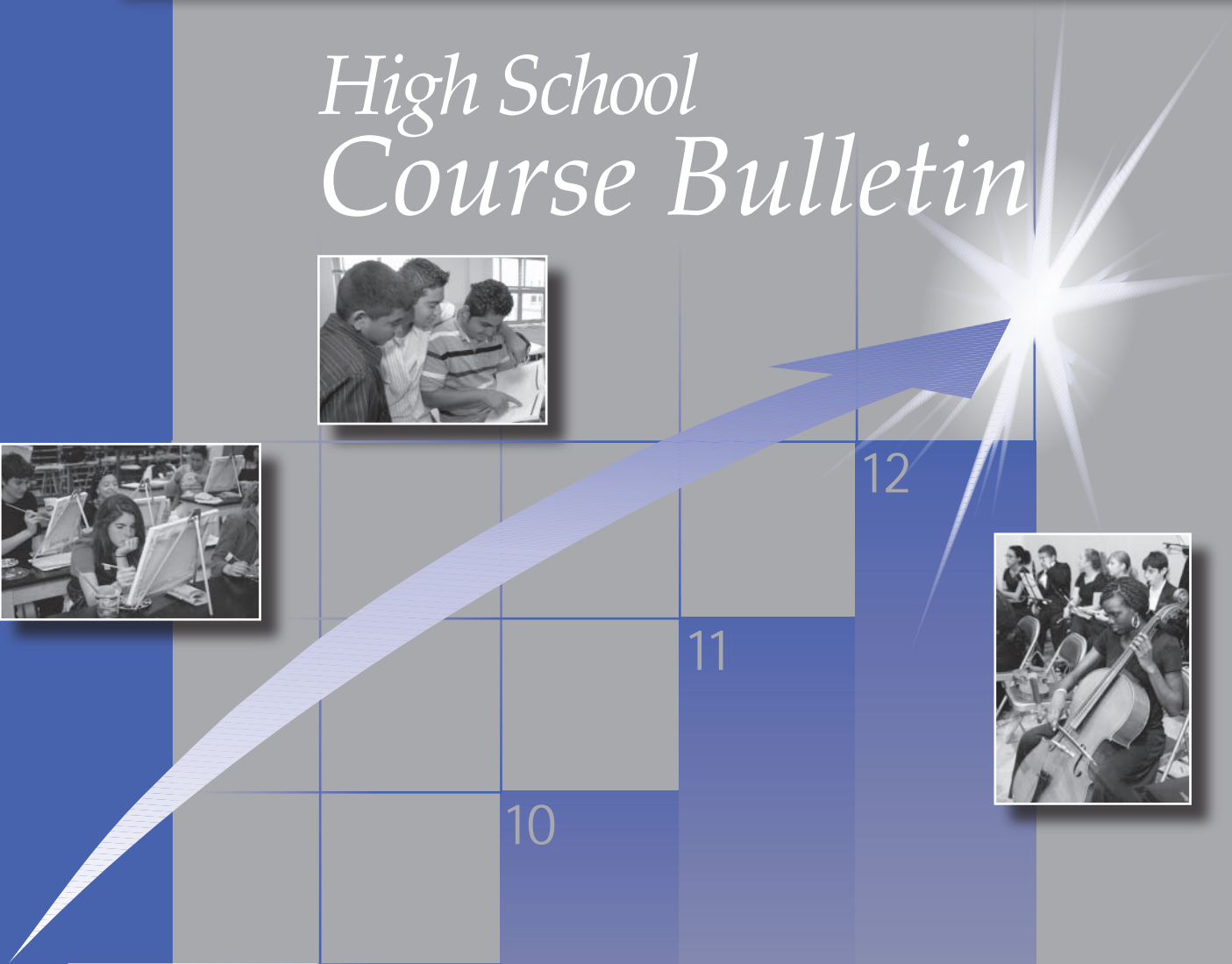
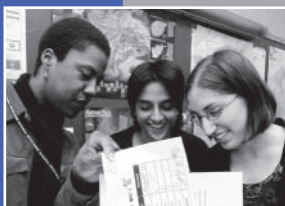


MONTGOMERY COUNTY PUBLIC SCHOOLS

High School Course Bulletin



ROCKVILLE, MARYLAND

2007-2008
www.mcpscourses.org

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High School Course Bulletin

2007–2008



Montgomery County Public Schools
Rockville, Maryland

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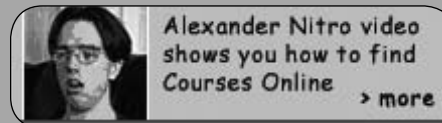
"Available anywhere I can get to the Web."



"It helped us decide what we really wanted to take in school next year."



"I can see exactly which courses are offered at my school"



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November 2006

Dear High School Students:

Our high schools offer a wide variety of classes and programs designed to prepare you for the challenges of higher education and employment. The 2007–2008 Course Bulletin presents a broad range of rigorous course options aligned with current academic standards to prepare you well for the future. This guide is a useful tool as you and your counselor work together to chart your future academic course.

Each high school's Web site, accessed at www.montgomeryschoolsmd.org/schools/, can be another helpful resource. These sites present a picture of each school and provide detailed program descriptions of the magnet and signature programs, academies, and career-themed course progressions offered in Montgomery County Public Schools (MCPS).

MCPS is fortunate to have highly competent and dedicated teachers, principals, and support staff at our high schools. Preparing you for your future is a responsibility we take very seriously. We encourage you to commit yourself just as seriously. Please use this course selection opportunity as a springboard for conversations with your parents, teachers, and counselor about the career paths you want to explore. These discussions will guide you as you select courses that will support your future success.

I urge you to take the most challenging and rigorous courses possible and pursue a goal of excellence in all of your academic studies.

Respectfully,

Jerry D. Weast, Ed.D.
Superintendent of Schools

JDW:mlz

Preface

The MCPS High School Course Bulletin provides students and parents/guardians with information about high school courses, programs, and career pathways. It includes specific requirements for graduation, as well as information about assessments, internships, opportunities for dual enrollment in college, and special programs.

In Montgomery County Public Schools (MCPS) high schools, students experience various academic, extra-curricular, and community activities that provide a wealth of experience and help clarify interests, goals, and plans for the future.

Course selection in high school is critical to the realization of career and higher education goals. Students will make appropriate academic decisions if they relate the courses they take in high school to career choices they are considering for the future. Students should talk to their teachers and counselors about the courses needed and how they relate to a particular career interest.

This bulletin contains brief descriptions of all approved courses offered in MCPS. Students and parents should work together to review the course offerings provided, the graduation requirements, and other information in this bulletin. Additional information appears in the following MCPS regulations and policies: MCPS Regulation ISB: *High School Graduation Requirements*; Regulation IKA: *Grading and Reporting*; Policy IKA: *Grade Point Averages (GPA) and Weighted Grade Point Averages (WPGA)*; MCPS Policy IED: *High School Policy*; Policy IGA: *High School Core Courses*; Policy IOA: *Gifted and Talented Education*; and Regulation IOA-RA: *Gifted and Talented Education*. These are available in all school counseling offices and media centers, as well as on the MCPS Web site <http://montgomeryschools.org/departments/policy/>.

MCPS has several hundred interesting and rewarding courses that will help prepare students for the demands of the postsecondary world of college and careers. However, no one school can offer all of the courses described in this bulletin.



Maryland Diploma Requirements

The state of Maryland authorizes one diploma for all high school graduates, based upon successful fulfillment of the following four categories of requirements: enrollment, course credit, student service learning (SSL), and Maryland assessments. MCPS requirements that extend state requirements are designated below with a double asterisk (**). All requirements are summarized below.

Enrollment

Students must satisfactorily complete four years beyond Grade 8. (For exceptions, see **Alternatives to Four-Year Enrollment**.)

Course Credits

22** credits are required for graduation (unless a preapproved MCPS alternative is satisfied)

GRADUATION REQUIREMENTS AT A GLANCE			
Subject Area		Specific Credit Requirements	
English		4 credits	
Fine Arts		1 credit (Selected courses in art, dance, drama/theater, and music that satisfy the fine arts requirement are marked FA)	
Health Education		0.5 credit	
Mathematics		4 credits** (1 credit algebra, 1 credit geometry.) Students who successfully complete a calculus course may be exempted from this 4-credit requirement.	
Physical Education		1 credit	
Science		3 credits (1 biology credit and 1 physical science credit must be included)	
Social Studies		3 credits (1 U.S. History credit; 1 World History credit; and 1 National, State, and Local Government credit)	
Technology Education		1 credit Courses in career and technology education that satisfy the technology education requirement are marked TE.)	
The additional credits required for graduation may be fulfilled by one of the following three options:			
Electives	OPTION 1 2 credits in a foreign language and 2.5 credits in elective courses	OPTION 2 2 credits in advanced technology education and 2.5 credits in elective courses	OPTION 3 4 credits in a state-approved career and technology program and 0.5 credit in electives courses
Student Service Learning (SSL)			
Students must meet established service-learning requirements.			
GRADUATING CLASSES OF 2006 THROUGH 2008		GRADUATING CLASSES OF 2009 AND LATER	
Assessments		Assessments	
High School Assessments	Students must take the Maryland High School Assessments for English, algebra/data analysis, biology, and government. The Algebra 1 and English 10 Maryland Assessments are used to meet the requirements for both the Maryland School Assessment (MSA) and HSA.	High School Assessments	Students must pass the Maryland High School Assessments for English, algebra/data analysis, biology, and government by achieving one of the following: (1) the passing score on each test, (2) a minimum score for each test and a combined overall score of at least 1602, (3) a specific score on an MSDE-approved comparable assessment(s), or (4) a passing score on the four High School Assessments by a combination of (1) and (3). The Algebra 1 and English 10 Maryland Assessments are used to meet the requirements for both the Maryland School Assessment (MSA) and HSA.

Student Service Learning (SSL)

Service learning is a graduation component in Maryland. The number of service-learning hours needed for graduation is based on the date a student first enrolled in MCPS. The specific SSL hour requirement is explained, along with other SSL information, at <http://mcpsssl.org>. MCPS students begin fulfilling this requirement the summer after Grade 5 and continue to accrue SSL hours through high school. Students who earn 260 or more SSL hours receive a Certificate of Meritorious Service at the time of graduation. The phases of preparation, action, and reflection, distinguish SSL from volunteering and community service. Service learning hours may be earned in the following ways:

- ◆ **Course Work:** Full participation in SSL activities and successful completion of specific courses identified in this Course Bulletin where the resulting automatic SSL hours reflect completion of curricular objectives.
- ◆ **Co-curricular:** Full participation in service-learning activities sponsored by school clubs and organizations.
- ◆ **Community:** Full participation in pre-approved service-learning activities with nonprofit, tax-exempt organizations listed at www.mcpsssl.org and in the *Guide to SSL Volunteer Opportunities* distributed to every student in the spring and found in SSL coordinator and counseling offices.
- ◆ **Community:** Prior approval of MCPS Form 560-50, *Application for Student Service Learning Special Activity* for participation with nonprofit, tax-exempt organizations not listed as “Pre-approved Service Opportunities.”

All activities for which SSL hours are desired must occur in a public place, be secular in nature, and be supervised by a representative from a nonprofit, tax exempt organizations. One SSL hour is awarded for every one hour of service outside of the instructional day with a maximum of 8 hours in a 24-hour period.

MCPS Form 560-51, Student Service Learning Activity Verification, is required to document all activities for which SSL hours are desired. For individual SSL questions, contact the SSL coordinator in any middle or high school. See Appendix A at the end of this bulletin for frequently asked questions concerning SSL.

Maryland High School Assessments (HSA)

Maryland High School Assessments are end-of-course tests related to MCPS courses Algebra 1, Biology, English 10, and NSL Government. All middle and high school students enrolled in any of the HSA courses are required to take the HSA at the end of the course. The Maryland State Department of Education (MSDE) has designed the tests to measure student achievement and school performance, providing valuable information to students, parents, and schools.

The State Board of Education set minimum passing scores for the four High School Assessments (Algebra/Data Analysis, English, Government, and Biology) in June 2004 and made the High School Assessments a graduation requirement for students who entered Grade 9 in September 2005 (Class of 2009) or later. They have also adopted a plan to offer alternative ways to calculate a cumulative total passing score and identified alternative tests that may be used to meet the HSA requirement.

For details, visit the Web site at www.mcpsghsa.org; contact the office of High School Instruction and Achievement, 301-517-5007; or contact your local school.

Maryland High School Assessment (HSA) Requirements by Grade

School Year:	Students who must:	
	TAKE the HSAs	PASS* the HSAs
2006–2007	Grades 11-12	Grades 6-10
2007–2008	Grades 12	Grades 6-11
2008–2009		Grades 6-12

*PASS means students must pass the High School Assessments OR achieve at least a combined score 1602 for all four assessments. A passing or minimum score must be achieved for each of the tests.

Passing Scores	
Algebra 1	412
Biology	400
English 10	396
NSL Government	394
Minimum Scores	
Algebra 1	402
Biology	391
English 10	386
NSL Government	387

This Example Meets Requirement	
Algebra 1	405 (Minimum)
Biology	410 (Pass)
English 10	386 (Minimum)
NSL Government	402 (Pass)
Total	1603 (Pass)

This Example Does Not Meet Requirement	
Algebra 1	409 (Minimum)
Biology	405 (Pass)
English 10	396 (Pass)
NSL Government	390 (Minimum)
Total	1600 (Fail)

Maryland School Assessments (MSA)

The Maryland School Assessments provide educators, parents, and the public with valuable information about students, schools, school systems, and state performance. The tests meet requirements of the federal No Child Left Behind Act (NCLB ACT) and are administered to students in Grades 3 through 8 in reading and mathematics. High school students meet the reading and mathematics MSA requirements through HSA/MSA combined assessments in Algebra 1 and English, Grade 10. These assessments will be administered in Algebra 1 and English 10 when the student completes that course of study.

For details, visit the MSDE Web site www.marylandpublicschools.org, the MCPS High School Assessments Web site www.mcpsghsa.org/, or contact your local school.

Attendance

A commitment to school attendance on the part of both students and parents/guardians is an essential component of a high-quality learning experience. Parents and school personnel are expected to do everything possible to ensure each student's regular attendance. Students should attend all scheduled classes and approved educational activities and are responsible for completing all assigned work on time.

Students should be enrolled in a full-day program or spend a comparable period of time in an alternative program or activity approved by the student's parent/guardian and principal.

Maryland High School Certificate

This certificate may be awarded to students with disabilities who do not meet the requirements for a diploma but who meet one of the following criteria:

1. The student is enrolled in a special education program for at least four years beyond Grade 8, or its age equivalent, and is determined by an Individualized Educational Program Team (IEP Team), with agreement of the student's parents/guardians, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. The world of work includes but is not limited to—
 - ◆ gainful employment,
 - ◆ supported employment, or
 - ◆ sheltered workshops.
2. The student has been enrolled in a special education program for four years beyond Grade 8, or its age equivalent, and has reached age 21.

Montgomery County Public Schools Certificate of Merit

In addition to the Maryland high school diploma, students who meet the following requirements may be awarded the Montgomery County Public Schools Certificate of Merit:

a. Advanced Courses

At least 12 credits must be earned in advanced courses identified by MCPS as applicable to the Certificate of Merit.

A CM in course listings in this bulletin designates courses that satisfy these requirements.

b. Cumulative Grade Point Average

Students must obtain at least a 3.0 unweighted cumulative grade point average.

All courses counted toward the Certificate of Merit must be taken for a letter grade.

Courses and Credits

Each high school is responsible for providing a comprehensive program for every student. The Basic Core of Courses offered in every high school is composed of two categories

- ◆ Category 1 courses must be offered and given in each high school regardless of course enrollment, except that they may be offered and given in alternate years or in combined classes when enrollment is less than 15.
- ◆ Category 2 courses must be offered and given in a high school when the enrollment in that course is 15 or more.

All high school courses are one semester in length. All courses satisfying graduation requirements must be taken for a letter grade. The student receives a final grade and earns credit in each course taken upon completion of each semester's work—0.5 credit for successful completion of a single-period course, 1 credit for a double-period course, and so on. Yearlong courses usually have the same name for the two semesters, with the title of the first semester followed by "A" and the second by "B." Limitations on school resources dictate that "A" courses usually are offered in the fall and "B" courses in the spring.

High School Credit for Middle School Students

High school credit is awarded to students who complete high school courses while in middle school, after the student has passed the final examination and passed the course.

Honors, Advanced Placement, and Advanced-level Courses

Honors, advanced-level, and Advanced Placement (AP) courses provide rigorous and challenging studies for highly able and potentially high-achieving students who are capable or motivated to pursue rigorous and challenging instruction. Typically, students enroll in individual Honors, advanced-level, and AP courses and not in an Honors program as a whole.

Honors

Honors courses include course work in art, computer science, English, foreign languages, mathematics, music, science, and social studies. The curriculum in each Honors course includes appropriate adaptations for accelerated and enriched learning for pursuing in-depth studies that require abstract and higher-order thinking skills. Honors courses provide expectations and opportunities for students to work independently at an accelerated pace, to engage in more rigorous and complex content and processes, and to develop authentic products that reflect students' understanding of key concepts. Under special circumstances in designated courses, a cluster of students may pursue Honors-level work in a regular-level class. To get credit for Honors work, students must enroll under the special Honors code included in the course description.

Students in Honors, AP, and advanced-level courses are expected to maintain at least a C average. Students who receive a grade of D or E over two consecutive marking periods should be counseled and supported.

Advanced-Level

Advanced-level courses (see list, page x) are based upon previous achievement in a sequence of study. Advanced-level courses are available in the following MCPS content areas: Information Technology/Computer Science; Foreign Languages; Mathematics; Science; Blair magnet courses; selected International Baccalaureate courses; selected courses in the Global Ecology, Humanities and Science/Math houses of the Poolesville magnet. Please consult your school counselor for the courses offered at your school.

Advanced Placement

MCPS has developed courses (see list, page x) that meet College Board guidelines to accompany the Advanced Placement (AP) examinations. A qualifying score on an AP exam may give the student college credit or advanced standing in the subject in many colleges. These courses include concepts and skills that help prepare students for the AP exams. AP courses are available in the following MCPS content areas: art; information technology/computer science; English; foreign languages; mathematics; music; science; social studies. Please consult your school counselor for the titles of the courses offered at your school.

Criteria for Enrollment in Honors, Advanced Placement, and Advanced-level Courses

Principals ensure that all students who have the capability, motivation, or potential to accept the challenge of Honors, AP, and advanced-level courses will be accorded an opportunity to do so. Each semester, principals will convene their schools' Honors/AP Review Committee to review the participation of students in Honors, AP, and advanced-level courses to ensure consistent implementation of the Gifted and Talented Education Policy and the accompanying regulation. This multi-stakeholder committee is co-chaired by the principal and a faculty member, and includes counselors, teachers, representative resource teachers/department chairs, and staff who have expertise in special needs (e.g., ESOL, special education, and GT/LD).

