# Winters Mill High School Program of Studies

# 2026-2027

Carroll County Public Schools
125 North Court Street
Westminster, Maryland 21157

**HOW TO SEARCH THIS DOCUMENT:**

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**CORE STATEMENT**

Carroll County Public Schools:
Building the Future

**CORE VALUES**

The Board of Education establishes the following core values:

- The pursuit of excellence
- Life-long learning and success
- A safe and orderly learning environment
- Community participation
- Fairness, honesty, and respect
- Continuous improvement
- Reflecting the priorities, beliefs, and mores of our local community

**Message from the Superintendent . . . . .**

Thank you for taking the time to review the High School Program of Studies. The purpose of this document is to help students, parents, and school counselors plan a four-year educational program for high school.

A well thought out high school program will prepare students for college and career readiness. By using the High School Program of Studies and the Pathways to Careers, students have the tools they need to map out both a short-range and long-range plan for high school study.

As courses are selected, please be sure to refer to the high school graduation requirements located in this document to ensure that you meet state and local graduation requirements. Also, please be aware that while approved course offerings available in Carroll County high schools are identified, each school develops its own program from these course offerings.

Our students today will have opportunities and challenges that will prepare them for tomorrow. Choosing a course of study for each student is an important step in preparing for that future. One way we can ensure that our students are successful is by working together to provide them with the very best educational experience.

Best wishes for a successful school year.

Cynthia A. McCabe
Superintendent of Schools

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# The High School Program of Studies

**Introduction**

The Board of Education of Carroll County and professional staff recognize the need for students and parents to plan a high school program that enables each student to fulfill the Maryland State Graduation requirements in a manner that provides for individual interests, needs, and career goals.

It is also recognized that every student is on a pathway to a career - whether in the near or distant future. But how does a student get there, and will he or she be properly prepared? Has the student selected an education career plan suited to his or her interests and abilities? Will the student be able to enter a chosen career directly after high school, or will he or she need further training and/or higher education? These are all important questions for the student to consider before entering the highly competitive and technical workforce of the 21st century.

The Pathways to Careers program provides the direction needed to answer these questions. This innovative program is an integral part of the Carroll County School Improvement Plan and has been developed to accommodate all students in the school system. Consisting of multiple career clusters the **Pathways To Careers** program:

- helps students in making career decisions.
- identifies how specific courses correspond to specific careers.
- improves students' skills and increases their potential for employability and further training and education.

Pathways to Careers **prepares students to create a career plan which:**

- allows them to move between job and further education.
- helps them to understand and have knowledge of a variety of jobs within a career field.
- creates awareness of training and educational opportunities.
- provides opportunity for training, re-training and further education.
- includes on-the-job experience.

To aid in planning a four-year course of study, this publication also includes a comprehensive list of all course offerings available to students. It is strongly recommended that students, parents, teachers, counselors, and administrators communicate openly in the planning and course selection process.

It is important to note that "No person will be denied admission to any school or to any program or course of study in Carroll County Public Schools on the basis of race, color, national origin, sex, religion, or handicap." Any student or parent having inquiries regarding the application of these rights should contact the school principal or the Director of Student Services, 125 North Court Street, Westminster, Maryland 21157, telephone 410-751-3123*

Not all programs and courses may be available at all schools.

**Board of Education Policy JFA – Approved November 14, 1979*

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# Getting Started

## Career Clusters

Groups of occupational areas which are related to one or more of the four (4) work task areas.

## Work Task Areas

Four identified areas: people, data, things, ideas. These are matched to a student's interest, abilities, and preferences.

## Career Pathways

Include specific education, work and career choices.

## Completer Program

A specified sequence of courses for a career pathway in a Career and Technical Education (CTE) completer program. All completer programs are approved by the Maryland State Department of Education (MSDE) and completion of the required CTE credits meets MSDE high school graduation requirements. All CTE programs offer a value-added component which may include college credits, industry certification or both.

## Articulated and Transcripted Programs

A specified sequence of courses (Completer Program) that can be applied toward credits or advanced standing at a particular college or technical school.

## Apprenticeship Maryland Program

The goal of Apprenticeship Maryland is to create compensated, high quality youth apprenticeships that prepare students to enter employment in high-skilled, high growth sectors in manufacturing and STEM occupations such as healthcare, biotechnology, information technology, construction and design, and banking and financing. The Apprentice Maryland program offers students paid opportunities to join the workforce while in school and pursue their career interests.

## Career Majors

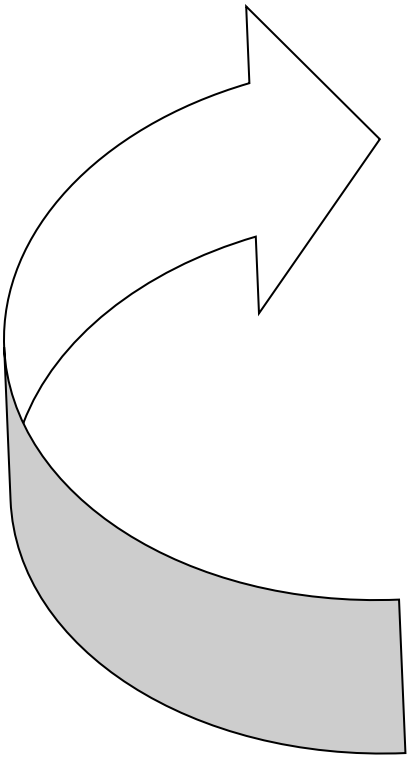
Course sequences within a specific career cluster and pathway which enable a student to work toward a career option not addressed by a CTE completer program. A minimum of three (3) credits of specified cross-curricular course work constitutes a career major.

## Naviance®

A comprehensive college and career readiness platform that helps students create connections between their goals, strengths, and interests, and success after high school. All high school students have a Naviance® account and full access to tools and information that will enhance their high school educational planning and support their preparation for college and career entry.

# How To Use This Book

**The High School Planning Guide can be used throughout a student's high school years. Students can make maximum use of the included information by following the steps below. These steps can be repeated and revisited as often as needed.**



- Login to Naviance to access and complete the career surveys and tasks identified by your school counselor. Use a career interest survey to help identify your interests and skills and the career cluster area in which they are located (Arts, Business Contact, Business Operations, Science, Social Services, Technical).

- Find the completer program or career major in your preferred cluster that most closely matches your career interests and skills in the Pathways to Careers.

- Look up course descriptions in the Program of Studies section of this book.

- Develop and follow your Education Career Plan **(sample on page 8)** to include the required courses for either a completer program or career major in addition to career specific electives that are of interest to you.

- Use the course selection guideline grid, which includes blank areas, as you plan when you would schedule specific courses.

- Consider transition activities, such as work-based learning or articulated and transcripted credits (college credit for high school work) that are related to specific completer programs.

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## Sample Educational Career Plan

| ***Subject Area (credits required)*** | ***Completed in 7th/8th Grade*** | ***CR*** | ***9th Grade*** | ***CR*** | ***10th Grade*** | ***CR*** | ***11th Grade*** | ***CR*** | ***12th Grade*** | ***CR*** |
|---|---|---|---|---|---|---|---|---|---|---|
| English (4) | | | | | | | | | | |
| Social Studies (3) | | | | | | | | | | |
| Science (3) | | | | | | | | | | |
| Mathematics (4) | | | | | | | | | | |
| Physical Education (1) | | | | | | | | | | |
| Health Education (1) | | | | | | | | | | |
| Technology Education (1) | | | | | | | | | | |
| Financial Literacy (.5) | | | | | | | | | | |
| Visual and Performing Arts (1) | | | | | | | | | | |
| Alternatives for Meeting Graduation Requirements (page 12) | | | | | | | | | | |
| World Language (2) | | | | | | | | | | |
| Or | | | | | | | | | | |
| American Sign Language (2) | | | | | | | | | | |
| Or | | | | | | | | | | |
| CTE Completer Program (3-9) | | | | | | | | | | |
| Electives (4.5-12) | | | | | | | | | | |
| 25 Total Credits Required | 7th/8th Grade→ | | 9th Grade→ | | 10th Grade→ | | 11th Grade→ | | 12th Grade→ | |

Please refer to the following when planning: Graduation Requirements; Maryland State Colleges and Universities Admission Requirements; Rigorous High School Program; Dual Completer.

This sample plan is intended to be used by parents and students for pre-planning purposes. An official Educational Career Plan will be completed in collaboration with your high school counselor.

# Need
# To
# Know
# Information

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# Graduation Requirements for Class of 2026 and Beyond

**Credit Requirements**: A minimum of 25 credits must be earned to meet graduation requirements. Many of these credits are required in specific areas as outlined in the chart below.

**NOTE: This chart may be subject to change pending any State (MSDE) revisions to graduation requirements.**

| Subject | Required Credits | Required Courses |
|---|---|---|
| **English** | 4 | -English 9<br>-English 10 ***or*** English 10: AP Seminar<br>-English 11 ***or*** AP Language and Composition ***and/or*** AP Seminar<br>-English 12 ***or*** AP Literature and Composition ***and/or*** AP Research* (AP Seminar ***or*** AP Language and Composition may be taken as well) |
| **Social Studies** | 3 | -Government ***or*** AP United States Government and Politics<br>-United States History ***or*** AP United States History<br>-World History ***or*** AP World History |
| **Science** | 3 | -Conceptual Physics ***or*** AP Physics 1<br>-Chemistry of Earth and Space Science<br>-Biology |
| **Mathematics** | 4<br><br>All students must enroll in a mathematics course each year of high school. | -Algebra I<br>-Geometry<br>-Other credits must be 1 credit in duration and may be selected from the Program of Studies Mathematics course offerings. |
| **Physical Education** | 1 | -Physical Education I (½ credit)<br>-½ credit of any other Physical Education course to fulfill 1 credit graduation requirement. |
| **Health** | 1 | -Health I<br>-Health II |
| **Visual and Performing Arts** | 1 | -Completed credit in any Visual and Performing Arts course may be applied to the state Fine Arts graduation requirements unless otherwise indicated. |
| **Technology Education** | 1 | -Foundations of Technology ***or*** Exploring Computer Science ***or*** Principles of Engineering (part of Project Lead the Way completer program), ***or*** AP Computer Science Principles. |
| **Graduation Pathway:**<br>• **World Language**<br>• **Or American Sign Language**<br>• **Or State Approved Career and Technical Education Completer Program** | <br>2<br>2<br>3 - 9 | <br>-2 credits of the same World Language<br>-American Sign Language I, II, and III (for 2 credits total)<br>-See Completer Programs in the Program of Studies. |
| **Financial Literacy** | ½ | -Financial Literacy ***or***<br>-Managing Personal Finances Using Excel (1 credit) |
| **Electives** | 4 ½ - 12 | |
| **Total Credits Required** | 25 | |

*Students who earn scores of 3 or higher in AP Seminar *and* AP Research receive the AP Seminar and Research Certificate™. Students who *also* earn scores of 3 or higher on four additional AP exams at any time in high school receive the AP Capstone Diploma™.

**Notes**

- Credit will be awarded for high school courses completed successfully in middle school.
- Students who successfully complete high school level mathematics courses prior to high school can count the earned credits toward their requirement but still need to be enrolled in a mathematics course in each year of high school.

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## Student Service-Learning Requirement

The state mandated 75 hours of service-learning requirement may be met by completing the course-related option and/or the exemplary service option. Students must earn 55 service hours to earn senior status. Additional information can be found on the CCPS Service-Learning page.

### Additional Requirements

- Four years of approved study beyond grade 8.
- Four credits must be earned after the completion of grade 11.
- Students must meet the High School Assessment requirements for Algebra I, English 10, Biology, and Government. Testing requirements and passing scores vary based on the year of course completion. Details related to each content area are provided below.
- All students shall be assessed no later than grade 10 to determine if the student meets the Maryland State Department of Education criteria for College and Career Readiness in English Language Arts and Mathematics.
- Transition courses or other instructional opportunities will be provided to students who have not achieved College and Career Readiness by the end of grade 10. Additional information about College Career Readiness can be found at College + Career Readiness – Blueprint (marylandpublicschools.org).

### High School Assessment Requirements

**NOTE: These assessment requirements may be subject to change pending any State (MSDE) revisions or requirements.**

Algebra I

- Students taking Algebra I will be required to participate in the Maryland Comprehensive Assessment (MCAP) for Algebra I and pass the Algebra I course to meet the graduation requirement.

English 10

- Students taking English 10 or English 10: AP Seminar will be required to participate in the Maryland Comprehensive Assessment (MCAP) for English and pass the English 10 or English 10: AP Seminar course to meet the graduation requirement.

Biology

- Students in the 2026 graduating class taking Biology will be required to participate in the Life Science Maryland Integrated Science Assessment (LS MISA) to meet the graduation requirement.
- Students in the 2027 graduating class and beyond will be required to take the Life Science Maryland Integrated Science Assessment (LS MISA) for science as an end-of-course exam in Biology. The score will count for twenty percent of their final grade.

Government

- Students in the 2026 graduating class taking Government or AP US Government and Politics will be required to participate in the Maryland Comprehensive Assessment (MCAP) for government to meet the graduation requirement.
- Students in the 2027 graduating class and beyond will be required to take the Maryland Comprehensive Assessment (MCAP) for government as an end-of-year course exam in Government. The score will count for twenty percent of their final grade.

# College and Career Readiness Standard

The Blueprint for Maryland's Future was passed by the Maryland General Assembly to transform Maryland's public education into a world class education system. One of the main objectives is to prepare students to be college and career ready upon graduation. Pillar three of the Blueprint, College and Career Readiness (CCR), sets a standard to prepare graduates for success in college and the workforce by ensuring students have the knowledge and skills necessary to compete. The Blueprint aims to have all students meet the CCR standard by the end of their 10th grade year.

***A student may meet CCR in several ways, which allow them to access additional benefits outlined in the programs below.***

Meeting CCR by the end of 10th Grade (Choose 1 option)

- GPA (unweighted) of 3.0+ AND earn an A, B or C in Algebra 1 or score proficient or above on Algebra 1 MCAP assessment.

Meeting CCR in the 11th or 12th Grade:

- 1-year GPA (unweighted) 3.0+ in 11th or 12th grade AND earn an A, B, or C in a high school math course at any point in the student's high school career.

Other Ways to Meet CCR (any grade in high school) (Choose 1 option)

- **2 Dual Enrollment (DE) courses:**
    - Grade C or better
    - 1 course in mathematics
    - 1 course in English, Science or Social Studies
- **2 AP courses:**
    - Score 3 or better
    - 1 assessment in Math
    - 1 assessment in English, Science or Social Studies
- Earn a 50+ score on **ASVAB**
- **SAT and PSAT:**
    - **SAT/PSAT**: 480+ in Reading and Writing & 530+ in Math
    - **ACT**: Score 18+ in English and 22+ in Math
- Score *AT TARGET* on Math and ELA **DLM Alternate Assessments**
- Earn Silver + on **ACT WorkKeys Assessment**
- Earn a State-Approved **Industry Recognized Credential (IRC)**
- Complete the high school level of a registered **apprenticeship**

*All College and Career Readiness Standards are subject to change based upon the Maryland State Department of Education.

# Carroll County Public Schools
# Alternatives for Meeting Graduation Requirements

In order to receive a diploma from Carroll County Public Schools, students must complete one of the following alternatives as a graduation requirement. Every course may not be available at all schools.

**Alternative 1**

Two credits of a single world language. The following courses may be used to satisfy this requirement:

| | |
|---|---|
| ESOL I, II, III, IV<br>French I, II, III, IV, AP<br>German I, II, III, IV, AP | Latin I, II, III, IV, AP<br>Spanish I, II, III, IV, AP<br>American Sign Language I, II, III, IV |

**Alternative 2**

Complete a State-approved Career and Technical Education (CTE) completer program. The following programs, which consist of an approved, designated sequence of courses, may be used to satisfy this requirement:

| Program | Location | Credits |
|---|---|---|
| Academy of Health Professions | Carroll County Career & Technology Center (CCCTC) | 4 |
| Accounting | All High Schools | 4 |
| Applied Mechanical Engineering | CCCTC | 6 |
| Apprenticeship | All High Schools | 4 |
| Auto Service Technology | CCCTC | 6 |
| Biomedical Sciences (Project Lead The Way) | CCCTC | 4 |
| Building Maintenance | CCCTC | 4 |
| Business Administration and Management- | All High Schools | 4 |
| Career Research & Development | Gateway School and Flexible Student Support | 4 |
| Carpentry | CCCTC | 6 |
| CASE Agricultural Science – Animal | All High Schools | 4 |
| CASE Agricultural Science – Plant | All High Schools | 4 |
| CASE Natural Resources | All High Schools | 4 |
| Child Development and Early Education | All High Schools | 4 |
| Cisco Networking Academy (Cyber Security and Cyber Operations) | CCCTC | 6 |
| Collision Repair Technology | CCCTC | 6 |
| Computer Science | All High Schools | 3 |
| Cosmetology | CCCTC | 9 |
| Culinary Arts | CCCTC | 6 |
| Digital Fabrication and Manufacturing | All High Schools | 3 |
| Drafting | CCCTC | 6 |
| Education – Teacher Academy of Maryland | Combination - All High Schools and CCCTC | 4 |
| Electrical Construction | CCCTC | 6 |
| Engineering (Project Lead The Way) | CCCTC | 5 |
| Financial Services (Academy of Finance) | Combination – All High Schools | 5 |
| Heavy Equipment and Truck Technology | CCCTC | 6 |
| Homeland Security and Emergency Preparedness: Criminal Justice/Law Enforcement | CCCTC | 4 |
| Homeland Security and Emergency Preparedness: Geographic Information Systems & Technology | CCCTC | 4 |
| Hospitality and Tourism Management | All High Schools | 3 |
| HVAC | CCCTC | 6 |
| Interactive Media Production | All High Schools and CCCTC | 4 |
| Army Junior Reserve Officer Training Corps (JROTC) | Combination – All High Schools | 3 |
| Marketing | All High Schools | 4 |
| Masonry | CCCTC | 6 |
| Print Production (Print Ed) | Combination: All High Schools and CCCTC | 4 |
| Textiles and Fashion Careers | CCCTC | 6 |
| Video Production | Combination: All High Schools and CCCTC | 4 |
| Welding Technology | CCCTC | 6 |

# CARROLL COUNTY PUBLIC SCHOOLS
# SERVICE-LEARNING PROGRAM

**MISSION STATEMENT**

The Carroll County Service-Learning Program has been designed to benefit the student, school, and the community through developmentally appropriate service-learning opportunities.

**DEFINITION OF SERVICE-LEARNING**

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. Service-Learning includes preparation, identifying projects and learning skills, and action. Students can meet the needs of the community three ways:

Direct Service: Students have face-to-face contact with the service recipients, such as serving meals at a homeless shelter or volunteering at a nursing home.

Indirect Service: Students perform a service without having face-to-face contact with the recipient, such as participating in food and clothing drives and fundraising.

Advocacy: Students educate others about a particular issue, such as writing letters to legislators or editors and displaying posters to targeted audiences.

Students will reflect and evaluate projects through discussion or completion of the writing prompt on the Service-Learning Reflection form.

**CARROLL COUNTY GUIDELINES**

1. Students, parents, and individuals/organizations who accept student volunteers are hereby advised that the fact that Service-Learning is mandated is not a sufficient basis for attaching liability to the Carroll County Public Schools. The Board of Education of Carroll County does not provide general liability insurance for individuals or organizations for whom students may perform student service. Parents or guardians of students and individuals or organizations that accept student volunteers should verify the adequacy of their own insurance coverage.
2. The Carroll County Program will meet or exceed the minimum number of hours (75) of Service-Learning as required by the State of Maryland. Students may count a maximum of 20% of total practice and preparation time for a service-learning activity, unless pre-approved by the school's Service-Learning Coordinator.
3. Students may meet the Service-Learning Graduation Requirement by completing the Course-Related Option or by completing the Exemplary Service Award Option.
4. Students may accumulate service hours beginning the summer after the completion of grade 5 through grade 12; and, may complete the requirement any time during that period. Students must complete a minimum of 55 Service-Learning hours by the end of the eleventh grade in order to be promoted to senior status.
5. Service-Learning hours will be pro-rated for students transferring into Carroll County Schools from private or out-of-state schools after the completion of their freshman year. For those students transferring into CCPS after the freshman year, the hours are pro-rated as follows: Sophomores are required to complete 40 hours; junior year 30 hours; first semester of the senior year 10 hours; second semester of senior year 5 hours.
6. Service-Learning activities will be approved by the school principal or student service coordinator. Students shall not be paid for their service and shall not earn hours for service to a for-profit agency or business. Students shall not earn hours for service in preparation for or during religious services; not earn hours for assisting family members with tasks such as cutting the lawn or babysitting; not be excused from school to earn service-learning hours. Check with the school coordinator for clarification.
7. Students choosing the Exemplary Service Option must document service-learning hours on the Service-Learning Reflection Form (form on front).

**COURSE-RELATED SERVICE OPTION**

Students may fulfill the Service-Learning Graduation Requirement by successfully completing courses that contain a service-learning component. Students must earn the minimum of 75 service-learning hours to satisfy the Service-Learning Requirement. The number of hours each course provides is listed below.

**Middle School Courses Providing Hours:**

6th grade Outdoor Education (20 hours)
8th grade Family & Consumer Sciences (15 hours)
Learning for Independence Job Readiness (15 hours)

**High School Courses Providing 5-15-30 Hours:**
Aquatic Environmental Science (15 hours)
Child Development Associate (CDA) Portfolio and Internship (30 hours)
Government / Honors Government (5 hours)
Terrestrial Environmental Science (15 hours)

**High School Courses Providing 10 Hours**
Academic Department Assistant+
Advanced Cosmetology: Theory & Application
AP US Government
Auto Service Technology I, II
Building Maintenance
Culinary Arts I and II
Electrical Construction I, II
Honors International Studies
Independent Study – Student Service Learning+
Issues in American Society
Mastery of Cosmetology
Newspaper Production / Honors Newspaper Production+
Peer Facilitating+
Principles & Practices of Cosmetology
Science Research I, II, III / Honors Science Research I, II, III
Textiles and Fashion Careers I, II
US History / Honors US History
Video Production
Yearbook Production / Honors Yearbook Production+

*Students may earn Service-Learning hours in additional courses with the prior consent of the instructor.

+Students may earn 10 Service-Learning hours for the ½ credit course; 20 Service-Learning hours for the 1 credit course; 40 Service-Learning hours for 2 credit course.

**EXEMPLARY SERVICE AWARD**
Students who complete a minimum of 300 service-learning hours by May 1 of their senior year will earn the Exemplary Service Award and will be honored with a certificate upon graduation.

Service-Learning hours must be documented on a Service-Learning Reflection Form and approved by the Service-Learning Coordinator in the same year in which the service is performed.

# COURSE SELECTION AND ENROLLMENT OPTIONS

**FLEXIBLE STUDENT SUPPORT**
This alternative program offers credit classes in English, social studies, science, health, math, visual and performing arts, and occupational programs for students who have withdrawn from high school and need only a few credits to meet graduation requirements, or who are enrolled in daytime high school and need to take advantage of the course offerings available through Flexible Student Support programs.

- **Student Support Center** – traditional instruction in a school class setting.
- **Distance Learning** – a facilitator is on-site for on-line courses.
- **Career Research & Development** – classroom instruction combined with work experience leading to a completer program.

Students are required to follow all policies and procedures of Carroll County Public Schools while enrolled in these programs.
Credits earned are transferred back to the student's home school to apply toward graduation requirements.

For further information, contact the Pupil Personnel Worker assigned to your school or call 410-751-3145.

**DUAL ENROLLMENT**

Dual Enrollment Pathway Updates as of February 2025:

- *Students must meet the CCR standard to participate in dual enrollment courses at Carroll Community College and have tuition, materials, and fees covered by CCPS.*
- An Early College pathway will be offered to students who are CCR by the end of 10th grade and interested in obtaining an associate's degree (60 credits) during their junior and senior years. All courses will be offered at Carroll Community College. CCPS will cover the cost of tuition, materials, and fees for students in the program.

Early College Program

Early College Program – Associate of Arts and Sciences degree plan

The Early College program consists of the following courses:

| Fall #1 | Spring #1 | Fall #2 | Spring #2 |
|---|---|---|---|
| ENGL - 101* | HLTH – 101 | ENGL – 102* | SOC – 215 |
| MATH – 113* | PSYC – 101 | MATH – 115* | GEOSCI – 103 |
| HIST – 110* | COMM – 201 | ART – 125* | PHIL – 105 |
| FN – 100* | BIOL – 101 | HLTH – 225 | COMM – 205 |
| SOC – 101 | | PSYC – 211 | ECON – 100 |
| 16 credits | 13 credits | 16 credits | 15 credits |

*Course will meet a high school graduation requirement.

To learn more about the Early College Program reach out to your school counselor and/or an admissions counselor at Carroll Community College.

Met the CCR Standard and Not Participating in the Early College Program

- Students who have met the CCR standard but are not participating in the Early College program may take up to 4 dual enrollment courses during the school year (2 in the Fall semester and 2 in the Spring semester) from the approved course list (see above) at the expense of CCPS.
- CCPS will not cover the cost of any January/Winter or Summer courses.

Did not meet the CCR Standard and Dual Enrollment Interest

- Students who have not met the CCR standard may still participate in dual enrollment courses at Carroll Community College, but tuition, materials, and fees will be the responsibility of the student's family.
- CCPS will not cover the cost of any January/Winter or Summer courses.

Non-Credit Licensure and Certification Programs

Seniors may participate in a Workforce Training Program at Carroll Community College that includes the Dental Assistant Certification Program, Pharmacy Technician Certificate Program, Advanced Welder Certificate Program, or the Automotive Technician Program.

- If interested in the Advanced Welder Certificate Program or the Automotive Technician Program students must apply to Carroll County Career and Technology Center (CCCTC) first before consideration to either program.
- Students must be ready to demonstrate steady attendance as no make-up sessions are available if a class is missed. Most courses are taught in the evening by industry professionals.
- All courses will be offered at Carroll Community College.
- CCPS will cover the cost of tuition, materials, and fees for students in these programs.

Dual Enrollment Overview

Get a jump start on college and prepare for your first college year while still in high school. Dual Enrollment allows high school students the option to earn high school and college credit at the same time.

Dual Enrollment Credits and Grades

Approved courses earning college credit will be awarded credit and be reflected on the high school transcript.

- 1-credit and 2-credit college courses earn .5 CCPS credit.
- 3-credit, 4-credit, and 5-credit college courses earn 1 CCPS credit.
- Dual enrollment courses are transcribed with an additional 1.0 weight (5.0 scale).
- Grades will be calculated into the student's high school GPA. Subject-specific credits may count toward high school graduation requirements.
- Students who withdraw from a dual enrollment course after the stated college withdrawal date will receive a "W" on their transcript.

Eligibility – Extra Curricular Activities – Dual Enrollment Implications & Reminders

- A student becomes ineligible for academic reasons if he/she earns less than a 2.0 weighted GPA for that marking period or receives a grade of "F" for any course in which the student is enrolled during the marking period.

- The final grade earned for dual enrollment will be identified in both the Quarter in which the course is completed and the Final Grade. Quarter grades are used to determine Academic Eligibility and Final grades to determine GPA and Class Rank.
- An indication of Withdrawal Failing (WF) is considered an "F" for the specific marking period in which it is received.
- An Incomplete (I) is considered an "F" until the work is satisfactorily completed.
- All courses, regardless of credits attempted, are calculated the same to determine academic eligibility at the end of each marking period.
- Students must maintain Full Time Enrollment Status to maintain Eligibility.
- A student who withdraws after the college withdrawal date will receive a W. Students who withdraw from dual enrollment courses may fall below the minimum credit requirement threshold to maintain full time status.
- The student must be enrolled in at least 3 courses, 2 of which must be credit-bearing.

**NOTE:** *Administrative Regulation JPA 2 of 2, High School Eligibility- Extra Curricular Activities*

Dual Enrollment and Graduation Requirements

Dual enrollment courses at Carroll Community College have been reviewed and several courses have been approved to meet a graduation requirement in the core content areas. To learn more about the courses that can meet a graduation requirement at Carroll Community College, communicate with your school counselor.

An 11th and 12th grade student can request a Carroll Community College dual enrollment course to fulfill a graduation requirement. 9th and 10th grade students can only take dual enrollment for elective credits.

Note: Dual enrollment courses at post-secondary institutions other than Carroll Community College have not been approved to meet a CCPS graduation requirement. Credits earned at other post-secondary institutions may be eligible for elective credit.

Online Dual Enrollment

Students are free to schedule online dual enrollment courses during their school day. Ideally these classes are scheduled during Mod one and four so that students can work on their coursework from home or Carroll Community College. When online courses are scheduled during mods two or three, the school will make every effort to ensure that students will have a seat in their learning lab or media center. *Before scheduling online dual enrollment courses during the school day, students should confirm availability of a seat for them in their school. Students who schedule three or four online dual enrollment courses during the school day should not expect to be granted a seat in their school. If a student believes they have a hardship or unique reason to request a seat they should schedule a meeting with the assistant principal responsible for dual enrollment before scheduling their dual enrollment courses to discuss their request.

Communication From Instructors for Dual Enrollment Courses

Carroll Community College & CCPS instructors who teach high school students can and are encouraged to communicate poor attendance, and low grades in dual enrollment course(s) directly with the student, using the college starfish platform. In addition, they may communicate directly to a high school counselor. All dually enrolled students are eligible for tutoring for all subjects; drop in, by appointment and online at no extra charge. https://www.carrollcc.edu/resources/advising-class-support/tutoring/

**Note**: *Carroll Community College will share students' enrollment status and grades with the home school counselor and other school personnel as appropriate.*

Dual Enrollment – Criteria for Registration

Eleventh – Twelfth Grade Students

If a student would like to enroll in a dual enrollment course and/or program at a local college during their junior or senior year, they must meet the following requirements, regardless if a student is deemed College and Career Ready (CCR).

- 2.6 unweighted GPA required for ALL courses on Carroll Community College campus AND math courses at CCPS locations.
- 2.5 unweighted GPA for non-math general education courses at CCPS locations.

