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Towson, Maryland 21204

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Baltimore County Public Schools
Towson, Maryland
Dear Team BCPS students, parents, and guardians,

At Baltimore County Public Schools, we are proud of our high school course offerings. Beyond simply satisfying graduation requirements, the core and elective options in this Course Registration Guide provide choices that build on students’ prior knowledge, introduce new concepts and ideas, and extend learning in all content areas.

Academic choices made during high school can have a lasting impact on a student’s future. We encourage students to make informed decisions and choose courses that will create a pathway toward further learning and enrichment. I hope students will select rigorous courses that provide challenging work, offer multiple perspectives, and open doors to numerous future opportunities.

Parents and guardians play an important role in guiding these choices. In addition, teachers, school counselors, and administrators are invaluable resources in the course selection process.

My focus will always be on high-quality teaching and learning in every classroom, every day. By working together, Team BCPS is providing a well-rounded education that prepares students for college, career, and lifelong success.

Sincerely,

Darryl L. Williams, Ed.D.
Superintendent
Introduction

2021-2022 Course Registration Guide

The vision of Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their full potential as globally competitive graduates. All students will achieve when the necessary conditions for learning are provided. Students are encouraged to use the Course Registration Guide to plan with their parents or guardians to select courses and programs that will best prepare them for a successful high school experience. Teachers, school counselors, and administrators are available to help students plan their high school programs. School counselors will schedule appointments to meet with students and parents to assist them in planning for academic and career goals.

The Baltimore County Public Schools Course Registration Guide aligns with The Compass, the five-year strategic plan that builds on the successes of the system’s Blueprint 2.0. The Compass is our pathway to excellence and provides clear direction for everyone involved in education in Baltimore County. The Compass delineates the school system’s vision, purpose, core value statements, strategic initiatives, and goals and progress indicators. These goals and indicators are concrete, measurable statements of expectations for all students, with an emphasis on critical 21st century skills. This framework is built on a foundation of clear standards, quality instruction, and individual accountability. The Compass can be found on the Baltimore County Public Schools Web site.

The Course Registration Guide outlines the rigorous curricula, standards, and requirements expected of Baltimore County Public Schools’ graduates. The Guide includes Descriptions of Assessments, Programs, and Requirements; Student/Parent Educational Planning forms; Baltimore County Public Schools Graduation Requirements; Career and Technical Education (CTE) Elective and Required Technology Education Courses; and Approved Career and Technical Education Completer Programs by office. The courses described in this Guide reflect rigorous curriculum implemented through high quality instruction. These courses support the performance goals as stated in The Compass.

We take pride in offering a variety of quality programs designed to provide students with fulfilling high school experiences.

Consultants

Jennifer Abbe, Specialist, School Counseling
Dr. Renard M. Adams, Interim Senior Executive Director, Curriculum Operations
Michael Bennett, Facilitator, JROTC
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Dr. Heather Wooldridge, Coordinator, College and Career Readiness
Course Registration Guide 2021-2022

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NOTICE OF NONDISCRIMINATION
Baltimore County Public Schools does not discriminate on the basis of gender, race, disability, color, or national origin and do comply with Title VI, Title VII, Title IX, and Section 504 of the civil rights regulations in all educational programs. All courses are open to both male and female students. For further information, contact the Office of Equity and Assurance, Baltimore County Public Schools, 6901 Charles Street, Towson, Maryland 21204 (443) 809-2444.
The Purpose of the Course Registration Guide

Ways to Use this Document

1) As a reference tool
   a. Students and families may refer to the Course Registration Guide to help them to locate information related to a variety of topics. This source tool can help improve a family’s understanding of courses and options available within Baltimore County Public Schools.

2) To locate graduation requirements
   a. A section of this guide is dedicated to an examination of the graduation requirements as outlined at the printing of this document.

3) To create or update a 6 Year Plan
   a. A section of this guide provides an explanation of the 6 Year Plan, an academic and post-secondary advising tool. There is also a sample of the document included that students and families can use to begin the process that will continue with the support of a School Counselor.

4) To learn about courses
   a. The Course Registration Guide includes course listings with detailed descriptions. Below is an image that provides an explanation of the components of a course listing.

5) To learn about Completer Programs
   a. A Completer Program is required for graduation and consist of a sequence of courses in a career pathway.

Important Notes:
• Check the web based version of this document for changes and updates to information including offered courses, programs and graduation requirements.
• This guide is best used in combination with registration materials provided by local schools.
• Not all courses listed in this guide are available in all schools.
• Where courses are offered at five or fewer schools, those schools are listed.
• Some courses are determined by enrollment.

Alternative Activities
In compliance with Section 7-112 of the Education Article of the Annotated Code of Maryland, those courses with alternative activities provided are indicated within this catalog. To request an alternative activity, please see your child’s teacher or school administrator.
6 Year Planning
Developing an Academic and Post-Secondary Plan for Your Future
Baltimore County Public Schools is committed to graduating globally competitive students with post-graduation plans that align with their strengths, interests, and long-term career goals. In support of this mission, our district is offering every student in Grades 7 through 12 the opportunity to develop a 6 Year Plan. Each student meets annually with their School Counselor to develop the plan, which starts by identifying the student’s unique interests and aspirations in order to determine a rigorous high school course schedule leading to on-time graduation, and goals for college and career.

Parts of the 6 Year Plan

**Student Ambitions**
Any academic plan should begin with the student’s interests. We ask questions on the 6 Year Plan survey to learn more about things like interests, hobbies, extracurricular involvement, favorite subjects in school and college and career aspirations.

**Goal Setting**
The second step in the 6 Year Plan process is to connect student ambitions to a plan for the future. An important component of academic advising is helping students to find the links between their aspirations and talents and their current and future coursework. Students create SMART Goals that can be viewed and tracked by their parents and their counselor.

**Course Recommendations**
The third step in the 6 Year Plan process is discussing courses that students can take that align with their ambitions and their future plans. Part of this process involves looking for opportunities to take more challenging courses wherever possible.

**Exploring Opportunities**
The fourth step in creating a 6 Year Plan is to discuss educational opportunities that may help each student to reach their individual goals. Students discuss with their School Counselor programs that may be available both inside and outside of BCPS and ways that your family can learn more about them.
HOW CAN PARENTS SUPPORT THE 6 YEAR PLAN PROCESS?

- Talk to your child about their interests. Ask questions about their talents, their favorite subjects in schools and their hobbies. Help students to explore the commonalities so that they can identify strengths and interests that will one day lead to a career.
- Help your child to identify extra-curricular programs that relate to their strengths and interests to help them to continue to cultivate and explore these areas. These may be programs inside and outside of school.
- Talk to your child about their short term and long term goals. Help your child to develop meaningful goals that are specific, measurable, attainable, realistic and time-sensitive.
- Work with your child to identify supports and resources that they may have both inside and outside of school that will help them to stay on track with their short term and long term goals.
- Talk to your child about how their schoolwork relates to their goals. Help them to identify courses that will help them along the path to achieving their goal.
- Encourage your child to take more challenging courses whenever appropriate. Explore the connection between those challenging courses and your child’s goals for the future.
- Support your child in identifying the tools available both inside and outside of school which can help them as they attempt to take more rigorous courses. Encourage them to learn about coach class or peer tutoring supports that may be available for students at your school.
- Explore resources with your child that will help them to learn about academic and extracurricular opportunities that may be of interest to them. Learn more about offerings such as Educational Opportunities, Career & Technical Education Completer Programs, AVID, Early College Access, Magnet Programs and much more by exploring Baltimore County Public School’s website.
- Throughout all steps in the 6 Year Plan process, consult with your child’s School Counselor to learn more about options and recommendations.
BCPS Graduation Requirements

Students entering 9th Grade during the 2017-2018 School Year through the 2020-2021 School Year

The Baltimore County Public Schools Graduation Requirements are outlined on this page. All Baltimore County Public Schools offer both required and elective courses. Students must meet Maryland high school assessment requirements as established by the Maryland State Department of Education. IMPORTANT NOTE – Graduation requirements are subject to change. Please check the BCPS website for updates or changes to credit requirements and/or assessment requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits</td>
<td>1 American Government credit, 1 World History credit, 1 United States History credit and a .5 Economics credit are required.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3.5 credits</td>
<td>1 American Government credit, 1 World History credit, 1 United States History credit and a .5 Economics credit are required.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 credits</td>
<td>1 credit must be Algebra and 1 credit must be Geometry. Most colleges require at least Algebra 1, Geometry and Algebra 2. MARYLAND STATE REQUIREMENT FOR STUDENTS GRADUATING IN 2018 AND LATER: Students graduating in 2018 and later must be enrolled in a math course during each year of high school. Students should consult counselors or math instructors about their mathematics sequence.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits</td>
<td>Students must take high school level science courses that align with the Next Generation Science Standards (NGSS). At least 1 credit must be earned in Life Science (e.g., Living Systems, AP Biology), at least 1 credit in Physical Science (e.g., IPC, Chemistry, Physics), and at least 1 credit in Earth Physical Education</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>.5 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Education</strong></td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Completion of at least one of the following completer sequences</strong></td>
<td>4 credits in a specified sequence of courses in an approved Career and Technical Education Program</td>
<td>2 credits in World Language earned in high school AND 2 credits in any elective (science and math electives are recommended)</td>
</tr>
<tr>
<td><strong>STUDENT SERVICE LEARNING</strong></td>
<td></td>
<td>2 credits in Advanced Technology courses AND 2 credits in any elective</td>
</tr>
<tr>
<td><strong>STUDENT SERVICE LEARNING</strong></td>
<td></td>
<td>75 hours of pre-approved student service learning</td>
</tr>
</tbody>
</table>

9
### Graduation Requirements

#### Courses that Fulfill Specific Graduation Requirements

<table>
<thead>
<tr>
<th><strong>Fine Arts Requirement</strong></th>
<th><strong>Course Number</strong></th>
<th><strong>Number of Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance I</td>
<td>5200100</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance II</td>
<td>5200200</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance III</td>
<td>5200300</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance III</td>
<td>5200304</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance IV</td>
<td>5200305</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance IV</td>
<td>5200400</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance IV</td>
<td>5200404</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance Company</td>
<td>5271104</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance Company</td>
<td>5271105</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance for Athletes</td>
<td>5456000</td>
<td>1 credit</td>
</tr>
<tr>
<td>Ballet I</td>
<td>5210105</td>
<td>1 credit</td>
</tr>
<tr>
<td>Ballet II</td>
<td>5210205</td>
<td>1 credit</td>
</tr>
<tr>
<td>Modern Dance I</td>
<td>5220105</td>
<td>1 credit</td>
</tr>
<tr>
<td>Modern Dance II</td>
<td>5220205</td>
<td>1 credit</td>
</tr>
<tr>
<td>Dance I/GT</td>
<td>5202105</td>
<td>2 credits</td>
</tr>
<tr>
<td>Dance II/GT</td>
<td>5202205</td>
<td>2 credits</td>
</tr>
<tr>
<td>Jazz I</td>
<td>5230000</td>
<td>1 credit</td>
</tr>
<tr>
<td>Theater Arts I</td>
<td>1030100</td>
<td>1 credit</td>
</tr>
<tr>
<td>Theater Arts I</td>
<td>1030500</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art Seminar</td>
<td>4092000</td>
<td>½ credit</td>
</tr>
<tr>
<td>Fundamentals of Art</td>
<td>4010100</td>
<td>1 credit</td>
</tr>
<tr>
<td>Music and Audio Technology</td>
<td>4580500</td>
<td>1 credit</td>
</tr>
<tr>
<td>Music Theory I</td>
<td>4551100</td>
<td>1 credit</td>
</tr>
<tr>
<td>Music Theory – Advanced Placement</td>
<td>4553006</td>
<td>1 credit</td>
</tr>
<tr>
<td>Music for Life</td>
<td>4514000</td>
<td>1 credit</td>
</tr>
<tr>
<td>Class Piano</td>
<td>4527100</td>
<td>1 credit</td>
</tr>
<tr>
<td>Guitar</td>
<td>4528100</td>
<td>1 credit</td>
</tr>
<tr>
<td>Chorus, Orchestra or Band</td>
<td>see guide for course numbers</td>
<td>1 credit</td>
</tr>
<tr>
<td>IB Dance</td>
<td>5203007</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Health Requirement</strong></th>
<th><strong>Course Number</strong></th>
<th><strong>Number of Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health 9/10</td>
<td>5110100</td>
<td>½ credit</td>
</tr>
<tr>
<td>Health 11/12</td>
<td>5110200</td>
<td>½ credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical Education Requirement</strong></th>
<th><strong>Course Number</strong></th>
<th><strong>Number of Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Foundation/Fitness Mastery</td>
<td>5009000</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Technology Education Requirement</strong></th>
<th><strong>Course Number</strong></th>
<th><strong>Number of Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Engineering</td>
<td>5512500</td>
<td>1 credit</td>
</tr>
<tr>
<td>Engineering Principles and Applications (honors)</td>
<td>5535004</td>
<td>1 credit</td>
</tr>
<tr>
<td>Engineering Technology (GT)</td>
<td>5545005</td>
<td>1 credit</td>
</tr>
<tr>
<td>Introduction to Engineering Design – PLTW (honors)</td>
<td>5602004</td>
<td>1 credit</td>
</tr>
<tr>
<td>Foundations of Computer Science (honors)</td>
<td>3535004</td>
<td>1 credit</td>
</tr>
<tr>
<td>Advanced Placement Computer Science Principles (AP)</td>
<td>3535106</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

*** Offered ONLY at schools with the Project Lead the Way Engineering CTE Completer Program
Learning About Requirements and Options

Student Service Learning

**Student Service-Learning in Baltimore County Public Schools**

Baltimore County Public Schools provides students with opportunities to earn these hours through class projects (integrated into the curriculum), student-initiated service activities in the community, extra-curricular activities, and special projects. BCPS has attempted to include enough service-learning class projects into the curriculum so that students—even if they have transferred into BCPS or have been absent for some projects—will still be able to earn 75 hours strictly from school-based projects. Ten hours can be earned through each project in middle school course.

**What is Service-Learning?**

According to the Maryland State Department of Education, service-learning is: “…a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.”

**The Maryland Service-Learning Requirement**

The Maryland State Board of Education passed a service-learning requirement in July 1992 that requires students to earn 75 service-learning hours prior to graduation. School systems were given the option of allowing students to gain service hours during the middle school grades in addition to high school grades. Here is a chart of the current course with infused hours:

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grades 9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business/Comp. Science</strong></td>
<td><strong>Art</strong></td>
<td><strong>Health</strong></td>
<td><strong>Science (Biology, Earth Systems)</strong></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td><strong>Business/Comp. Science Tech Ed (where offered)</strong></td>
<td><strong>Family and Consumer Sciences (where offered)</strong></td>
<td><strong>English 9</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>American Government</strong></td>
</tr>
<tr>
<td><strong>Tech Ed (where offered)</strong></td>
<td><strong>Tech Ed (where offered)</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Tech Ed (where offered)</strong></td>
</tr>
</tbody>
</table>

Students also may complete Independent service-learning projects outside of school. All Independent service-learning projects need to be pre-approved by the school-based coordinator to ensure alignment with the standards and guidelines. Approved hours completed outside of school will count toward the graduation requirement. Each year, BCPS recognizes the top 5 students in Grades 8 who earn more than 75 Independent Hours and the top 10 graduating seniors who earn 150 or more Independent service-learning hours.

**Components of a Service-Learning Project**

Preparation is the first step of service-learning. During this step, students work with teachers and/or community members to:

- Identify issues affecting the community, related to health, education, the environment, or public safety.
- Select project sites and how to address a selected issue.
- Plan service-learning reflection.
- Explore the concept of active citizenship.

Action is the next step of service-learning. Students can carry out their service in one of the following ways:

- **Direct Service** – Students perform a service without having direct contact with the recipient. Usually resources are channeled to help alleviate a problem. Examples include food and clothing drives, environmental projects, and raising money for a cause through activities such as a walk-a-thon.

- **Indirect Service** – Students perform a service without having direct contact with the recipient. Usually resources are channeled to help alleviate a problem. Examples include writing letters to legislators or newspaper editors, creating web pages, creating and displaying posters within the community, writing and performing informative plays, creating educational materials for other target groups, and legislative testimony.

**Reflection** is the final step of service-learning. During reflection, students look back at the completed project and review what they have learned. Reflection may be done individually (e.g., journals, scrapbooks, or teacher-student meetings) or as a group (e.g., class evaluation of the project based on the goals and outcomes).

More information about the Baltimore County Service-Learning Program can be found on the BCPS Website - [BCPS Service Learning Page](#).
Maryland High School Certificate
The decision to award a student with a disability a Maryland High School Certificate of Program Completion may not be made until after the beginning of the student’s last year in high school unless the student is participating in the Alternate Maryland School Assessment program (ALT-MSA). This is intended to ensure that all students, as required by both the Individuals with Disabilities Education Act and No Child Left Behind, continue to have access to the general curriculum and the school systems remain committed to the progress of students with disabilities until the last year of the student’s eligibility. [COMAR 13A.03.02.09 D (3)]

Program Completion Options Available to Students
To be awarded the Maryland High School Diploma, a student must have earned a minimum of 21 credits, passed all required high school assessments, and accrued 75 hours of service learning at the completion of grade 12. The following alternatives are available to students on a limited and approved basis. Each request is considered individually. The general procedures to be used in applying for options begin with a written waiver request from parent(s)/guardian(s) and submitted to the principal for review and recommendation. An appeal of the principal’s recommendation must be made in writing to the appropriate Community Superintendent.

Early admission is permitted if, by the end of the grade 11, a student has been accepted to an accredited college or to an approved vocational, technical, or post-high school before high school graduation and wants to complete Baltimore County Public Schools credit requirements during the first year in college or in the approved post-high school program. All state competency and student service requirements must be met before early admission is granted. At the conclusion of a full year of study (generally agreed to be 24 semester hours), a written request for the high school diploma is submitted to the superintendent with a letter from the postsecondary institution to the high school principal indicating successful completion of a year of study. [Granted under the authority of COMAR 13A.03.02.10 C (1).]

General Educational Development (GED) Testing Program may satisfy the requirements for a Maryland High School Diploma provided the student has achieved satisfactory performance on approved general educational development tests. [Granted under the authority of COMAR 13A.09.10.02.]

• Waivers of full-time attendance may be granted for:
  • Concurrent enrollment in college and the senior year of high school.
  • Concurrent enrollment in work-based experience.
  • Full-time enrollment in an Extended Day program.

To participate, students must attend scheduled classes, and then leave the school building and grounds in order to pursue the approved released-time program. Students and/or parents/guardians must provide transportation to carry out the optional program. Students must obey any other rules necessary to implement their programs. Alternatives for structuring programs are permitted for individuals or groups of students to fulfill graduation requirements. An alternative plan may include a waiver of the fourth year if all credit, competency prerequisites, and student service requirements are met and if the local superintendent or designee determines that this waiver is in the best interest of the student(s). Consideration for and implementation are done on a case-by-case basis. [Granted under the authority of COMAR 13A.03.02.11.]

Students who intend to apply for any of these options must see their school counselor to incorporate these options into their academic plan.

Advanced Placement Program (AP)
The Advanced Placement Program represents a cooperative effort between secondary schools and colleges and universities. It is a program of introductory college-level courses for students who are willing and able to apply themselves to college level studies during their high school years. The Advanced Placement Program offers the opportunity to sharpen academic skills in preparation for college and to demonstrate accomplishment through successful completion of AP exams. Participation in AP courses demonstrates to colleges and universities students' willingness to complete more difficult courses and can be advantageous in the admissions process. Students who successfully complete AP courses and exams are exempted from introductory courses by many colleges and universities. See your school counselor for the Advanced Placement courses offered in your school.

• AP Capstone Diploma™: The College Board grants an AP Capstone Diploma to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing.
• AP Seminar and Research Certificate™: The College Board grants an AP Seminar and Research Certificate to students who earn scores of 3 or higher in both AP Seminar and AP Research.
PSAT 8/9 and PSAT/NMSQT

The Preliminary SAT8/9 and the Preliminary SAT/National Merit Scholarship Qualifying Tests (PSAT8/9 and PSAT/NMSQT) are cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). They are standardized tests that provide practice for the SAT® and measure critical reading skills, math problem-solving skills and writing skills. The scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program. Baltimore County Public Schools’ pays for all enrolled students in grade 9 to take the PSAT8/9 and for all students in grades 10 and 11 to take the PSAT/NMSQT each fall.

ACT

The ACT® test is a college admissions test that consists of four tests: English, Mathematics, Reading, and Science Reasoning with an optional Writing test. The main four tests are scored individually on a scale of 1-36 and a Composite Score is provided which is the whole number average of the four scores. The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.

SAT

The SAT Reasoning Test is a college admissions test that measures the disciplinary literacy and mathematical reasoning skills students have developed over time. It is used by colleges as one measure of a student’s readiness for college level coursework. Students who intend to take the SAT should consider the course sequences shown on the following pages for the English/Language Arts and Mathematics programs in order to prepare to master the requisite content for success on the SAT. Baltimore County Public Schools’ pays for all enrolled students in grade 11 to participate in a system-wide, school-day administration of the SAT each spring.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AA</td>
<td>Advanced Academics</td>
</tr>
<tr>
<td>ALT-MISA</td>
<td>Alternate Maryland Integrated Science Assessment</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement (Program)</td>
</tr>
<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
</tr>
<tr>
<td>BCPS</td>
<td>Baltimore County Public Schools</td>
</tr>
<tr>
<td>CAD</td>
<td>Computer Aided (Technical) Drafting</td>
</tr>
<tr>
<td>CAM</td>
<td>Computer Automated Manufacturing</td>
</tr>
<tr>
<td>CCBC</td>
<td>Community College of Baltimore County</td>
</tr>
<tr>
<td>CINS</td>
<td>Computer Information Systems (Information Technology)</td>
</tr>
<tr>
<td>CIP</td>
<td>Classification of Instructional Programs</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>GT</td>
<td>Gifted and Talented (Education)</td>
</tr>
<tr>
<td>FARMS</td>
<td>Free and Reduced Meals</td>
</tr>
<tr>
<td>HTML</td>
<td>Hypertext Markup Language</td>
</tr>
<tr>
<td>HSA</td>
<td>(Maryland) High School Assessments</td>
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<tr>
<td>H</td>
<td>Honors</td>
</tr>
<tr>
<td>IB</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>JROTC</td>
<td>Junior Reserve Officers Training Corps</td>
</tr>
<tr>
<td>MISA</td>
<td>Maryland Integrated Science Assessment</td>
</tr>
<tr>
<td>NGSS</td>
<td>Next Generation Science Standards</td>
</tr>
<tr>
<td>PARCC</td>
<td>Partnership for Assessment of Readiness for College and Careers</td>
</tr>
<tr>
<td>PSAT/NMSQT</td>
<td>Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test</td>
</tr>
<tr>
<td>RMVP</td>
<td>Retail Merchandising and Visual Presentation</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Assessment Test</td>
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<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
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</tbody>
</table>
## SCHOOL ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Name</th>
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<tbody>
<tr>
<td>CT</td>
<td>Catonsville High</td>
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<tr>
<td>CH</td>
<td>Chesapeake High</td>
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<tr>
<td>DL</td>
<td>Dulaney High</td>
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<tr>
<td>DN</td>
<td>Dundalk High</td>
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<tr>
<td>ET</td>
<td>Eastern Technical High</td>
</tr>
<tr>
<td>FH</td>
<td>Franklin High</td>
</tr>
<tr>
<td>CC</td>
<td>George Washington Carver Center for Arts and Technology</td>
</tr>
<tr>
<td>HH</td>
<td>Hereford High</td>
</tr>
<tr>
<td>KN</td>
<td>Kenwood High</td>
</tr>
<tr>
<td>LN</td>
<td>Lansdowne High</td>
</tr>
<tr>
<td>LR</td>
<td>Loch Raven High</td>
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<tr>
<td>MM</td>
<td>Milford Mill Academy</td>
</tr>
<tr>
<td>NT</td>
<td>New Town High</td>
</tr>
<tr>
<td>OV</td>
<td>Overlea High</td>
</tr>
<tr>
<td>OM</td>
<td>Owings Mills High</td>
</tr>
<tr>
<td>PR</td>
<td>Parkville High</td>
</tr>
<tr>
<td>PT</td>
<td>Patapsco High School and Center for the Arts</td>
</tr>
<tr>
<td>PH</td>
<td>Perry Hall High</td>
</tr>
<tr>
<td>PK</td>
<td>Pikesville High</td>
</tr>
<tr>
<td>RA</td>
<td>Randallstown High</td>
</tr>
<tr>
<td>RC</td>
<td>Rosedale Center</td>
</tr>
<tr>
<td>SP</td>
<td>Sollers Point Technical High</td>
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<tr>
<td>SP</td>
<td>Sparrows Point High</td>
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<tr>
<td>TW</td>
<td>Towson High</td>
</tr>
<tr>
<td>WS</td>
<td>Western School of Technology</td>
</tr>
<tr>
<td>WD</td>
<td>Woodlawn High</td>
</tr>
</tbody>
</table>
Descriptions of Programs

Advancement via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is a K-12 college readiness system designed to increase the academic success of students. The AVID College Readiness System (ACRS) accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. AVID promotes student success in rigorous college preparation curricula.

CAREER AND TECHNICAL EDUCATION COMPLETER PROGRAMS

Career and Technical Education (CTE) programs of study provide high school students with both academic and technical/workplace skills aligned with current and emerging workforce needs. Through CTE, students are taught subject matter related to career pathways – which include four year college degree programs, community college programs, registered apprenticeships, and industry certification. Course descriptions for Career and Technical Education programs in 10 career clusters, JROTC, and work-based learning from Business Education, JROTC, School to Career Transition, Technical Programs, and Technology Education are described at the end of the Course Registration Guide.

Completer programs are listed by career cluster. A completer program contains a minimum of three or four credits (not individual courses) offered in a prescribed sequence in a program area. Upon graduation, students can enter employment, register for an apprenticeship, earn industry certification, attend a private/postsecondary school, and/or earn a certificate or degree at a two-, or four-year college. A work-based learning component may be available to eligible students in their junior and senior year.

Note: Program availability may be limited to students in their area or community of the high school or technical center. Magnet schools and programs require an application, usually in November the year prior to high school.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English Learners receiving English language support attend high school at an ESOL center. Based on their level of English proficiency, students take a combination of ESOL and content courses. ESOL I confers English 9 credit, while ESOL II confers English 12 credit. ESOL Newcomer, ESOL Academic Foundations, ESOL III, ESOL IV, and ESOL V may be applied as world language credits for English Learners. ESOL Math will be applied as a math credit. All other ESOL courses confer elective credits. In the spring of each school year, students are assessed for progress and/or exit from the ESOL program using the state mandated ELP test of English language proficiency in listening, speaking, reading, and writing. Criteria for exit from the program are set by the state and are uniform across the state of Maryland.

ADVANCED ACADEMICS/GIFTED AND TALENTED K-12 EDUCATION

Advanced Academics/Gifted and Talented Education serves students who, when compared with others of their age, experiences, or environment, demonstrate high potential or performance in academic, creative, or technical areas. These students require learning experiences beyond the standard curriculum.

Curriculum enrichment and acceleration are the means by which instructional experiences are differentiated to encourage the development of students’ outstanding potential. These instruction experiences provide research-based differentiated curricula to meet the needs of students who demonstrate or have the potential to demonstrate advanced learning capabilities, K-12. The overarching goal of Advanced Academics/Gifted and Talented Education is to enhance students’ capabilities to develop the learning and thinking characteristics of experts: advanced content knowledge organized around key ideas and principles applied meaningfully in problem solving.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The International Baccalaureate (IB) Program provides motivated students with an opportunity to pursue a rigorous university preparatory curriculum with a global perspective. Students in Grades 9 and 10 participate in interdisciplinary units across all content areas. In grades 11 and 12, students participate in the internationally recognized IB Diploma Programme (available at Kenwood and New Town High Schools) or the IB Careers-Related Programme (available at New Town High School). Based on individual interest, students will select and explore a variety of courses in depth and breadth to develop individualized research and community-based action projects. Students completing IB courses and exams may receive college credit for courses taken in high school, similar to the way students receive credit for Advanced Placement courses. Students completing requirements for the IB Diploma may receive up to 30 college credits. The IB Program is one high school magnet program option, which requires an application be submitted by the application deadline the year prior to enrollment.
MAGNET PROGRAMS

Coordinated through the Office of Educational Opportunities, magnet programs are theme-related curricula and instructional programs that may not be available as comprehensive school program options; serve as incubators for innovative instructional practices; draw students across student attendance boundaries, in accordance with state-rated capacity; and are accessed through a centralized application and admissions process. Baltimore County Public Schools presently has a wide variety of elementary, middle, and high school magnet programs across the county. Magnet schools and programs require an application, submitted by the application deadline the year prior to enrollment.

REQUEST FOR CREDIT FOR COURSES OUTSIDE OF BCPS BY CURRENTLY ENROLLED STUDENTS

All Courses, other than the approved Dual Credit courses at the Community College of Baltimore County (CCBC), taken for high school credit by students who are currently enrolled in Baltimore County Public Schools, must be approved prior to being taken and must be reviewed by BCPS curricular offices for Maryland curriculum alignment to state curriculum expectations and BCPS’ standards of rigor. No Maryland State required testing course may be taken for credit outside of the Baltimore County Public Schools by students concurrently enrolled in BCPS. Students must see their counselor for the approved application forms prior to taking any course other than the approved Dual Credit courses at CCBC for credit outside of BCPS. All fully online courses taken outside of BCPS must be pre-approved by the school counselor and enrollment must be facilitated by BCPS. Students may only take fully online courses approved by MSDE.

DUAL CREDITS

Dual Credit courses are approved college courses that meet high school graduation requirements for Maryland and standards of rigor for BCPS. The Dual Credit Program in partnership with the Community College of Baltimore County (CCBC) offers select, pre-approved college courses that provide both high school and college credit for BCPS students attending CCBC. Students in the Dual Credit Program in partnership with CCBC can qualify for a 50% tuition reduction or fee tuition. Students who wish to take a college course at a college/university other than CCBC are required to submit a Request for Courses Taken Outside of BCPS for High School Credit form prior to registration. Please see your school counselor for more information.

TUITION FREE

Students in their sophomore, junior and/or senior year(s) who meet the minimum 2.5 unweighted grade point average (G.P.A.) requirement can take up to four credit-bearing college courses tuition free at the Community College of Baltimore County (CCBC) during the fall and spring semesters only. Students who meet the requirement are responsible for all college fees and books at CCBC unless they are approved for free and reduced meals (FARMS). Fees are waived for students who are approved for FARMS. Students must be concurrently enrolled at a BCPS High School and CCBC. College credits are awarded for successful completion of credit-bearing college courses. Please see your school counselor for specific eligibility requirements and details.