The Honors/AP Review Committee also ensures that each school provides responsible open enrollment in Honors, AP, and advanced-level courses for every student who is capable or motivated to pursue a rigorous program and higher-level course work. The committee documents the strengths that each student brings to Honors, AP, and advanced-level work and recommends a plan for outreach, nurturing, and support of potential candidates. A profile of student strengths can be determined by conducting a thorough review of the following criteria:

- ◆ Mastery of course prerequisites (i.e., grades of A, B, or C)
- ◆ Parent/guardian recommendations
- ◆ Standardized test scores, as appropriate
- ◆ Willingness to complete challenging assignments
- ◆ Student interest or motivation
- ◆ Teacher/counselor recommendations
- ◆ Work samples and portfolios

These are the only criteria, and no single criterion is to be used to exclude a student from pursuing Honors, AP, and advanced-level course work.

Prior to the start of each semester, guidance counselors notify all candidates for Honors, AP, and advanced-level courses regarding their enrollment.

Review Process for Enrollment in Honors, Advanced Placement, and Advanced-Level Courses

Students who are not recommended for enrollment, but who still wish to be considered for Honors, AP, or advanced-level course placement should appeal in writing to the principal for a special review within 10 school days of notification.

The International Baccalaureate (IB) Diploma Programs in MCPS

The IB Diploma program is offered at Bethesda-Chevy Chase High School (for students in the B-CC area), at Einstein High School (for students in the Downcounty Consortium), at Watkins Mill High School (for students in the Watkins Mill area), at Springbrook High School (for students in the Northeast Consortium), and a program is under development to serve Rockville High School (for students in the graduating class of 2010 and beyond in the Rockville HS area). The IB organization allows schools to develop their individual programs within their subject specifications. Each of these MCPS schools has individualized its programs by unique selections in the IB electives and languages. Local school course listings will indicate those courses unique to a given school.

The IB countywide program at Richard Montgomery High School (RMHS) is designed for highly gifted students in Montgomery County and has an application process that occurs in Grade 8. Please refer to the Countywide Programs section of this bulletin (page 74) for information on this special program.

Local Programs and Courses

Downcounty Consortium

By action of the Board of Education, the Downcounty Consortium (DCC) was established, creating a partnership among five high schools in the downcounty region of Montgomery County: Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton. Downcounty Consortium students and their parents participate in the student assignment process known as "Choice." The Choice process allows each student to rank his/her preference for a high school among the five choices. Each student considers many variables when making a choice, including the academy offerings at each high school.

Based on the emerging research on high school improvement, DCC high schools are developing small learning communities within their larger schools. Those communities include ninth grade teams and themed academies as part of a comprehensive high school curriculum. Themed academies provide students opportunities to explore areas of interest through relevant courses and capstone experiences such as internships, senior research projects and college-level course work.

Northeast Consortium

The Northeast Consortium (NEC) began as a unique response to student assignment issues in the northeast area of Montgomery County. As a result, three high schools—James Hubert Blake, Paint Branch and Springbrook—were affiliated into a consortium to serve the interests of all students living in the northeast area. Students and their parents participate in the student assignment process known as "Preferred Choice," in which each student ranks his/her preference for a high school from among the three choices.

While each student has many variables to consider when making his/her choice of high school, a significant factor is the academic offerings available at each of the three schools. Each campus offers a comprehensive high school curriculum, as well as a distinctive "signature program." Signature programs focus on a field of high interest to students of diverse abilities and achievement levels and incorporate these signature themes throughout the instructional program. Extensive research in education demonstrates that student achievement and school climate improve dramatically when students are able to select programs that are related to their interest.

Signature Programs

Twenty-three high schools have developed and implemented signature programs. A signature program integrates a specific focus or distinguishing theme with the skills, concepts, and instructional strategies of some portion of a school's curriculum. The theme or focus becomes the vehicle for teaching the traditional comprehensive high school curriculum in a fresh, interesting, and more challenging way. Some high schools have implemented whole-school programs while other schools have implemented school-within-school organizational structures. The implementation of signature programs supports the process of raising achievement by allowing individual school communities to examine the academic needs of their students, with the goal of developing programs that enhance the learning process for all.

Signature schools develop strategic plans to expand the number of students reached by the programs and improve instruction, communication, and stakeholder involvement.

Related Information

Student Withdrawals from Courses

A student-initiated withdrawal may occur when the student and parents/guardians determine that withdrawal will be beneficial to the student. The student's withdrawal request must be approved by parents/guardians in writing, reviewed by the counselor, and discussed with the student to ensure that there is understanding of a possible delay in meeting graduation requirements that may result if the student withdraws from a course. The counselor's recommendation is forwarded to the principal for approval or disapproval.

If a student withdraws from a course before the end of the fifth week (25 school days), no notation is made on the student's permanent record card or report card. The request to withdraw must be made and processed by the 25th school day.

If the student withdraws after 25 school days of the course, the date of the withdrawal and the achievement attained to the time of withdrawal will be entered on the report card and permanent record.

Withdrawal grades are not used in computing GPA or WGPA. However, they are included to determine student academic eligibility for participation in extracurricular activities.

Alternative Provisions for Earning Credit

In addition to earning credits during the regular school day and year, credits may be earned through summer school, extended-day learning opportunities, work experience programs, online courses, and college courses. Advance permission from the principal or designee is *required* in all cases involving alternative provisions for earning credit.

Specific provisions govern the use of each of these programs. It is critical that students and parents consider these programs carefully and consult school counselors in advance to obtain full information about any alternative means of earning credit and its advisability. In the case of online courses, the course must be recognized and the content of the course must meet MCPS content standards to be considered for credit.

Alternatives to Four-Year Enrollment

As with alternative means of earning credit, specific provisions govern the use of alternatives to four-year enrollment. Guidance from counselors is critical and should begin far in advance. Permission of the principal in advance is required. The alternatives include early college admission programs or early admission to an approved vocational, technical, or other postsecondary school. The General Educational Development (GED) testing program is another alternative.

Grading and Reporting

Basis for Grading

Grades reflect student achievement based on what they know and are able to do, as defined by the MCPS curriculum. Students receiving services for limited English proficiency, special education, or 504 disabilities will be afforded all accommodations and modifications as documented by English Language Learner (ELL) plans, individualized education programs (IEPs), or Section 504 plans.

Procedures for Grading

Grading procedures will be applied consistently within and among schools. Grading practices must include clear and timely communication, alignment with curriculum, accurate reflection of student achievement, and fair representation of student performance. Grading practices must be fair and manageable, and support effective teaching and learning.

Grades on report cards reflect academic achievement in relation to course expectations, as outlined in the Montgomery County Public Schools curriculum. Grades are based on a variety of measures over time. Learning is evaluated using varied tasks/ assignments such as tests, projects, reports, exhibits, and discussions. Participation that demonstrates learning can be graded, for example, discussions, presentations, and performances. Extra credit may not be used.

Course-specific procedures for grading are defined, used consistently, and explained clearly to students and parents in writing at the beginning of a semester or school year.

A final evaluation activity is required at the conclusion of all courses. Semester examinations in specified courses are computed as 25 percent of the final grade for the semester. All other final evaluation activities count as 20 percent of the grade for the final marking period.

Reporting Student Progress

Teachers will provide students and parents with information about achievement throughout the marking period. This feedback may take several forms, including the following:

- ◆ **Report cards:** Issued on a quarterly basis, report cards show academic grades in Grades 9–12.
- ◆ **Interims/progress reports:** Many schools send interim or progress reports for all students. High school teachers send interim reports midway through the quarter to parents of students who are in danger of failing or dropping more than one letter grade during the marking period.
- ◆ **Online grade reports:** Many schools use the MCPS Online Achievement and Reporting System (OARS) to report grades on individual tasks and assessments. These reports are available on a password-protected Web site that may be accessed by parents and students on any Web-enabled computer. Access is available through the local school.
- ◆ **Parent conferences:** In high school, parent conferences are encouraged for students who are in danger of failing or dropping more than one letter grade during the marking period. Teachers and parents may request additional conferences to discuss student progress and/or concerns, as needed.
- ◆ **Informal methods:** Teachers also may use a variety of methods to report achievement and learning skills to students and parents, such as telephone calls, e-mail, observation records, and feedback sheets.
- ◆ **Teacher feedback:** Teachers give feedback on class work and homework to ensure that students learn. This feedback may be oral, as in reviewing assignments and assessments in class. The feedback may be written, as in writing comments on assignments. Teachers may provide feedback to individual students, small groups, or the whole class.

Credit/No Credit Grading Option

The Credit/No Credit grading option may be used only in courses not specifically required for graduation by the Maryland State Department of Education or MCPS. Credit/No Credit cannot be applied to a Certificate of Merit course. A student may have no more than one credit/no credit option per semester in Grade 9 and Grade 10, and two per semester in Grade 11 and Grade 12.

Additional information about grading and reporting is available to students, parents, community members, teachers, and administrators on the MCPS Web site at <http://montgomeryschools.org/info/grading/>.

Grade Point Average (GPA) and Weighted Grade Point Average (WGPA)

All semester grades (A-E) appear on the report card and on the permanent record and are used in determining GPA and WGPA in accordance with the procedures set forth in MCPS Regulation IKC-RA: *Grade Point Averages and Weighted Grade Point Averages*.

An additional quality point will be added to grades of A, B, and C in all Honors, Advanced Placement, and advanced-level courses only to determine WGPA. MCPS does not rank students.

NOTE: The addition of a quality point for a grade of C in all Honors courses to determine WGPA was approved by the Board of Education, effective for all Honors courses taken by students during the 2003–2004 school year and subsequent years. This change is not retroactive.

Academic Eligibility for Participation in Extracurricular Activities

Students must maintain a 2.0 marking period average, with not more than one failing grade in the previous marking period, in order to participate in extracurricular activities during the next marking period. The marking period average is not the same as GPA. (MCPS Regulation IQD-RA: *Academic Eligibility for High School Students Who Participate in Extracurricular Activities*).

National Collegiate Athletic Association (NCAA) & Initial Eligibility Clearinghouse (IEC)

The National Collegiate Athletic Association (NCAA) established the Initial Eligibility Clearinghouse (IEC) to serve as the authorizing group for the final review and approval of core courses for freshmen students who want to participate in intercollegiate athletics in NCAA Division I-A, I-AA, and II colleges and universities. The NCAA/IEC Approved Core Courses are identified in the course bulletin as NCAA. Almost all IEC Approved Core Courses in MCPS are in the content areas of English, foreign language, mathematics, science, and social studies. Students who need more specific information about NCAA/IEC Approved Core Courses and/or about NCAA Freshmen Eligibility Standards should contact the resource counselor in their school, or visit the NCAA-IEC Web site at <http://www.ncaaclearinghouse.net/ncaa/ncaa/common/index.html>

Taking Courses not Available at the Home School

Students wishing to attend a neighboring school for a course not available at the home school must apply through the home school counseling office. Courses are open to such students on a space-available basis. Students/parents must provide transportation.

Career and Technology Education Programs

Career pathway programs are state-approved programs that satisfy the career development graduation requirement and are marked with CPP. Each of these programs is part of a planned sequence in a career cluster, designed to help students acquire the specialized knowledge, academic and technical skills, attitudes, and professional work ethics required for college and careers. Each high school offers career pathway programs.

Students seeking to enroll in a career pathway program that includes a work-based learning component may be required by the employer or sponsoring organization to provide appropriate documentation that may include a social security number and/or proof of citizenship/green card. Please review program applications and Career and Technology Education pathway program requirements carefully for specific work-based learning component guidelines.

Students participating in Career and Technology Education career pathway programs at locations other than their home schools are advised to consult with their school counselors to ensure that the proper amount of transportation time is allocated within their schedule.

Thomas Edison High School of Technology

Thomas Edison provides opportunities for students to complete career pathway programs that might not be available in their home schools. Registration packets are available from Thomas Edison and from local school counselors. Students enroll in Thomas Edison courses through their home schools and take classes at both the home school and Thomas Edison. Bus transportation is provided.

Other Program Options

Schools not offering a particular career pathway program may request placement of a student in that program at another school. Efforts will be made to fulfill reasonable student requests for transportation. Students requesting a career pathway program at another school must complete MCPS form 565-6 and submit it to their home school counselor.

Montgomery College/MCPS Partnership Programs

Symphony Orchestra Partnership Program

The MC Orchestra Partnership gives talented MCPS high school instrumental music students the opportunity to participate in the MC Symphony Orchestra and empower them to be service leaders in their community. For additional information, contact Dr. Wen Kurkul, director of the MC Symphony Orchestra, at 301-251-7550, e-mail: wen.kurlul@montgomerycollege.edu, or speak with your instrumental music teacher.

Gateway to College Program at Montgomery College

The Gateway to College Program at MC serves high school students, 16-20 years old, for whom high school completion is at risk. To enroll, students must be significantly behind in credit attainment and have a GPA of less than 2.0. Students attend classes on the college campus, simultaneously earning their high school diploma and an associate's degree or certificate. For more information about the Gateway to College Program go to <http://www.montgomerycollege.edu/gatewaytocollege>, contact your school counselor or call/e-mail: Amy Crowley, Gateway to College at MC program director, at 301-610-4052, e-mail: amy.crowley@montgomerycollege.edu.

Growing Teachers Program—for MCPS High School Students Interested in a Career in Teaching

Montgomery College (MC), in collaboration with MCPS, invites students who are high school seniors with a 2.75 GPA or above to apply to the innovative Growing Teachers Program. The Teacher Education Transfer Program AAT (Associate of Arts in Teaching) at MC is a degree option for MC students who want to become certified teachers. The AAT degree curriculum provides the first two years of a bachelor's degree in teacher education and certification in partnership with MCPS, MC, Towson University, University of Maryland Baltimore County, and University of Maryland—Shady Grove.

Montgomery College offers Growing Teachers Program participants financial aid sources to help pay tuition and fees. High school students may apply for a Montgomery College Maryland State Dual Enrollment Grant, which covers the cost of one 3-credit college course per semester. Once students are enrolled full time in a teacher education program, they are eligible to apply for a \$2,000 Maryland Teacher Scholarship while at MC and a \$5,000-per-year scholarship for juniors and seniors at Maryland's universities and colleges.

This program is open to all MCPS students interested in a teaching career in either elementary or secondary education. Contact the local school guidance counselor for information concerning how students may become involved in this program during high school. Students in Grades 9-11 specifically interested in early childhood educational opportunities may wish to consider participating in child development classes to prepare for enrollment in the Growing Teachers Program as a senior.

To apply to this program contact Montgomery College at 301-738-1757. If you need financial support call the MC Financial Aid Office at 301-279-5100.

Montgomery College Career Certification Programs for MCPS High School Students

Students graduating from high school with a career pathway program completer may earn college credit for articulated courses by enrolling at Montgomery College. Earned credits may be used toward an associate's degree at Montgomery College, leading to certification and employment. For more information regarding the MC certification programs contact your school counselor.

Montgomery College offers financial aid to help pay tuition and fees. To contact the Financial Aid Office at Montgomery College, please call 301-279-5100. If you have questions call the MCPS Division of Career and Technology Education at 301-279-3565 or call MC at 301-279-5000 for information and an application packet.

Programs for "College Ready" MCPS High School Students

"College ready" high school juniors or seniors may earn college credits by attending classes at Montgomery College (MC). Students may attend their home high school for part of the day and then go to MC for accelerated course offerings. After completing courses at MC while in high school, students enter college with transfer credits. The courses fully transfer to an associate's degree at MC. (Students must check with the college of their choice to ensure transferability at other institutions of higher education.)

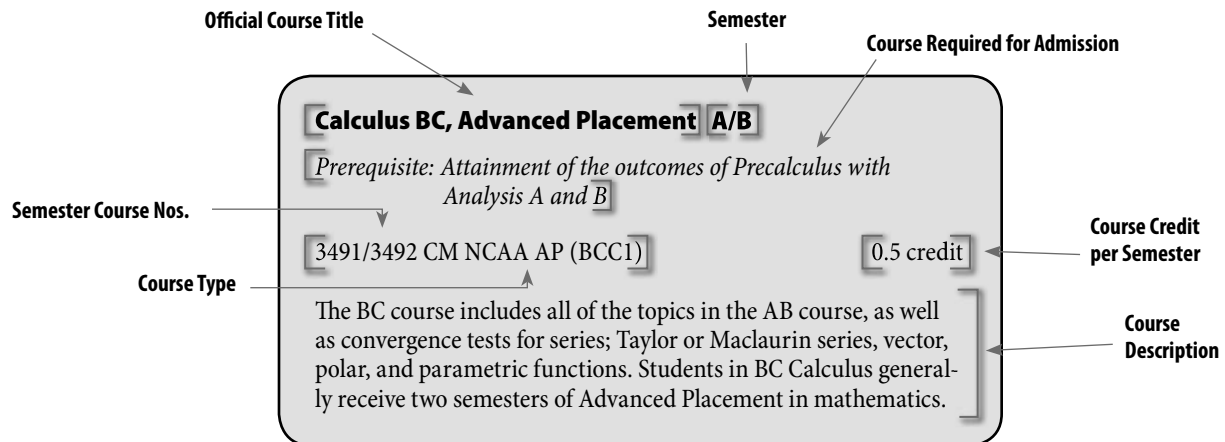
Montgomery College offers financial aid to help pay tuition and fees. Call 301-279-5000 for information and 301-279-5100 for information on financial aid.