NOTE: There may be alternative ways to enroll in a dual enrollment course e.g., placement test. Course Placement & Eligibility - Carroll Community College (carrollcc.edu)

Early College/GT (ninth, tenth grade, and younger)

Admission for ninth to tenth grade students will be considered on a case-by-case basis. Students will have an opportunity to receive dual credit for their college course. The course will be included on their transcript. An earned grade will be calculated into the student's high school GPA.

- Must have a recommendation from a school counselor and principal **plus** placement into ENGL-101 is required; and only if applicable, placement into college level math per the Carroll Community College mathematics department's placement measures.
- Per Carroll Community College: A ninth and tenth grade student's GPA cannot be used for dual enrollment course placement.
- Ninth and tenth grade students may not take dual enrollment courses during the 4-mod school day. They may enroll in an online, evening or summer dual enrollment course. Note: There are NO financial discounts for summer courses.

- Identified gifted and talented middle school students must complete a pre-approval form before beginning registration. The form may be obtained from a gifted and talented teacher or the school counselor.

CCPS' Middle School College Enrichment Program

CCPS students who are under 16 years of age and identified as gifted and talented may apply to take college courses through Carroll Community College. This is not a CCPS program; however, these college classes can be counted as **elective credit** on the student's high school transcript with a pre-approval form. College level classes taken prior to the junior year (11th grade) of high school do not count as MSDE graduation requirements. College courses taken by middle school students cannot occur during the school day; students may take classes for enrichment outside of school hours or during the summer.

**ALTERNATIVES TO FOUR-YEAR ENROLLMENT**

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

**EARLY COLLEGE ADMISSION PROGRAM**

A student may receive a Maryland High School Diploma after completion of grade 11 through acceptance in the early college admission program, provided that:

- The student is accepted for early admission to an accredited college before high school graduation.
- All State assessment prerequisites, the 25 credits, specified credits, and service-learning requirements have been met.
- A written request by the student and parent or guardian is made to and approved by the local superintendent of schools, asking the waiver of the fourth-year attendance requirement and certifying the early admission acceptance.
- The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and at the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

**EARLY ADMISSION TO APPROVED VOCATIONAL, TECHNICAL, OR OTHER POST-SECONDARY SCHOOL**

A student may receive a Maryland High School Diploma after completion of grade 11 through acceptance in an early admission program of an approved vocational, technical, or post-high school if:

- The student is accepted for early admission by an approved vocational, technical, or post-secondary school before high school graduation;
- All State assessment prerequisites, the 25 credit, specified credit, and student service requirements have been met; and
- A written request by the student and parent or guardian is made to and approved by the local superintendent of schools, asking the waiver of the fourth-year requirement and certifying the early admission acceptance.

**GENERAL EDUCATIONAL DEVELOPMENT TESTING PROGRAM**

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

**CREDIT BY EXAM**

COMAR states "(2) A student who would be eligible to graduate but for obtaining credit in English 12 may obtain that credit by taking a State-approved examination and achieving a passing score as defined by the Maryland State Department of Education."

The credit-by-exam option, as specified in COMAR, is only available to students who have already completed all requirements for the Maryland High School Diploma except for credit in English 12. Students who plan to obtain Maryland high school graduation credit-by-exam for English 12 must:

- declare their intention to test out by the fall of Grade 11. This will allow the student to have time to prepare for the exams;
- take the Advanced Placement English Language and Composition Exam (administered in May). Students are NOT required to complete the corresponding Advanced Placement course in order to take the exam;
- be aware that results from the AP exam may not be available until July, which would result in a diploma being conferred after the official graduation ceremony; and
- complete **both** exam requirements below.

| Current Requirement | Minimum Score |
|---|---|
| Advanced Placement English Language and Composition Exam | 3 |
| SAT Evidence-Based Reading and Writing | 650 |

**COLLEGE ATHLETIC ELIGIBILITY**

The National Collegiate Athletic Association (NCAA) has specific guidelines for high school student athletes who wish to be eligible to compete in college athletics. There are five basic criteria which include:

1. Graduation from high school with 2 world language credits earned during grades 9 through 12.
2. Graduation from high school with mathematics credits through Algebra II.
3. Minimum core grade point average.
4. Minimum ACT or SAT test score.
5. Completion of 16 core courses.

Planning for college and college athletics should begin in grade nine in order to complete the core courses. Students should register with the NCAA clearinghouse by the end of their junior year. Check with your school counselor for information concerning the specifics of the above criteria. CCPS Courses that meet NCAA eligibility criteria are marked with a 'Ψ' in the course descriptions.

**ENROLLMENT CRITERIA FOR COURSES AT THE CAREER AND TECHNOLOGY CENTER AND REGIONALIZED PROGRAMS**

The Carroll County Career and Technology Center is a career specialization school. Students enrolled in a program at the center are also enrolled in their home schools where supporting course work and extracurricular activities are provided.

Except where noted, transportation to the Career and Technology Center is provided on a round-trip basis from the home school. Many of the Career and Technical Education (CTE) courses include internships. These experiences are often off school property. Transportation to these experiences shall be the responsibility of the parent/guardian. Students are required to purchase uniforms in many of the CTE programs and to wear appropriate safety apparel.

Any student may apply to any CTE program. Students should meet prerequisites for specific courses and complete the Career and Technology Center and Regional Program application. Students are selected on the probability of success in Career and Technology Center and Regional Programs. The minimum requirements to be enrolled into a Career and Technology Center or Regional Program are:

- 94% attendance;
- 2.0 Weighted Grade Point Average;
- Successful completion of the required prerequisites; and
- Promotion to grade 11; and
- Completion of course work as indicated in the Pathways to Careers.

Students not meeting these requirements may still be considered for enrollment. It is recommended that these students improve their grades and/or attendance and increase the rigor of their course work.

Programs vary in number of credits and prerequisites. Pathways To Careers and the course descriptions in the Program of Studies should be used in preparing a comprehensive high school plan.

Note for all Career and Technical Education Programs: End-of-program assessments may be required for all completer programs at both the Career and Technology Center and the comprehensive high schools.

**CAREER RELATED INTERNSHIPS**

Career related internships are the culminating (capstone) experience for students who have explored a career area by following a career major or completer sequence as outlined in Pathways to Careers. This program is operated by CCPS in partnership with participating employers. Internship placement and supervision are facilitated by the career coordinator at each comprehensive high school and the Career and Technology Center. Students are placed at a work site according to aptitude, ability, preparation, interest, and career plan.

Students seeking an internship in a career area related to a CTE completer program must complete the program prior to or concurrent with the internship. The internship experience is guided by an individualized training plan that has been established through the cooperative effort of the student, school, and employer.

Eligibility for an internship includes but is not limited to:

a. Senior status during scheduled internship.
b. 2.5 grade point average.
c. 94% attendance during the previous quarter.
d. HSA requirements met.
e. 75 service-learning hours completed.
f. Completed at least 3 credits of a completer or career major.
g. Acceptable behavior/disciplinary record.

**FAFSA COMPLETION INITIATIVE (FCI)**
Maryland Senate Bill 664 was created to ensure that each county creates a plan that encourages and assists as many high school seniors as possible in completing and submitting a Free Application for Federal Student Aid (FAFSA), or the Maryland State Financial Aid Application (MSFAA).The FAFSA Completion Initiative (FCI) will provide CCPS with FAFSA completion information to assist in guiding intentional individualized conversations with students and families, in addition to maximizing resources by connecting school counselors, students, and families to complete the FAFSA.

**MARYLAND STATE COLLEGES AND UNIVERSITIES ADMISSION REQUIREMENTS**
The University System of Maryland (USM) policy encourages students to take challenging high school courses that will prepare them for success upon entering the University. The courses listed below, along with an acceptable standardized test score and a grade point average equivalent to a C or better, represent the minimum high school requirements for entry in the USM institutions. Individual campuses and programs may have additional admission requirements. Students should seek out these specific requirements by writing to the admissions office at their campus of choice. Consideration for admission is also based on the rigor of coursework, performance of high school assessments, trends in performance, citizenship and leadership, special talents, and personal circumstances.

**Minimum Course Requirements for Admission**

| Subject | | Credits |
|---|---|---|
| **English** | | 4 |
| **World Language** | | 2 |
| **Social Science/History**<br>• Government<br>• United States History<br>• World History | | 3 |
| **Mathematics**<br>• Algebra I<br>• Geometry<br>• Algebra II | Students who complete Algebra II prior to their final year must complete the four-year Mathematics requirement by taking a course or courses that utilize non-trivial Algebra. | 4* |
| **Science**<br>Courses must be completed in at least two different areas, with at least two lab experiences. | | 3** |

*Students who have completed all available mathematics courses prior to their senior year should speak with a counselor regarding fourth year mathematics options.
**For students interested in Science, Technology, Engineering, or Mathematics (STEM) related careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), four years of science are recommended in three different science areas, with at least three lab experiences.

**MARYLAND STATE SEAL OF BILITERACY**
The Maryland State Seal of Biliteracy (MSSB) is an award from the Maryland State Board of Education that recognizes a student's high level of proficiency in listening, speaking, reading, and writing in English and one or more additional languages. The MSSB is based on the premise that high school graduates who can function in two or more languages are well equipped with the knowledge and skills needed to participate successfully in college, career, and a diverse 21st century society. Eligible students must pass the required MCAP English and an MSDE approved world language assessment. For information regarding guidelines, requirements, and assessments, contact the Assistant Supervisor of World Languages.

**VIRTUAL LEARNING PROGRAM**
Carroll County Public Schools (CCPS) believes that web-delivered, virtual courses provide alternative opportunities in the delivery of instruction for our students. The CCPS virtual learning program offers high school courses that are designed to expand student access to challenging curricula aligned to Maryland College and Career Standards through the delivery of high-quality online courses.

The goals of the CCPS virtual learning program are to provide equity across programs and schools by ensuring that all students have access to the same pathway and course options, and to provide opportunities for students to accelerate learning.

These courses are consistent with the regular school program; however, teaching is conducted virtually with the teacher physically separated from the students. In most cases, the teacher is not a CCPS employee. Students work independently and at various times of the day or week. Teachers communicate with students online and via telephone.

Each school has a support system for students taking virtual courses, and management of virtual courses resides at the local school. Courses offered through a virtual option have been reviewed and accepted by MSDE and CCPS for approved credit and are taught by highly qualified teachers.

Schools placing students in a virtual course are responsible for providing a mentor teacher and providing computer access. Courses are scheduled during the regular school day.

To be successful in a virtual course, learners must demonstrate a variety of attributes. These include:

- Self-motivation to direct their own learning.
- Self-discipline to maintain course engagement.
- Confidence to ask for help or clarification when needed.
- Ability to work independently.
- Strong time management skills.

Generally, students can register for virtual courses only under exceptional circumstances that prevent enrollment in a traditional face-to-face classroom setting. CCPS will use the following criteria to guide decision-making in determining whether a student is eligible to enroll in a virtual course:

- The school or program does not offer the course.
- The student has a schedule conflict that prevents taking a course when it is offered at the school or program.
- Teacher recommendations.

Only the principal has the authority to approve student placement in a virtual course. Please contact your school counselor for more information.

# HONORS AND ADVANCED PLACEMENT

**HONORS AND ADVANCED PLACEMENT COURSES**

Honors courses differ from academic courses in that they require students to be more independent, creative, and extensive in the pursuit of topics and concepts. They are more rigorous, not because of a greater quantity of work, but because students will explore topics to a greater depth, using inquiry and problem-solving approaches.

Typically, students who are successful in taking honors courses are highly motivated and are high achievers. They learn rapidly, can generalize and understand complex concepts, and produce original and creative products. They accept responsibility for their own learning and strive to maintain good work habits, interests, attitude, and a commitment necessary for high achievement.

Open Enrollment Policy – All students who meet the prerequisites shall be given the opportunity to enroll in honors level or Advanced Placement (AP) courses.

**ADVANCED PLACEMENT TESTING**

Opportunities are available for highly motivated students to participate in the Advanced Placement (AP) program administered by the College Board. AP examinations are offered annually to give high school students opportunities to demonstrate college level achievements. As with other College Board examinations, there is a fee for each AP examination students take. AP examinations are administered annually in May. Individual students should see school counselors for specific information related to the AP program.

To provide instructional assistance to highly motivated students interested in the AP examinations, specific course opportunities have been developed in CCPS high schools. Courses specifically identified as such include:

**Career and Technical Education**
- AP Computer Science A
- AP Computer Science Principles

**English**
- AP Language & Composition
- AP Literature & Composition
- AP Capstone: Seminar
- AP Capstone: Research

**Visual and Performing Arts**
- AP Studio Art
- AP Studio Art: 3D Design
- AP Studio Art: 2D Design
- AP Music Theory

**Science**
- AP Physics 1
- AP Physics 2
- AP Chemistry
- AP Biology
- AP Environmental Science
- AP Physics C: Mechanics
- AP Physics C: Electricity and Magnetism

**Mathematics**
- AP Calculus – AB
- AP Calculus – BC
- AP Precalculus
- AP Statistics

**World Languages**
- AP French Language and Culture
- AP Spanish Language and Culture
- AP Spanish Literature and Culture
- AP German Language and Culture
- AP Latin

**Social Studies**
- AP United States History
- AP World History: Modern
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Psychology
- AP US Government and Politics
- AP Comparative Government and Politics

Students and parents should understand that extra demands are essential for success on the AP examinations and that the individual student must pursue studies on a personal basis. In each of the courses designated above, teachers will assist the student in identifying the content covered by a particular AP exam and offer individualized instructional assistance within the structure of the course.

**ADVANCED PLACEMENT CAPSTONE PROGRAM**

AP Capstone™ is a diploma program based on two year-long AP courses: AP Seminar/English 10: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. These courses each fulfill one credit of the State graduation requirements in English.

Students who participate in the AP Capstone courses can earn unique honors at graduation. 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 not on four additional AP Exams receive the AP Seminar and Research Certificate™.

The AP Capstone Program is one of the post-CCR pathways identified by the Blueprint for Maryland's Future. Students who do not complete the AP Capstone Diploma can still choose the post-CCR AP Pathway through the Maryland AP Option. More information about the AP Pathway is available..

# GRADE POINT AVERAGES AND RANKINGS

**DUAL SYSTEM FOR REPORTING GRADE POINT AVERAGES/CLASS RANK**

CCPS students receive a weighted and non-weighted Grade Point Average (GPA)/class rank determined by the final grade of each course. The dual GPA/class rank system is based on the assignment of quality points. The charts below identify the quality points assigned in both the weighted and non-weighted systems.

| | WEIGHTED GPA | | | NON-WEIGHTED GPA |
|---|---|---|---|---|
| | **AP/Transcripted** | **Honors** | **Academic/Articulated** | **For All Students, In All Courses, At All Levels** |
| A | 5.0 | 4.5 | 4.0 | A = 4.0 |
| B | 4.0 | 3.5 | 3.0 | B = 3.0 |
| C | 3.0 | 2.5 | 2.0 | C = 2.0 |
| D | 1.0 | 1.0 | 1.0 | D = 1.0 |
| F | 0 | 0 | 0 | F = 0 |

All scholarships from the Maryland State Scholarship Program are granted based on criteria using a non-weighted GPA. Recipients of the Governor's Award shall be selected based on the weighted GPA rankings. Recipients of the Presidential Academic Excellence Award will be based on unweighted GPA. Each school's honor roll shall be determined using the weighted GPA. Students are selected at each high school for the National Honor Society based on established county criteria. Current cumulative weighted and non-weighted grade point average, as well as honor roll status, shall be listed on each report. The weighted and non-weighted GPA will be included on a student transcript. Please consult your school counseling office for additional information and procedures.

**MARYLAND SCHOLARS PROGRAM**

The Maryland Scholars program is designed to increase the percentage of students who complete rigorous coursework and are well prepared to succeed in college and the workplace. A major component of the Maryland Scholars program is focusing students in grades 7 and 8 on the importance of their course selections for high school and the pivotal role higher-level mathematics and science courses play in future career opportunities. The program relies on business volunteers to deliver the message to students in their classrooms about the connection between achievement in school and success in life.

Students must successfully complete the following course of study:

4 credits of English
4 credits of Math
3 credits of Lab Science (Biology, Chemistry, Conceptual Physics/Physics)
3 credits of Social Studies (Government, U.S. History, World History)
2 credits of the same World Language

Students must attain a minimum GPA non-weighted of 3.0 to qualify.

**RIGOROUS HIGH SCHOOL PROGRAM**

The Maryland State Department of Education defines a rigorous high school program as one where graduates master 4 of the 6 performance indicators:

- Two or more credits in the same world language with a grade of B or better.
- One or more credits in mathematics courses at a level higher than Algebra II and Geometry with a grade of B or better.
- Four credits of science with a grade of B or better.
- Two or more credits of approved advanced technology education with a grade of B or better.
- A score of 1000 or higher on SAT-1 or a score of 20 or higher on ACT, or both.
- A cumulative grade point average of 3.0 or higher on a 4.0 scale.

When making course selections, students and parents should strive to meet or exceed the minimum standards for a rigorous high school program.

**DUAL COMPLETER**

A secondary student who completes the course entry requirements for the University System of Maryland with a C or better in all courses and has completed a CTE completer program is designated as a dual completer.

# CAREER AND TECHNICAL EDUCATION (CTE)

PREPARES STUDENTS TO BE CAREER AND COLLEGE READY

Students who graduate from CTE programs are prepared and confident to participate in the work force and post-secondary education.

**CAREER READY** students have the knowledge, skills, and career experience to be successful in the modern day, competitive, workforce. CTE students have opportunities to earn industry recognized credentials (IRCs) through technical skill testing and/or valuable program affiliations with professional organizations. CTE programs require industry-based curriculum, industrial grade equipment, specific teacher credentials, and regular program monitoring by industry experts. In addition, program staff regularly meet with local businesses and colleges/post-secondary education institutions to make sure CTE programs provide students with the knowledge, skills, and experiences necessary to be successful in their chosen field. As a culminating experience, students who complete a CTE pathway may be eligible to enroll in a career related internship. These internships blend academic and technical knowledge and skills with the real work experiences and career ready practices necessary for students to thrive in today's workplace.

**COLLEGE READY** students are prepared for the rigors of post-secondary education. Through extensive partnerships CTE students can earn college credits while still in high school (see table that follows). CCPS works with colleges to annually review CTE curricula and competencies to ensure alignment with college standards and expectations. Students can earn articulated credits for which they must meet certain criteria and enroll in the specific college/university. In some cases, students earn transcripted credit (noted below with an*); credits awarded that transfer to other colleges/universities. Additionally, some institutions award credit based on a portfolio review of the student's credentials (noted as TBD).

| Career Pathway | Program | Areas of Certification/Professional Affiliation | College/University | College Credits |
|---|---|---|---|---|
| Arts, Media Communication | Interactive Media Production | College credit earned on a transcript through Carroll Community College* | Carroll Community College | 3 |
| | Print Production | PrintED - Graphic Arts Education & Research Foundation (GAERF)<br>• Graphic Communications<br>• Digital File Preparation/Digital File Output | Carroll Community College | 3 |
| | Video Production | Partners with the Community Media Center (with state-of-the-art HD cameras and Final Cut Pro professional editing software) | Stevenson University | 3 |
| Business Management & Finance | Accounting | College credit earned on a transcript for ACCT 101 through Carroll Community College* | Carroll Community College | 3* |
| | Business Administration & Management | College credit earned on a transcript for BUAD 101 through Carroll Community College* | Carroll Community College | 3* |
| | Financial Service Academy of Finance | NAF (Model Academy) - NAF Certification<br>Dual Completion with Financial Management Course -<br>• FN215 at Carroll Community College | Carroll Community College (ACCT 101; FN 215) | 6* |
| | Marketing | College credit earned on a transcript for MKTG 201 through Carroll Community College* **OR** CLEP Exam-College Level Exam Program Credit | Carroll Community College | 3 |
| Construction & Development | Building Maintenance | NCCT© Academic Core v2<br>OSHA-10 Certified | | |
| | Carpentry | OSHA-10 Certified<br>NCCT© Academic Core v2, plus<br>• NCCT Academic Carpentry<br>• NCCT Academic Electrical Construction<br>• NCCT Academic HVAC<br>• NCCT Academic Masonry<br>National Registry (NCCER)<br>Associated Builders & Contractors Apprenticeship | Community College of Baltimore Co.<br>Pennsylvania College of Technology | 6<br>Up to 9 |
| | Electrical Construction | | Community College of Baltimore County<br>Frederick Community College<br>Pennsylvania College of Technology | 6<br>7<br>TBD |
| | HVAC | | Community College of Baltimore Co.<br>Frederick Community College<br>Pennsylvania College of Technology<br>University of Northwestern Ohio | 22<br>10<br>Up to 12<br>Pending |
| | Masonry | | Community College of Baltimore County<br>Pennsylvania College of Technology | 6<br>Up to 9 |
| Consumer Services & Hospitality | Culinary Arts/Professional Cook | American Culinary Federation© (ACF)-<br>• Culinary Arts<br>• Retail Commercial Baking Restaurant Association of Maryland<br>ServSafe©- Food manager | Anne Arundel CC<br>Culinary Institute of America<br>Fredrick Community College<br>Pennsylvania College of Technology | 3<br>3<br>6<br><br>TBD |
| | Culinary Arts/Baking & Pastry | | | |
| | Food Service & Hospitality Management | Restaurant Association of Maryland<br>• ServSafe©- Food manager | Paul Smith's College | pending |
| | Cosmetology | Maryland Board of Cosmetology Exam/Certification:<br>• Cosmetologist License<br>• 1500 clinical hours | | |
| | Textiles & Fashion Careers | Garment Studio Construction©-college level fashion curriculum | Stevenson University | 3 |

| | | | | |
|---|---|---|---|---|
| Environmental, Agriculture & Natural Resources | Agricultural Sciences (CASE)-<br>Option 1: Animal<br>Option 2: Plant | Curriculum for Agricultural Sciences Education (CASE)<br>UMD-Institute of Applied Agriculture (Portfolio Review) | Community College of Baltimore Co.<br>Rutgers<br>University of Maryland<br>Delaware Valley | 2-3<br>4.5<br>3<br>3 |
| | Option 3: Natural Resources | Curriculum for Agricultural Sciences Education (CASE) | Allegany College<br>Rutgers | 2+<br>3 |
| Health & Biosciences | Academy of Health Professions: Pre-Nursing | Maryland State Board of Nursing Certifications:<br>• Certified Nursing Assistant (CNA/GNA),<br>• Medical Assistant Certification (CCMA),<br>• Certified Pharmacy Tech (CPhT)<br>• CPR Certification | Carroll Community College<br>Community College of Baltimore Co.<br>Pennsylvania College of Technology<br>McDaniel College | TBD<br>3<br>TBD<br>pending |
| | Academy of Health Professions: Physical Rehabilitation | Partners with local sports medicine and physical rehabilitation organizations | Carroll Community College | 3 |
| | Biomedical Sciences-Project Lead the Way© | Certified by Project Lead the Way©<br>Credit earned on a transcript* | Carroll Community College<br>Missouri University of Science & Tech<br>Stevenson University<br>McDaniel College | 3<br>12*<br>8*<br>Pending |
| Human Resources Services | Child Development and Early Education | Praxis: Core or Praxis: ParaPro<br>480-hour childcare certificate<br>Partner with local childcare centers and elementary schools to provide qualified students with internships in their senior year | Carroll Community College<br>Stevenson University | 3<br>3 |
| | Homeland Security and Emergency Preparedness: Criminal Justice | College credit earned on a transcript for CRIM 101 through Carroll Community College* | Carroll Community College<br>University of Maryland, University College | 3*<br>3 |
| | Homeland Security & Emergency Preparedness: Geographical Information Systems Technology | Geographic Information Systems Spatial Technology and Remote Sensing (S.T.A.R.S.) Certification<br>College credit earned on a transcript from Harrisburg U.* | Community College of Baltimore Co.<br>Harrisburg University | 3<br>3* |
| | Teacher Academy of MD | Praxis: Core or Praxis: ParaPro<br>Qualifying students participate in CCPS school-based internships | Carroll Community College<br>University System of Maryland Schools<br>McDaniel College | 3<br>3<br>3 |
| Information Technology | Cisco Networking Academy©: Cybersecurity<br><br>Cyber Operations | Cisco© Systems:<br>• Cisco Certified Network Associate (CCNA)<br>  ○ Routing & Switching<br>• Cisco Certified Network Associate (CCNA)<br>  ○ Cyber Operations<br>• LPI Linux Essentials<br>• Certified Associate in Python Programming (PCAP) | Carroll Community College<br>Pennsylvania College of Technology | TBD<br>TBD |
| | Computer Science | College Board: AP Computer Science A; AP Computer Science Principles (Carroll Community College Course equivalency of CIS105 & CIS132) | Carroll Community College | Up to 6 |
| Manufacturing, Engineering & Technology | Digital Fabrication & Manufacturing | College credit earned on a transcript for DFAB 101* | Carroll Community College | 3* |
| | Drafting | AutoCAD© Certification Test | Community College of Baltimore Co.<br>Pennsylvania College of Technology | 6<br>TBD |
| | Engineering-Project Lead the Way© | Certified by Project Lead the Way©<br>Credit earned on a transcript* | Community College of Baltimore Co.<br>Pennsylvania College of Technology<br>Rochester Institute of Technology* | TBD<br>TBD<br>12* |

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|---|---|---|---|---|
| | Applied Mechanical Engineering | National Institute of Metal Working Skills (NIMS©):<br>• Measurement, Materials, and Safety, Job Planning,<br>• Benchwork and Layout; other certifications, optional for qualified students | Community College of Baltimore County<br>Pennsylvania College of Technology | 17<br>TBD |
| | Welding Technologies | American Welding Society (AWS) certification<br>National Registry (National Center for Construction Education and Research (NCCER))<br>• NCCT© Academic Core v2<br>OSHA-10 Certified | Fredrick Community College<br>Pennsylvania College of Technology | 13<br>TBD |
| TRANSPORTATION TECHNOLOGIES | Automobile Service Technology | The National Institute for Automobile Service Excellence (ASE©)<br>• Brakes<br>• Maintenance & Light Repair<br>• Electrical/ Elec. Systems<br>• Engine Performance<br>• Suspension/Steering | Community College of Baltimore Co.<br>Pennsylvania College of Technology<br>Universal Technical Institute<br>University of Northwestern Ohio | 5<br>Up to 15<br>Up to 4<br>Up to 12 |
| | Collision Repair Technology | The National Institute for Automobile Service Excellence (ASE©)<br>• Non-Structural Analysis & Damage Repair<br>• Painting & Refinishing<br>• Structural Analysis & Damage Repair | Pennsylvania College of Technology | Up to 18 |
| | Heavy Equipment & Truck Technology | The National Institute for Automobile Service Excellence (ASE©)<br>• Brakes<br>• Diesel Engines & Light Repair<br>• Electrical / Electronic. Systems<br>• Suspension / Steering | Pennsylvania College of Technology<br>Universal Technical Institute<br>University of Northwestern Ohio | Up to 6<br>Up to 4<br>Pending |

***Mission of Career and Technical Education (CTE) in Carroll County Schools***

*The mission for the system of CTE for Carroll County is to prepare learners to begin careers and pursue lifelong learning through a process of career development, academic instruction, specific technical skills development, and work experience in order to meet the workforce preparation and economic development needs of Carroll County, the region, and the global economy.*

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# CARROLL COUNTY PUBLIC SCHOOLS

# PROGRAM OF STUDIES

## COURSE OFFERINGS AND DESCRIPTIONS
## 2026-2027

## ORGANIZATION

Course descriptions are listed by subject area. The course numbers are coded to facilitate organization of instructional groups and provide student record information. The first two digits identify the subject area, the 3rd and 4th digits identify the course, the 5th digit identifies the credit for the course, and the 6th digit specifies the level of instruction defined as follows:

1 – Basic
6 – Academic
7 – Articulated
8 – Honors
9 – AP and Transcripted

**Articulated Credit Courses** – Students may receive college credit for these courses as a part of a completer program. These credits, that do not transfer to other post and secondary institutions, are awarded under the terms of an agreement made with a specific postsecondary institution.

**Transcripted Credit Courses** – Students may earn college credits by taking these courses and successfully completing the corresponding competency tests. Credit is documented on an official transcript from the specific postsecondary institution that awarded the credit. These credits may transfer to other postsecondary institutions.

**NCAA Eligibility** – CCPS courses that meet NCAA eligibility criteria are marked with a in the course descriptions.

**Completer Program** – indicates an approved completer program. The suggested course sequence for each completer program can be found in the Career Pathways Guide.

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# AGRISCIENCE

**CASE AGRICULTURAL SCIENCE – ANIMAL –** Four Credit Completer
**CASE AGRICULTURAL SCIENCE – PLANT –** Four Credit Completer
**CASE NATURAL RESOURCES –** Four Credit Completer

**AGRICULTURAL COOPERATIVE INTERNSHIP**

| | | |
|---|---|---|
| Course: | 504108 (Honors) | ½ credit |
| | 504118 (Honors) | 1 credit |
| | 504128 (Honors) | 2 credits |

Students in an agricultural program, in the senior year, may earn up to two credits for their work experience in an agricultural-related business. The work experience in a business setting will be an extension of the classroom program and provide the student with on-the-job experiences. The place where the student works must be preapproved by the program coordinator. An agreement detailing the cooperative work experiences to be gained by the student will be agreed upon and signed by the employer, student, student's parents, and the program coordinator. Experiences gained in this course will be valuable as the student transitions from school to the world of work or post-secondary education.

Prerequisites and other notes: 2.5 overall GPA, 94% attendance (previous semester). Parents are responsible for student transportation. This is the culminating course for the CASE Natural Resources completer program only. All courses in the completer sequence must be completed prior to the internship.

**AGRICULTURAL MECHANICAL TECHNOLOGY**

Course: 501117 (Articulated) 1 credit

This course is designed to familiarize the student with the basic theory and specialized skills relative to mechanics in the diverse field of agriculture. Topics will include safety, material handling, tool identification and use, construction systems, electrical systems, masonry systems, environmental systems, the selection and use of surveying equipment, and water management system installation and service.

Prerequisites and other notes: This course is an elective in Agriscience.

**AGRICULTURAL MECHANICAL TECHNOLOGY - ALTERNATE**

Course: 501111 (Basic) 1 credit

This course is designed to familiarize students with basic theory and specialized skills related to mechanics in the diverse field of agriculture. Topics will include safety, material handling, tool identification and use, construction systems, electrical systems, masonry systems, environmental systems, the selection and use of surveying equipment, and water management system installation and service. This course does not cover the breadth and depth of the Agricultural Mechanical Technology course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. This course is an elective in Agriscience.