50% TUITION REDUCTION

Students in their freshman, sophomore, junior and/or senior year(s) can take college courses at a 50% reduced tuition rate at the Community College of Baltimore County (CCBC) during the fall, winter, spring or summer semesters. Students are responsible for all college fees and books. Students must be concurrently enrolled in a BCPS high school and at CCBC. College credits are awarded for successful completion of college courses. Please see your school counselor for specific eligibility requirements and details.

DIPLOMA TO DEGREE (D2D)

The Diploma to Degree (D2D) program is designed for students who want to graduate from Baltimore County Public Schools (BCPS) with a high school diploma and to simultaneously earn an Associate of Arts Degree in General Studies at the Community College of Baltimore County (CCBC). Focused on academic rigor and preparation for the twenty-first century workforce, this program allows students to earn college credits that they can easily transfer to Maryland colleges and universities in pursuit of advanced degrees. Students must earn a college readiness score on the PSAT in their 9th grade year to be considered for this program. Students can earn the credits that will allow them to graduate with both a high school diploma and an associate degree through a number of options:

CCBC coursework - earn college credits by taking a college course.
Credit by exam - earn college credits by achieving a certain score on an exam such as the AP Test.
Articulation - receive college credit for approved courses taken in high school.
Dual credit - take a college course that awards both high school and college credit.
DIPLOMA TO CREDENTIAL (D2C)

The Diploma to Career program is designed for BCPS students who want to earn workplace certification or credit certificate with their high school diploma. Students enrolled in a BCPS Career and Technical Education (CTE) Pathway program may apply certain high school courses towards the certification. Please see your school counselor for specific eligibility requirements and details.

EDUCATIONAL OPPORTUNITIES

Middle and high school students may choose to access learning using cutting edge digital learning strategies and resources that allow our students and teachers to engage in responsive teaching and learning anchored in performance and mastery. These opportunities may include use of self-paced blended learning, approved online courses, purchased digital content, BCPS created and curated digital learning objects accessed through BCPS One, virtual instruction delivered through webinars, and real time student performance data. Students may access Educational Opportunities programs for any of the following reasons:

- Expanding the range of courses and opportunities available to them.
- Taking a course when there are too few students in the school to assign a teacher to teach that course.
- Accessing courses that conflict with their schedules.
- Accessing courses beyond their regular schedule.
- Recovering or advancing credits.

The following programs and opportunities are offered to students through the Office of Educational Opportunities:

- **eLearning**: Students access regularly scheduled middle and high school courses aligned with BCPS course scope and sequence through BCPS One and virtual webinars. Courses are blended to include independent online work, peer-to-peer group work and teacher directed instruction.
- **Extended Day Learning Program (EDLP)**: BCPS high school students access courses in this part-time program beyond the traditional school day in the evenings or on Saturday morning virtually through January 29, 2021, and at one of five high schools in Baltimore County when students return to a brick and mortar setting. Courses are self-paced and blended to include independent online work, small group work and teacher-directed instruction.
- **Extended Year Learning Program (EYLP)**: Students access personalized middle school reading and mathematics support or high school courses during the summer, most often at the middle or high school in their attendance area.
- **Maryland Virtual Learning Opportunities (MVLO)**: Students access high school courses approved by MSDE and BCPS content offices through vendor provided platforms with vendor provided instructors. Students work independently with the support of a school-based coach. Students must be enrolled in their zoned school to access online courses.
- **School Programs for Acceleration and Recovery of Credits (SPARC)**: Students access high school courses flexibly scheduled through their zoned school. Courses are self-paced and blended to include independent online work, peer-to-peer group work and teacher directed instruction. Students must be enrolled in their zoned school to access SPARC courses.
- **Home and Hospital Instruction**: The Home and Hospital program is designed to provide instruction to students enrolled in BCPS in grades Pre-School (Age 3) through Grade 12 who are unable to attend their comprehensive schools due to certified physical illnesses, emotional conditions, or pregnancy conditions.
- **Prevention and Intervention**: Youth ages 14-21 are provided comprehensive services during incarceration at the Baltimore County Detention Center (BCDC). The instructional program uses the same instructional model provided in EDLP, EYLP and SPARC.

Each Educational Opportunities program has unique course offerings; please visit the Educational Opportunities webpage for more information about specific courses available.

Additionally, home schooling is an educational option for a parent/guardian who opts to provide instruction to his or her own child in lieu of enrolling the student in a public, nonpublic, or church-exempt school that is registered in the State of Maryland.

MARYLAND SCHOLARS

In Maryland, we are committed to ensuring that:

- High school graduates are well prepared to succeed in college, the workplace, and in life.
- Our workforce is highly skilled and productive.
- Our young people have the opportunity to contribute to and benefit from a strong, prosperous economy.
A program originally sponsored by the U.S. Department of Education – State Scholars Initiative – is helping us achieve these goals. Based on highly selective criteria, Maryland was chosen by The Center for State Scholars as one of the first five states to implement a State Scholars program that is designed to encourage students to complete a rigorous course of study in high school.

In partnership with Governor, State Superintendent of Schools, and 24 local superintendents, the Maryland Business Roundtable for Education – a nonprofit coalition of leading employers – is working to increase the percentage of Maryland high school students completing a course of study that will prepare them for post-secondary success in higher education or the workforce.

A major focus for the Scholars program is engaging Grade 8 and 9 students in the importance of their course selections for high school and the pivotal role higher level math and science courses play in future career opportunities, and reinforcing these messages throughout high school.

Maryland Scholars is an integral component of MBRT’s multi-faceted, award-winning Achievement Counts campaign – which demonstrates to students, parents, and the community the critical connection between achievement in school and success in the workplace and in life. Each strategic and interwoven component of the campaign – Speakers Bureau, Maryland Scholars, Parents Count, BeWhatIWantToBe Web site – was designed to strengthen and reinforce the others and to establish a continuum of effort that motivates and supports middle and high school students.

The Maryland Scholars Course of Study

- 4 credits of English
- 3 credits of Mathematics (Algebra I, Geometry, Algebra II)
- 3 credits of Science (Biology, Chemistry, and one additional lab science — Physics preferred)
- 3 credits of Social Studies/History credits
- 2 credits of the same World Language

(Students must attain a 3.0 GPA to qualify.)

The Maryland Scholars Course of Study (Graduating classes 2016 and beyond)

- 4 credits of English
- 4 credits of Mathematics (including Algebra I, Geometry, Algebra 2)
- 3 credits of Science (Biology, Chemistry, Physics**)
- 3 credits of Social Studies (U.S. History, World History, Government)
- 2 credits of the same World Language

Courses in bold are beyond state graduation requirements

**A 3rd lab science may be substituted for Physics.
(Students must attain a 3.0 GPA to qualify.)

The Maryland Scholars program provides workplace volunteers to help motivate and guide Grades 8 and 9 students as they prepare to select courses for their high school schedule and incentives to encourage students to stay in the program throughout high school.

Maryland Business Roundtable for Education 5520 Research Park Drive, Suite 150
Baltimore, Maryland 21228
410-788-0333
### VISUAL ARTS

#### MISSION

The Baltimore County Visual Arts Program is aligned with the national and state standards for visual arts and guided by The Compass. Its mission is to educate all students in creative thinking, creative production, and the artistic process while developing their understanding and appreciation of the artistic achievements of people from different times, places, and cultures. The Office of Visual Arts supports the implementation of a rich, rigorous visual arts curriculum and encourages a culture of artistic thinking, learning, creative production, and achievement of excellence.

**Notes:** All students must earn one full credit in Fine Arts. This Fine Arts graduation requirement may be satisfied by successful completion of Fundamentals of Art, Foundations of Art or AP Art History-Advanced Placement.

<table>
<thead>
<tr>
<th>Artistic Process Interest</th>
<th>Grade 9 Level 1</th>
<th>Grade 10 Level 2 (Intermediate)</th>
<th>Grade 11 Level 3 (High Intermediate)</th>
<th>Grade 12 Level 4 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing &amp; Painting</strong></td>
<td>Fundamentals of Art or Foundations of Art*</td>
<td>Intermediate Art or Drawing &amp; Painting*</td>
<td>Studio Practice I, Painting 1*, 2*, Figure Drawing 1*, IB Art and Design 1*</td>
<td>Studio Practice II, Painting 2*, 3*, Figure Drawing 2*, IB Art and Design 2* (AP Studio Art: Drawing or 2D Design)</td>
</tr>
<tr>
<td><strong>Photography</strong></td>
<td>Fundamentals of Art or Foundations of Art*</td>
<td>Photography 1 &amp; Photography 2</td>
<td>Photography Studio, Photojournalism</td>
<td>Advanced Photography Studio (AP Studio Art: 2D Design)</td>
</tr>
<tr>
<td><strong>Digital Arts &amp; Design</strong></td>
<td>Fundamentals of Art or Foundations of Art*</td>
<td>Digital Arts</td>
<td>Digital Arts Studio</td>
<td>Digital Arts Studio Advanced (AP Studio Art: 2D Design)</td>
</tr>
<tr>
<td><strong>Ceramics</strong></td>
<td>Fundamentals of Art or Foundations of Art*</td>
<td>Design in Clay 1 &amp; Design in Clay 2</td>
<td>Design in Clay/Mixed Media Advanced</td>
<td>Design in Clay/Mixed Media Advanced (AP Studio Art: 3D Design)</td>
</tr>
<tr>
<td>Sculpture</td>
<td>Fundamentals of Art or Foundations of Art*</td>
<td>Sculpture 1*</td>
<td>Sculpture 2*, Figure Sculpture 1*</td>
<td>Sculpture 3*,4*, Figure Sculpture 2*</td>
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*Magnet Program Offering Only*
Art History-Advanced Placement
Course Number: 40.2300.6
Prerequisite: None
Credit: 1
Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of global cultures. In this course students engage in both visual and historical study about art and its contexts in order to prepare for the AP Art History Exam.

Art Seminar
Course Number: 40.9200.0
Prerequisite: None
Credit: ½
Note: This course is for ½ of an elective credit.
This course allows students to explore art concepts and media through the study of past and present cultures. It is designed to acquaint them with the visual arts as a means of self-expression, to use design criteria to make consumer judgments, and to develop an awareness of art expressions throughout history.

Art and Technology
Course Number: 40.2200.0 Credit: ½
Note: This course is for ½ of an elective credit.
Students will be provided opportunities to understand ways that art and design concepts can be used for visual communication and presentation. They will study advances in technology and use technological applications with traditional art tools for developing purposeful visual products.

Fundamentals of Art (Art I)
Course Number: 40.1010.0
Course Number: 40.1010.5 (GT)
Prerequisite: None
Credit: 1
Note: This is the foundation course for a concentrated study in art and satisfies the 1 credit Fine Arts graduation requirement.
Students will develop the foundational skills needed to communicate ideas visually while developing understandings about the contributions of various artists/craftsmen to their cultures. Emphasis is placed on observational drawing and exploring composition and design in the art of various cultures using drawing, painting, and 3-D media. Students will be encouraged to keep a sketchbook and a portfolio.

Intermediate Art
Course Number: 40.3000.0
Course Number: 40.3000.0
Course Number: 40.3000.5 (GT)
Prerequisite: Successful completion of Fundamentals of Art
Credit: 1
This course provides opportunities for students to refine skills developed in Fundamentals of Art. Students will study and critique artistic styles and trends and apply knowledge gained in their own work. Emphasis is placed on working from observation using drawing, painting, and 3-D media and incorporating imaginative ideas to begin developing a personal style. Students in this course will be required to maintain a sketchbook and a portfolio.

Digital Arts
Course Number: 40.2100.0
Course Number: 40.2100.5 (GT)
Prerequisite: Successful completion of Fundamentals of Art
Credit: 1
This course provides opportunities in career exploration in a variety of graphic arts fields. It develops the student’s ability to use technology for visual communication and focus on art processes that develop awareness of the attitudes and disciplines required in the graphic arts field.
Emphasis is placed on the development of skills and understandings in the following areas: drawing and design for illustration, advertising, and construction/display and the use of drawing and graphic arts applications on the computer.

Digital Arts Studio
(AP Studio Art: 2D Design)
Course Number: 40.4500.0
Course Number: 40.4500.5 (GT)
Course Number: 40.450.6 (AP)
Prerequisite: Successful completion of Digital Arts
Credit: 1
Emphasis is on developing knowledge and skill in the contemporary art and technology of image processing and developing an understanding of art/technology applications in contemporary enterprises and institutions. Students will apply knowledge of design concepts and traditional art media in developing effective aesthetic expression,
technical competency, and critical judgment to various image digitizing and manipulating technology applicable for a variety of purposes. Students will maintain a portfolio of artwork, which may be used for AP and/or college or scholarship competitions.

Digital Arts Studio Advanced (AP Studio Art: 2D Design)
Course Number: 40.4510.0
Course Number: 40.4510.5 (GT)
Course Number: 40.4510.6 (AP)
Prerequisites: Successful completion of Digital Arts Studio
Credit: 1
Emphasis is on refining skills and knowledge in design, digital image processing, and experimentation in traditional art media and the computer to produce multimedia artwork that include animation, Web page design, video, etc. with the purpose of developing an understanding of art/technology applications in contemporary enterprises and institutions. Students will maintain a portfolio of artwork that will serve a variety of purposes: applications for AP, college or scholarship competitions, and/or as professional presentations for jobs.

Studio (AP Studio Art: 2D Design, AP Studio Art: 3D Design, AP Studio Art: Drawing)
Course Number: 40.3120.0
Course Number: 40.3120.5 (GT)
Course Number: 40.3120.6 (AP)
Prerequisites: Successful completion of Intermediate Art
Credit: 1
This course provides flexibility in planning an independent program for the highly motivated, honors, or GT art student. Emphasis is on preparing a portfolio that reflects the development of a personal style and artistic focus. Opportunities to help students develop depth, breadth, and quality in creating artworks will be provided through the investigations of ideas and art problems, and the exploration and experiences in a variety of media. Students have the option of submitting their portfolio for review by the AP College Board. Career guidance and scholarship opportunities in the visual arts are provided.

Photography I
Course Number: 40.4010.0
Course Number: 40.4010.5 (GT)
Prerequisite: Successful completion of Fundamentals of Art
Credit: ½
Note: Photography I &II courses should be scheduled consecutively. Students may be required to use their personal cameras and to supply some of the materials needed for photography projects. A fee may be required.
In these courses students will have opportunities to learn the basic processes and techniques of photography which include elements of the 35mm and digital camera, composition in photography, and film processing.

Photography II
Course Number: 40.4020.0
Course Number: 40.4020.5 (GT)
Prerequisite: Successful completion of Fundamentals of Art and Photography I
Credit: ½
Note: Photography I &II courses should be scheduled consecutively. Students may be required to use their personal cameras and to supply some of the materials needed for photography projects. A fee may be required.
In these courses students will have opportunities to learn the basic processes and techniques of photography which include elements of the 35mm and digital camera, composition in photography, and film processing.

Photojournalism
Course Number: 40.4210.0
Course Number: 40.4210.5 (GT)
Prerequisites: Successful completion of Photography I and II and Journalism I
Credit: 1
Photojournalism I provides an introduction to the field of photojournalism. Students will build on technical expertise and artistic understanding gained in Photography I and II and the information gathering and writing techniques gained in Journalism I to become effective reporters. They will work on assignments focusing on spot and general news, sports, features, illustration, and human interest both inside and outside the school.

Photojournalism Advanced (AP Studio Art: 2D Design)
Course Number: 40.4310.0
Course Number: 40.4310.5 (GT)
Course Number: 40.4310.6 (AP)
Prerequisite: Successful completion of Photojournalism I
Credit: 1
Photojournalism II develops the skills and characteristics necessary to become effective photojournalists while learning the philosophy and history of photojournalism. Students will critically examine their work as they develop a portfolio that encompasses all of the major areas of photojournalism. This portfolio may be submitted to fulfill the requirements of the AP 2D Design Portfolio.

Photography Studio (AP Studio Art: 2D Design)
Course Number: 40.4100.5 (GT)
Prerequisites: Successful completion of Photography I and II
Credit: 1
Note: A fee may be required
Students will explore and develop skills in composition, advanced techniques in digital and/or darkroom film processing, and presentation of artwork. Students will explore the purposes of photography and develop a portfolio of artwork. This portfolio may be considered for submission to the AP 2D Design Portfolio exam.

Photography Studio Advanced (AP Studio Art: 2D Design)
Course Number: 40.4110.0
Course Number: 40.4110.5 (GT)
Course Number: 40.4110.6 (AP)
Prerequisites: Successful completion of Photography Studio
Credit: 1
Note: A fee may be required
In advanced courses, emphasis will be on composition, advanced techniques in digital and/or darkroom film processing, and presentation of artwork. Students will explore the purposes of photography and develop a portfolio of artwork. This portfolio may be submitted to fulfill the requirements of the AP 2D Design Portfolio.

Design in Clay I
Course Number: 40.8210.0
Course Number: 41.8210.5 (GT)
Prerequisite: Successful completion of Fundamentals of Art
Credit: ½
Students will explore a variety of hand-building clay techniques using design criteria. Students will have opportunities to explore functional and non-functional clay works through an analysis of past and contemporary collections and apply their knowledge in design.

Design in Clay II
Course Number: 40.8220.0
Course Number: 40.8220.5 (GT)
Prerequisites: Successful completion of Design in Clay I
Credit: ½
Students will solve a variety of design problems in clay to reflect personal expression. Students will study functional and non-functional artwork and apply their knowledge to the creation of personal work reflecting a variety of purposes.

Design in Clay and Mixed Media Course Number: 40.8410.0
Course Number: 40.88410.5 (GT)
Prerequisites: Successful completion of Design in Clay II
Credit: 1
Students will solve a variety of design problems in clay and other sculptural materials to reflect personal expression. Students will explore the sculptural forms and techniques and begin to develop a portfolio of artwork. This portfolio may be considered for submission to the AP 3D Design Portfolio exam.

Design in Clay and Mixed Media Advanced (AP Studio Art: 3D Design)
Course Number: 40.8420.0
Course Number: 40.8420.5 (GT)
Prerequisites: Successful completion of Design in Clay & Mixed Media
Credit: 1
In advanced courses, emphasis is on an in-depth exploration of media and techniques as students are empowered to make more purposeful artistic decisions. Students will develop a portfolio of artworks that reflect their personal aesthetic. This portfolio may be submitted to fulfill the requirements of the AP 3D Design Portfolio.

Art in the Theatre
Course Number: 40.8310.0
Prerequisite: None
Credit: ½
This course acquaints students with the fundamentals of set design and related crafts. Emphasis is on stage design and construction, costume design, make-up, and the history of art in the theatre.

Art and Artifacts: Clues to Distant Cultures
Course Number: 43.4050.0
Course Number: 43.4050.4 (H)
Prerequisite: None
Credit: ½
Students assume roles of art historians, archeologists, and anthropologists as they analyze the material culture of Ancient Egypt, Classical India, Classical China, the Islamic Empire, and Feudal Japan. Included within course work will be museum experiences at The Walters Art Gallery.

VISUAL ARTS ADVANCED PLACEMENT COURSES

AP visual arts courses are scheduled whenever they are justified by enrollment. Students enrolled in advanced placement courses are eligible for AP credit. Each AP course includes portfolio development based on the criteria of the AP Studio Art program: quality (originality of ideas and concepts presented, visual impact, use of media), concentration (ability to focus on an idea or concept and explore several ways to present the idea or concept), and breadth (willingness to explore new media).

Art History-Advanced Placement
Course Number: 40.2300.6
Credit: 1
Note: This course may be offered online or in person.

Studio (AP Studio Art: Drawing, AP Studio Art: 2D Design, AP Studio Art: 3D Design)
Course Number: 40.3110.6
Credit: 1

Studio Advanced (AP Studio Art: Drawing, AP Studio Art: 2D Design, AP Studio Art: 3D Design)
Course Number: 40.3120.6
Credit: 1

Photography Studio Advanced (AP Studio Art: 2D Design)
Course Number: 40.4110.6
Credit: 1

Photojournalism Advanced AP (AP Studio Art: 2D Design)
Course Number: 40.4310.6
Credit: 1

Digital Arts Studio (AP Studio: 2D Design)
Course Number: 40.4500.6
Credit: 1

Digital Arts Studio Advanced (AP Studio: 2D Design)
Course Number: 40.4510.6
Credit: 1
VISUAL ARTS INTERNATIONAL BACCALAUREATE PROGRAM (IB)

International Baccalaureate visual arts courses provide students opportunities to develop their personal aesthetic, imaginative, and creative faculties through the study of Art History, Criticism, Art Principles, and Studio practices. Working with the elements of art and principles of design, students are able to analyze, critique, and understand historical exemplars to form their own work. Students use observation, investigation, sketch notation, and writing to thoroughly explore a variety of topics. Studio experiences in a variety of media allow them to express visual ideas generated through research. All students have portfolio exhibits at the end of their senior year.

IB Art and Design 1
Course Number: 40.1110.7
Credit: 1

IB Art and Design 2
Course Number: 40.1120.7 Credit:

VISUAL ARTS MAGNET COURSES

Magnet courses are unique courses that can only be offered as part of an approved magnet program and/or school.

Foundations of Art (CC, PT, MM)
Course Number: 42.1000.0 Course Number: 42.1000.5 (GT)
Credit: 2

Studio 2 Drawing/Painting GT/AP (AP Studio Art: Drawing) MAG (CC, PT, MM)
Course Number: 42.6420.5 (GT)
Credit: 1

Photography 1M (CC, PT, MM)
Course Number: 42.4110.5
Credit: 1

Photography 2M (CC, PT, MM)
Course Number: 42.4120.5
Credit: 1

Photography 3M (CC, PT, MM)
Course Number: 42.4130.0
Course Number: 42.4130.5  
Credit: 1  
**Photography 4M (CC, PT, MM)**  
Course Number: 42.4410.0  
Course Number: 42.4140.5  
Credit: 1  
**AP Studio Photo M (AP Studio Art: 2D Design)**  
MAG (CC, PT, MM)  
Course Number: 42.4730.6  
Credit: 1  
**Multimedia Production MAG (CC, CH, LN, PT, MM)**  
Course Number: 42.4410.0  
Credit: 1  
**Multimedia Production GT MAG (CC, CH, LN, PT, MM)**  
Course Number: 42.4410.5  
Credit: 1  
**Multimedia Production Intermediate MAG (CC, CH, LN, PT, MM)**  
Course Number: 42.4420.0  
Credit: 1  
**Multimedia Production Intermediate GT MAG (CC, CH, LN, PT, MM)**  
Course Number: 42.4420.5  
Credit: 1  
**Multimedia Production Advanced MAG (PT, MM)**  
Course Number: 42.4430.0  
Credit: 1  
**Multimedia Production Advanced GT (CC, CH, LN, PT, MM)**  
Course Number: 42.4430.5  
Credit: 1  
**Televideo Production MAG (CC, CH, KN, LN, PT)**  
Course Number: 42.4500.0  
Credit: 1  
**Televideo Production GT MAG (PT)**  
Course Number: 42.4500.5  
Credit: 1  
**Televideo Production Intermediate MAG (CC, CH, KN, LN, PT)**  
Course Number: 42.4520.0  
Credit: 1  
**Televideo Production Intermediate GT MAG (CC, CH, KN, LN, PT)**  
Course Number: 42.4520.5  
Credit: 1  
**Televideo Production Advanced MAG (CC, CH, KN, LN, PT)**  
Course Number: 42.4530.0  
Credit: 1  
**Televideo Production Advanced GT MAG (CC, CH, KN, LN, PT)**  
Course Number: 42.4530.5  
Credit: 1  
**Televideo Production Advanced AP MAG (CC, CH, KN, LN, PT)**  
Course Number: 42.4530.6  
Credit: 1  
**Figure Drawing 1 MAG**  
Course Number: 42.6110.0  
Credit: 1  
**Figure Drawing 1 GT/AP (AP Studio Art: Drawing) MAG (CC, PT)**  
Course Number: 42.6110.5 (GT)  
Course Number: 42.6110.6 (AP)  
Credit: 1  
**Figure Drawing 2 MAG**  
Course Number: 42.6120.0  
Credit: 1  
**Figure Drawing 2 GT/AP (AP Studio Art: Drawing) MAG (CC, PT)**  
Course Number: 42.6120.5 (GT)  
Credit: 1  
**Painting 1 GT MAG (PT, MM)**  
Course Number: 42.6210.5  
Credit: 1  
**Painting 2 GT MAG (PT, MM)**  
Course Number: 42.6220.5  
Credit: 1  
**Painting 3 GT/AP (AP Studio Art: Drawing) MAG (CC, PT, MM)**  
Course Number: 42.6230.5 (GT)  
Course Number: 42.6230.6 (AP)  
Credit: 1  
**Painting 4 GT/AP (AP Studio Art: Drawing) MAG (CC, PT)**  
Course Number: 42.6240.5 (GT)  
Course Number: 42.6240.6 (AP)  
Credit: 1  
**Sculpture 1 GT MAG (CC)**  
Course Number: 42.6310.5  
Credit: 1  
**Sculpture 2 GT MAG (CC, PT)**  
Course Number: 42.6320.5  
Credit: 1  
**Sculpture 3 GT/AP (AP Studio Art: 3D Design) MAG (CC, PT)**  
Course Number: 42.6330.5 (GT)  
Course Number: 42.6330.6 (AP)  
Credit: 1  
**Sculpture 4 GT/AP (AP Studio Art: 3D Design) MAG (CC, PT)**  
Course Number: 42.6340.5 (GT)  
Course Number: 42.6340.6 (AP)  
Credit: 1  
**Figure Sculpture I GT MAG (CC)**  
Course Number: 42.6810.5 (GT)  
Credit: 1  
**Figure Sculpture II GT/AP (AP Studio Art: 3D Design) MAG (CC)**  
Course Number: 42.6820.5 (GT)  
Course Number: 42.6820.6 (AP)  
Credit: 1
COLLEGE AND CAREER READINESS

MISSION
The Office of College and Career Readiness provides tools, support, and opportunities to students and staff members through the implementation of Advancement Via Individual Determination (AVID), Early College Access Programs (ECAP), and Mentoring programs so that all students graduate from BCPS ready for college, careers, and productive lives.

The Advanced Placement (AP) Capstone Program is a diploma program from the College Board. It's based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students’ skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but no on four additional AP Exams receive the AP Seminar and Research Certificate.

AVID, is a college readiness system designed to increase the academic success of students who are traditionally underrepresented in higher education using research-based writing, inquiry, collaboration, organization, and reading (WICOR) strategies. AVID promotes student success in rigorous college-preparatory curricula.

Effective Learning Habits for College and Career Readiness (ELH4CCR) is a series of courses designed to increase the academic success of students through executive functioning, social, and emotional strategies and skills.

For more information about Early College Access Programs, specifically Dual Enrollment opportunities, please review The Early College Access Programs Overview for Students and Parents and the BCPS/CCBC Dual Credit List.

ADVANCED PLACEMENT RESEARCH
Course Number: 86.903.06
Prerequisite: AP Seminar
Credit: 1
Students in AP Research build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Students design and present their findings.

ADVANCED PLACEMENT SEMINAR
Course Number: 86.902.06
Prerequisite: None
Credit: 1
AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student’s choosing. Students investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

AVID 9 (Honors)
Course Number: 81.0100.4 (H)
Prerequisite: None
Credit: 1
The AVID (Grade 9) course is an elective class for college bound students. It will provide academic, tutorial, career goal planning, and social support for students through the AVID curriculum (WICOR) and AVID High School Libraries focus on Writing, Inquiry, Collaboration, Organization, and Reading. To ensure success in college-prep courses, students work independently and as partners, as well as in teacher and tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, maintaining organized notebook binders, self-awareness, and preparation for PSAT online are stressed. Students receive introductory information and direction regarding AP classes and may participate in AP classes. In addition, the AVID course includes college motivational activities.

AVID 10 (Honors)
Course Number: 81.0200.4 (H)
Prerequisite: None
Credit: 1

This Grade 10 course continues with the AVID WICOR curriculum, advancing to more rigorous individual and small-group instruction in support of all the student's academic courses, and college-awareness activities. Instructional emphasis is on writing skills and helping students to successfully pass High School Assessments. Students continue to receive instruction and practice using PSAT online. Students are given guidance and support in preparation for enrollment in AP classes. AVID tutorials meet individual and group needs for real-time academic support through teacher or tutor-led collaborative work. Tutors serve as role models and as sources of information about college life and expectations. By the end of this course, students are expected to enroll in one or more AP courses.
AVID 11 (Honors)  
Course Number: 81.0300.4 (H)  
Prerequisite: None  
Credit: 1  
This Grade 11 AVID course is an elective class for students who are college bound. To ensure success in college-prep courses, students work independently, as well as in teacher or tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, SAT preparation, and self-awareness are stressed. The course provides college motivational and career exploration activities. Students use problem solving and decision-making skills. In addition, students work independently and with others in a variety of settings using critical thinking skills to organize information acquired from a variety of sources such as electronic technology and research. Grade 11 students begin to complete writing, reading, and research projects as required in the College Readiness Curriculum. By the end of this course, students are expected to enroll in at least two or more AP courses.

AVID 12 (Honors)  
Course Number: 81.0400.4 (H) (Senior Seminar)  
Prerequisite AVID 11  
Credit: 1  
This AVID Senior Seminar is the culmination of the students’ years in the AVID program. Like all AVID courses, it encompasses WICOR curriculum and tutors. The course involves substantial critical reading and writing, as well as preparation for weekly Socratic Seminars. Students working with tutors are expected to eventually act as moderators for Socratic Seminars. Students receive support in test-readiness for external exams such as AP and International Baccalaureate. Students enrolled in the Senior Seminar are required to complete weekly timed writings and analytical discourses in subjects across the curriculum. Grade 12 students increase completion of more complex and in-depth writing, reading, and research projects as required in the College Readiness Curriculum. In addition, students are required to make written and oral presentations to the class on topics related to college admissions, contemporary issues, and social concerns. During this course, students are expected to apply for admission to several colleges and/or universities.

AVID Tutorial (Honors)  
Course Number: 81.1000.4 (H) (students in grade 12 who tutor)  
Prerequisite: Grade 12 students must have achieved at least a C or better in an AP Course or have been enrolled in AVID.
The tutorial is a practicum course for Grade 12 students. The AVID school-based coordinators offer tutorial training for the students. Grade 12 students serving as AVID Tutors assist AVID students in the tutorial session with Socratic questioning so that the AVID students will take responsibility for their learning and actively engage in the learning process. The AVID tutorial process uses the AVID curriculum, writing, inquiry, collaboration, organization and reading (WICOR) skills and strategies. Grade 12 students serving as AVID tutors are academic coaches who assist AVID students with organizational and time management skills, research, rigorous learning, and college preparatory requirements to help them transition successfully to college.