Advanced Placement and Advanced Level Courses

6313/6314	Advanced Studio A/B
3310/3311	Algebra 2, Honors A/B
3761/3762	Anatomy and Physiology A/B (BC)
1899/1900	Arabic 3 A/B
6456/6457	Art History, Advanced Placement A/B
3641/3642	Biology, Advanced Placement A/B (BC)
3651/3652	Biology, Advanced Placement A/B (DP) (BC)
3452/3453	Calculus AB, Advanced Placement, A/B
3491/3492	Calculus BC, Advanced Placement, A/B
3356/3357	Calculus with Applications A/B
6385/6386	Ceramics/Sculpture 3 A/B
3751/3752	Chemistry, Advanced Placement A/B (DP) (PC)
3741/3742	Chemistry, Advanced Placement A/B (PC)
1879/1880	Chinese 5 A/B
1881/1882	Chinese 6 A/B
1929/1930	Chinese Language and Culture, Advanced Placement A/B
2989/2990	Computer Programming 1 A/B
4200/4201	Computer Programming 1 A/B
2901/2902	Computer Programming 2, Advanced Placement Computer Science A/B
2965/2966	Computer Programming 3, Advanced Placement Computer Science A/B
2315	Economics, Macroeconomics, Advanced Placement
2316	Economics, Microeconomics, Advanced Placement
3609/3610	Engineering Science A/B (SC)
1015/1016	English 11: Language and Composition, Advanced Placement, A/B
1017/1018	English 12: Literature and Composition, Advanced Placement, A/B
3659/3660	Environmental Science, Advanced Placement A/B (SC)
3674/3675	Environmental Science, Honors A/B (DP) (SC)
3676/3677	Environmental Science, Honors A/B (SC)
1615/1625	French 5 A/B
1616/1626	French 6 A/B
1635/1636	French Language, Advanced Placement A/B
1637/1638	French Literature, Advanced Placement A/B
1965/1975	German 5 A/B
1966/1976	German 6 A/B
2132	Government, Comparative Government and Politics, Advanced Placement
2104/2105	Government, United States and Politics with NSL, Advanced Placement A/B

2131	Government, United States Government and Politics, Advanced Placement
2216/2217	History, European, Advanced Placement A/B
2114/2124	History, United States, Advanced Placement A/B
2240/2241	History, World, Advanced Placement A/B
2332/2333	Human Geography, Advanced Placement A/B
1945/1946	Italian Language and Culture, Advanced Placement A/B
1843/1844	Japanese 5 A/B
1829/1830	Japanese 6 A/B
1539/1540	Japanese Language and Culture, Advanced Placement A/B
1809/1810	Latin Literature, Advanced Placement A/B
1819/1820	Latin, Vergil, Advanced Placement A/B
3657/3658	Molecular Biology A/B (BC)
3653/3654	Molecular Biology A/B (DP) (BC)
3048/3049	Multivariable Calculus and Differential Equations A/B (Magnet Analysis 2)
6547/6548	Music Theory and Composition, Advanced Placement
3837/3838	Physics B, Advanced Placement A/B (PC)
3839/3840	Physics C, Advanced Placement A/B (PC)
3851/3852	Physics, Advanced Placement A/B (DP) (PC)
3841/3842	Physics, Advanced Placement A/B (PC)
3350/3351	Precalculus, Honors A/B
2330/2331	Psychology, Advanced Placement A/B
1859/1860	Russian 5 A/B
1861/1862	Russian 6 A/B
1867/1868	Russian Language and Culture, Advanced Placement A/B
1715/1725	Spanish 5 A/B
1716/1726	Spanish 6 A/B
1759/1760	Spanish Language, Advanced Placement A/B
1761/1762	Spanish Literature, Advanced Placement A/B
3320/3321	Statistics, Advanced Placement, A/B
6486	Studio Art 2-D, Advanced Placement
6487	Studio Art 2-D, Advanced Placement
6305/6306	Studio Art 3 A/B
6488	Studio Art 3-D, Advanced Placement
6489	Studio Art 3-D, Advanced Placement
6482	Studio Art Drawing, Advanced Placement
6484	Studio Art Drawing, Advanced Placement
7830	Superintendent's Leadership Program

How to Read a Course Description



Legend of Course Types

(92)	Course code showing course available at Thomas Edison High School of Technology
AL	Advanced Level
AP	Advanced Placement
AT	Advanced Technology Education course
BCAC1	Basic Core Alternative Category 1
BCAC2	Basic Core Alternative Category 2
BCC1	Basic Core Category 1
BCC2	Basic Core Category 2
CM	Certificate of Merit course
CPP	Career Pathway Program (formerly CDP)
DP	Double Period
FA	Fine Arts course
H	Honors
HSA	High School Assessment-related course
IB	International Baccalaureate Advanced-level course
MSA	Maryland School Assessment-related course
NCAA	NCAA Initial-Eligibility Clearinghouse. Approved Core course
TE	Technology Education course
TP	Triple period

COURSES

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The Arts—Dance, Music, Theater, Visual Arts

The arts provide students with opportunities to fulfill intellectual and emotional needs in unique ways and express themselves as they cannot in other disciplines. The arts involve learners actively as creators, organizers, observers, and evaluators. The fine arts—dance, music, theater, and visual art—are among humanity’s greatest aesthetic and intellectual achievements.

Springing from the human urge to explore ways of understanding, interpreting, and transcending reality, dance, music, theater, and visual arts are rooted in curiosity not satisfied by other means of inquiry. By transcending the barriers of time and place, the fine arts have provided for each generation a kaleidoscope of the past, a mirror of the present, and a vision of the future.



Dance

- ◆ Students in dance classes
- ◆ Use perceptual skills through performing and responding
- ◆ Understand individual, cultural, and creative expression through improvisation

Music

- ◆ Students in music classes
- ◆ Develop performance skills, including the use of voice, instruments, and other sound-producing media
- ◆ Create musical ideas through composing, arranging, and improvising
- ◆ Describe music through reading and writing music notation; listening to music; and employing their understanding of music verbally, visually, and through movement

The purpose of the fine arts curriculum is to establish a foundation for a lifelong relationship with the arts for every student. The curriculum provides opportunities to develop abilities that allow expression, sensitivity to cultural diversity, and the capacity to embrace sensory stimuli in everyday life.

Students are led in an exploration of self, of others, and the world in relation to the art forms. Students are challenged to become independent, self-motivated workers and creators as they move toward advanced levels of artistic accomplishment. The fine arts curriculum is based on the premise that all students have creative potential and, given the appropriate opportunities, potential can be realized.

Theater

- ◆ Students in theater classes
- ◆ Explore aspects of their individual development
- ◆ Express themselves creatively
- ◆ Develop intellectual and physical discipline

Visual Arts

- ◆ Students in visual arts classes
- ◆ Form a positive and enriching lifelong relationship with art and the visual world
- ◆ Focus on increasingly open-ended problems
- ◆ Express ideas, thoughts, and feelings that learners want to explore and share
- ◆ Employ visual thinking and aesthetic development supported by perceptual, conceptual, and representational skills.



MCPS requires each student to complete 1 credit in the Fine Arts in order to graduate. The fine arts curriculum also provides students with an opportunity to earn student service learning hours within the context of the classroom.

DANCE		
Dance as Fine Art 1	6017	FA
Dance as Fine Art 2	6018	FA
GENERAL MUSIC		
Piano 1A	6520	FA (BCAC2)
Piano 1B	6521	FA (BCAC2)
Piano 2A	6535	FA (BCAC2)
Piano 2B	6536	FA (BCAC2)
Music Theory and Composition A/B	6545 /6546	FA
Music Theory and Composition, Advanced Placement	6547 /6548	CM FA AP (AL)
Music Perspectives	6565	FA
Music Perspectives B	6566	FA
Guitar 1 A/B	6585 /6586	FA (BCC2)
Guitar 2 A/B	6591 /6592	FA
Music and Its Technology A/B	6605 /6607	FA
CHORAL MUSIC		
Chorus, General A/B	6701 /6702	FA (BCAC1)
Chorus 1A	6711	FA (BCC1)
Chorus 1B	6712	FA (BCC1)
Chorus 2A	6721	FA (BCC1)
Chorus 2B	6722	FA (BCC1)
Choir, Concert	6731	CM FA
Choir, Concert A, Honors	6733	CM FA (H)
Choir, Concert B	6732	CM FA
Choir, Concert B, Honors	6734	CM FA (H)
Choir, Chamber A	6741	CM FA
Choir, Chamber A, Honors	6743	CM FA (H)
Choir, Chamber B	6742	CM FA
Choir, Chamber B, Honors	6744	CM FA (H)
Choir, Show A	6745	FA
Choir, Show B	6746	FA
INSTRUMENTAL MUSIC		
Band, Beginning A/B	6811 /6885	FA
Band, Advanced A/B	6831 /6832	FA
Band, Concert A/B	6821 /6822	CM FA (BCC1)
Band, Symphonic A/B	6826 /6827	CM FA (BCC1)
Band, Symphonic, Honors A/B	6828 /6829	CM FA (H)
Jazz Ensemble A/B	6871 /6872	CM FA
Jazz Ensemble, Honors A/B	6873 /6874	CM FA (H)
Orchestra, Beginning A/B	6841 /6855	FA
Orchestra, Advanced A/B	6861 /6862	FA
Orchestra, Concert A/B	6851 /6852	CM FA (BCC2)
Orchestra, Symphonic A/B	6866 /6867	CM FA (BCAC2)
Orchestra, Symphonic, Honors A/B	6868 /6869	CM FA (H)

THEATER/TELEVISION PRODUCTION		
Introductory Dramatics	6908	FA
Theater 1 A/B	6926 /6927	CM FA
Theater 2 A/B	6928 /6929	CM FA
Acting, Advanced	6912	CM FA
Stage Design	6913	CM FA
Play Directing	6914	CM FA
Television Production 1/2	7860 /7862	
VISUAL ARTS		
Advanced Studio A/B	6313 /6314	CM FA (AL)
Art History, Advanced Placement A/B	6456 /6457	CM FA AP (AL)
Art and Culture A/B	6454 /6455	FA
Art History A/B	6451 /6452	FA
Studio Art 1 A/B	6105 /6106	CM FA
Studio Art 2 A/B	6205 /6206	CM FA
Studio Art 3 A/B	6305 /6306	CM FA (AL)
Ceramics/Sculpture 1 A/B	6381 /6391	FA (BCC2)
Ceramics/Sculpture 2 A/B	6383 /6393	CM FA
Ceramics/Sculpture 3 A/B	6385 /6386	CM FA (AL)
Commercial Art A/B	6401 /6411	FA (BCC2)
Commercial Art 2 A/B	6403 /6413	CM FA
Digital Art A/B	6496 /6497	CM FA
Drawing and Design A/B	6355 /6356	FA
Foundations of Art A/B	6055 /6056	FA (BCC1)
Painting A/B	6365 /6366	FA
Photography 1 A/B	6345 /6346	FA
Photography 2 A/B	6347 /6348	CM FA
Printmaking A/B	6377 /6378	FA
Visual Art Center A/B	6492 /6493	CM FA (AL) (DP)
Visual Art Center A/B	6490 /6491	CM FA (AL) (TP)
Studio Art Drawing, Advanced Placement	6482	CM FA AP (AL)
Studio Art Drawing, Advanced Placement	6484	CM FA AP (AL) (DP)
Studio Art 2-D, Advanced Placement	6486	CM FA AP (AL)
Studio Art 2-D, Advanced Placement	6487	CM FA AP (AL) (DP)
Studio Art 3-D, Advanced Placement	6488	CM FA AP (AL)
Studio Art 3-D, Advanced Placement	6489	CM FA AP (AL) (DP)

Dance

The following two courses satisfy the Fine Arts requirement:

Dance as Fine Art 1

6017 FA

0.5 credit

This introductory dance course emphasizes the development of technique and the exploration of dance as a fine art. Students learn basic technical skills needed for several dance disciplines, and the history of dance in many cultures. Students demonstrate the knowledge and application of the basic elements of dance such as time, force, energy, dynamics, and space through movement.

Dance as Fine Art 2

Prerequisite: Attainment of the outcomes of Dance as Fine Art 1
6018 FA 0.5 credit

The elements of dance are studied in greater depth, with applications directed at solving movement problems. Students create original choreography and increase improvisational skills. Basic movement skills and techniques are refined to achieve greater technical and artistic competency. Specific dance forms are studied.

General Music

Courses satisfying the Fine Arts requirement are marked with FA. Certificate of Merit courses are marked with CM.

Special Note: Attainment of specified student service learning (SSL) hours for each course is not an automatic granting of hours based on successful completion of the course. Rather, course-specific SSL maximum hours are determined by program coordinators. Each teacher and student determine the specific SSL hours for each specific course. At the end of the course, the teacher authorizes the number of SSL hours to be awarded to each student, and reports that number to the local school SSL coordinator using MCPS Form 560-51.

Public performances during and after school hours may be required to meet course objectives.

Piano 1A

6520 FA (BCAC2) 0.5 credit

Students acquire standard piano technique and learn to read music written for the instrument. This course is open to all students, regardless of musical background. In an instructional setting that allows individuals to receive assistance as needed, students develop effective practice habits so they will be able to progress independently. Examples of excellent piano performance are heard and analyzed. This course may be repeated for credit.

Piano 1B

Prerequisite: Attainment of the outcomes of Piano 1A
6521 FA (BCAC2) 0.5 credit

Students learn to perform musical selections of gradually increasing difficulty, while also gaining skill in creative uses of the keyboard. Aspects of music history and theory relevant to piano performance are presented. This course may be repeated for credit.

Piano 2A

Prerequisite: Demonstration of intermediate piano performance skills via audition
6535 FA (BCAC2) 0.5 credit

Students continue to build on the notation and technical skills acquired in Piano 1, studying and performing a wide variety of intermediate and advanced repertoire. They continue to improvise, compose, and arrange music. Students refine their understandings of music history through analysis of repertoire. This course may be repeated for credit.

Piano 2B

Prerequisite: Attainment of the outcomes of Piano 2A
6536 FA (BCAC2) 0.5 credit

Piano students continue to study works of increasing difficulty at the intermediate and advanced levels. By playing duets, serving as accompanists, or playing in ensembles, they expand their performing expertise. They improvise and compose in a variety of styles. Each student selects and studies a major period of music history in depth. This course may be repeated for credit.

Music Theory and Composition A/B

6545/6546 FA 0.5 credit

Students study the elements of music with emphasis on music terminology, notation, and major and minor keys. They practice melodic, rhythmic, and harmonic dictation, as well as keyboard harmony and sight-singing. They learn how to improvise and compose music in different styles for various combinations of voices and instruments. Students build on the skills acquired earlier in Music Theory and Composition A.

Music Theory and Composition, Advanced Placement

Prerequisite: Attainment of the outcomes of Music Theory B or permission of instructor
6547/6548 CM FA AP (AL) 0.5 credit

Students with strong interest and preparation in music prepare to meet the requirements of the College Board for advanced placement in Music Theory. Practice in sight-singing, dictation, composition, and improvisation is complemented by listening and score analysis. In the second semester, students read, write, and analyze music of increasing complexity. They study in detail the techniques used to compose music, including electronic media.

Music Perspectives

6565 FA 0.5 credit

Students analyze and discuss jazz, folk, popular, and classical music representing a variety of eras and cultures. Through listening, performing, and composing, students learn about music notation, form, and style. They examine the art of performance from the perspective of the audience, the performer, and the critic. Attendance at live performances is encouraged.

Music Perspectives B

Prerequisite: Music Perspectives A or permission of instructor
6566 FA 0.5 credit

Students continue to study music of their own and other cultures and historical eras. They explore historical and cultural influences on the creation of music and the other arts. Students learn to make informed personal judgments about music and music performances. Using electronic technology, students create their own compositions.

Guitar 1 A/B

6585/6586 FA (BCC2) 0.5 credit

Students learn beginning guitar technique, including selected major, minor, and seventh chords; basic finger picks and strums; and tuning technique. Music theory and historical perspective are studied as they relate to guitar performance. This course is open to all students regardless of music background.

Students acquire more advanced guitar performance skills in semester B. The technological aspects of contemporary guitar playing are studied. These courses may be repeated for credit.

Guitar 2 A/B

6591/6592 FA 0.5 credit

Students with a high level of interest, ability, and preparation in guitar study and perform music representing a variety of musical styles. Ear-training and music theory are emphasized; and students complete several creative projects. This course may be repeated for credit. Second-semester students continue to refine their guitar performance skills. They analyze the guitar styles of a variety of cultures and incorporate them into their own improvisations. These courses may be repeated for credit.

Music and Its Technology A/B

6605/6607 FA 0.5 credit

Students learn the techniques of electronic sound production and manipulation, and apply them to create their own compositions. They use specialized electronic equipment and computer software to synthesize, modify, and record sounds. Students analyze and evaluate examples of electronic music, as well as multiarts works featuring electronic music sources. Second-semester students extend their knowledge and skills introduced in Music and Its Technology A. Career options in electronic music are explored.

Choral Music

Chorus, General A/B

6701/6702 FA (BCAC1) 0.5 credit

Students learn the fundamentals of choral singing technique, including diction, breathing, tone production, intonation, and sight-reading. Membership in this choral group is open to all students and previous choral experience is not required. A wide variety of choral music is used, and the group performs occasionally at school and community programs. This course may be repeated for credit.

Chorus 1A

6711 FA (BCC1) 0.5 credit

Students learn the fundamentals of singing and develop sight-reading skills through a variety of choral literature from various cultures and historical eras. Membership is open to all students and previous choral singing experience is not required. Students learn to appreciate and understand the historic and cultural contexts of this music. Several performances are given at school.

Chorus 1B

Prerequisite: Attainment of the outcomes of Chorus 1A or audition
6712 FA (BCC1) 0.5 credit

Students learn to perform musical selections of increasing difficulty, while expanding their ability to recognize and use the elements of music.

A number of performances are given at school and within the community.

Chorus 2A

Prerequisite: Attainment of the outcomes of Chorus 1B or audition
6721 FA (BCC1) 0.5 credit

Students continue developing vocal techniques and experience a more varied and complex repertoire. They explore the historic, aesthetic, and cultural context of the music, as well as the social and intellectual influences affecting its development. A number of performances are given at school and within the community.

Chorus 2B

Prerequisite: Attainment of the outcomes of Chorus 2A or audition
6722 FA (BCC1) 0.5 credit

Students continue to build on skills learned in Chorus 2A and perform music of increasing difficulty. Appreciation of the cultural, historical, and aesthetic qualities of each piece is deepened through more thorough investigation. A number of performances are given at school and within the community.

Choir, Concert

Prerequisite: Attainment of the outcomes of Chorus 2B or audition
6731 CM FA 0.5 credit
6733 CM FA (H) 0.5 credit

Students whose singing skills and musicianship demonstrate readiness to perform challenging repertoire audition for placement in Concert Choir A. An audition is required for membership, and previous choral experience is expected. Music representing a broad variety of historical eras and cultures is performed and analyzed. Frequent performances are given at school and in the community.

Choir, Concert B

Prerequisite: Attainment of the outcomes of Concert Choir A or audition
6732 CM FA 0.5 credit
6734 CM FA (H) 0.5 credit

Students sing masterworks from different cultures in their original languages. Emphasis is on refining sight-reading skills, ensemble performance, and vocal production. A number of performances are given at school and within the community.

Choir, Chamber A

6741 CM FA	0.5 credit
6743 CM FA (H)	0.5 credit

Students sing a variety of music written for small vocal ensembles, often without accompaniment. Chamber Choir allows select singers to refine their vocal skills in the highly demanding small ensemble setting. The ensemble has a very active performing schedule and offers leadership opportunities for student conductors and soloists. Several performances are given at school and within the community.