**CASE AGRICULTURE BUSINESS, RESEARCH, AND DEVELOPMENT**

Course: 500219 (Transcripted) 1 credit

This college level course is the capstone course available to students through the CASE™ curriculum. Students will have the opportunity to focus on their specific area of interest in agriscience. Instruction and continued inquiry-based projects will be implemented to integrate key learning from pervious CASE courses. Students will apply their learning to real-world career situations through research projects, extensive portfolios, Supervised Agricultural Experience (SAE) projects or other internship/work-based learning opportunities.

Prerequisites and other notes: This is the culminating course for the CASE completers. All courses in the CASE completer sequence must be completed prior to taking this class. This course is open only to 12th grade students. Students who want to participate in an internship as a part of this class must have a 2.5 overall GPA in Academic classes and 94% attendance from the previous semester. Parents are responsible for student transportation. CASE capstone course must be taught by a CASE trained teacher.

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**CASE AGRICULTURAL SCIENCE—ANIMAL**
Course: 501219 (Transcripted) 1 credit

This course is one of the foundational courses within the CASE™ sequence. It is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science. Through the use of hands-on projects and activities, students will learn animal science concepts and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers.

Prerequisites and other notes: Introduction to Agriculture, Food and Natural Resources is a prerequisite. This course is part of a CASE completer program. It is recommended for students in grades 10 and 11.

**CASE AGRICULTURAL SCIENCE – ANIMAL – ALTERNATE**
Course: 501211 (Basic) 1 credit

This course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science. Using hands-on projects and activities, students will learn animal science concepts and work on major projects and problems like those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course does not cover the breadth and depth of the CASE Agriculture Science – Animal course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Introduction to Agriculture, Food and Natural Resources - Alternate is a prerequisite. It is recommended for students in grades 10 and 11.

**CASE AGRICULTURAL SCIENCE—PLANT**
Course: 501419 (Transcripted) 1 credit

This course is one of the foundation courses within the CASE™ sequence. It is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science. Students will work in teams, using hands-on projects and activities, to learn plant science concepts. They will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers.

Prerequisites and other notes*:* Introduction to Agriculture, Food and Natural Resources is a prerequisite. This course is part of a CASE completer program. It is recommended for students in grades 10 and 11.

**CASE AGRICULTURAL SCIENCE – PLANT – ALTERNATE**
Course: 501411 (Basic) 1 credit

This course is structured to enable students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science. Students will work in teams, using hands-on projects and activities, to learn plant science concepts. They will work on major projects and problems like those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. This course does not cover the breadth and depth of the CASE Agricultural Science course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Introduction to Agriculture, Food and Natural Resources is a prerequisite. It is recommended for students in grades 10 and 11.

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**CASE ANIMAL AND PLANT BIOTECHNOLOGY**
Course: 501619 (Transcripted) 1 credit

This course is the third course within the CASE™ sequence of classes. It is designed to increase student understanding of biotechnology concepts. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills. They will become proficient at projects involving micro pipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

Prerequisites and other notes: CASE Agricultural Science—Animal **or** CASE Agricultural Science—Plant is a prerequisite. Biology is a prerequisite or may be taken concurrently. This course is part of a CASE completer program. It is recommended for students in grades 11 and 12.

**FLOWER DESIGN**
Course: 405606 (Academic) ½ credit

Students demonstrate and practice the elements and principles of design as they create a variety of projects using live materials as well as fabric, dried, and pressed flowers. Only basic supplies for learning each technique will be supplied; project costs will be the responsibility of the student.

Prerequisites and other notes: Flower Design may be repeated for up to 2 credits.

**FLOWER DESIGN – ALTERNATE**
Course: 405601 (Basic) ½ credit

Students demonstrate and practice the elements and principles of design as they create a variety of projects using live materials as well as fabric, dried, and pressed flowers. Only basic supplies for learning each technique will be supplied; project costs will be the student's responsibility. This course does not cover the breadth and depth of the Flower Design course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Flower Design - Alternate may be taken for repeated credit.

**CASE INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES**
Course: 500118 (Honors) 1 credit

This honors level course introduces students to the world of agriculture and its career pathways. Students will experience hands-on activities, projects, and problems that involve the study of communication, sciences of agriculture, plants, animals, natural resources, and agricultural mechanics. They will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning.

Prerequisites and other notes: This course is the first class for all agriscience completer programs. It is recommended for students in grades 9 and 10.

**CASE INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES - ALTERNATE**
Course: 500111 (Basic) 1 credit

This course introduces students to the world of agriculture and its career pathways. Students will experience hands-on activities, projects, and problems that involve the study of communication, sciences of agriculture, plants, animals, natural resources, and agricultural mechanics. They will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. This course does not cover the breadth and depth of the CASE Introduction to Agriculture, Food, and Natural Resources course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

# BUSINESS EDUCATION

**ACCOUNTING** – Four Credit Completer
**BUSINESS ADMINISTRATION AND MANAGEMENT** – Four Credit Completer
**MARKETING** – Four Credit Completer

**ACCOUNTING I**
Course: 352818 (Honors) 1 credit

This honors level course covers concepts that are equivalent to the first half of a college accounting class. Students will study accounting as it relates to the business environment. Major units of study will include recording business transactions, the adjusting process, completing the accounting cycle, and merchandising operations.

Prerequisites and other notes: Recommended for grades 10 and 11. This course is a required foundational course for all business education completer programs.

**ADVANCED BUSINESS MANAGEMENT**
Course: 353319 (Transcripted) 1 credit

This college level course provides students with the knowledge that will prepare them for postsecondary 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. Career pathways and the use of business management will be examined in a variety of career clusters. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course.

Prerequisites and other notes: Principles of Business Administration and Management is a prerequisite. Honors level Accounting I is a prerequisite or may be taken concurrently. This course is part of the Business Administration and Management completer program. Students will take the Principles of Management CLEP exam at the end of the course at the CCPS CLEP testing center. Parents are responsible for student transportation.

**BUSINESS COMMUNICATIONS AND KEYBOARDING**
Course: 350616 (Academic) 1 credit

Business Communications and Keyboarding assists students in developing effective workplace communication skills, while gaining the ability to keyboard using the touch-key system. The course includes instruction in computer hardware and software systems, digital citizenship, and use of the internet and World Wide Web. Students will be required to develop and work with authentic tasks using word processing, spreadsheet, multimedia presentation and publishing skills. This course provides a solid foundation for the use of computers in both academic and business settings.

**MANAGING PERSONAL FINANCES USING EXCEL**
Course: 355616 (Academic) 1 credit

This course provides students with knowledge and practice in managing personal finances while developing skills in spreadsheet software applications. Students will learn about making informed, financially responsible decisions; relating career, education, and income; planning and managing money; managing credit and debt, creating and building wealth and managing risk to preserve wealth.

Prerequisites and other notes: This course meets the graduation requirement for financial literacy.

**MANAGING PERSONAL FINANCES USING EXCEL - ALTERNATE**
Course: 355611 (Basic) 1 credit

This course provides students with knowledge and practice in managing personal finances while developing skills in spreadsheet software applications. Students will learn about making informed, financially responsible decisions; relating career, education, and income; planning and managing money; managing credit and debt, creating and building wealth and managing risk to preserve wealth. This course does not cover the breadth and depth of the Managing Personal Finances using Excel course. This course is designed to

facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**MARKETING**
Course: 506118 (Honors) 1 credit

This honors level course introduces the student to the essential concepts of marketing theory and the foundations, functions and benefits of marketing in a free enterprise system. Throughout the course, students will use and incorporate technologies to conduct research and communicate the results. In addition, students will investigate the various and ever-improving alternatives for electronic marketing. Students will integrate their knowledge of legal issues, the importance of ethics, and social responsibilities in marketing. Students will understand and demonstrate strong interpersonal skills and develop an appreciation of human diversity as they build a solid understanding of the many career opportunities in the field of marketing.

Prerequisites and other notes: Principles of Business Administration and Management and Honors Accounting I are prerequisites or may be taken concurrently. This course is part of the Marketing completer program.

**ADVANCED MARKETING**
Course: 506619 (Transcripted) 1 credit

This college level course builds on all of the concepts studied in Honors Marketing by providing 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 influence marketing strategy decisions; and market segmentation and target marketing in order to create a marketing plan. Throughout the course, students will use strong interpersonal skills and incorporate technologies when conducting primary and secondary research. In addition, students will include electronic and internet marketing within their marketing plan. Students will create and/or use a marketing information system(s) when working with or collecting data. Students will integrate their knowledge of legal issues, ethics, diversity and social responsibilities in developing the marketing plan.

Prerequisites and other notes: Honors Marketing is a prerequisite. This course is part of the Marketing completer program. Students will take the Principles of Marketing CLEP exam at the end of the course at the CCPS CLEP testing center. Parents are responsible for student transportation.

**PRINCIPLES OF BUSINESS ADMINISTRATION AND MANAGEMENT**
Course: 350417 (Articulated) 1 credit

This course provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. 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. Strong communication skills will be emphasized as necessary for success in the workplace and college. Students will think analytically; practice using teamwork for making decisions and solving problems; and apply skills for career success. Students' understanding of the business world gained in this course will help to prepare them to meet their career and college goals and objectives.

Prerequisites and other notes: This course is one of two foundation courses that are required for all business education completer programs. It is recommended for grade 10 students.

# CAREER AND TECHNICAL EDUCATION (OCCUPATIONAL)

**CAREER AND TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT**

Flexible Student Support

Course: 559906 (Academic) ½ credits
559916 (Academic) 1 credits
559926 (Academic) 2 credits
559936 (Academic) 3 credits

This course is designed primarily for those students who wish to take additional course work in a program at the Carroll County Career and Technology Center. Learning may focus on research and development projects/activities within the classroom/lab setting or at a local business through cooperative work experience. Details for the student's individual learning plan will be worked out with the respective teacher and/or career coordinator.

Prerequisites and other notes: Must complete appropriate prerequisites and obtain approval of the instructor.

C

**ACADEMY OF HEALTH PROFESSIONS –** Four to Six Credit Completer

**FOUNDATIONS OF MEDICINE AND HEALTH SCIENCE**

Career & Technology Center

Course: 556016 (Academic) 1 credit
556519 (Transcripted) 1 credit

This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the health care industry. Students will begin to prepare for a medical and health science career by developing a broad understanding of the pathways in the Health and Biosciences career cluster. Students will learn about ethical and legal responsibilities, as well as the history and economics of health care. Students will engage in processes and procedures that are used in the delivery of essential healthcare services. As students learn to use medical technology within a variety of medical and health care environments, they will develop academic, technical and workplace skills for success necessary to function as a health professional.

Prerequisites and other notes: Academic course has a prerequisite of Biology. Transcripted course has a prerequisite of Advanced Topics in Chemistry, which must be completed or taken concurrently. This course is the first course in a 4 - 6 credit completer program. Students in the transcripted course take a college-level exam at the end of the course.

**STRUCTURE AND FUNCTIONS OF THE HUMAN BODY**

Course: 556616 (Academic) 1 credit
556619 (Transcripted) 1 credit

Students in this course study the structure and functions of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the body systems and special senses. Students will investigate the body's responses to the external environment, maintenance of homeostasis, electrical interactions, transport systems, and energy processes. Students will conduct laboratory investigations and field work, use scientific methods during investigations to solve problems and make informed decisions. Students will learn medical terminology related to body systems.

Prerequisites and other notes: Foundations of Medicine and Health Science must be completed or taken concurrently. This course is part of a 4 - 6 credit completer program. Students in the transcripted course take a college-level exam at the end of the course.

**CNA: THEORY AND CLINICAL EXPERIENCE**

Course: 556416 (Academic) 1 credit
556418 (Honors) 1 credit

Students will acquire the knowledge and skills required to provide basic health care to clients/patients with a variety of health care needs. Instruction includes theory, practical application in the laboratory, on-site observations and planned clinical experiences in several health care service areas. Clinical experiences are supervised by registered nurses and other health care professionals. Students will work toward Certified Nursing Assistant (CNA) and Geriatric Nursing Assistant (GNA) certification. This course meets the standards set by the Maryland Board of Nursing.

Prerequisites and other notes: Foundations of Medicine and Health Science and Structure and Functions of the Body must be completed or taken concurrently. This course is part of a 4 - 6 credit completer program. Parents are responsible for student transportation. Students must meet all requirements established by the health facility partner. Students are required to take an end of program assessment.

**PHYSICAL REHABILITATION: THEORY AND CLINICAL EXPERIENCE**

Course: 556818 (Honors) 1 credit

This this honors level course, students will acquire the knowledge and skills required to provide basic physical rehabilitation care to clients/patients with a variety of rehabilitation needs. Instruction includes theory, practical application in the laboratory, on-site observations and planned clinical experiences in several health care service areas. Clinical experiences are supervised by health care professionals. Students have an opportunity to earn clinic hours in rehabilitation settings that meet prerequisite requirements in many post-secondary school physical rehabilitation programs. These types of programs include but are not limited to physical therapy, occupational therapy, speech/language pathology, athletic training, and sports medicine.

Prerequisites and other notes: Foundations of Medicine and Health Science and Structure and Functions of the Human Body must be completed or taken concurrently. This course is part of a 4-6 credit completer program. Parents are responsible for student transportation. Students must meet all requirements established by the health facility partner.

**ACADEMY OF HEALTH PROFESSIONS (AHP) – Dual Enrollment**

Course: 813419 1 credit

Students will have the opportunity to attend Carroll Community College to focus on and earn certification in a specialized area of health care. Options will vary according to the current schedule at Carroll Community College and may include but are not limited to: Dental Assistant/Oral Radiography, Pharmacy Technician, and medical records coding, Other specialized medical options are available at CCCTC: Surgical Technology and Certified Clinical Medical Assistant.

Prerequisites and other notes: Foundations of Medicine and Health Science and Structure and Functions of the Body must be completed or taken concurrently. This course is part of a 4-6 credit completer program. Parents are responsible for the cost of the course at Carroll Community College and student transportation. Students are required to take an end of program assessment.

**ACADEMY OF HEALTH PROFESSIONS SEMINAR AND INTERNSHIP**

Course: 556708 (Honors) ½ credit
556718 (Honors) 1 credits
556728 (Honors) 2 credits
556738 (Honors) 3 credits

In this honors level course, students will have the opportunity to integrate content and knowledge of specific medical areas, such as surgical technology, or medical assisting through classroom preparation and clinical experience in a healthcare setting. Student knowledge will be extended through practical application under the supervision of health care professionals. Students will finalize their career portfolio and present it for review and critique.

Prerequisites and other notes: Foundations of Medicine and Health Science and Structure and Functions of the Body must be completed or taken concurrently. CNA certification may be required for some placements. This course is part of a 4 - 6 credit completer program. Parents are responsible for student transportation. Students must meet all requirements established by the health facility partner. This class may be extended for a maximum of three (3) credits.

## APPLIED MECHANICAL ENGINEERING – Six Credit Completer

Career & Technology Center

**APPLIED MECHANICAL ENGINEERING**

| | | |
|---|---|---|
| Course: | 559437-I (Articulated) | 3 credits |
| | 559537-II (Articulated) | 3 credits |

This program prepares students for a beginning career as a machinist, production operator, quality control technician, or manufacturing engineering technologist in the computer-enhanced manufacturing environment. The program focuses heavily on hands-on experiences using industrial tools and advanced computer numerically controlled (CNC) equipment. Machinists use their knowledge and understanding of metals and their skills with tools to design, plan, and carry out the processes needed to make products with precise specifications. An engineering technologist works closely with engineers to design, develop, and test industrial and consumer products by applying mathematics and science. Students will learn about workplace safety, teamwork, metallurgy, computer aided manufacturing software, robotics, control systems, project management, fabrication, lean manufacturing, and quality assurance. Throughout the course, students will work toward specific certifications from the National Institute of Metalworking Skills (NIMS).

Prerequisites and other notes: These courses are part of the Applied Mechanical Engineering completer program. At the end of this program, students will take the NIMS Measurement, Materials, and Safety, Job Planning, Bench Work and Layout exam. (Other tests are optional for qualified students.)

## APPRENTICESHIP MARYLAND* – Four Credit Completer

(*See School Counselor for Availability)

**APPRENTICESHIP RELATED INSTRUCTION**

| | | |
|---|---|---|
| Course: | 552118 (Honors) | 1 credit |

Students are required to complete one credit of related classroom instruction to prepare students with the information needed to be successful and perform the duties necessary on the job. In addition, the related classroom instruction will assist the student in meeting the goals outlined in the student's training plan and personalize the learning process for students by integrating the knowledge and skills from their classroom instruction with information learned at the worksite. The collaboratively designed training plan will serve to align instruction to on-the-job training.

Prerequisites and other notes: This course may be completed prior to or in conjunction with Apprenticeship Work-Based Learning.

**APPRENTICESHIP WORK-BASED LEARNING**

| | | |
|---|---|---|
| Course: | 552218 (Honors) | 1 credit |
| | 552228 (Honors) | 2 credits |
| | 552138 (Honors) | 3 credits |

This honors level work-based learning apprenticeship experience takes place at the work site and must be a paid experience (at least minimum wage) with a minimum of 450 hours. This experience is guided by a formal work-based learning (WBL) agreement and student work plan development among the student, parent, apprenticeship coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply to the student's goals for the work-related placement. The experience focuses on student's interests in manufacturing and STEM-related pathways, Maryland's career clusters/pathways and employer demand. Continuous supervision and regular communication among the student, employer, and work-based learning coordinator will provide the student with feedback and evaluation. The student's final portfolio will document proficiency in academic, technical and workplace readiness skills as outlined in the WBL plan.

Prerequisites and other notes: This course is the second and final course in the Apprenticeship Maryland Completer. Parents/guardians are responsible for arranging transportation for their child.

## AUTO SERVICE TECHNOLOGY - Six Credit Completer

Career & Technology Center

**AUTO SERVICE TECHNOLOGY**
Course: 551337-I (Articulated) 3 credits
551537-II (Articulated) 3 credits

This program provides the necessary knowledge and skills to enter the automotive service field. Students learn about all the major systems of the automobile including the electrical, lubrication, fuel, cooling, ignition, suspension, braking, engine, transmission, and emissions. Training includes the use of technical manuals, computerized diagnostic equipment, and a variety of hand and power tools. At the end of the program, students take certification tests.

Prerequisites and other notes: These courses are part of the Auto Service Technology completer program. At the end of this program, students take will take the Auto Service Excellence exam – Developed by Auto Service Excellence (ASE), National Automotive Technicians Education Foundation (NATEF), and Skills USA Certification Tests for Maintenance and Light Repair, Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension & Steering.

## BIOMEDICAL SCIENCES – PROJECT LEAD THE WAY – Four Credit Completer

Career & Technology Center

**PRINCIPLES OF BIOMEDICAL SCIENCES**
Course: 556919 (Transcripted) 1 credit

This college level course is an introduction to the biomedical sciences through hands-on projects and problems. Student work involves the study of human medicine, biological research, and an introduction to microbiology. Students investigate the human body systems and various health conditions associated with them. Key biological concepts, including forensics, DNA analysis, inheritance of traits, metabolism, feedback systems, and defense against infectious disease, are embedded in the curriculum. This career program is designed for students who have career interests in medicine, biomedical research, biotechnology, or any field related to biology. Students interested in hands-on patient care should pursue the Academy of Health Professions program.

Prerequisites and other notes: This course is part of the Biomedical Sciences completer program. This 11th grade class is the first course of a four credit Career and Technical Education completer program. Students must have completed or be concurrently enrolled in Algebra II and a college preparatory science class in both 9th and 10th grades. A minimum of one credit each in both college preparatory mathematics and science is required in both 11th and 12th grades.

**HUMAN BODY SYSTEMS**
Course: 557019 (Transcripted) 1 credit

This college level course will engage students in the study of the human body and its physiology, especially in relationship to human health. Students will use a variety of monitors to examine body systems at rest and under stress and observe the interactions between the various body systems. Students will use software to design and build systems to monitor body functions.

Prerequisites and other notes: This course is part of the Biomedical Sciences completer program. This grade 11 class is part of a four credit Career and Technical Education completer program. It may be taken concurrently with Principles of Biomedical Sciences. Students must have completed or are concurrently enrolled in Algebra II and a college preparatory science class in both grades 9 and 10. A minimum of one credit each in both college preparatory math and science is required in both grades 11 and 12.

**MEDICAL INTERVENTION**
Course: 557119 (Transcripted) 1 credit

In this college level course, students will use problems and project-based instructional strategies to investigate various medical interventions that extend and improve quality of life, including disease prevention, diagnostics, gene therapy and CRISPR, pharmacology, and surgery. Students will study antibiotic resistance, epidemiology, genetic testing, cancer biology, and genetic engineering. They will also review the history of interventions such as cochlear implants and organ transplants and become aware of

current developments. Using molecular biology techniques, students will perform college level laboratories exploring genomics and proteomics.

Prerequisites and other notes: This course is part of the Biomedical Sciences completer program. Human Body Systems is a prerequisite or may be taken concurrently. This grade 12 class is part of a four credit Career and Technical Education completer program. A minimum of one credit each in both college preparatory math and science is required in grade 12.

**BIOMEDICAL INNOVATION**
Course: 557219 (Transcripted) 1 credit

This college level capstone gives student teams the opportunity to explore genomics and proteomics within a laboratory research setting. Students will use molecular biology tools to explore DNA genomics by completing a cloning and sequencing laboratory, researching the prevalence of GMOs in foods via real-time PCR, mapping plasmid DNA to determine genetic structure, and analyzing genes through bioinformatics. Students will also research proteomics through chromatography, enzymatic and Bradford assays, and Western blotting. Epidemiology and statistics will also be explored within the course, with students working to present their findings to a professional audience.

Prerequisites and other notes: Completion of all three prerequisite PLTW Biomedical Sciences classes. Medical Intervention may be taken concurrently. This course is part of a 4-credit completer program. Students are required to take end of program assessments.

C

## BUILDING MAINTENANCE - Four Credit Completer

Career & Technology Center

**MANUFACTURING AND CONSTRUCTION TECHNOLOGIES**
Course: 452216 (Academic) 1 credit

Manufacturing is the process of converting raw materials into products. The manufacturing world consists of a variety of materials such as wood, plastics, ceramics, composites, and metals. Processes consist of forming, separating, conditioning, and fabrication (combining). Students will learn about durable and non-durable goods. Construction is the building of structures. The construction world consists of homes, roads, bridges, and other structures. Using hands-on activities, students will learn that structures are made from a wide variety of products and processes. During this course, an equal emphasis will be placed on manufacturing and construction systems. This course is for all students interested in designing and building physical products or structures.

Prerequisites and other notes: This course is part of the Building Maintenance completer program. This course is only offered at the Carroll County Career and Technology Center.

**BUILDING MAINTENANCE**
Course: 559736 (Academic) 3 credits

Students in this program will be provided the opportunity to acquire the knowledge and experience needed to work in a wide range of entry-level positions concerned with maintaining commercial buildings. Skills learned in this program will help students perform minor and routine painting, plumbing, electrical wiring, and other related maintenance activities, using appropriate tools and equipment. Students will also receive experience in shipping, receiving, and organizing supplies needed for maintenance and repair work. Program completers should be able to demonstrate a wide range of skills needed by employees in the expanding building engineering industry.

Prerequisites and other notes: Students are required to take the National Construction Career Test (NCCT) titled Academic Core-Introductory Craft Skills at the end of Level I.

## C **CARPENTRY –** Six Credit Completer

Career & Technology Center

**CARPENTRY**
Course: 551637-I (Articulated) 3 credits
551837-II (Articulated) 3 credits

This program prepares students to be successful in the construction industry. The program focuses on general construction trade skills such as safety with hand and power tools, blueprint reading, construction math, rigging, and employability skills. Units of study specific to carpentry include building materials, foundations, concrete forms, floor systems, framing, window and door installation, site layout, exterior finishing, roofing applications, thermal and moisture protection, and interior finish.

Prerequisites and other notes: These courses are part of the Carpentry completer program. Students are required to pass the National Construction Career Test (NCCT) titled Academic Core-Introductory Craft Skills to achieve Level II status in construction programs. At the end of Level II, students take the NCCT Academic Carpentry Level I.

## **CHILD DEVELOPMENT & EARLY EDUCATION –** Four Credit Completer

Career & Technology Center

C

**CHILD AND ADOLESCENT DEVELOPMENT**
Course: 401818 (Honors) 1 credit

This honors level course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will work on the process of developing components of a working professional portfolio.

Prerequisites and other notes: This course is the first in a series of courses in two articulated completer programs, Education – TAM and Child Development & Early Education. It is a prerequisite to any other course~~s~~ in these programs and additional child development courses. It is open to students in grades 10-12.

**CHILD AND ADOLESCENT DEVELOPMENT - ALTERNATE**
Course: 401811 (Basic) 1 credit

This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in various settings to help them further understand human development theories. Students will work on developing components of a working professional portfolio. This course does not cover the breadth and depth of the Child and Adolescent Development course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**LEARNING ENVIRONMENT FOR PRESCHOOLERS**
Course: 401317 (Articulated) 1 credit

This course focuses on learning environments for preschool care, as well as establishing positive, responsive, and cooperative relationships with families. Students will explore the relationship of health, nutrition, and safety to learning. Students will continue to explore physical and cognitive development and competencies for preschool care. In addition, students will explore the local social service, health and education resources of the community and be able to recommend home activities to support preschool development.

Prerequisites and other notes: Open to students in grades 10-12 who have completed Honors Child and Adolescent Development. This course is part of the Child Development and Early Education Program.

**LEARNING ENVIRONMENT FOR PRESCHOOLERS - ALTERNATE**

Course: 401311 (Basic) 1 credit

This course focuses on learning environments for preschool care and establishing positive, responsive, and cooperative relationships with families. Students will explore the relationship of health, nutrition, and safety to learning. Students will continue to explore physical and cognitive development and competencies for preschool care. In addition, students will explore the local social service, health and education resources of the community and recommend home activities to support preschool development. This course does not cover the breadth and depth of the Learning Environment for Preschoolers course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12. Students must have completed Child and Adolescent Development – Alternate.

**CHILD DEVELOPMENT ASSOCIATE (CDA) PORTFOLIO AND INTERNSHIP**

Course: 401417 (Articulated) 1 credit

This course provides opportunities for students to complete the CDA Preschool professional portfolio and prepare for the CDA certification exam and site visit. During this course, students will have an opportunity to become directly involved with preschoolers in the teaching-learning process. Students will be required to obtain experiential learning hours in a licensed program. Students will translate classroom observations into effective teaching and management practices.

Prerequisites and other notes: Learning Environment for Preschoolers. Students will have the opportunity to earn thirty (30) service-learning hours during this course. This course is part of the Child Development and Early Education Program.

**CHILD DEVELOPMENT ASSOCIATE (CDA) INTERNSHIP**

Course: 401418 (Honors) 1 credit
401428 (Honors) 2 credits
401438 (Honors) 3 credits

Child Development Associate (CDA) Internship is the culminating course for Child Development and Early Education program. This course provides opportunities for students to link course content to theory in early childhood education as well as apply knowledge in a classroom setting. Students will have an opportunity to become directly involved in the teaching-learning process. Students will complete the CDA Preschool professional portfolio and prepare for the CDA Preschool certification exam and site visit. Students will be required to obtain experiential learning hours in a licensed program serving 3–5-year-olds.

Prerequisites and other notes: CDA Portfolio & Internship. This course is part of the Child Development and Early Education Program.

C

## CISCO NETWORKING ACADEMY: CYBERSECURITY – Six Credit Completer

Career & Technology Center

**CISCO CYBERSECURITY I**

Course: 557138 (Honors) 3 credits

This honors level class introduces and describes the architecture, structures, functions, components, models and operations of computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media and operations are introduced. Students learn how to build simple LANs, perform basic configurations and troubleshoot problems of routers and switches, implement IP addressing schemes, and resolve common network issues. This career-oriented approach to learning networking empowers students to enter a career and further their education in the computer networking field.

Prerequisites and other notes: This course is the first course in a 6-credit completer program.

**CISCO CYBERSECURITY II**
Course: 557239 (Transcripted) 3 credits

This college level class delves deeper into network infrastructure and protocols, while developing foundational understanding of cybersecurity, and how it relates to information and network security. The course also introduces students to characteristics of cyber-crime, security principles, technologies, and procedures to defend networks. Students will implement and operate core security technologies including network security, cloud security, content security, endpoint protection and detection, as well as secure network access and enforcement.

Prerequisites and other notes: Completion of Cisco Networking Academy: Cybersecurity I. This course is the final class in a 6-credit completer program. All students in this class are required to take an industry-standard end of program assessment.

C

**CISCO NETWORKING ACADEMY: CYBER OPERATIONS –** Six Credit Completer

Career & Technology Center

**CISCO CYBER OPERATIONS I**
Course: 556139 (Transcripted) 3 credits

This college level class introduces and describes the architecture, structures, functions, components, models, and operations of computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media and operations are introduced. Students also learn the fundamentals of the Linux operating system and command line, and basic open-source concepts. This career-oriented approach to learning networking empowers students to enter a career and further their education in the computer networking field.

Prerequisites and other notes: This course is the first course in a 6-credit completer program.

**CISCO CYBER OPERATIONS II**
Course: 556239 (Transcripted) 3 credits

This college level course introduces students to the Python programming language and its use for web development, data analysis, artificial intelligence, and scientific computing. Students also develop a foundational understanding of cybersecurity, and the security principles, technologies, and procedures to defend networks. Students learn core security skills needed for detecting and responding to security events, thus protecting systems and organizations from cybersecurity risks.

Prerequisites and other notes: Completion of Cisco Networking Academy: Cyber Operations I. This course is the final class in a 6-credit completer program. All students in this class are required to take an industry-standard end of program assessment.

C

**COLLISION REPAIR TECHNOLOGY –** Six Credit Completer

Career & Technology Center

**COLLISION REPAIR TECHNOLOGY**
Course: 550937-I (Articulated) 3 credits
551137-II (Articulated) 3 credits

This program stresses the development of the skills and knowledge necessary to succeed in the field of collision repair and refinishing. Students will learn how to repair and replace automotive structural and non-structural components. This includes replacing panels, frame repair, refinishing, straightening metal, replacing glass, and paint preparation. Emphasis will also be placed on repairing plastic, estimating repair cost, welding, cutting, minor automotive service repair, and customization.

