school completer program offers college credit. For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
M20 Integrated Design/CAD 1	0.5	1.0
M21 Integrated Design/CAD 2	0.5	
-or-		
T31 Integrated Design/CAD 1	1.0	
T32 Integrated Design/CAD 2	1.5	3.0
<b>Extension</b>		
T33 Integrated Design/CAD 3	2.0	4.0
-or-		
T702 Integrated Design Work-Based Learning		

Availability: CAT North

**Interactive Media Production—CAT South**

The IMP program will enable students to create a range of projects by combining sound, video, graphics, animation, and web technology. These media tools are used by business and industry to develop content for marketing, training, and entertainment. Students will prepare for the Adobe Creative Suite Certification(s) and have the opportunity to earn college credit toward post-secondary study. The Level 1 course will provide an introduction and overview of all topics. Students will then select the focus of their study to be in the area of Digital Imaging, Video, and Motion Graphics, or Simulation and Gaming.

Associated Certifications: Adobe Certified Associate

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/liberal-arts/visual-arts-and-humanities/](http://www.aacc.edu/about/schools-of-study/liberal-arts/visual-arts-and-humanities/)

**AACC:** This high school completer program offers college credit.  
 For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
Q16 Honors Interactive Media Production 1	1.0	1.0
<b>Choose one:</b>		
Q17 Honors IMP Digital Imaging/Video	2.0	4.0
Q23 Honors IMP Simulation & Gaming	2.0	4.0
<b>Extension</b>		
Q18 Honors Interactive Media Production 3	2.0	4.0

Availability: CAT South

**Interactive Media Production—High Schools**

The IMP program will enable students to create a range of projects by combining sound, video, graphics, animation, and web technology. These media tools are used by business and industry to develop content for marketing, training, and entertainment. Students will prepare for the Adobe Creative Suite Certification(s) and have the opportunity to earn college credit toward post-secondary study.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/about/schools-of-study/liberal-arts/visual-arts-and-humanities/](http://www.aacc.edu/about/schools-of-study/liberal-arts/visual-arts-and-humanities/)

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
Q16 Honors Interactive Media Production 1	0.5	1.0
Q17 Honors Interactive Media Production 2	0.5	1.0
Q18 Honors Interactive Media Production 3	0.5	1.0
Q19 Honors Interactive Media Production 4	0.5	1.0

Availability: Chesapeake, Old Mill, Severna Park

**IT Networking Academy (CISCO)**

Students will be taught the conceptual and technical skills to design, install, operate and maintain state-of-the-art computer networks. Each participant will have the opportunity for theory, component recognition, cabling techniques and design. This two-year course is a Cisco Systems Certified program and students can elect to test for a variety of CompTIA and CISCO Certifications. Students may be eligible to earn proficiency credits from Anne Arundel Community College upon successful completion of the program.

**Associated Certifications:** CISCO Cisco Certified Network Associate (CCNA)

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

**Prerequisites:** Algebra 1 (C or better)

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/cybersecurity-and-digital-forensics/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/cybersecurity-and-digital-forensics/)

**AACC:** This high school completer program offers college credit.  
 For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/](http://www.aacc.edu/earn-college-credits-while-in-high-school/proficiency-credit/)

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
T58 Honors Cisco Academy 1	1.0	2.0
T59 Honors Cisco Academy 2	1.5	3.0
<b>Extension</b>		
T607 Honors Cisco Academy 3	2.0	4.0

Availability: CAT North, CAT South

**Junior Reserve Officer’s Training Corps (JROTC)**

Anne Arundel County Public Schools offers three Junior Reserve Officers’ Training Corps (JROTC) programs focusing on student leadership, citizenship and service to the community. Through partnerships with the United States Army (Meade HS), Navy (Annapolis HS) and Marines (Northeast HS), instructors from all three branches prepare 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.