AVID Tutorial (Honors)
Course Number: 81.1000.4 (H) (students in grade 12 who tutor)
Prerequisite: Grade 12 students must have achieved at least a C or better in an AP Course or have been enrolled in AVID.
Credit: ½
The tutorial is a practicum course for Grade 12 students. The AVID school-based coordinators offer tutorial training for the students. Grade 12 students serving as AVID Tutors assist AVID students in the tutorial session with Socratic questioning so that the AVID students will take responsibility for their learning and actively engage in the learning process. The AVID tutorial process uses the AVID curriculum, writing, inquiry, collaboration, organization and reading (WICOR) skills and strategies. Grade 12 students serving as AVID tutors are academic coaches who assist AVID students with organizational and time management skills, research, rigorous learning, and college preparatory requirements to help them transition successfully to college.

Career Readiness
Course Number: 10.9510.0
Credit: ½
This course is designed for high school students, primarily grade nine students transitioning from middle school. The course will begin by focusing on positive belief systems about academic success. Students will then address college and career connections beginning with an overview of national standardized tests for college entrance. The course will also review study skills and the basics for managing time. Students will end the course with an analysis of student transcripts and resume writing skills. This course is an abbreviated version of the 1 credit course.

Effective Learning Habits for College and Career Readiness
Course Number: 10.9500.0
Credit: 1
This course is designed for high school students, primarily grade nine students transitioning from middle school. The course will begin by focusing on positive belief systems about academic success. Students will then address college and career connections beginning with an overview of national standardized tests for college entrance. The course will also review study skills and the basics for managing time. Students will end the course with an analysis of student transcripts and resume writing skills.

SAT Preparation-Mathematics
Course Number: 80.0990.0
Credit: ½
Prerequisite: Successful completion of Algebra I and Geometry are recommended. Completion of PSAT required.
This course is designed for those students who are preparing to take the SAT. It will include an analysis of the test as well as practice exercises in test-taking mathematics techniques.

SAT Preparation-Disciplinary Literacy
Course Number: 80.0970.0
Prerequisite: Completion of PSAT required. Credit: ½
This course is designed for those students who are preparing to take the SAT. Instruction will focus on disciplinary literacy as well as practice exercises in test-taking techniques necessary for success on the test. Students who have not met the requirements for College and Career Readiness may be enrolled in this course in Grade 12 in order to change their status.
DANCE EDUCATION

MISSION

Guided by the Compass: Our Pathway to Excellence, Dance Education contributes to the BCPS commitment to improve achievement for all students and provide a well-rounded education. The mission of the Office of Music and Dance Education is to provide direction and support for schools in delivering a comprehensive, engaging, and challenging dance program for all children in grades K-12 in alignment with the Maryland Fine Arts Standards for Dance and the National Core Arts Standards. The vision of the dance education program is to provide students with the opportunity to be artistically educated in dance having acquired skills in artistic movement, observation, performance, communication, critical and creative thinking, and healthy behaviors in order to meet the increasing challenges of life in the 21st century. All students have a right to an arts education as a fundamental part of their overall education.

The purpose of the Dance Education curriculum is to provide developmentally appropriate practices that build on a sequential program of dance experiences, which contribute to the overall achievement of all students. Dance courses are carefully designed with experiences that include perception and response activities with movement, historical, social, and cultural dance forms, creative expression and production, aesthetics, and personal development for a successful and healthy lifetime. Honors and Gifted and Talented courses in Dance III, IV, and Company are offered at the teacher’s discretion.

Note: Dance II, III, IV, and Company require regular attendance at all performances in order to demonstrate performance competencies. Students will receive the performance dates at the beginning of the course. Demonstration of performance competencies through day and evening performances is considered equivalent to an exam and is included as a portion of the course grade. Students must be enrolled in an appropriate Fine Arts Dance course to participate in events that represent our schools, such as the County Dance Festival, All-County, All-State, Regional, National, and other enrichment dance activities.

Dance for Athletes
Course Number: 5456100
Course Number: 5456000
Prerequisites: None
Credit: ½
Credit: 1
Note: This course meets the fine arts requirement for graduation. Course 5456000 and Course 5456100 meet the fine arts requirement for graduation.

Dance for Athletes is a comprehensive movement course intended to provide cross training in fine arts dance for student athletes/non-dancers with limited dance experience. Each unit of study includes dance technique, anatomy, history, in-class evaluations, written reflections, and peer-to-peer collaboration. This course will not satisfy the Grade 9 or 10 physical education requirement. This course can be repeated for credit.

Dance I (Introductory)
Course Number: 52.0010.0
Prerequisites: None
Credit: 1
Note: This course meets the fine arts requirement for graduation. Course 52.00110.0 meets the fine arts requirement for graduation.

Dance I is an introductory movement course in the fundamentals of ballet, modern, and jazz. Each unit of study includes dance technique, history, anatomy, written/reading assignments, in-class evaluations, and a countywide final exam. Additional study includes cultural and social dance forms. This course will not satisfy the Grade 9 or 10 physical education requirement.

Dance II (Beginning)
Course Number: 52.0020.0
Prerequisites: Admission to this course is by audition or successful completion of Dance II.
Credit: 1
Note: This course meets the fine arts requirement for graduation. Course 52.0120.0 meets the fine arts graduation requirement.

Dance II is offered to students who have had Dance I or have one to three years of sufficient outside training. Units of study include ballet, modern, and jazz with further instruction in cultural and social forms, history, anatomy, improvisation, and composition. Students will have written/reading assignments, in-class evaluations, and a countywide final exam. There is one required performance in a dance concert. This course will not satisfy the Grade 9 or 10 physical education requirement.

Dance III (Intermediate) *
Course Number: 52.0030.0
Course Number: 52.0030.4 (H)
Course Number: 52.0030.5 (GT)
Prerequisites: Admission to the course is by audition or successful completion of Dance II.
Credit: 1
Note: This course fulfills the fine arts requirement for graduation. Course 52.0130.0 meets the fine arts requirement for graduation.

Dance III continues the work in ballet, modern, and jazz techniques. Students will begin to focus on the development of performance skills. Anatomy, dance
history, improvisation, and composition will enrich the course of study. Twentieth century theatrical and social dance will be explored experientially and historically. Students will have written/reading assignments, in-class evaluations, and a countywide final exam. Students will perform in various concerts throughout the year. This course may be repeated for credit.

*Honors and GT Credit are available on an individual basis.

Dance IV (Intermediate/Advanced) *
Course Number: 52.0040.0
Course Number: 52.0040.4 (H)
Course Number: 52.0040.5 (GT)
Prerequisites: Admission to this course is by audition or successful completion of Dance III.
Credit: 1
Note: This course meets the fine arts requirement for graduation.
Dance IV is an intermediate/advanced course offered to students interested in progressing to an advanced level and gaining more performance experiences. Further development in ballet, modern, jazz, and historical, cultural, social forms is correlated with a concentration on performance. Students will have written/reading assignments, in-class evaluations, student/teacher assessments, a mid-term, and final exam. Students will perform throughout the year. This course may be repeated for credit.

*Honors and GT Credit are available on an individual basis.

Dance Company (Advanced) *
Course Number: 52.7110.4 (H)
Course Number: 52.7110.5 (GT)
Prerequisites: Students are accepted through an audition.
Credit: 1
Note: Weekly, evening rehearsals are required to prepare for upcoming concerts/assemblies. Participation in countywide, state, and national fine arts dance events may require evening and weekend commitment.
Dance Company is an advanced performance course offered to students in Grades 9-12. Advanced development in ballet, modern, and jazz correlates with a concentration on performance. Historical, cultural, and social dance forms will be included in history and criticism activities. Interdisciplinary work will be included in student projects. Students will have written/reading assignments, in-class student and teacher evaluations, a mid-term, and final exam. The company will perform in a variety of settings throughout the year that will require extra-curricular dedication from the student. This course may be repeated for credit.

*Honors and GT Credit are available on an individual basis. Additional responsibilities may include leadership, choreography, attendance at concerts, and projects. See your dance teacher.

DANCE MAGNET COURSES

Ballet I
Course Number: 52.1010.5
Credit: 1
Ballet II
Course Number: 52.1020.5
Credit: 1
Ballet III
Course Number: 52.1030.5
Credit: 1
Ballet IV
Course Number: 52.1040.5
Credit: 1
Ballet V
Course Number: 52.1050.5
Credit: 1
Dance I Magnet/GT
Course Number: 52.0210.5
Credits: 2
Dance II Magnet/GT
Course Number: 52.0220.5
Credits: 2
Dance III Magnet/GT
Course Number: 52.2030.5
Credit: 2
Dance IV Magnet/GT
Course Number: 52.0240.5
Credits: 2
Dance Company Magnet/GT
Course Number: 52.7140.5
Course Number: 52.6110.4
Credit: 2
Modern Dance I
Course Number: 52.2010.5
Credit: 1
Modern Dance II
Course Number: 52.2020.5
Credit: 1
Modern Dance III
Course Number: 52.2030.5
Credit: 1
Modern Dance IV
Course Number: 52.2040.5
Credit: 1
Modern Dance V
Course Number: 52.2050.5
Credit: 1
Dance Composition I
Course Number: 52.6110.4
Credit: ½
Dance Composition II
Course Number: 52.6120.4
Credit: ½
Language of Dance
Course Number: 5262004
Credit: ½
Jazz I (Elective)
ENGLISH/LANGUAGE ARTS

MISSION

The Office of Language Arts seeks to improve student achievement by developing curriculum which is aligned with the Maryland College and Career Readiness Standards, providing professional development for the systematic implementation of the curriculum, and selecting instructional materials that are appropriate and engaging. To that end, students will be provided opportunities for creative expression on the level of their capacities and interests and taught, through experiences with literature, the language techniques and literary forms used by accomplished writers and the significant themes that reflect the human condition. Students will learn to listen attentively, to evaluate what they hear, and develop competence in those reading skills necessary for the performance of school tasks and for the use of reading as an instrument of personal achievement, enlightenment, and enjoyment throughout life.

English 9, 10, 11, and 12 are required for graduation. Multiple levels of the required courses, English 9-12, are offered in the schools. All English elective courses count as elective graduation credits and cannot be used to fulfill the four-credit English requirement.

Standard, honors, and GT levels of English are offered as enrollments justify. In these classes, the instructional level and materials are modified according to the needs of the students. Suggested course sequences are shown below.

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<th>Programs</th>
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<td>Honors English 10</td>
<td>Honors English 11 or AP English Language and Composition</td>
<td>Honors English 12 or AP English Literature and Composition</td>
</tr>
<tr>
<td>GT Program</td>
<td>English 9 GT</td>
<td>English 10 GT</td>
<td>English 11 AP English Language and Composition</td>
<td>English 12 AP English Literature and Composition</td>
</tr>
</tbody>
</table>

English 9
Course Number: 10.0900.0  Course Number: 10.0900.4 (H) Prerequisite: None
Credit: 1
Note: This course provides a Service Learning component.
The English 9 program culminates the study of literary genre initiated in middle school and provides a balanced program of reading, writing, speaking, listening, grammar, usage, and mechanics skills within the context of literature. Participating in a variety of integrated, student-centered, interdisciplinary activities, students learn to process information efficiently, examine ideas critically, and express themselves effectively in the real-life worlds of study, work, and leisure.

English 9 GT
Course Number: 10.0900.5 (GT)
Prerequisite: Successful completion of GT 8 English or a teacher recommendation for placement.
Credit: 1
Note: This course provides a Service Learning component.
The English 9 GT program introduces several approaches to literary criticism which students use to examine the universal themes expressed in a variety of genres and forms from both early and modern literature. Open-ended and structured writing experiences, significant research opportunities, and frequent oral/aural activities ensure the continued growth in all major skill areas.

English 10
Course Number: 10.1000.0  Course Number: 10.1000.4 (H)
Prerequisite: Successful completion of English 9
Credit: 1
The English 10 program is an integrated language arts program of literature, composition, grammar, usage, and mechanics focuses on developing awareness of various world cultures as expressed through literature. The program continues developing skills in reading/interpreting, writing, listening, speaking, language, thinking, and research through the study of a variety of literary genres. Some themes/issues in this course make connections to the Grade 10 world history course.

English 10 GT
Course Number: 10.1000.5 (GT)
Prerequisite: Successful completion of GT 9 English or a teacher recommendation for placement.
Credit: 1
The English 10 GT program is organized thematically to present the universality of the search for meaning in society through its expression in a variety of cultures and historical time periods. The focus on literary criticism begun in GT English 9 is continued with the introduction of three new approaches and is synthesized with the study of a literary work that addresses the interplay of all the approaches. A formal research paper, frequent open-ended and structured writing experiences, and specific attention to syntactical structures, usage, and mechanics further the development of composing and language skills.

English 11
Course Number: 10.1100.0
Course Number: 10.1100.4 (H)
Prerequisite: Successful completion of English 10 is recommended.
Credit: 1
The English 11 program builds on the awareness of the diversity of cultures and literature begun in Grade 10. This course provides a balanced program of reading, writing, speaking, listening, grammar, usage, and mechanics skill development within the context of an expanded and updated canon of American literature reflecting the cultural and ethnic mosaic of American society. The themes and issues studied make direct connections to the Grade 11 American history course.

AP English 11 - English Language & Composition
Course Number: 10.1100.6 (AP)
Prerequisite: Successful completion of GT 10 English or a teacher recommendation for placement
Credit: 1
AP English 11 incorporates opportunities for AP English Language and Composition preparation into a rigorous English 11 program that integrates composing, interpreting, and language experiences growing out of a largely chronological study of American literature. There are opportunities for critical and analytical examination of nonfiction, rhetorical and stylistic analysis, the study of argumentation, and language study in relation to the developing American English and the individual writer's style. Students complete a formal research paper on an American writer and the individual writer's style. Since this course involves intensive preparation for the AP test in English Language and Composition, students are expected to take the AP test.

English 12 - Honors
Course Number: 10.1200.4
Prerequisite: Successful completion of English 11 is recommended.
Credit: 1
The English 12 Honors program incorporates opportunities for students to read, analyze, and write about grade-level appropriate complex literature/text that will prepare them for post-graduation academic study and work. Students will write essays in a variety of rhetorical modes with a focus on documentary analysis, research, and composing experiences that require student responses to be text-based, clear and logical, with attention to appropriate grammar usage and mechanics.

English 12 - Standard
Course Number: 10.1200.0
Prerequisite: Successful completion of English 11 is recommended.
Credit: 1
The Standard English 12 program is designed to transition students to college. It incorporates opportunities for students to focus on developing improved skills in the area of reading and writing for college-readiness. Students will write text-based responses in a variety of modes with attention to documentary analysis and argument writing. Additionally, the course is designed to assist students in test-taking skills, especially as related to the strengthening of critical reading and writing skills.

AP English 12 - English Literature and Composition
Course Number: 10.1200.6 (AP)
Prerequisite: Successful completion of AP 11 English or a teacher recommendation for placement
Credit: 1
This course is a multi-layered study of British literature that includes an examination of the political, social, cultural, and philosophical contexts that helped shape the dominant writers of each major literary period. A unifying thread throughout is a focus on the growth and development of the English language from its Anglo-Saxon roots to our modern systems of grammar. Students compose a variety of analytical and creative pieces as they continue to develop and refine their own writing style. Since this course involves intensive preparation for the AP test in English Literature and Composition, students are expected to take the AP test.

ENGLISH ELECTIVES
Credits from these courses may not be used to fulfill the four credit graduation requirement for English. Some courses run for one semester and will be awarded ½ credit; some courses are year-long and run for two periods, will receive 2 credits.

Journalism I
Course Number: 10.1510.0
Credit: 1
Course Number: 10.1810.0 Credit: ½
Prerequisite: None
Journalism I prepares students with the fundamentals for writing, producing, and editing school newspapers.

Journalism II
Course Number: 10.1520.4 (H) Credit: 1
Course Number: 10.1560.4 (H) Credits: 2
Course Number: 10.1820.4 (H) Credit: ½
Prerequisites: Successful completion of Journalism I. This advanced course provides the production staff for the local school newspaper. Skills developed in Journalism are applied to all levels of newspaper preparation and distribution.

Journalism II: Desktop Publishing Course Number:
10.1620.4 (H) Credits: 1
Prerequisite: Successful completion of Journalism I.

In schools with desktop publishing capabilities, this advanced course provides the production staff for the local school newspaper. Students will gain skills in keyboarding and computer-assisted graphic layout and design as the skills developed in Journalism and understanding of appropriate technological systems are applied to all levels of newspaper preparation and distribution.

Journalism III
Course Number: 10.1530.4 (H) Credit: 1
Course Number: 10.1830.4 (H) Credit: ½
Prerequisites: Successful completion of Journalism II.

For this course, students must accept major leadership responsibility, usually as an editor, for the school paper. This group must meet with the Journalism II production staff at least three periods a week.

Journalism IV
Course Number: 10.1540.5 (GT) Credit: 1
Course Number: 10.1840.5 (GT) Credit: ½
Prerequisites: Successful completion of Journalism III.

In this course, students continue to refine newspaper skills of writing, layout, and management in an editorial or management position.

Language and Composition
Course Number: 10.9100.4 (H)
Credit: 1
Course Number: 10.9110.4 (H)
Credit: ½
Prerequisite: None
Note: This course is an elective for sophomores and juniors to be taken concurrently with Honors English 10, English 11, or AP English classes. This course is designed to provide students who have not previously enrolled in AP or GT classes with additional opportunities to develop the skills in critical thinking, analytical reading, and college-level writing that they need to be successful on the AP English tests.

Film Appreciation and Criticism
Course Number: 10.7000.4 (H)
Credit: 1
Course 10.7010.4(H)
Credit: ½ Prerequisite: None
This elective is open to students in Grades 10-12. It offers students the opportunity to engage critically with visual text by addressing cinematic reading strategies and textual analysis.

Accelerated English
Course Number: 10.1150.0
Prerequisite: This elective is for students who passed English 10 but did not pass the grade level assessment on their first attempt.
Credit: ½
This course is designed to assist these students in developing improved skills in test-taking, critical reading, informative and persuasive writing.

Literature Seminar
Course Number: 10.9200.0
Credit: 1
Course Number: 10.9210.0 Credit: ½
Prerequisite: Teacher recommendation.
This course is designed for students interested in an in-depth analysis of literature. Students must be able to work independently and participate actively in classroom seminars.
grammar, usage, and mechanics. This course could assist students in 11th grade who need to complete an English Bridge project.

Critical Reading
Course Number: 10.8580.0
Credit: 1
Prerequisite: None
This course is designed to assist students in developing college-level reading skills including a focus on before, during and post reading strategies that are appropriate for the rigor of high school and college texts. The course could include explicit teaching in word study for students with deficits in that area.

Speech I
Course Number: 10.2510.0
Credit: 1
Course Number: 10.2550.0
Credit: ½
Prerequisite: None
This is an introductory course in interpersonal communication and public speaking. It is designed to serve as either a self-contained program or as a springboard to more advanced courses and activities in public speaking, competitive speaking, or mass communication. It is not a speech correction course.

Speech II
Course Number: 10.2520.4 (H)
Credit: 1
Course Number: 10.2560.4 (H)
Credit: ½
Prerequisite: Successful completion of Speech I.
This course focuses on public speaking. Students will gain skills beyond those taught in Speech I and will be exposed to a wider variety of speeches and public speaking opportunities.

Speech III
Course Number: 10.2530.4 (H)
Credit: 1
Course Number: 10.2570.4 (H)
Credit: ½
Prerequisites: Successful completion of Speech I and II.
This is an advanced public speaking course. In it, students will polish their public speaking skills, continue to gain experience in a wide variety of types of public speaking, and participate in more types of public speaking opportunities, including contests, tournaments, and leagues.

Speech IV
Course Number: 10.2540.5 (GT)
Credit: 1
Course Number: 10.2580.5 (GT)
Credit: ½
Prerequisites: Successful completion of Speech I, II, and III.
This course is an advanced public speaking course in which students will hone their competitive speaking skills and further develop their expertise in a variety of types of public speaking venues, including local, state, and national contests, tournaments, and leagues.

Technical Theatre I
Course Number: 10.3110.0
Prerequisite: None
Credit: 1
This course provides the fundamentals of technical theatre to students having special aptitude for stagecraft -- set design and construction, lighting, and audio effects.

Technical Theatre II
Course Number: 10.3120.4 (H)
Prerequisite: Successful completion of Technical Theatre I.
Credit: 1
This advanced course provides the technical staff for school theatrical productions. Skills developed in Technical Theatre I will be applied to all levels of theatrical productions.

Theatre Arts I
Course Number: 10.3010.0
Credit: 1
Course Number: 10.3050.0
Credit: ½
Prerequisite: None
Note: If completed for one credit, this course satisfies 1 credit of the fine arts graduation requirement. If completed for ½ credit, this satisfies ½ credit of the fine arts credit requirement. This course develops an understanding of theatre arts, including activities for voice and body. It includes an introduction to aspects of the visual theatre (scenery, lighting, costumes, and make-up).

Theatre Arts II
Course Number: 10.3020.4 (H)
Credit: 1
Course Number: 10.3060.4 (H)
Credit: ½
Prerequisites: Successful completion of Theatre Arts I.
Note: If Theatre Arts I was taken for ½ credit, Theatre Arts II will satisfy another ½ credit of the Fine Arts graduation requirement. In addition to a more refined approach to creative drama and technical theatre, this course includes script interpretation, character development, and scenic design.
Theatre Arts III
Course Number: 10.3030.4 (H)
Credit: 1
Prerequisites: Successful completion of Theatre Arts I and II.
This course is directed to students having special aptitude for theatre. In addition to in-class course work, students will be responsible for independent projects from such areas as creative drama for children, reader's theatre, puppet theatre, and design and production.

Theatre Arts IV
Course Number: 10.3040.5 (GT)
Credit: 1
Prerequisites: Successful completion of Theatre Arts I, II, and III.
In this course, students will be responsible for independent projects in such areas as creative drama for children, reader's theatre, puppet theatre, design, and production.

Technical Writing
Course Number: 10.4510.0
Credit: 1
Course Number: 10.4610.0
Credit: ½
Prerequisite: None
In this course, students will learn the basics of technical writing.

Introduction to Creative Writing
Course Number: 10.1360.0
Credit: 1
Course Number: 10.1370.0
Credit: ½
Prerequisite: None
This course introduces all aspects of creative writing, including poems, short stories, short plays, and essays.

Advanced Creative Writing
Course Number: 10.1420.4 (H)
Credit: 1
Course Number: 10.1470.4 (H)
Credit: ½
Prerequisite: Successful completion of Introduction to Creative Writing.
This course will focus on advanced skills in writing sketches, short stories, plays, poetry, and essays.

GT Creative Writing
Course Number: 1014205
Credit: 1
Prerequisite: Successful completion of Advanced Creative Writing
This course is designed to provide students continued practice with advanced writing techniques, devices, and forms.

Yearbook I
Course Number: 10.1910.0
Credit: ½
Course Number: 10.2010.0
Credit: 1
Prerequisite: None
Yearbook I develops the skills necessary to produce the school yearbook; copy writing, photography, layout, budgeting, promotion, and art design are addressed.

Yearbook II
Course Number: 10.1920.4 (H)
Credit: ½
Course Number: 10.2020.4 (H)
Credit: 1
Prerequisites: Successful completion of Yearbook I
In this course, the student continues to apply yearbook skills, extend areas of expertise, and assume more responsibility, usually in an editorial or management position, in the production of the school yearbook.

Yearbook III
Course Number: 10.1930.4 (H)
Credit: ½
Course Number: 10.2030.4 (H)
Credit: 1
Prerequisites: Successful completion of Yearbook I and II
In this course, the student continues to apply yearbook skills, extend areas of expertise, and assume more responsibility in an editorial or management position in the production of the school yearbook.

Yearbook IV
Course Number: 10.1940.5 (GT)
Credit: ½
Course Number: 10.2040.5 (GT)
Credit: 1
Prerequisites: Successful completion of Yearbook I, II, and III
In this course, students continue to refine yearbook skills and assume more responsibility in an editorial or management position in the production of the school yearbook.

Yearbook II: Publishing Enterprises
Course Number: 10.2100.4 (H)
Credit: 1
Prerequisites: Successful completion of Yearbook I
This course is designed to teach those skills necessary for layout, design, and publishing of a yearbook.
ENGLISH ADVANCED PLACEMENT COURSES

Advanced Placement English courses are scheduled whenever they are justified by enrollment. Students enrolled in advanced placement courses are eligible for GT credit. Each advanced placement course includes a study of critical reading, author’s style, argument, and writing. Successful completion of course and scoring high on the AP test may give students college credit.

AP English 11 - English Language & Composition
Course Number: 10.1100.6
Credit: 1

AP English 12 - English Literature and Composition
Course Number: 10.1200.6
Credit: 1

ENGLISH INTERNATIONAL BACCALAUREATE COURSES (IB)

International Baccalaureate English courses fulfill the rigorous requirements needed for the Honors level courses as set forth by the International Baccalaureate Program. Students will be engaged in in-depth study of author’s diction, historical context for writing, author’s style, and internal meaning of the works. Additionally, students will hone their own writing skills through study of language usage, engaging in numerous writing assignments, and by critically reading the writing of authors, peers, and themselves.

English 9 Pre-Diploma (KN, MM)
Course Number: 10.0910.7 (IB)
Credit: 1

English 10 Pre-Diploma (KN, MM)
Course Number: 10.1010.7 (IB)
Credit: 1

English 11 IB (KN, MM)
Course Number: 10.1120.7 (IB)
Credit: 1

English 12 IB (KN, MM)
Course Number: 10.1220.7 (IB)
Credit: 1

ENGLISH MAGNET COURSES

Advanced Journalism (CC)
Course Number: 10.1700.5 (GT)
Credit: 1

Technical Theatre III (CC)
Course Number: 10.3130.4 (H)
Credit: 1

Design & Production I (CC, PT)
Course Number: 10.3210.5 (GT)
Credit: 1

Design & Production II (CC, PT)
Course Number: 10.3220.5 (GT)
Credit: 1

Design & Production III (CC, PT)
Course Number: 10.3250.5 (GT)
Credit: 2

Design & Production IV (CC, PT)
Course Number: 10.3270.5 (GT)
Credits: 2

Fiction to Script (CC)
Course Number: 10.1460.5 (GT)
Credit: ½

Musical Acting (CC, PT)
Course Number: 10.3310.5
Credit: 1

Advanced Movement in Theater (CC)
Course Number: 10.3320.5 (GT)
Credit: ½

Fundamentals of Acting (CC, PT)
Course Number: 10.3400.5 (GT)
Credit: 1

Acting I (CC, PT)
Course Number: 10.3410.5 (GT)
Credit: 1

Acting II (CC, PT)
Course Number: 10.3440.5 (GT)
Credit: 2

Acting Shakespeare (CC, PT)
Course Number: 10.3480.5 (GT)
Credit: 1

Performance Styles (CC)
Course Number: 10.3510.5 (GT)
Credit: ½
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>CC Credit</th>
<th>GT Credit</th>
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<tbody>
<tr>
<td>Theatre Technology</td>
<td>10.3610.5</td>
<td>1</td>
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<tr>
<td>Assistantship for Introduction to the Theatre</td>
<td>10.3900.0</td>
<td></td>
<td>½</td>
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<tr>
<td>Assistantship for Technical Theatre</td>
<td>10.3910.0</td>
<td></td>
<td>½</td>
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<tr>
<td>Literary Forms</td>
<td>10.6410.5</td>
<td>1</td>
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<tr>
<td>Poetic Traditions</td>
<td>10.6420.5</td>
<td>1</td>
<td></td>
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<tr>
<td>Free Verse</td>
<td>10.6500.5</td>
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<td>½</td>
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<tr>
<td>Advanced Topics in Fiction</td>
<td>10.6550.5</td>
<td>½</td>
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<tr>
<td>Film Making</td>
<td>10.6610.5</td>
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<tr>
<td>Advanced Literature Seminar</td>
<td>10.9260.5</td>
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<tr>
<td>Writing Seminar</td>
<td>10.9270.5</td>
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<tr>
<td>Writing Seminar: Literary Nonfiction Writing</td>
<td>10.9310.5</td>
<td>½</td>
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<tr>
<td>Writing Seminar: Screenwriting</td>
<td>10.9330.5</td>
<td>½</td>
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<tr>
<td>Theatre Production Seminar</td>
<td>10.9420.5</td>
<td>2</td>
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<tr>
<td>Movement in Theatre</td>
<td>10.3300.5</td>
<td>1</td>
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ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

MISSION
The Office of ESOL empowers English Learners by providing culturally and linguistically responsive instruction and support services. The Office of ESOL supports student achievement through the design, implementation and assessment of curricula focused on the academic language necessary for success in content areas. By incorporating the WIDA standards of the Language of Math, the Language of Science, the Language of Social Studies, the Language of Language Arts and Social and Instructional Purposes students are increasingly prepared for the language demands associated with the grade-level content classes.

Newcomer ESOL courses
Course Number: 31.1050.0 ESOL Newcomer (if data indicate academic deficit)* (DN, LN, OM, PR, WD)
Prerequisite: None
Credit: 1
Note: This course earns a world language credit.

Course Number: 31.6010.0 ESOL Math (If data indicate a math deficit) (DN, LN, OM, PR, WD)
Prerequisite: None
Credit: 1
Note: ESOL math earns a mathematics credit.

Course Number: 31.7150.0 ESOL Academic Foundations (DN, LN, OM, PR, WD)
Prerequisite: None
Credit: 1
Note: This course earns a world language credit.

*Only students between 1-1.9 proficiency on the WIDA-APT test who are new to the United States and who have interrupted schooling, limited formal schooling, or other gaps in their education should be scheduled into ESOL Newcomer.

Level I (Beginner) ESOL courses
Course Number: 31.11010.0 ESOL I (DN, LN, OM, PR, WD)
Prerequisite: None
Credit: 1

Course Number: 31.5010.0 ESOL American Culture (DN, LN, OM, PR, WD)
Prerequisite: None
Credit: 1

Course Number: 31.31100.0 Learning Through Content I (DN, LN, OM, PR, WD)
Prerequisite: None
Credit: 1

Note: ESOL I is equivalent to English 9 credit.
Beginning English Learners enroll in courses from among those listed above that target their specific needs.