Prerequisites and other notes: These courses are part of the Collision Repair Technology completer program. At the end of the program, students take the Auto Service Excellence assessment, developed by Auto Service Excellence (ASE) in partnership with

Automotive Youth Educational Systems (AYES), National Automotive Technicians Education Foundation (NATEF), and Skills USA. Certification Tests for Non-Structural Analysis & Damage Repair, Painting & Refinishing, and Structural Analysis & Damage Repair.

**COMPUTER SCIENCE –** Three Credit Completer

**AP COMPUTER SCIENCE A**
Course: 550719 (AP) 1 credit

This course introduces students to computer science through programming. Fundamental topics include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. Both object-oriented and imperative problem solving and design using Java language are emphasized. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Prerequisites and other notes: Completion of either Exploring Computer Science or AP Computer Science Principles. This course is a level 9 AP course and is part of a 3-credit completer program.

**ADVANCED TOPICS IN COMPUTER SCIENCE**
Course: 550418 (Honors) 1 credit

This honors level course is designed to provide students with the opportunity to delve deeper into another programming language such as Python. Students will be able to build upon their prior programming knowledge and solidify their skills and ability through the creation of new programs and applications. The teacher and students may select a specific programming language to enhance prior learning or explore new applications.

Prerequisites and other notes: Completion of AP Computer Science A. This course is a level 8 course and is part of a 3-credit completer program. Students are required to take end of program assessments.

**COMPUTER SCIENCE CAPSTONE**
Course: 550618 (Honors) 1 credit

This honors level course is designed to integrate key learning from previous courses and have students apply them to real-world career situations through inquiry-based projects. Students will be able to pursue specific topics of interest to gain more in-depth knowledge and experience focused toward their career path. Assessments and certifications may include Google IT Specialist, Microsoft Technology Associate, or other certification.

Prerequisites and other notes: Completion of Honors Advanced Topics in Computer Science. This course is the final course in the Computer Science completer program. In lieu of this course, students may opt to take Honors Career Related Internship or Dual Enrollment Computer Science as their final course in the completer programs.

**COSMETOLOGY CAREERS –** Nine Credit Completer

Career & Technology Center

**PRINCIPLES AND PRACTICES OF COSMETOLOGY**
(2nd Semester Junior Year)
Course: 552736 (Academic) 3 credits

This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology, develop a broad understanding of the variety of career options available to a licensed cosmetologist, and learn how science and math are fundamental aspects of the practice of cosmetology.

Prerequisites and other notes: Human Anatomy and Physiology is a recommended prerequisite that may be taken concurrently. All other course requirements for graduation should be completed by the end of grade 11. This course is part of the Cosmetology completer program.

**ADVANCED COSMETOLOGY: THEORY AND APPLICATION**
(1st Semester Senior Year)
Course: 552836 (Academic) 3 credits

This course allows students to develop and practice more advanced techniques in the field of cosmetology. Students will demonstrate knowledge and skill in the areas of esthetics, thermal hair procedures and hair color, and artificial nail techniques. They will apply foundation knowledge in science as it relates to cosmetology and practice technical and workplace skills in a school salon setting.

Prerequisites and other notes: Upon successful completion of the first 1,000 hours of the program and the instructor's recommendation, students may apply for the 1000-hour letter to be eligible to participate in up to 300 hours of a supervised work-based experience in a salon setting. This course is part of the Cosmetology completer program.

**MASTERY OF COSMETOLOGY**
(2nd Semester Senior Year)
Course: 554936 (Academic) 3 credits

This course provides students the opportunity to further refine and apply skills that support all aspects of the cosmetology industry. It will assist in preparing students to obtain employment and advance in the field of cosmetology upon passing the State Board of Cosmetologists' licensing examination.

Prerequisites and other notes: This course is part of the Cosmetology completer program. Students are required to take the State Board of Cosmetologists' licensing examination at the conclusion of this class.

C

**CULINARY ARTS – AMERICAN CULINARY FEDERATION (ACF) –** Six Credit Completer

**CULINARY ARTS I – CULINARY BASICS**
Course: 558837 (Articulated) 3 credits

Career & Technology Center

This course is the introduction to the fundamental concepts and techniques in the profession of culinary arts. It provides hands-on clinical experience through school-based enterprises, giving the students the opportunity to develop the technical skills required in future culinary and baking courses as well as the foodservice industry. Students will be introduced to professional standards of the industry, safety and sanitation procedures, knife skills, including handling and care, cooking processes and procedures, product identification, vocabulary and terminology, industry equipment, recipe costing and quantity adjustments. Students participate in demonstration and group exercise to supplement their development of technical skills and knowledge.

Prerequisites and other notes: This course is part of the Culinary Arts completer program. A passing score on the ServSafe© Manager exam is required to remain in the course.

**CULINARY ARTS II – PROFESSIONAL COOKING**
Course: 558937 (Articulated) 3 credits

This course continues to build on the foundation concepts and techniques from the Culinary Basics course. Students will be instructed on the fundamental concepts, techniques, theories, ingredients, and methodologies involved in the preparation of basic menu items. Students rotate through food handling methods and techniques, portion control, costing, production, plating and garnishing of soups, salads, starches, vegetables, and entrees. Students participate in demonstrations, group exercises and school-based enterprises to supplement the students' development of technical skills and knowledge.

Prerequisites and other notes: Culinary Arts I, ServSafe© Manager Credential. This course is part of the Culinary Arts completer program. At the end of this course, students take the American Culinary Federation (ACF) Culinary Arts Professional Cooking exam.

**CULINARY ARTS II - PROFESSIONAL BAKING AND PASTRY**
Course: 559237 (Articulated) 3 credits

Students in this course explore the fundamental concepts and techniques in baking. They will be instructed in the fundamentals of baking science, terminology, equipment, ingredients, weights and measurements, formula conversion and costing of recipes while maintaining the professional standards of the foodservice industry. Students will prepare a variety of baked goods including breads, rolls, pastries, cakes, tortes, pies, and cookies. Students participate in demonstrations, group exercise and school-based enterprises to supplement the students' development of technical skills and knowledge.

Prerequisites and other notes: Culinary Arts I, ServSafe© Manager Credential. This course is part of the Culinary Arts completer program. Students are required to take the American Culinary Federation (AFC) Retail Commercial Baking exam.

C

**DIGITAL FABRICATION AND MANUFACTURING –** Three Credit Completer

**ADVANCED DESIGN APPLICATIONS**
Course: 553118 (Honors) 1 credit

This honors level course is comprised of four core technology and engineering units: Manufacturing Technologies, Energy and Power Technologies, Construction Technologies, and Transportation Technologies. Students participating in the course learn concepts and principles in an authentic, project-based learning environment utilizing Science, Technology, Engineering, and Mathematics (STEM) principles through hands-on applications and research. Students will focus on the design of different technologies and investigate the product development process.

Prerequisites and other notes: This course is the second course of a 3-credit completer. Technological Design is a prerequisite.

**TECHNOLOGICAL DESIGN**
Course: 553218 (Honors) 1 credit

Students in this honors level course apply Science, Technology, Engineering, and Mathematics (STEM) concepts and skills to solve and innovate engineering designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Emerging Technologies: Design, Research, and Develop; and Universal Design concepts will focus the design learning projects. Additive manufacturing and production technologies will be used to produce product prototypes. This course focuses on career and industry applications of 3D Modeling software.

Prerequisites and other notes: This course is the first course of a 3-credit completer. Foundations of Technology is recommended but not required.

**INTRODUCTION TO 3D PRINTING**
Course: 553319 (Transcripted) 1 credit

This college level course provides students with a hands-on immersive experience in digital design and fabrication by utilizing cutting edge, 3D printing technology. Students will obtain a rich understanding of what 3D printing is, how 3D printers work, and how this new technology is being used by both individuals and companies to revolutionize our world. Students will learn key historical facts that have shaped manufacturing, including the advantages, limitations, applications, and economic implications. Students will acquire the knowledge, skills, tools, and understanding necessary to transform ideas into real physical objects.

Prerequisites and other notes: Successful completion of Honors Advanced Design Applications and Honors Technological Design are prerequisites. This course is the third course in the Digital Fabrication and Manufacturing completer. At the end of this course, students will take the Carroll Community College final exam for DFAB 101. Students who successfully meet the exam and credit requirements will be eligible for transcripted credits from Carroll Community College.

**DIGITAL FABRICATION CAPSTONE**
Course: 553318 (Honors) 1 credit

This honors level course is the final course in the Digital Fabrication and Manufacturing completer. Students will integrate key learning from previous courses and apply that knowledge and skills to real-world career situations through inquiry-based projects. Students will pursue specific topics of interest to gain more in-depth knowledge and experience focused on their career path. Projects and Portfolios will be presented for critique and review.

Prerequisites and other notes: This is an optional fourth course in the Digital Fabrication and Manufacturing completer program. In lieu of this course, students may opt to take an Honors Career Related Internship related to Digital Fabrication or a Digital Fabrication program-related Dual enrollment course. All courses in the Digital Fabrication and Manufacturing sequence are prerequisites to this capstone class.

C

**DRAFTING –** Six Credit Completer

Career & Technology Center

**DRAFTING**
Course: 553037-I (Articulated) 3 credits
553237-II (Articulated) 3 credits

This program is designed for study of technical communication. Through individual and group instruction, students are prepared to pursue drafting careers in engineering, surveying, construction, manufacturing, and other specialized fields. Projects completed by other career and technology departments are designed and drawn within this program. Frequently, students assist with community projects through design work and drawings. Students with personal interests are encouraged to develop individual projects. The program is intended to provide the student with the required technical skills for blueprint reading in any technical field and to prepare them for certification in AutoCad.

Prerequisites and other notes: These courses are part of the Drafting completer program. Students are required to take the AutoCad certification exam at Carroll Community College. Parents are responsible for student transportation.

C

**EDUCATION – TEACHER ACADEMY OF MARYLAND (TAM) –** Four Credit Completer

**CHILD AND ADOLESCENT DEVELOPMENT**
Course: 401818 (Honors) 1 credit

Career & Technology Center

This honors level course focuses on human development from birth through adolescence.
Emphasis is placed on theories of physical, cognitive and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will work on the process of developing components of a working professional portfolio.

Prerequisites and other notes: This course is the first in a series of courses in two articulated completer programs, Education – Teacher Academy of Maryland and Child Development and Early Education. It is a prerequisite to any other courses in these programs and additional child development courses. It is open to students in grades 10-12.

**TEACHING AS A PROFESSION**
Course: 560318 (Honors) 1 credit

This honors level course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, role and qualifications. Emphasis is placed on identifying the current, historical, philosophical, and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop their working professional portfolio.

Prerequisites and other notes: Honors Child and Adolescent Development. This course is part of the Education – TAM completer program.

**FOUNDATIONS OF CURRICULUM AND INSTRUCTION**
Course: 560419 (Transcripted) 1 credit

This college level course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop their professional portfolio.

Prerequisites and other notes: Honors Teaching as a Profession (may be taken concurrently). This course is part of the Education – TAM completer program.

**EDUCATION ACADEMY INTERNSHIP**
Course: 560518 (Honors) 1 credit
560528 (Honors) 2 credits

This honors level course is the culminating course of the Education Academy completer program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will extend and apply their working portfolio and present it for review and critique.

Prerequisites and other notes: Completion of Foundations of Curriculum and Instruction. Students must have an identified content area for teaching. 2.5 overall GPA in Academic Level classes, 94% attendance (previous semester). This course is part of the Education – TAM completer program. During this course, students will take an end of program assessment. Parents are responsible for all student transportation.

C

## ELECTRICAL CONSTRUCTION – Six Credit Completer

Career & Technology Center

**ELECTRICAL CONSTRUCTION**
Course: 553437-I (Articulated) 3 credits
553637-II (Articulated) 3 credits

Students study the generation and transmission of electricity as it applies to home and commercial wiring. Practical work is performed on the installation and functions of wiring apparatus, fixtures, motors, control panels, and insulating materials. Instruction in the electrical wiring code published by the National Board of Fire Underwriters is included in this program. Students are required to pass the National Construction Career Test (NCCT) titled Core-Introductory Craft Skills to achieve Level II status in construction programs. At the end of Level II, students will take the NCCT in Electrical.

Prerequisites and other notes: These courses are part of the Electrical Construction completer program. Students are required to pass the National Construction Career Test (NCCT) titled Academic Core-Introductory Craft Skills to achieve Level II status in construction programs. Students who successfully complete the program will take the Academic Electrical Level I NCCT.

## C **ENGINEERING – PROJECT LEAD THE WAY –** Four Credit Completer

Career & Technology Center

**PRINCIPLES OF ENGINEERING**
Course: 540119 (Transcripted) 1 credit

This college level course provides an overview of engineering and engineering technology. Students develop problem-solving skills with real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Topics include perspectives of engineering, design process, communication and documentation, engineering systems, materials and materials testing, thermodynamics, engineering for quality and reliability, and dynamics.

Prerequisites and other notes: This course is part of the Engineering completer program. Algebra II is recommended as a prerequisite or may be taken concurrently. Students will take the college level exam at the end of this course. Students who successfully complete this course and the final exam may apply for transcripted credit from Rochester Institute of Technology (RIT) and University of Maryland Baltimore County (UMBC).

**INTRODUCTION TO ENGINEERING DESIGN**
Course: 540019 (Transcripted) 1 credit

This college level course is a part of the Project Lead The Way Engineering Completer Program. This course emphasizes the development of a design. Students use computer software to produce, analyze, and evaluate models of project solutions. Students study the design concepts of form and function and use technology to translate conceptual design into reproducible products. Topics include application of the design process for problem-solving in a team setting, interpretation of sketches to design models, use of mass property calculations to evaluate a parametric model, and cost analysis, quality control, staffing, and packaging for product marketing.

Prerequisites and other notes: Algebra II is the recommended prerequisite or may be taken concurrently. This course is part of the Engineering completer program. Students will take the college level exam at the end of this course. Students who successfully complete this course and the final exam may apply for transcripted credit from Rochester Institute of Technology (RIT) and University of Maryland Baltimore County (UMBC).

**COMPUTER INTEGRATED MANUFACTURING**
Course: 557819 (Transcripted) 1 credit

This college level course is a part of the Project Lead The Way Engineering Program. Using solid modeling techniques, this course teaches the fundamentals of computerized manufacturing technology. Students use 3-D computer software to solve design problems. They assess their solutions through mass property analysis, modify their designs, and use prototyping equipment to produce 3-D models. The course includes computer modeling, computer numerical control, computer-aided manufacturing robotics, and the use of flexible manufacturing systems.

Prerequisites and other notes: Introduction to Engineering Design and Principles of Engineering are prerequisites. Trig/Pre-Calculus or higher is recommended as a prerequisite or may be taken concurrently. This course is part of the Engineering completer program. Students will take the college level exam at the end of this course. Students who successfully complete this course and the final exam may apply for transcripted credit from Rochester Institute of Technology (RIT) and University of Maryland Baltimore County (UMBC).

**DIGITAL ELECTRONICS**
Course: 558219 (Transcripted) 1 credit

This college level course is a part of the Project Lead The Way Engineering Program. This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in the electronics we use on a daily basis. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program, and use appropriate components to build their designs. Topics include analog and digital fundamentals, number systems and binary addition, logic gates and functions, Boolean algebra and circuit design, decoders, multipliers, and demultipliers.

Prerequisites and other notes: Principles of Engineering, Introduction to Engineering Design, and Trig/Pre-Calculus or higher are recommended as prerequisites or may be taken concurrently. This course is part of the Engineering completer program. Students will

take the college level exam at the end of this course. Students who successfully complete this course and the final exam may apply for transcripted credit from Rochester Institute of Technology (RIT) and University of Maryland Baltimore County (UMBC).

**ENGINEERING DESIGN AND DEVELOPMENT**
Course: 540218 (Honors) 1 credit

This honors level course is the capstone course of the Project Lead The Way Engineering Completer Program. Students will apply what they have learned in academic and prior Project Lead The Way courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. A community partner engineer will mentor and consult with the teams. Students keep journals of notes, sketches, calculations, and research. Teams present final research papers and defend their projects to an expert panel.

Prerequisites and other notes: Computer Integrated Manufacturing, Digital Electronics, and Trigonometry/Pre-Calculus or higher are recommended as a prerequisite or may be taken concurrently.

C

**FINANCIAL SERVICES**
**ACADEMY OF FINANCE –** Six Credit Completer

Career & Technology Center

**FINANCE ACADEMY I**
Course: 352518 (Honors) 1 credit

This honors level course includes content and skills to prepare students for further studies and careers in the world of finance. Topics will include functions of market economies both domestic and international, modern securities organizations, banking, credit, and the insurance industries.

Prerequisites and other notes: Honors Accounting I is a prerequisite. Managing Personal Finance Using Excel is a recommended prerequisite. Honors Finance Academy I is a prerequisite to the required summer internship that is a one of the requirements of the National Academy of Finance. This course is part of the Financial Services completer program.

**FINANCE ACADEMY II**
Course: 352419 (Transcripted) 1 credit

This college level course includes content and skills to prepare students for further studies and careers in the world of finance. Topics will include concepts in the areas of financial planning and international economics and finance.

Prerequisites and other notes: Accounting II is a prerequisite. Honors Finance Academy I is a prerequisite for this course. Taking an entry level college course in finance, which is one of the requirements of the National Academy of Finance, is recommended. This course is part of the Financial Services completer program.

**ACADEMY OF FINANCE INTERNSHIP**
Course: 352418 (Honors) 1 credit
352528 (Honors) 2 credits

This internship is an extension of the Academy of Finance curriculum. Student knowledge and skills are further developed and challenged in a business environment. This relevant, enriching educational experience exposes the student to a broad array of workplace skills that are part of an individualized training plan.

Prerequisites and other notes: The internship may be taken following the completion of junior year classes in Academy of Finance. This class is a part of the Financial Services completer and is a requirement in order to receive a National Academy Foundation (NAF) certification.

## FOOD SERVICE AND HOSPITALITY MANAGEMENT (PROSTART) – Four Credit Completer

**FOOD SERVICE PROFESSIONAL I**
Course: 402817 (Articulated) 1 credit

Career & Technology Center

This course provides an introduction to the food service and hospitality industry. Students develop and demonstrate skills in safe and sanitary food handling and preparation techniques. Students learn to prepare a variety of foods and develop a broad understanding of the variety of career options available in this industry.

Prerequisites and other notes: Introduction to Foods is a prerequisite. This is the first course of a four credit career and technology education Food Service and Hospitality Management completer program. Students will have the opportunity to begin to accrue hours to meet a 400-hour internship requirement through ProStart and earn the ServSafe credential. All students enrolled in this course must take the National Restaurant Association Educational Foundation (NRAEF) Level I end-of-course exam.

**FOOD SERVICE PROFESSIONAL II**
Course: 402917 (Articulated) 1 credit

This course provides instruction on creating menus and demonstrating various types of restaurant service as students continue to prepare a variety of foods. Students will apply purchasing techniques and demonstrate an understanding of inventory monitoring and control.

Prerequisites and other notes: Food Service Professional I is a prerequisite. Principles of Business and Administration and Management is a prerequisite or may be taken concurrently. This is the second course of a four credit career and technology education Food Service and Hospitality Management completer program. Students will have the opportunity to continue to accrue hours in work-based learning. All students enrolled in this course must take the National Restaurant Association Educational Foundation (NRAEF) Level II end-of-course exam.

**PROSTART INTERNSHIP**
Course: 402608 (Honors) ½ credit
402618 (Honors) 1 credit
402628 (Honors) 2 credits

Students will have the opportunity to integrate content and knowledge of food service and hospitality through an individualized training plan. Student knowledge will be extended through practical application under the supervision of food service and hospitality professionals

Prerequisites and other notes: Completion of Food Service Professional II and Principles of Business Administration and Management. This is the culminating course in a 4 credit completer program. To earn ProStart certification, students must complete a total of 400 hours in internships. Student transportation is the responsibility of the parent or guardian.

## HOMELAND SECURITY AND EMERGENCY PREPAREDNESS - CRIMINAL JUSTICE/LAW ENFORCEMENT – Four Credit Completer

**FOUNDATIONS OF HOMELAND SECURITY AND EMERGENCY PREPAREDNESS**
Course: 540618 (Honors) 1 credit

Career & Technology Center

Homeland security and emergency preparedness guidelines, concepts, and action plans are key concepts in this honors level course. Emphasis will be placed on unique aspects of public safety and public health. Various methodologies for intelligence gathering and dissemination will be examined. Students will identify various local, state, and federal assets and prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery.

Prerequisites and other notes: This course is the foundation course for both options in the Homeland Security and Preparedness completer program.

**ADMINISTRATION OF JUSTICE I**
Course: 540518 (Honors) 1 credit

This honors level course will introduce students to multiple aspects of criminal justice and law enforcement. Students will explore the criminal process, various forces that impact law enforcement, and the rights of citizens. Students will understand the difference between juvenile and adult justice, and classifications of different crimes. This class will give students a general knowledge needed for students to enter various law enforcement careers at the federal, state, and local levels.

Prerequisites and other notes: Foundations of Homeland Security and Emergency Preparedness is a prerequisite or may be taken concurrently. This course is a part of the Criminal Justice/Law Enforcement option in the Homeland Security and Emergency Preparedness completer program.

**ADMINISTRATION OF JUSTICE II**
Course: 540419 (Transcripted) 1 credit

This college level course will expand upon students' knowledge of criminal justice and law enforcement. Students will be introduced to evidence collection, analysis, and forensic examination. The role of law enforcement officials as a first responder will also be discussed as well as the duties of police officers. Students will explore a range of careers in law enforcement.

Prerequisites and other notes: Administration of Justice I is a prerequisite or may be taken concurrently. This course is a part of the Criminal Justice/Law Enforcement option in the Homeland Security and Emergency Preparedness completer program.

**HOMELAND SECURITY AND EMERGENCY PREPAREDNESS CAPSTONE**
Course: 541319 (Transcripted) 1 credit

This college level course is the final course in the Homeland Security and Emergency Preparedness completer. Students will apply the knowledge and skills acquired in previous courses in authentic ways to complete an individualized senior project. The project will involve intense problem-solving and research in a student selected career-focused area. Experiences may include but are not limited to research projects, extensive portfolios, and work-based learning opportunities. Projects and portfolios will be presented for review and critique.

Prerequisites and other notes: This is the capstone course in all Homeland Security and Emergency Preparedness completer programs. All courses in the option's course sequence are prerequisites.

C

## HOMELAND SECURITY AND EMERGENCY PREPAREDNESS – GEOGRAPHIC INFORMATION SYSTEMS AND TECHNOLOGY (GIST) – Four Credit Completer

Career & Technology Center

**FOUNDATIONS OF HOMELAND SECURITY AND EMERGENCY PREPAREDNESS**
Course: 540618 (Honors) 1 credit

Homeland security and emergency preparedness guidelines, concepts, and action plans are key concepts in this honors level course. Emphasis will be placed on unique aspects of public safety and public health. Various methodologies for intelligence gathering and dissemination will be examined. Students will identify various local, state, and federal assets and prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery.

Prerequisites and other notes: This course is the foundation course for both options in the Homeland Security and Preparedness completer program.

**SPATIAL TECHNOLOGY AND REMOTE SENSING (S.T.A.R.S.) COURSE 1 AND 2**
Course: 541118 (Honors) 1 credit

This honors level course will introduce students to Geographic Information System (GIS) and Remote Sensing (RS) technology through academic study and applied instruction. This course provides the foundational geospatial knowledge for the transcripted GIS "College in the High School" option through subsequent courses in the sequence. Students will use the same data, imagery, and software that federal, state, and local level governmental agencies use to study their state, county, and school. Students will also learn the skills required to work on and/or build a Geographic Information Systems final project. Through hands-on instruction students will learn skills ranging from introductory digital mapping concepts to image analysis and network analysis. In this course students are introduced to

each skill with a real-world application and led in the problem-solving process. Follow-up applied practice application will direct the student to apply acquired skills to cases in the community using curricular and open-source data.

Prerequisites and other notes: Foundations of Homeland Security and Emergency Preparedness is a prerequisite. This course is a part of the GIST option in the Homeland Security Emergency Preparedness completer program.

**SPATIAL TECHNOLOGY AND REMOTE SENSING (S.T.A.R.S.) COURSE 3 AND 4**
Course: 541219 (Transcripted) 1 credit

The STARS 3 and 4 curriculum aligns with Harrisburg University GSTC 140: Introduction to Geographic Information Systems (GIS). Four (4) college credits are possible when successfully completed with Homeland Security and Preparedness Capstone course. The presentation of geospatial data is both an art and a science. The student will learn to use GIS to produce high quality maps that expose complex spatial information and relationships in a clear and easy-to understand display. Cartographic concepts and techniques, used to create not only hard copy printed maps but also prepare cartographic data for modern devices such as web pages and digital media, are explored. The class emphasizes laboratory work and a final project that uses GIS from an initial map concept, through data collection and analysis, to a final product. Students will choose final projects designed to apply geospatial skills.

Prerequisites and other notes: Spatial Technology and Remote Sensing Course 1 and 2 are a prerequisite. This course is part of the GIST completer program.

**HOMELAND SECURITY AND EMERGENCY PREPAREDNESS CAPSTONE**
Course: 541319 (Transcripted) 1 credit

This college level course is the final course in the Homeland Security and Emergency Preparedness completer. Students will apply the knowledge and skills acquired in previous courses in authentic ways to complete an individualized senior project. The project will involve intense problem-solving and research in a student selected career-focused area. Experiences may include but are not limited to research projects, extensive portfolios, and work-based learning opportunities. Projects and portfolios will be presented for review and critique.

Prerequisites and other notes: This is the capstone course in all Homeland Security and Emergency Preparedness completer programs. All courses in the option's course sequence are prerequisites.

**UNMANNED AIRCRAFT SYSTEMS I**
Course: 541418 (Honors) 1 credit

This course is an elective in the Homeland Security and Emergency Preparedness – Geographic Information Systems and Technology Program. In this specialization course students receive an overview of common Geospatial Technology applications of Unmanned Aircraft Systems (UAS), such as mapping and multi-spectral sensing. Students will be introduced to the content covered in the FAA Remote Pilot Certification Exam.

Prerequisites and other notes: Honors Foundations of Homeland Security and Emergency Preparedness (may be taken concurrently). This course is not required for completion of the GIST program.

**UNMANNED AIRCRAFT SYSTEMS II**
Course: 541519 (Transcripted) 1 credit

This course is an elective in the Homeland Security and Emergency Preparedness – Geographic Information Systems and Technology Program. In this specialization course students will gain a deeper understanding of common Geospatial Technology applications of Unmanned Aircraft Systems (UAS), such as mapping and multi-spectral sensing. Students will learn the content required to pass the FAA Remote Pilot Certification exam. In addition to certification knowledge and geospatial applications, students will be introduced to aspects of starting a drone business and the pathways to careers in aviation.

Prerequisites and other notes: Homeland Security and Emergency Preparedness Capstone (may be taken concurrently). This course is not required for completion of the GIST program.

## C **HOSPITALITY AND TOURISM MANAGEMENT –** Three Credit Completer

**PRINCIPLES OF HOSPITALITY AND TOURISM**
Course: 552416 (Academic) 1 credit

This course provides a foundational understanding of the hospitality and tourism industry. Students will learn the tasks, knowledge, and skills required by anyone wishing to build a career within the hospitality and tourism industry. Areas of focus include quality customer service; communication skills; housekeeping, maintenance and safety; financial controls in a food and beverage operation; marketing, advertising and sales; and hotel management. Students will take the Certified Hospitality and Tourism Management Professional (CHTMP) Level 1 exam.

Prerequisites and other notes: This course is the first course in the Hospitality and Tourism Management completer program.

**HOSPITALITY AND TOURISM MANAGEMENT**
Course: 552516 (Academic) 1 credit

This course focuses on the leadership and managerial knowledge, skills, and abilities required for advancement in a management track in the hospitality and tourism industry. Students will identify the traits of effective leaders and define traditional management styles and apply those to the various businesses within the hospitality and tourism industry. Areas of focus include goal setting and performance evaluation for employees; management of revenue and cost centers; budgeting and reporting of operations and capital funds; and maximizing customer safety, customer satisfaction and repeat guest business. Students will take the Certified Hospitality and Tourism Management Professional (CHTMP) Level 2 exam.

Prerequisites and other notes: Principles of Hospitality and Tourism. This course is the second course in the Hospitality and Tourism Management completer program.

**HOSPITALITY AND TOURISM WORK-BASED LEARNING EXPERIENCE**
Course: 552518 (Honors) 1 credit

This course allows students to apply the skills and knowledge acquired from their previous hospitality and tourism management coursework. Students will have the opportunity to correlate theory to practice in a professional hospitality and tourism environment; practice leadership and managerial skills; and experience a variety of roles within a professional facility. Qualified students will earn the Certified Hospitality and Tourism Management Professional (CHTMP) credential.

Prerequisites and other notes: Hospitality and Tourism Management. This course is the capstone course in the Hospitality and Tourism Management completer program. Students may either complete an internship at an approved worksite or complete online virtual hotel business simulation under the supervision of the hospitality and tourism management instructor.

## C **HVAC: HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION –** Six Credit Completer

**HVAC: HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION**
Course: 550537-I (Articulated) 3 credits
550737-II (Articulated) 3 credits

Career & Technology Center

This course is designed to give students basic knowledge and skill in the development of the principles and practices of the air conditioning and refrigeration trade. This course will include the following: sizing equipment, duct layout, installation, repair and maintenance of oil, gas, electric and heat pump forced-air heating systems. Also, residential and commercial air conditioning, and light commercial refrigeration units are included. Students will learn the proper use and care of tools, parts, and test equipment, and how to analyze, adjust, troubleshoot, and test such systems. Related study will include math, measuring instruments, blueprint reading, basic electricity, motors, and instruction to trade occupations. Students are required to pass the National Construction Career Test (NCCT) titled Core-Introductory Craft Skills to achieve Level II status in construction programs.

Prerequisites and other notes: These courses are part of the HVAC completer program. Students are required to pass the National Construction Career Test (NCCT) titled Academic Core-Introductory Craft Skills to achieve Level II status in construction programs. At the end of Level II, students will take the NCCT Academic in HVAC exam and EPA certification.