Choir, Chamber B

6742 CM FA	0.5 credit
6744 CM FA (H)	0.5 credit

Students continue to build on the vocal and music reading skills acquired in the previous semester. They improvise, arrange, and compose music for the small vocal ensemble. Students continue their explorations into the history of small vocal ensemble literature and how it interrelates with other arts. They develop their aesthetic judgment skills by critiquing a variety of performances. Several performances are given at school and within the community.

Choir, Show A

Prerequisite: Audition

6745 FA	0.5 credit
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Students sing a variety of music in jazz and popular vocal styles. Emphasis is on learning to integrate good vocal technique with dance/movement and improvisation. They acquire critical listening skills to use in evaluating their own and others' performances. This ensemble has a very active performing schedule, and offers leadership opportunities for student soloists, conductors, and choreographers. Several performances are given at school and within the community.

Choir, Show B

Prerequisite: Attainment of the outcomes of Show Choir A or audition

6746 FA	0.5 credit
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Students continue to build on the skills acquired in the previous semester, extending their ability to integrate singing and dance/movement. They improvise and compose music and continue their explorations of the history of jazz and show choir genres. This ensemble has a very active performing schedule, and offers leadership opportunities for student soloists, conductors, and choreographers. Several performances are given at school and within the community.

Instrumental Music

Band, Beginning A/B

6811/6885 FA	0.5 credit
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For students with no instrumental music experience. Areas such as elements of musical form, terms and symbols, tone production, and the importance of practice habits are presented. The development of skills necessary to perform Grade I music is stressed. In Beginning Band B, the emphasis is on preparing the student for a high school band course. The development of skills necessary to perform Grade II music is stressed. Public performances outside of the school day may be required to meet course objectives.

Band, Advanced A/B

Prerequisite: Attainment of the outcomes of Beginning Band B

6831/6832 FA	0.5 credit
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Advanced Band students develop skills that will enable them to perform music at the Grade II to III levels of difficulty. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. The study of music theory includes major scales, diatonic and chromatic intervals, and melodic dictation. Public performances during and after school may be required to meet course objectives. This course may be repeated once for credit.

Band, Concert A/B

Prerequisite: Attainment of the first-year outcomes of Advanced Band, by audition, and the musical need to balance the instrumentation as determined by the director

6821/6822 CM FA (BCC1)	0.5 credit
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Students will develop and refine the skills that will enable them to perform music at the Grade III level of difficulty. Basic transposition, melodic dictation, and triad development are included. Written projects may include music history, performance critiques, and musical composition. Public performances outside of the school day may be required to meet course objectives. This course may be repeated once for credit.

A second year of Advanced Band may be substituted for the first year of Concert Band.

Band, Symphonic A/B

Prerequisite: Attainment of the second-year outcomes of Concert Band, by audition, and the musical need to balance the instrumentation as determined by the director

6826/6827 CM FA (BCC1)	0.5 credit
6828/6829 CM FA (H)	0.5 credit

Students develop skills that will enable them to perform music at the Grade IV to VI levels of difficulty. The emphasis will be on the study of literature composed originally for the band/orchestra during the 20th century. Additional experiences may include marching band, pep band, improvisation, and chamber and solo performance. Public performances during and after school may be required to meet course objectives. This course may be repeated for credit.

Jazz Ensemble A/B

Prerequisite: Attainment of the first-year outcomes of Concert Band and Concert Orchestra, by audition, and the need to balance the instrumentation as determined by the director

6871/6872 CM FA 0.5 credit
6873/6874 CM FA (H) 0.5 credit

Students develop a high level of skill in the performance of jazz, blues, jazz-rock, soul, and other styles of music. They extend their skills of jazz interpretation and improvisation through studying this literature. They continue to study jazz harmony and theory, along with the historical influences on jazz as it developed into an American art form. Public performances during and after school may be required to meet course objectives. This course may be repeated for credit.

Orchestra, Beginning A/B

6841/6855 FA 0.5 credit

Students with no instrumental music experience should elect this course. They develop basic instrumental skills through a variety of musical materials. The historical significance of the music is discussed. The elements of musical form, terms and symbols, tone production, instrument care, and the importance of practice habits are presented. The development of technical skills necessary to perform Grade I music is stressed.

Orchestra, Advanced A/B

Prerequisite: Attainment of the outcomes of Beginning Orchestra B
6861/6862 FA 0.5 credit

Advanced Orchestra students develop skills that will enable them to perform music at the Grade II to III levels of difficulty. Students learn the cultural influences from the historical periods reflected in the musical works being discussed. The study of music theory includes major scales, diatonic and chromatic intervals, and melodic dictation. Public performances during and after school may be required to meet course objectives.

This course may be repeated once for credit.

Orchestra, Concert A/B

Prerequisite: Attainment of the first-year outcomes of Advanced Orchestra, by audition, and the musical need to balance the instrumentation as determined by the director

6851/6852 CM FA (BCC2) 0.5 credit

Students will develop and refine the skills that will enable them to perform music at the Grade III level of difficulty. Transposition, melodic dictation, and performance of triads are included. Music history, performance critiques, and musical composition projects may be used. Public performances outside of the school day may be required to meet course objectives.

This course may be repeated once for credit.

A second year of Advanced Orchestra may be substituted for the first year of Concert Orchestra.

Orchestra, Symphonic A/B

Prerequisite: Attainment of the second-year outcomes of Concert Orchestra, by audition, and the musical need to balance the instrumentation as determined by the director

6866/6867 CM FA (BCAC2) 0.5 credit
6868/6869 CM FA (H) 0.5 credit

Students develop skills that will enable them to perform music at the Grade IV to VI levels of difficulty. They focus on the study of literature composed originally for the orchestra during the 20th century. Additional experiences may include full symphony orchestra, chamber and solo performance, and musical theater orchestra. Public performances during and after-school hours may be required to meet course objectives.

This course may be repeated for credit.

Theater/Television Production

Introductory Dramatics

6908 FA 0.5 credit

This course will acquaint students with basic understandings and skills in theater. The focus is self-developmental through creative theatrical experiences, theater games, pantomime, improvisation, and vocal and body development exercises. Production experience is minimized.

Theater 1 A/B

6926/6927 CM FA 0.5 credit

This course is the prerequisite for all other high school theater courses. Students gain an understanding of the entire process through which human behavior is translated into a written drama, produced as a play, and presented to an audience. The study of theater aesthetics, history, and criticism is balanced with workshop training in acting and basic theater production skills.

Theater 2 A/B

Prerequisite: Attainment of Theatre 1 outcomes.

6928/6929 CM FA 0.5 credit

Knowledge and skills learned in Theater 1 are applied to production and performance. Students study script analysis, character development, performance skills and processes, and beginning technical production skills. Studying the aesthetics and history of the theater, reading plays, and attending plays provide a balanced framework for application of theater criticism. Writing and thinking skills are reinforced through journaling. Careers in acting and technical theater are discussed.

Acting, Advanced

Prerequisite: Attainment of the outcomes of Theater 1 and 2

6912 CM FA 0.5 credit

This course provides complex development of acting skills and theories begun in Theater 2. Carefully structured methods of role/character development are introduced. The vocal and physical techniques of period and stylized acting are studied. Group experiences such as Children's and Readers' Theater are provided.

Stage Design

Prerequisite: Attainment of the outcomes of Theater 1 and 2

6913 CM FA 0.5 credit

Stage production and the design and mounting of stage presentations, with emphasis on problems of technical production, are studied. Students use advanced skills in both the design and construction aspects of technical theater sets, costumes, lighting, sound, and properties. Students compare design/production approaches of various designers/directors and practice technical skills related to performance.

Play Directing

Prerequisite: Attainment of the outcomes of Theater 1 and 2

6914 CM FA 0.5 credit

Students focus on the skills required in theater directing. Study centers on the director as interpretative and creative artist, selecting and casting the play, coordinating design functions, blocking the play, developing characterization, and rehearsing the play and developing an ensemble effect in performance. Through the study of various theories, students direct both traditional and experimental theater forms as culminating productions.

Television Production 1/2

7860/7862 0.5 credit

This course introduces the fundamentals of television. Activities are centered on classroom work. The course offers a combination of theory and practical experiences.

Activities in TV2 include the exploration of major issues affecting television broadcasting, programming, and scheduling. Advanced writing and production techniques for a variety of formats are covered.

This course does not apply to the fine arts graduation requirement.

Visual Arts

Advanced Studio A/B

Prerequisite: Attainment of the outcomes of two semester art courses (1 credit) in a specific discipline.

6313/6314 CM FA (AL) 0.5 credit

This course code provides additional time needed to continue the in-depth study that was begun in another art course. Students participate in individualized critiques of their own work, and show evidence of a completed special project. May be repeated for credit.

Art History, Advanced Placement A/B

Prerequisite: Based on criteria for Honors courses

6456/6457 CM FA AP (AL) 0.5 credit

Students prepare for the AP Art History exam. They study the evolution of Western and non-European art in contemporary society by examining the major forms of visual expression in world cultures. Students analyze architecture, sculpture, painting, and the decorative arts within a historical and cultural context. They also focus on the ancient through the medieval periods of history, as prescribed by the College Board curriculum.

Semester B emphasizes the period from the Renaissance to the present.

Art and Culture A/B

6454/6455 FA 0.5 credit

Students study the visual designs found in our environment with a focus on cultural influences and social significance. They analyze and discuss architecture, crafts, decorative arts, environmental designs, communication arts, design in commerce and industry, as well as fine art. Studio projects and textbook assignments are given. The role of art in society and the contributions of minority artists are among the topics studied.

Art History A/B

6451/6452 FA 0.5 credit

Students conduct a chronological overview of the major periods of world art with an emphasis on culture. They develop a timeline to associate major periods of art with significant historical events, crafts, and/or architectural achievements of various cultures.

In the second semester, students compare major works of art in terms of a central theme or image. The role of the artist in society and the effect of political or technological influences are discussed.

Studio Art 1 A/B

Prerequisite: 1 credit of Foundations of Art or Drawing and Design, or 0.5 credit of Foundations of Art and 0.5 credit in any other art elective.

6105/6106 CM FA 0.5 credit

Students continue their study of art, and apply their knowledge of media, tools, techniques, the elements of art and principles of design to original artwork. Many art forms are studied, including drawing, painting, printmaking, and sculpture. Students learn about art from other cultures, regions, and time periods, and is used to inspire both historical and contemporary artwork is used to inspire original work. Writing and thinking skills are reinforced through journaling. Career information is provided.

Studio Art 2 A/B

Prerequisite: Attainment of the outcomes of Studio Art 1A and 1B
6205/6206 CM FA 0.5 credit

Students continue to build a portfolio of artwork and an art journal. Personal style emerges through the selection of media, subject matter and art forms used to solve visual problems. Classroom reading assignments, group critiques, and visuals are used to help students develop an aesthetic vocabulary and an appreciation for art as an expression of human experience. Writing and thinking skills are reinforced through journaling.

Studio Art 3 A/B

Prerequisite: Attainment of the outcomes of Studio Art 2A and 2B
6305/6306 CM FA (AL) 0.5 credit

Students focus on a medium and art form of their choice, using both assigned and self-selected subject matter. They participate in group critiques and present their work in a portfolio.

Students prepare and present their artwork in a one-person show. They participate in group discussions in which they analyze significant works of art and periods of art history. Museum field trips and talks with visiting artists may be arranged.

Ceramics/Sculpture 1 A/B

6381/6391 FA (BCC2) 0.5 credit

Students learn basic hand-building techniques and glazing processes. They study the composition and general characteristics of clay bodies, and conduct a surveys of significant styles in pottery and ceramic sculpture. An introduction to the wheel may be presented.

Ceramics 1B focuses on sculptural processes using a variety of materials and techniques. Craftsmanship and safe studio practices are emphasized. Related health and safety hazards are studied. Writing and thinking skills are reinforced through journaling.

Ceramics/Sculpture 2 A/B

Prerequisite: Attainment of the outcomes of Ceramics/Sculpture 1A and 1B
6383/6393 CM FA 0.5 credit

Students create original artwork inspired by natural and historically significant ceramic forms. The formulation and firing characteristics of basic glazes are studied. Additional techniques for throwing on the pottery wheel are included. Kiln theory is introduced as students learn to stack and monitor the kiln. Decoration techniques using overglazes, carving, underglazes, and patina methods are applied to pottery and sculptures. Craftsmanship and safe studio practices are emphasized.

Ceramics/Sculpture 3 A/B

Prerequisite: Attainment of the outcomes of Ceramics/Sculpture 2A and 2B
6385/6386 CM FA (AL) 0.5 credit

Students study the works of contemporary potters and sculptors in terms of form, finish, and conceptual statement. Students create a series of forms that reflect a common source or theme. They combine hand-made and wheel-thrown clay forms to create pottery or sculpture that reflects personal meaning. Writing and thinking skills are reinforced through journaling. Group critiques are conducted. Health hazards are reviewed.

Commercial Art A/B

Prerequisite: 0.5 credit in Foundations of Art or Drawing and Design
6401/6411 FA (BCC2) 0.5 credit
6403/6413 CM FA 0.5 credit

Students design and produce advertising and promotional art using a variety of tools and graphic design processes. Students investigate historically significant designs and the use of photography, digital art, and TV/video productions in contemporary commercial artwork. Related health and safety hazards are discussed. Writing and thinking skills are reinforced through journaling.

Digital Art A/B

Prerequisite: 1 credit in Foundations/Fundamentals of Art or Drawing and Design
6496/6497 CM FA 0.5 credit

Students use the computer as a tool to create portraits, illustrations, commercial/advertising art, and animations. Students discuss ethical and safety issues in the use of computers as an instructional tool. A variety of techniques, processes, and applications are studied. Guest speakers and experts in the field of digital art introduce and describe careers. Students work to develop criteria for judgment of digital artwork. They each produce a portfolio of digital art.

Drawing and Design A/B

6355/6356 FA 0.5 credit

Realistic depictions of nature and life are created using a variety of drawing techniques and media. Design concepts found in nature, architecture, mosaics, and other human-made forms are discussed and applied to personal artwork. The study of other artists and their answers to design problems is included. Students will learn to evaluate and critique personal artwork, and the works of others. Writing and thinking skills are reinforced through journaling.

Foundations of Art A/B

Prerequisite: Attainment of the outcomes of Foundations of Art A are required for B.

6055/6056 FA (BCC1) 0.5 credit

Works of art that convey personal meaning are created using a variety of production processes, including drawing, painting, crafts, commercial art, printmaking, and sculpture. Historically significant examples of each art form representing a variety of cultures are investigated and represented in the creative production process. Students develop a context for understanding art as an aspect of human experience. Writing and thinking skills are reinforced through journaling. Career information is provided.

Painting A/B

Prerequisite: 1 credit of Foundations of Art or Drawing and Design, or 0.5 credit of Foundations of Art and 0.5 credit in any other art elective

6365/6366 FA 0.5 credit

Students continue their study of composition, the structure of form, and the relationships of color, and apply these concepts to personal artwork. A variety of wet media and surfaces will be explored. Historical and contemporary painting styles are investigated; health hazards are studied. In the second semester, students may elect to concentrate on a preferred painting medium such as watercolor, tempera, or acrylic. Writing and thinking skills are reinforced through journaling.

Photography 1 A/B

Prerequisite: Attainment of the outcomes of Photo 1A are required for Photo 1B.

6345/6346 FA 0.5 credit

Students develop skills in using an SLR camera, processing film, and printing black-and-white photographs. The elements of art and design principles are studied and applied to photographic compositions. Contemporary photographic technology is demonstrated and used where available. Safe darkroom practices are learned, and opportunities to exhibit work are presented. Writing and thinking skills are reinforced through journaling.

Photography 2 A/B

Prerequisite: Attainment of the outcomes of Photography 1A and 1B

6347/6348 CM FA 0.5 credit

Students create a portfolio of photographic work using various production techniques, including advanced camera and darkroom practices and digital technology. Students continue studies in the history of photography and apply historical or stylistic qualities to their work. Composition and aesthetic criteria are stressed. Writing and thinking skills are reinforced through journaling. Students participate in critiques, and mat and display their work for exhibit.

Printmaking A/B

Prerequisite: 1 credit of Foundations of Art or Drawing and Design, or 0.5 credit of Foundations of Art and 0.5 credit in any other art elective

6377/6378 FA 0.5 credit

Works of art that convey personal meaning are created using a variety of printmaking processes such as monoprints, collagraphs, linoleum prints, and woodcuts. Historically significant examples of each art form, representing a variety of cultures, are investigated and represented. Students develop a context for understanding art as an aspect of human experience. Writing and thinking skills are reinforced through journaling. Career information is provided.

Visual Art Center A/B

Corequisite: Students living beyond the Einstein attendance area must provide their own transportation to Einstein High School.

Offered only at Albert Einstein HS

6492/6493 CM FA (AL) (DP) 1.0 credit

Students concentrate on a variety of two-dimensional art forms, including drawing, painting, and printmaking. Students are assigned readings in art history, and assemble a portfolio of work suitable for college or career. The Visual Art Center at Einstein is open to all MCPS students. Interested students must have a portfolio of artwork and should call the Visual Art Center at Einstein for additional information and to schedule a portfolio review.

Visual Art Center A/B

Corequisite: Students living beyond the Einstein attendance area must provide their own transportation to Einstein High School.

Offered only at Albert Einstein HS

6490/6491 CM FA (AL) (TP) 1.5 credits

Students concentrate on a variety of art forms, including drawing, painting, and printmaking. Students are assigned readings in art history and assemble a portfolio of work suitable for college or career. The Visual Art Center at Einstein is open to all MCPS students. Interested students must have a portfolio of artwork and should call the Visual Art Center for additional information and to schedule a portfolio review. This is an honors-level course that may be repeated for credit.

Studio Art Drawing, Advanced Placement

Prerequisite: 2 credits, including Foundations of Art, or Drawing and Design and Studio Art 1A or 1B.

6482 CM FA AP (AL) 0.5 credit

6484 CM FA AP (AL) (DP) 1.0 credit

This individualized program focuses on art projects that demonstrate the competencies expected of Advanced Placement art applicants, as identified by the College Board. Students assemble portfolios to meet the submission requirements for the AP exam. This course may be repeated for credit. Writing and thinking skills are reinforced through journaling.

Studio Art 2-D, Advanced Placement

Prerequisite: 2 credits, including Foundations/Fundamentals of Art, or Drawing and Design, and Studio Art 1A or 1B.