JROTC prepares students for life and they are not under any obligation to join the military. However, if they choose to further their 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

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
X50 Navy / X55 Army /X66 Marine Junior ROTC 1	0.5	1.0
X51 Navy / X56 Army / X67 Marine Junior ROTC 2	0.5	1.0
X52 Navy / X57 Army / X68 Marine Junior ROTC 3	0.5	1.0
<b>Extension</b>		
X53 Navy / ArmyX58 / X69 Marine Junior ROTC 4	0.5	1.0
Availability: Annapolis HS (Navy); Meade HS (Army); Northeast HS (Marines)		

**Manufacturing Technology (Machine Tool Operation)**

Students will develop skills to read and interpret prints, use precision measuring instruments and hand tools. Students will efficiently setup and operate drill presses, vertical milling machines, engine lathes and grinders. Students will also develop CNC programs using software applied in the industrial field. Career opportunities include Machinist, Maintenance Machinist, Instrument Maker, Inspector, Tool and Die Maker, Shop Supervisor and Engineer.

**Required:** T86 Technical Math (taught concurrently with Level 2) ..... 0.5/sem

	Credits per Semester	Maximum Possible
Minimum Credits: 4		
T46 Manufacturing Technology 1	1.0	1.0
T47 Honors Manufacturing Technology 2	1.5	3.0
<b>Extension</b>		
T48 Manufacturing Technology 3 -or- T703 Manufacturing Technology Work-Based Learning	2.0	4.0
Availability: CAT North		

**Marine Service Technology**

Standards and guidelines set by the American Boat & Yacht Council (ABYC) are incorporated in this program and supported by ABYC. Students will learn boat related skills in carpentry, marine wiring, diagnoses and repair of marine engines, painting, refinishing, plumbing, fiber glassing and rigging. Career possibilities include crew member, refinishing, rigging, carpentry, fiberglass fabrication and repair, sales, and cleaning and maintenance.

Associated Certifications: ABYC, Marine Service Technician

**Required:** T86 Technical Math (taught concurrently with Level 2) ..... 0.5/sem

	Credits per Semester	Maximum Possible
Minimum Credits: 5		
T71 Marine Service Technology 1	1.0	2.0
T72 Marine Service Technology 2	1.5	3.0
<b>Extension</b>		
T73 Marine Service Technology 3 -or- T702 Marine Service Technology Work-Based Learning	2.0	4.0
Availability: CAT South		

**Marketing**

In the Marketing pathway, students learn about the consumer’s role, research in global marketing, developing a marketing plan and the importance of ethics and social responsibility. Internships and mentored projects are highly recommended. Graduates may earn college credit through dual enrollment.

**Program Connection:** Anne Arundel Community College

[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/advertising/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/advertising/)

	Credits per Semester	Maximum Possible
Minimum Credits: 3		
Q20 Principles of Business Management & Entrepreneurship	0.5	1.0
Q01Principles of Accounting & Finance	0.5	1.0
Q30 Honors Marketing 1	0.5	1.0
<b>Extension</b>		
Q31 Honors Marketing 2	0.5	1.0
<b>or</b> B51 AP Economics–Macro <b>and</b> B52 AP Economics–Micro	0.5	1.0
<b>or</b> S32 Marketing Work-Based Learning	1.0	2.0
<b>or</b> BPA162 Business Communication: AACC (Dual Credit) <b>and</b> BPA127 E-Marketing: AACC	0.5	1.0
Availability: Annapolis, Meade, North County, Severna Park, Southern		

**Masonry—Construction Trades**

Students will learn to work with brick, block, stone and concrete. They will be able to estimate the cost of materials, read blueprints, and layout projects. Career opportunities in this trade offer a promising future for graduates as a Mason tender, Bricklayer, Layout person, Foreman, Estimator, Superintendent, and Contractor. This program is certified by the National Center for Construction Education and Research (NCCER).

**Associated Certifications:** NCCER

**Required:** T86 Technical Math (taught concurrently with Level 2) ..... 0.5/sem

Minimum Credits: 4		Credits per Semester	Maximum Possible
T49 Masonry 1		1.0	1.0
T50 Masonry 2		1.5	3.0
<b>Extension</b>			
T51 Masonry 3 -or- T702 Masonry Work-Based Learning		2.0	4.0
Availability: CAT North			

**Plumbing—Construction Trades**

Students will be instructed in the areas of soldering, brazing, repairing sinks and toilets, repairing water heaters, reading blueprints and designing bathrooms. A senior year internship is available, which can lead to an Apprenticeship program. Career opportunities exist as plumber, gas fitter, maintenance engineer, engineer, steam fitter, sprinkler system mechanic, boiler mechanic, plumbing sales representative, service person or estimator. This program is certified by the National Center for Construction Education and Research (NCCER).