Level II (High Beginner) ESOL courses
Course Number: 31.1020.0 ESOL II (DN, LN, PR, OM, WD)

Course Number 31.31200.0 Learning Through Content II (DN, LN, OM, PR, WD)
Prerequisite: LTC I or score on placement test
Credit: 1

Note: ESOL II is equivalent to English 12 credit. High Beginner English Learners have either entered Baltimore County Public Schools with a 2.0 English proficiency level or have progressed through the ESOL program to this level. These students combine ESOL courses from those listed above determined by individual student needs with mainstream classes.

Level III (Low Intermediate) ESOL course
Course Number: 31.3030.0 ESOL III (DN, LN, PR, OM, WD)
Prerequisite: ESOL II or score on placement test.
Credit: 1

Note: This course earns a world language credit.
Low intermediate English Learners have either entered Baltimore County Public Schools at a 3.0 English proficiency level or they have progressed through the ESOL program to this level.

Level IV (High Intermediate) ESOL course
Course Number: 31.100.0 ESOL IV (DN, LN, PR, OM, WD)
Prerequisite: ESOL III or score on placement test.
Credit: 1

Note: This course earns a world language credit.
High intermediate English Learners have either entered Baltimore County Public Schools at a 4.0 English proficiency level or they have progressed through the ESOL program to this level.

Level V (Advanced) ESOL course

American Culture is a course appropriate for any English learner who is new to American school at a proficiency level of 1 or 2.
Course Number: **ESOL V** (DN, LN, PR, OM, WD)
Prerequisite: ESOL IV
Credit: 1

Note: This course earns a world language credit. High intermediate English Learners have progressed through the ESOL program to this level.
HEALTH EDUCATION

MISSION

The mission of health education is to provide a comprehensive PreK-12 skills-based instructional program founded on sound research, stakeholder collaboration, and performance skills. The curriculum is aligned with national and state standards and is designed to motivate and assist all students in maintaining and/or improving their wellness and reducing injury and disease-related risks.

The health education curriculum provides students with the knowledge and skills needed to adopt and maintain healthy lifestyles and become health-literate individuals. The health-literate individual has the ability to access, understand, appraise, apply, and advocate for health information and services in order to maintain or enhance one’s own health and the health of others. Students will have opportunities to improve health literacy, including improving knowledge and developing life skills, which are conducive to individual and community health.

Health 9/10 and Health 11/12 both meet the health education graduation requirement. Health 9/10 is offered for either Grade 9 or 10. Health 11/12 is offered for either Grade 11 or 12.

Health 9/10
Course Number: 51.1010.0
Course Number: 51.1010.5 (GT)
Prerequisite: None
Credit: ½
Note: Offered for either Grade 9 or 10. This course meets the health education graduation requirement. This course will focus on developing knowledge and skills in the early high school years to address health and wellness issues affecting youth as cited by the Center for Disease Control and Prevention. Topics covered in this course include mental and emotional health, healthy eating, safety and injury prevention, family life and human sexuality, substance abuse prevention, and disease control and prevention.

Health 11/12
Course Number: 51.1020.0
Course Number: 51.1020.5 (GT)
Prerequisite: None
Credit: ½
Note: Offered for either Grade 11 or 12. This course meets the health education graduation requirement. This course will focus on developing knowledge and skills in the later high school years to address health and wellness issues affecting youth as cited by the Center for Disease Control and Prevention. Topics covered in this course include mental and emotional health, healthy eating, safety and injury prevention, family life and human sexuality, substance abuse prevention, and disease control and prevention.

Health (Advanced)
Course Number: 51.1100.0
Course Number: 51.1100.4 (H)
Prerequisite: Successful completion of Health 9/10, Health 9/10 GT, Health 11/12, or Health 11/12 GT
Credit: ½
Note: This is an elective course. This course is available to those students who would like to extend their knowledge of health topics such as: mental health and emotional health, healthy eating, safety and injury prevention, family life and human sexuality, substance abuse prevention, and disease control and prevention. Students will explore current health issues and career opportunities. Through discussions, group presentations, guest speakers, research opportunities, and advocacy projects, students will develop the skills to take active roles in their current and future wellness.
LIBRARY MEDIA

MISSION

The mission of the library media program of instruction is to prepare students as “knowledge workers” by integrating information and technology literacy skills with all curricular content. The library media specialist is the catalyst that inspires students to choose reading for pleasure by providing an age/level appropriate and current collection of reading materials. Library media centers provide comprehensive services related to the organization and management of print, digital, video-on-demand resources, and related information technologies to provide equitable instruction and access by the educational community to information resources that support teaching and learning.

Independent Research Seminar - Semester
Course Number: 86.9000.0
Course Number: 86.9000.4 (Honors)
Course Number: 86.9000.5 (GT)
Prerequisite: None
Credit: ½
This course will lead students to the completion of original and independent research. Students will work independently with a faculty team support to generate a research question, conduct a literature review, contact content-area experts and engage them as mentors, develop hypotheses, collect and analyze data and present their findings at the annual Student Independent Research Symposium. Students will be taught statistical analysis, research methods and how to write a thesis-type report to accompany their research. Students will be encouraged to continue their study, data collection, and/or prototype development and may apply for an internship through the School to Career program to work with a mentor from a local university, community-based organization, or research facility. The course research framework is accessible by clicking on this link.

Independent Research Seminar - Year
Course Number: 86.9010.0
Course Number: 86.9010.4 (Honors)
Course Number: 86.9010.5 (GT)
Prerequisite: None
Credit: 1
This course will lead students to the completion of original and independent research. Students will work independently with a faculty team support to generate a research question, conduct a literature review, contact content-area experts and engage them as mentors, develop hypotheses, collect and analyze data and present their findings at the annual Student Independent Research Symposium. Students will be taught statistical analysis, research methods and how to write a thesis-type report to accompany their research. Students will be encouraged to continue their study, data collection, and/or prototype development and may apply for an internship through the School to Career program to work with a mentor from a local university, community-based organization, or research facility.
MATHEMATICS

MISSION

All Baltimore County students will learn rigorous mathematics in an active, engaging environment and will be taught by effective, highly qualified teachers. Instruction will be appropriate for every student and will integrate cutting-edge technology into an application-based mathematical program building the foundation for interested students to step into the world of science, engineering, and applied and pure mathematics. Teachers in mathematics classrooms will create an instructional environment for students to gain an appreciation of mathematics and to understand how mathematics is a viable subject connected to all aspects of everyday life.

Algebra I, Geometry, and Algebra II meet the University of Maryland System entrance requirements and satisfy the Maryland graduation requirements for mathematics. Gifted and talented/Advanced Academic and Honors sections of courses are advanced courses for the Maryland High School Certificate of Merit. In these classes, the instructional level and materials are modified according to the needs of the students. Course selections will vary according to the academic level and occupational goals of students. Course sequences are shown below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Program</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II or Sets, Functions, and Probability</td>
<td>Algebra II or Pre-College Math or Trigonometry with Algebra or other Mathematics courses including Advanced Placement Statistics</td>
</tr>
<tr>
<td>Honors Program</td>
<td>Hono rs Geomet ry</td>
<td>Honors Algebra II</td>
<td>Honors Trigonometry with Analytic Geometry and/or Honors College Algebra or Honors</td>
<td>Honors Trigonometry with Analytic Geometry or Honors College Algebra or Honors Calculus or AP Calculus AB and/or AP Statistics</td>
</tr>
<tr>
<td>GT/AA Program</td>
<td>GT/AA Algebra II</td>
<td>GT/AA Pre-Calculus or Trigonometry with Analytic Geometry and College Algebra</td>
<td>AP Calculus 1 AB and/or AP Statistics</td>
<td>AP Calculus II BC and/or AP Statistics</td>
</tr>
</tbody>
</table>

Prerequisites: Successful completion of Algebra I is not required.

Algebra I

Course Number: 20.2100.0 Prerequisite: None Credit: 1

Algebra I provides the foundation for a program in advanced algebra based mathematics courses. This course completes the study of linear functions and introduces exponential relationships and functions. Students also complete an in-depth study of quadratic functions. Algebra I requires the use of a graphing calculator.

Geometry

Course Number: 20.3000.0
Course Number: 20.3000.4 (Honors)
Course Number: 20.0900.5 (GT/AA)
recommended. (Students who received a D in Algebra I are encouraged to retake the course in Summer School.) Only 1 credit in Geometry may be earned.

Credit: 1
This course develops the important ideas of Euclidean geometry from a transformational approach, the analytic-synthetic method of proof, and lays a foundation for subsequent courses in mathematics and science. High school geometry is primarily deductive and employs methods of logical reasoning.

Sets, Functions, and Probability
Course Number: 20.2350.0
Prerequisites: Successful completion of Algebra I and Geometry is recommended.
This course involves the study of concepts beyond the Algebra and Geometry courses and assumes that students have taken prerequisite courses. The course presents topics that lead to a future complete study in Algebra II and will develop new concepts necessary for success on the SAT.

**Algebra II**
Course Number: 20.2200.0
Course Number: 20.2200.4 (Honors)
Course Number: 20.0850.5 (GT/AA)
Prerequisites: Successful completion of Algebra I is required. Teacher recommendation is required for Honors Algebra II. (Students who received a D in Algebra I are encouraged to retake the course in Summer School.)
Credit: 1
This course extends the study of linear, quadratic, and exponential functions, to include polynomial, rational, radical, and logarithmic functions. Algebra II requires the use of a graphing calculator.

**Trigonometry with Algebra**
Course Number: 20.2400.0
Prerequisites: Successful completion of Algebra I, Geometry and Algebra II is required.
Credit: 1
This course reviews and extends the concepts from Algebra II to support the study of Trigonometry. Students will use graphing utilities to examine functions and their inverses, trigonometric functions and their graphs, polar coordinates, identities, formulas and equations, and the solving of right triangles. The course also features preparation for the mathematics portion of the SAT. Trigonometry with Algebra requires the use of a graphing calculator.

**Pre-College Mathematics: Advanced Algebra**
Course Number: 20.2500.0
Prerequisites: Successful completion of Algebra I, Geometry and Algebra II is required.
Credit: 1
This senior level elective mathematics course uses applications to enhance understanding of advanced algebraic topics like linear models and systems, quadratic and rational functions, exponential and logarithmic functions, and conic sections. The goal is to prepare students to transition from high school to college level mathematics seamlessly.

**Trigonometry with Analytic Geometry**
Course Number: 20.4010.4 (Honors)
Course Number: 20.4010.5 (GT/AA)
Prerequisites: Successful completion of Algebra II and Geometry and teacher recommendation are required.
Credit: 1
This course serves as a foundation for students who will be taking calculus. It focuses on right triangle trigonometry, circular functions, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities, coordinate geometry, oblique triangles, vectors, conic sections, parametric equations, and polar coordinates. This course requires the use of a graphing calculator.

**College Algebra**
Course Number: 20.2800.4 (Honors)
Course Number: 20.2820.5 (GT/AA)
Prerequisites: Successful completion of Algebra I, Geometry and Algebra II and teacher recommendation are required.
Credit: 1
Designed as a college freshman level course, this course focuses on function theory and topics from linear algebra. College Algebra requires the use of a graphing calculator.

**Pre-Calculus**
Course Number: 20.4900.4 (Honors)
Course Number: 20.4910.5 (GT/AA)
Prerequisites: Successful completion of Algebra I, Geometry and Algebra II and teacher recommendation are required.
Credit: 1
Pre-calculus is an advanced course that combines selected topics from function theory, linear algebra, trigonometry, and analytic geometry in preparation for Calculus I and II. Pre-calculus requires the use of a graphing calculator.

**Calculus (Honors)**
Course Number: 20.5040.4
Prerequisites: Successful completion of Pre-calculus or College Algebra and Trigonometry with Analytic Geometry are required.
Credit: 1
This course is designed for seniors who desire an introduction to calculus in anticipation of taking calculus as college freshmen. The course presents the theory and techniques of differential and integral calculus with applications but does not maintain the pace or level of rigor appropriate for students planning to take the AP tests. This course requires the use of a graphing calculator.

**AP Calculus 1 AB**
Course Number: 20.5120.6
Prerequisites: Successful completion of Pre-calculus or College Algebra and Trigonometry/Analytic Geometry and teacher recommendation are required.
Credit: 1
This course is designed for students who desire advanced standing in college. It deals with the theory and techniques of differential and integral
calculus with applications. Students are provided a structured preparation for the AP exam (AB). Students in the GT/AA program must take this course in Grade 11 in order to enroll in GT/AA Mathematics 12: AP Calculus II BC. This course is available to seniors in the honors program. The use of a graphing calculator is required.

AP Calculus II BC
Course Number: 20.5300.6
Prerequisites: Successful completion of AP Calculus AB is required.
Credit: 1
This course is designed to provide students in the gifted and talented mathematics program with a sound background in multivariable calculus. Topics include vector-valued functions, partial derivatives, directional derivatives, multiple integrals, vector fields, line and surface integrals, and Green’s and Stokes’ Theorems. Students are provided a structured preparation for the AP exam (BC). Calculus II requires the use of a graphing calculator.

Statistics and Probability (Honors)
Course Number: 20.6030.4
Credit 1
This course features the study of techniques in descriptive statistics for one variable, bivariate, and categorical data; frequency and probability of distributions; and the introduction of hypothesis testing.

Statistics: AP
Course Number: 20.6030.6
Credit: 1
Prerequisites: Successful completion of College Algebra and Trigonometry/Analytic Geometry or Precalculus is recommended.
Credit: 1
This calculator-assisted course features the study of techniques in descriptive and inferential statistics and includes frequency and probability distributions, Central Limit Theorem, hypothesis testing and confidence intervals, correlation and regression for bivariate data, analysis of variance, and nonparametric statistics. Students successfully completing this course will be prepared for the AP test in statistics.

Multivariable Differential Calculus *
Course Number: 20.7000.5
Prerequisites: Successful completion of AP Calculus BC.
Credit: 1
This course is designed to provide students in the gifted and talented mathematics program with a sound background in multivariable differential calculus. Topics include vector-valued functions, partial derivatives, directional derivatives, multiple integrals, vector fields, line and surface integrals, and Green’s and Stokes’ Theorems.

Linear Algebra *
Course Number: 20.2830.5
Prerequisites: Successful completion of AP Calculus II BC.
Credit: 1
This introductory course is designed to provide students in the gifted and talented mathematics program with a sound background in linear algebra. Topics include matrices, linear equations, vector spaces, bases and coordinates, linear transformations, eigenvectors and eigenvalues, and diagonalization.

Differential Equations *
Course Number: 20.2600.5
Prerequisites: Successful completion of AP Calculus II BC.
Credit: 1
This introductory course is designed to provide students with a sound background in differential equations. The course presents basic techniques and methods for solving ordinary differential equations, covering many if not all of the topics found in most first-quarter college courses in differential equations.

* Offered through third party vendors

MATHEMATICS ELECTIVES
Credits from these courses may not be used to fulfill the three credit graduation requirement for Mathematics. These courses run for one semester and will be awarded ½ credit.

SAT Preparation - Mathematics
Course Number: 80.0910.0
Credit: ½
Prerequisite: Successful completion of Algebra I and Geometry are recommended. Completion of PSAT required. This course is designed for those students who are preparing to take the SAT. It will include an analysis of the tests as well as practice exercises in test-taking mathematics techniques.

SAT Preparation - Critical Reading/Writing
Course Number: 80.0970.0
Prerequisite: Completion of PSAT required.
Credit: ½
This course is designed for those students who are preparing to take the SAT. Instruction will focus on critical reading and writing strategies as well as practice exercises in test-taking techniques necessary for success on the test.
MATHEMATICS ADVANCED PLACEMENT COURSES

Advanced Placement mathematics courses are scheduled whenever they are justified by enrollment. Students enrolled in advanced placement courses are eligible for GT credit. Each advanced placement course includes a study of major mathematical concepts and principles, and includes opportunities that develop problem solving and communication skills.

AP Calculus 1 AB
Course Number: 20.5120.6 Credit: 1

AP Statistics
Course Number: 20.6030.6 Credit: 1

AP Calculus II BC
Course Number: 20.5300.6 Credit: 1

MATHEMATICS INTERNATIONAL BACCALAUREATE (IB)

Math Applications & Interpretations
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Math Applications & Interpretations 1 IB
Course Number: 20.6200.7 Credit: 1

Math Applications & Interpretations 2 IB
Course Number: 20.6210.7 Credit: 1

Math Analysis & Approaches
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Math Analysis & Approaches 1 IB
Course Number: 20.6220.7 Credit: 1

Math Analysis & Approaches 2 IB
Course Number: 20.6230.7 Credit: 1
MUSIC MISSION

The mission of the Office of Music and Dance Education is to provide leadership and support for schools in delivering comprehensive, engaging, and rigorous Music and Dance instructional programs for all students grades K-12 in alignment with the Maryland Fine Arts Standards and National Core Arts Standards. Creative expression, active engagement, performance, and development of artistic literacy are hallmarks of Music and Dance instruction in our schools which empower lifelong relationships with the arts and enrich perspectives as global citizens.

Extra-curricular countywide enrichment activities provide students with additional experiences to develop higher levels of performance skills. Baltimore County Public Schools was recognized by the President’s Committee on the Arts and Humanities as a school system offering high quality fine arts education for all students. Additionally, BCPS has been named as one of the Best Communities for Music Education by the NAMM Foundation (2004, 2006-2020).

Notes: All students must earn one full credit in Fine Arts. This Fine Arts graduation requirement may be satisfied by successful completion of AP Music Theory, Music and Audio Technology, Music Design and Production, Music Recording and Marketing, Class Piano, Band, Chorus, or Orchestra. Courses such as band, chorus, and orchestra require regular attendance at all performances in order to demonstrate performance competencies. Students will receive these dates at least one month prior to performances. Demonstration of performance competencies through day and evening performances is considered equivalent to an exam and is included as a portion of the course grade. Students must be enrolled in their appropriate school performance ensemble to participate in events that represent our schools such as District and State Assessments, All-Honors, All-State, Solo and Ensemble, and other enrichment musical activities.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fine Arts Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Class Piano, Guitar, Music and Audio Technology, Music Design and Production, Music Recording and Marketing, Concert Band, Symphonic Band, Mixed Chorus, Choral Ensemble, Tenor Bass Chorus, Treble Chorus, Concert Choir, Concert Orchestra, Symphonic Orchestra, Jazz Ensemble, Percussion Ensemble, Steel Drum Ensemble</td>
</tr>
<tr>
<td>Honors</td>
<td>Class Piano, Guitar, Music and Audio Technology, Music Design and Production, Music Recording and Marketing, Music Theory, Symphonic Winds, Wind Ensemble, Chorale, Tenor Bass Chorus, Treble Chorus, Concert Choir, Chamber Choir, Symphonic Orchestra, Chamber Orchestra, Jazz Ensemble, Percussion Ensemble, Steel Drum Ensemble</td>
</tr>
<tr>
<td>AP</td>
<td>AP Music Theory</td>
</tr>
<tr>
<td>GT</td>
<td>Class Piano, Guitar, Music and Audio Technology, Music Design and Production, Music Recording and Marketing, Wind Ensemble, Chamber Choir, Chamber Orchestra, Jazz Ensemble</td>
</tr>
</tbody>
</table>

Music and Audio Technology
Course Number: 45.8050.0 Course Number: 45.8060.4 (H)
Course Number: 45.8070.5 (GT)
Prerequisite: None
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
Course content will include the latest innovations and advances in the field of Music Technology. Topics will include digital sampling, sequencing, original computer-generated compositions, MIDI, and multi-track recording. In a laboratory setting, students will use technology to compose, edit, arrange, perform, and record their own music. The ability to read music is not required.

Music Design and Production
Course Number: 45.8310.0
Prerequisite: Music and Audio Technology
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
Music Design and Production is the second course in sequence after Music and Audio Technology. In this course, students will study advanced elements of mixing, sound design, and composition. Other embedded topics include related aspects of business and production.

Music Recording and Marketing
Course Number: 45.8320.0
Prerequisite: Music Design and Production
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
Music Recording and Marketing is the third course in sequence after Music Design and Production. In this course, students will study advanced concepts of recording, composition, and business-related concepts. Other embedded topics include pioneers of audio recording, consumerism of audio/recording products, and career options, among others.

Class Piano
Course Number: 45.2710.0 Course Number: 45.2720.4 (H)
Course Number: 45.2730.5 (GT)
Prerequisite: None
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
In a group setting, students will acquire the basic skills required to play the piano. Reading music notation, theory, and music elements are taught in order to provide the skills necessary to pursue musical interests.

Guitar
Course Number: 45.2810.0 Course Number: 45.2820.4 (H)
Course Number: 45.2830.5 (GT)
Prerequisite: None
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
Students are given the opportunity to study music through performance on the guitar. They will learn to read musical notation as they acquire performance skills and play various styles of music.

Music Theory
Course Number: 45.5110.4 (H)
Prerequisite: None
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
Music Theory improves students' basic understanding of music, especially as it contributes directly to appreciation and performance. It includes study in music reading and notation, ear training, keyboard training, harmony, analysis, and composition.

Music Theory-Advanced Placement
Course Number: 45.5300.6
Prerequisite: Music Theory or permission of instructor.
Credit: 1
Note: Successful completion of the above course satisfies the Fine Arts graduation requirement.
AP Music Theory concentrates instruction on a higher level of theoretical music training commensurate with college level expectations. Successful completion of the exam awards AP credit.

Band
Course Number: 45.2020.0 Concert Band
Course Number: 45.2030.0 Symphonic Band
Course Number: 45.2400.4 Wind Ensemble (H)
Course Number: 45.2400.5 Wind Ensemble (GT)
Credit: 1
Prerequisite: Requirements for admission may be selective and schools may require an audition for acceptance into this course.
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
The various bands are offered to students interested in instrumental ensemble music experiences and who have the necessary background for the particular group. The course provides an opportunity for musical growth through the study and performance of a variety of instrumental literature.
Students will develop skills and confidence in playing an individual part while working closely with others in a group.

Chorus
Course Number: 45.4100.4 Tenor Bass Chorus (H)
Course Number: 45.4210.0 Choral Ensemble
Course Number: 45.4220.0 Chorus
Course Number: 45.4310.0 Treble Chorus Course Number 45.4450.0 Concert Choir Course Number 45.4500.4 Chorale (H)
Course Number: 45.4800.4 Chamber Choir (H)
Course Number: 45.4800.5 Chamber Choir (GT)
Credit: 1
Prerequisite: Requirements for admission may be selective and schools may require an audition for acceptance into this course.
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
The various choruses are offered to students interested in singing. The courses provide an opportunity for musical growth through the study and performance of a variety of vocal literature. Students will develop skills and confidence in singing an individual part while working closely with others in a group.

Orchestra
Course Number: 45.3010.0 Concert Orchestra
Course Number: 45.3020.0 Symphonic Orchestra
Course Number: 45.3020.4 Symphonic Orchestra (H)
Course Number: 45.2100.4 Chamber Orchestra (H)
Course Number: 45.2100.5 Chamber Orchestra (GT)
Prerequisite: Requirements for admission may be selective and schools may require an audition for acceptance into this course.
Note: Successful completion of one of the courses listed above satisfies the Fine Arts graduation requirement.
Credit: 1
The various orchestras are offered to students interested in instrumental ensemble music experience and who have the necessary background for the particular group. The course provides an opportunity for musical growth through the study and performance of a variety of instrumental literature.
Students will develop skills and confidence in playing an individual part while working closely with others in a group.

Jazz Ensemble
Course Number: 45.2410.0
Course Number: 45.2410.4 (H)
Course Number: 45.2410.5 (GT)
Prerequisite: Requirements for admission may be selective and schools may require an audition for acceptance into this course.
Credit: 1
Note: Successful completion of the above course satisfies the fine arts graduation requirement.
Students will study and perform a variety of literature ranging from big band swing charts to Latin and rock arrangements. The fundamentals of improvisation will be taught along with the interpretation of jazz notation. The ensemble will be involved in presenting public performances throughout the year.

MUSIC ADVANCED PLACEMENT COURSES
Advanced Placement music courses are scheduled whenever they are justified by enrollment. Students enrolled in AP courses are eligible for GT credit.
Music Theory-Advanced Placement
Course Number: 45.5300.6
Credit: 1

MUSIC INTERNATIONAL BACCALAUREATE (IB)

IB Music Theory
Course Number: 45.5110.7
Credit: 1

MUSIC MAGNET COURSES
Only students who have applied and have been accepted into approved magnet schools or programs can take magnet courses.

History of Jazz
Course Number: 45.7010.4
Credit: ½

Music Seminar
Course Number: 45.9400.4
Credit: ½

Music Theory I/GT
Course Number: 45.5110.5
Credit: 1

Opera/Musical Theatre Workshop I
Course Number: 45.5710.5
Credit: 1

Opera/Musical Theatre Workshop II
Course Number: 45.5720.5
Credit: 1

Band 9
Course Number: 45.4610.5
Credit: 2
Chorus 9
Course Number: 45.4620.5
Credit: 2
Strings 9
Course Number: 45.3000.5
Credit: 2
Voice 1/GT
Course Number: 45.4910.5
Credit: 1
Voice 2/GT
Course Number: 45.4920.5
Credit: 1
Voice 3/GT
Course Number: 45.4930.5
Credit: 1
Voice 4/GT
Course Number: 45.4940.5
Credit: 1
PHYSICAL EDUCATION

MISSION

The purpose of the physical education program is to contribute to each student’s growth and development in the physical, cognitive, and social domains through a movement-based curriculum. This involves the delivery of a planned sequential PreK-12 instructional program that teaches skills, knowledge, and behaviors to promote lifelong fitness and activity. These components are all necessary to assist the student to become a physically-literate individual who has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The curriculum is aligned with national and state standards and is designed to educate students on improving, maintaining, and/or enhancing their personal health and wellness.

At the high school level, emphasis is placed on personalized fitness and student choice in selecting elective courses of interest.

REQUIRED COURSE

Fitness Foundations/Fitness Mastery
Course Number: 50.0900.0
Prerequisite: None
Credit: 1
Note: This is the only course which meets the Physical Education graduation requirement. There are no waivers for this requirement. Physical limitations or disabling conditions will be accommodated with an adapted program. Fitness Foundations/Fitness Mastery is required before taking electives.

In the Fitness Foundations/Fitness Mastery course, students will receive instruction and information about personal fitness components and self-management skills. With this information, students will be able to integrate the knowledge to design, plan, and perform an individualized fitness program based on personalized fitness goals. A variety of evidence-based assessments and physical activities related to skill performance, fitness, and health are analyzed and explored. The course will concentrate on concepts involving cardiorespiratory/aerobic fitness, muscular strength and endurance, body composition, and flexibility. Specific aspects of health-related fitness components will be explained and applied to activities. As students extend and refine their abilities, they will also explore and participate in individual and team sports, along with adventure and rhythmic activities as related to personal fitness. Students will learn how to adjust their personal fitness plans as their interests and physical abilities change throughout their lives.

Note: According to IDEA, students with disabilities must be provided the opportunity to enroll in a physical education class each year they are enrolled in school. Only students receiving a Maryland High School Certificate may take the Fitness Foundations/Fitness Mastery course multiple times in the appropriate environment. If students are receiving adapted physical education services, they would continue to receive the service.

ELECTIVE COURSES

Electives require the successful completion of the Fitness Foundations/Fitness Mastery Course.

All electives are designed to meet the specific interests of students in adventure activities, aerobics and body conditioning, individual sports, team sports, and weight training. Electives provide additional experiences for students to participate in activities of their interests throughout their high school career. They extend and refine specific physical skills, life skills, and health-related components of fitness. Once an introductory elective course is completed, the course can be taken multiple times for credit using the advanced course number.

Adventure Elective
Course Number: 50.1510.0 Advent. Elective -Introductory
Course Number: 50.1520.0 Advent. Elective -Advanced
Credit: 1
Course Number: 50.1810.0 Advent. Elective -Introductory
Course Number: 50.1820.0 Advent. Elective -Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.

Aerobics and Body Conditioning
Course Number: 50.3010.0 Aerobics and Body Conditioning (ABC) -Introductory
Course Number: 50.3020.0 ABC -Advanced
Credit: 1
Course Number: 50.3110.0 ABC -Introductory
Course Number: 50.3120.0 ABC -Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.
Individual Elective
Course Number: 50.1310.0 Ind. Elective-Introductory
Course Number: 50.1320.0 IE-Advanced
Credit: 1
Course Number: 50.1350.0 IE-Introductory
Course Number: 50.1360.0 IE-Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.

Physical Education Elective
Course Number: 50.1010.0 Phys. Educ. Elective-Introductory
Course Number: 50.1020.0 PE-Advanced
Credit: 1
Course Number: 50.1040.0 PE-Introductory
Course Number: 50.1050.0 PE-Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.

Team Elective
Course Number: 50.1410.0 Team Elective-Introductory
Course Number: 50.1420.0 Team Elective-Advanced
Credit: 1
Course Number: 50.1450.0 Team Elective-Introductory
Course Number: 50.1460.0 Team Elective-Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.

Weight Training
Course Number: 50.4010.0 Weight Training-Introductory
Course Number: 50.4020.0 Weight Training-Advanced
Credit: 1
Course Number: 50.4110.0 Weight Training-Introductory
Course Number: 50.4120.0 Weight Training-Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.

Leadership PE & REC
Course Number: 50.8010.0 Leadership PE & Rec (LPR)-Introductory
Course Number: 50.8020.0 LPR-Advanced
Credit: 1
Course Number: 50.8110.0 LPR-Introductory
Course Number: 50.8120.0 LPR-Advanced
Credit: ½
Prerequisite: Successful completion of Fitness Foundations/Fitness Mastery course.
The leadership elective courses develop leadership skills in physical education and recreation and allow students to carry out specific responsibilities in connection with the routine organization of a class and assistance with planned learning experiences. In the advanced courses, there will be practical experiences geared toward a better understanding of the many areas of physical education and recreation.
SCIENCE MISSION

The mission of the Office of Science PreK-12 is to work collaboratively with all stakeholder groups to define a vision for science education aligned with the Next Generation Science Standards (NGSS) and to provide leadership for the development, implementation, and assessment of that vision for Baltimore County Public Schools. These efforts are all directed toward one goal—accessing all standards for all students to support a well-rounded science curriculum that will help students to become globally competitive citizens. The Office of Science staff is committed to actively engaging students in science and engineering practices (SEP) and applying crosscutting concepts (CCC) to deepen the understanding of core ideas. They understand that the best way for students to learn is to carry out science investigations and engineering design projects related to the Disciplinary Core Ideas (DCI).