6486 CM FA AP (AL) 0.5 credit
6487 CM FA AP (AL) (DP) 1.0 credit

This individualized program focuses on art projects that demonstrate the competencies expected of Advanced Placement art applicants, as identified by the College Board. Students assemble portfolios to meet the submission requirements for the AP exam. Writing and thinking skills are reinforced through journaling. This course may be repeated for credit.

Studio Art 3-D, Advanced Placement

Prerequisite: Ceramics and Sculpture 1A/B and 2A/B

6488 CM FA AP (AL) 0.5 credit
6489 CM FA AP (AL) (DP) 1.0 credit

This individualized program focuses on art projects that demonstrate the competencies expected of Advanced Placement art applicants, as identified by the College Board. Students assemble portfolios to meet the submission requirements for the AP exam. Writing and thinking skills are reinforced through journaling. This course may be repeated for credit.

Career-Themed Programs

Philosophy

Career-themed programs provide rigorous programs through which students can develop the skills and knowledge necessary to make informed decisions concerning education, careers, and a path of lifelong learning. Career clusters form the foundation for delivering instruction around the nationwide research-based model of small learning communities. Career-themed programs pair rigorous academics and applied learning to ensure that all students are prepared to pursue their interests upon graduation from high school.

Career Clusters

- ◆ Arts, Humanities, Media, and Communications Cluster
- ◆ Biosciences, Health Science, and Medicine Cluster
- ◆ Business Management and Finance Cluster
- ◆ Construction and Development Cluster
- ◆ Education, Training, and Child Studies Cluster
- ◆ Engineering, Scientific Research, and Manufacturing Technologies Cluster
- ◆ Environmental, Agricultural, and Natural Resources Cluster
- ◆ Human and Consumer Services, Hospitality, and Tourism Cluster
- ◆ Information Technologies Cluster
- ◆ Law, Government, Public Safety, and Administration Cluster
- ◆ Transportation, Distribution, and Logistics Cluster

Career Development Programs

Career development programs (CDP) prepare students for both postsecondary education and employment in our global economy. These programs require a sequential course of study that consists of a minimum of 4 high school credits. They are guided by industry standards, the use of blended or integrated instruction; and provide a seamless transition to postsecondary institutions through Tech Prep articulation agreements.

Career and Technology Education (CTE) provides career development completer programs that include academic, technical, and workplace skills. These completer programs are organized within the Montgomery County Public Schools' (MCPS) 11 broad career clusters, based on the U.S. Department of Labor, and were developed under the leadership of Maryland State Department of Education (MSDE).

Dual Completers

Students who complete both the foreign language and career development program requirements are dual completers. Between 1993 and 2000, a study, Lifelong Learning and Earning, was conducted by MCPS to determine the impact of dual completion. It was found that 85 percent of the 1993 graduates who were dual completers followed through on their career plans by attending a 2- or 4-year college. Furthermore, earnings over the six-year follow-up period were consistently higher for the CTE graduates across time than other graduates.

Important Information

Students seeking to enroll in a career development program that includes a work-based learning component or internship may be required by the employer or sponsoring organization to provide appropriate documentation that may include a social security number and/or proof of citizenship/green card. Please review program applications and Career and Technology Education completer program requirements carefully for specific work-based learning component guidelines.

Students attending a Career and Technology Education completer program at a location other than their home school are advised to consult with their guidance counselors to ensure that the proper amount of transportation time is allocated within their schedules.

Requirements for Graduation

One credit from the courses in Career and Technology Education that satisfy the technology education requirement and are marked TE is required for high school graduation in Maryland.

TECHNOLOGY EDUCATION		
Foundations of Technology A/B	5161 /5162	TE
ARTS, HUMANITIES, MEDIA, AND COMMUNICATIONS CLUSTER		
Broadcast Media—Career Pathway Program (4 credits required)		
Radio Production A/B	5169 /5170	
Video Production A/B	5173 /5174	
Printing, Graphics, and Electronic Media—Career Pathway Program (4 credits required)		
Printing, Graphics, and Electronic Media 1 A/B TP	5118(92)/ 5119(92)	(TP)
Printing, Graphics, and Electronic Media 2 A/B TP	5121(92)/ 5122(92)	(TP)
Internship, Printing Graphics	5717 (92)	
BIOSCIENCES, HEALTH SCIENCE, AND MEDICINE CLUSTER		
Biotechnology—Career Pathway Program (4 credits required)		
Biotechnology, Molecular A/B DP (SC)	3867(92)/ 3868(92)	CM (BCC2) (AL) (DP)
Biotechnology, Molecular A/B DP	3873 /3874	CM (AL) (DP)
Biotechnology, Special Topics A/B	3871 /3872	CM (AL)
Guided Research in Biotechnology A/B	3875 /3876	CM (AL)
Internship, Biotechnology A/B (SC)	3869(92)/ 3870(92)	CM (AL)

Health Professions and Biosciences Career Pathway Program (4 credits required)		
Medical Careers—Career Pathway Program (3 credits required, 4 credits required TEHST)		
Medical Careers A/B	5418/5419	
Medical Careers Science A/B (SC)	3995(92)\ 3996(92)	
Medical Careers Science A/B	3877/3878	
Medical Careers A/B DP	5833(92)/ 5834(92)	(DP)
Internship, Medical Careers A/B	5415(92)/ 5417(92)	CM
Fire and Rescue/Emergency Medical Technician—Career Pathway Program (3 credits required)		
BUSINESS MANAGEMENT AND FINANCE CLUSTER		
National Academy of Finance (4 credits required)		
Accounting A/B	4111/4112	AT CDP
Financial Planning	4103	CM CDP (AL)
Banking and Credit	4104	CM CDP
Economics and the World of Finance	4106	CM CDP
International Finance	4107	CM CDP (AL)
Business Administration—Accounting—Career Pathway Program (4 credits required)		
Entrepreneurship and Business Management 1 A/B	5450/5451	CM CDP
Accounting A/B	4111 /4112	AT CDP
Accounting, Advanced A/B, Honors	4113 /4114	AT CM CDP (H)
Internship, Business A/B	5469/5471	CDP
Internship, Business A/B DP	5472/5473	CDP (DP)
Internship, Business A/B TP	5474/5475	CDP (TP)
Business Management—Career Pathway Program (4 credits required)		
Software Applications Management A/B	4055/4056	CDP
Software Applications by Design A/B	2903/2904	TE CDP
Software Applications by Design, Advanced A/B	2905/2906	AT CM CDP
Entrepreneurship and Business Management 1 A/B	5450/5451	CM CDP
Entrepreneurship and Business Management 2	4135	CM CDP
Skills for Success	4085	CDP
Financial Management	4158	CM CDP
Economics and Business Law A/B	4131/4132	CM CDP
Economics and Business Law A/B	4133/4134	CM CDP
International Business	4136	CM CDP
Business Mathematics A/B	4171 /4172	CDP
Business Mathematics A/B	4157 /4159	CDP
Business Administration Guided Research A/B	4046/4047	CM CDP (H)
Internship, Business A/B	5469/5471	CDP
Internship, Business A/B DP	5472/5473	CDP (DP)
Internship, Business A/B TP	5474/5475	CDP (TP)

Marketing—Career Pathway Program (4 credits required)		
Marketing A/B	5431/5432	
Advanced Marketing A/B	5433/5434	
Entrepreneurship and Business Management 1 A/B	5450/5451	CM CDP
Internship, Marketing A/B	5461/5462	
Internship, Marketing A/B DP	5463/5464	(DP)
Internship, Marketing A/B TP	5465/5466	(TP)
CONSTRUCTION AND DEVELOPMENT CLUSTER		
Foundations of Building and Construction Technology	5561(92)/ 5562(92)	(TP)
Foundations of Building and Construction Technology	5559/5560	(DP)
Carpentry—Career Pathway Program (4 credits required)		
Carpentry 1 A/B	5577/5578	(DP)
Carpentry 1 A/B	5100(92)/ 5101(92)	(TP)
Carpentry 2 A/B	5579/5580	(DP)
Carpentry 2 A/B	5639(92)/ 5640(92)	(TP)
Internship, Carpentry	5705 (92)	
Construction Electricity—Career Pathway Program (4 credits required)		
Electricity (Construction) 1 A/B TP	5109(92)/ 5110(92)	(TP)
Electricity (Construction) 2 A/B TP	5595(92)/ 5596(92)	AT (TP)
Internship, Electricity (Construction)	5708(92)	
Principles of Architecture and CAD Technology—Career Pathway Program (4 credits required)		
Design, Illustrating, and Drafting Technology 1 A/B	5810/5811	
Design, Illustrating, and Drafting Technology 1 A/B DP	5812/5813	AT (DP)
Design, Illustrating, and Drafting Technology 2 A/B	5814/5815	CM
Design, Illustrating, and Drafting Technology 2 A/B DP	5816/5817	CM (DP)
Architectural Drafting Techniques TP	5103(92)	(TP)
Residential Design Studio TP	5106(92)	AT CM (TP)
Internship, Principles of Architecture and CAD Technology	5707(92)	
Heating and Air Conditioning (4 credits required)		
Heating, Ventilation, and Air Conditioning 1 A/B TP	5123 (92)/ 5129(92)	(TP)
Heating, Ventilation, and Air Conditioning 2 A/B TP	5127 (92)/ 5128(92)	AT (TP)
Internship, Heating, Ventilation, and Air Conditioning	5711(92)	
Masonry—Career Pathway Program (4 credits required)		
Masonry 1 A/B TP	5567(92)/ 5568(92)	(TP)
Masonry 2 A/B TP	5565 (92)/ 5566(92)	(TP)
Internship, Masonry	5714(92)	

Plumbing—Career Pathway Program (4 credits required)		
Plumbing 1 A/B TP	5607(92)/ 5608(92)	(TP)
Plumbing 2 A/B TP	5605(92)/ 5606(92)	(TP)
EDUCATION, TRAINING, AND CHILD STUDIES CLUSTER		
Early Child Development (4 credits required)		
Child and Adolescent Development 1 A/B	4847/4848	
Child and Adolescent Development DP 1 A/B	4851/4852	(DP)
Child and Adolescent Development 2 A/B	4849/4850	CM
Child and Adolescent Development DP 2 A/B	4853/4854	CM (DP)
Child and Adolescent Development 3 A/B	4866/4867	CM
Internship, Child Development A/B	4860/4861	CM
Internship, Child Development A/B DP	4862/4863	CM (DP)
TEACHER ACADEMY OF MARYLAND		
Child and Adolescent Development 1 A/B	4847/4848	
Child and Adolescent Development DP 1 A/B	4851/4852	(DP)
Teaching as a Profession A/B	4870/4871	
ENGINEERING, SCIENTIFIC RESEARCH, AND MANUFACTURING TECHNOLOGIES CLUSTER		
Advanced Engineering Technology (Project Lead the Way/PLTW)—Career Pathway Program (5 credits required)		
Principles of Engineering A/B	5150 /5151	TE (BCC1)
Introduction to Engineering Design A/B	5152 /5153	TE CM
Computer Integrated Manufacturing A/B	5154 /5155	CM (H)
Digital Electronics A/B	5156 /5157	CM
Engineering Design and Development A/B	5158 /5159	CM (H)
Pre-Engineering Technology—Career Pathway Program (4 credits required)		
Pre-Engineering A/B	5504 /5505	TE CM
Pre-Engineering A/B	4210 /4211	AT CM
Principles of Technology/Physics A/B	5662 /5664	TE CM
Principles of Technology/Physics A/B	4224 /4225	AT
Communications Systems Technology A/B	4208 /4209	AT CM
Technological Innovations A/B	5506 /5507	TE CM
Technological Innovations A/B	4212 /4213	AT CM
Internship, Engineering Technology	5709	
ENVIRONMENTAL, AGRICULTURAL, AND NATURAL RESOURCES CLUSTER		
Environmental Horticulture—Career Pathway Program (4 credits required)		
Horticulture 2 A/B	5527 /5528	
Horticulture 2 A/B DP	5529 /5530	(DP)
Horticulture 3 A/B	5531 /5532	
Horticulture 3 A/B DP	5533 /5534	(DP)
Internship, Horticulture	5710	
Landscape Design—Career Pathway Program (4 credits required)		
Landscaping/Nursery Management 2 A/B DP		(DP)
Internship, Landscaping/Nursery Management	5713	

HUMAN AND CONSUMER SERVICES, HOSPITALITY, AND TOURISM CLUSTER		
Cosmetology—Career Pathway Program (9 credits required)		
Cosmetology 1A TP	5583 (92)	(TP)
Cosmetology 1B DP	5584 (92)	(TP)
Related Mathematics A/B	3231(92)/ 3232(92)	(BCC1)
Cosmetology 2 A/B DP	5643(92)/ 5644(92)	(DP)
Cosmetology Science A/B	3615(92)/ 3616(92)	
Cosmetology 3A TP	5587(92)	(TP)
Cosmetology 3B DP	5588 (92)	(DP)
Nail Technology (Manicuring)—Career Pathway Program (4 credits required)		
Nail Technology TP A	5671(92)	(TP)
Nail Technology TP B	5672(92)	(TP)
Nail Technology, On The Job Training	5715(92)	
Hospitality Management—Career Pathway Program (4 credits required)		
International Cultures and Cuisines A/B	4630 /4640	
Culinary Essentials A/B	4825 /4826	
Internship, Hospitality Management	4816	
Academy of Hospitality and Tourism [AOHT]—Career Pathway Program (4 credits required)		
Hospitality and Tourism A/B	5398 /5399	
Economics for AOHT	5400	
Hospitality for AOHT	5401	
Systems for AOHT	5402	
Travel Geography for AOHT	5403	
Internship, AOHT	5404	
Professional Restaurant Management—Career Pathway Program (4 credits required)		
Professional Restaurant Management 1 A/B	4821(92)/ 4822(92)	
Professional Restaurant Management DP 1 A/B	4823(92)/ 4824(92)	(DP)
Professional Restaurant Management 2 A/B	4831(92)/ 4832(92)	
Professional Restaurant Management DP 2 A/B	4841(92)/ 4842(92)	(DP)
Internship, Professional Restaurant Management	4820(92)	
Food Trends and Technology A/B	4204/4205	AT CM (BCC1)
Food Trends and Technology A/B	4843/4844	TE CM (BCC1)
INFORMATION TECHNOLOGIES CLUSTER		
Cisco Networking Academy—Career Pathway Program (4 credits required)		
National Academy of Information Technology—(AOIT) Career Pathway Program (4 credits required)		
Software Applications Management A/B	4055 /4056	CDP
Software Applications by Design A/B	2903/2904	TE CDP
Computer Programming Pathway [all schools]—AOIT Career Pathway Program [AOIT schools only] (4 credits required)		
Discovering Programming Concepts A/B	2964/2967	TE CM

Computer Programming 1 A/B	2989/2990	TE CM NCAA (AL)
Computer Programming 1 A/B	4200 /4201	AT CM NCAA (AL)
Computer Programming 2, Advanced Placement Computer Science A/B	2901 /2902	AT CM NCAA AP (AL)
Computer Programming 3, Advanced Placement Computer Science A/B	2965/2966	AT CM NCAA AP (AL)
Computer Science Internship	2907	
National Academy of Information Technology Internship A/B	5719/5720	CM
National Academy of Information Technology Guided Research A/B	2938/2939	CM
Information Resource Design Pathway [all schools] AOIT Career Pathway Program [AOIT schools only] (4 credits required)		
Discovering Programming Concepts A/B	2964/2967	TE CM
Software Applications by Design, Advanced A/B	2905/2906	AT CM CDP
Web Site Development A/B	2991/2992	AT CM
Web Tools and Digital Media, Advanced A/B	2936(92)/ 2937(92)	AT CM
Database Administration Programming A/B	4232/4233	AT CM (AL)
National Academy of Information Technology Internship A/B	5719/5720	CM
National Academy of Information Technology Guided Research A/B	2938/2939	CM
Oracle Database Academy Career Pathway Program (4 credits required)		
Computer Programming 1 A/B	2989/2990	TE CM NCAA (AL)
Computer Programming 1 A/B	4200/4201	AT CM NCAA (AL)
Computer Programming 2, Advanced Placement Computer Science A/B	2901/2902	AT CM NCAA AP (AL)
Database Administration Programming A/B	4232/4233	AT CM (AL)
Computer Science Internship	2907	
Cisco Networking Academy Pathway [in selected schools] and AOIT Career Pathway Program [AOIT schools only] (4 credits required)		
Microcomputer Technologies A/B	5611/5612	TE
Microcomputer Technologies A/B DP	5613/5614	TE (DP)
Network Engineering and Management A/B	5615/5616	TE
Network Engineering and Management A/B DP	5617/5618	TE (DP)
Microcomputer Technologies A/B	4214 /4215	AT
Microcomputer Technologies A/B DP	4216 /4217	AT (DP)
Network Engineering and Management A/B	4218 /4219	AT
Network Engineering and Management A/B DP	4220 /4221	AT (DP)
Network Engineering and Management, Advanced A/B	4230 /4231	AT CM (AL)
Internship, Microcomputer Technologies and Network Engineering	5706	
National Academy of Information Technology Internship A/B	5719 /5720	CM
National Academy of Information Technology Guided Research A/B	2938 /2939	CM

Network Operations—Career Pathway Program (3 credits required)		
Network Operations A/B TP	4117 (92)/4118(92)	TE CM CDP (TP)
Network Operations A/B TP	4202(92)/ 4203(92)	AT CM CDP
LAW, GOVERNMENT, PUBLIC SAFETY, AND ADMINISTRATION CLUSTER		
Fire and Rescue Services/Emergency Medical Technician—Career Pathway Program (3 credits required)		
Essentials of Fire Fighting, DP	5423	(DP)
Internship, Essentials of Fire Fighting A	5421	
Fire and Rescue Techniques, Advanced, DP	5424	CM (DP)
Internship, Advanced Fire and Rescue Techniques B	5422	
Emergency Medical Technician/Basic	5453	
Emergency Medical Technician/Basic-Science A/B (SC)	3993 /3994	
Emergency Medical Technician/Basic-Science A/B	2802 /2803	
Internship, Emergency Medical Technician/Basic A/B	5458 /5459	
JUNIOR RESERVE OFFICERS TRAINING CORP (JROTC)		
Naval Science 1 A/B	7911 /7912	
Naval Science 2 A/B	7914 /7915	
Naval Science 3 A/B	7917 /7918	
Naval Science 4 A/B	7919 /7920	
Leadership Education and Training 1 A/B	7941 /7942	
Leadership Education and Training 2 A/B	7944 /7945	
Leadership Education and Training 3 A/B	7947 /7948	
Leadership Education and Training 4 A/B	7950 /7951	
Justice, Law and Society—Career Pathway Program (4 credits required)		
Justice, Law, and Society, Introduction A/B	5148 /5149	
Law and the Administration of Justice A/B	5146 /5147	CDP
TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CLUSTER		
Automotive Technology—Career Pathway Program (4 credits required)		
Foundations of Automotive Technology A/B TP	5045(92)/ 5046(92)	(TP)
Automotive Body Technology/Dealership Training—Career Pathway Program (4 credits required)		
Auto Body Technology/Dealership Training 1 A/B DP	5547 /5548	(DP)
Auto Body Technology/Dealership Training 1 A/B TP	5553(92)/ 5554(92)	(TP)
Auto Body Technology/Dealership Training 2 A/B DP	5549 /5550	(DP)
Auto Body Technology/Dealership Training 2 A/B TP	5555(92)/ 5556(92)	(TP)
Auto Body Technology/Dealership Training 3 A/B DP	5551/5552	(DP)
Internship, Auto Body Technology	5702(92)	

Automotive Technology/Dealership Training— Career Pathway Program (4 credits required)		
Automotive Technology/Dealership Training 1 A/B	5047/5048	
Automotive Technology/Dealership Training 1 A/B DP	5072/5073	(DP)
Automotive Technology/Dealership Training 1 A/B TP	5061(92)/5062(92)	(TP)
Automotive Technology/Dealership Training 2 A/B DP	5049/5050	AT (DP)
Automotive Technology/Dealership Training 2 A/B TP	5067(92)/5068(92)	AT (TP)
Automotive Technology/Dealership Training 3 A/B DP	5064/5065	AT (DP)
Internship, Automotive Technology	5703 (92)	
WORK-BASED LEARNING OPPORTUNITIES		
Cooperative Work Experience (CWE)— Career Pathway Program (4 credits required)		
Cooperative Work Experience 1 A/B	5425 /5426	
Cooperative Work Experience 2 A/B	5427 /5428	
Cooperative Work Experience On-the-Job Training A/B	5439 /5440	
Cooperative Work Experience On-the-Job Training A/B DP	5441 /5442	(DP)
Cooperative Work Experience On-the-Job Training A/B TP	5443 /5444	(TP)
CAREER EDUCATION		
Internship, Student A/B	7813 /7816	
Internship, Student A/B DP	7818 /7819	(DP)
Internship, Student A/B TP	7822 /7823	(TP)

Technology Education

Foundations of Technology A/B

Corequisite: This course replaces Exploring Technological Concepts (ETC) 5500/5501 A/B for the 2008–2009 school year.