**Associated Certifications:** NCCER

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

**Program Connection:** Community College of Baltimore County

Minimum Credits: 4		Credits per Semester	Maximum Possible
T52 Plumbing 1		1.0	1.0
T53 Honors Plumbing 2		1.5	3.0
<b>Extension</b>			
T54 Plumbing 3 -or- T703 Plumbing Work-Based Learning		2.0	4.0
Availability: CAT North & CAT South			

**Print Media Technology (State name: Graphic & Printing Technology)**

Students will have the opportunity to learn all aspects of the printing process including digital printing, digital file management, offset lithography, binding and finishing, and production planning. Students will learn to use iMac computers, Adobe Suite, computer to plate system, printing press, and bindery equipment. Students will develop an understanding of inventory and cost control, electronic prepress and employment responsibilities. Career opportunities include pressman or bindery operator, prepress technician, production planning, purchasing and customer service.

**Associated Certifications:** PrintED

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

Minimum Credits: 4		Credits per Semester	Maximum Possible
T40 Printing Technologies 1		1.0	1.0
T41 Printing Technologies 2		1.5	3.0
<b>Extension</b>			
T42 Printing Technologies 3 -or- T703 Printing Technology Work-Based Learning		2.0	4.0
Availability: CAT North			
		Credits per Semester	Maximum Possible
T40 Printing Technologies 1 (daily yearlong)		1.0	2.0
T41 Printing Technologies 2 (daily single semester)		1.0	1.0
T43 Printing Technologies 3 (daily single semester)		1.0	1.0
<b>Extension</b>			
T703 Printing Technology Work-Based Learning		1.0	2.0
Availability: Phoenix Academy			

**Project Lead the Way (PLTW)—Biomedical Sciences**

The goal of the program is to increase the number of students pursuing careers in the biomedical sciences, including healthcare. Students who complete the program are prepared for employment and further education at two- and four- year college levels. Stevenson University, the Maryland PLTW Biomedical Sciences Affiliate University, will offer four (4) transcribed credits for its first semester majors biology course (BIO 113). The credit will be offered for those students who complete the entire PLTW biomed sequence of courses and score at least 80% on each end-of-course assessment.

Minimum Credits: 4		Credits per Semester	Maximum Possible
M35 H Principles of Biomedical Science		0.5	1.0
M36 H Human Body Systems		0.5	1.0
M37 H Medical Interventions		0.5	1.0
M39 Biomedical Innovations		0.5	1.0
Availability: Glen Burnie, Northeast			

**Project Lead the Way (PLTW)—Pre-Engineering**

Project Lead the Way (PLTW) is a CTE instructional program that incorporates the national standards of The National Council of Teachers of Mathematics, the National Science Standards and the International Technology Education Association. The program prepares students for further education and careers in engineering and engineering technology. The list of courses provided meet the criteria of the Project Lead the Way Program. Specialty courses are selected by the school and not all courses listed are offered at every PLTW school.

**Program Connection:** Anne Arundel Community College  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/engineering/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/engineering/)

**AACC:** This high school completer program offers college credit.  
 For information, contact Judy Wilson, [jwilson49@aacc.edu](mailto:jwilson49@aacc.edu)

Minimum Credits: 4		Credits per Semester	Maximum Possible
M25 Honors Principles of Engineering*	0.5	3.0	
M26 Honors Engineering Design (IED)	0.5		
M27 Honors Digital Electronics	0.5		
M28 Honors Computer Integrated Manufacturing	0.5	1.0	
M29 Honors Environmental Sustainability	0.5		
M30 Honors Aerospace Engineering	0.5		
M49 Honors Civil Engineering & Architecture	0.5		
M44 Honors Engineering Design & Development (EDD)	0.5		

**Availability:** Crofton, Glen Burnie, Meade, Severna Park, South River

\* If M25 is used to satisfy Basic Technology requirements for graduation, it cannot be used to meet requirements towards this completer program.

**Transportation Management**

In response to community demands for career-ready high school graduates, North County High School offers students unique thematic courses and co-curricular opportunities that are challenging and workforce relevant and may include technical, community college, and/or four-year college pathways. This is the first completer program that directly supports AACPS Signature initiatives. Students will experience purposeful, real-world learning, career opportunities, transportable credentials and higher education experiences. This program combines Career and Technology Education with Early College Access and will allow students to graduate with 18 college credits and a Certification in Transportation, Logistics and Cargo Security, while preparing them to earn the Global Logistics Associate (GLA) Industry Certification. The program is a combination of courses developed by both AACPS and AACC. The six AACC courses are taken through the dual credit program.