## C **HEAVY EQUIPMENT AND TRUCK TECHNOLOGY –** Six Credit Completer

**HEAVY EQUIPMENT AND TRUCK TECHNOLOGY**

Course: 558237-I (Articulated) 3 credits
558337-II (Articulated) 3 credits

Career & Technology Center

In Heavy Equipment and Truck Technology, students will develop the knowledge and skills necessary to take the ASE Medium/Heavy Truck Technician exams for Suspension & Steering, Brakes, Preventive Maintenance, Diesel Engines and Electrical/Electronics. Students develop diagnostic, technical, and academic skills through classroom instruction and hands-on applications. Through the theory and real-world experiences, students master the concepts and the ability to identify and perform necessary repair tasks utilizing the latest techniques and applications on a variety of equipment and Class 4 through Class 8 trucks and tractors. In addition, this course will address personal and environmental safety practices associated with clothing, respiratory protection, eye protection, entry level medium/heavy truck service technology principles and practices, hand tools, power tools/equipment, safety principles, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. At the end of the program, students take Automotive Service Excellence (ASE) Certification Tests (or approved end of course assessments) for Diesel Engines, Suspension & Steering, Brakes, Electrical/Electronic Systems, and Preventative Maintenance Inspection.

Prerequisites and other notes: These courses are part of the Heavy Equipment & Truck Technology completer program. At the end of the program, students are required to take an end of course assessment - Heavy Equipment Maintenance and Repair.

## C **INTERACTIVE MEDIA PRODUCTION –** Four Credit Completer

**PRINCIPLES OF ART, MEDIA AND COMMUNICATION**

Course: 553518 (Honors) 1 credit

This honors level course provides students with an understanding of all aspects of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of the major career pathways in this industry including Communication and Broadcast Technologies, Multimedia Production, Graphic Design, and Print Communication.

Prerequisites and other notes: This is the first course in a 4-credit completer.

**INTERACTIVE MULTIMEDIA PRODUCTION**

Course: 553718 (Honors) 1 credit

This honors level course further develops student mastery of media design and the interactive media production process. Students will advance their knowledge and skills in media design and production through project planning and product development. Students will demonstrate the use of multiple tools and modalities in the production process.

Prerequisites and other notes: This course is part of a 4-credit completer. Principles of Art, Media and Communication must be successfully completed prior to this course.

**ADVANCED INTERACTIVE MULTIMEDIA PRODUCTION**

Course: 553529 (Transcripted) 2 credits

In this college level course students will advance their knowledge and skills in multimedia design and production through project planning and product development. Students will demonstrate the use of multiple tools and modalities in the production process. Students will design, code, build, test and troubleshoot basic custom programs for multimedia applications and create web applications with advanced interactive components. Emphasis will be placed on group project development and the development of a layered portfolio.

Prerequisites or other notes: This is one of two options for the final course of a 4-credit completer. Interactive Media Production must be successfully completed prior to this course.

**ADVANCED SIMULATION AND GAMING**
Course: 553729 (Transcripted) 2 credits

This college level course will focus on interactive media design, simulation and gaming using appropriate project management techniques, industry specific tools and skills for a wide range of applications. Students will: design, code, build, test and troubleshoot basic custom programs for simulation and gaming; create gaming applications with advanced interactive components; and effectively adapt visual communication strategies and styles to specific audiences. Emphasis will be placed on group project development and individual portfolio development.

Prerequisites and other notes: This is one of two options for the final course of a 4-credit completer. Interactive Media Production must be successfully completed prior to this course.

## C

## ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) – Three Credit Completer

**LEADERSHIP EDUCATION AND TRAINING (LET) I**
Course: 570116 (Academic) 1 credit

This course includes classroom and laboratory instruction in the history, customs, traditions, and purpose of Army ROTC. It contains the development of basic leadership skills, communication skills, and conflict management and resolution skills. Emphasis is placed on writing skills and oral communication techniques. Financial planning is introduced. Physical fitness, healthy lifestyles, and basic first aid measures are discussed. An overview of geography and the globe is incorporated into this course. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, and the federal justice system. Students will participate in drill activities.

Prerequisites and other notes: This course is part of the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING II**
Course: 570216 (Academic) 1 credit

This course includes classroom and laboratory instruction on skills taught in LET I. This course introduces equal opportunity and sexual harassment. It provides instruction in leadership styles and practical time to exercise leadership theories as well as the basic principles of management. The course provides self-assessments to help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. Students will participate in drill activities.

Prerequisites and other notes: LET I. This course is part of the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING III**
Course: 570316 (Academic) 1 credit

This course includes classroom and laboratory instruction. Leadership and decision-making skills are emphasized throughout the course. Topics addressed include: services available in the military, financial management, United States History, career exploration, and the development of a career portfolio. The research, identification, planning, and execution of a service-learning activity are also included. Students will participate in drill activities.

Prerequisites and other notes: LET II. This course is part of the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING IV**
Course: 570416 (Academic) 1 credit

This course includes classroom and laboratory instruction. LET IV includes requirements for the practical application of leadership duties. An emphasis is placed on exercises in writing skills. Physical fitness is also a part of this course. Other topics that are included are: geography, environmental issues, the judicial system, the Constitution, and local government. Students will participate in drill activities.

Prerequisites and other notes: LET III. This course is a recommended elective for the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING V**
Course: 570516 (Academic) 1 credit

The advanced curriculum LET V course includes both classroom and laboratory instruction. It builds on leadership and management skills cadets learned in the four (4) previous LET levels of JROTC. Emphasis is placed on study skills, thinking skills, communications skills, and personnel and unit management skills to enable students to develop their maximum potential. Cadets will use self-assessment and peer counseling tools and techniques to determine the current status of the unit, develop plans and schedules for the unit's improvement and growth, and continue to make strides toward graduation. Students will continue to participate in and lead drill, physical fitness, and leadership development activities.

Prerequisites and other notes: LET IV. This course is a recommended elective for the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING VI**
Course: 570616 (Academic) 1 credit

This course includes and expands on unit organization and management skills cadets developed in the previous LET levels of JROTC. Topics explored and expanded in this course include conflict resolution, teaching skills, making a difference with service-learning, career knowledge and preparing for the future, planning skills and social responsibility, and the high school financial planning program. Cadets will use a hands-on approach to assist instructors with developing better U.S. citizens of their fellow cadets, assist with instructions in the classroom, during drills, at physical fitness sessions, and assist with extracurricular team activities-to include Color Guard, Drill Team, and Cadet Raider Challenge Team. Students will participate in unit activities.

Prerequisites and other notes: LET V. This course is a recommended elective for the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING VII**
Course: 570716 (Academic) 1 credit

This course gives senior level JROTC cadets the opportunity to provide direct assistance to lower level cadets through classroom assisted instruction, on the field drill instruction and inspections, and conduct of leadership lab. Cadets will demonstrate to fellow cadets-through their conduct-the importance of maintaining a physical fitness regimen, healthy lifestyle and diet, and proficiency in basic first aid/life-saving skills. Continued emphasis will be placed on the importance of completing high school. Likewise, continued emphasis will be placed on drug awareness and substance abuse, substance abuse-intervention and prevention, and improving your surroundings and environment through personal involvement. Cadets will receive instruction in citizenship and leadership development.

Prerequisites and other notes: LET VI. This course is a recommended elective for the JROTC completer program.

**LEADERSHIP EDUCATION AND TRAINING VIII**
Course: 570816 (Academic) 1 credit

This final course includes enabling senior cadets to employ the leadership, management, and citizenship skills they developed in the classroom and laboratory to prepare for graduation. Cadets will assume leadership positions in the unit, serve as advisors to fellow cadets, oversee unit activities, help prepare fellow cadets for annual summer leadership camp, and provide advice and assistance to instructors for strategies to improve the JROTC program. Emphasis will be placed on exploring the world, your job as an American citizen, sources of power, the Federal judicial system, and growth of a nation. Cadets will oversee, assist, and direct service-learning projects and activities of fellow students. Cadets will assist with the overall operation of the JROTC program while continuing to prepare for graduation.

Prerequisites and other notes: LET VII. This course is a recommended elective for the JROTC completer program.

## **MASONRY** – Six Credit Completer

**MASONRY**

Course: 555437-I (Articulated) 3 credits
555637-II (Articulated) 3 credits

Career & Technology Center

This program provides training in the skills necessary to lay brick, block, veneer, and dry-stack stone, flagstone, ceramic tile, and some concrete work. Layout work, bonds, patterns, blueprint reading, estimating, reinforced masonry, and specifications are also studied. Training is structured according to local requirements and is designed to prepare the student for gainful employment as an advanced apprentice.

Prerequisites and other notes: These courses are part of the Masonry completer program. Students are required to pass the National Construction Career Test (NCCT) titled Academic Core-Introductory Craft Skills to achieve Level II status in construction programs. At the end of Level II, students will take the NCCT Academic Level I in Masonry.

## **PRINT PRODUCTION** – Four Credit Completer

**PRINCIPLES OF ART, MEDIA AND COMMUNICATION**

Course: 553518 (Honors) 1 credit

Career & Technology Center

This honors level course provides students with an understanding of all aspects of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of the major career pathways in this industry including Communication and Broadcast Technologies, Multimedia Production, Graphic Design and Print Communication.

Pre-requisite and other notes – This is the first course in a 4-credit completer.

**PRINT PRODUCTION**

Course: 553937 (Articulated) 3 credits

Students learn the basic skills needed for a career in printing or graphic design. Students use Adobe Illustrator, Adobe Photoshop, and Adobe InDesign software to prepare publications. Design, layout, prepress, press, digital file prep, binding, and finishing is the focus. Students design products such as packages, advertisements, logos, booklets, books, brochures, and signs.

Prerequisites and other notes: Honors Principles of Art, Media and Communication (1 credit) or Honors Digital Media and Design (1 credit. This course is part of the Print Production completer program. At the end of the program, students are required to take the PrintED exams titled Graphic Communications and Digital File Preparation/Digital Rile Output.

## **TEXTILES AND FASHION CAREERS** – Six Credit Completer

**TEXTILES AND FASHION CAREERS**

Course: 554237-I (Articulated) 3 credits
554327-II (Articulated) 2 credits

Career & Technology Center

This course provides students with an opportunity to experience a variety of opportunities and practice skills in the textiles and fashion career areas. Students will participate in learning activities associated with fashion design, pattern making, textiles design, garment construction, fashion merchandising, interior design, upholstery, and retail careers. Special attention will be given to graphic design software and use of computer-aided design to create flat patterns and fashion designs.

Prerequisites and other notes: These courses are part of the Textiles & Fashion Careers completer program.

**TEXTILES AND FASHION CAREERS CAPSTONE**
Course: 554317 (Articulated) 1 credit

This is the final course in the Textiles and Fashions Careers program. Students will apply the knowledge and skills acquired in previous courses in authentic ways to design, construct, and present their own fashion line at the season ending fashion show.

Prerequisites and other notes: This course is part of the Textiles & Fashion Careers completer program.

C

**VIDEO PRODUCTION –** Four Credit Completer

**PRINCIPLES OF ART, MEDIA AND COMMUNICATION**
Course: 553518 (Honors) 1 credit

Career & Technology Center

This honors level course provides students with an understanding of all aspects of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of the major career pathways in this industry including Communication and Broadcast Technologies, Multimedia Production, Graphic Design and Print Communication.

Pre-requisite and other notes: This is the first course in a 4-credit completer.

**VIDEO PRODUCTION**
Course: 559337 (Articulated) 3 credits

Students learn the basic skills for a career in television or corporate video production. Topics covered include lighting and sound for video, video graphics, animation, and script writing.

Prerequisites and other notes: Honors Principles of Art, Media and Communication (1). This course is part of the Video Production completer programs.

C

**WELDING TECHNOLOGY –** Six Credit Completer

**WELDING TECHNOLOGY**
Course: 559037-I (Articulated) 3 credits
559137-II (Articulated) 3 credits

Career & Technology Center

This program is a study and application of the process in which metal is melted and fused together by heat producing methods. The program is designed to train students in the basic knowledge and skills of the welding trade. Instruction will focus on using oxyacetylene, electric arc, TIG (Tungsten Inert Gas), MIG (Metal Inert Gas), and CNC (Computer Numerically Controlled) robotic plasma cutting equipment. Brazing, soldering, cutting, hard surfacing, and job fabrication from sketches and blueprints are covered. Individual and group projects are undertaken.

Prerequisites and other notes: These courses are part of the Welding Technology completer program. Students are required to pass the National Construction Career Test (NCCT) titled Academic Core-Introductory Craft Skills to achieve Level II status in construction programs. At the end of Level II, students will take the American Welding Society (AWS) certification tests.

# ENGLISH LANGUAGE ARTS

**Suggested Course Sequence**

| Grade 9 | Grade 10 | Grade 11 | Grades 12 |
|---|---|---|---|
| ▪ English 9<br>▪ English 9: Pre-AP 2<br>▪ Electives | ▪ English 10<br>▪ English 10: AP Seminar<br>▪ Electives | ▪ English 11<br>▪ AP English Language and Composition<br>▪ Electives | ▪ English 12<br>▪ AP Research<br>▪ AP English Literature and Composition<br>▪ Electives |

**ENGLISH 9**
Course: 050111 (Basic) 1 credit
050116 (Academic) 1 credit

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards. Students develop reading, writing, language, listening, and speaking skills through integrated instructional approaches using informational and literary texts. Integrated instructional approaches include a focus on active reading, process writing, academic vocabulary, and grammatical structures. Through integrated and collaborative activities, students learn to respond to a text, compose in a variety of modes, control language, and evaluate the content, organization, and language use of texts. This course fulfills one credit of the State graduation requirements in English.

**ENGLISH 9 - ALTERNATE**
Course: 957111 (Basic) 1 credit

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards - Alternate Academic Achievement Standards. Students develop reading, writing, language, listening, and speaking skills through integrated instructional approaches using adapted and modified informational and literary texts with real world applications. Integrated instructional approaches include a focus on active reading, process writing, academic vocabulary, and grammatical structures. Through integrated and collaborative activities, students learn to respond to a text, compose in a variety of modes, and evaluate the content, organization, and language use of texts. This course is designed to facilitate alternate academic learning outcomes appropriate to the student's instructional needs, as documented in the Individualized Education Plan (IEP). This course may not be used to meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**ENGLISH 9: PRE-AP 2**
Course: 050918 (Honors) 1 credit

English 9: Pre-AP 2 requires students to apply the practices of close observation, critical analysis, and the appreciation of author's craft to an array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion. The outcomes of this course are aligned with Maryland College and Career-Ready Standards. This course fulfills one credit of the State graduation requirements in English.

**ENGLISH 10**
Course: 050211 (Basic) 1 credit
050216 (Academic) 1 credit
050218 (Honors) 1 credit

The outcomes of this course are aligned with Maryland College and Career-Ready Standards. Students will master the skills of reading, writing, language, listening, and speaking skills introduced in English 9. The course will continue its focus on integrated instructional approaches and will include collaborative activities. This course fulfills one credit of the State graduation requirements in English.

Prerequisites and other notes: English 9.

**ENGLISH 10 - ALTERNATE**
Course: 957211 (Basic) 1 credit

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards - Alternate Academic Achievement Standards. Students develop reading, writing, language, listening, and speaking skills through integrated instructional approaches using adapted and modified informational and literary texts with real world applications. Integrated instructional approaches include a focus on active reading, process writing, academic vocabulary, and grammatical structures. Through integrated and collaborative activities, students learn to respond to a text, compose in a variety of modes, and evaluate the content, organization, and language use of texts. This course is designed to facilitate alternate academic learning outcomes appropriate to the student's instructional needs, as documented in the Individualized Education Plan (IEP). This course may not be used to meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**ENGLISH 10: AP SEMINAR**
Course: 050219 (AP) 1 credit

English 10: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using in inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The outcomes of this course are aligned with Maryland College and Career-Ready Standards, including intentional study of literary texts. This course fulfills one credit of the State graduation requirements in English.

Prerequisites and other notes: Successful completion of English 9 or English 9: Pre-AP 2.

**ENGLISH 11**
Course: 050411 (Basic) 1 credit
050416 (Academic) 1 credit
050418 (Honors) 1 credit

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards. Learning activities include a variety of response methods to print and non-print media which help students to extend and refine creative, research, and critical analysis strategies. Students explore in depth the devices authors use to reveal literal and metaphorical meaning, and to achieve purpose and effect. Students learn how to use and recognize language which effectively communicates experiences, ideas, and opinions and to appreciate the value of their own and others' personal experiences and the validity of drawing upon them for inspiration and learning. Students learn a variety of rhetorical strategies to use in writing academic essays and work to achieve academic competence in clarity, coherence, unity, organization, diction, and language use. This course fulfills one credit of the State graduation requirements in English.

Prerequisites and other notes: English 10.

**ENGLISH 11 - ALTERNATE**
Course: 957311 (Basic) 1 credit

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards - Alternate Academic Achievement Standards. Students develop reading, writing, language, listening, and speaking skills through integrated instructional approaches using adapted and modified informational and literary texts with real world applications. Learning includes a variety of response methods to print and non-print media which helps students refine creative, research and critical analysis strategies. Students explore the devices authors use to reveal literal and metaphorical meaning, and to achieve purpose and effect. Students learn how to use and recognize language which effectively communicates experiences, ideas, and opinions and to appreciate the value of their own and others' personal experiences and validity of drawing upon them for inspiration and learning. This course is designed to facilitate alternate academic learning outcomes appropriate to the student's instructional needs, as documented in the Individualized Education Plan (IEP). This course may not be used to meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**ENGLISH 12**

| | | |
|---|---|---|
| Course: | 050511 (Basic) | 1 credit |
| | 050516 (Academic) | 1 credit |
| | 050518 (Honors) | 1 credit |

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards. Students learn to respond to and write on literal and interpretative levels from a variety of initial perspectives that focus on the techniques authors use to manipulate the effect of text. In addition, students will learn a variety of rhetorical strategies for writing academic and research essays, including timed responses. Students will also achieve competence in academic language usage resulting in greater clarity, coherence, and unity in their writing and speaking. This course fulfills one credit of the State graduation requirements in English. Students in basic and academic level classes will also have additional learning experiences that will prepare them for a college and career readiness re-assessment.

Prerequisites and other notes: English 11.

**ENGLISH 12 - ALTERNATE**

| | | |
|---|---|---|
| Course: | 957411 (Basic) | 1 credit |

The outcomes of this course are aligned with the Maryland College and Career-Ready Standards - Alternate Academic Achievement Standards. This course is designed to provide students with access to the development of strategies for reading comprehension, vocabulary, language usage skills, and writing skills. Students will learn the skills to identify and analyze fiction and non-fiction literary texts. Students will engage in reading, writing, speaking, and listening activities with real world applications. This course is designed to facilitate alternate academic learning outcomes appropriate to the student's instructional needs, as documented in the Individualized Education Plan (IEP). This course is linked to the general education curriculum; however, the student will require a different scope and sequence, adapted and modified materials. This course may not be used to meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**AP LANGUAGE AND COMPOSITION**

| | | |
|---|---|---|
| Course: | 052919 (AP) | 1 credit |

AP Language and Composition is a college-level course designed to engage students in independent and collaborative learning activities that will help them to gain academic proficiency in rhetorical analysis and evaluation, reading, writing, research, and linguistics. Learning activities focus upon writing timed responses to a variety of language related selections and topics. Students work to achieve style in essays that are rhetorically sound and that achieve a high degree of linguistic accuracy. Students explore the following topics in depth: strategies of persuasion and argumentation; linguistic theory, philosophy, and history; methods of grammatical analysis; and the relationships among logic, reading, writing, and thinking. Students are encouraged to sit for the College Board's Advanced Placement English Language and Composition Examination. This course fulfills one credit of the State graduation requirements in English.

Prerequisites and other notes: Students must complete English 10 or AP Capstone: Seminar prior to enrollment in AP Language and Composition.

**AP LITERATURE AND COMPOSITION**

| | | |
|---|---|---|
| Course: | 052819 (AP) | 1 credit |

AP Literature and Composition is a college-level course designed to engage students in independent and collaborative learning activities that will help them to gain academic proficiency in critical analysis and evaluation, reading, writing, and research. Learning activities focus upon writing timed critical responses to a variety of literary selections and topics. Students work to achieve style in essays that are rhetorically sound and that achieve a high degree of linguistic accuracy. Students explore in depth the devices authors use to reveal literal and metaphorical meaning, and to achieve purpose and effect. Students are encouraged to sit for the College Board's Advanced Placement English Literature and Composition Examination**.** This course fulfills one credit of the State graduation requirements in English.

Prerequisites and other notes: Students must complete English 11 or AP Language and Composition prior to enrollment in AP Literature and Composition.

**AP CAPSTONE: SEMINAR**
Course: 052619 (AP) 1 credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using in inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course fulfills one credit of the State graduation requirements in English.

Prerequisites and other notes: Successful completion of English 9 or English 9: Pre-AP 2.

**AP CAPSTONE: RESEARCH**
Course: 052719 (AP) 1 credit

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 – 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. This course fulfills one credit of the State graduation requirements in English.

Students who earn scores of 3 or higher in AP Seminar and AP Research receive the AP Seminar and Research Certificate™. Students who *also* earn scores of 3 or higher on four additional AP exams of their choosing at any time in high school receive the AP Capstone Diploma™.

Prerequisites and other notes: Successful completion of AP Capstone: Seminar (or English 10: AP Seminar) and AP English Language and Composition.

**CREATIVE WRITING**
Course: 053606 (Academic) ½ credit

Creative Writing requires students to improve their writing, speaking, reading, listening, language, and literature skills. Students will learn how to use language which effectively communicates experiences, ideas, and emotions. Students will learn to appreciate the value of their personal experiences and the validity of drawing upon them for inspiration and meaning. Students will learn how language gives meaning and structure to an ever-changing world. This course may not be used to meet the State graduation requirements in English.

**CREATIVE WRITING - ALTERNATE**
Course: 053601 (Basic) ½ credit

Creative Writing – Alternate allows students to improve their writing, speaking, reading, listening, language, and literature skills. Students will learn how to use language which effectively communicates experiences, ideas, and emotions. Students will learn to appreciate the value of their personal experiences and the validity of drawing upon them for inspiration and meaning. Students will learn how language gives meaning and structure to an ever-changing world. This course does not cover the breadth and depth of the Creative Writing course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**GRAMMAR AND LANGUAGE**
Course: 053306 (Academic) ½ credit

Course not offered at WMHS

Grammar and Language is a course designed to provide students with basic grammatical, usage, mechanics, and language skills and concepts. Students apply these skills and concepts to a wide variety of reading and writing activities focusing on short non-fiction and brief essay composition. This course may not be used to meet the State graduation requirements in English.

**MYTHOLOGY**
Course: 056906 (Academic) ½ credit

Students explore myths from various cultures. Students participate in collaborative learning activities to understand how the myths are reflected in the literature, customs, architecture, and religion of the ancient and modern cultures. Students will continue to develop reading and writing skills, as well as critical and creative thinking skills and strategies. This course may not be used to meet the State graduation requirements in English.

**PUBLIC SPEAKING**
Course: 057606 (Academic) ½ credit

Public Speaking offers student activities and experiences that help to develop skills in oral communication, critical thinking, accessing information, and writing. Students understand and use the stages of speaking for a variety of purposes, including personal, career, and social. Emphasis is on achieving clarity and confidence when speaking to others. This course may not be used to meet the State graduation requirements in English.

**FILM AND LITERATURE**
Course: 053008 (Honors) ½ credit

Course not offered at WMHS

This honors level English elective course is designed to provide students with an overview of the history of film, the devices and techniques that filmmakers use to create meaning, the process of filmmaking, and the transformation of literature into film. While emphasis will naturally be given to the critical study of film, students will also analyze selected literary works which have made the print-to-cinema transition for a better understanding of literary and cinematic rhetorical strategies and techniques. Assessment activities may include creative writing and critical writing activities, research projects, and the creation of original cinematic works of various lengths and genres. This course may not be used to meet the State graduation requirements in English.

Prerequisites and other notes: Successful completion of English 9.

**MYSTERY AND DETECTIVE FICTION**
Course: 056106 (Academic) ½ credit

Students learn the characteristics of the mystery genre through the study of literary works by Edgar Allan Poe, Sir Arthur Conan Doyle, Dashiell Hammett, Agatha Christie, and other writers. In addition, students will read non-fiction and journalistic texts about crime and mystery solving. Assessment activities may include research projects and the creation of an original mystery story. This course may not be used to meet the State graduation requirements in English.

**YEARBOOK PRODUCTION**
Course: 082116 (Academic) 1 credit
082018 (Honors) 1 credit

Yearbook Production provides students with journalistic skills and the ability to apply those skills to actual yearbook production. Units of study include concept, thematic development, section development, reporting and writing, headlines, photos and captions, design, graphics, customer service, and business management. This course may not be used to meet the state graduation requirement in English.

Honors Yearbook Production is an advanced course designed for yearbook editors and business managers. These leaders will organize and maintain the yearbook ladder, supervise daily production, maintain and oversee a coverage calendar, promote campaigns, record and organize book and ad sales, facilitate ad sales with both businesses and parents, coordinate portrait schedules and picture collection, act as liaison between staff members and advisor.

Prerequisites and other notes: Ten (10) service-learning hours for ½-credit course and twenty (20) service-learning hours for 1-credit course may be earned. Academic - Enrollment in the course is dependent upon completion of a yearbook application. Honors - Successful completion of Yearbook Production as well as recommendation of the yearbook advisor are prerequisite. This course may be repeated for credit.

**LITERACY**
Course: 050711 (Basic) 1 credit

This course focuses on basic reading skills, functional reading, vocabulary, and comprehension skills. Entrance to this class should be on an assigned basis.

Prerequisites and other notes: This course may not be used to meet the State graduation requirements in English. This course may be repeated for credit.

**INDEPENDENT STUDY - ENGLISH**
Course: 058108 (Honors) ½ credit
058118 (Honors) 1 credit

Independent Study allows students to work independently in any area relevant to English. Major emphasis is on research. Work is done during the student's unassigned time and under the direction of a faculty advisor. Regularly scheduled conferences occur at least once a week. Students register only on the recommendation of their teacher, school counselor, and principal. This course may not be used to meet the State graduation requirements in English.

Prerequisites and other notes: Permission of the instructor and approval of the principal are required.

# FAMILY AND CONSUMER SCIENCES

**FINANCIAL LITERACY**
Course: 406106 (Academic) ½ credit

Financial Literacy is a course based on national standards in economics and personal finance that is designed as part of the transition from high school into the adult world and independent living. Through the use of the decision-making process, active learning, and reflection, students will gain knowledge and skills in the areas of income, money management, consumer rights and responsibilities, spending, credit, saving, and investing.

Prerequisites and other notes: This course meets the graduation requirement in Financial Literacy. This course is open to grade 11 and 12 students only.

**FINANCIAL LITERACY – ALTERNATE**
Course: 959601 (Basic) ½ credit

Financial Literacy - Alternate is based on economics and personal finance as part of the transition from high school into the adult world and independent living. Through the decision-making process, active learning, and problem solving, students will gain knowledge and skills in income, money management, consumer rights and responsibilities, spending, credit, and savings. This course does not cover the breadth and depth of the Financial Literacy class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**CHILD AND ADOLESCENT DEVELOPMENT**
Course: 401818 (Honors) 1 credit

This honors level course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will work on the process of developing components of a working professional portfolio.

Prerequisites and other notes: This course is the first in a series of courses in two articulated completer programs, Education – Teacher Academy of Maryland and Child Development and Early Education. It is a prerequisite to any other course~~s~~ in these programs and additional child development courses. It is open to students in grades 10-12.

**INTRODUCTION TO FOODS**
Course: 402506 (Academic) ½ credit

This course is designed to help students analyze how knowledge and skills related to nutrition and food affect the well-being of individuals, family, and society. Key concepts include food selection, composition and nutrition, meal planning, food preparation, safety and sanitation, current and emerging technology, resource management and career exploration. Students will make decisions and solve problems related to food choices through critical and creative thinking and apply techniques of successful food preparation.

**INTRODUCTION TO FOODS – ALTERNATE**
Course: 402501 (Basic) ½ credit

This course is designed to help students analyze how knowledge and skills related to nutrition and food affect the well-being of individuals, family, and society. Key concepts include food selection, composition and nutrition, meal planning, food preparation, safety and sanitation, current and emerging technology, resource management and career exploration. Students will make decisions and solve problems related to food choices through critical and creative thinking and apply techniques of successful food preparation. This course does not cover the breadth and depth of the Introduction to Foods course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**ADVANCED FOODS**
Course: 403306 (Academic) ½ credit

Advanced Foods is a course that focuses on managing meals, using consumer information and resources to understand and evaluate food trends, and developing an in-depth knowledge of food selection and preparation. Its sociocultural perspective examines both United States regional foods and the intercultural cuisines of the world. Students will extend knowledge and skills and strive to increase personal food literacy.

Prerequisites and other notes: Introduction to Foods.

**PRINCIPLES OF FASHION AND INTERIOR DESIGN**
Course: 400906 (Academic) ½ credit
400916 (Academic) 1 credit

From the clothes we wear to the homes we live in; fashion and design are all around us. In this course, students put theory into practice as they explore the elements and principles of design in their work with textiles. Students will use basic sewing skills and STEM concepts in clothing and interiors to create solutions to real-world problems in comprehensive and useful ways. In addition, students will explore careers in the design industry, the background needed to pursue them, and the career ready practices that build success in any business. Instruction and learning activities are project-based and use hands-on experiences to provide students with a solid foundation and broad overview of both industries.

**FLOWER DESIGN**
Course: 405606 (Academic) ½ credit

Students demonstrate and practice the elements and principles of design as they create a variety of projects using live materials as well as fabric, dried, and pressed flowers. Basic supplies for learning each technique will be supplied; however, project expense will be the responsibility of each student.

Prerequisites and other notes: Flower Design may be repeated for up to 2 credits.

**FLOWER DESIGN – ALTERNATE**
Course: 405601 (Basic) ½ credit

Students demonstrate and practice the elements and principles of design as they create a variety of projects using live materials as well as fabric, dried, and pressed flowers. Only basic supplies for learning each technique will be supplied; project costs will be the student's responsibility. This course does not cover the breadth and depth of the Flower Design course. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Flower Design - Alternate may be taken for repeated credit.