5161/5162 TE 0.5 credit

Students will explore and develop a deep understanding of the characteristics and scope of technology and the influence on history, along with the relationships and connections between technology and other fields of study. Students will develop an understanding of the attributes of design and develop skills by using the design process to solve technological problems. Students will develop a positive attitude about safety and skills through research, problem solving, testing, and working collaboratively.

Arts, Humanities, Media, and Communications Cluster

Students enrolled in the Arts, Humanities, Media, and Communications Cluster engage in rigorous and authentic experiences that prepare them for career majors related to journalism, humanities, multimedia broadcasting, business and graphics communications, and digital media.

Broadcast Media—Career Pathway Program (4 credits required)

Students in the Broadcast Media program learn about career options in a field that is constantly evolving. In the television and radio studio, analog, tape-based recording technology is being replaced by digital, computer-based recording. International multimedia conglomerates have transformed the industry from a small number of local broadcasting outlets to a wide variety of audiences via hundreds of cable and satellite stations. The explosion of new programming and technology options has opened myriad career opportunities for students to pursue.

Radio Production A/B

Offered only at Northwood, Rockville HS

5169/5170 0.5 credit

This course introduces students to the fundamentals of radio. Students learn production fundamentals, how radio developed, and radio technology through studio hands-on experience. Students create their own productions using a school's radio equipment. Field trips and guest lecturers provide initial career information. This course provides a strong emphasis on recording and editing audio sources using digital editors. Course fees may apply.

Video Production A/B

Offered only at Montgomery Blair, James Hubert Blake, Damascus, Gaithersburg, Walter Johnson, Col. Zadok Magruder, Richard Montgomery, Northwood, Paint Branch, Poolesville, Rockville, Seneca Valley HS

5173/5174 0.5 credit

This course introduces students to the fundamentals of television. Students learn production fundamentals, how television developed, and television technology through studio hands-on experience. Students create their own productions using the school's video equipment. Field trips and guest lecturers provide initial career information. Course fees may apply.

Printing, Graphics, and Electronic Media— Career Pathway Program (4 credits required)

Students in the Printing, Graphics, and Electronic Media program learn a wide variety of design, media, and graphic communications skills that provide a foundation for employment in all aspects of the graphics communications and media industries. Conventional and electronic design, layout, composition activities, and production techniques are included in the instructional program.

Printing, Graphics, and Electronic Media 1 A/B TP

Offered only at Thomas Edison HS of Technology

5118(92)/5119(92) (TP) 1.5 credits

Students use the latest in digital imagery, design, and production with computer technology, including advanced photo editing software, multimedia, and Web design. Also included is layout, design, composition activities, offset lithography, 35 mm continuous tone photography, and screen printing. Course fees may apply.

Printing, Graphics, and Electronic Media 2 A/B TP

Prerequisite: Attainment of the outcomes for Printing/Graphics and Electronic Media 1A/1B

Offered only at Thomas Edison HS of Technology

5121(92)/5122(92) (TP) 1.5 credits

Students learn a wide variety of design, media, and graphic communications skills that provide a foundation for employment in all aspects of the graphics communications and media industries. Conventional and electronic design, layout, composition activities, and production techniques are included in the instructional program. Course fees may apply.

Internship, Printing Graphics

Prerequisite: Completion of the course work in 1A/B

Offered only at Thomas Edison HS of Technology

5717(92) 0.5 credit

Students who complete the course are prepared to seek employment upon graduation or to continue their technical training at a two- or four-year college.

Biosciences, Health Science, and Medicine Cluster

Students enrolled in the Biosciences, Health Science, and Medicine Cluster engage in rigorous and authentic experiences in such areas as biological research, environmental research, medicine, and health care. Programs provide training, skills, and certifications that enable students to work as a member of a professional team using state-of-the-art technologies.

Biotechnology—Career Pathway Program (4 credits required)

Biotechnology is the application of concepts from biochemistry, genetics, and molecular biology. Biotechnology students develop and refine their laboratory and research skills as they improve their scientific investigative techniques. Biotechnology provides an intensive hands-on laboratory program for students that utilize the latest lab equipment and computer technology to investigate the intricacies of protein/DNA science.

Laboratory experiences include plant and animal tissue culture, microbiology, polymerase chain reaction techniques, biochemical environmental evaluation, and the latest techniques of recombinant DNA technology. Course fees apply.

Biotechnology, Molecular A/B DP (SC)

Prerequisite: Biology A/B or Chemistry A/B

Corequisite: Chemistry A/B or Biology A/B. Concurrent enrollment in Biotechnology, Special Topics A/B for Edison students only

Offered only at Thomas Edison HS of Technology, Northwest, Seneca Valley, Wheaton HS

3867(92)/3868(92) CM (BCC2) (AL) (DP) 1.0 credit

3873/3874 CM (AL) (DP) 1.0 credit

This course provides an overview of biotechnology. Students develop problem-solving skills through hands-on laboratory investigations that require them to integrate equipment use and laboratory techniques with background information in microbiology and molecular biology. Infused throughout the curriculum are activities that provide students with an opportunity to practice the application of scientific inquiry, investigation, and bioethics.

Biotechnology, Special Topics A/B

Prerequisite: Molecular Biotechnology DP A/B, Biology A/B or Chemistry A/B

Corequisite: Students at Northwest, Seneca Valley, Wheaton must be concurrently enrolled in 3875/3876 Guided Research. Students at Edison must be concurrently enrolled in 3867/3868.

Offered only at Thomas Edison HS of Technology, Northwest, Seneca Valley, Wheaton HS

3871/3872 CM (AL) 0.5 credit

This course provides an opportunity for students to engage in advanced studies of biotechnology. Students explore the application of biotechnology to the biological fields of the environment, agriculture, medicine, and forensics.

Guided Research in Biotechnology A/B

Prerequisite: Successful completion of Molecular Biotechnology DP A/B

Corequisite: Successful completion or concurrent enrollment in Special Topics in Biotechnology A/B

Offered only at Thomas Edison HS of Technology, Northwest, Seneca Valley, Wheaton HS

3875/3876 CM (AL) 0.5 credit

Students have the option of completing an industry-mentored project or enrolling in college courses. Students will develop and implement a research project and poster. As they work on this project, students will be mentored by a researcher from the bioscience industry, academic institution, or federal laboratory. Students may also have the option of enrolling in college courses at Montgomery College that correlate with a program in biotechnology.

Internship, Biotechnology A/B (SC)

Prerequisite: Successful completion of *Biotechnology A/B DP (4206/4207)* and *Biotechnology A/B (SC) (3636/3637)*.

Offered only at Thomas Edison HS of Technology

3869(92)/3870(92) CM (AL) 0.5 credit

Students will be mentored by a researcher from the bioscience industry or an academic or federal laboratory in the process of developing and implementing a research project and poster.

Health Professions and Biosciences Career Pathway Program (4 credits required)

Health Science Technology I and Health Science Technology II are available at Paint Branch High School only for the 2007–2008 school year. These courses and others related to pharmacy and additional health-related professions will be added to this pathway in the future.

Medical Careers—Career Pathway Program (3 credits required, 4 credits required TEHST)

Students participating in the Medical Careers program gain certified health care skills that enable them to train and work along with health care professionals in various settings. Authentic experiences in a local hospital and other medical facilities help prepare students for one of the many careers in the rapidly expanding field of medicine and health care. Students must have a B or better in either chemistry or biology to enroll in the program, a cumulative GPA of 2.5 or better, and must complete an application.

Medical Careers is articulated with Montgomery College. Students may be required by the sponsoring hospital/nursing home to provide appropriate documentation that may include a social security number and proof of citizenship.

Biology A/B, taken at the student's home school, counts as 1 credit toward the completer program requirement.

Lab fee required.

Medical Careers A/B

Prerequisite: Grade of B or better in *Biology A/B* or *Chemistry A/B* and a cumulative GPA of 2.5 or better. Students must apply to the program. Allow for travel time.

Corequisite: *Biology A/B* or *Chemistry A/B* (one must be completed prior to enrolling). Concurrent enrollment in *Medical Careers Science A/B (3995 and 3996)*

Offered only at John F. Kennedy, Paint Branch, Sherwood, Watkins Mill HS

5418/5419 0.5 credit

Instruction focuses on anatomy, physiology, disease processes, college-level medical terminology, patient care skills, CPR, and current issues related to the health care profession. Other areas of emphasis include physical therapy skills, taking vital signs, principles of infection control, and care of the hospitalized. Students have the opportunity for nursing assistant certification, geriatric aide certification, and CPR certification, depending on program location.

Medical Careers Science A/B (SC)

Prerequisite: Grade of B or better in *Biology A/B* or *Chemistry A/B* and a cumulative GPA of 2.5 or better. Students must apply to the program. Allow for one period of travel time.

Corequisite: *Biology A/B* or *Chemistry A/B* (one must be completed prior to enrolling). Concurrent enrollment in *Medical Careers A/B*.

Offered only at Thomas Edison HS of Technology, John F. Kennedy, Paint Branch, Sherwood, Watkins Mill, Wheaton HS

3995(92)/3996(92) 0.5 credit
3877/3878 0.5 credit

Instruction focuses on anatomy, physiology, disease processes, medical terminology, patient care skills, CPR, and current issues related to the health care profession. Other areas of emphasis include physical therapy skills, taking vital signs, principles of infection control, and care of the hospitalized. Students receive CPR certification and have the opportunity for certified nursing assistant and geriatric aide certification, depending upon program location.

Medical Careers A/B DP

Prerequisite: Grade of B or better in *Biology A/B* or *Chemistry A/B* and a cumulative GPA of 2.5 or better. Students must apply to the program. Students should allow for travel time.

Corequisite: *Biology A/B* or *Chemistry A/B* (one must be completed prior to enrolling). Concurrent enrollment in *Medical Careers Science A/B (3995/3996)*

Offered only at Thomas Edison HS of Technology, Wheaton HS

5833(92)/5834(92) (DP) 1.0 credit

This career development program offers students unique medical learning opportunities. During the first semester, students learn anatomy, physiology, medical terminology, and disease processes, and perform patient care skills including CPR. During the second semester, students put their knowledge and skills into practice. Students receive CPR certification and have the opportunity to receive certified nursing assistant and geriatric aide certification. Lab fee required.

Internship, Medical Careers A/B

Prerequisite: Successful completion of *Medical Careers A/B* with minimum grade of B, CNA certification, and recommendation of medical careers teacher.

Corequisite: Enrollment in an upper-level science course approved by the teacher.

Offered only at Thomas Edison HS of Technology, John F. Kennedy, Paint Branch, Sherwood, Watkins Mill, Wheaton HS

5415(92)/5417(92) CM 0.5 credit

Students who have successfully completed the program in Grade 11 may elect an internship in Grade 12 for one, two, or three periods, under the supervision of the program teacher. The objectives of the internship are those of the general student internship. Learning activities, however, are specifically related to students' medical career goals. Students must provide their own transportation. Lab fee may be required. Students may enroll in course for more than one period.

Fire and Rescue/Emergency Medical Technician— Career Pathway Program (3 credits required)

See description for the Fire and Rescue/Emergency Medical Technician program in the Law, Government, Public Safety, and Administration Cluster.

Business Management and Finance Cluster

Students enrolled in the Business Management and Finance Cluster engage in rigorous and authentic experiences that prepare them for careers and continuing education in business management and finance fields. Hiring and training staff, creating a product, offering a service, marketing and selling products and services, and managing the financial operations and information created in the organization are studied. Course fees may apply.

National Academy of Finance (4 credits required)

The National Academy of Finance is a member of the National Academy Foundation. In this program students receive intensive course work in economic and business principles. For more information, visit www.naf.org. This program is currently at Albert Einstein, Gaithersburg, Magruder, Northwest, Paint Branch, and Watkins Mill high schools.

Accounting A/B

Prerequisite: Highly recommended *Software Applications by Design A/B*
4111/4112 AT CDP 0.5 credit

Want to become a stockbroker, a financial analyst, or run your own business? Using microcomputers for electronic spreadsheets and accounting simulations, students will be able to set up accounts, prepare qualitative reports, and learn about auditing principles, budgets, and final reports. Emphasis is placed on student interest and how accounting is conducted in our society. Students may receive credit for this course at Montgomery College.

Financial Planning

Prerequisite: Accounting A
Corequisite: Accounting A

Offered only at Albert Einstein, Gaithersburg, Col. Zadok Magruder, Northwest, Paint Branch, Watkins Mill HS

4103 CM CDP (AL) 0.5 credit

Financial Planning introduces students to the financial planning process and the components of a comprehensive financial plan. Students learn how to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), retirement, and estate planning.

Banking and Credit

Prerequisite: Accounting A
Corequisite: Accounting A

Offered only at Albert Einstein, Gaithersburg, Col. Zadok Magruder, Northwest, Paint Branch, Watkins Mill HS

4104 CM CDP 0.5 credit

Banking and Credit includes a survey of the principles and practices of banking and credit in the United States. Students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System, and modern trends in the banking industry. The credit component provides an overview of credit functions and operations, including credit evaluation, loan creation, and debt collection.

Economics and the World of Finance

Prerequisite: Accounting A
Corequisite: Accounting A

Offered only at Albert Einstein, Gaithersburg, Col. Zadok Magruder, Northwest, Paint Branch, Watkins Mill HS

4106 CM CDP 0.5 credit

Economics and the World of Finance includes macro- and micro-economics and provides an understanding of how our market economy functions in a global setting. It provides students with a survey of economic concepts. In addition, a unit on capital markets acquaints the students with the role that various markets and securities play in the U.S. economy.

International Finance

Prerequisite: Accounting A
Corequisite: Accounting A

Offered only at Albert Einstein, Gaithersburg, Col. Zadok Magruder, Northwest, Paint Branch, Watkins Mill HS

4107 CM CDP (AL) 0.5 credit

This course provides students with opportunities to explore major components of the international financial system. It includes the study of foreign trade, the international monetary system, foreign exchange rates, foreign exchange markets, international financial markets, international banking, and the multinational corporation.

Business Administration—Accounting— Career Pathway Program (4 credits required)

The Business Administration—Accounting program provides students with a comprehensive study of rigorous pathways in accounting or business management. These programs provide students with accounting principles and the application of these principles to a wide range of business situations, while developing a strong foundation in business operations. Students learn how to organize, finance, establish, operate, and manage a small business.

Entrepreneurship and Business Management 1 A/B

Prerequisite: Software Applications by Design A/B is highly recommended

5450/5451 CM CDP 0.5 credit

Whether students' dreams involve working at a fast-moving entrepreneurial organization or running an existing company, in this foundational course they learn the necessary skills they need to understand business principles. Student entrepreneurs work in teams to investigate topics such as business opportunities, feasibility studies, development of a business plan, financing alternatives, marketing, and legal forms of organization.

Accounting A/B

Prerequisite: Highly recommended Software Applications by Design A/B

4111/4112 AT CDP 0.5 credit

Want to become a stockbroker, a financial analyst, or run your own business? Using microcomputers for electronic spreadsheets and accounting simulations, students will be able to set up accounts, prepare qualitative reports, and learn about auditing principles, budgets, and final reports. Emphasis is placed on student interest and how accounting is conducted in our society. Students may receive credit for this course at Montgomery College.

Accounting, Advanced A/B, Honors

Prerequisite: Attainment of the outcomes of Accounting A/B

4113/4114 AT CM CDP (H) 0.5 credit

Certified public accountant (CPA), financial analyst, stockbroker, e-commerce developer—these are just a few of the careers that require an accounting background. This course provides students with a more comprehensive study of accounting principles and the application of these principles to a wide range of business situations. Extended use of microcomputers is an essential component of this course. Students may receive credit for this course at Montgomery College. A lab fee may be required.

Internship, Business A/B

5469/5471 CDP 0.5 credit
5472/5473 CDP (DP) 1.0 credit
5474/5475 CDP (TP) 1.5 credits

This course provides an internship opportunity in Montgomery County's business community. Students network with local business persons and mentors to learn the skills necessary for success in a business-related career. This is a required course for Academy of Finance students.

Business Management—Career Pathway Program (4 credits required)

Software Applications Management A/B

4055/4056 CDP 0.5 credit

This course introduces word processing and spreadsheet skills using Microsoft Word and Excel. Students will intergrate written and oral skills and apply spreadsheet and charting skills within a project-based learning environment.