**Associated Certifications:** Transportation, Logistics and Cargo Security Certificate (AACC)  
 Global Logistics Associate (GLA) Industry Certification

**Program Connections:** Anne Arundel Community College  
[www.aacc.edu/programs-and-courses/credit-and-degree-seekers/supply-chain-management/](http://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/supply-chain-management/)

**AACC:** This high school completer program offers college credit.  
 For information, visit [www.aacc.edu/earn-college-credits-while-in-high-school/north-county/](http://www.aacc.edu/earn-college-credits-while-in-high-school/north-county/)

[www.aacc.edu/earn-college-credits-while-in-high-school/](http://www.aacc.edu/earn-college-credits-while-in-high-school/)

Minimum Credits: 4		Credits per Semester	Maximum Possible
X06 International Trade, Transportation & Tourism Exploration 1	0.5	0.5	
X07 International Trade, Transportation & Tourism Exploration 2	0.5	0.5	
X08 International Trade, Transportation & Tourism Exploration 3	0.5	1.0	
X09 International Trade, Transportation & Tourism Exploration 4	1.0	2.0	

**Availability:** North County

**Welding—Construction Trades**

Students will be instructed in blueprint reading, oxy-acetylene welding and cutting, brazing, arc welding, plasma cutting and welding, and pulse MIG welding. Career opportunities exist as production welder, machine operator, job shop welder, fabricator, pipeline welder, sheet metal mechanic and welder, construction welder, and welding shop owner. This program is certified by the National Center for Construction Education and Research (NCCER).

**Associated Certifications:** NCCER, D1.1 American Welding Society (AWS)

**Required:** T86 Technical Math (taught concurrently with Level 2)..... 0.5/sem

Minimum Credits: 4		Credits per Semester	Maximum Possible
T61 Welding 1	1.0	1.0	
T62 Welding 2	1.5	3.0	
<b>Extension</b>			
T63 Welding 3 -or- T703 Welding Work-Based Learning	2.0	4.0	

**Availability:** CAT North, CAT South



# Advanced Co-Curricular Programs

The Advanced Co-Curricular Programs Office at AACPS offers a broad range of learning experiences outside of the traditional classroom for all students. It is intended to complement, broaden and provide practical application of knowledge students receive in regular classes and give students a chance to participate in activities they enjoy. Some involve outside organizations while others are maintained within the confines of the schools.

Co-Curricular activities require students to think critically, solve problems, manage time, work as a team, and grow as an individual.

<https://www.aacps.org/cocurricular>

## Adjunct Programs

*Adjunct programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular education experience. Anne Arundel County Public Schools is fortunate to have strong partnerships with organizations in the community that comprise unparalleled resources, including the Naval Academy, the National Security Agency, St. John's College, Johns Hopkins University Applied Physics Laboratory (JHUAPL), National Electronics Museum, and Maryland Hall for the Creative Arts. Here, you will find a brief description of after-school, weekend or summer program options. Participation in these adjunct programs affords students the opportunity to enrich and extend their current program studies. Both student aptitude and interest should be considered when registering for these programs.*

### Maryland Hall for the Creative Arts AACPS Scholarship Program

Maryland Hall for the Creative Arts in Annapolis offers after-school and Saturday courses in the creative and performing arts. Twenty percent of the enrollment each year is provided tuition-free to students of financial need from Anne Arundel County Public Schools. Sculpting, painting, jewelry design, classical ballet and acting are just some of the classes offered for ages five to seventeen. Scholarship applications and course offering booklets are distributed in schools for fall, winter/spring, and summer sessions.

A course catalog with application form is available through the main office at each school or on-line at the Advanced Co-Curricular Programs Adjunct Web site ([www.aacps.org/cocurricular](http://www.aacps.org/cocurricular)). For further information, contact Maryland Hall for the Creative Arts directly at 410-263-5544 or visit their website.