**EMPLOYABILITY AND LIFE SKILLS**
Course: 801601 (Basic) ½ credit

Students will assess their vocational interests, work maturity skills, and personal values. Emphasis will be placed on the development of positive attitudes and behaviors, social responsibility, communication skills, and good interpersonal relations. Students will continue to set and work toward personal and academic goals as well as improve their decision-making and problem-solving skills. In some schools, computer-aided instruction will be an integral part of this course.

Prerequisites and other notes: Students must be recommended for this course by their school counselor or a Maryland's Tomorrow staff person.

# HEALTH EDUCATION

**HEALTH I**
Course: 300006 (Academic) ½ credit

This course encourages students to develop skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Topics included are: Mental and Emotional Health; Substance Abuse Prevention; Family Life and Human Sexuality; Safety and Violence Prevention; Healthy Eating; and Disease Prevention and Control. Skills developed in relation to health enhancing behaviors include analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self-management, and advocacy.

Prerequisites and other notes: This ½ credit course is required for graduation and is recommended for students in grades 9 or 10.

*Note to Parents/Guardians:* Parents/guardians will have three options for the unit of family life and human sexuality through the electronic permission process. The options are the CCPS Family Life and Human Sexuality Unit, the Maryland State Department of Education (MSDE) Family Life and Human Sexuality Unit, or they can exercise their opt out right of both the CCPS and MSDE Family Life and Human Sexuality Units.

**HEALTH I – ALTERNATE**
Course: 301001 (Basic) ½ credit

This course encourages students to develop skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Topics included are: Mental and Emotional Health; Substance Abuse Prevention; Family Life and Human Sexuality; Safety and Violence Prevention; Healthy Eating; and Disease Prevention and Control. Skills developed in relation to health enhancing behaviors include analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self-management, and advocacy. This course does not cover the breadth and depth of the Health I class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 10, 11, and 12.

*Note to Parents/Guardians:* Parents/guardians will have three options for the unit of family life and human sexuality through the electronic permission process. The options are the CCPS Family Life and Human Sexuality Unit, the Maryland State Department of Education (MSDE) Family Life and Human Sexuality Unit, or they can exercise them opt out right of both the CCPS and MSDE Family Life and Human Sexuality Units.

**HEALTH II**
Course: 302006 (Academic) ½ credit

Students will use the introductory instruction from Health I to expand on the development of skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Students engage in inquiry and problem-solving approaches utilizing a developmentally appropriate progression of content related to health education concepts. Topics included are: Mental and Emotional Health; Substance Abuse Prevention; Family Life and Human Sexuality; Safety and Violence Prevention; Healthy Eating; and Disease

Prevention and Control. Skills developed in relation to health enhancing behaviors include analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self-management, and advocacy.

Prerequisites and other notes: Health Education I. This ½ credit course is required for graduation and is recommended for students in grades 11 or 12.

*Note to Parents/Guardians:* Parents/guardians will have three options for the unit of family life and human sexuality through the electronic permission process. The options are: the CCPS Family Life and Human Sexuality Unit, the Maryland State Department of Education (MSDE) Family Life and Human Sexuality Unit, or they can exercise their opt out right of both the CCPS and MSDE Family Life and Human Sexuality Units.

**HEALTH II – ALTERNATE**
Course: 302001 (Basic) ½ credit

Students will use the introductory instruction from Health I to expand on the development of skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Students engage in inquiry and problem-solving approaches utilizing a developmentally appropriate progression of content related to health education concepts. Topics included are: Mental and Emotional Health; Substance Abuse Prevention; Family Life and Human Sexuality; Safety and Violence Prevention; Healthy Eating; and Disease Prevention and Control. Skills developed in relation to health enhancing behaviors include analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self-management, and advocacy. This course does not cover the breadth and depth of the Health II class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11, and 12. Completion of Health I – Alternate.

*Note to Parents/Guardians*: Parents/guardians will have three options for the unit of family life and human sexuality through the electronic permission process. The options are the CCPS Family Life and Human Sexuality Unit, the Maryland State Department of Education (MSDE) Family Life and Human Sexuality Unit, or they can exercise them opt out right of both the CCPS and MSDE Family Life and Human Sexuality Units.

**HEALTH III**
Course: 303008 (Honors) ½ credit

Students in this honors level course will study the current health issues facing young people today, including nutrition, public health issues, behavioral sciences, mental and emotional issues, healthy relationships and human sexuality, and health careers. Students will have opportunities to research, to debate, and to explore topics in greater depth using inquiry and problem-solving approaches. Students will have the opportunity to receive certification in ASHI CPR/AED/First Aid.

Prerequisites and other notes: Successful completion of Health II; and may only be taken by grade 11 and 12 students.

# MATHEMATICS

**Suggested Course Sequence**

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| **Students Completing Honors Algebra I in 8th Grade** | | | |
| • Honors Geometry | • Honors Algebra II | • Honors Trigonometry/Pre-Calculus<br>• AP Precalculus | • AP Calculus AB<br>• AP Calculus BC<br>• AP Statistics |
| **Students Completing 8th Grade Math** | | | |
| • Conceptual Algebra | • Algebra I | • Geometry | • ALGEBRA II<br>• PROBABILITY AND STATISTICS<br>• TECHNICAL MATHEMATICS |
| • Algebra I | • Geometry | • Algebra II | • Higher Level Math |
| Notes:<br>• Students on track to meet the University System of Maryland admissions requirements must take and pass Algebra II or a course beyond Algebra II during the final year of high school.<br>• Following successful completion of Algebra II, students may also elect to take the following courses: Trigonometry/Pre-calculus, AP Precalculus, AP Statistics, Honors Calculus, AP Calculus. | | | |

**CONCEPTUAL ALGEBRA**

Course: 201211 (Basic) 1 credit
201316 (Academic) 1 credit

In this course, students will engage with algebraic topics through a conceptual approach. Topics include the coordinate plane and functions, writing and modeling with linear functions, solving and analyzing linear systems of equations and inequalities, modeling with and evaluating exponential functions, and applying algebraic thinking to solve geometric applications using the coordinate plane and 2- and 3-dimensional figures. Students will be provided with experiential learning with emphasis on recognizing patterns, modeling, reasoning, and using technology.

Prerequisites and other notes: This course will fulfill one (1) additional credit of mathematics.

**CONCEPTUAL ALGEBRA - ALTERNATE**

Course: 958111 (Basic) 1 credit

In this course, students will engage with algebraic topics through a conceptual approach. Topics include the coordinate plane and functions, writing and modeling with linear functions, solving and analyzing linear systems of equations and inequalities, modeling with and evaluating exponential functions, and applying algebraic thinking to solve geometric applications using the coordinate plane and 2- and 3-dimensional figures. Students will be provided with experiential learning with emphasis on recognizing patterns, modeling, reasoning, and using technology. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE. This course does not cover the breadth and depth of the Algebra class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 9.

**ALGEBRA I**

Course: 201811 (Basic) 1 credit
201816 (Academic) 1 credit
201918 (Honors) 1 credit

Algebra I deepens and extends the understanding of linear and exponential relationships by comparing and contrasting them with each other and with quadratic functions and by applying linear models to data. Students will engage in methods for analyzing, solving, and applying quadratic functions, as well as solving systems of equations involving linear, exponential, and quadratic functions. In addition, students will create and solve equations and inequalities and examine data sets in one and two variables. Students will expand their

experience with functions to include more specialized functions – absolute value, step, and piecewise defined functions. The Standards for Mathematical Practices will be applied throughout the course to help students experience mathematics as a coherent, useful, and logical subject that requires students to make sense of problem situations. This curriculum is aligned to the Maryland College and Career Ready Standards. Students will take the Maryland Assessment for Algebra I at the completion of this course.

**ALGEBRA I - ALTERNATE**
Course: 958211 (Basic) 1 credit

In this course, students will engage in methods for analyzing, solving, and applying quadratic functions, as well as solving systems of equations involving linear, exponential, and quadratic functions. In addition, students will create and solve equations and inequalities and examine data sets in one and two variables. Students will expand their experience with functions to include more specialized functions – absolute value, step, and piecewise defined functions. The Standards for Mathematical Practices will be applied throughout the course to help students experience mathematics as a coherent, useful, and logical subject that requires students to make sense of problem situations. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE. This course does not cover the breadth and depth of the Algebra class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 11.

**GEOMETRY**
Course: 203911 (Basic) 1 credit
203916 (Academic) 1 credit
203918 (Honors) 1 credit

Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized, and students draft geometric constructions and formally analyze their conclusions. Students extend their experience with two dimensional and three-dimensional objects, build on their work with triangles, circles, and other polygons, while continuing their study of quadratics by connecting the geometric and algebraic definitions.

Prerequisites and other notes: Algebra I.

**GEOMETRY - ALTERNATE**
Course: 958311 (Basic) 1 credit

Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized, and students draft geometric constructions and formally analyze their conclusions. Students extend their experience with two dimensional and three-dimensional objects, build on their work with triangles, circles, and other polygons, while continuing their study of quadratics by connecting the geometric and algebraic definitions. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE. This course does not cover the breadth and depth of the Geometry class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 10.

**TECHNICAL MATHEMATICS**
Course: 201616 (Academic) 1 credit

The Technical Math course is designed to deepen students' math understanding of different branches of math by focusing on application skills that are used in current trades. This course is intended for students interested in pursuing a trade or two-year college program. The math concepts in this course are presented completely within the context of practical on-the-job applications, making math tangible and relevant. The practical math used in the trades includes mathematical concepts from algebra and geometry with applications relevant to these topics. Students will review applications of operations with integers, fractions, decimals, order of operations, exponents, multi-step equations, and plane geometry. Additionally, students will analyze real-world problems using statistical models as well as the application of triangle trigonometry, unit conversions, variation, and measurement of geometric figure. Special attention has been given to on-the-job math skills by using a wide variety of practical applications in the context of real-world problems. This course will include students preparing for performance assessments that are often part of job applications, apprenticeships, the civil service exam, and other assessments related to specific trades and the workforce.

Prerequisites and other notes: Algebra I and Geometry.

**TECHNICAL MATHEMATICS - ALTERNATE**
Course: 958411 (Basic) 1 credit

The Technical Mathematics course is designed to deepen students' math understanding of different branches of math by focusing on application skills used in current trades. This course is intended for students interested in pursuing a trade or two-year college program. The math concepts in this course are presented completely within the context of practical on-the-job applications, making math tangible and relevant. The practical math used in the trades includes mathematical concepts from algebra and geometry with applications relevant to these topics. Students will review applications of operations with integers, fractions, decimals, order of operations, exponents, multi-step equations, and plane geometry. Also, students will analyze real-world problems using statistical models and the application of triangle trigonometry, unit conversions, variation, and measurement of geometric figure. Special attention has been given to on-the-job math skills by using a wide variety of practical applications in the context of real-world problems. This course will include students preparing for performance assessments that are often part of job applications, apprenticeships, the civil service exam, and other assessments related to specific trades and the workforce. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE. This course does not cover the breadth and depth of the Technical Mathematics class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 12.

**ALGEBRA II**
Course: ~~202611 (Basic) 1 credit~~
202616 (Academic) 1 credit
202618 (Honors) 1 credit

This course is designed to prepare students for college and career readiness as they explore polynomial, rational, radical, exponential, and logarithmic functions through multiple representations and applications. Students will build on their prior knowledge of solving linear, quadratic, and exponential equations and the effects of transformations on graphs of diverse functions.

Prerequisites and other notes: Algebra I and Geometry.

**PROBABILITY AND STATISTICS**
Course: 205016 (Academic) 1 credit

The (.5) course is designed for students desiring to learn how to organize and interpret quantitative data and to understand concepts of probability. Applications in other content areas will be stressed. Topics included in the full credit course (1.0) are broken into four main categories: Exploratory Analysis, Planning a Study, Probability, and Statistical Inference. Focus will be on basic skills, statistical interpretation, and real-world applications. Students will complete a culminating course project and be sufficiently prepared to take Statistics in college.

Prerequisites and other notes: Algebra I and Geometry.

**AP STATISTICS**
Course: 205019 (AP) 1 credit

Course not offered at WMHS

Topics included in this course are broken into four main categories: Exploratory Analysis, Planning a Study, Probability, and Statistical Inference. Students are expected to sit for the AP Statistics Examination. Possible college credit can be earned with a score of 3, 4, or 5 on the examination. Students are encouraged to sit for the College Board's Advanced Placement Statistics Examination.

Prerequisites and other notes: Algebra II is highly recommended.

**TRIGONOMETRY / PRE-CALCULUS**
Course: 204516 (Academic) 1 credit
~~204518 (Honors) 1 credit~~

This course is intended for college-bound students who will use higher level mathematics as they continue their education after high school. Topics studied include trigonometric functions, radian measure, graphing trigonometric functions, trigonometric identities, inverse trigonometric functions, trigonometric equations, law of sines and cosines, vectors, conic sections, polar and parametric equations, sequences and series, and an introduction to limits.

Prerequisites and other notes: Algebra II (Level 8 highly recommended for Honors Trig/Pre-Calculus). Algebra II and Trigonometry / Pre-Calculus should be taken in back-to-back semesters or in back-to-back years to preserve the needed prerequisite skills.

**CALCULUS**
Course: 205718 (Honors) 1 credit

Course not offered at WMHS

In this honors level course, students explore the concepts of limits, derivatives, and integrals and prepare for further studies in calculus. Limits are essential since they provide the foundation for both differential and integral calculus. Students will learn the interpretations, techniques, and applications of both derivatives and integrals.

Prerequisites and other notes: Trigonometry / Pre-calculus or AP Precalculus.

**AP CALCULUS AB**
Course: 205319 (AP) 1 credit

In this course, students study graphs, functions, limits, derivatives, and integrals, and prepare for further studies in calculus. Students will learn the interpretations, techniques, and applications of both derivatives and integrals. Much work will be done with graphing calculators. Students are expected to sit for the College Board's Advanced Placement Calculus AB Examination.

Prerequisites and other notes: Honors Trigonometry / Pre-calculus, Honors Calculus, or AP Precalculus.

**AP CALCULUS BC**
Course: 205219 (AP) 1 credit

Much emphasis is placed on preparing for the AP Calculus BC test. In addition to applying concepts from Calculus, students investigate advanced techniques of integration, polar and parametric equations, and infinite series. Topics such as Taylor, Power, and Maclaurin series will be emphasized. Students are expected to sit for the College Board's Advanced Placement Calculus BC Examination.

Prerequisites and other notes: AP Calculus AB.

**AP PRECALCULUS**
Course: 205619 (AP) 1 credit

Topics included in this course are broken into four main categories: Polynomial & Rational Functions, Exponential & Logarithmic Functions, Trigonometric & Polar Functions, and Functions involving Parameters, Vectors, & Matrices. These topics comprise the content and conceptual understandings that colleges and universities typically expect students to be proficient in in order to qualify for college credit and/or placement. Students are encouraged to sit for the College Board's Advanced Placement Precalculus Examination.

Prerequisites and other notes: Algebra II. This course is designed to be taken instead of Honors Trigonometry/Precalculus, not in addition to.

# PHYSICAL EDUCATION

**Suggested Course Sequence**

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| ▪ Physical Education I (required) | ▪ Team Sports<br>▪ Individual/Dual Sports<br>▪ Weight Training<br>▪ Personal Fitness<br>▪ Gymnastics<br>▪ Barbell and Cross Training | ▪ Team Sports<br>▪ Individual/Dual Sports<br>▪ Weight Training<br>▪ Advanced Weight Training<br>▪ Personal Fitness<br>▪ Gymnastics<br>▪ Barbell and Cross Training | ▪ Team Sports<br>▪ Individual/Dual Sports<br>▪ Weight Training<br>▪ Advanced Weight Training<br>▪ Personal Fitness<br>▪ Gymnastics<br>▪ Barbell and Cross Training |

**PHYSICAL EDUCATION I**
Course: 250006 (Academic) ½ credit

Physical Education I is required as ½ credit towards the CCPS Physical Education 1.0 graduation requirement and is the prerequisite for all other PE courses. Emphasis will be placed on concepts of personal fitness and knowledge to achieve and maintain a healthy level of physical fitness. Students will participate in a variety of sport theme activities that can be used for lifetime recreation and personal fitness. The following is a listing of sport theme offerings: Fitness (Warm-ups, Plyometrics, Walking/Jogging, Heart Rate Fitness), Throwing and Catching (Ultimate Frisbee, Volleyball, Flag Football, Soccer, Basketball), Striking (Tennis, Pickle ball, Badminton, Golf, Table Tennis), and Speed/Timing /Accuracy (Archery, Bowling).

Prerequisites and other notes: Recommended for all grade 9 students.

**UNIFIED PHYSICAL EDUCATION**
Course: 252606 (Academic) ½ credit

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Course Outcomes• Increased physical fitness and activity-specific skills (SHAPE National Standards 1 & 3) • New friendships and social inclusion fostered among classmates (SHAPE National Standard 4) • Reinforced positive habits and reasoning resulting in better health & lifestyle choices (SHAPE National Standard 5) • Advanced social and leadership competencies (SHAPE National Standard 4) • Deeper understanding of activity/game/sport rules and strategies (SHAPE National Standard 2) • Movement confidence and competence developed in a variety of physical activities/activity settings (SHAPE National Standard 5).

**ADAPTED PHYSICAL EDUCATION**
Course: 252406 Fall (Academic) ½ credit
252506 Spring (Academic) ½ credit

This course is designed to provide individualized and group learning experiences for students with special needs. Students in this class must have an IEP with stated goals and objectives for physical education, a section 504 plan, or special permission. This course may be taken in place of Physical Education I if it provides the least restrictive environment for the special needs of the student. This course may be repeated for credit.

Prerequisites and other notes: Admittance to the course is determined by the school counselor, physical education staff, and special education staff.

**INDIVIDUAL/DUAL SPORTS**

Course: 250806 Fall (Academic) ½ credit
250906 Spring (Academic) ½ credit

Previously learned concepts and skills from Physical Education I provide the foundation for this course. Emphasis will be placed on personal improvement of sport-specific movement patterns, strategies, and rules. Both skill-related and health-related components of physical fitness will be emphasized. Students will develop their skill competencies, participate in Individual/Dual sports, and work towards achievement of personal fitness levels. Students within a class will be performing at varying levels of competency. The following is a listing of Individual/Dual sports activities:

| | | |
|---|---|---|
| Archery | Handball | Tennis |
| Badminton | Pickle Ball | Bowling |
| Golf | Table Tennis | Horseshoes |

Prerequisites and other notes: Successful completion of Physical Education I. This course may be repeated for credit.

**PERSONAL FITNESS**

Course: 257006 Fall (Academic) ½ credit
257106 Spring (Academic) ½ credit

Students will be educated in the areas of health, fitness, and wellness to give them the self-maintenance skills, physical skills, and knowledge base to help them adopt a healthy lifestyle. The following is a listing of Personal Fitness activities:

| | | |
|---|---|---|
| Body Toning | Low Impact Aerobics | Tae-Bo |
| Flexibility Exercises | Walking Program | Pilates |
| High Impact Aerobics | Step Aerobics | Yoga |
| Jogging Program | Strength Conditioning | |

Prerequisites and other notes: Successful completion of Physical Education I. This course may be repeated for credit.

**TEAM SPORTS**

Course: 251006 Fall (Academic) ½ credit
251106 Spring (Academic) ½ credit

Previously learned concepts and skills from Physical Education I provide the foundation for this course. Emphasis will be placed on personal improvement of sport-specific movement patterns, strategies, and rules. Both skill-related and health-related components of physical fitness will be emphasized. Students will develop their skill competencies, participate in Team Sports and work towards achievement of personal fitness levels. Students within a class will be performing at varying levels of competency. The following is a listing of Team Sports activities:

| | | |
|---|---|---|
| Basketball | Indoor Soccer | Softball |
| Field Hockey | Lacrosse | Volleyball |
| Flag Football | Mass Games | Speedball |
| Floor Hockey | Soccer | Ultimate Frisbee |

Prerequisites and other notes: Successful completion of Physical Education I. This course may be repeated for credit.

**WEIGHT TRAINING**

Course: 253006 Fall (Academic) ½ credit
253106 Spring (Academic) ½ credit

This course is designed for the student who wants to improve and maintain a physical fitness level which will allow him/her to produce physically to maximum proficiency. This course will include endurance, strength, agility, and aerobic activities.

Prerequisites and other notes: Successful completion of Physical Education I. This course may be repeated for credit.

# SCHOOL COUNSELING PROGRAM

**ACADEMIC DEPARTMENT ASSISTANT**

| | | |
|---|---|---|
| Course: | 801506 (Academic) | ½ credit |
| | 801516 (Academic) | 1 credit |

This course is designed for students interested in learning how to assist other students in improving their content knowledge and/or skills in the content area assigned. Specifically, the assistant helps the teacher in the preparation and/or distribution of instructional materials, tutoring and helping individual students and providing other assistance to the teacher as needed. Academic Department Assistants are required to attend training. Their supervision is the responsibility of the assigned teacher. This course is for elective credit only for juniors and seniors, on a pass/fail basis. Students may earn 10 service-learning hours for ½ credit assigned.

**CAREER RELATED INTERNSHIP**

| | | |
|---|---|---|
| Course: | 801208 (Honors) | ½ credit |
| | 801218 (Honors) | 1 credit |
| | 801228 (Honors) | 2 credits |
| | 801238 (Honors) | 3 credits |

This honors level course provides twelfth grade students with the opportunity to obtain actual work experience in a specific career field based on a completer or major area of study. Program or major prerequisites, an application, and an interview must be completed prior to the selection of this course. Students will complete a training plan geared to their career goals and will be placed in a local business for a nine- or eighteen-week period in a paid or unpaid experience.

Prerequisites and other notes: An overall 2.5 GPA, 94% attendance (previous semester), and coursework completed in a Pathways To Careers completer or major related to the internship experience. Student transportation is the responsibility of the parent or guardian. This course may be taken as the final course in the Accounting and Business Administration and Management completer programs in lieu of Honors Business Education Capstone.

**DUAL ENROLLMENT - General**

| | | |
|---|---|---|
| Course: | 800909 (Transcripted) | ½ credit |
| | 800919 (Transcripted) | 1 credit |

Dual enrollment provides high school juniors and seniors the opportunity to enroll in college level courses through local colleges while enrolled in a Carroll County public high school. Dually enrolled students may take college courses for which they have met the prerequisite requirements and for which they have received authorization by both a parent/guardian and a designated school official. Approval for participation is dependent upon the student's GPA, service-learning hours, and attendance requirements. Courses may be selected from either the general education component or the career completer courses of CCPS state-approved programs offered at the College. Courses not eligible for the dual enrollment program include summer courses and non-credit bearing courses. Upon successful completion of the course(s), the student will receive college credit. The grade report will be forwarded at the conclusion of each semester directly to the high school. Students must make an appointment with their school counselor and have a parent conference to review the educational plan, discuss course options at the college, fees, and obtain appropriate paperwork. Prior to the student enrolling in the dual enrollment program, a parent conference will be held with the school counselor for post-secondary planning. The student/parent must complete the Dual Enrollment Application. Dual enrollment courses will be reflected on the student's high school transcript and the final grade will be calculated into the high school GPA. College courses at the 100 level or above will receive .5 high school credit for 1-2 college course credits and 1.0 high school credit for 3-5 college course credits. Dual enrollment courses will be weighted as a transcripted/AP course and may count toward graduation requirements. Students must be enrolled in a total of four credits for the semester (college and minimum of 1 CCPS credit combined). Select dual enrollment courses are also offered at the high school location. Procedures and the application process still apply.

**PEER FACILITATING**

| | | |
|---|---|---|
| Course: | 800006 (Academic) | ½ credit |
| | 800016 (Academic) | 1 credit |

This course is designed for students who are interested in developing leadership skills which will permit them to recognize and intervene in problems identified in their school. Peer Facilitators may be requested to work one-on-one or in small groups with other students on school, peer, and family related concerns. Peer Facilitators may also do classroom presentations on conflict resolution. Students selected must evidence satisfactory academic achievement, as well as emotional maturity and leadership potential. Students must exemplify, model, and maintain appropriate behavior. Students will work under the direct supervision of a school counselor.

Grading will be on a pass/fail basis. Students must apply and be selected as peer facilitators.

Prerequisites and other notes: Students must complete a summer peer facilitating training program and at least one mid-year training during the school year. Students may earn ten (10) service-learning hours for the ½ credit course and twenty (20) hours for the 1 credit course.

# SCIENCE

**Suggested Course Sequence**

| Grade 9/10 | Grade 11 | Grade 12 |
|---|---|---|
| • Conceptual Physics<br>• Chemistry of Earth and Space Science | • Biology<br>• Science electives | • Science electives |
| • Chemistry of Earth and Space Science<br>• Biology<br>• Science electives | • AP Physics 1<br>• Science electives | • Science electives |
| • Conceptual Physics or AP Physics 1<br>• Chemistry of Earth and Space Science<br>• Biology<br>• Science electives beginning in 10th grade | • Science electives | • Science electives |

**CONCEPTUAL PHYSICS**

Course: 155311 (Basic) 1 credit
155316 (Academic) 1 credit
155318 (Honors) 1 credit

In this course, students construct a conceptual understanding of motion, forces, energy, waves, electricity, and magnetism. Learning experiences provide students with opportunities to use the science and engineering practices and crosscutting concepts of the Next Generation Science Standards in order to explain and predict physical science and earth and space science phenomena that occur in their everyday lives.

Prerequisites and other notes: Fulfills the graduation requirement for one credit in physical science. It is recommended that students be concurrently taking or have completed Algebra I.

**CONCEPTUAL PHYSICS - ALTERNATE**

Course: 958711 (Basic) 1 credit

Students construct a conceptual understanding of motion, forces, energy, waves, electricity, and magnetism. Learning experiences provide students with opportunities to use science and engineering practices of the Alternate Next Generation Science Standards to explain and predict physical science and earth space science phenomena that occur in everyday life. This course does not cover the breadth and depth of the Conceptual Physics class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 9.

**CHEMISTRY OF EARTH AND SPACE SCIENCE**

Course: 151411 (Basic) 1 credit
151416 (Academic) 1 credit
151418 (Honors) 1 credit

In this course, students construct an understanding of the structure and properties of matter, energy, chemical reactions, space systems, Earth's systems, and climate. Learning experiences provide student with opportunities to use the science and engineering practices and crosscutting concepts of the Next Generation Science Standards in order to explain and predict physical science and earth and space science phenomena that occur in their everyday lives.

Prerequisites and other notes: Fulfills the graduation requirement for one credit in Earth and space science.

**CHEMISTRY OF EARTH AND SPACE SCIENCE - ALTERNATE**
Course: 958511 (Basic) 1 credit

Students construct an understanding of the structure and properties of matter, energy, chemical reactions, space systems, Earth's systems, and climate. Learning experiences provide students with opportunities to use the science and engineering practices of the Alternative Next Generation Science Standards to explain and predict physical science and earth and space science phenomena in their everyday lives. This course does not cover the breadth and depth of the Chemistry of Earth and Space Science class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 10.

**BIOLOGY**
Course: 150811 (Basic) 1 credit
150816 (Academic) 1 credit
150818 (Honors) 1 credit

In this course, students construct an understanding of the structures and processes of organisms, the inheritance and variation of traits, matter and energy in organisms, interdependent relationships in ecosystems, natural selection and evolution, Earth's systems, and human activity and sustainability. Learning experiences provide students with opportunities to use the science and engineering practices and crosscutting concepts of the Next Generation Science Standards in order to explain and predict life science and earth and space science phenomena that occur in their everyday lives.

Prerequisites and other notes: Fulfills the graduation requirement for one credit in life science. Students are required to pass either their physical science or Earth and space science graduation requirement prior to enrolling in Biology.

**BIOLOGY - ALTERNATE**
Course: 958611 (Basic) 1 credit

Students construct an understanding of the structures and processes of organisms, the inheritance and variation of traits, matter, and energy in organisms, interdependent relations in ecosystems, natural selection and evolution, Earth's systems, and human activity and sustainability. Learning experiences provide students with opportunities to use the science and engineering practices of the Alternate Next Generation Science Standards to explain and predict science and earth and space science phenomena that occur in their everyday lives. This course does not cover the breadth and depth of the biology class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 11.

**ADVANCED TOPICS IN CHEMISTRY**
Course: 151516 (Academic) 1 credit
151518 (Honors) 1 credit

In this course, students extend their study of chemistry concepts in order to develop a coherent understanding of matter at the atomic scale. Students will explore the core ideas of quantitative analysis, gas laws, thermodynamics, kinetics, equilibrium, reduction-oxidation, and acids and bases. Students will apply the science and engineering practices and crosscutting concepts of the Next Generation Science Standards to develop and strengthen their scientific reasoning and ability to explain phenomena in their everyday lives.

Prerequisites and other notes: Chemistry of Earth and Space Science.

**BIOCHEMISTRY**
Course: 155118 (Honors) 1 credit

In this course, students build on their biology and chemistry knowledge, delving into the chemistry of life; cellular energetics; cell communication and the cell cycle; and gene expression and regulation. Through hands-on investigations and case studies, students uncover the complexities of living organisms at the molecular and cellular level. Learning experiences create real-world connections to career in medicine, biotechnology, and research; and prepare students for AP Biology and other advanced coursework.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science.

**HUMAN ANATOMY AND PHYSIOLOGY**
Course: 156016 (Academic) 1 credit
156018 (Honors) 1 credit

In this course, students build on the foundations of physical and life science core ideas in order to construct an understanding of body organization, human body systems, and the interdependence of structure and function in biological systems. Students will apply the science and engineering practices and crosscutting concepts of the Next Generation Science Standards to explain the anatomical and physiological basis of life. Collaborative laboratory experiences, including mammalian dissections, will develop and strengthen content knowledge and skills.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science.

**FORENSIC SCIENCE**
Course: 155218 (Honors) 1 credit

In this course, students build on physical and life science core ideas to construct an understanding of modern criminal investigation analysis as it relates to the criminal justice system. Through laboratory activities and case studies, students will explore key areas of forensic science such as pathology, toxicology, anthropology, and entomology; and will learn the methodologies, critical thinking, and problem-solving skills used in forensic investigations.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science; Conceptual Physicals OR AP Physics 1.