Software Applications by Design A/B

2903/2904 TE CDP 0.5 credit

This course helps prepare students to take the Microsoft Office Specialist (MOS) certification core-level examinations for Microsoft Word, Excel, Access, and PowerPoint. Students design and complete word processing, desktop publishing, spreadsheets, databases, and multimedia projects that reinforce the MOS standards taught throughout this course.

Software Applications by Design, Advanced A/B

Prerequisite: Software Applications by Design A/B

2905/2906 AT CM CDP 0.5 credit

Building on knowledge and skills learned in the Software Applications by Design courses, students will use project-based learning to apply advanced skills in Microsoft Word and Excel, along with the development of digital portfolios. Students may elect to take the Microsoft Office Specialist certification expert-level examination for Word and Excel at the conclusion of this course.

Entrepreneurship and Business Management 1 A/B

Prerequisite: Software Applications by Design A/B is highly recommended

5450/5451 CM CDP 0.5 credit

Whether students' dreams involve working at a fast-moving entrepreneurial organization or running an existing company, in this foundational course they learn the necessary skills they need to understand business principles. Student entrepreneurs work in teams to investigate topics such as business opportunities, feasibility studies, development of a business plan, financing alternatives, marketing, and legal forms of organization.

Entrepreneurship and Business Management 2

Prerequisite: Entrepreneurship and Business Management A/B

4135 CM CDP 0.5 credit

Students who have experienced entrepreneurial thinking and entrepreneurship concepts in the Entrepreneurship and Business Management 1 course extend their business acumen in this course. They learn more about organizing, financing, establishing, operating, and managing their own small businesses. Small business owners and managers will be invited to share authentic experiences with the students. Students complete a comprehensive business plan by the end of this course.

Skills for Success

4085 CDP 0.5 credit

Through observing, recording, and reviewing, students sharpen their abilities to organize their learnings with effective note taking. Soft skills such as time management, goal-setting, memory improvement techniques, test-taking strategies, and listening skills are emphasized. Tools, techniques, and ideas for improving student performance are addressed. This course involves organizing, synthesizing, and discerning important information from oral and written materials.

Financial Management

Prerequisite: Highly recommend *Software Applications by Design A/B*
4158 CM CDP 0.5 credit

This course is designed to help students identify and learn personal strategies for managing financial resources. Investment simulations are used to focus on the importance of managing funds and investing wisely. Topics include consumerism, personal finance, credit, and investment planning.

Economics and Business Law A/B

Prerequisite: Highly recommended *Software Applications by Design A/B*
4131/4132 CM CDP 0.5 credit
4133/4134 CM CDP 0.5 credit

For those students contemplating becoming a lawyer or paralegal in the business community, this course introduces them to topics involving supply and demand theory, inflation, unemployment, fiscal and monetary policy, government regulations, and international trade. Students investigate how economics concepts impact decision making in the world of business. Students focus on evaluating both sides of an issue and making decisions based on facts.

International Business

4136 CM CDP 0.5 credit

This course is designed for students who want to understand how business is conducted in other countries and who want to develop global business perspectives as well as sensitivities toward diverse cultures and customs. International marketing strategies, economic concepts, history, the role of geography in trade, monetary systems, trade agreements, and future trends will be some of the topics investigated.

Business Mathematics A/B

4171/4172 CDP 0.5 credit
4157/4159 CDP 0.5 credit

For students who always wondered when they would use the mathematics studied in school, here is the answer: real-world applications of mathematical skills. Students use mathematics to solve problems involving personal money records, banking transactions, purchasing for personal and household needs, and personal finances. Students will apply business math in savings and investments, home ownership, travel and transportation, taxes, and operation of a small business.

Business Administration Guided Research A/B

4046/4047 CM CDP (H) 0.5 credit

This course provides an opportunity for business students to complete a structured research project related to a business career-related area.

Internship, Business A/B

5469/5471 CDP 0.5 credit
5472/5473 CDP (DP) 1.0 credit
5474/5475 CDP (TP) 1.5 credits

This course provides an internship opportunity in Montgomery County's business community. Students network with local business persons and mentors to learn the skills necessary for success in a business related career. This is a required course for Academy of Finance students.

Marketing—Career Pathway Program (4 credits required)

The Marketing program focuses on a creative, dynamic and competitive field that requires a skilled professional understanding of consumer behavior and economic trends. Students learn the basics of economics and the total marketing process—from producer to consumer. Business organizations, marketing services, and the managerial responsibilities of marketing executives are studied. This program is available at Walt Whitman and Thomas S. Wootton high schools.

Marketing A/B

Offered only at Montgomery Blair, James Hubert Blake, Damascus, Albert Einstein, Gaithersburg, John F. Kennedy, Richard Montgomery, Northwest, Northwood, Rockville, Sherwood, Watkins Mill, Walt Whitman, Thomas S. Wootton HS

5431/5432 0.5 credit

Students learn economics and the role of marketing in today's global economy. This course includes a study of human relations, business organizations, market services, competition, and market research.

Advanced Marketing A/B

Offered only at Montgomery Blair, James Hubert Blake, Damascus, Albert Einstein, Gaithersburg, John F. Kennedy, Richard Montgomery, Northwest, Northwood, Rockville, Sherwood, Watkins Mill, Walt Whitman, Thomas S. Wootton HS

5433/5434 0.5 credit

Students explore the managerial responsibilities of marketing executives and analyze common management technique problems. Students investigate how marketing concepts affect decision making in the world of business.

Entrepreneurship and Business Management 1 A/B

Prerequisite: *Software Applications by Design A/B* is highly recommended

5450/5451 CM CDP 0.5 credit

Whether students' dreams involve working at a fast-moving entrepreneurial organization or running an existing company, in this foundational course they learn the necessary skills they need to understand business principles. Student entrepreneurs work in teams to investigate topics such as business opportunities, feasibility studies, development of a business plan, financing alternatives, marketing, and legal forms of organization.

Internship, Marketing A/B

Offered only at Montgomery Blair, James Hubert Blake, Damascus, Albert Einstein, Gaithersburg, John F. Kennedy, Richard Montgomery, Northwest, Northwood, Rockville, Sherwood, Watkins Mill, Walt Whitman, Thomas S. Wootton HS

5461/5462	0.5 credit
5463/5464 (DP)	1.0 credit
5465/5466 (TP)	1.5 credits

This course provides an internship opportunity in the field of marketing. Student internships take place during school hours to allow for required work-site supervision by the marketing internship coordinator/teacher.

Construction and Development Cluster

The Construction and Development Cluster offers two career pathways. A design pathway with the Principles of Architecture and CAD Technology program and a construction pathway that includes five construction craft programs. The design and construction of a student house project is part of student's experience. The curricula for all of the programs have post secondary articulation agreements. These programs are also supported by the Montgomery County Students Construction Trades Foundation, Inc. This non-profit foundation is a cooperative venture of the school system and volunteers from local businesses and professionals within the construction industry.

Foundations of Building and Construction Technology

Offered only at Thomas Edison HS of Technology

5561(92)/5562(92) (TP)	1.5 credits
5559/5560 (DP)	1.0 credit

This course is designed for students new to the construction industry. Students experience hand-on activities related to carpentry; electricity; heating, ventilation, and air conditioning (HVAC); masonry; and plumbing in one semester. Standards covered in the core curriculum include basic safety; introduction to construction math; introduction to hand tools; introduction to power tools; introduction to blueprints; basic rigging; basic communication skills; and basic employability skills.

**Carpentry—Career Pathway Program
(4 credits required)**

The Carpentry program provides students with opportunities to learn about the home building industry. Participants in this program master a variety of construction skills. Students apply their knowledge and skills by participating in the "student-built" house project. Students completing this program are eligible to receive credit at Montgomery College in the Construction Technology Program, as well as industry recognized credentials through the National Center for Construction Education and Research.

Carpentry 1 A/B

Offered only at Damascus HS

5577/5578 (DP)	1.0 credit
5100(92)/5101(92) (TP)	1.5 credits

Standards covered include orientation to the trade; wood building materials, fasteners, and adhesives; hand and power tools; floor systems; wall and ceiling framing; roof framing; windows and exterior doors; and reading plans and elevations.

Carpentry 2 A/B

Prerequisite: Attainment of the outcomes of Carpentry 1 A/B

Offered only at Damascus HS

5579/5580 (DP)	1.0 credit
5639(92)/5640(92) (TP)	1.5 credits

Standards covered include exterior finishing; roofing applications; thermal and moisture protection; stairs; framing with metal studs; drywall installation and finishing; interior finish of doors and suspended ceilings; interior finish of windows, doors, floors, and ceiling trim; and cabinet installation.

Internship, Carpentry

Prerequisite: Attainment of the outcomes of Carpentry 1A/B

Offered only at Damascus, Thomas Edison HS of Technology

5705(92)	0.5 credit
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**Construction Electricity—Career Pathway Program
(4 credits required)**

The Construction Electricity program provides students with opportunities to learn about the residential and commercial building industry. Participants master a variety of electrical skills and develop workplace competencies through authentic experiences. Students apply their knowledge and skills to the student built house project. Students who complete this program are eligible to receive credit at Montgomery College in the Construction Technology Program, as well as industry recognized credentials through the National Center for Construction Education and Research.

Electricity (Construction) 1 A/B TP

Offered only at Thomas Edison HS of Technology

5109(92)/5110(92) (TP)	1.5 credits
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Standards covered include electrical safety; hand bending; fasteners and anchors; electrical theory one; electrical theory two; electrical test equipment; introduction to the National Electrical Code; raceways, boxes, and fittings; conductors; introduction to electrical blueprints; commercial and industrial wiring; and residential wiring.

Electricity (Construction) 2 A/B TP

Prerequisite: Electricity (Construction) 1 A/B

Offered only at Thomas Edison HS of Technology

5595(92)/5596(92) AT (TP) 1.5 credits

Standards covered include alternating current; motor theory and application; grounding; conduit bending; boxes and fittings; conductor installations; cable tray; conductor terminations and splices; installation of electric services; and circuit breakers and fuses.

Internship, Electricity (Construction)

Prerequisite: Electricity (Construction) 1A/B

Offered only at Thomas Edison HS of Technology

5708(92) 0.5 credit

**Principles of Architecture and CAD Technology—
Career Pathway Program (4 credits required)**

The Principles of Architecture and Computer-Assisted Drafting (CAD) Technology is a two-year program that provides an opportunity for students to complete a design pathway. Designing and engineering of physical structures from original concept to complete architectural and engineering plans that includes using AutoCAD software are the major elements of the program. Upon graduation, students will be capable of furthering their education in a number of careers in the construction industry that are related to developing, designing, constructing, and maintaining the built environment.

Design, Illustrating, and Drafting Technology 1 A/B

**Offered only at Thomas Edison HS of Technology,
Springbrook HS**

5810/5811 0.5 credit

This course gives students the opportunity to use computer-aided drafting (CAD) systems to prepare drawings and architectural plans used by production and construction companies.

Design, Illustrating, and Drafting Technology 1 A/B DP

Offered only at Thomas Edison HS of Technology

5812/5813 AT (DP) 1.0 credit

This DP course gives students the opportunity to use computer-aided drafting (CAD) systems to prepare drawings and architectural plans used by production and construction companies.

Design, Illustrating, and Drafting Technology 2 A/B

Prerequisite: Attainment of the outcomes of Design, Illustrating, and Drafting Technology I

Offered only at Springbrook HS

5814/5815 CM 0.5 credit

Students have the opportunity to explore all areas and concepts of drafting utilizing the methods of electronic image preparation of business and industry at a more advanced level.

Design, Illustrating, and Drafting Technology 2 A/B DP

Prerequisite: Attainment of the outcomes of Design, Illustrating, and Drafting Technology I

5816/5817 CM (DP) 1.0 credit

In this class students have the opportunity to explore all areas and concepts of drafting, utilizing the methods of electronic image preparation of business and industry at a more AL.

Architectural Drafting Techniques TP

Offered only at Thomas Edison HS of Technology

5103(92)/ (92) (TP) 1.5 credits

This course is an introduction to the techniques and applications of architectural drafting. It is organized around a series of exercises, drawings, and readings that include general drafting techniques; introduction to residential architecture; sketching and free-hand drawings; view development; geometric construction; pictorial drawing; light construction principles; floor plan development; elevation development; foundation development; and perspective development.

Residential Design Studio TP

Prerequisite: Attainment of the outcomes of Computer-Assisted Drafting (CAD) Technology: Architectural Applications

Offered only at Thomas Edison HS of Technology

5106(92)/ (92) AT CM (TP) 1.5 credits

During this course, the Montgomery County Students Construction Trades Foundation, Inc., sponsors a house design competition for the Young American House Program. Students design a single family house that meets established design standards. Students' plans are reviewed periodically by an architectural committee. The primary student outcome is the development of a set of working drawings that meet permitting standards of the Montgomery County Department of Permitting Services.

Internship, Principles of Architecture and CAD Technology

Prerequisite: Attainment of the outcomes of Computer-Assisted Drafting (CAD) Technology: Architectural Applications

Corequisite: Attainment of the outcomes of Architectural Drafting Techniques

**Offered only at Thomas Edison HS of Technology,
Springbrook HS**

5707(92) 0.5 credit

Students will have an opportunity to work in an office related to architecture, design, and/or construction.

Heating and Air Conditioning (4 credits required)

The Heating and Air Conditioning program prepares students for the challenges and demands of an exciting technical career. Students learn a variety of basic and advanced heating, ventilating, and air conditioning (HVAC) principles in a combination of classroom and work-site experiences. An integral part of the instructional program is participation in the “student-built” house project. Students completing this program are eligible to receive credit at Montgomery College in the Construction Technology Program, as well as industry-recognized credentials through the National Center for Construction Education and Research.

Heating, Ventilation, and Air Conditioning 1 A/B TP

Offered only at Thomas Edison HS of Technology

5123(92)/5129(92) (TP) 1.5 credits

Standards covered include introduction to HVAC; trade mathematics; tools of the trade; copper and plastic piping practices; soldering and brazing; ferrous metal piping practices; basic electricity; introduction to cooling; and introduction to heating.

Heating, Ventilation, and Air Conditioning 2 A/B TP

Prerequisite: Attainment of the outcomes of Heating, Ventilation, and Air Conditioning 1 A/B

Offered only at Thomas Edison HS of Technology

5127(92)/5128(92) AT (TP) 1.5 credits

Standards covered include air distribution systems; chimneys, vents, and flues; maintenance skills for the service technician; alternating current; basic electronics; electric heating; introduction to control circuit troubleshooting; accessories and optional equipment; and metering devices.

Internship, Heating, Ventilation, and Air Conditioning

Prerequisite: Attainment of the outcomes of Heating, Ventilation, and Air Conditioning 1A/B

Offered only at Thomas Edison HS of Technology

5711(92) 0.5 credit

**Masonry—Career Pathway Program
(4 credits required)**

The Masonry program provides opportunities for students to learn a variety of skills related to brick and block construction. Students gain practical work experience by participating in the “student built” house project. By completing this program, students are eligible to receive industry-recognized credentials through the National Center for Construction Education and Research. Approved apprenticeship program, on-the-job training, and/or a career as a brick mason are also options for students who complete this program.

Masonry 1 A/B TP

Offered only at Thomas Edison HS of Technology

5567(92)/5568(92) (TP) 1.5 credits

Standards covered include introduction of masonry, masonry tools and equipment, measurements and drawings, masonry units, and installation techniques.

Masonry 2 A/B TP

Prerequisite: Attainment of the outcomes of Masonry 1 A/B

Offered only at Thomas Edison HS of Technology

5565(92)/5566(92) (TP) 1.5 credits

Standards covered include residential plans and drawing interpretation, residential masonry, grout and other reinforcement, metal work in masonry, advanced laying techniques, construction techniques and moisture control, elevated work, and construction inspection and quality control.

Internship, Masonry

Prerequisite: Attainment of the outcomes of Masonry 1A/B

Offered only at Thomas Edison HS of Technology

5714(92) 0.5 credit

**Plumbing—Career Pathway Program
(4 credits required)**

The plumbing program provides students with opportunities to learn the installation, maintenance, and repair of many different types of pipe systems. Plumbers install and repair the water, waste disposal, drainage, and gas systems in homes and commercial and industrial buildings. Students apply their knowledge and skills in the construction of a student-built house project. By completing this program, students are eligible to receive credit at Montgomery College in the Construction Technology Program, as well as industry recognized credentials through the National Center for Construction Education and Research.

Plumbing 1 A/B TP

Offered only at Thomas Edison HS of Technology

5607(92)/5608(92) (TP) 1.5 credits

Standards covered include introduction to the plumbing profession; safety; plumbing tools; introduction to plumbing math; introduction to plumbing drawings; plastic pipe and fittings; copper pipe and fittings; cast-iron pipe and fittings; carbon steel pipe and fittings; corrugated stainless steel tubing; fixtures and faucets; introduction to drain, waste, and vent (DMV) systems; and introduction to water distribution systems.

Plumbing 2 A/B TP

Prerequisite: Attainment of the outcomes of Plumbing 1 A/B

Offered only at Thomas Edison HS of Technology

5605(92)/5606(92) (TP)

1.5 credits

Standards covered include: plumbing math; reading commercial drawings; hangers, supports, structural penetrations and fire stopping; installing and testing DWV piping; installing roof, floor, and area drains; types of valves; installing and testing water supply piping; installing fixtures, valves, and faucets; installing water heaters; fuel gas systems; and servicing of fixtures, valves, and faucets.

Education, Training, and Child Studies Cluster

Students enrolled in the Education, Training, and Child Studies Cluster engage in authentic experiences that prepare them for careers in the classroom, as well as those in the business world that are related to children.

Early Child Development (4 credits required)

Students in the Early Child Development program work with children in a variety of settings and study child development from the prenatal through adolescent stages. Knowledge of physical, intellectual, language, social, and emotional development is applied through planning sessions, teaching, observing, and studying 3- and 4-year olds in the child development laboratory. Students develop competence in creative teaching techniques.

Child and Adolescent Development 1 A/B

Prerequisite: Students must complete Child and Adolescent Development 1A before taking Child and Adolescent Development 1B

4847/4848

0.5 credit

4851/4852 (DP)

1.0 credit

In this introductory course, students become part of an education team that has direct interaction with 3- and 4-year olds in a lab school setting. Students interested in education, pediatric medicine, physical therapy, family law, psychology, and sociology enroll in this course in preparation for college and career experiences. After a rigorous training period, students become part of a team of teachers responsible for the day-to-day workings of a lab school.