[www.marylandhall.org](http://www.marylandhall.org)

### United States Naval Academy (USNA) Advanced Studies Program

The Advanced Study Program is sponsored and funded by the Advanced Co-Curricular Programs Office. Only public school students may attend during the fall and spring semesters of the school year. During the summer session, the program is also open to non-public school students for a fee. The program consists of advanced studies in mathematics, computer applications, humanities, and the sciences for grades six through twelve. In addition to the regular classes, the Advanced Studies Program at the USNA also offers several Saturday morning "hands-on" physics lab demonstrations during the school year. Parents and teachers are welcome to attend with their students.

A course catalog with application form is available through the main office at each school or on-line at the Advanced Co-Curricular Programs Adjunct Web site.

[www.aacps.org/cocurricular](http://www.aacps.org/cocurricular)

### St. John's Seminar

The Office of Advanced Studies and Programs, English and Social Studies Offices, in collaboration with St. John's College, invites Advanced Placement and Honors classes in English and Social Studies to participate in seminar classes led by St. John's tutors. Students will also be guests of the college for lunch and a tour of the campus. The instructional format of a Socratic seminar is such that the number of

participants must not exceed 20 per seminar and be either all English, all social studies or a mixture of both classes of students.

Topics in the past have included short works, papers, poetry or drama from Shakespeare, Machiavelli, Yeats, Sophocles, or Chaucer, as well as historical works such as the Constitution, the Gettysburg Address and the Federalist's Papers.

## MSDE Maryland Summer Center

The Maryland Summer Center Program, in partnership with public and nonpublic agencies, provides Maryland's diverse gifted and talented population with advanced rigorous, experiential learning opportunities that nurture these students' talents and abilities within unique learning environments. One to three weeks in duration, these residential or non-residential summer courses cover a wide range of interests from computer sciences, to history, to fine arts to STEM.

For further information, contact the MSDE Summer Center at 410-767-4821 or log on to their website.

[www.marylandpublicschools.org/summercenters](http://www.marylandpublicschools.org/summercenters)

## Destination ImagiNation®

Each year, five different Team Challenges are unveiled to more than 400,000 students worldwide. Teams of up to seven members select a challenge and spend several months perfecting their solutions. The culmination is a series of tournaments where teams demonstrate their unique solutions to teams of appraisers. Only teams who register with the Advanced Co-Curricular Programs Office are eligible for discounted team registration numbers.

<https://www.destinationimagination.org/>

## Activities and Competitions

*Co-curricular programs augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular educational experience. Below, you will find a brief description of before-school, during school, after-school, weekend and/or summer program options for students. Some take place with face-to-face contact while others are online requiring remote access. Participation in these activities or competitions affords students the additional opportunities to enrich their current program of studies. Contact your school to obtain specific information and offerings. For more information, visit the program's website.*

### AVID Enrichment Club

In conjunction with the AVID Office, this club serves as an opportunity to apply skills and techniques learned in AVID courses. Enrichment options may be offered based upon student needs and availability.

### Continental Math League (CML), Inc.

The Continental Math League invites students at all grade levels who have above average mental mathematical skills and reading skills. In the Pythagorean or Euclidean Divisions students in grades 4–9 will participate in increasingly difficult meets. Participation will demonstrate progress in the art of problem-solving and analytical reasoning capabilities. Books covering sample challenging math questions for each grade level and division are available online.

[www.continentalmathematicsleague.com](http://www.continentalmathematicsleague.com)

### CyberPatriot

CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association (AFA) to inspire K-12 students toward careers in cybersecurity or other STEM disciplines critical to our nation's future.

At the center of CyberPatriot is the National Youth Defense Competition, which puts teams of high school and middle school students in the position of newly hired IT professionals tasked with managing the network of a small company. Through a series of online competition rounds, teams are given a set of virtual operating systems and are tasked with finding and fixing cybersecurity vulnerabilities while maintaining critical services.

### Destination ImagiNation® Grades K-12

Each year, five Team Challenges are unveiled to an anxiously awaiting audience of more than 400,000 kids worldwide. The challenges are carefully concocted brainteasers that challenge kids by purposefully stimulating the different senses we use to learn. Teams of up to seven members choose one Team Challenge and spend several months perfecting their solutions. The culmination of the year is a series of Tournaments, where Teams demonstrate their unique solutions to teams of Appraisers. Only AACPS School's teams who have registered their team(s) through the Advanced Co-Curricular Programs Office may request financial assistance for Global competitions.