Standard, honors, and advanced academic levels of science courses are offered as enrollments justify. In these classes, the instructional level and materials are modified according to the needs of the students. Course selections will vary according to the academic level and career goals of students. Examples of suggested course sequences are shown below.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Program</strong></td>
<td>Earth Systems</td>
<td>Living Systems</td>
<td>Integrated Physics and Chemistry (IPC)</td>
<td>Science elective</td>
</tr>
<tr>
<td><strong>Honors Program</strong></td>
<td>Honors Earth Systems</td>
<td>Honors Living Systems</td>
<td>IPC or Honors NG S S Chemistry</td>
<td>Honors Physics</td>
</tr>
<tr>
<td><strong>GT/Advanced Academics Program</strong></td>
<td>AA/GT Earth Systems</td>
<td>AA/GT Living Systems</td>
<td>AA/GT Chemistry</td>
<td>AA/GT Physics</td>
</tr>
</tbody>
</table>

*Animals may be used for experimentation/dissection in this course; however, alternative activities may also be provided.

NOTE: In the following course descriptions, “successful completion” suggests a grade of “C” or better.

Anatomy and Physiology*

Course Number: 25.5020.4 (H)
Prerequisites: Successful completion of Living Systems and Chemistry or IPC is recommended.
Credit: 1
Anatomy and Physiology provides a comprehensive overview of human body systems and stresses both the structure (microscopic and macroscopic) and functioning of those systems. Research using original articles, historical papers, and other resources are required. A project or term paper may also be required.

Animal Behavior*  

Course Number: 25.1080.0  
Prerequisites: Successful completion of Living Systems and Environmental Science, IPC, or Chemistry is recommended.  
Credit: 1  
Students in the Animal Behavior course will use knowledge of life cycles, parental behavior strategies, and environmental factors to analyze population dynamics.
Aquatic Science*
Course Number: 25.6010.0
Prerequisites: Successful completion of Living Systems and Environmental Science, IPC, or Chemistry is recommended.
Credit: 1
Students in Aquatic Science will use inquiry and knowledge of ecological principles to investigate Maryland’s aquatic fresh water and tidal water environments and to demonstrate the interrelationships between the biotic and abiotic components.

Astronomy
Course Number: 25.7100.0
Magnet Course Number: 25.7150.5 (GT)
Prerequisites: Successful completion of Earth Systems, Living Systems, and Chemistry or IPC is recommended.
Credit: 1
Students will use their knowledge of astronomy to provide an explanation for the development of the modern model of the universe.
Biology: AP*
Course Number: 25.1070.6
Prerequisites: Successful completion of Living Systems, Algebra II and Chemistry or IPC is recommended.
Credits: 2
The AP Biology course is equivalent to a two-semester college introductory biology course. The content of the course is grouped into the four big ideas of evolution, cell biology, genetics and ecology. This is a lab intensive course. Students who take AP Biology will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

Biotechnology*
Course Number: 25.4530.4 (H)
Prerequisites: Successful completion of Living Systems and Chemistry or IPC is required. Concurrent enrollment in Physics is also recommended.
Credit: 1
This course combines science research techniques and hands-on laboratory activities to study molecular biology, genetics, genetic engineering, cellular biology, aquaculture, hydroponics, biological pest management, environmental and ecological management techniques, and bioethics. Development of protocols for the Science and Engineering Practices are taught for use in independent research projects. The course may be co-taught by science and technology teachers.

Chemistry
Course Number: 25.1100.0
Prerequisites: Successful completion of Living Systems and Algebra I is recommended.
Credit: 1
Chemistry is a fundamental, problem-based course, with relevant laboratory applications. Topics such as atomic theory and structure, chemical bonding and reactions, formulas and equations, solutions, acids and bases, nuclear chemistry, and environmental chemistry are included. NGSS Science and Engineering Practices are emphasized.

Chemistry: Honors
Course Number: 25.1100.4 (H)
Prerequisites: Successful completion of Living Systems and Algebra I is recommended.
Credit: 1
This problem-based course provides a quantitative and qualitative approach to the fundamentals of chemistry. Students do an in-depth study of the topics listed under Chemistry including acid-base equilibria, electrochemistry, thermodynamics, and redox reactions. NGSS Science and Engineering Practices are emphasized.

Chemistry: AP
Course Number: 25.1790.6
Prerequisites: Successful completion of Living Systems, Chemistry and Algebra II or higher is recommended.
Credit: 2
The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The content of the course is grouped into the six big ideas of atomic theory, chemical and physical properties of matter, chemical reactions, thermodynamics, and bonding. This is a lab intensive course. Students who take AP Chemistry course will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

Contemporary Problems in Biology
Course Number: 25.1090.0
Prerequisites: This elective is for students who passed Earth and Living Systems but did not pass the HS MISA on their first attempt.
Credit: ½
This elective course is designed to review the concepts of Earth, Life, and Physical Sciences for students who need to retake the HS MISA. Specific emphasis will be placed on the Crosscutting Concepts and Science and Engineering Practices. Student projects and presentations are required.

Chemistry: Gifted and Talented/Advanced Academics
Course Number: 25.1100.5 (GT)
Prerequisites: Successful completion of Living Systems and concurrent enrollment in Algebra II or higher is recommended.
Credit: 1
This problem-based course includes quantitative, qualitative, and descriptive chemistry with an emphasis on computational/problem solving skills. The lab program stresses both qualitative and analytical chemistry. Organic chemistry may be included. NGSS Science and Engineering Practices are emphasized.

Chemistry: Gifted and Talented/Advanced Academics
Course Number: 25.1100.4 (H)
Prerequisites: Successful completion of Living Systems and concurrent enrollment in Algebra II or higher is recommended.
Credit: 1
This problem-based course provides a quantitative, qualitative, and descriptive chemistry with an emphasis on computational/problem solving skills. The lab program stresses both qualitative and analytical chemistry. Organic chemistry may be included. NGSS Science and Engineering Practices are emphasized.
Earth Systems
Course Number: 25.0960.0
Prerequisites: None
Credit: 1
Earth Systems is a problem-based course designed to investigate processes that operate on Earth and address its place in the universe. Earth consists of a set of systems: atmosphere, hydrosphere, geosphere, and biosphere - that are intricately interconnected. Students will explore how small changes, including human impacts, in one part of one system can have large and sudden consequences in parts of other systems or have no effect at all.

Earth Systems Honors
Course Number: 25.0960.4
Prerequisites: Concurrent enrollment in Geometry is recommended.
Credit: 1
Earth Systems is a complex, problem-based course designed to investigate processes that operate on Earth and address its place in the universe. Earth consists of a set of systems: atmosphere, hydrosphere, geosphere, and biosphere - that are intricately interconnected. Students will explore how small changes, including human impacts, in one part of one system can have large and sudden consequences in parts of other systems or have no effect at all.

Earth Systems Gifted and Talented/Advanced Academics
Course Number: 25.0960.5
Prerequisites: Successful completion or concurrent enrollment in Geometry is recommended.
Credit: 1
Earth Systems is a complex problem-based course designed to use critical thinking to investigate processes that operate on Earth and address its place in the universe. Earth consists of a set of systems: atmosphere, hydrosphere, geosphere, and biosphere - that are intricately interconnected. Students will explore and design solutions for how small changes, including human impacts, in one part of one system can have large and sudden consequences in parts of other systems or have no effect at all.

Ecology of Maryland and the Chesapeake Bay*
Course Number: 25.6100.0
Prerequisites: Successful completion of Living Systems, Earth Systems, and Chemistry or IPC is recommended.
Credit: 1
This course analyzes the ecology, geology, and geography of the state of Maryland and examines the entire Chesapeake Bay watershed, its tributaries, and the Chesapeake Bay. Students will be asked to design and defend a plan for an aquatic or wetland restoration proposal.
Environmental Science: AP *
Course Number: 25.3030.6
Prerequisites: Successful completion of Earth Systems, Living Systems, Chemistry or IPC, and Algebra I is recommended.
Credit: 1
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Topics in the course include earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. It is a rigorous science course that stresses scientific principles and analysis and that often include a laboratory component.

Forensic Science
Course Number: 25.4810.0
Credit: ½
Course Number: 25.4800.4 (H)
Credit: 1
Prerequisites: Successful completion of Living Systems and Chemistry or IPC is recommended.
This course emphasizes the integration of science in the legal process. Students learn the role of the forensic scientist and crime laboratory in a criminal investigation, as well as crime scene procedures including the simulation of a crime scene investigation and proper collection and analysis of evidence. Students learn about toxicology and anthropology and appropriate scientific analysis of physical evidence. Problem solving and critical thinking are emphasized during extensive hands-on laboratory activities. Students also receive an introduction into the workings and application of microspectro-photometry, gas chromatography, and the polarizing microscope. Supplemental case readings may be required.

Forensic Science: Gifted and Talented/Advanced Academics
Course Number: 25.4810.5 (GT)
Credit: ½
Course Number: 25.4800.5 (GT)
Credit: 1
Prerequisites: Successful completion of Living Systems and Chemistry or IPC is required. Concurrent enrollment in Physics is also recommended.
The gifted and talented Forensic Science program includes all of the topics from Forensic Science but also takes an in-depth look at chromatography, polarizing microscopy, and analysis of drugs using spectrophotometry. Independent problem-solving, and supplemental case readings are also required.
Horticulture
Course Number: 25.2040.0
Prerequisites: Successful completion of Living Systems is recommended.
Credit: 1
Horticulture is designed for students who are interested in learning or pursuing a career in how to plant and raise garden vegetables, flowering plants, shrubs, and trees, creating a landscape design, plant conservation or who are interested in aquaponics or the floral and/or landscaping industry.

Integrated Physics and Chemistry
Course Number: 25.1400.0
Prerequisites: Earth Systems and Living Systems are recommended.
Credit: 1
Integrated Physics and Chemistry is a problem-based course designed to investigate how systems or processes depend on physical and chemical sub-processes. To understand the physical and chemical basis of a system, one must consider the structure of matter at the atomic and subatomic scale and discover how it influences the system's larger scale structures, properties, and function. The goal is to help students see that there are mechanisms of cause and effect in all systems.

Integrated Physics and Chemistry Honors
Course Number: 25.1400.4
Prerequisites: Successful completion of Earth Systems and Living Systems is recommended.
Credit: 1
Integrated Physics and Chemistry is a complex, problem-based course designed to investigate how systems or processes depend on physical and chemical sub-processes. To understand the physical and chemical basis of a system, one must consider the structure of matter at the atomic and subatomic scale and discover how it influences the system's larger scale structures, properties, and function. The goal is to help students apply the mechanisms of cause and effect in all systems.

Integrated Physics and Chemistry Gifted and Talented/Advanced Academics
Course Number: 25.1400.5
Prerequisites: Successful completion of Earth Systems and Living Systems is recommended.
Credit: 1
Integrated Physics and Chemistry is a complex, problem-based course designed to investigate how systems or processes depend on physical and chemical sub-processes. To understand the physical and chemical basis of a system, one must consider the structure of matter at the atomic and subatomic scale and discover how it influences the system's larger scale structures, properties, and function. The goal is to help students evaluate the mechanisms of cause and effect in all systems.

Microbiology
Course Number: 25.1180.4 (H)
Prerequisites: Successful completion of Living Systems and Chemistry is recommended. Credit: 1
Microbiology is the study of organisms that are microscopic, unicellular, or exist in cell clusters. Students study these organisms as biological entities. The course includes eukaryotes, such as fungi and protists, as well as prokaryotes. Microbiology also includes the study of the immune system and the body's reaction to invasion by pathogens.
Oceanography/Marine Science
Course Number: 25.6000.0
Prerequisites: Successful completion of Living Systems and Earth Systems or Earth/Space Science and Chemistry is recommended.
Credit: 1
In Oceanography/Marine Science, students will identify, locate, and describe the major bodies of water on Earth’s surface. Included in this study are ecosystem dynamics, ocean currents and waves, plate tectonics and the geology of the sea floor, as well as the various physical and chemical factors which interact to influence climate and weather to form suitable habitats for marine organisms.

Paramedical Biology
Course Number: 25.5400.0
Prerequisites: Successful completion of Living Systems is recommended.
Credit: 1
In Paramedical Biology, students use their knowledge of human anatomy and physiology to explain how body systems react to and are affected by injuries and medical emergencies. Included in this study are the legal aspects of patient care and the health care provider’s rights and responsibilities under the law. Students learn how to gather information at the scene of a medical emergency and provide basic life support techniques. Additionally, students will study selected aspects of human anatomy and physiology. The course includes hands-on laboratory work, outside readings, and investigation of allied health careers.

Physics
Course Number: 25.1200.0
Prerequisite: Successful completion of Living Systems, Chemistry, and Algebra II is recommended.
Credit: 1
This course is designed for students who intend to specialize in any kind of technical or scientific work. The course includes laboratory investigations in the study of motion, force, energy, momentum, electricity, magnetism, light, and relativity. Problem-solving and Science and Engineering Practices are emphasized.

Physics: Honors
Course Number: 25.1200.4 (H) Prerequisite: Successful completion of Earth Systems, Biology or Living Systems, and Chemistry and concurrent enrollment in Trigonometry/Analytic Geometry or higher is recommended.
Credit: 1
This program includes all topics from Physics as well as topics selected from friction, electromagnetic induction, and modern physics. Students use mathematics to solve vector problems, prove and derive formulas and perform error analysis in laboratory work. Independent problem solving and supplemental readings are included. Science and Engineering Practices are emphasized.

Physics: Gifted and Talented/Advanced Academics
Course Number: 25.1200.5 (GT)
Prerequisites: Successful completion of Earth Systems, Biology or Living Systems, and Chemistry and successful completion or concurrent enrollment in Trigonometry/Analytic Geometry or higher is recommended.
Credit: 1
This course is the equivalent of a first-semester college course in algebra-based physics, taught over a full year to enable students to develop a deep understanding of the physics content and to focus on applying their knowledge through inquiry labs. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits, static electricity and magnetism.

Physics 1: Algebra-based: AP
Course Number: 25.1890.6
Prerequisites: Successful completion of Earth Systems, Living Systems, and Chemistry and successful completion or concurrent enrollment in Trigonometry/Analytic Geometry or higher is recommended.
Credit: 1
This course is the equivalent of a first-semester college course in algebra-based physics, taught over a full year to enable students to develop a deep understanding of the physics content and to focus on applying their knowledge through inquiry labs. The course is organized around seven big ideas that cover Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits.

Physics 2: Algebra-based: AP
Course Number: 25.1910.6
Prerequisites: Successful Completion of AP Physics 1 and Trigonometry/Analytic Geometry is recommended.
Credit: 1
This course is the equivalent to a second-semester college course in algebra-based physics, taught over a full year to enable students to develop a deep understanding of the physics content and to focus on applying their knowledge through inquiry labs. The course is organized around seven big ideas that cover fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.
Physics C: AP
Mechanics only
Course Number: 25.1900.6
Credit: 1
Electricity and Magnetism only
Course Number: 25.1380.6
Credit: 1
Mechanics and Electricity and Magnetism
Course Number: 25.1290.6
Credit: 2
Prerequisites: Successful completion of Physics or AP Physics 1 and Precalculus is recommended.
Concurrent enrollment in Calculus is recommended.
This course builds on the conceptual understanding attained in a first course in physics and normally forms the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or proceeded by mathematics courses that include calculus. Methods of calculus are used in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts sequence in two major areas: mechanics, and/or electricity and magnetism.

Pre-College Science
Course Number: 25.7200.4 (H)
Prerequisites: Successful completion Living Systems and Algebra I is recommended.
Credit: 1
This course is for students who may decide late in their high school career that they would like to go to college. The course has been designed to fill potential gaps in learning and provides science content information as well as training in skills that students will need to be successful in college-level science courses. This course approaches science from an historical perspective and examines the thinking behind many important scientific achievements in the fields of Biology, Chemistry, and Physics.

Projects*
Course Number: 25.1360.4 (H)
Prerequisite: Successful completion of Living Systems and IPC or Chemistry and Physics is recommended.
Credit: 1
The Projects course is designed for students who want to further their science application skills through independent research projects. Students use skills and knowledge from earth, life and physical Science, and mathematics and apply them to self-selected experiments and projects. All students compete in at least one Museum of Industry competition. Every project/experiment must be accompanied by documentation of pre-project planning, experiment proposal, data from testing, analysis of results, and self-evaluation of the plan and project. Individual and/or group presentations are also required.

Zoology*
Course Number: 25.4010.0
Credit: ½
Course Number: 25.4000.0
Credit: 1
Prerequisite: Successful completion of Living Systems is recommended.
In Zoology, students complete a phylogenetic survey of the animal kingdom from simple invertebrate to complex vertebrate species.

SCIENCE ADVANCED PLACEMENT COURSES
Advanced Placement science courses are scheduled whenever they are justified by enrollment. Students enrolled in Advanced Placement courses are eligible for GT credit. Each advanced placement course includes a study of major scientific concepts, principles, and unifying themes, and includes laboratory work that supports the development of research skills.

Biology: AP*
Course Number: 25.1070.6
Credits: 2

Chemistry: AP
Course Number: 25.1790.6
Credit: 2

Environmental Science: AP *
Course Number: 25.3030.6
Credit: 1

Physics 1: AP
Course Number: 25.1890.6
Credit: 1

Physics 2: AP
Course Number: 25.1910.6
Credit: 1

Physics C: AP-Mechanics only
Course Number: 25.1900.6
Credit: 1

Physics C: AP-Electricity and Magnetism only
Course Number: 25.1380.6
Credit: 1
Physics C: AP - Mechanics and Electricity and Magnetism
Course Number: 25.1290.6
Credit: 2

SCIENCE INTERNATIONAL

BACCALAUREATE PROGRAMME (IB)

International Baccalaureate science courses contain a body of knowledge together with scientific practices and techniques which students are required to learn and apply. In their application of science and engineering, students develop an ability to analyze, evaluate, and synthesize scientific information. A compulsory project encourages students to appreciate the environmental, social, and ethical implications of science. The project is collaborative and interdisciplinary: students analyze a topic or problem which can be investigated in each of the science disciplines offered by the school. It is also an opportunity for students to explore scientific solutions to global questions.

Biology 9: Pre-IB*
Course Number: 25.1010.7
Credit: 1

Biology 11 IB, Honors Level*
Course Number: 25.1040.7
Credit: 1

Biology 12 IB, Honors Level*
Course Number: 25.1050.7
Credit: 1

Chemistry 10: Pre-IB
Course Number: 25.1110.7
Credit: 1

Chemistry IB, Standard Level
Course Number: 25.1120.7
Credit: 1

Physics IB, Standard Level
Course Number: 25.1220.7
Credit: 1

Note: IB courses are available only to students who have been admitted to the International Baccalaureate (IB) program. Registration for IB courses is predicated upon satisfactory completion of the requirements outlined in the International Baccalaureate curriculum.

SCIENCE MAGNET COURSES

Environmental Photography

Course Number: 25.9610.0
Prerequisites: Successful completion of Biology or Living Systems, Earth Systems or Environmental Science, and Fundamentals of Art is recommended.
Credit: 1
NOTE: Environmental Photography is offered only at Sparrows Point High School.

Field and Wildlife Biology Honors*
Course Number: 25.3100.4
Prerequisites: Concurrent enrollment in Earth Systems or Biology/Living Systems is recommended.
Credit: 1

In Field and Wildlife Biology, students are involved in a study of living organisms in the context of ecology. The course provides emphasis on identification of organisms in the field with the intent of developing a conceptual understanding of community structure and wildlife habitats.
NOTE: Field and Wildlife Biology is offered only at Sparrows Point High School.
SOCIAL STUDIES

MISSION

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (National Council for Social Studies.) To that end, social studies instruction is based on content that draws upon appropriate elements of the human and environmental condition, supports intellectual integrity, and facilitates the development of skills and processing. An effective social studies program ensures the academic development of students through appropriate balances between domestic and global contexts, between skills and concepts, between the present and past, and among the disciplines being employed. Effective social studies instruction is student-centered, relevant, rigorous, and provides student opportunities to apply the knowledge and skills required of successful adults.

Standard, honors, and gifted and talented levels of social studies courses are offered as enrollments justify. In these classes, the instructional level and materials are modified according to the needs of the students. Course selections will vary according to the academic level and occupational goals of students. Course sequences are shown below.

Students are required to earn 3½ credits in social studies. American Government, World History, United States History, and Economics and Public Issues are required. Multiple levels of the required courses through Grade 12 are offered in the schools. In these classes, the instructional level and materials are modified according to the needs of the students.

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<td>Honors Program</td>
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<td>Honors Personal Finance and Economic Theory</td>
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<td>or AP US Government</td>
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Abnormal Psychology (Honors)
Course Number: 15.310.4
Prerequisite: Grade 12 standing and completion of Psychology are recommended.
Credit: ½
Students define and analyze abnormal behavior from a variety of perspectives. The major types and ranges of abnormal behavior are examined in detail, with special emphasis on causation and symptoms. The course culminates with analysis of treatment approaches and their respective techniques.

African American History
Course Number: 15.300.0
Prerequisite: Grade 11 or 12 standing is recommended.
Credit: ½
This case study of the minority experience in American society is designed to develop an understanding of the consequences, causes, and character of the African American experience. The course provides a variety of academic and cultural activities, beginning with a historical and cultural understanding of Africa. It examines the cultural impact and economics of the slave trade, the development of the African American culture, and the continuing struggle for freedom. Appropriate political, social, and economic issues will be presented for analysis. The study of African American achievements will be reinforced with field experiences.
American Government Grade 9
Course Number: 15.0900.0
Course Number: 15.0900.4 (Honors)
Prerequisite: None
Credit: 1
Note: This course provides a Service Learning component. This course satisfies the grade level requirement for Drug Education and is a HSA course.
This course helps students develop skills and acquire insights essential to an understanding of American political, economic, and social life at the national, state, and local levels. Attention will be on political, economic, and social issues and preparation for responsible citizenship.

American Government Grade 9: GT
Course Number: 15.0900.5 (GT)
Credit: 1
Prerequisite: Participation by selection only.
Note: This course provides a Service Learning component. This course satisfies the grade level requirement for Drug Education and is a HSA course.
This course is a study of American political, economic, and social issues in national, state, and local government. In addition to factual content, the processes, institutions, and values of the American political, economic, and social systems are analyzed. Students apply understanding of government by completing ongoing issues analysis projects.

Archaeology
Course Number: 15.1600.0
Prerequisite: Grade 11 or 12 standing is recommended.
Credit: ½
This course offers students experiences that will enable them to develop archaeological perspectives on the past and present. Activities involve work with local history, historical preservation, and genealogy.

Art and Artifacts: Clues to Distant Cultures
Course Number: 15.4050.0
Course Number: 15.4050.4 (Honors)
Credit: ½
Students assume roles of art historians, archeologists, and anthropologists as they analyze the material culture of Ancient Egypt, Classical India, Classical China, the Islamic Empire, and Feudal Japan. Students will focus upon the influences that human and physical environments have on art and the influences art have on culture. The course suggests and provides guidelines for museum experiences at The Walters Art Museum.

Big History
Course Number: 15.2200.0
Course Number: 15.22004 (Honors)
Credit: 1.0
Big History examines the past, explains the present, and imagines the future. It's a story about people of the world. Big History is a course that goes beyond specialized and self-contained fields of study to grasp history as a whole. It is designed for anyone seeking answers to the big questions about the history of the Universe.

Civil Rights and Civil Liberties
Course Number: 15.6050.0
Course Number: 15.6050.5 (GT)
Prerequisite: Grade 11 or 12 standing is recommended.
Credit: ½
This course provides a focused analysis of the historical issues related to equality for African Americans. Special emphasis is placed upon the consequences of slavery, as well as segregation and discrimination in the nineteenth and twentieth century. The course concludes with investigations of the modern civil rights movement and its impact on contemporary society.

Cultural Diversity
Course Number: 15.3020.0
Prerequisite: Completion of United States History is recommended.
Credit: ½
This elective course analyzes diversity within the U.S. through anthropological, historical, and sociological approaches. The course is initiated with an analysis of the multicultural nature of American society. Students then determine the opportunities and challenges of life within a diverse society using a continuum of intergroup relations and conclude with an analysis of a public policy issue related to multiculturalism.

Personal Finance and Economic Theory
Course Number: 15.1500.0
Course Number: 15.1500.4 (Honors)
Prerequisites: Completion of American Government
Credit: ½
Note: This course satisfies the Economics graduation requirement and Maryland Financial Literacy Standards requirement.
Personal Finance and Economic Theory will prepare students for the personal financial decisions they will need to make as adults. The primary focus of the course will be personal financial literacy as well as an understanding of basic economic concepts. The course will also provide students with skills they need as they assume roles as consumers, producers, and citizens.
European History: AP
Course Number: 15.2030.6
Prerequisites: Completion of American Government Grade 9 and World History is recommended.
Credit: 1
This course is designed to prepare students to take an AP exam for college credit. Students will conduct in-depth analysis of European history from the Renaissance to the present. Course content will be based on demands of the exam and processes required for success on the examination.

Facing History: The Holocaust
Course Number: 15.1910.0
Course Number: 15.1910.4 (Honors)
Prerequisite: Grade 11 or 12 standing is recommended.
Credit: ½
Students in this course will develop an appreciation for justice, a concern for interpersonal understanding, and sensitivity for those who have been wronged. Using the Holocaust as a case study, students will identify historical patterns of racism in order to connect the past with the present. Students will then apply their understandings of human behavior in order to recognize different forms of prejudice and discrimination in a variety of settings.

Films and History
Course Number: 15.1810.0
Prerequisite: Grade 11 or 12 standing is recommended.
Credit: ½
Students will develop criteria for judging the accuracy of historical films. They will view and analyze films that portray various periods of history and research life during the portrayed historical eras to determine their historical accuracy. This will enable them to determine if movies about a historical period can be viewed for educational value and to raise questions they should consider when watching a historical film.

History Through Sports
Course Number: 15.3040.0
Prerequisite: Completion of United States History is recommended.
Credit: ½
Using sports as a catalyst, students analyze United States history during the twentieth century. Special emphasis is placed on social history, in particular, the status of minorities and women, and the insights sports can provide regarding the conditions and attitudes of historical eras. The course culminates with analysis of contemporary issues related to sports, such as substance abuse, the status awarded to athletes, and public financing of sports facilities.

Human Geography: AP
Course Number: 15.1750.6
Prerequisite: Grade 12 standing is recommended.
Credit: 1
This course is designed to prepare students to take an advanced placement examination for college credit. Students will conduct in-depth analysis of the causes and consequences of human interactions with their physical surroundings. Course content will be based on demands of the examination and processes required for success on the examination.

Introduction to International Relations
Course Number: 15.2100.4 (Honors)
Credit ½
Note: Completion of World History is recommended.
This elective course gives students the opportunity to trace the historical development of international relations. Students will analyze the relationships and behavior of nations toward each other, including the role of the United States in the international community. The course content will span history and focus on key concepts that have repeatedly influenced diplomatic initiatives.

Juvenile Justice
Course Number: 15.6020.0
Prerequisite: None
Credit: ½
This course will help students develop successful patterns of behavior by making them more aware of what triggers conflict and confrontation. Juvenile Justice will improve understanding of legal terminology, provide a greater sense of self-awareness and understanding of rules, and increase skills of communication. Students will analyze the purposes and consequences of the distinctions between the juvenile and adult legal systems. While examining issues and problems which affect our society, students will develop a sense of citizenship and responsibility.

Macro and Micro Economics: AP
Course Number: 15.1400.6
Prerequisites: Completion of American Government Grade 9, World History, and United States History is recommended.
Credit: 1
Note: This course satisfies the grade level requirement for Drug Education, the graduation requirement for Economics, and Maryland Financial Literacy Standards.
This course is designed to prepare students to take AP exams for college credit, including micro and macro economics. Course content will be based on demands of the exams and processes required for success on the exams.
Military History
Course Number: 15.2400.0
Prerequisites: Completion of World History and United States History is recommended.
Credit: ½
Military History presents students with an opportunity to enrich their study of World History and United States History. Students will analyze the meanings, motivations, and methods underlying war in different societies over time. The course investigates the development of military institutions within global and comparative frameworks.

Psychology
Course Number: 15.1300.0
Prerequisite: Grade 12 standing is recommended.
Credit: ½
This is a study of human behavior, examined within the context of the behavioral sciences of psychology and sociology. Fundamental to this course is a focus on identity development, schools of psychology, normal and abnormal behaviors, and treatment. Students are afforded opportunities to consider and apply findings of psychological research toward understandings of the dynamics of human behavior.

Modern History: Europe and the World in the Twentieth Century
Course Number: 15.200.0
Course Number: 15.2000.4 (Honors)
Credit: ½
Note: Grade 11 or 12 standing is recommended. This course addresses major political, economic, social, and intellectual events and forces which have shaped Europe in the twentieth century and which have had repercussions beyond Europe. The institution and development of a Communist system in Russia, the rise of Nazism in Germany and the Holocaust which resulted from it, the two World Wars and their settlements, and the realignments of world power since 1945 are emphasized.

Psychology: AP
Course Number: 15.1350.6
Prerequisite: Grade 12 standing is recommended.
Credit: 1
This course is designed to prepare students to take an AP exam for college credit. Students will analyze the approaches, methods, and applications of psychology. There is a special emphasis on physiological processes and resulting impacts on human behavior. Course content will be based on demands of the exam and processes required for success on it.

Philosophy (Honors)
Course Number: 15.1800.4
Prerequisite: Grade 11 or 12 standing is recommended.
Credit: ½
This course examines philosophical questions about the nature of being, the mind, ethical behavior, and life. A range of important philosophical systems and several ethical dilemmas that have consistently perplexed thoughtful people will be examined. This course should appeal to students who have a strong interest in questions rather than answers, the unknown rather than the known, ideas rather than facts, and the “why” rather than the “what.”

United States Government and Politics: AP
Course Number: 15.5030.6
Prerequisites: Completion of American Government Grade 9, World History, and United States History is recommended or participation by selection. This course can be used as a HSA course.
Credit: 1
This course is designed to prepare students to take an advanced placement examination for college credit in U.S. Government and Politics. Students will conduct in-depth analysis of our governmental structures and processes and political behaviors of individuals, groups, and institutions. Course content will be based on demands of the examination and processes required for success on the examination.

Principles of Government
Course Number: 15.1050.0
Prerequisite: This elective is designed for students who have passed American Government but have not successfully completed the Government High School Assessment (HSA).
Credit: ½
This course is structured to the testable content of the Government HSA and includes analysis of types and systems of government, governmental structures and powers, and public issues. This course affords students opportunities to apply their understanding of our political system to their experiences as young adults and citizens.