**AQUATIC ENVIRONMENTAL SCIENCE**
Course: 152506 (Academic) ½ credit

Course not offered at WMHS

In this course, students build on the foundations of earth, life, and physical science core ideas in order to construct an understanding of the living and nonliving components of aquatic ecosystems. Lab and field experiences based within Chesapeake Bay Watershed will provide students the opportunities to explore population biology and related management practices, interactions within and among aquatic ecosystems, local sources of freshwater and groundwater, and human impact on aquatic ecosystems.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science. Students will have the opportunity to earn fifteen (15) service-learning hours during the course. The projects for these service hours will be extensions of the aquatic environmental science curriculum.

**AQUATIC ENVIRONMENTAL SCIENCE – ALTERNATE**
Course: 152501 (Basic) ½ credit

Course not offered at WMHS

In this course, students build on the foundations of earth, life, and physical science core ideas to understand the living and nonliving components of aquatic ecosystems. Lab and field experiences based within Chesapeake Bay Watershed will provide students the opportunities to explore population biology and related management practices, interactions within and among aquatic ecosystems, local sources of freshwater and groundwater, and human impact on aquatic ecosystems. This course does not cover the breadth and depth of the Aquatic Environmental Science class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 11. Completion of Biology - Alternate. Students will earn fifteen (15) service-learning hours during the course. The projects for these service hours will be extensions of the aquatic environmental science curriculum.

**EARTH SCIENCE**
Course: ~~152706 (Academic) ½ credit~~
152708 (Honors) ½ credit

This course is a study of Geology. Students will explore why the Earth's surface continues to change. The Earth's surface has been lifted up, pushed down, bent, and often broken to take the form that we see today. Computer simulations and databases will be used to incorporate Land Sat and GPS technologies into the study of the Earth's surface and interior. The outcomes of the course will reflect the content defined by the MSDE Earth and Space Core Learning Goals.

Prerequisites and other notes: Biology.

**ASTRONOMY**
Course: 153608 (Honors) ½ credit

This course invites students to explore the wonders of the universe beyond our planet. Students will investigate the structure and evolution of the universe—from planets, moons, and stars to galaxies, black holes, and cosmology. Using hands-on activities, astronomical data, and interactive simulations, students will engage in science practices to expand their understanding of the physics of space, including gravity, orbital mechanics, electromagnetic radiation, and stellar life cycles. The course will emphasize scientific inquiry and critical thinking by exploring how astronomers collect and interpret data using telescopes, spacecraft, and other tools. Special emphasis is placed on current topics in space exploration, exoplanet detection, and the role of technology in modern astronomy.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science; Conceptual Physics OR AP Physics 1.

**SCIENCE RESEARCH I**
Course: ~~156616 (Academic) 1 credit~~
156618 (Honors) 1 credit

In this course, students will explore and model the fundamental skills and procedures of scientific research. Mini projects will guide the development of research processes and application of science content. Opportunities for collaboration with community partners, and between schools both on a local and global level drive real life problem-solving and decision-making. Students will plan and carry out a main research project, collect and analyze data, and communicate their work through the development of a research paper and presentation.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science; Conceptual Physics OR AP Physics 1. Students will have the opportunity to earn ten (10) service-learning hours.

**SCIENCE RESEARCH II**
Course: ~~156716 (Academic) 1 credit~~
156718 (Honors) 1 credit

In this course, students will build upon the fundamental skills and procedures of scientific research acquired in Science Research I. Students will dive deeper into research processes and applications of science content by completing a new research project or proceeding with their project from Science Research I. They will use data analysis and experimental design to further develop critical thinking and communication skills. Collaboration with community partners, and between schools both on a local and global level will continue to drive real life problem-solving and decision-making.

Prerequisites and other notes: Science Research I. Students will have the opportunity to earn ten (10) service-learning hours.

**AP BIOLOGY**
Course: 154319 (AP) 1 credit

AP Biology is equivalent to a two-semester introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Twenty-five percent of the instructional time is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are encouraged to sit for the College Board's Advanced Placement Biology Examination.

Prerequisites and other notes: Biochemistry.

**AP CHEMISTRY**
Course: 154919 (AP) 1 credit

AP Chemistry is equivalent to the general chemistry course usually taken during the first college year and provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Twenty-five percent of the instructional time is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are encouraged to sit for the College Board's Advanced Placement Chemistry Examination.

Prerequisites and other notes: Advanced Topics in Chemistry and Algebra II.

**AP ENVIRONMENTAL SCIENCE**
Course: 153019 (AP) 1 credit

Course not offered at WMHS

AP Environmental Science course is equivalent to a one-semester, introductory college course in environmental science. It is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. Students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Twenty-five percent of the instructional time is spent in hands-on, inquiry-based laboratory and/or fieldwork investigations. Students are encouraged to sit for the College Board's Advanced Placement Environmental Studies Examination.

Prerequisites and other notes: Biology; Chemistry of Earth and Space Science.

**AP PHYSICS 1**
Course: 155719 (AP) 1 credit

AP Physics 1 is equivalent to the first course in an introductory college course sequence in algebra-based physics. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in the areas of kinematics; force and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; oscillations; and fluids. Twenty-five percent of instructional time is spent on hands-on laboratory work, with an emphasis in inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply the science practices. Students are encouraged to sit for the College Board's Advanced Placement Physics 1 exam.

Prerequisites and other notes: Students should have completed Geometry and be concurrently taking or have completed Algebra II. Fulfills the graduation requirement for one credit in physical science.

**AP PHYSICS 2**
Course: 155819 (AP) 1 credit

AP Physics 2 is equivalent to the second course in an introductory college course sequence in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetism; geometric optics; waves, sound, and physical optics; and modern physics. Twenty-five percent of instructional time is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply the science practices. Students are encouraged to sit for the College Board's Advanced Placement Physics 2 exam.

Prerequisites and other notes: AP Physics 1. Students should have completed or be concurrently taking a pre-calculus course.

**AP PHYSICS C: MECHANICS**
Course: 155919 (AP) 1 credit

AP Physics C: Mechanics is equivalent to the first course in an introductory college course sequence in calculus-based physics. The course explores the topics of kinematics; force and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; and oscillations. Twenty-five percent of instructional time is spent in hands-on laboratory work. Students are encouraged to sit for the College Board's Advanced Placement Physics C: Mechanics exam.

Prerequisites and other notes: Students should have completed or be concurrently taking a calculus course.

**AP PHYSICS C: ELECTRICITY AND MAGNETISM**
Course: 156019 (AP) 1 credit

AP Physics C: Electricity and Magnetism is equivalent to the second course in an introductory college course sequence in calculus-based physics. The course explores the topics of electric charges, fields, and Gauss's Law; electric potential; conductors and capacitors; electric circuits; magnetic fields and electromagnetism; and electromagnetic induction. Twenty-five percent of instructional time is spent in hands-on laboratory work. Students are encouraged to sit for the College Board's Advanced Placement Physics C: Electricity and Magnetism exam.

Prerequisites and other notes: AP Physics C: Mechanics.

# SOCIAL STUDIES

**Suggested Course Sequence**

| Grade 9/10 | Grade 11 | Grade 12 |
|---|---|---|
| • Government<br>• U.S. History<br>• Electives (10th grade only) | • World History<br>• Electives | • Electives |

**GOVERNMENT**

Course: 100111 (Basic) 1 credit
100116 (Academic) 1 credit
100118 (Honors) 1 credit

This course provides students with the opportunity to learn the Constitutional framework and democratic process that structure Maryland and the national political system. Students will develop an understanding of how different types of governments make political and economic decisions, foundation and principles of American Government, political parties and participation, structure and function of the three branches of government, role of the government in domestic and foreign policy, how the United States government balances protecting rights with maintaining order, landmark Supreme Court cases, and civil rights. The topics and outcomes of this course reflect the parameters defined by MSDE's Government High School Standards and Framework and support student success on the Government Maryland Comprehensive Assessment Program (MCAP), a graduation requirement.

Prerequisites and other notes: Recommended for grade 9; required for graduation. Students will have the opportunity to earn five (5) service-learning hours.

**GOVERNMENT - ALTERNATE**

Course 959111 (Basic) 1 credit

This course provides students with the opportunity to learn the Constitutional framework and democratic process that structure Maryland and the national political system, Students will develop an understanding of how different types of governments make political and economic decisions, foundation of principles of American Government, political parties and participation, structure and function of the three branches of government, role of government in domestic and foreign policy, how the United States government balances protecting rights with maintaining order, landmark Supreme Court cases and civil rights. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE (Maryland State Department of Education). This course does not cover the breadth and depth of the Government class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**AP UNITED STATES GOVERNMENT AND POLITICS**

Course: 100119 (AP) 1 credit

This course is designed to provide students with a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Students taking this course must meet the graduation requirement for the Government High School Assessment by passing the Government High School Assessment or earning a 3, 4, or 5 on the Advanced Placement United States Government and Politics exam.

Prerequisites and other notes: Fulfills the graduation requirement for a course in Government. Students will have the opportunity to earn ten (10) service-learning hours.

**AP COMPARATIVE GOVERNMENT AND POLITICS**

Course: 100219 (AP) 1 credit

This course provides students a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like

power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. Students are encouraged to sit for the College Board's Advanced Placement Comparative Government and Politics Examination.

Prerequisites and other notes: A course in Government is recommended for students who want to prepare for the AP Comparative Government and Politics.

**UNITED STATES HISTORY**

| | | |
|---|---|---|
| Course: | 100311 (Basic) | 1 credit |
| | 100316 (Academic) | 1 credit |
| | 100318 (Honors) | 1 credit |

This course is designed to provide students the opportunity to study United States History from 1900 to the present. Students will examine social, economic, and political issues through the analysis of sources and synthesis of evidence to craft explanations and arguments about the major concepts and themes in US History. Students will consider events from multiple perspectives to understand the impact of different cultures on the development of an American identity. The topics and outcomes of this course reflect the parameters defined by MSDE's United States History High School Standards and Framework.

Prerequisites and other notes: Recommended for grade 10 and 11; required for graduation. Ten (10) service-learning hours may be earned.

**UNITED STATES HISTORY - ALTERNATE**

| | | |
|---|---|---|
| Course: | 959201 (Basic) | ½ credit |
| | 959211 (Basic) | 1 credit |

This course is designed to provide students the opportunity to study United States History from 1900 to the present. Students will examine social, economic, and political issues through the analysis of sources and synthesis of evidence to craft explanations and arguments about the major concepts and themes in US History. Students will consider events from multiple perspectives to understand the impact of different cultures on the development of an American identity. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE. This course does not cover the breadth and depth of the United States History class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards.

**AP UNITED STATES HISTORY**

| | | |
|---|---|---|
| Course: | 100419 (AP) | 1 credit |

This course is designed to provide students the opportunity to investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students are encouraged to sit for the College Board's Advanced Placement United States History Examination.

Prerequisites and other notes: Fulfills the graduation requirement for a course in United States History.

**WORLD HISTORY**

| | | |
|---|---|---|
| Course: | 102111 (Basic) | 1 credit |
| | 102116 (Academic) | 1 credit |
| | 102118 (Honors) | 1 credit |

This course provides students with the opportunity to form an understanding of world history from approximately 1300 to the present. Students will examine social, economic, and political issues through the analysis of sources in order to understand major developments across the globe. Students will examine the following units: World before 1300, Origins of the Modern World, Age of Revolutions, 19th Century, Modern Global Conflict, and Contemporary World by situating them in global, interregional, and regional contexts in order to develop an understanding of global patterns of change and continuity. The topics and outcomes of this course reflect the parameters defined by MSDE's Modern World History High School Standards and Framework.

Prerequisites and other notes: Recommended for grades 10-11. Required for graduation.

**WORLD HISTORY - ALTERNATE**
Course: 959301 (Basic) ½ credit
959311 (Basic) 1 credit

This course gives students the opportunity to understand world history from about 1300 to the present. Students will examine social, economic, and political issues through the analysis of sources to understand major developments across the globe. Students will examine the following units: World before 1300, Origins of the Modern World, Age of Revolutions, 19th Century, Modern Global Conflict, and Contemporary World by situating them in global, interregional, and regional contexts to develop an understanding of global patterns of change and continuity. The topics and outcomes of this course are aligned with the Maryland College and Career Ready and Alternative Academic Achievement Standards defined by MSDE. This course does not cover the breadth and depth of the Government class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students in grades 11-12.

**AP WORLD HISTORY: MODERN**
Course: 102219 (AP) 1 credit

This course provides students the opportunity to investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Extensive interpretive writing and outside readings will be required of each student. Students are encouraged to sit for the College Board's Advanced Placement World History Examination.

Prerequisites and other notes: Fulfills the graduation requirement for a course in World History.

**AP EUROPEAN HISTORY**
Course: 100719 (AP) 1 credit

This course is designed to provide students with the opportunity to investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students are encouraged to sit for the College Board's Advanced Placement European History Examination.

Prerequisites and other notes: A course in World History is recommended for students who want to prepare for AP European History.

**AMERICAN REVOLUTION/CIVIL WAR**
Course: 103006 (Academic) ½ credit

This course provides students with an opportunity to investigate the causes, events, and results of both conflicts. "American Revolution" will help students understand the revolt of the American colonists against the British. "Civil War" will help them examine the major battles, leaders, and weapons related to this era.

**AMERICAN REVOLUTION/CIVIL WAR – ALTERNATE**
Course: 103001 (Basic) ½ credit

This course provides students with an opportunity to investigate the causes, events, and results of both conflicts. "American Revolution" will help students understand the revolt of the American colonists against the British. "Civil War" will help them examine the major battles, leaders, and weapons related to this era. This course does not cover the breadth and depth of the American Revolution/Civil War class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**ANCIENT AND MEDIEVAL HISTORY**
Course: 101306 (Academic) ½ credit

This course provides an overview of civilizations from the earliest of the Sumerians and Egyptians to those of the Middle Ages. Students will explore the development of political systems, economics, and cultures of peoples in various parts of the world. They will examine ideas, events, and trends associated with the rise and fall of civilizations.

Prerequisites and other notes: Recommended for grades 10-12.

**ISSUES IN AMERICAN SOCIETY**
Course: 101508 (Honors) ½ credit

This course is designed to make students aware, concerned, and active in the pursuit of solutions to issues and problems which confront Americans today. Students will learn how to evaluate online information for news and media literacy, apply civil discourse practices to discuss societal issues, and apply a systematic approach, the social investigation model, to research societal issues. These issues are crime, socioeconomics, censorship, immigration, healthcare, politics, and the environment. Students will be required to examine issues from multiple perspectives through a wide variety of resources, group and class discussions. Students will conduct a comprehensive investigation throughout the course to gain a deeper understanding of the challenges faced by their community through a Community Action Project.

**ISSUES IN AMERICAN SOCIETY – ALTERNATE**
Course 101501 (Basic) ½ credit

This course is designed to make the student aware, concerned, and active in the pursuit of solutions to issues and problems which confront Americans today. Students will learn and apply a systematic approach, the social investigation model, to examine and evaluate course issues. These issues are crime, poverty, censorship, aging, and death. Many views are presented to help students examine issues from different perspectives. A wide variety of resources are used to familiarize students with the issues analyzed. Students are expected to engage in class and group discussions. This course does not cover the breadth and depth of the Issues in American Society class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12. Students will earn ten (10) service-learning hours.

**INTERNATIONAL STUDIES**
Course: 102108 (Honors) ½ credit

This honors level course is designed to make students aware of current international problems, tensions, and conflicts and how the United States responds to these issues: Topics studied include U.S. foreign policy interests and issues and current world hot spots. The course reflects contemporary global issues relevant to the topics. Emphasis is placed on the historical background leading to the current crisis.

Prerequisites and other notes: Recommended for grades 10-12. Ten (10) service-learning hours may be earned.

**LAW, CITIZENSHIP, AND SOCIETY**
Course: 100308 (Honors) ½ credit

This honors level course provides students the opportunity to extend their knowledge of civil and criminal law in the United States. They will deepen their understanding of the Constitution's provisions for the judicial system and examine how the legal system balances rights while protecting society. The students will explore current and pertinent issues related to the justice and legal system while also having the opportunity to participate in authentic learning experiences such as a mock trial.

Prerequisites and other notes: Recommended for grades 11-12.

**POLITICAL SCIENCE**
Course: 105706 (Academic) ½ credit

Political Science investigates the broad range of human activities referred to as politics, political science and/or government. The content addresses a wide variety of historical and contemporary topics related to the interactions of national, state, and local politics. Course work includes analysis of election data, political parties, debates, cartoon analysis, mock trials, political polling, media analysis, and other student-centered activities.

Prerequisites and other notes: Recommended for grades 11-12.

**WORLD GEOGRAPHY**
Course: 106006 (Academic) ½ credit

This general elective course is designed to enable students to acquire geographic knowledge and skills and to use them to investigate developed and developing nations, local, national, and global environmental issues, human geographic issues and linkages between physical and human characteristics of regions. Emphasis will be placed on using geographic skills related to selecting, designing and interpreting appropriate maps, drawing conclusions from different types of data, planning and organizing a geographic research project, and using appropriate forms of graphs, tables, diagrams, and charts. Students will work to develop a spatial perspective and an increased sense of global responsibility.

Prerequisites and other notes: The World Geography course is recommended for students who want to prepare for AP Human Geography.

**AP HUMAN GEOGRAPHY**
Course #: 106019 (AP) 1 credit

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). At the conclusion of the course, students are encouraged to sit for the College Board's Advanced Placement Human Geography Examination.

Prerequisites and other notes: Recommended for grades 10-12. A course in Geography is recommended for students who want to prepare for AP Human Geography.

**SOCIOLOGY**
Course: 105108 (Honors) ½ credit

This course introduces students to the history of sociology, how groups interact and evolve, the role of individuals within groups, and the impact of groups on their members. Students will investigate the elements of culture, societal structures, individual social behaviors, and contemporary social issues. Students will engage with a variety of resources, group activities, projects, and class discussions to apply the sociological perspectives through experiential learning opportunities.

Prerequisites and other notes: Recommended for grades 10-12.

**SOCIOLOGY – ALTERNATE**
Course: 105101 (Basic) ½ credit

This course covers the fundamentals of sociology. It includes the study of how groups relate to each other, how groups change, the role of the individual in groups, and how groups affect individual members. Students investigate the components of culture, the structure of society, social behaviors of individuals in society, and current social problems. A variety of learning techniques are utilized to meet the needs of students of all ability levels including collaborative opportunities for experiential content learning. This course does not cover the breadth and depth of the Sociology class and **DOES NOT** meet the state graduation requirements. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP).

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**PSYCHOLOGY I**
Course: 104218 (Honors) 1 credit

This course provides students with an opportunity to explore the connection between mind and behavior. Students explore how psychologists study human thought and behavior, structure of the brain, the major ideas and theories of psychology, intelligence and cognition, human development, personality and psychological disorders. Students will apply the scientific method to explain human behavior and participate in open discussions on the various theories of psychology.

Prerequisites and other notes: Recommended for grades 10-12. Honors Psychology is recommended for students who want to prepare for AP Psychology.

**AP PSYCHOLOGY** 🏋

Course: 104519 (AP) 1 credit

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students are encouraged to sit for the College Board's Advanced Placement Psychology Examination.

Prerequisites and other notes: Completion of Honors Psychology I preferred.

**INDEPENDENT STUDY - SOCIAL STUDIES**

Course: 106608 (Honors) ½ credit
106618 (Honors) 1 credit

This course is for students who wish to prepare a project on a social studies topic of particular interest to them. Students hold weekly conferences with the teacher. This time is used to check progress, give assistance, and review research methods. For the most part, the student works independently on the preparation of a research project.

Prerequisites and other notes: Recommended for grade 12. Recommended for highly able students. Students taking this course must have had at least three (3) credits in social studies and possess appropriate research skills for independent study projects. Permission of the instructor and approval of principal are required.

# SPECIAL EDUCATION RESOURCE EDUCATION

**LEARNING RESOURCE CLASSES**

Course:

| | | | |
|---|---|---|---|
| 956101 (Basic) English Tutorial | ½ credit | 956511 (Basic) Science | 1 credit |
| 956111 (Basic) English Tutorial | 1 credit | 956701 (Basic) Math Tutorial | ½ credit |
| 956301 (Basic) Social Studies | ½ credit | 956711 (Basic) Math Tutorial | 1 credit |
| 956311 (Basic) Social Studies | 1 credit | 956901 (Basic) General Tutorial | ½ credit |
| 956501 (Basic) Science | ½ credit | 956911 (Basic) General Tutorial | 1 credit |

This placement is designed for the student assigned by the IEP committee depending upon the needs identified in the Individualized Education Plan. The student will be taught how to process information, use content area materials, and be instructed in oral expression, written expression, listening comprehension, mathematics calculation and/or mathematics reasoning, basic reading and/or reading comprehension, social skills, and thinking skills.

Prerequisites and other notes: This course may be used to meet the State requirements for the Maryland High School Certificate and/or to supplement classes in English, Social Studies, Mathematics, or Science.

# TECHNOLOGY EDUCATION

**AP COMPUTER SCIENCE PRINCIPLES**
Course: 450519 (AP) 1 credit

AP Computer Science Principles (CSP) is a rigorous, entry-level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course is not a tour of current events and technologies. Rather, it seeks to provide students with a "future proof" foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture.

Prerequisites and other notes: Successful completion of this course satisfies the technology education graduation requirement.

**EXPLORING COMPUTER SCIENCE**
Course: 450616 (Academic) 1 credit

This course provides students the opportunity to engage with key content and conceptual ideas in the field of computer science. This focus will promote an understanding of why certain tools or languages might be utilized to solve particular problems. The goal is to develop in students the computational thinking practices of algorithm development, problem solving and programming in HTML and various programming languages within the context of problems that are relevant. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Prerequisites and other notes: Successful completion of this course satisfies the technology education graduation requirement.

**EXPLORING COMPUTER SCIENCE - ALTERNATE**
Course: 450611 (Basic) 1 credit

This course gives students the chance to engage with key content and conceptual ideas in computer science. This focus will promote an understanding of why certain tools or languages might be utilized to solve problems. The goal is to develop in students the computational thinking practices of algorithm development, problem solving and programming in HTML and various programming languages within the context of problems that are relevant. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course does not cover the breadth and depth of the Ensemble Participation class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**FOUNDATIONS OF TECHNOLOGY**
Course: 450216 (Academic) 1 credit

This course provides the fundamental knowledge and hands-on learning experiences for all students to advance their technological literacy. This class will focus on the study of the designed/human-made world. A technologically literate citizen has the ability to understand, use, manage, and assess technological products and processes. In this course, students will acquire knowledge and complete activities in the following areas of the designed world: agricultural and biotechnology; information and communication technology; manufacturing and construction technology; and power, energy, and transportation technology. Students will also learn about the nature of technology, technological impacts, engineering design process, core technologies, problem solving techniques, and technological systems.

Prerequisites and other notes: Successful completion of this course satisfies the technology education graduation requirement.

**FOUNDATIONS OF TECHNOLOGY – ALTERNATE**
Course: 450211 (Basic) 1 credit

This course provides the fundamental knowledge and hands-on learning experiences for all students to advance their technological literacy. This class will focus on the study of the designed/human-made world. A technologically literate citizen can understand, use, manage, and assess technological products and processes. In this course, students will acquire knowledge and complete activities in the following areas of the designed world: agricultural and biotechnology; information and communication technology; manufacturing and construction technology; and power, energy, and transportation technology. Students will also learn about the nature of technology, technological impacts, engineering design process, core technologies, problem solving techniques, and technological systems. This course does not cover the breadth and depth of the Ensemble Participation class. This course is designed to facilitate learning

outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grades 11 and 12.

**INDEPENDENT STUDY - TECHNOLOGY EDUCATION**

| | | |
|---|---|---|
| Course: | 457206 (Academic) | ½ credit |
| | 457216 (Academic) | 1 credit |

This course is designed for the student who has satisfactorily completed all the courses offered in a specific area of study and who wishes to work independently to acquire further knowledge and skills.

Prerequisites and other notes: Permission of the instructor and approval of the principal are required. This course partially satisfies the advanced technology credit.

**TECHNOLOGICAL ISSUES AND IMPACTS**

Course: 451116 (Academic) 1 credit

Course not offered at WMHS

This course focuses on the social, cultural, political, and environmental impacts of technology. Technology is neither good nor bad, but decisions about the use of technological products and processes can result in desirable or undesirable consequences. Students will learn that technology can have unintended consequences and that the development of technologies often poses ethical issues. Through design and problem-solving activities, student teams will address complex issues and propose alternative solutions to technological developments. Sustainable development will be a focus. This course is for all students who are interested in issues regarding technological development, weighing the tradeoffs between the positive and negative effects.

Prerequisites and other notes: This course partially satisfies the advanced technology credit.

# VISUAL AND PERFORMING ARTS

**Completed credit in any Visual and Performing Arts course may be applied to the Visual and Performing Arts Graduation requirements unless otherwise indicated.**

## MUSIC
### Suggested Course Sequence

| Class | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| 1 | English 9 (On Grade/Honors) | English 10 (On Grade/Honors/AP Seminar) | English 11 (On Grade/Honors/AP Language and Composition/AP Seminar) | English 12 (On Grade/Honors/AP Literature and Composition/AP Research) |
| 2 | Algebra 1 | Geometry | Math (On Grade/Honors/AP) | Math (On Grade/Honors/AP) |
| 3 | Government (On Grade/Honors/AP) | U.S. History (On Grade/Honors/AP) | World History (On Grade/Honors/AP) | History (AP) |
| 4 | Science (On Grade/Honors/AP) | Science (On Grade/Honors/AP) | Science (On Grade/Honors/AP) | Science (AP) |
| 5 | PE (.5)/Health 1 (.5) | World Language | PE Elective (.5)/Health 2 (.5) | Elective |
| 6 | World Language | Tech Ed | Financial Literacy | AP Music Theory |
| 7 | **Students Interested in Band May Select:** | | | |
| | • Band I<br>• Ensemble Participation | • Honors Symphonic Band<br>• Honors Wind Ensemble<br>• Honors Jazz Ensemble<br>• Honors Ensemble Participation | • Honors Symphonic Band<br>• Honors Wind Ensemble<br>• Honors Jazz Ensemble<br>• Honors Ensemble Participation | • Honors Symphonic Band<br>• Honors Wind Ensemble<br>• Honors Jazz Ensemble<br>• Honors Ensemble Participation |
| | **Students Interested in Chorus May Select:** | | | |
| | • Chorus | • Honors Chorus<br>• Honors Festival Chorus<br>• Honors Vocal Ensemble | • Honors Chorus<br>• Honors Festival Chorus<br>• Honors Vocal Ensemble | • Honors Chorus<br>• Honors Festival Chorus<br>• Honors Vocal Ensemble |
| | **Students Interested in Orchestra May Select:** | | | |
| | • Orchestra | • Honors Orchestra | • Honors Orchestra | • Honors Orchestra |
| | **Students Interested in Non-Performance Music May Select:** | | | |
| | • Exploring Music<br>• Electronic Music | • Music History | • Honors Music Theory<br>• Honors Music History | Elective |
| 8 | Elective | Elective or *Honors Child and Adolescent Development | Elective or *Honors Child and Adolescent Development | Elective or *Honors Child and Adolescent Development |

<u>*For Students Interested Music Education</u>

- Must complete at least four CCPS music courses (indicated above - one per year)
- Must take Honors Child and Adolescent Development course (indicated above)
- Industry Recognized Credential (PraxisCORE or ParaPro):
  - Passing Score on PraxisCORE Exam
  - Or Passing Score on ParaPro
  - Or score 1180 or higher on SAT
  - Or score 24 or higher on ACT

In all music performance classes students use compositions of noted composers, to explore units of study that focus on critical analysis, aesthetic thinking, musical form and style, artistic expression of various cultures, and the social and intellectual influence affecting music as an art. Students must be enrolled in band front or an instrumental performance ensemble to be eligible to participate in marching band. Students should expect some financial responsibility for proper performance attire and proper care of the instruments they use.

**BAND I CONCERT BAND**
Course: 650016 (Academic) 1 credit
**WIND ENSEMBLE**
Course: 650418 (Honors) 1 credit

Three levels of band are offered, Band I, Symphonic Band, and Wind Ensemble. Wind Ensemble utilizes materials more technically demanding than those for Band I and Symphonic Band. Wind Ensemble is designed for the student of advanced ability level. All band

classes focus on the study of band literature as well as transcriptions of orchestral literature. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. The instrumental music teacher will place students in the organization which, in his/her best judgment, will provide the most beneficial educational experience for the individual. Performances at school and community events are an integral part of the program. Participation in public performances is a required component of this course. Instruction in the honors level performing organizations will include foundations in music theory to prepare students for participation in Advanced Placement Music Theory.

Prerequisites and other notes: Band may be repeated for credit. Participation in this class is required for students to be eligible should they choose to participate in All-County and All-State organizations. Performance attire as well as additional rehearsals and performances may be an expectation.

**ENSEMBLE PARTICIPATION**

| | | |
|---|---|---|
| Course: | 652406 (Academic) | ½ credit |
| | 652516 (Academic) | 1 credit |
| | 652408 (Honors) | ½ credit |
| | 652518 (Honors) | 1 credit |

Ensemble Participation provides opportunities for appropriate combinations of instruments to meet on a regular basis and study by performing some of the great music composed for small ensembles (string quartets, woodwind quintet, brass quintet, percussion ensemble, etc.). In some schools, the percussion ensemble of this course functions as the percussion sections of the various Bands and Wind Ensembles.

Prerequisites and other notes: Permission of the instructor is required prior to selecting this activity. Ensemble Participation may be repeated for credit. Performance attire as well as additional rehearsals and performances may be an expectation.

**ORCHESTRA**

| | | |
|---|---|---|
| Course: | 652416 (Academic) | 1 credit |
| | 652418 (Honors) | 1 credit |

Two levels of orchestra are offered, Academic and Honors level. Honors level Orchestra utilizes materials more technically demanding than those for Orchestra. Orchestral activities focus on the study of music through orchestral performance. All qualified orchestral string instrumentalists are assigned to this group. Wind and percussion players are selected on the basis of qualifying auditions by the instrumental music teacher. Honors level Orchestra is for students who have successfully completed one year of high school orchestra and is an honors level performing course. Instruction in the honors level performing organizations will include foundations in music theory to prepare students for participation in Advanced Placement Music Theory.