[www.idodi.org](http://www.idodi.org)

### Integrated Arts or Fine Arts Club or STEM Club

Students participating in this enrichment club incorporate a variety of fine arts in their extension activity. They explore topics in a project-based, real-world application environment where elements of the visual arts, music, performing arts and dance may co-exist with current technology. STEM-based clubs must get approval from the STEM Coordinator at your school.

## MD (National) History Day

Through the National History Day contest, students in grades 6–12 engage in discovery and interpretation of historical topics related to an annual theme. In the process, they hone their talents and produce creative and scholarly projects in the form of exhibits, documentaries, historical papers, performances, or web site. After a series of district and state contests, the program culminates with a national competition at the University of Maryland in College Park each June.

[www.nationalhistoryday.org](http://www.nationalhistoryday.org)

## MESA—Mathematics, Engineering and Science Achievement

Maryland MESA, sponsored by The Johns Hopkins Applied Research Laboratory, is a structured K–12 pre-college program designed to prepare students for academic and professional careers in mathematics, engineering, science and technology. MESA is a competition-based club which focuses on under-represented groups. Students research, plan, create projects and complete in activities ranging from engineering to computer programming to applied technology.

<https://secwww.jhuapl.edu/stem/mesa/>

## Mock Trial

Mock Trial is an activity in which students learn the principles of trial advocacy and then apply those principles as they try a fictitious case. Involvement in Mock Trial fosters increased self-confidence, improved analytical and speaking skills and the ability to work well with others. Students participating in Mock Trial learn how to conduct a trial from start to finish. They are trained in how to plan, draft and present opening statements, direct examinations, cross examinations and closing arguments. Mock Trial also teaches students how to argue objections intelligently, as well as how to handle various courtroom procedures like entering an exhibit into evidence and impeaching a witness. Aside from the technical aspects of trial advocacy, students learn how to think creatively when dealing with matters of trial strategy.

[www.collegemocktrial.org](http://www.collegemocktrial.org)

## Model United Nations

Model United Nations is a simulation of the UN General Assembly and other multilateral bodies. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. While playing their roles as ambassadors, student "delegates" make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the Model UN conference rules of procedure — all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world. By researching, Model UN participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development and globalization. Model UN delegates also look closely at the needs, goals and foreign policies of the countries they will represent at the event. The insights they gain from their exploration of history, geography, culture, economics and science contribute to the authenticity of the simulation when the role playing gets under way.

[www.unausa.org](http://www.unausa.org)

## On-line Book Club Hybrid

Held in conjunction with the Language Arts/English Department and the AP/College Prep Office, advanced language arts students are invited to participate in an on-line book club during the school year. They will need internet access in order to join a blackboard discussion group. A final project or special culminating activity is designed for each book at each grade level.

## Robotics Club or FIRST LEGO League

The FIRST LEGO League (FLL) is a global program created to introduce students (ages 9–14, up to 16 outside of the U.S. and Canada), to science, technology, and engineering. Students use elements such as sensors, motors, and gears to gain hands-on experience in engineering and computer programming principles as they construct and program their unique robot inventions. The cornerstones of the program are its core values, which emphasize contributions of others, friendly sportsmanship, learning, and community involvement to share their experiences and receive recognition for their efforts.

[www.firstlegoleague.org](http://www.firstlegoleague.org)

## Science and Engineering Expo

The high school science program provides students with the opportunity to do independent or team research in science. Every student enrolled in a high school science course is expected to participate in science research as part of the curriculum experience. As a showcase of that research, students may compete in school and then district based Science and Engineering Expos. Students are encouraged to think beyond the traditional three-fold display board and consider exhibiting their projects with PowerPoint, videos, posters, and prototypes. Students have the option of entering research as individuals or as a team of two or three students. Research categories are:

- Animal Science
- Behavioral & Social Sciences
- Biochemistry
- Biomedical Engineering
- Chemistry
- Earth and Astronomy
- Energy: Chemical
- Energy: Physical
- Engineering Mechanics
- Environmental Science
- Health Sciences
- Intelligent Machines/Robotics
- Materials Science
- Mathematics
- Medical Sciences
- Microbiology
- Physics
- Plant Sciences
- Sustainable Design
- Systems Software

## SEAPerch—Underwater Robotics

This engineering design course focuses on design, development and building of an underwater remotely operated vehicle (ROV). Students will learn the principles of engineering in a fun-filled project-based club environment. Sea Perch Underwater Robotics Competitions will be held locally, regionally, and nationally.