United States History Grade 11
Course Number: 15.1100.0
Course Number: 15.1100.4 (Honors)
Prerequisite: Completion of World History is recommended.
Credit: 1
A thematic chronological format beginning with the Reconstruction era provides the structure for this study of U.S. History that helps students understand the evolution and relevance of their national heritage. Themes are presented chronologically, emphasizing more recent U.S. History and development of historical thinking skills. Opportunities for analysis of historical issues and for research are imbedded within this course.
SOCIAL STUDIES ADVANCED

PLACEMENT COURSES

Advanced placement courses are scheduled whenever they are justified by enrollment. Students enrolled in advanced placement courses are eligible for GT credit. Each advanced placement course includes a study of major concepts, relationships and interpretations, and requires students to assume roles as historians and social scientists.

European History: AP
Course Number: 15.2030.6
Prerequisites: Completion of American Government Grade 9 and World History is recommended.
Credit: 1

United States Government and Politics: AP
Course Number: 15.5030.6
Prerequisites: Completion of American Government Grade 9, World History, and United States History is recommended or participation by selection
This course can be used as a HSA course.
Credit: 1

Human Geography: AP
Course Number: 15.1750.6
Prerequisite: Grade 12 standing is recommended.
Credit: 1

Macro and Micro Economics: AP
Course Number: 15.1400.6 (AP)
Prerequisites: Completion of American Government Grade 9, World History, and United States History is recommended.
Credit: 1

Psychology: AP
Course Number: 15.1350.6
Prerequisite: Grade 12 standing is recommended.
Credit: 1

U.S. History Grade 11: AP
Course Number: 15.1100.6
Prerequisite: Participation by selection only.
Credit: 1

World History Grade 10: AP
Course Number: 15.1010.6
Prerequisite: Participation by selection only.
Credit: 1
This course requires students to analyze and interpret global history through periodization and themes such as interaction, continuity and change, impacts of technology and demography, social and gender structures, cultural and intellectual developments, and functions and structures of states. This course will be directed toward assisting students to pass the AP exam in World History. Completion of the course satisfies the graduation requirement for World History.
prepare students for success in a world that is becoming increasingly global, technological, interactive, and interdependent. As stated in the “Nature of the Subject,” in the IB History Program, the goal is to “explain trends and developments, continuity and change through time and through individual events.” IB social studies courses analyze “individuals and societies in the widest context: political, social, economic, religious, technological and cultural.” Toward that end, students will engage in processes of inquiry, explanation and interpretation, and analyze the roles of the historian and social scientist in the generation and applications of knowledge. Students will demonstrate their abilities to meet program goals and objectives through examinations and presentation of in-depth research.

American Government Pre-IB (KN, MM)
Course Number: 15.0910.7 (IB)
Credit: 1

United States History 10 Pre-IB (MM)
Course Number: 15.1100.7(IB)
Credit: 1
This course prepares students for the Advanced Placement United States History examination.

World History 11 IB (, MM)
Course Number: 15.1120.7(IB)
Credit: 1

World History 12 IB (MM)
Course Number: 15.1220.7(IB)
Credit: 1

Theory of Knowledge (KN, MM)
Course Number: 15.4100.7(IB)
Credit: 1

Psychology IB (KN, MM)
Course Number: 15.1360.7(IB)
Credit: 1

History of the Americas 11 IB (KN)
Course Number: 15.1170.7(IB)
Credit: 1

History of the Americas 12 IB (KN)
Course Number: 15.1270.7(IB)
Credit: 1

Note: IB courses are available only to students that have been admitted to the International Baccalaureate (IB) program. Registration for these courses is prerequisite on satisfactory completion of the requirements outlined in the International Baccalaureate curriculum.

SOCIAL STUDIES MAGNET COURSES

American Government, Law and Public Policy
Course Number: 15.0910.5
Credit: 1

Constitutional Law
Course Number: 15.6030.5
Credit: 1

Introduction to Law
Course Number: 15.6010.5
Credit: 1

International Law
Course Number: 15.6020.5
Credit: 1

Civil & Criminal Trials
Course Number: 15.6050.5
Credit: 1

Trial Advocacy
Course Number: 15.6040.5
Credit: 1

Personal Finance and Economic Theory: GT
Course Number: 15.1500.5
Credit: ½
WORLD LANGUAGES

MISSION

The Office of World Languages is focused on building student proficiency in one or more world languages through the design, implementation, and assessment of proficiency-based curricula in Chinese, French, German, Japanese, Latin, and Spanish. Effective world language instruction offers students opportunities to engage authentically with the language as it is used in the real world. Our goal is to prepare globally competitive students who are literate in more than one language as demonstrated by their ability to earn the Maryland Seal of Biliteracy prior to graduation. In addition, the office oversees the identification of appropriate proficiency-based resources and materials and provides support and training to teachers on the best practices involved in teaching for proficiency. GT and AP courses are scheduled wherever enrollments justify.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with no prior WL or students starting a new WL</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Language &amp; Culture (H)</td>
<td>Special Topics *(GT)</td>
</tr>
<tr>
<td>Students who did not successfully complete at least 2 years of WL study</td>
<td>Level 2</td>
<td>Language &amp; Culture (H)</td>
<td>Special Topics *(GT)</td>
<td>AP/IB</td>
</tr>
<tr>
<td>Novice-level proficiency with successful completion of at least 2 years of WL study</td>
<td>Language &amp; Culture (H)</td>
<td>Special Topics *(GT)</td>
<td>AP/IB</td>
<td>AP/IB</td>
</tr>
<tr>
<td>Intermediate-level proficiency or above/heritage &amp; native speakers</td>
<td>Special Topics *(GT)</td>
<td>AP/IB</td>
<td>AP/IB</td>
<td>AP/IB</td>
</tr>
</tbody>
</table>

* Level 4 Special Topics (GT). Pilot: SY 2021-2022, Full implementation: SY 2022-2023

Chinese

Course Number: 30.8010.0 Chinese I
Course Number: 30.8020.0 Chinese II
Course Number: 30.8030.4 Chinese III (H)
Course Number: 30.8040.4 Chinese IV (H)
Course Number 30.8050.6 Chinese V (AP)
Course Number 30.8060.6 Chinese VI (AP)
Course Number 30.8070.6 Chinese VII (AP)

Prerequisite: It is recommended that students continue through the longest possible sequence.

Credit: 1

These courses develop an understanding of the Chinese people and civilization. Students communicate in spoken and written Chinese while developing their listening, speaking, reading, and writing skills. Students study the history, literature, music, art, political systems, and social institutions of China.

French

Course Number: 30.2010.0 French I
Course Number: 30.2020.0 French II
Course Number: 30.2100.4 French Language and Culture (H)
Course Number: 30.2040.4 French IV (H) Course Number: 30.2050.6 French V (AP)
Course Number: 30.2060.6
French VI (AP) Course
Number: 30.2070.6 French VII
(AP) Course Number:
30.2110.4 French I-II (H)
Course Number: 30.2300.0 Special Topics in
French (GT) (This course will pilot to replace
French IV in 2021-2022) Prerequisite: It is
recommended that students continue
through the longest possible sequence.
Credit: 1
These courses develop an understanding of
the Francophone people and their
civilizations. Students communicate in
spoken and written French while developing
their listening, speaking, reading, and writing
skills. Students study the history, literature,
music, art, political systems, and social
institutions of French-speaking countries. AP
courses include an in-depth study of the
structure, vocabulary, and culture of the
language along
with the processes necessary for success on the exam. Since the course is designed to prepare students to take an AP exam, students who enroll in the course are expected to take the test.

German

Course Number: 30.5010.0 German I
Course Number: 30.5020.0 German II
Course Number: 30.500.0 German III
Course Number: 30.5030.4 German III (H)
Course Number: 30.5040.4 German IV (H)

Prerequisite: It is recommended that students continue through the longest possible sequence.

Credit: 1

These courses develop an understanding of the Germanic people and their civilizations. Students communicate in spoken and written German while developing their listening, speaking, reading, and writing skills. Students study the history, literature, music, art, political systems, and social institutions of German-speaking countries.

Japanese (CT, OM)

Course Number: 30.7010.0 Japanese I
Course Number: 30.7020.0 Japanese II
Course Number: 30.7030.4 Japanese III (H)
Course Number: 30.7040.4 Japanese IV (H)
Course Number: 30.7050.6 Japanese V (AP)
Course Number: 30.7060.6 Japanese VI
Course Number: 30.7070.6 Japanese VII (AP)

Prerequisite: It is recommended that students continue through the longest possible sequence.

Credit: 1

These courses develop an understanding of the Japanese people and civilization. Students communicate in spoken and written Japanese while developing their listening, speaking, reading, and writing skills. Students study Japanese literature, art, history, music, political systems, and social institutions. AP courses include an in-depth study of the structure, vocabulary, and culture of the language along with the processes necessary for success on the exam. Because this course is designed to prepare students to take an AP exam, they are expected to take the test.
Latin
Course Number: 30.1010.0 Latin I
Course Number: 30.1020.0 Latin II
Course Number: 30.1030.4 Latin Language and Culture [H]
Course Number: 30.1040.4 Latin IV (H)
Course Number: 30.1050.6 Latin V (AP)
Course Number: 30.1060.6 Latin VI (AP)
Special Topics in Latin (GT): This course will pilot to replace Latin IV in 2021-2022

Prerequisite: It is recommended that students continue through the longest possible sequence.
Credit: 1
In the sequential courses, emphasis is on the Latin language and its influence on the English language as well as on all Roman languages. Students study Roman life — its leaders, government, education, literature, music, and art. AP courses include an in-depth study of the structure, vocabulary, and culture of the language along with the processes necessary for success on the exam. Because this course is designed to prepare students to take an AP exam, they are expected to take the test.

Spanish
Course Number: 30.3010.0 Spanish I
Course Number: 30.3020.0 Spanish II
Course Number: 30.1100.4 Spanish Language and Culture (H)
Course Number: 30.3040.4 Spanish IV (H)
Course Number: 30.3050.6 Spanish V (AP)
Course Number: 30.3060.6 Spanish VI (AP)
Course Number: 30.3070.6 Spanish VII (AP)
Course Number: 30.3120.4 Spanish I-II (H)
Course Number: 30.3130.0 Special Topics in Spanish (GT) (This course will pilot to replace Spanish IV in 2021-2022)

Prerequisite: It is recommended that students continue through the longest possible sequence.
Credit: 1
The sequential courses develop an understanding of the Hispanic people and civilizations. Students communicate in spoken and written Spanish while developing their listening, speaking, reading, and writing skills. Students study the history, literature, music, art, political systems, and social institutions of Spanish-speaking countries.

WORLD LANGUAGES ADVANCED PLACEMENT COURSES
Advanced Placement world languages courses are scheduled whenever they are justified by enrollment. Each advanced placement course includes an in-depth study of the structure, vocabulary, and culture of the language along with the processes necessary for success on the exam. Because these courses are designed to prepare students to take an AP exam for college credit, students are expected to take the test.

Chinese -AP
Course Number: 30.8050.6 Chinese V (AP)
Course Number: 30.8060.6 Chinese VI (AP)
Course Number: 30.8070.6 Chinese VII (AP)
Credit: 1

French - AP
Course Number: 30.2050.6 French V (AP)
Course Number: 30.2060.6 French VI (AP)
Course Number: 30.2070.6 French VII (AP)
Credit: 1

Japanese - AP
Course Number: 30.7050.6 Japanese V (AP)
Course Number: 30.7060.6 Japanese VI (AP)
Course Number: 30.7070.6 Japanese VII (AP)
Credit: 1

Latin - AP
Course Number: 30.1050.6 Latin V (AP)
Course Number: 30.1060.6 Latin VI (AP)
Credit: 1

Spanish - AP
Course Number: 30.3050.6 Spanish V (AP)
Course Number: 30.3060.6 Spanish VI (AP)
Course Number: 30.3070.6 Spanish VII (AP)
Credit: 1

WORLD LANGUAGES INTERNATIONAL BACCALAUREATE (IB)
International Baccalaureate Spanish courses at Kenwood High School, New Town High School and Milford Mill Academy are aimed at promoting an understanding of another culture through the study of a second language. The main emphasis is on language acquisition and use in a range of contexts and for different purposes.

French II Pre IB 9
Course Number: 30.2020.7
Credit: 1
French III Pre IB 10
Course Number: 30.2030.7
Credit: 1

French 4 IB
Course Number: 30.2040.7
Credit: 1

French 5 IB
Course Number: 30.2050.7
Credit: 1

Spanish II Pre IB 9
Course Number: 30.3020.0
Credit: 1

Spanish III Pre IB 10
Course Number: 30.3030.0
Credit: 1

Spanish IB 11
Course Number: 30.3030.7
Credit: 1

Spanish IB 12
Course Number: 30.3050.7
Credit: 1
Career and Technical Education (CTE): COURSES AND COMPLETER PROGRAMS

WHAT IS CAREER AND TECHNICAL EDUCATION?

Career and Technical Education (CTE) is a program that enables students to prepare for their roles as individuals, family members, and citizens. CTE is about education in middle school, high school, and college that provides students with the following:

- Academic subject matter taught with relevance to the real world, often called “contextual learning.”
- Personal and employability skills, from task and skill expertise to workplace ethics.
- Educational pathways that help students explore interests and careers while progressing through school.
- Postsecondary career pathways that include registered apprenticeship, industry certification, community college certificate/associate degree programs, and four-year college degree programs.

CTE programs provide students with BOTH relevant career skills preparation AND rigorous academic skills.

WHAT IS THE MISSION OF THE OFFICE OF CAREER AND TECHNICAL EDUCATION?

The mission of the office of CTE is to provide expertise and vision to schools as they deliver integrated programs that prepare learners academically, technically, and interpersonally for careers and lifelong learning.

WHAT ARE CAREER AND TECHNICAL EDUCATION COURSES?

Some CTE programs allow students to take one or more courses related to a career area without entering a completer pathway. Elective courses vary by school.

WHAT ARE CAREER AND TECHNICAL EDUCATION COMPLETER PROGRAMS?

A completer program is a sequence of courses in a specific career pathway that provides a minimum of 3 or 4 credits in a CTE program (not individual elective courses). All completer programs are approved by the Maryland State Department of Education (MSDE), and completion of the required CTE completer credits meets MSDE graduation requirements at the high school level. Students who successfully complete a CTE program in most career pathways are eligible for articulated college credit. (Some CTE programs of study offer as many as 21 articulated [FREE] college credits!)

Students who wish to follow a CTE career completer program may pursue career paths at their comprehensive high schools or may apply to one of the magnet CTE high schools in Baltimore County. Students are encouraged to become “dual completers” by combining a CTE completer program with the University System of Maryland completer requirements. This dual completer program will allow students to develop their full range of talents and abilities, to prepare for gainful employment, and/or to enter a community college, a four-year college, or an apprenticeship program. Dual completers meet requirements to be college AND career ready!

HOW DO STUDENTS OBTAIN MORE INFORMATION ABOUT CAREER AND TECHNICAL EDUCATION PROGRAMS?

Contact your local high school, the offices of CTE, or consult your school’s professional school counselor to obtain more information about programs and school locations.
Career and Technical Education ...Education for a Lifetime!

Career and Technical Education (CTE) programs of study provide high school students with the following benefits:

- Academic subject matter taught with relevance to the workplace.
- Workplace, personal, academic, and technical skills.
- Educational programs that help students explore interests and careers.
- Pathways that include four-year college degree programs, community college certificate/associate degree programs, registered apprenticeship, and industry certification.

**CTE programs provide students with BOTH relevant career skills AND rigorous academic skills**

Did you know...students who complete CTE programs:

- Will be prepared for both college AND careers?
- May receive FREE college credit by successfully completing a CTE program?
- May be eligible for industry credentials and related scholarships?
- May have a program of study in a career pathway that is of interest at their home high school?

### CTE Programs of Study* and Courses – 2020-2021 School Year

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<thead>
<tr>
<th>CTE Courses by Cluster/Program</th>
<th>CTE Contact/High Schools Offering</th>
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<td><strong>Arts, Media &amp; Communication Cluster Completer Programs</strong></td>
<td>School to Career Supervisor</td>
</tr>
<tr>
<td>Graphic/Print Communications Technology</td>
<td>Kenwood, Western*</td>
</tr>
<tr>
<td>Interactive Media Production</td>
<td>Carver*, Catonsville, Chesapeake*, Eastern*, Dundalk, Franklin, New Town, Parkville, Pikesville</td>
</tr>
<tr>
<td><strong>Business, Management, &amp; Finance Cluster Completer Programs</strong></td>
<td>Business Education Supervisor</td>
</tr>
<tr>
<td>Business Management</td>
<td>Chesapeake*, Dulaney, Dundalk, Franklin, Hereford, Lansdowne*, Milford Mill, Owings Mills, and Patapsco</td>
</tr>
<tr>
<td>Finance and Accounting</td>
<td>Dulaney, Hereford, and Milford Mill</td>
</tr>
<tr>
<td>Marketing</td>
<td>Catonsville, Chesapeake*, Dulaney, Hereford, Owings Mills, Perry Hall, Pikesville, Randallstown, and Woodlawn</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>Loch Raven, Milford Mill, and Sparrows Point</td>
</tr>
<tr>
<td><strong>Construction &amp; Development Cluster Completer Programs</strong></td>
<td>Technical Programs Supervisor</td>
</tr>
<tr>
<td>Carpentry Careers</td>
<td>Carver*, Perry Hall, Owings Mills, Kenwood, Lansdowne*</td>
</tr>
<tr>
<td>Electrical Careers</td>
<td>Lansdowne*</td>
</tr>
<tr>
<td>Mechanical Construction/Plumbing Careers</td>
<td>Kenwood, Western*</td>
</tr>
<tr>
<td>Heating/Ventilation/Air Conditioning/Welding</td>
<td>Dulaney</td>
</tr>
<tr>
<td>Construction Design and Management</td>
<td>Franklin, Milford Mill, Sparrows Point</td>
</tr>
<tr>
<td>Building &amp; Construction Technology</td>
<td>Eastern*, Milford Mill*, Sollers Point*</td>
</tr>
<tr>
<td><strong>Consumer Services, Hospitality &amp; Tourism Cluster Completer Programs</strong></td>
<td>Technical Programs Supervisor</td>
</tr>
<tr>
<td>Cosmetology Careers</td>
<td>Carver*, Milford Mill*, Sollers Point*, Western*</td>
</tr>
<tr>
<td>Culinary Arts (American Culinary Federation – ACF)</td>
<td>Carver*, Eastern*, Sollers Point*, Western*</td>
</tr>
<tr>
<td>Baking and Pastry Arts (ACF)</td>
<td>Sollers Point*</td>
</tr>
<tr>
<td>Food and Beverage Management (ProStart)</td>
<td>Catonsville, Dulaney, Kenwood, Lansdowne*, Milford Mill, New Town, Overlea, Parkville, Patapsco, Perry Hall, Randallstown, Sparrows Point, Woodlawn</td>
</tr>
<tr>
<td>CTE Courses by Cluster/Program</td>
<td>CTE Contact/High Schools Offering</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Environmental, Agricultural &amp; Natural Resource Systems Cluster Completer Programs</td>
<td>Technical Programs Supervisor</td>
</tr>
<tr>
<td>Agriculture Science: Animal, Plant, and Mechanical</td>
<td>Herford</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Western*</td>
</tr>
<tr>
<td>Health &amp; Biosciences Cluster Completer Programs</td>
<td>Technical Programs Supervisor</td>
</tr>
<tr>
<td>Academy of Health Professions</td>
<td>Eastern*, Overlea*, Sollers Point*, Randallstown*, Western*</td>
</tr>
<tr>
<td>Project Lead The Way: Biomedical Sciences</td>
<td>Franklin, Lansdowne*, Loch Raven, Milford Mill, New Town, Perry Hall, Sollers Point*, Woodlawn</td>
</tr>
<tr>
<td>Human Resource Services Cluster Completer Programs</td>
<td>School to Career Supervisor Business Education Supervisor</td>
</tr>
<tr>
<td>Child Care and Early Childhood Education</td>
<td>Catonsville, Kenwood, Lansdowne*, Milford Mill*, Parkville, Patapsco</td>
</tr>
<tr>
<td>Homeland Security and Emergency Preparedness</td>
<td>Chesapeake*, Dundalk, Overlea, Patapsco, Perry Hall, Pikesville</td>
</tr>
<tr>
<td>Teacher Academy of Maryland</td>
<td>Eastern*, Franklin, Loch Raven, Owings Mills, Parkville*, Perry Hall, Towson, Woodlawn</td>
</tr>
<tr>
<td>Information Technology Cluster Completer Programs</td>
<td>Business Education Supervisor</td>
</tr>
<tr>
<td>Information Technology: Computer Science</td>
<td>Carver*, Catonsville, Chesapeake*, Herford, Loch Raven, Owings Mills, Perry Hall, Sollers Point*, Sparrows Point, Western*, Woodlawn</td>
</tr>
<tr>
<td>Information Technology: Networking</td>
<td>Eastern*, New Town, Parkville, Sollers Point*, Western*</td>
</tr>
<tr>
<td>Manufacturing Engineering &amp; Technology Cluster Completer Programs</td>
<td>Technology Education Supervisor</td>
</tr>
<tr>
<td>Engineering Careers</td>
<td>Eastern*</td>
</tr>
<tr>
<td>Pathways in Technology Early College High School (P-TECH)</td>
<td>Dundalk**, Owings Mills**</td>
</tr>
<tr>
<td>Project Lead The Way: Engineering</td>
<td>Catonsville, Chesapeake*, Dulaney, Dundalk, Owings Mills, Parkville*, Pikesville, Woodlawn*</td>
</tr>
<tr>
<td>Transportation Technology Cluster Completer Programs</td>
<td>Technical Programs Supervisor</td>
</tr>
<tr>
<td>Automotive Service Technology</td>
<td>Milford Mill*, Sollers Point*, Western*</td>
</tr>
<tr>
<td>Aviation Technology</td>
<td>Herford; Kenwood</td>
</tr>
<tr>
<td>Diesel Truck and Power Systems Technology</td>
<td>Sollers Point*</td>
</tr>
<tr>
<td>School To Career Transition Completer Programs</td>
<td>School to Career Supervisor</td>
</tr>
<tr>
<td>Apprenticeship Maryland</td>
<td>All High Schools; please check with school</td>
</tr>
<tr>
<td>College-Career Research and Development</td>
<td>All Comprehensive High Schools</td>
</tr>
<tr>
<td>School To Career Transition Courses</td>
<td>School to Career Supervisor</td>
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<tr>
<td>Internship</td>
<td>All High Schools</td>
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<tr>
<td>Junior Reserve Officers’ Training Corps-JROTC Leadership Programs</td>
<td>JROTC Facilitator</td>
</tr>
<tr>
<td>Army JROTC</td>
<td>Lansdowne*, Patapsco</td>
</tr>
<tr>
<td>Air Force JROTC</td>
<td>Kenwood</td>
</tr>
<tr>
<td>Navy JROTC</td>
<td>Dundalk, Randallstown, Woodlawn</td>
</tr>
<tr>
<td>Marine Corps JROTC</td>
<td>Chesapeake*, Franklin, Parkville</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Technology Education Supervisor</td>
</tr>
<tr>
<td>Required and Advanced Technology Education</td>
<td>Course offerings vary by school</td>
</tr>
</tbody>
</table>
A CTE program of study is a sequence of courses in a specific career pathway. All CTE programs of study are approved by the Maryland State Department of Education (MSDE), and meet MSDE graduation requirements.

* Denotes a magnet program at a comprehensive school; applications may be required.  
** Denotes a program requiring separate application.
CTE: Technology Education Courses
In order to comply fully with the MSDE, COMAR, and state curriculum requirements for Technology Education, Baltimore County Public Schools has implemented a program of course work based on student performance levels. The goal of this program is to develop students who are technologically literate. The International Technology & Engineering Educators Association defines technological literacy as “the ability to use, manage, understand, and assess technology.”

The following is a listing of courses approved to meet the Maryland Technology Education Graduation Requirement. Note: [H] denotes Honors Level - [GT] denotes Gifted & Talented Level

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.1250.0</td>
<td>Foundations of Engineering</td>
<td>1</td>
<td>Designed for Grade 9-12 students</td>
</tr>
<tr>
<td>55.3500.4</td>
<td>Engineering Principles and Applications [H]</td>
<td>1</td>
<td>Designed for Grade 10-12 students enrolled in Chemistry and Geometry or above</td>
</tr>
<tr>
<td>55.3500.5</td>
<td>Engineering Technology [GT]</td>
<td>1</td>
<td>Designed for Grade 11 or 12 students enrolled in Physics and College Algebra or above</td>
</tr>
<tr>
<td>56.0200.4</td>
<td>Introduction to Engineering Design [H] – PLTW</td>
<td>1</td>
<td>Offered only at: Catonsville, Chesapeake, Dulaney, Dundalk, Owings Mills, Parkville, Pikesville, Woodlawn</td>
</tr>
</tbody>
</table>

Foundations of Computer Science (35.3500.4) and AP Computer Science Principles (35.3510.6) also satisfy the Technology Education Basic Graduation Credit.

Advanced Technology Courses and Graduation Options
WHAT ARE ADVANCED TECHNOLOGY EDUCATION COURSES?
Advanced technology education is an instructional program in which students develop advanced skills and understandings related to the use, assessment, design, and production of technological systems. It is a series of course offerings that meet Maryland’s high school graduation pathway for advanced technology education. Advanced technology education courses provide expectations and opportunities for students to:
• Work independently at an accelerated pace.
• Engage in more rigorous and complex content and processes.
• Develop authentic products that reflect students’ understanding of key concepts.

Courses involve accelerated and enriched learning experiences that require abstract and higher-order thinking skills. Completion of two or more advanced technology education credits enables students to achieve an enhanced level of technological literacy where students are intrinsically engaged with the community and advocate for technology at defined levels of society. Advanced technology education courses prepare students for further education in the areas of science, technology, engineering, or mathematics (STEM).

Courses Meeting the Advanced Technology Education Pathway
The following is a listing of Baltimore County Public Schools’ courses approved to meet the Maryland Advanced Technology Education Graduation credit requirement.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.1600.0</td>
<td>Advanced Design Applications</td>
<td>1</td>
</tr>
<tr>
<td>55.1500.0</td>
<td>Advanced Technological Applications</td>
<td>1</td>
</tr>
<tr>
<td>55.8500.4</td>
<td>Engineering Design [Honors]</td>
<td>1</td>
</tr>
<tr>
<td>55.8500.5</td>
<td>Engineering Design [GT]</td>
<td>1</td>
</tr>
</tbody>
</table>
TECHNOLOGY EDUCATION COURSES

Note: [A] = Meets Advanced Technology Education Credit; [T] = Meets Basic Technology Education Credit Requirement

Foundations of Engineering
Course Number: 55.1250.0 Prerequisite: None Credit: 1 [T]
Foundations of Engineering prepares students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations.

Engineering Principles and Applications
Course Number: 55.3500.4 (H) Prerequisites: Successful completion or concurrent enrollment in Chemistry and Geometry are recommended before enrollment in this course. Credit: 1 [T] [H]
This Grade 10-12 course is designed to complement and support the development of skills and knowledge in the areas of science, technology, engineering, and math. Geometry and chemistry content are integrated into this course through the examination of molecular models, biotechnology, beam, bridge, and barge engineering design challenges. This course is intended to provide the basic technology education course credit experience required for graduation.

Engineering Technology
Course Number: 55.3500.5 (GT) Prerequisites: Note: Successful completion or concurrent enrollment in Physics and College Algebra or above are recommended before enrollment in this course. Credit: 1 [T] [GT]
This Grade 11-12 course is intended to provide the basic technology education course credit experience required for graduation. It is designed to complement and support the development of skills and knowledge in the areas of science, technology, engineering, and mathematics. This course covers topics in a variety of engineering disciplines. It examines the methods and processes used in the civil, surveying, construction, biotechnical, electrical, mechanical, and other engineering fields. Topics include soil mechanics, project management, technical organization, and measurement equipment.

Advanced Design Applications
Course Number: 55.1600.0 Prerequisites: Completion of Basic Technology Education credit courses is required. Credit: 1 [A] Note: Elective for Grades 10-12.
This course is designed to develop technological literacy in the areas of manufacturing, construction, energy/power, and transportation. The use of hands-on activities provides students with opportunities to participate in a wide range of problem solving and critical thinking activities.

Advanced Technological Applications
Course Number: 55.1500.0 Prerequisites: Completion of Basic Technology Education credit course is required. Credit: 1[A]
This course is designed to develop technological literacy in the areas of information and communication, entertainment, recreation, medical and agricultural, and related biotechnologies. The use of hands-on activities provides students with opportunities to participate in a wide range of problem solving and critical thinking activities.

Engineering Design
Course Number: 55.8500.4 (H) 55.8500.5 (GT) Prerequisites: Completion of Engineering Principles and Applications, Engineering Technology, or Advanced Design Applications is required. Credit: 1[A]
This course prepares students to understand and apply engineering concepts and processes. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Engineering and design content, resources, and laboratory/classroom activities encourage student applications of science, mathematics, and other school subjects in authentic situations.
CTE: Junior Reserve Officers Training Corps (JROTC)

The following program is an MSDE-approved CTE-completer sequence. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree.

Note: Program availability is limited. Each school’s School to Career Transition teacher or counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force</td>
<td>Air Force JROTC I</td>
<td>Air Force JROTC II</td>
<td>Air Force JROTC III</td>
<td>Air Force JROTC IV</td>
</tr>
<tr>
<td>Army</td>
<td>Army JROTC I</td>
<td>Army JROTC II</td>
<td>Army JROTC III</td>
<td>Army JROTC IV</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>Marine Corps JROTC I</td>
<td>Marine Corps JROTC II</td>
<td>Marine Corps JROTC III</td>
<td>Marine Corps JROTC IV</td>
</tr>
<tr>
<td>Navy</td>
<td>Navy JROTC I</td>
<td>Navy JROTC II</td>
<td>Navy JROTC III</td>
<td>Navy JROTC IV</td>
</tr>
</tbody>
</table>

MISSION

The mission of the Junior Reserve Officers Training Corps (JROTC) is to instill a value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. It does not seek any particular commitment to the military. The JROTC program strengthens character, teaches discipline, promotes an understanding of the requirements for national security, encourages self-discipline, and develops respect for authority.

PREREQUISITES

Students must be enrolled and attending regular courses of instruction at the school hosting the JROTC program; be physically qualified to participate in physical education; be selected by the JROTC instructor with the approval of the principal; must be meeting graduation and academic requirements; must display acceptable standards of conduct; must be willing to meet the standards of military grooming. Fees may be required.