Prerequisites and other notes: Orchestra may be repeated for credit. Participation in this class is required for students to be eligible should they choose to participate in All-County and All-State organizations. Performance attire as well as additional rehearsals and performances may be an expectation.

**CHORUS**

| | | |
|---|---|---|
| Course: | 654816 (Academic) | 1 credit |
| | 655618 (Honors) | 1 credit |

**FESTIVAL CHORUS**

| | | |
|---|---|---|
| Course: | 655718 (Honors) | 1 credit |

Three levels of chorus are offered, academic level Chorus, honors level Chorus, and honors level Festival Chorus. Honors level Festival Chorus utilizes materials more technically demanding than those for Chorus and honors level Chorus. Honors level Festival Chorus is designed for the student of advanced vocal ability level. All chorus classes focus on the study of choral literature. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. The chorus music teacher will place students in the organization, which, in his/her best judgment, will provide the most beneficial educational experience for the individual. Performances at school and community events are an integral part of the program. Participation in public performances is a required component of this course. Instruction in the honors level performing organizations will include foundations in music theory to prepare students for participation in Advanced Placement Music Theory.

Prerequisites and other notes: Successful completion of Chorus or teacher recommendation is a prerequisite for honors level chorus classes. Honors level chorus classes may be repeated for credit. Performance attire as well as additional rehearsals and performances may be an expectation.

**VOCAL ENSEMBLE**
Course: 656018 (Honors) 1 credit

Vocal Ensemble provides an opportunity to be organized into ensembles on a regular basis and explore some of the significant vocal ensemble music. This course may include Madrigal group, women's and men's ensembles, and other ensembles appropriate to the needs and abilities of the students. Instruction in the honors level performing organizations will include foundations in music theory to prepare students for participation in Advanced Placement Music Theory.

Prerequisites and other notes: Vocal Ensemble is by audition only. This course may be repeated for credit. Performance attire as well as additional rehearsals and performances may be an expectation.

**INDEPENDENT STUDY - MUSIC**
Course: 656806 (Academic) ½ credit
656816 (Academic) 1 credit
656808 (Honors) ½ credit
656818 (Honors) 1 credit

Where facilities and equipment permit, provision for independent study is recommended. Individualized listening centers and sound isolated practice areas are necessary. Independent study may be scheduled for vocal music students, instrumental music students, music theory, music literature, piano, conducting, etc. Students may also serve as teaching assistants in various capacities.

Prerequisites and other notes: Permission of the instructor and approval of the principal are required.

## THEATRE
### Suggested Course Sequence

| Class | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| 1 | English 9 (On Grade/Honors) | English 10 (On Grade/Honors/AP Seminar) | English 11 (On Grade/Honors/AP Language and Composition/AP Seminar) | English 12 (On Grade/Honors/AP Literature and Composition/AP Research) |
| 2 | Algebra 1 | Geometry | Math (On Grade/Honors/AP) | Math (On Grade/Honors/AP) |
| 3 | Government (On Grade/Honors/AP) | U.S. History (On Grade/Honors/AP) | World History (On Grade/Honors/AP) | History (AP) |
| 4 | Science (On Grade/Honors/AP) | Science (On Grade/Honors/AP) | Science (On Grade/Honors/AP) | Science (AP) |
| 5 | PE (.5)/Health 1 (.5) | World Language | PE Elective (.5)/Health 2 (.5) | Elective |
| 6 | World Language | Tech Ed | Financial Literacy | Elective |
| 7 | **Students Interested in Theatre May Select:** | | | |
| | • Theatre I | • Theatre II<br>• Technical Theatre I | • Theatre III<br>• Honors Theatre Production and Analysis | • Independent Study<br>• Theatre III<br>• Honors Theatre Production and Analysis |
| 8 | Elective | Elective or *Honors Child and Adolescent Development | Elective or *Honors Child and Adolescent Development | Elective or *Honors Child and Adolescent Development |

<u>*For Students Interested in Theatre Education:</u>

- Must complete at least four CCPS theatre courses (indicated above - one per year)
- Must take Honors Child and Adolescent Development course (indicated above)
- Industry Recognized Credential (PraxisCORE or ParaPro):
  - Passing Score on PraxisCORE Exam
  - Or Passing Score on ParaPro
  - Or score 1180 or higher on SAT
  - Or score 24 or higher on ACT

**THEATRE I**
Course: 060506 (Academic) ½ credit

Theatre I is an introduction to theatre. In this course the students will study the early history of theatre, theatre terminology, and basic performance skills. The students will participate in theatre games, mine and pantomime, improvisation, and scene study. The memorization of a short scene and the review of a live stage performance will be required in this course.

Prerequisites and other notes: Public performance may be an expectation in this course.

**THEATRE I – ALTERNATE**
Course: 060501 (Basic) ½ credit

Theatre I is an introduction to theatre. In this course the students will study the early history of theatre, theatre terminology, and basic performance skills. The students will participate in theatre games, mine and pantomime, improvisation, and scene study. This course requires memorizing a short scene and reviewing a live stage performance. This course does not cover the breadth and depth of the Theatre I class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Public performance may be an expectation in this course. Theatre I – Alternate may be repeated for credit.

**THEATRE II**
Course: 061006 (Academic) ½ credit

Theatre II is a continuation of the study of theatre. In this course the students will examine character development through scene study and monologues, auditioning techniques, and video production. Theatre II will also focus on several aspects of technical theatre such as makeup and publicity. The memorization of short scenes and monologues, and the review of a live stage performance will be required in this course.

Prerequisites and other notes: Theatre I. Public performance may be an expectation in this course.

**THEATRE II – ALTERNATE**
Course: 061001 (Basic) ½ credit

Theatre II is a continuation of the study of theatre. In this course the students will examine character development through scene study and monologues, auditioning techniques, and video production. Theatre II will also focus on several aspects of technical theatre such as makeup and publicity. The memorization of short scenes and monologues, and the review of a live stage performance will be required in this course. This course does not cover the breadth and depth of the Theatre II class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Required to take Theatre I-Alternate. Public performance may be an expectation in this course. Theatre II – Alternate repeated for credit.

**THEATRE III**
Course: 062006 (Academic) ½ credit

Theatre III is a continuation of the study of theatre. In this course the students will further examine character development through scene study using modern and classical works. Students will participate in auditioning for a musical, directing, play writing, children's theatre, and video production. The memorization of short scenes and monologues, and the review of a live stage performance will be required in this course.

Prerequisites and other notes: Theatre II. This course may be repeated for elective credit. Public performance may be an expectation in this course.

**TECHNICAL THEATRE I**
Course: 060606 (Academic) ½ credit

Students will learn the technical and business aspects of theatre production. In Tech I, students will receive an overview of the various elements of technical theatre including scenic, costumes, sound, light, and production. Career opportunities in each related field of technical theatre will also be discussed. Students will participate in a variety of instructional activities to demonstrate understanding in the various areas of technical theatre.

Prerequisites and other notes: Theatre I. This course may be repeated for elective credit. Public performance may be an expectation in this course.

**TECHNICAL THEATRE I – ALTERNATE**
Course: 060601 (Basic) ½ credit

Students will learn the technical and business aspects of theatre production. In Tech I, students will receive an overview of the various elements of technical theatre including scenic, costumes, sound, light, and production. Career opportunities in each related field of technical theatre will also be discussed. Students will participate in various instructional activities to demonstrate understanding in technical theatre. This course does not cover the breadth and depth of the Technical Theatre I class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Required to take Theatre I-Alternate. Public performance may be an expectation in this course. Technical Theatre I – Alternate can be repeated for credit.

## VISUAL ARTS

**Suggested Course Sequence**

| Class | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| 1 | English 9 (On Grade/Honors) | English 10 (On Grade/Honors/AP Seminar) | English 11 (On Grade/Honors/AP Language and Composition/AP Seminar) | English 12 (On Grade/Honors/AP Literature and Composition/AP Research) |
| 2 | Algebra 1 | Geometry | Math (On Grade/Honors/AP) | Math (On Grade/Honors/AP) |
| 3 | Government (On Grade/Honors/AP) | U.S. History (On Grade/Honors/AP) | World History (On Grade/Honors/AP) | History (AP) |
| 4 | Science (On Grade/Honors/AP) | Science (On Grade/Honors/AP) | Science (On Grade/Honors/AP) | Science (AP) |
| 5 | PE (.5)/Health 1 (.5) | World Language | PE Elective (.5)/Health 2 (.5) | Elective |
| 6 | World Language | Tech Ed | Financial Literacy | Elective |
| 7 | **Students Interested in 2D Art and Design May Select:** | | | |
| | Art 1 | • Honors Art II<br>• Honors Digital Design in Photo<br>• Honors Digital Media Art and Design<br>• Honors Drawing<br>• Honors Painting | • Honors Digital Design in Photo<br>• Honors Digital Media Art and Design<br>• Honors Drawing<br>• Honors Painting | • AP 2D Art and Design<br>• Independent Study |
| | **Students Interested in Drawing May Select:** | | | |
| | Art 1 | • Honors Art II<br>• Honors Drawing<br>• Honors Painting<br>• Honors Studio | • Honors Drawing<br>• Honors Painting<br>• Honors Studio | • AP Drawing<br>• Independent Study |
| | **Students interested in 3D Art and Design May Select:** | | | |
| | Art 1 | • Honors Art II<br>• Honors Ceramics<br>• Honors Mixed Media | • Honors Ceramics<br>• Honors Mixed Media | • AP 3D Art and Design<br>• Independent Study |
| | **Students Interested in 2D Art and Design with Technology Focus May Select:** | | | |
| | Art 1 | • Honors Principles of Art, Media, and Communication (CTE)<br>• Honors Interactive Media Production (CTE)<br>• Honors Digital Design in Photo<br>• Honors Digital Media Art and Design | • Honors Principles of Art, Media, and Communication (CTE)<br>• Honors Interactive Media Production (CTE)<br>• Honors Digital Design in Photo<br>• Honors Digital Media Art and Design | • AP 2D Art and Design<br>• Independent Study<br>• IMP Completer (CTE) |
| 8 | Elective | Honors Art Elective | Honors Art Elective<br>Or<br>AP Art (2D, 3D, Drawing)<br>Or<br>Child and Adolescent Development* | Honors Art Elective<br>Or<br>AP Art (2D, 3D, Drawing)<br>Or<br>Child and Adolescent Development* |

*For Students Interested in Art Education:

- Must complete at least four CCPS visual arts courses (indicated above - one per year)
- Must take Honors Child and Adolescent Development course (indicated above)
- Industry Recognized Credential (PraxisCORE or ParaPro):
    - Passing Score on PraxisCORE Exam
    - Or Passing Score on ParaPro
    - Or score 1180 or higher on SAT
    - Or score 24 or higher on ACT

For Maryland AP Post CCR Pathway

- A minimum of five AP courses are required (indicated above)
- At least two courses in the same content area AND at least two content areas included (indicated above)

**ART I**

Course: 600016 (Academic) 1 credit

Art I is open to all high school students interested in taking art for the first time. Art I is the first course in a sequence of art offerings. This course introduces the students to studio art, art criticism, aesthetics, and arts historical and social context. Students will respond to elegant problems concerning social issues, environmental, and multi-cultural, as they express themselves through artistic voice. A review of the art elements and principles of design is the starting point of this course. Studio experiences will be explored through units of study emphasizing creative expression and visual culture. Students may be required to purchase sketchbooks. Basic supplies for learning each technique will be supplied; however, the expense of more advanced materials, if desired, will be the responsibility of each student.

**ART I – ALTERNATE**

Course: 602011 (Basic) 1 credit

Art I is open to all high school students interested in taking art for the first time. Art I is the first course in a sequence of art offerings. This course introduces the students to studio art, art criticism, aesthetics, and art historical and social context. Students will respond to elegant problems concerning social issues, environmental, and multi-cultural, as they express themselves through artistic voice. A review of the art elements and principles of design is the starting point of this course. Studio experiences will be explored through units of study emphasizing creative expression and visual culture. Students may be required to purchase sketchbooks. Basic supplies for learning each technique will be supplied; however, the expense of more advanced materials, if desired, will be the responsibility of each student. This course does not cover the breadth and depth of the Art I class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards. Art I – Alternate repeated for credit.

**ART II**

Course: 600618 (Honors) 1 credit

This honors level course is designed to extend artistic concepts introduced in Art I through additional studio experiences. This course stresses the development of student as artist through artistic skill and knowledge, and the application to a student's own artwork and personal exploration. This course will reference artists and exemplars of Art I with newly presented artists, works, and the people and cultures that produced them for in-depth study. Experiences in drawing, printmaking, painting, design, and three-dimensional art will be offered. Emphasis is placed on artistic voice, personal expression, and building student capacity toward developing artistic opinions and the ability to respond to those opinions. Students will create works of art and develop personal criteria for assessing them. Students may be required to purchase sketchbooks. Basic supplies for learning technique will be supplied; however, the expense of more advanced materials, if desired, will be the responsibility of each student.

Prerequisites and other notes: Successful completion of Art I (or permission of the instructor) is a prerequisite.

**CERAMICS**

Course: ~~603008 (Honors) ½ credit~~
603018 (Honors) 1 credit

Offering 1 credit option only

Ceramics is designed for the student who would like to further his/her interest in the various aspects of pottery construction and design. The course will include hand-building techniques, kiln firing procedures, instruction on the potter's wheel, mold-making, clay preparation, and art appreciation. The course is intended to give the interested student an in-depth study of the potter's art. Successful completion of this course will develop the student's foundation portfolio in preparation for Advanced Placement Studio Art. Students should expect some financial responsibility for advanced art materials.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite.

**DIGITAL MEDIA AND DESIGN**
Course: 601218 (Honors) 1 credit

This honors level course is an upper-level art course which focuses on the digital creation of visual content in commercial arts and the role of designer in a business environment. Design prompts give students a comprehensive, multidisciplinary approach to media creation that fosters individual exploration and innovative thinking. This course exposes students to professional-level software used for graphic design, photography, animation, video editing, and related fields. Students learn current design trends, experience contemporary commercial platforms, and develop socially and culturally relevant works, while solving client-centered, real-world problems through visual communication intended to impact a global audience. The teacher will foster an environment that supports students as conscious creators, and facilitates growth of personal vision, personal aesthetics, and self-exploration. Successful completion of this course will develop the student's foundation portfolio in preparation for Advanced Placement 2D Art & Design.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite. This course meets the prerequisite for Print Production and Video Production at CCCTC.

**DRAWING**
Course: ~~610008 (Honors) ½ credit~~
610018 (Honors) 1 credit

Offering 1 credit option only

This honors level course is specifically designed for the advanced art student. It explores the elements of lines on a college level. Students will study concepts involving positive and negative approaches toward line, rendering, photo-realism, progressive composition, and the effects of light and shadow on form. Portrait studies, landscapes, still life and object rendering will be examined at great length. A variety of drawing tools will be explored such as pastels, charcoal, pen and ink, colored pencils, crayons, and drawing pencils. This course will benefit those who wish to develop their skills in drawing that are necessary for success in the studio or workplace. Students will have the opportunity to build a portfolio of two-dimensional artwork (useful to college or art school admission). Successful completion of this course will develop the student's foundation portfolio in preparation for Advanced Placement Studio Art. Students should expect some financial responsibility for advanced art materials.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite.

**DIGITAL DESIGN IN PHOTOGRAPHY**
Course: 601318 (Honors) 1 credit

This honors level course is an upper-level art course which focuses on the creation of a digital design and photography portfolio. Photography will be presented through historical and contemporary examples. Various traditional and non-traditional photo processes will be experienced. Digital photography principles including camera operation, composition, lighting, and personal expression through photography will be explored. Art elements and design principles will be demonstrated in a digital format. Photo manipulation and software will be presented to assist students in enhancing and/or manipulating photographs. Students should expect some financial responsibility for advanced art materials.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite.

**MIXED MEDIA**
Course: ~~602408 (Honors) ½ credit~~
602418 (Honors) 1 credit

Offering 1 credit option only

This honors level course is intended for students who wish to extend experiences in three-dimensional art processes such as sculpture using a variety of media. Students will create individual projects using clay, wood, metal or other appropriate materials. Sculptural skills learned in Ceramics and in Two- and Three-Dimensional Art will be employed in the production of artwork.
Successful completion of this course will develop the student's foundation portfolio in preparation for Advanced Placement Studio Art. Students should expect some financial responsibility for advanced art materials.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite.

**PAINTING**
Course: ~~611008 (Honors) ½ credit~~
611018 (Honors) 1 credit

Offering 1 credit option only

This honors level course is designed for advanced art students wishing to refine their painting skills. A wide variety of techniques for using watercolor, tempera, and acrylics will be explored. Application of paint, composition, and color theory will be discussed. This course will allow students to build a portfolio of painted work. Successful completion of this course will develop the student's

foundation portfolio in preparation for Advanced Placement Studio Art. Students should expect some financial responsibility for advanced art materials.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite.

**STUDIO ART**
Course: 601818 (Honors) 1 credit

This honors level course emphasizes personal development in the fine arts. Students will continue experiences in drawing, painting, sculpture, printmaking, and processes. Concepts of critical and aesthetic thinking skills learned in previous art courses will be applied to exemplary works and to students' own art works. Students will be encouraged to use these skills in assessment of their own works. Studio Art is intended for students who exhibit a strong interest in art and wish to extend their skills and knowledge. Drawing activities will be assigned as homework throughout the course. Successful completion of this course will develop the student's foundation portfolio in preparation for Advanced Placement Studio Art. Students should expect some financial responsibility for advanced art materials.

Prerequisites and other notes: Successful completion of Art I or recommendation of the art instructor is a prerequisite.

**AP STUDIO ART: DRAWING**
Course: 601419 (AP) 1 credit

This course enables students to prepare a portfolio for submission to the AP Studio Drawing Exam. AP Studio Art develops the personal commitment to visual expression through rigorous problem-solving and demonstration of material and concept mastery. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discover through the concentration section (Section II). In the breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content. This course provides students with the means to construct a college-level visual art portfolio in accordance with MSDE learner outcomes and advanced placement Studio Art standards. Focus will include drawing, 2-D design, and 3-D design. Students are encouraged to submit for the College Board's Advanced Placement Studio Art examination. Students should expect some financial responsibility for advanced art materials. AP Studio Drawing is designed to address a very broad interpretation of drawing issues and media. Students will explore light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth as drawing issues that may be addressed through a variety of means, which could include painting, printmaking, and mixed media. Abstract as well as observational works may also be explored to demonstrate drawing competency.

Prerequisites and other notes: Successful completion of one of the Honors Level Art Electives or recommendation of the art instructor is a prerequisite.

**AP STUDIO ART: 3D DESIGN**
Course: 601519 (AP) 1 credit

This course enables students to prepare a portfolio for submission to the AP Studio 3D Design Exam. AP Studio Art develops the personal commitment to visual expression through rigorous problem-solving and demonstration of material and concept mastery. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section (Section II). In the breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content. This course provides students with the means to construct a college-level visual art portfolio in accordance with MSDE learner outcomes and advanced placement Studio Art standards. Students are encouraged to submit for the College Board's Advanced Placement Studio Art examination. Students should expect some financial responsibility for advanced art materials. AP Studio 3D Design is intended to address sculptural issues. Students will be asked to demonstrate mastery of 3-D design through any three-dimensional approach/material. Students will explore design principles as they relate to the integration of depth and space as well as volume and surface.

Prerequisites and other notes: Successful completion of one of the Honors Level Art Electives or recommendation of the art instructor is a prerequisite.

**AP STUDIO ART: 2D DESIGN**
Course: 601619 (AP) 1 credit

This course enables students to prepare a portfolio for submission to the AP Studio 2D Design Exam AP Studio Art develops the personal commitment to visual expression through rigorous problem-solving and demonstration of material and concept mastery. Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section (Section II). In the breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and

material techniques. The quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content. This course provides students with the means to construct a college-level visual art portfolio in accordance with MSDE learner outcomes and advanced placement Studio Art standards. Students are encouraged to submit for the College Board's Advanced Placement Studio Art examination. Students should expect some financial responsibility for advanced art materials.
AP Studio 2D Design is intended to address two-dimensional design issues. Students will make purposeful decisions about how to use the elements and principles of art in an integrative way. The visual elements (line, shape, color, value, texture, space), help guide artists in making decisions about how to organize elements on a picture plane in order to communicate content. This course will explore the principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), articulated through the art elements in a representational or abstract way.

Prerequisites and other notes: Successful completion of one of the Honors Level Art Electives or recommendation of the art instructor is a prerequisite.

# WORLD LANGUAGES

**ESOL**

| | | | |
|---|---|---|---|
| Course: | 058306-I | (Academic) | ½ credit |
| | 058316-I | (Academic) | 1 credit |
| | 058406-II | (Academic) | ½credit |
| | 058416-II | (Academic) | 1 credit |
| | 058506-III | (Academic) | ½ credit |
| | 058516-III | (Academic) | 1 credit |
| | 058606-IV | (Academic) | ½ credit |
| | 058616-IV | (Academic) | 1 credit |

These courses are designed for English language learners (ELLs) who have not yet met the criteria for exit from the ESOL Program in Carroll County. Students work in small groups to develop listening, speaking, reading, writing and content area skills.

Prerequisites and other notes: ESOL I and II may count towards world language credit if taken consecutively, or as elective credit. ESOL III and IV may only count towards elective credit and can only be taken upon successful completion of ESOL I and II. Recommendation from ESOL Program/Designee is required for placements.

**FRENCH I**
Course: 702016 (Academic) 1 credit

As a building block for further study in French, the students will know and use the present and simple future tenses, as well as other basic grammatical concepts. The students will also ask and answer questions about personal information and daily life activities through teacher-student interaction and cooperative practice. The students will become aware of the value of learning a world language in a multicultural society. A variety of cultural topics pertinent to the francophone world will be introduced. Primary emphasis will be on speaking and listening, with integration of reading and writing.

**FRENCH II**
Course: 702316 (Academic) 1 credit

In French II, continued emphasis will be placed on speaking and listening, as well as integrating reading and writing. Students will learn and use the different past tenses and additional grammatical concepts. Students will continue to explore and discuss cultural topics as they relate to daily life and the francophone world. Supplementary activities and readings will be introduced. Daily opportunities for cooperative practice and interaction in French will take place.

Prerequisites and other notes: Successful completion of French I.

**FRENCH III**
Course: 702218 (Honors) 1 credit

Progressing along the language continuum, students in honors level French III will continue to emphasize their oral, written, and aural skill. They will increase their proficiency, both communicatively and linguistically. The remaining indicative and subjunctive tenses will be covered. Students will explore, in greater depth, individual French-speaking regions and cultural-historical figures. Students will read and react to short stories, poems, and novels. Cooperative interaction in French will be a daily occurrence.

Prerequisites and other notes: Successful completion of French II.

**FRENCH IV**
Course: 702418 (Honors) 1 credit

Students enrolling in honors level French IV will continue to improve their communicative and linguistic proficiency. Students will review and expand on all previously taught grammatical structures. Students actively use French in creative and practical situations on a daily basis. Units focusing on history, art, music, literature, and current events are presented. Students develop independent and collaborative projects based on the content of these units.

Prerequisites and other notes: Successful completion of Honors French III.

**AP FRENCH LANGUAGE AND CULTURE**
Course: 702519 (AP) 1 credit

Students will continue to improve their communicative and linguistic proficiency. Advanced grammar topics will be addressed in addition to an intensive review of all previously taught concepts. Students are encouraged to sit for the College Board's Advanced Placement French Language Examination.

Prerequisites and other notes: Successful completion of Honors French IV.

**SPANISH I**
Course: 700016 (Academic) 1 credit

As a building block for further study in Spanish, the students will know and use the present tense and other basic grammatical concepts. The students will also ask and answer questions about personal information and daily life activities through teacher-student interaction and cooperative practice. The students will become aware of the value of learning a world language in a multicultural society. A variety of cultural topics pertinent to the Hispanic world will be introduced. Primary emphasis will be on speaking and listening with integration of reading and writing.

**SPANISH II**
Course: 700116 (Academic) 1 credit

As in Spanish I, the primary emphasis will be placed on listening and speaking activities. Students will be able to talk about events happening in the past. Students will have an opportunity on a daily basis for conversational practice. Specific topics of a cultural nature will continue to be addressed with special emphasis on the assimilation of Hispanic influence into mainstream United States society.

Prerequisites and other notes: Successful completion of Spanish I.

**SPANISH III**
Course: 700618 (Honors) 1 credit

In this course, students will achieve greater linguistic accuracy in reading, writing, listening, and speaking. Increased emphasis on grammar study will include all indicative and subjunctive verb tenses. The students will communicate about the future and other uncertainties through cooperative learning activities. Additional exposure to Hispanic culture will be provided.

Prerequisites and other notes: Successful completion of Spanish II.

**SPANISH IV**
Course: 700318 (Honors) 1 credit

As in Spanish III, a high level of linguistic accuracy is expected in this honors level course. The students will review and expand on all previously taught grammatical structures. The study of culture is further stimulated by the in-depth study of literature, geography, history, and art. Based on these units, students will develop individual and group projects. Students will express themselves in both oral and written formats. Opportunity will be provided for both individual and group activities.

Prerequisites and other notes: Successful completion of Honors Spanish III.

**AP SPANISH LANGUAGE AND CULTURE**
Course: 700719 (AP) 1 credit

Students will continue to improve their communicative and linguistic proficiency. Advanced grammar topics will be addressed in addition to an intensive review of all previously taught concepts. Students are encouraged to sit for the College Board's Advanced Placement Spanish Language Examination.

Prerequisites and other notes: Successful completion of Honors Spanish IV or Spanish for Native Speakers II.

**AP SPANISH LITERATURE AND CULTURE**
Course: 701819 (AP) 1 credit

This course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts. Students should read authentic editions (abridged or translated versions are not appropriate) of all the works on this list, except where choice is indicated. The periods of study are:

- Medieval and Golden Age Literature
- Nineteenth-Century Literature
- Twentieth-Century literature

Students are encouraged to sit for the College Board's Advanced Placement Spanish Literature and Culture Examination.

Prerequisites and other notes: Successful completion of Honors Spanish IV.

**SPANISH FOR NATIVE SPEAKERS**
Course: 709416 - I (Academic) 1 credit
709518 - II (Honors) 1 credit

This academic level course is intended for students who are native or heritage speakers of Spanish and have a foundation in the language, at or near the Intermediate proficiency level. Students will engage with authentic texts, audio, and video from diverse Spanish-speaking cultures to deepen their linguistic and cultural understanding. Instruction will reinforce and build literary skills in reading, writing, and critical thinking, while exploring students' cultural identities and experiences.

The honors level course is intended for students who are native or heritage speakers of Spanish who have a strong foundation in the language. Students in this course should have an Intermediate High proficiency level in Spanish. It is designed to extend and refine students' linguistic and cultural knowledge of the Spanish language and its usage. The course will use authentic texts, audio, and video from various sources to engage students in investigations of broad cultural themes that are modeled after the AP World Languages themes. Students will be expected to practice interpersonal, interpretive, and presentational communication skills on a daily basis, using those skills to make cultural comparisons and connections to their own community and the world at large.

Prerequisites and other notes: This course is being offered with limited availability at locations where the student population supports running at least one full section. Contact the Assistant Supervisor of World Languages with questions regarding course availability.

**AMERICAN SIGN LANGUAGE I**
Course: 719306 (Academic) ½ credit

In this course, students will develop skill in the use of sign language, beginning with contact signing and working toward proficiency in American Sign Language (ASL). Students will be able to communicate, explore different facets of deaf culture, and identify forces that have shaped education of the deaf in the U.S. The format of classes will vary, lectures, videotape, practical experience, and student projects. All cultural and other relevant material will be integrated with the instruction of language skills.

**AMERICAN SIGN LANGUAGE I – ALTERNATE**
Course: 719301 (Basic) ½ credit

In this course, students will develop skill in the use of sign language, beginning with contact signing and working toward proficiency in American Sign Language (ASL). Students will be able to communicate, explore different facets of deaf culture, and identify forces that have shaped education of the deaf in the U.S. The format of classes will vary; lectures, videotape, practical experience, and student projects. All cultural and other relevant material will be integrated with the instruction of language skills. This course does not cover the breadth and depth of the American Sign Language I class. This course is designed to facilitate learning outcomes appropriate to the student's instructional needs as documented in the Individualized Education Plan (IEP). This course **DOES NOT** meet the state graduation requirements.

Prerequisites and other notes: Students who qualify for the Alternate Standards in grade 11 and 12. This course may be repeated for credit.

**AMERICAN SIGN LANGUAGE II**
Course: 719406 (Academic) ½ credit

This course further develops skills in the context of American Sign Language. In this course, students will learn to use the vocabulary and syntax of a language very different and separate from English. They will also explore in more depth the American Deaf Culture as a distinct cultural minority in our society. The lesson structure revolves around active student participation and interaction in order to develop greater proficiency in ASL. Lectures, videotapes, guest speakers, and student projects will provide experience and information about deaf culture and deaf people's experiences. This course is for students serious about pursuing ASL beyond the introductory level and will prepare them for further study and proficiency.

Prerequisites and other notes: American Sign Language I.

**AMERICAN SIGN LANGUAGE III**
Course: 719416 (Academic) 1 credit

This is a one credit course intended for students who can demonstrate mastery of the skills presented in ASL. ASL continues vocabulary development while focusing intently on the structure and grammar of American Sign Language. In order for the students to properly assimilate the rules and syntax of ASL, this class is taught exclusively in ASL. Students will also continue to broaden their knowledge of Deaf culture through selected readings, videotapes, field trips, guest speakers, and student projects.

Prerequisites and other notes: American Sign Language II.

**AMERICAN SIGN LANGUAGE IV**
Course: 719618 (Honors) 1 credit

This honors level course is intended for students who demonstrate mastery of the skills presented in ASL III and who may be interested in pursuing a career in sign language or deaf studies. ASL IV continues vocabulary and grammar development of the language by emphasizing the narrative and conversational skills necessary to explain ideas and concepts. In order for the students to properly assimilate the rules and syntax of ASL, this class is conducted exclusively in ASL. A high level of English proficiency is expected when written assignments are required.

Prerequisites and other notes: Successful completion of American Sign Language III.

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