## Signature-Based Co-Curricular Clubs

Each of the 12 AACPS high schools has its unique Signature Program. In order to enrich its Signature curriculum area, schools have developed various opportunities for students to enhance the study of their unique programs. For activities specific to your high school, check with the designated signature support person at the high school or contact the AACPS Signature Office.

## Career & Technology Programs

*The Career and Technology Education Office offers a variety of career technical student organizations. Some involve outside organizations while others are maintained within the confines of the individual schools or Anne Arundel County Public Schools.*

### SkillsUSA

SkillsUSA is a partnership of students, teachers and industry representatives working together to ensure America has a skilled workforce that helps each student to excel. SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations. SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills. At the annual national-level SkillsUSA Championships, more than 6,000 students compete in 100 occupational and leadership skill areas. SkillsUSA programs also help to establish industry standards for job skill training in the lab and classroom and promote community service. SkillsUSA is recognized by the U.S. Department of Education and is cited as a “successful model of employer-driven youth development training program” by the U.S. Department of Labor.

[www.skillsusa.org](http://www.skillsusa.org)

### FBLA

Future Business Leaders of America-Phi Beta Lambda is a nonprofit 501(c)(3) education association with a quarter million students preparing for careers in business and business-related fields. Business teachers, advisors, and advisory councils (including school officials, businesspeople, and community representatives) guide local chapters. State advisors and committee members coordinate chapter activities for the national organization. FBLA National Awards Program recognizes and rewards excellence in a broad range of business and career-related areas. Through state-based competition at the spring State Leadership Conferences, students compete in events testing their business knowledge and skills. Top state winners then are eligible to compete for honors at the National Leadership Conference each summer.

[www.fbla-pbl.org](http://www.fbla-pbl.org)

### National ProStart Invitational®

The National ProStart Invitational® is the country’s premier secondary school competition focused on restaurant management and culinary arts. Top ProStart® students from across the globe compete in the event. Talented students showcase their passion and skills in front of nearly 1,000 friends and family, educators and industry leaders. Annually, 350 student competitors put their skills to the test in front of industry leaders, NRAEF Trustees, state restaurant associations, and family and friends - all with hopes of earning a coveted scholarship from one of the nation’s premier culinary and restaurant management programs.

The National ProStart Invitational is composed of two distinct competitions—management and culinary—that showcase the most important skills needed on either side of the restaurant and foodservice industry:

**Management teams** develop a proposal for the next promising restaurant concept and present it to a panel of industry judges. Next, their problem-solving skills are tested as they quickly solve challenges faced by managers daily.

**The culinary competition** highlights each team’s creative abilities through the preparation of a three-course meal in 60 minutes, using only two butane burners, and without access to running water or electricity. There is no room for error as they are evaluated on taste, skill, teamwork, safety and sanitation.

[www.nraef.org/ProStart/Invitational](http://www.nraef.org/ProStart/Invitational)

## Technology Student Association (TSA)

The Technology Student Association (TSA) is a national organization of students engaged in science, technology, engineering and mathematics (STEM). TSA is supported by educators, parents, and business leaders who believe in the need for a technologically literate society. Members learn through exciting competitive events, leadership opportunities and much more. The diversity of activities makes TSA a positive experience for every student. From engineers to business managers, our alumni credit TSA with a positive influence on their lives. All TSA competitions are correlated with national science, technology, engineering and mathematics standards. Expert judging by technology educators and industry representatives inspires the best from participants. Competitions take place at the local, state, regional and national level. A component of leadership is often entailed in events at both levels, with some events being devoted to leadership (such as the Leadership Challenge).

[www.tsaweb.org](http://www.tsaweb.org)

# Scheduling Worksheet

		A-Day	B-Day
<b>Fall Semester</b>	1		
	2		
	3		
	4		
<b>Spring Semester</b>	1		
	2		
	3		
	4		

# Scheduling Worksheet

		A-Day	B-Day
<b>Fall Semester</b>	1		
	2		
	3		
	4		
<b>Spring Semester</b>	1		
	2		
	3		
	4		





ANNE ARUNDEL  
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[www.aacps.org](http://www.aacps.org)

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