JROTC is a CTE program of study that satisfies graduation requirements. JROTC is designed to improve the students’ interpersonal skills by developing self-discipline, character, and communication skills. Throughout this program, students will gain an understanding of their rights, privileges and responsibilities as American citizens. For students seeking postsecondary education, this program may provide scholarship opportunities. Students, who choose to enter the armed forces and have successfully completed this program and earned their high school diploma, may be given up to a two pay-grade advancement at the time of enlistment. Students enrolled in JROTC are under no obligation to join the armed forces. Also, membership in the JROTC program is not a guarantee of one's eligibility to enter the armed forces after graduation. All JROTC Leadership Education courses address leadership education; citizenship; personal growth and responsibility; career exploration and public service; and, general military subjects.

The JROTC program is conducted only in a limited number of carefully selected high schools and academies in the United States. Its primary goal is to familiarize student cadets with basic military and traditions of the Armed Forces, without incurring any obligation of future military service or recruitment for any specific service.

AIR FORCE JROTC (KN)

Air Force JROTC I
Course Number: 86.5110.0
Credit: 1
Prerequisite: None

Air Force JROTC II
Course Number: 86.5210.0
Credit: 1
Prerequisite: Leadership Education I

Air Force JROTC III
Course Number: 86.5310.4 (Honors)
Credit: 1
Prerequisite: Leadership Education II

Air Force JROTC IV
Course Number: 86.5410.4 (Honors)
Credit: 1
Prerequisite: Leadership Education III
ARMY JROTC (LN, PT)

Army JROTC I
Course Number: 86.6110.0
Credit: 1
Prerequisite: None

Army JROTC II
Course Number: 86.6210.0
Credit: 1
Prerequisite: Leadership Education I

Army JROTC III
Course Number: 86.6310.4 (Honors)
Credit: 1
Prerequisite: Leadership Education II

Army JROTC IV
Course Number: 86.6410.4 (Honors)
Credit: 1
Prerequisite: Leadership Education III

MARINE CORPS JROTC (CH, FH, PR)

Marine Corps JROTC I
Course Number: 86.3110.0
Credit: 1
Prerequisite: None

Marine Corps JROTC II
Course Number: 86.3210.0
Credit: 1
Prerequisite: Leadership Education I

Marine Corps JROTC III
Course Number: 86.3310.4 (Honors)
Credit: 1
Prerequisite: Leadership Education II

Marine Corps JROTC IV
Course Number: 86.3410.4 (Honors)
Credit: 1
Prerequisite: Leadership Education III

NAVY JROTC (DN, RA, WD)

Navy JROTC I
Course Number: 86.4110.0
Credit: 1
Prerequisite: None

Navy JROTC II
Course Number: 86.4210.0
Credit: 1
Prerequisite: Leadership Education I

Navy JROTC III
Course Number: 86.4310.4 (Honors)
Credit: 1
Prerequisite: Leadership Education II

Navy JROTC IV
Course Number: 86.4410.4 (Honors)
Credit: 1
Prerequisite: Leadership Education III
CTE: SCHOOL TO CAREER TRANSITION COURSES
Capstone Work Experience and Internships

CAPSTONE WORK EXPERIENCE (CWE), PROGRAM-BASED LEARNING EXPERIENCES
See cluster/completer program/course listings. Pre-requisites, fees and transportation may be required.

INTERNSHIPS
This elective program provides students the opportunity to extend and apply their career-based classroom learning under the supervision of a mentor. With direction from their supervisors/mentors, student interns will observe, explore, and discover solutions to authentic problems in the workplace. Students will maintain a reflective journal of their experiences and develop a portfolio that includes an enrichment project related to their career placements. Students may complete career-field-related projects under the direction of their mentors. Prerequisite: None

Credits: ½ to 2

Intern Math/Science/ Engineering
Course Number: 86.9710.4 (H)
Course Number: 86.9710.5 (GT/AA)
Credit: ½
Course Number: 86.9410.4 (H)
Course Number: 86.9410.5 (GT/AA)
Credit: 1
Course Number: 87.0220.4 (H)
Course Number: 87.0220.5 (GT/AA)
Credits: 2

Intern Arts/ Humanities
Course Number: 86.9720.4 (H)
Course Number: 86.9720.5 (GT/AA)
Credit: ½
Course Number: 86.9420.4 (H)
Course Number: 86.9420.5 (GT/AA)
Credit: 1
Course Number: 87.1220.4 (H)
Course Number: 87.1220.5 (GT/AA)
Credits: 2

Intern Business/ Finance
Course Number: 86.9730.4 (H)
Course Number: 86.9730.5 (GT/AA)
Credit: ½
Course Number: 86.9430.4 (H) Course Number: 86.9430.5 (GT/AA) Credit: 1
Course Number: 87.3220.4 (H) Course Number: 87.3220.5 (GT/AA) Credits: 2

Intern Health/ Human/ Public Services
Course Number: 86.9740.4 (H)
Course Number: 86.9740.5 (GT/AA)
Credit: ½
Course Number: 86.9440.4 (H)
Course Number: 86.9440.5 (GT/AA)
Credit: 1
Course Number: 87.4220.4 (H)
Course Number: 87.4220.5 (GT/AA)
Credits: 2

Intern Computer Science/ Info Tech
Course Number: 86.9750.4 (H)
Course Number: 86.9750.5 (GT/AA)
Credit: ½
Course Number: 86.9450.4 (H)
Course Number: 86.9450.5 (GT/AA)
Credit: 1
Course Number: 87.5220.4 (H)
Course Number: 87.5220.5 (GT/AA)
Credits: 2
CTE: ALL CAREER CLUSTERS

COLLEGE-CAREER RESEARCH AND DEVELOPMENT COMPLETER PROGRAM

The following program is an MSDE-approved CTE-completer sequence. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree.

Note: Program availability is limited. Each school’s School to Career Transition teacher or counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Introduction to College-Career Research and Development</th>
<th>Advanced College-Career Research and Development</th>
<th>CCRD Work-Based Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Grade 10</td>
<td>Grade 11</td>
<td>Grades 11 and/or 12</td>
</tr>
<tr>
<td>B</td>
<td>Grade 11</td>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>C</td>
<td>Grade 12</td>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>D</td>
<td>Grade 9</td>
<td>Grades 11 or 12</td>
<td>Grades 11 and/or 12</td>
</tr>
</tbody>
</table>

COLLEGE-CAREER RESEARCH AND DEVELOPMENT (CCRD; all comprehensive schools)

This three-credit CTE career-completer program prepares students with the academic, technical, and workplace readiness skills that will enable further education and/or employment in a career field upon graduation from high school. The CCRD program consists of two in-school courses, a portfolio development project, and a mentored work-based learning experience with a focus on workplace readiness skill development. Students will identify a career pathway of interest and determine steps to achieve their education and career goals. Financial literacy and independence planning are essential components of the CCRD program. Students who successfully complete the program may earn three articulated college credits with CCBC. Fees may be required.

Introduction to College-Career Research and Development

Course Number: 86.1110.0 1 credit
86.1120.0-A ½ credit
86.1130.0-B ½ credit

This course provides students with instruction in Maryland’s Career Development Framework, including self-awareness, career awareness and exploration, workplace readiness, career satisfaction, and financial literacy. Students will begin a portfolio to document their career goals, skills, interests, and pathway planning. This course may be used as an elective course for students who are seeking other completers.

Advanced College-Career Research and Development

Course Number: 86.1210.0 1 credit
86.1220.0-A ½ credit
86.1230.0-B ½ credit

This course requires students to apply their career development knowledge to further their career preparation. The course explores all aspects of a career, including transitions, advancements, and job satisfaction. Advanced financial literacy, including personal budgeting is taught. Students continue to develop their portfolios. Advanced CCRD is recommended to be taken concurrently with Work-Based Learning Experience to provide the opportunity for students to apply classroom learning in a workplace setting.
Prerequisite: Concurrent enrollment in College-Career Research and Development coursework; 16 years of age.

This course requires students to apply their career development knowledge to a work experience in a career area of their choice. Students’ skill development is measured by an individualized learning plan and related reflections. Emphasis is placed on workplace readiness skill development. Some students may become registered as apprentices. The completer requires one credit of work-based learning.

APPRENTICESHIP MARYLAND PROGRAM
The Apprenticeship Maryland Program is coordinated through a partnership between the Maryland State Department of Education (MSDE) and the Maryland Department of Labor. The program, for students ages 16 and up, is designed to lead to sustainable employment and further education based on career pathways in Science, Technology, Engineering, and Mathematics (STEM) occupations. The program is based on partnerships among employers/mentors, BCPS, students and parents. Eligible employers, who must be approved by the Maryland Apprenticeship Training Council (MATC), hire high school juniors and seniors to work in eligible career track occupations. Students also receive training in employability, interpersonal, and social skills. The program consists of one credit of related classroom instruction and a paid workplace experience of at least 450 hours.

Introduction to Apprenticeship
Course Number: 56.0600.0
Prerequisite: Varies by apprenticeship
Credit: 1

Apprenticeship Work-Based Learning (WBL) Experience 1
Course Number: 56.0610.4 (H)
Prerequisite: Intro to Apprenticeship (may also be concurrent)
Credit: 1

Apprenticeship Work-Based Learning (WBL) Experience 2
Course Number: 56.0620.4 (H)
Prerequisite: Intro to Apprenticeship/WBL 1 (may also be concurrent)
Credit: 1

Apprenticeship Work-Based Learning (WBL) Experience 3
Course Number: 56.0630.4 (H)
Prerequisite: Intro to Apprenticeship/WBL 1 and 2 (may also be concurrent)
Credit: 1
CTE: ARTS, MEDIA, AND COMMUNICATION CLUSTER

Graphic/Print Communication, Interactive Media Production

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines. Please see your school counselor for specific course numbers for your school and program.

<table>
<thead>
<tr>
<th>COMPLETER PROGRAMS</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic/Print Communication</td>
<td>Graphic Comm 1</td>
<td>Graphic Comm 2</td>
<td>Graphic Comm 3 and 4 Or</td>
<td>(Optional) Graphic Comm 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Or Graphic Comm 3</td>
<td>CWE Or Graphic Comm 4</td>
</tr>
<tr>
<td>Interactive Media Production</td>
<td>Interactive Media 1</td>
<td>Interactive Media 2</td>
<td>Interactive Media 3 and 4 Or</td>
<td>(Optional) Interactive Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Or Interactive Media 3</td>
<td>CWE</td>
</tr>
</tbody>
</table>

GRAPHIC/PRINT COMMUNICATION TECHNOLOGY (KN, WST)

The Graphic/Print Communication Technology program will provide students with the fundamental workplace, technical application, and interpersonal skills necessary to succeed in the diverse career area of graphic/print communications. Artistic expression, computer operations, graphics and imagery software applications (Adobe Creative Suite), electronic publishing, mechanical art, digital photography, image assembly, offset and screen printing processes, and communication/teamwork skills will provide students with the knowledge needed to enter the workplace directly, to receive on-the-job training, and/or to seek postsecondary education. Partnerships with Printing & Graphics Association MidAtlantic and CCBC are available; national certification through PrintED may be obtained. Students who successfully complete the program may earn articulated college credits with CCBC. Fees may be required.

Graphic Communication Technology 1
Course Number: 62.5010.0
Prerequisite: None
Credit: 1

Graphic Communication Technology 2
Course Number: 62.5020.0
Prerequisite: Graphic Communication Technology 1
Credit: 1

Graphic Communication Technology 3
Course Number: 62.5030.4(H)
Prerequisite: Graphic Communication Technology 2
Credit: 1

Graphic Communication Technology 4
Course Number: 62.5040.4 (H)
Prerequisite: Graphic Communication Technology 3
Credit: 1

Graphic Communication Technology CWE
Course Number: 62.5080.4 (H)
1 credit
62.5090.4 (H)
Credit: 2
Prerequisite: Graphic Communication Technology 1-2
INTERACTIVE MEDIA PRODUCTION (CC, CH, CT, DN, ET, FR, NT, PK, PI)

This program provides students with experience in web site development, internet technology, computer graphics, digital media and entertainment production, and project management. Courses emphasize experimentation in a variety of media, using the computer to produce multimedia works of art. Students will develop skills in photo/video imagery, animation, non-linear video editing software, web page design, basic game development, and mobile/handheld application development. The program emphasizes the completion of a professional portfolio in the multimedia arts which can be used to apply for AP programs, art scholarship competitions, employment, and continuing education programs. National certification as an Adobe Certified Associate (ACA) may be obtained. Students who successfully complete the program may earn articulated college credits with CCBC. Fees may be required.

Interactive Media Production 1
Course Number: 62.6000.4 (H)
Prerequisite: None
Credit: 1

Interactive Media Production 2
Course Number: 62.6010.4 (H)
Prerequisite: Interactive Media Production 1
Credit: 1

Interactive Media Production 3
Course Number: 62.6020.4 (H) 62.6020.5 (GT/AA)
Prerequisite: Interactive Media Production 2
Credit: 1

Interactive Media Production 4
Course Number: 62.6030.4 (H) 62.6030.5 (GT/AA)
Prerequisite: Interactive Media Production 3
Credit: 1

Interactive Media Production CWE
Course Number: 62.6050.4 (GT/AA)
Credit: 1
Course Number: 62.6070.4 (GT/AA)
Credit: 2
Prerequisite: Interactive Media Production 1-2
CTE: BUSINESS, MANAGEMENT, AND FINANCE and INFORMATION TECHNOLOGY CLUSTERS

Business Management, Finance and Accounting, Administrative Services, Marketing, Academy of Finance, IT: Computer Science, IT: Networking Academy

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines. Please see your school counselor for specific course numbers for your school and program.

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<tr>
<th>COMPLETER PROGRAMS</th>
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<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>Principles of Business, Administration, and Management (1)</td>
<td>Accounting I (1) or Principles of Accounting (1)</td>
<td>Advanced Business Management (1)</td>
<td>Business Capstone (1) or Macro and Micro AP Economics (1) or Internship or College Business Course</td>
</tr>
<tr>
<td>Finance and Accounting</td>
<td>Principles of Business, Administration, and Management (1)</td>
<td>Accounting I (1) or Principles of Accounting (1)</td>
<td>Accounting II (1)</td>
<td>Business Capstone (1) or Macro and Micro AP Economics (1) or Internship or College Business Course</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>Principles of Business, Administration, and Management (1)</td>
<td>Accounting I (1) or Principles of Accounting (1)</td>
<td>Information Systems Management I (1)</td>
<td>Information Systems Management II (1)</td>
</tr>
<tr>
<td>Marketing</td>
<td>Principles of Business, Administration, and Management (1)</td>
<td>Accounting I (1) or Principles of Accounting (1)</td>
<td>Marketing I (1)</td>
<td>Marketing II (1) or Macro and Micro AP Economics (1) or College Business Course</td>
</tr>
<tr>
<td>Information Technology—Computer Science</td>
<td>Foundations of Computer Science (1)</td>
<td>AP Computer Science Principles (1)</td>
<td>AP Computer Science A (1)</td>
<td>Linux Essentials (1) or C++ Programming or Internship or College Computer Course</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>----------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Information Technology Cisco Networking (Proposed new pathway. Course availability may vary by site.)</td>
<td>Intro to Networks (1) <em>(Networking Completer 1)</em></td>
<td>Switching, Routing, and Wireless Essentials (1) <em>(Networking Completer 2)</em></td>
<td>Cyber Security Essentials (1)</td>
<td>Network Security (1)</td>
</tr>
</tbody>
</table>
CTE: Business, Management, and Finance Cluster Programs

ADMINISTRATIVE SERVICES

This pathway is designed to help students develop managerial and technical skills in a state-of-the-art office. The courses model a company, with the teacher assuming the role of the employer. The courses will provide MOS (Microsoft Office User Specialist) certification opportunities which set a global standard for desktop productivity in corporations, academic institutions, staffing agencies, training organizations, and individuals by using Microsoft Office applications. Technology is viewed and taught as a tool for problem solving and decision-making. Students are encouraged to analyze, synthesize, and evaluate situations at home, school, or work and apply technology to complete tasks efficiently and effectively. Coursework articulates to the community college.

BUSINESS MANAGEMENT

This pathway focuses on management. A majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to business education frequently express that they have more opportunity to exercise creative freedom, have higher self-esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. Few subjects can provide more valuable knowledge and insight into career opportunities. Coursework articulates to the community college.

FINANCE AND ACCOUNTING

This pathway provides students with accounting knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus is on accounting procedures necessary to address long and short-term assets and investments, long and short-term liabilities, inventory management and accounting ratios used in the decision-making process. A comprehensive study of the accounting procedures used in establishing corporations, declaring and paying dividends, and the formation and dissolution of partnerships, distribution of net income and owner’s equity statements are included. Career pathways for accounting will be examined. Awareness of ethical decision-making models will be reinforced throughout. Coursework articulates to the community college.

MARKETING

This pathway provides students in-depth, comprehensive, project-based learning opportunities. Students will apply their understanding of consumer buying behavior and relationships; the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions; market segmentation and target marketing; the elements of the marketing mix (product, price, promotion, and place); as well as pricing strategies to create a written professional marketing plan. Students will integrate their knowledge of legal issues, ethics, diversity and social responsibilities in developing their marketing plan. Coursework articulates to the community college.
Information Technology (IT) Cluster Programs

IT: CISCO NETWORKING (ET, NT, PR, SPT, WST)
Cisco views the Networking Academy as a small part of an individual's path to lifelong learning. After completing coursework, students may choose to start a job, continue their education, or both. The curriculum also provides a computer science/networking background for students who plan to pursue a post-secondary or advanced degree in computer science or engineering. “This program prepares students for advanced study in IT and for industry certification (CCNA), the first step in a Cisco career certification path. Students learn how to install and configure switches and routers in multi-protocol networks using local and wide area networks; provide troubleshooting services; and improve network performance and security. Students advance their understanding of IT Networking through the Cisco Academy with the opportunity for a range of industry certifications, such as CompTIA (A+), Security +, and Cisco CCT.” (MSDE) Coursework articulates to the community college.

IT: Computer Science
This program 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). Students may sit for the AP Computer Science Principles and the AP Computer Science A exams.

CTE COURSES in the BUSINESS CLUSTERS

Advanced Business Management H
Course Number 35.0510.4
Prerequisite: Principles of Business, Admin. & Mgt.
Credit: 1
This course provides students with knowledge that will prepare them for post-high school levels of education and entry-level positions in the work force. Focus will be on the role of business in society; the changing nature of contemporary business practices; major management concepts, theories, and theorists, the processes of management (functional, operational, human relations), business law and ethics, and business communications. Upon completion, opportunities will be made for students to earn college credit through such methods as articulation agreements with local colleges, and dual enrollment. This course aligns to the MSDE State Curriculum.

Accounting I H
Course Number: 35.2010.4
Prerequisite: None
Credit: 1
This course emphasizes basic accounting principles. Students learn how to interpret business forms and how to prepare a simple set of accounting records; journals, ledgers, and financial statements. This course is aligned with the MSDE State Curriculum.

Accounting II H
Course Number: 35.2020.4
Prerequisite: Accounting I
Credit: 1
This course reviews and extends the accounting principles learned in Accounting I and helps develop a marketable skill in keeping, analyzing, and interpreting accounting records and statements. This course is aligned with the MSDE State Curriculum.

Business Capstone H
Course Number: 35.1400.4
Prerequisite: Advanced Bus. Mgt., or Accounting II
This course is designed to be the second of two sequential business management or accounting courses in the completer requirement for students enrolled in the Business Management or Finance and Accounting pathways. Students will apply the knowledge and skills acquired in previous business courses to settings through the Business Final Capstone Project and Presentation. This course aligns to the MSDE state curriculum.
Computer Science A AP
(College Board approved teachers)
Course Number: 35.3520.6 (AP)
Prerequisite: None; AP Computer Science Principles preferred.
Credit: 1
This course is designed to provide students with a learning experience equivalent to that of an introductory college course in computer science. AP Computer Science A emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and includes the study of data structures, design, and abstraction. The AP Computer Science A course is compatible with those topics that are covered in a typical college CS1 course.

Computer Science Principles AP
(College Board approved teachers)
Course Number: 35.3510.6
Prerequisite: None
Credit: 1
This course provides students an understanding of the technical aspects of computing including programming and algorithm design, computer system organization and operation, and data representation and information organization. This course includes the use of several programming languages, based on the specific project or problem students must solve. This course may also count as the Technology Education Graduation Requirement.

C++ Programming GT
Course Number: 35.3450.5
Prerequisite: None, HTML/JavaScript/Web Design preferred.
Credit: 1
Students will code, compile, and debug computer programs using the proper programming protocol for the C++ language.

Cyber Security Essentials H
Course Number: 35.3780.4
Prerequisite: Network Completer II (This course is only to be offered as part of the Cisco Networking Completer.)
Credit: 1
This course offers in-depth coverage of the current risks and threats to an organization’s data, combined with a structured way of addressing the safeguarding of these critical electronic assets. The course provides a foundation for those responsible for protecting network services, devices, traffic, and data. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized security fields.

Foundations of Computer Science
Course Number: 35.3500.4
Prerequisite: None
Credit: 1
This course is the first course in the new Computer Science program of study. 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, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. This course may also count as the Technology Education Graduation Requirement.

Information Systems Management I GT
Course Number: 35.2690.5 (GT/AA)
Prerequisite: None
Credit: 1
Information Systems Management is designed to help students develop managerial and technical skills in a state-of-the-art technological office. Strong technical skills and Microsoft Office skills will be emphasized. Students will develop soft skills and learn managerial skills.

Information Systems Management II GT
Course Number: 35.2670.5 (GT/AA)
Prerequisite: Information Systems Management I Credit: 1
Information Systems Management II is designed to help students develop managerial and technical skills in a state-of-the-art technological office. The program models a company, with the teacher assuming the role of the employer. This course will prepare students for MOS (Microsoft Office Specialist) certification, which sets a global standard for desktop productivity in corporations, academic institutions, staff agencies, training organizations, and individuals by using Microsoft Office applications.
Linux Essentials H
Course Number: 35.3530.4
Prerequisite: Foundations of Computer Science, AP Computer Science Principles, and AP Computer Science A or any Cisco Networking course.
Credit: 1
The Linux Essentials course, developed by Cisco NetAcad partner NDG, teaches students the fundamentals of the Linux operating system and command line, and basic open source concepts. It’s designed for students who want a comprehensive introduction to the Linux operating system. This course uses a “learn by doing” approach. Each learner has hands-on access to the Linux virtual machine to practice, explore, and test Linux command-line concepts. From the fourth chapter on, the course provides step-by-step labs to help students build knowledge progressively and learn Linux commands that require practice to master. This course is for students in the Computer Science or Cisco Networking programs. It is offered at sites that have a Cisco Networking program or as a Blended Learning class for non-Cisco sites.

Network Completer I H
Course Number: 35.3730.4
Prerequisite: None
Credit: 1
This course is for students enrolled the Cisco networking program of study. This course is the Cisco Net Academy’s Introduction to Networks (ITN) course. It is the first course in the Cisco CCNA Routing and Switching curriculum teaching students the architecture, structure, functions and components of the Internet and other computer networks. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

Network Completer II H
Course Number: 35.3740.4
Prerequisite: Network Completer I
Credit: 1
This course is for students enrolled the Cisco networking program of study. This course is the Cisco Net Academy’s Routing and Switching Essentials course. It is the second course in the CCNA Routing and Switching curriculum teaching students how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPng, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing.

Principles of Accounting GT
Course Number: 35.2000.5
Prerequisite: None
Credit: 1
Accounting principles are emphasized in this course which uses a college level text. The course is designed for the student who wants to major in business administration in college. Note: Approval by the department chair is recommended.

Principles of Business, Administration, and Management
Course Number: 35.0310.0
Prerequisite: None
Credit: 1
The Principles of Business, Administration, and Management course provides students with knowledge of the types of businesses, as well as various applications, laws, and theories of business. Along with a brief historical perspective, business terminology and principles will be emphasized. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling. Students will develop the communication skills that will be necessary for success in the workplace and college.
CONSTRUCTION AND DEVELOPMENT CLUSTER

Building and Construction Technology, Carpentry, Construction Design & Manufacturing, Electrical Careers, HVAC, Mechanical Construction/Plumbing

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school's counseling office should be contacted for enrollment, application, and course information.

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<td>Building and Construction Technology 1 and 2</td>
<td>Building and Construction Technology 3 and 4</td>
<td>Building and Construction Technology CWE</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Carpentry 1 and 2</td>
<td>Carpentry 3 and 4</td>
<td>Carpentry CWE</td>
</tr>
<tr>
<td>Construction Design and Management</td>
<td>Intro to Construction Design and Management</td>
<td>Principles of Construction Design</td>
<td>Advanced Design and 3D Modeling</td>
<td>Advanced Construction Management</td>
</tr>
<tr>
<td>Electrical Careers</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Electrical 1 and 2</td>
<td>Electrical 3 and 4</td>
<td>Electrical CWE</td>
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<tr>
<td>HVAC</td>
<td>Students are encouraged to start in Grade 9</td>
<td>HVAC 1 and 2</td>
<td>HVAC 3 and 4 HVAC Appliance Repair</td>
<td>HVAC CWE</td>
</tr>
<tr>
<td>Mechanical Construction/Plumbing</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Mechanical Constr/Plumbing 1 and 2</td>
<td>Mechanical Constr/Plumbing 3 and 4</td>
<td>Mechanical Constr/Plumbing CWE</td>
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</tbody>
</table>
BUILDING AND CONSTRUCTION TECHNOLOGY (ET, MM, SPT)

Building and Construction Technology provides students with knowledge and principles of carpentry, plumbing, electrical, and HVAC systems. This hybrid construction program involves the construction of modular units, with a high degree of completion of interior elements, and presents the construction side of the manufactured construction industry. Additional curriculum modules, covering project management and project supervision as it relates to all areas of Construction Trades, are offered as supplemental resources. Students who successfully complete the program are eligible for certification through National Craft Assessment and Certification (NCCER) and Occupational Safety and Health Administration (OSHA). Students completing the program successfully may be eligible for advanced placement and/or testing opportunities through union or non-union apprenticeship programs and/or receive college credit at a postsecondary institution through an articulation agreement with CCBC. Upon graduation students can enter employment, complete journeyperson apprenticeship, and/or earn a degree at a two-year or four-year college. Fees may be required.

Building and Construction Tech 1
Course Number: 62.8000.0
Prerequisite: None
Credit: 1

Building and Construction Tech 2
Course Number: 62.8010.0
Prerequisite: Building and Construction Tech 1
Credit: 1

Building and Construction Tech 3
Course Number: 62.8020.4 (H)
Prerequisite: Building and Construction Tech 2
Credit: 1

Building and Construction Tech 4
Course Number: 62.8030.4 (H)
Prerequisite: Building and Construction Tech 3
Credit: 1

Building and Construction Tech 5
Course Number: 62.8040.4 (H)
Prerequisite: Building and Construction Tech 4
Credit: 1

Building and Construction Tech CWE
Course Number: 62.8080.4 (H)
Prerequisite: Varies by school offerings.
Credit: 1

CARPENTRY CAREERS (CC, KN, LN, OM, PH)

Students in the carpentry careers program acquire information and experience related to residential and commercial construction. Safety, hand and power tools, leveling instruction, foundation layout, floor and wall construction, roof construction, blueprint reading, forming, and job estimating are units of instruction emphasized for carpentry students. Carpentry students will complete the National Center for Construction Education and Research (NCCER) Core Learning and Carpentry Level One certification exams. Students completing the program successfully are eligible for advanced placement in first year apprenticeship in the Associated Builders and Contractors (ABC) Apprenticeship Program. They may also be eligible for advanced placement and/or testing opportunities through other union or non-union apprenticeship programs and/or receive college credit at a postsecondary institution through an articulation agreement with CCBC. Upon graduation students can enter employment, complete journeyperson apprenticeship, and/or earn a degree at a two-year or four-year college. Fees may be required.

Carpentry Careers 1
Course Number: 61.9100.0
Prerequisite: None
Credit: 1

Carpentry Careers 2
Course Number: 61.9110.0
Prerequisite: Carpentry 1
Credit: 1

Carpentry Careers 3
Course Number: 61.9120.4 (H)
Prerequisite: Carpentry 2
Credit: 1

Carpentry Careers 4
Course Number: 61.9130.4 (H)
Prerequisite: Carpentry 3
Credit: 1

Carpentry Careers 5
Course Number: 61.9140 (H)
Prerequisite: Carpentry 4
Credit: 1

Carpentry Careers 6
Course Number: 61.9150 (H)
Prerequisite: Carpentry 5
Credit: 1
CONSTRUCTION DESIGN AND MANAGEMENT (CDM) (FH, MM, SP)

The Construction Design and Management (CDM) program is a four-course project-based CTE Program of Study. Project-based learning (PBL) is a dynamic classroom teaching method in which students actively explore real-world problems and challenges to acquire a deeper knowledge about the subject matter. Students gain knowledge and skills by completing and revising projects that address complex questions, problems, or challenges. The instructor doubles as a facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. PBL also creates opportunities for groups of students to collectively gather information and think critically, thus developing essential collaboration skills required in the workplace.

Students will develop an understanding of the built world through the design and construction process. Each course uses the 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 and/or Revit.

CDM 1: Intro
Course Number: 56.1510.4 (H)
Prerequisite: None
Credit: 1

CDM 2: Principles of Construction Design
Course Number: 56.1520.4 (H)
Prerequisite: CDM 1
Credit: 1

CDM 3: Advanced Design and 3D
Course Number: 56.1520.4 (H)
Prerequisite: CDM 2
Credit: 1

CDM 4: Advanced Construction Management
Course Number: 56.1540.4 (H)
Prerequisite: CDM 3
Credit: 1

ELECTRICAL CAREERS (LN)

Students receive instruction in the procedures required for the installation and repair of wiring and control systems for residential and commercial systems. Instruction includes basic electrical theory, circuitry, circuit protection, installation of lighting and power circuits (both commercial and residential), and the use of electrical test equipment. Theory taught in the instructional portion of this program follows the requirements established by the National Electrical Code. Students completing the program successfully are eligible for advanced placement in apprenticeship in the ABC apprenticeship training program. They may also be eligible for advanced placement and/or testing opportunities through other union or non-union apprenticeship programs and/or receive college credit at a postsecondary institution through an articulation agreement. Upon graduation, students can enter employment, complete journey person apprenticeship, and/or earn a degree at a two-year or four-year college. Students who complete the program successfully may earn articulated college credits with CCBC. Fees may be required.

Electrical Careers 1
Course Number: 62.4000.0
Prerequisite: None
Credit: 1

Electrical Careers 2
Course Number: 62.4010.0
Prerequisite: Electrical 1
Credit: 1

Electrical Careers 3
Course Number: 62.4020.4 (H)
Prerequisite: Electrical 2
Credit: 1

Electrical Careers 4
Course Number: 62.4030.4 (H)
Prerequisite: Electrical 3
Credit: 1
HEATING VENTILATION AND AIR CONDITIONING (HVAC) CAREERS (DL)

The HVAC program is a comprehensive program that prepares students with related academic, workplace readiness, technical, and lifelong learning skills that are needed in the modern workplace. The program will introduce students to the latest climate control systems with hands-on training on central air, heat pumps, oil and gas furnaces, and most light commercial units being used today. Senior level summer and capstone work experience may also allow credit for HVAC apprenticeship work experience standards. Students successfully completing the program and who obtain a state apprenticeship license will receive credit for one year of their state apprenticeship. They may be eligible for advanced placement in first-year apprenticeship in the ABC apprenticeship training program and may also be eligible for advanced placement and/or testing opportunities through other union or non-union apprenticeship programs. Upon graduation, students can enter employment, complete journeyperson apprenticeship, and/or earn a degree at a two-year or four-year college. Students who complete the program successfully may earn articulated college credits with CCBC. Fees may be required.

HVAC Careers 1
Course Number: 62.4200.0
Prerequisite: None
Credit: 1

HVAC Careers 2
Course Number: 62.4210.0
Prerequisite: HVAC 1
Credit: 1

HVAC Careers 3
Course Number: 62.4220.4 (H)
Prerequisite: HVAC 2
Credit: 1

HVAC Careers 4
Course Number: 62.4230.4 (H)
Prerequisite: HVAC 3
Credit: 1

HVAC Welding
Course Number: 62.4260.4 (H)
Prerequisite: HVAC 4
Credit: 1

HVAC Appliance Repair
Course Number: 62.4250.4 (H)
Prerequisite: HVAC 4
Credit: 1

HVAC Careers CWE
Course Number: 62.4270.4 (H)
Prerequisite: Varies by school offerings
Credit: 1

MECHANICAL CONSTRUCTION/PLUMBING CAREERS (WST, KN)

The program prepares students to install and maintain water supply systems, waste removal systems, and various fixtures that provide for personal comfort in the home or commercial business setting. Students learn and freely use the tools of the trade along with blueprint reading, residential plumbing, joining cast-iron pipe, making flare and compression joints, commercial plumbing drain and waste piping, venting, and faucet(fixture) repair installation. Students may be eligible for first-year apprenticeship in the ABC apprenticeship training program and may also be eligible for advanced placement and/or testing opportunities through other union or non-union apprenticeship programs. Upon graduation, students can enter employment, complete journeyperson apprenticeship, and/or earn a degree at a two-year or four-year college. Students who complete the program successfully may earn articulated college credits with CCBC. Fees may be required.

Mechanical Constr/Plumbing 1
Course Number: 62.4110.0
Prerequisite: None
Credit: 1
Mechanical Constr/Plumbing
2
Course Number: 62.4120.0
Prerequisite:
Mechanical Constr/Plumb
ing 1 Credit: 1
Mechanical Constr/Plumbing 3
Course Number: 62.4130.4 (H)
Prerequisite: Mechanical Constr/Plumbing 2
Credit: 1

Mechanical Constr/Plumbing 4
Course Number: 62.4140.4 (H)
Prerequisite: Mechanical Constr/Plumbing 3
Credit: 1

Mechanical/Plumbing CWE
Course Number: 62.4160.4 (H)
Prerequisite: Varies by school offerings
Credit: 1
Course Number: 62.4170.4 (H)
Credit: 2
CONSUMER SERVICES, HOSPITALITY, AND TOURISM CLUSTER
Cosmetology, Culinary Arts and Baking & Pastry, Culinary Arts and Restaurant Management, Food and Beverage Management (ProStart)

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines. Please see your school counselor for specific course numbers for your school and program.

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</tr>
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<tbody>
<tr>
<td>Cosmetology Careers</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Cosmetology 1,2,3</td>
<td>Cosmetology 4,5,6</td>
<td>Cosmetology 7,8,9 and/or Cosmetology Extension or</td>
</tr>
<tr>
<td>Culinary Arts and Baking &amp; Pastry (ACF)</td>
<td>Culinary Arts I – IV (see school matrix)</td>
<td>Baking and Pastry pathway courses</td>
<td>Baking and Pastry pathway courses</td>
<td></td>
</tr>
<tr>
<td>Culinary Arts and Restaurant Management (ACF)</td>
<td>Introduction to Culinary Arts or Culinary Arts 1 and 2</td>
<td>Culinary Arts 3 and 4</td>
<td>Culinary Arts CWE</td>
<td>Culinary Arts Elective</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Beverage Management (ProStart)</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Foods Professional 1</td>
<td>Foods Professional 2</td>
<td>Foods Professional Internship (2 credits)</td>
</tr>
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</tbody>
</table>

COSMETOLOGY CAREERS (CC, MM, SPT, WST)
The cosmetology careers program prepares individuals to care for and beautify hair, nails, and skin. The primary purpose of the program is to train the students in the basic manipulative skills, safety judgments, proper work habits, and desirable attitudes necessary to obtain licensure and for competency in entry-level positions in cosmetology or a related career field. Hair techniques taught include giving shampoos, rinses, and scalp treatments; styling, setting, cutting, hair coloring and lightening, permanent waving, and relaxing; skin techniques include facials and make-up; nail techniques include manicures, pedicures, artificial nail techniques, and hand and arm massages. Emphasis is placed on hygiene, sanitation, decontamination, and infection control. Related areas of instruction include bones, muscles, nerves, chemistry, electricity, computer imaging, product knowledge, customer relations, and salon management. Students may further their education and acquire more practical experience by working in a private salon or enrolling in a business management program at the community college level. Fifteen hundred hours of instruction qualifies the student to sit for the operators’ licensing examination in Maryland in the senior year of high school. Students must complete an assessment process for program selection. Students are required to apply for and sit for the State of Maryland Board of Cosmetology license examination prior to graduation to qualify for completer status. Fees are required.
COSMETOLOGY

Cosmetology 1
Course Number: 61.7010.0
Prerequisite: None
Credit: 1

Cosmetology 2
Course Number: 61.7020.0
Prerequisite: Cosmetology 1
Credit: 1

Cosmetology 3
Course Number: 61.7030.0
Prerequisite: Cosmetology 2
Credit: 1

Cosmetology 4
Course Number: 61.7040.4 (H)
Prerequisite: Cosmetology 3
Credit: 1

Cosmetology 5
Course Number: 61.7050.4 (H)
Prerequisite: Cosmetology 4
Credit: 1

Cosmetology 6
Course Number: 61.7060.4 (H)
Prerequisite: Cosmetology 5
Credit: 1

Cosmetology 7
Course Number: 61.7070.4 (H)
Prerequisite: Cosmetology 6
Credit: 1

Cosmetology 8
Course Number: 61.7080.4 (H)
Prerequisite: Cosmetology 7
Credit: 1

Cosmetology 9
Course Number: 61.7090.4 (H)
Prerequisite: Cosmetology 8
Credit: 1

Cosmetology Extension
Course Number: 61.7110.4 (H)
Prerequisite: Varies by school program
Credit: 1

Cosmetology CWE
Course Number: 61.7130.4
Credit: 2

CULINARY ARTS: BAKING AND PASTRY PROGRAM (SPT)

The baking and pastry program provides students with instruction in advanced bakery production of breads and desserts, basic food and bakeshop production, service skills, and human relations skills utilizing the ProStart program developed by the National Restaurant Association Education Foundation and materials developed by the American Culinary Federation (ACF). Students may earn industry certification and credit toward becoming a Certified Pastry Culinarian (CPC). Upon completion of the program they may earn articulated college credits. Fees may be required.

Professional Baking and Pastry 1
Course Number: 61.8210.0
Credit: 1

Professional Baking and Pastry 2
Course Number: 61.8220.0
Credit: 1

Professional Baking and Pastry 3
Course Number: 61.8310.4 (H)
Credit: 1

Professional Baking and Pastry 4
Course Number: 61.8320.0
Credit: 1

Professional Baking and Pastry Internship 1
Course Number: 61.8410.5 (GT/AA)
Credit: 1

Professional Baking and Pastry Internship 2
Course Number: 61.8420.5 (GT/AA)
Credit: 1
CULINARY ARTS & RESTAURANT MANAGEMENT (ET, CC, SPT, WST)

This program partners with the American Culinary Federation (ACF) to prepare students for successful careers in professional cooking. The program includes hands-on education in food production, while developing professionalism and proficiency in cooking, baking, cost control, nutrition, sanitation, and food marketing. Students in this program gain practical experience through clinical experiences through school-based enterprises and/or work-based learning in the culinary industry. Students may be eligible to earn ACF’s Certified Fundamentals Cook (CFC) credential along with ServSafe certification. The course titles and sequences for the culinary arts program vary by school. See the individual school matrix for the course sequence by school. Fees may be required.

Culinary Arts Intro
Course Number: 61.8000.0 Prerequisite: None
Credit: 1

Culinary Arts 1
Course Number: 61.8010.0 Prerequisite: None
Credit: 1

Culinary Arts 2
Course Number: 61.8020.0 Prerequisite: Culinary Arts 1
Credit: 1

Culinary Arts 3
Course Number: 61.8030.4 (H) Prerequisite: Culinary Arts 2
Credit: 1

Culinary Arts 4
Course Number: 61.8040.4 (H) Prerequisite: Culinary Arts 3
Credit: 1

Culinary Arts 5
Course Number: 61.8050.4 (H) Prerequisite: Culinary Arts 4
Credit: 1

Culinary Arts 6
Course Number: 61.8060.5 (GT/AA) Prerequisite: Varies by school offerings.
Credit: 1

FOOD AND BEVERAGE MANAGEMENT (ProStart) (CT, DL, KN, LN, MM, NT, OV, PA, PT, PH, RA, SP, WD)

The program provides students with a challenging and diverse curriculum in one of the world’s fastest growing fields. Students explore job opportunities and career pathways included in the food service industry by utilizing the ProStart program developed by the National Restaurant Association Education Foundation. Instruction includes basic food and bakeshop production, nutrition, and management training. Service skills, human relations skills, and menu development are included in the restaurant management curriculum. Students completing the sanitation course successfully qualify to take the ServSafe certification examination for national certification. Students must complete a practical work experience in the industry to obtain ProStart certification. Postsecondary advancement is available with culinary colleges and universities, apprenticeships, and community pathways. The course titles and sequences for the program vary by school. See the individual schools for the course sequence. Fees may be required.

Foods Professional 1
Course Number: 61.8510.0
Prerequisite: None
Credit: 1

Foods Professional 2
Course Number: 61.8520.4 (H)
Prerequisite: Foods Professional 1
Credit: 1

Foods Professional Internship
Course Number: TBD
Prerequisite: Foods Professional 2
Credit: TBD
CTE: ENVIRONMENTAL, AGRICULTURE, AND NATURAL RESOURCES CLUSTER

Agriscience, Environmental Technology

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

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<td>Curriculum for Agricultural Education (CASE)</td>
<td>Introduction to Agriculture, Food, and Natural Resources (CASE AFNR)</td>
<td>Principles of Agricultural Science – Animal (ASA)</td>
<td>Animal and Plant Biotechnology</td>
<td>Agricultural Business, Research, and Development</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Environmental Tech 1 and 2</td>
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</table>

CURRICULUM FOR AGRICULTURE SCIENCE EDUCATION (CASE) (HH)

Curriculum for Agricultural Science Education (CASE) is an ambitious project started by the National Council for Agricultural Education in 2007. The project goal is to implement a national curriculum for secondary agricultural education that provides a high level of educational experiences to enhance the rigor and relevance of agriculture, food, and natural resources (AFNR) subject matter. Besides elevating the rigor of AFNR knowledge and skills, CASE provides purposeful enhancement of science, mathematics, and English language understanding. CASE curriculum utilizes science inquiry, and concepts are taught using activity-, project-, and problem-based instructional strategies.

AgSci CASE/Intro to Natural Resources
Course Number: 61.6100.0
Prerequisite: None
Credit: 1

AgSci CASE/Principles of Animal Science
Course Number: 61.6330.4 (H)
Prerequisite: AgSci CASE Intro to Natural Resources
Credit: 1

AgSci CASE/Principles of Plant Science
Course Number: 61.6340.4 (H)
Prerequisite: AgSci CASE Intro to Natural Resources
Credit: 1
AgSci CASE/Animal and Plant Biotechnology
Course Number: 61.6330.4 (H)
Prerequisite: AgSci CASE Intro to Natural Resources Credit: 1

AgSci CASE/Agricultural Research and Development
Course Number: 61.6300.4 (H)
Prerequisite: AgSci CASE Intro to Natural Resources Credit: 1

Agriculture Science CWE
Course Number: 61.6380.4 (H)
Prerequisite: two or more credits in Agriculture Science Credit: 2
ENVIRONMENTAL TECHNOLOGY (WST)

Environmental technology is a career field that utilizes the principles of science, engineering, and computer technology to protect and enhance the environment and human health. This program emphasizes the application of environmental sciences through the use of technology, hands-on projects, and field activities. A sequence of courses covers: natural resources, water, land and air systems, environmental sampling and analysis, pollution prevention and control, waste management, and Geographic Information Systems. Student projects include construction and maintenance of an aquaculture system, wetland creation and management, habitat assessment, landscaping, native plant horticulture, soil and water quality monitoring, and mapping environmental data. During their senior year, students who qualify are encouraged to undertake a school-to-work transition experience such as an internship or work study position. Many of the careers in this field require two or four years of postsecondary training and education. Students who complete the program successfully may earn articulated college credits with CCBC. Fees may be required.

Environmental Tech 1
Course Number: 61.6410.0
Prerequisite: None
Credit: 1

Environmental Tech 2
Course Number: 61.6420.0
Prerequisite: Environmental Tech 1
Credit: 1

Environmental Tech 3
Course Number: 61.6430.4 (H)
Prerequisite: Environmental Tech 2
Credit: 1

Environmental Tech 4
Course Number: 61.6440.4 (H)
Prerequisite: Environmental Tech 3
Credit: 1

Environmental Tech GIS
Course Number: 61.6450.4 (H)
Prerequisite: Environmental Tech 1
Credit: 1

Environmental Tech CWE
Course Number: 61.6470.4 (H)
Prerequisite: Environmental Tech 3 or 4
Credit: 1
Course Number: 61.6480.4 (H)
Credit: 2
CTE: HEALTH AND BIOSCIENCES CLUSTER
Academy of Health Professions, Project Lead the Way: Biomedical Sciences
The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines. Please see your school counselor for specific course numbers for your school and program.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Health Professions (AoHP)</td>
<td>Students are encouraged to start in Grade 9</td>
<td>AoHP 1</td>
<td>AoHP 3</td>
<td>AoHP 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AoHP 2</td>
<td>AoHP 4</td>
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<tr>
<td></td>
<td></td>
<td>Or Specialty AoHP Course</td>
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<tr>
<td>Project Lead The Way: Biomedical Sciences</td>
<td>Principles of the Biomedical Sciences</td>
<td>Human Body Systems</td>
<td>Medical Interventions</td>
<td>Biomedical Innovation</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PLTW Biomed CWE</td>
</tr>
</tbody>
</table>

ACADEMY OF HEALTH PROFESSIONS (ET, OV, RA, SPT, WST)
This program provides students with project and problem-based learning, clinical and internship experiences, and classroom and lab instruction related to the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses: Foundations of Medicine and Health Science and Structure and Functions of the Human Body. Students may then choose from several course combinations to complete the four-course sequence. Students may participate in a supervised clinical experience course, design and participate in an internship, and/or enroll in a pre-requisite college course. Depending upon the location, students may have the opportunity to apply what they are leading to real-life healthcare situations in a medical specialty course, such as Certified Nursing Assistant, Dental Assistant, and Pharmacy Technician. Students may earn state and/or nationally recognized credentials after passing licensure examinations. Course offerings, internship opportunities and articulated college credit may vary at program locations.

PROJECT LEAD THE WAY: BIOMEDICAL SCIENCES (FH, LN, LR, MM, NT, PH, PT, WD)
This program is designed to meet the needs for more employees who are qualified science and health professionals. Biomedical sciences is a broad field encompassing many different medical and healthcare disciplines. This program will give students the foundation skills to prepare for high skill, high wage positions in biomedical sciences. The Project Lead The Way Biomedical Sciences program is based on the National Standards for Science, Mathematics, and English Language Arts, and the Accountability Criteria for the National Health Care Cluster Foundation Standards. The biomedical science courses include Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovation. Fees may be required.

PLTW BioMed Principles of Biomedical Science
Course Number: 63.5200.4 (H)
Prerequisite: None
Credit: 1

PLTW BioMed Human Body Systems
Course Number: 63.5210.4 (H)
Prerequisite: Concurrent enrollment or prior enrollment in Principles of BioMed
Credit: 1
PLTW BioMed Medical Interventions
Course Number: 63.5220.5 (GT/AA)
Prerequisite: Concurrent enrollment or prior enrollment in Human Body Systems
Credit: 1

PLTW BioMed Biomedical Innovations
Course Number: 63.5230.5 (GT/AA)
Prerequisite: Concurrent enrollment or prior enrollment in Medical Interventions
Credit: 1

PLTW BioMed Research and Development CWE
Course Number: 63.5240.5 (GT/AA)
Prerequisite: Concurrent enrollment or prior enrollment in Biomedical Innovations
Credit: 1
Course Number: 63.5270.5 (GT/AA)
Credit: 2
CTE: HUMAN RESOURCE SERVICES CLUSTER
Child Care Services, Homeland Security and Emergency Preparedness, Teacher Academy of Maryland

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines. Please see your school counselor for specific course numbers for your school and program.

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<tr>
<th>Completer Programs</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare and Early Childhood Education</td>
<td>Child Development I</td>
<td>Child Development II</td>
<td>Child Development Internship- 2 credits</td>
<td>Homeland Security Internship Or College HSEP Course</td>
</tr>
<tr>
<td>Teacher Academy of Maryland</td>
<td>Teaching as a Profession</td>
<td>Child and Adolescent Development</td>
<td>Foundations of Curriculum and Instruction</td>
<td>Education Academy Internship</td>
</tr>
</tbody>
</table>

CHILDCARE AND EARLY CHILDHOOD EDUCATION (CT, KN, LN, MM, NT, PR, PT)

This instructional program prepares students to work in fields related to the education and care of young children from birth to age eight in early childhood settings, such as day care centers, pre-school programs, and kindergarten. Developmental stages of children, learning theories, and methods and materials of teaching young children are included in this program. Application of skills continues through working in a child development lab. The 90-hour childcare certificate issued by the state of Maryland may be earned through successful completion of this program. Students who successfully complete the program may earn articulated college credits at CCBC.

<table>
<thead>
<tr>
<th>Child Development I</th>
<th>Child Development II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: 66.0200.4 (H)</td>
<td>Course Number: 66.0210.4 (H)</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>Prerequisite: Successful completion of Child Development I</td>
</tr>
<tr>
<td>Credit: 1</td>
<td>Credit: 1</td>
</tr>
</tbody>
</table>
Child Development Internship (2 credits required)
Prerequisite: Successful completion of Child Development I and II.
Course Number: 66.0240.4 (H)

Credit: 1
Course Number: 66.0250.4 (H)
Credit: 2

HOMELAND SECURITY AND EMERGENCY PREPAREDNESS (CH, DN, OV, PA, PH, PK)
The homeland security and emergency preparedness (HSEP) program is a CTE 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. This program aligns with the six mission areas of the United States Department of Homeland Security: intelligence and warning, protection of critical infrastructure and key assets, border and transportation security, domestic counterterrorism, defense against catastrophic threats, and emergency preparedness and response.

Foundations of Homeland Security
Course Number: 66.1100.0
Prerequisite: None
Credit: 1

Administration of Justice 1
Course Number: 66.1210.4 (H)
Prerequisite: Successful completion of Foundations of Homeland Security is required before taking this course.
Credit: 1

Administration of Justice 2
Course Number: 66.1220.4 (H)
Prerequisite: Successful completion of Foundations of Homeland Security and Homeland Security Science are required before taking this course.
Credit: 1

Internship in Homeland Security
Prerequisite: Successful completion of the preceding sequence of courses for this pathway is required before taking this course.
Course Number: 66.1500.4 (H)
Credit: 1
Course Number: 66.1520.4 (H)
Credits: 2

Dual Enrollment
College courses in HSEP may also be taken. Please see counselor for details.
The Teacher Academy of Maryland (TAM) completer program prepares students for postsecondary education and careers in the field of education. The program focuses on teaching as a profession, and includes information on human growth and development, learning theory, and curriculum and instruction. Students participate in internship experiences that include exposure to multiple age levels and subjects. Students who complete the program may earn articulated college credits.

Child Development
Course Number: 66.0200.4
Prerequisite: None.
Credit: 1

Child and Adolescent Development
Course Number: 66.0900.4
Prerequisite: None.
Credit: 1

Plus the following courses:

Teaching as a Profession
Course Number: 66.0910.4 (H)
Prerequisites: None
Credit: 1

Foundations of Curriculum and Instruction
Course Number: 66.0920.4 (H)
Prerequisite: Completion of Child Development or Child and Adolescent Development and Teaching as a Profession. Credit: 1

Education Academy Internship
Prerequisite: Successful completion of the preceding sequence of courses is required before taking this course.
Course Number: 66.0930.4 (H)
Credit: 1
Course Number: 66.0970.5 (GT/AA)
Credit: 2
CTE: MANUFACTURING, ENGINEERING AND TECHNOLOGY CLUSTER

Engineering Careers, Project Lead the Way: Engineering

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

Below is a sample of how the courses may be offered. Course offerings are subject to change based on MSDE program guidelines. Please see your school counselor for specific course numbers for your school and program.

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</thead>
</table>

ENGINEERING CAREERS (ET)

The engineering careers program is designed for highly motivated students who intend to enter a college engineering program after high school. The program incorporates national standards and emphasizes the preparation of each student for the rigorous natural sciences, mathematics, and computer programming courses required for the mastery of an engineering curriculum. In addition, this program exposes students to the different disciplines of the profession. This enables each student to test his or her decision to choose engineering and evaluate possible college engineering majors. Students will receive classroom and hands-on experiences in engineering disciplines with emphasis on mechanical, electrical/electronics, civil, architectural, and fluid engineering. Students who complete the program successfully may earn articulated college credits with CCBC. Fees may be required.

Engineering Careers 1
Course Number: 56.0310.4 (H)
Prerequisite: None
Credit: 1

Engineering Careers 2
Course Number: 56.0320.4 (H)
Prerequisite: Engineering 1
Credit: 1

Engineering Careers 3
Course Number: 56.0330.4 (H)
Prerequisite: Engineering 2
Credit: 1

Engineering Careers 4
Course Number: 56.0340.4 (H)
Prerequisite: Engineering 3
Credit: 1
Engineering Careers CWE
Course Number: 56.0350.4 (H)
Prerequisite: Varies by school offerings.
Credit: 1
Course Number: 56.0360.4 (H)
Credit: 2

PROJECT LEAD THE WAY (PLTW) ENGINEERING (CH, CT, DL, DN, OM, PK, PR, WD)
This CTE program of study is a sequence of courses which follows a proven hands-on, real-world problem-solving approach to learning. Throughout the program, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical-thinking, and problem-solving skills. The program prepares students for further education and careers in engineering and engineering technology. Students who complete the program successfully may earn articulated college credits with CCBC, UMBC, and other PLTW university partners.

Introduction to Engineering Design – PLTW (CH, CT, DL, DN, OM, PK, PR, WD)
Course Number: 56.0200.4 (H)
Credit: 1

Principles of Engineering – PLTW (CH, CT, DL, DN, OM, PK, PR, WD)
Course Number: 56.0210.4 (H)
Prerequisite: Completion of Introduction to Engineering Design-PLTW.
Credit: 1

Digital Electronics – PLTW (CH, CT, DL, PK, PR, WD, DN, OM)
Course Number: 56.0220.4 (H)
Prerequisite: Completion of Introduction to Engineering Design-PLTW
Credit: 1

Computer Integrated Manufacturing – PLTW (PR)
Course Number: 56.0260.5 (GT/AA)
Prerequisite: Completion of Introduction to Engineering Design-PLTW
Credit: 1

Civil Engineering and Architecture – PLTW (CH, CT, DL, OM, PK, PR, WD)
Course Number: 56.0230.5 (GT/AA)
Prerequisite: Completion of Introduction to Engineering Design-PLTW
Credit: 1

Aerospace Engineering - PLTW (CH, DL, DN, OM)
Course Number: 56.0240.5 (GT/AA)
Prerequisite: Completion of Introduction to Engineering Design-PLTW
Credit: 1

Engineering Design & Development – PLTW (CH, CT, DL, DN, OM, PK, PR, WD)
Course Number: 56.0250.5 (GT/AA)
Prerequisite: Completion of Introduction to Engineering Design-PLTW, Principles of Engineering-PLTW, and Digital Electronics-PLTW
Credit: 1
Note: Capstone course for Grade 12
CTE: TRANSPORTATION TECHNOLOGY CLUSTER
Automotive Service Technology, Aviation Technology, Diesel Truck & Power Systems

The following BCPS CTE-completer programs are approved by MSDE. Upon graduation, students will be able to enter employment, register for an apprenticeship, earn industry certification, and/or attend a postsecondary school in order to earn a certificate or degree. Capstone work experience (CWE) may be available to eligible students in the junior or senior years.

Note: Program availability is limited. Magnet schools and programs may require an application with specific requirements. Each school’s counseling office should be contacted for enrollment, application, and course information.

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<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Technology</td>
<td>Principles of Aviation and Aerospace</td>
<td>Exploring Aviation and Aerospace</td>
<td>Private Pilot Fundamentals Or Unmanned Aircraft Systems</td>
<td>Aviation and Autonomous Systems Engineering CWE</td>
</tr>
<tr>
<td>Automotive Service Technology</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Auto Service 1 and 2</td>
<td>Auto Service 3 and 4</td>
<td>Auto Service CWE</td>
</tr>
<tr>
<td>Diesel Truck and Power Systems</td>
<td>Students are encouraged to start in Grade 9</td>
<td>Diesel 1 and 2</td>
<td>Diesel 3, 4, and 5</td>
<td>Diesel CWE</td>
</tr>
</tbody>
</table>

AVIATION TECHNOLOGY AND THE FUTURE (HH, KN)
The aviation technology and the future program is a four-course program of study that helps students build career-ready skills while learning more about opportunities in aviation and aerospace. The program consists of four courses in two pathways – Private Pilot or Unmanned Aircraft Systems (UAS) - drones. During each course, students will apply engineering practices as they engage in hands-on activities and projects designed to reinforce aviation concepts. Students in both tracks will use flight simulators and quadcopter devices to learn about aircraft systems, performance, flight planning and operations. Both devices provide an environment that allows students to learn and practice, while responding to external flight factors such as air density, turbulence, wind shear, and precipitation. Upon completion of the third course, students in the Private Pilot pathway are prepared for the FAA Private Pilot Knowledge Test and students in the UAS pathway are prepared for the Part 107 Remote Pilot exam. delivers real-world preparation for careers in flying and unmanned aircraft systems (drones). Students who complete the program successfully may earn articulated college credits with CCBC.

Principles of Aviation and Aerospace
Course Number: 56.1600.0
Prerequisite: None
Credit: 1

Exploring of Aviation and Aerospace
Course Number: 56.1610.4 (H)
Prerequisite: Principles of Aviation and Aerospace
Credit: 1

Unmanned Aircraft Systems
Course Number: 56.1620.5 (GT/AA)
Private Pilot Fundamentals
Course Number: 56.1630.5
(GT/AA) Prerequisite:
Exploring Aviation and Aerospace Credit: 1

Aviation and Autonomous Systems
Engineering CWE*
Course Number: 56.1640.5 (GT/AA)
Prerequisite: Unmanned Aircraft Systems or Private Pilot Fundamentals
Credit: 1
AUTOMOTIVE SERVICE TECHNOLOGY (MM, SPT, WST)

The automotive service technology program introduces students to the career field of automotive service and repair. Students are required to perform selected manipulative activities as outlined in Automotive Service Excellence (ASE) requirements, using specialized tools and equipment on late-model vehicles. A variety of teaching methods are used to enhance the learning process by reinforcing critical thinking and academic skills which prepare students with electronic diagnosis, troubleshooting, and customer relations skills needed by today’s automotive technicians. Students can learn skills through computerized simulators, shop demonstrations, diagnostic testing, and several hands-on activities performed on shop vehicles. Students who complete the program successfully may earn certification in maintenance and light repair, as well as articulated college credits with CCBC. Fees may be required.

Automotive Service Tech 1
Course Number: 62.4410.0
Prerequisite: None
Credit: 1

Automotive Service Tech 2
Course Number: 62.4420.0
Prerequisite: Automotive Service Tech 1
Credit: 1

Automotive Service Tech 3
Course Number: 62.4430.4 (H)
Prerequisite: Automotive Service Tech 2
Credit: 1

Automotive Service Tech 4
Course Number: 62.4440.4 (H)
Prerequisite: Automotive Service Tech 3
Credit: 1

Automotive Service Tech 5
Course Number: 62.4450.4 (H)
Prerequisite: Automotive Service Tech 4
Credit: 1

Automotive Service Tech CWE
Course Number: 62.4480.4 (H)
Prerequisite: Varies by school program
Credit: 1

DIESEL TRUCK AND POWER SYSTEMS (SPT)

This program introduces students to the career field of automotive service and repair with a specific focus on diesel engines. Students are required to perform selected manipulative activities as outlined in Automotive Service Excellence (ASE) requirements, using specialized tools and equipment. A variety of teaching methods are used to enhance the learning process by reinforcing critical thinking and academic skills which prepare students with diagnosis, troubleshooting, and customer relations skills needed by today’s diesel engine technicians. Students can learn ASE skills through computerized simulators, shop demonstrations, diagnostic testing, and hands-on activities performed on shop vehicles. Students who complete the program successfully may earn certification in diesel engines, as well as articulated college credits with CCBC. Fees may be required.

Diesel Engine Tech 1
Course Number: 62.4510.0
Prerequisite: None
Credit: 1

Diesel Engine Tech 2
Course Number: 62.4520.0
Prerequisite: Diesel Tech 1
Credit: 1

Diesel Engine Tech 3
Course Number: 62.4530.4 (H)
Prerequisite: Diesel Tech 2
Credit: 1

Diesel Engine Tech 4
Course Number: 62.4540.4 (H)
Prerequisite: Diesel Tech 3
Credit: 1

Diesel Engine Tech 5
Course Number: 62.4550.4 (H)
Prerequisite: Diesel Tech 4
Credit: 1

Diesel Engine Tech CWE
Course Number: 62.4560.4 (H)
Prerequisite: Varies by school program
Credit: 1

Course Number: 62.4570.4 (H)
Credit: 2