Child and Adolescent Development 2 A/B

Prerequisite: Students must complete Child and Adolescent Development 1A and 1B and Child and Adolescent Development 2A before taking Child and Adolescent Development 2B

4849/4850 CM

0.5 credit

4853/4854 CM (DP)

1.0 credit

After successful completion of Child Development 1, students continue to develop their teaching skills as they assume increased leadership responsibilities in the lab school setting. Students are responsible for program management as they develop and implement age-appropriate experiences for preschoolers. Upon completion of Child Development 2 and certification requirements, students may earn certification in the 90-Clock Hours Program. This certification allows a student to obtain a senior staff position.

Child and Adolescent Development 3 A/B

Prerequisite: Students must complete Child Development 1A and 1B, Child Development 2A and 2B, and Child Development 3A before taking Child Development 3B

4866/4867 CM

0.5 credit

Students research careers in education and other child-related fields of study. They pursue their interest through independent study, research, advocacy projects, field trips, and observations. Students complete their professional portfolios and participate in the interview process as they prepare for continuing education and career experiences.

Internship, Child Development A/B

Prerequisite: Students must complete Child Development 1A and 1B before taking Child Development Internship

4860/4861 CM

0.5 credit

4862/4863 CM (DP)

1.0 credit

The Child Development Internship course extends career preparation as students work with children and adults at a field site setting. Opportunities are given for preparation of teaching materials, observation of children, review of behavior management techniques, and assessment of student progress. Interns complete their professional portfolios. The skills that are developed and practiced in this career development program will prepare students for careers related to teaching and children. Child Development courses are available at all comprehensive high schools except Richard Montgomery High School.

Teacher Academy of Maryland

The Academy for Teacher Education program prepares students for further education and careers in the education profession. The program consists of four high school credits, in the process of being developed, that focus on teaching as a profession, human growth and development, learning theory, and curriculum and instruction. These credits are designed to articulate to a Maryland postsecondary teacher education program. Upon completion of the program and passing the ParaPro test, high school graduates are ready for employment in the teaching profession.

Child and Adolescent Development 1 A/B

Prerequisite: Students must complete Child and Adolescent Development 1A before taking Child and Adolescent Development 1B

4847/4848

0.5 credit

4851/4852 (DP)

1.0 credit

In this introductory course, students become part of an education team that has direct interaction with 3- and 4-year olds in a lab school setting. Students interested in education, pediatric medicine, physical therapy, family law, psychology, and sociology enroll in this course in preparation for college and career experiences. After a rigorous training period, students become part of a team of teachers responsible for the day-to-day workings of a lab school.

Teaching as a Profession A/B

Prerequisite: Students must successfully complete Teaching as a Profession A before taking Teaching as a Profession B

4870/4871

0.5 credit

This course focuses on the profession of teaching by exploring major approaches to human learning. Participation in guided observations and field experiences in multiple settings helps students to assess their personal interest in pursuing careers in this field and identify effective learning environments. Students will develop the components of a working portfolio.

Engineering, Scientific Research, and Manufacturing Technologies Cluster

Students enrolled in the Scientific Research, Engineering, and Manufacturing Technologies Cluster engage in rigorous and authentic engineering experiences. Students have opportunities to pursue interests at various career levels within the engineering and manufacturing fields.

Advanced Engineering Technology (Project Lead the Way/PLTW)—Career Pathway Program (5 credits required)

Project Lead the Way (PLTW) is a national program that forms partnerships with public schools to increase the quantity and quality of engineers and engineering technologists graduating from our educational system.

Principles of Engineering A/B

Prerequisite: No prerequisite

Corequisite: Students must be in a college prep math sequence to enroll in this class. Algebra 1 is the minimal math requirement and Algebra 2 is preferred.

Offered only at Col. Zadok Magruder, Poolesville, Rockville, Watkins Mill, Wheaton, Walt Whitman HS

5150/5151 TE (BCC1)

0.5 credit

This is a broad-based survey course to help students understand engineering, engineering technology, and identify career possibilities. This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

Introduction to Engineering Design A/B

Prerequisite: Principles of Engineering preferred. Algebra 1 minimal math experience.

Corequisite: Algebra 1 or higher college prep math course to be taken concurrent for all PLTW courses.

Offered only at Col. Zadok Magruder, Paint Branch, Poolesville, Watkins Mill, Wheaton, Walt Whitman HS

5152/5153 TE CM

0.5 credit

This is an introductory course that develops students' problem-solving skills, with emphasis on visualization and communication skills using a computer and a 3-D solid modeling software. This course emphasizes the development of a design using computer software to produce, analyze, and evaluate models of projects and solutions. Students will study the design concepts of form and function and then use state-of-the-art technology to translate conceptual design into reproducible products.

Computer Integrated Manufacturing A/B

Prerequisite: Principles of Engineering and Introduction to Engineering Design Preferred.

Corequisite: Students must be in and continue with college preparatory math courses.

Offered only at Col. Zadok Magruder, Watkins Mill, Wheaton, Walt Whitman HS

5154/5155 CM (H)

0.5 credit

This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass propriety analysis (the relationship of design, function, and materials), modify their designs, and use prototyping equipment to produce 3-D models.

Digital Electronics A/B

Prerequisite: Principles of Engineering, and Introduction to Engineering preferred.

Corequisite: Students must be in and continue with college preparatory math courses.

Offered only at Col. Zadok Magruder, Watkins Mill, Wheaton, Walt Whitman HS

5156/5157 CM

0.5 credit

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 watches, calculators, video games, and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems.

Engineering Design and Development A/B

Prerequisite: All courses in the PLTW sequence of courses leading up to this capstone course.

Corequisite: Students must be in and continue with college preparatory math courses.

Offered only at Col. Zadok Magruder, Watkins Mill, Wheaton, Walt Whitman HS

5158/5159 CM (H) 0.5 credit

This is the capstone course for the Project Lead The Way (PLTW) advanced engineering program. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders, and engineer college educators for a professional review and feedback. This course equips students with the independent study skills that they will need in postsecondary education and careers in engineering and engineering technology.

**Pre-Engineering Technology—
Career Pathway Program (4 credits required)**

The Engineering Technology program provides a foundation for students interested in a technical career or a career in the field of engineering. Students learn to apply theories and principles of math and science to research and develop economical solutions to technical problems.

Pre-Engineering A/B

Prerequisite: Grades 10–12 (required)

5504/5505 TE CM 0.5 credit

This course provides orientation and exposure to engineering activities and applies scientific principles to the solution of practical problems. This experience-based course provides students the opportunity to apply the practices of designing, prototyping, analyzing, and improving new and used designs. Computer systems, testing devices and equipment, materials, engineering graphics, math, science, language arts, and social studies principles are used to solve practical problems in a lab-based setting.

Pre-Engineering A/B

Prerequisite: Grade 10 or higher

4210/4211 AT CM 0.5 credit

This course provides orientation and exposure to engineering activities and applies scientific principles to the solution of practical problems. This experience-based course provides students the opportunity to apply the practices of designing, prototyping, analyzing, and improving new and used designs. Computer systems, testing devices and equipment, materials, engineering graphics, math, science, language arts, and social studies principles are used to solve practical problems in a lab-based setting.

Principles of Technology/Physics A/B

Prerequisite: Attainment of the outcomes of Principles of Technology I; Algebra I recommended

5662/5664 TE CM 0.5 credit

Students have the opportunity to participate in extensive hands-on laboratory experiments and activities. Participants may receive 1 physics credit or advanced technology credit for this class.

Principles of Technology/Physics A/B

Prerequisite: Attainment of the outcomes of Principles of Technology A/B; Algebra I recommended

4224/4225 AT 0.5 credit

Students have the opportunity to participate in extensive hands-on laboratory experiments and activities. Participants may receive 1 physics credit or advanced technology credit for this class.

Communications Systems Technology A/B

Prerequisite: None

4208/4209 AT CM 0.5 credit

This course is for students who enjoy the challenge of solving problems by using electronic and computer imaging, audio-video production, laser and fiber optics, and satellite communications. Solutions to problems are constructed using different technology processes and systems. Students build and use communication systems, explore emerging technologies, use multimedia to manipulate and code information, and solve problems dealing with communication and information technologies.

Technological Innovations A/B

5506/5507 TE CM 0.5 credit

This course is for students interested in exploring physical, informational, and bio-related technologies. Students are involved in research and exploration of product design by experimenting and collecting data. Students then use tools, machines, and computer systems to problem solve, design, and construct prototypes of innovative solutions to everyday problems.

Technological Innovations A/B

4212/4213 AT CM 0.5 credit

This course is for students interested in exploring physical, informational, and bio-related technologies. Students are involved in research and exploration of product design by experimenting and collecting data. Students then use tools, machines, and computer systems to problem-solve, design, and construct prototypes of innovative solutions to everyday problems.

Internship, Engineering Technology

5709 0.5 credit

Students who complete the completer program are prepared to seek employment upon graduation or to continue their technical training in engineering at a two- or four-year college

Environmental, Agricultural, and Natural Resources Cluster

Students enrolled in the Environmental, Agricultural, and Natural Resources Cluster have opportunities to pursue interests in career pathways which may include, but are not limited to, fisheries management, wildlife management, soil and waste management, forestry, environmental controls, research and testing, earth sciences, agriculture, aquaculture, and horticulture.

Environmental Horticulture— Career Pathway Program (4 credits required)

The Horticulture program provides students with opportunities to prepare for careers in nurseries, greenhouses, and other businesses. Students learn about the propagation and nurturing of small trees, shrubs, plants and flowers, as well as planting and arrangements for interiors and exteriors. As students gain knowledge, skills, and experience, they engage in residential and commercial landscape planning.

Horticulture 2 A/B

Prerequisite: Attainment of the outcomes of Horticulture 1

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5527/5528 0.5 credit

This course involves in-depth exploration studies that includes the propagation and the nurturing of trees, shrubs, flowers, and other plants.

Horticulture 2 A/B DP

Prerequisite: Attainment of the outcomes of Horticulture 1

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5529/5530 (DP) 1.0 credit

This course involves in-depth exploration studies that includes the propagation and the nurturing of trees, shrubs, flowers, and other plants.

Horticulture 3 A/B

Prerequisite: Attainment of the outcomes of Horticulture 2

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5531/5532 0.5 credit

Students develop workplace skills as they interact with local businesses and nurseries, gaining knowledge and experience in residential and commercial landscape planning.

Horticulture 3 A/B DP

Prerequisite: Attainment of the outcomes of Horticulture 2

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5533/5534 (DP) 1.0 credit

Students develop workplace skills as they interact with local businesses and nurseries, gaining knowledge and experience in residential and commercial landscape planning.

Internship, Horticulture

Prerequisite: Complete course work in the Horticulture completer program

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5710 0.5 credit

Students who complete this course are prepared to seek employment upon graduation or to continue their technical training at a two- or four-year college.

Landscape Design—Career Pathway Program (4 credits required)

The Landscaping/Nursery Management program prepares students to pursue a variety of horticulture occupations. Students learn about plants and maintain shrubs, trees, ornamental plants, ground cover, and turf grass for the beautification of homes or recreational areas. Experiences emphasize propagation and harvesting in the greenhouse and the field, landscape planning and maintenance, the use and maintenance of nursery and landscaping equipment, and techniques of manicured lawn care.

Landscaping/Nursery Management 2 A/B DP

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5659/5660 (DP) 1.0 credit

Students broaden their study of plants and the maintenance of shrubs, trees, ornamental plants, ground cover, and turf grass for the beautification of homes or recreational areas.

Internship, Landscaping/Nursery Management

Offered only at Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, Northwood, Poolesville, Sherwood, Watkins Mill, Wheaton HS

5713 0.5 credit

Students who complete this course are prepared to seek employment upon graduation or to continue their technical training at a two- or four-year college (unlimited repeats allowed).

Human and Consumer Services, Hospitality, and Tourism Cluster

Students in the Human and Consumer Services, Hospitality, and Tourism Cluster have opportunities to pursue interests in careers related to the largest industry in the United States. The food and hospitality industry offers opportunities for high skill and high wage management-level positions and dynamic career paths. Students enrolled in programs in this cluster prepare to assume leadership roles in the lodging, restaurant, and travel industries worldwide. Through hands-on activities, laboratory work, and field experiences, students relate academic competencies to essential work and living skills.

Cosmetology—Career Pathway Program (9 credits required)

Cosmetology, the science of personal beauty care, is a three-year program that requires 1,500 hours of instruction and allows the student entrance to the Maryland State Board Examination for an operator's license. Students receive practical instruction in hair care, hair coloring, hair shaping, hair styling, and chemical hair relaxing. Related theory instruction emphasizes hygiene and sanitation, professional ethics, salon management, chemistry, bacteriology, anatomy, and physiology. Students will be required to take the Maryland State Board of Cosmetologists' Examination at the end of the program.

Cosmetology 1A TP

Offered only at Thomas Edison HS of Technology, Gaithersburg HS

5583(92) (TP) 1.5 credits

Upon completion of Cosmetology 1, students will be able to practice sanitation and sterilization procedures; give shampoos and various types of rinses; treat a variety of hair and scalp conditions; identify and describe skin and hair disorders; develop and display professional ethics, good grooming, and poise; and demonstrate knowledge of a wide range of career options. Upon completion of the program, students must take the Maryland State Board of Cosmetologists Exam. Lab and exam fees may apply.

Cosmetology 1B DP

Offered only at Thomas Edison HS of Technology, Gaithersburg HS

5584(92) (TP) 1.0 credit

Upon completion of Cosmetology 1, students will be able to practice sanitation and sterilization procedures; give shampoos and various types of rinses; treat a variety of hair and scalp conditions; identify and describe skin and hair disorders; develop and display professional ethics, good grooming, and poise; and demonstrate knowledge of a wide range of career options. Upon completion of the program, students must take the Maryland State Board of Cosmetologists Exam. Lab and exam fees may apply.

Related Mathematics A/B

Corequisite: This course is taken in conjunction with Algebra 1A and 1B.

3231(92)/3232(92) (BCC1) 0.5 credit

Related Mathematics is taken in conjunction with Algebra 1A and 1B. It reinforces the essential pre-algebra and algebra concepts and skills necessary to function in authentic problem-solving situations. Students focus on skills and applications related to success in Algebra 1 and use technology in the problem-solving process. Upon completion of the program, students must take the Maryland State Board of Cosmetologists Exam.

Cosmetology 2 A/B DP

Prerequisite: Attainment of the outcomes of Cosmetology 1
Students must complete Cosmetology 2A before taking 2B

Corequisite: Students must enroll in 0.5 credit of science (3615/3616)

Offered only at Thomas Edison HS of Technology, Gaithersburg HS

5643(92)/5644(92) (DP) 1.0 credit

Upon completion of this course, students will be able to administer skin tests prior to applying tints and toners to patrons; identify and describe anatomical and physiological systems; use electrical frequency equipment for facials and scalp treatments; give a complete permanent wave; give a chemical hair relaxing treatment; and apply tints and highlighting. Upon completion of the program, students must take the Maryland State Board of Cosmetologists Exam. Lab and exam fees may apply.

Cosmetology Science A/B

Prerequisite: Science 3615A must be taken before 3616B

Offered only at Thomas Edison HS of Technology, Gaithersburg HS

3615(92)/3616(92) 0.5 credit

This science course is taken in conjunction with Cosmetology 2. Upon completion of the program, students must take the Maryland State Board of Cosmetologists Exam.

Cosmetology 3A TP

Prerequisite: Attainment of the outcomes of Cosmetology 1 and 2

Offered only at Thomas Edison HS of Technology, Gaithersburg HS

5587(92) (TP) 1.5 credits

Upon completion of Cosmetology 3, students will be able to do marcel waving and various sets and comb-outs, give a variety of facials, use chemical relaxers, acquire and apply knowledge of theory to practicing beauty culture, manage a beauty salon, pass State Board of Cosmetology examinations, and receive a license to practice beauty culture. Upon completion of the program, students must take the Maryland State Board of Cosmetologists Exam. Lab and exam fees may apply.

Cosmetology 3B DP

Prerequisite: Attainment of outcomes for Cosmetology 1, 2, and 3A

**Offered only at Thomas Edison HS of Technology,
Gaithersburg HS**

5588(92) (DP)

1.0 credit

Upon completion of Cosmetology 3, students will be able to do marcel waving and various sets and comb-outs, give a variety of facials, use chemical relaxers, acquire and apply knowledge of theory to practicing beauty culture, manage a beauty salon, pass State Board of Cosmetology examinations, and receive a license to practice beauty culture. Lab fees may apply.

**Nail Technology (Manicuring)—
Career Pathway Program (4 credits required)**

The Manicuring/Nail Technology program is a one-year program that prepares students for the Maryland State Board of Cosmetology Licensure Examination for Nail Technicians. To earn completer status, students must successfully complete the one-year program and additional related on-the-job training. To be eligible to apply to take the Maryland State Board Licensure Examination for Nail Technicians, the student must complete 250 hours of instruction and turn 17 years old by the end of the school year.

Nail Technology TP A

Offered only at Thomas Edison HS of Technology

5671(92) (TP)

1.5 credits

Nail Technology provides training in nail technology techniques, including manicures, pedicures, salon management, and interpersonal skills. Acrylic nails, nail designs, and nail wraps are also included. Related theory includes bacteriology, anatomy, physiology, sanitation, and skin and nail diseases. Lab fees may apply.

Nail Technology TP B

Prerequisite: Nail Technology A

Offered only at Thomas Edison HS of Technology

5672(92) (TP)

1.5 credits

Nail Technology provides training for the Maryland exam to become a licensed nail technician. Students will learn how to administer manicures and pedicures, salon management, and interpersonal skills. Acrylic nails, nail designs, and nail wraps are also taught. Students must earn 250 class hours and must be at least 17 years old by the end of the class year to take the licensing exam. For high school completer status, students are also required to complete additional on-the-job training. Lab fees may apply.

Nail Technology, On The Job Training

Prerequisite: Nail Technology A and B

Offered only at Thomas Edison HS of Technology

5715(92)

0.5 credit

For high school completer status, a student is required to complete on-the-job training. Lab fees may apply.

**Hospitality Management—Career Pathway Program
(4 credits required)**

The Hospitality Management program offers students opportunities to pursue interests and gain proficiency in all aspects of the food industry, preparing them for a variety of career options. The need for dietary consultants, food scientists, nutritionists, chefs, food service managers, and educators continues to expand. Nutrition, food safety, and sanitation are emphasized as students practice all aspects of meal planning and preparation. ProStart® outcomes have been infused into the curriculum, providing students with authentic work-based skills. Students take the ProStart® and ServSafe® exams for certification. Lab and exam fees may apply.

International Cultures and Cuisines A/B

Prerequisite: Students must complete International Cultures and Cuisines A before taking B.

**Offered only at Winston Churchill, Clarksburg, Damascus,
Albert Einstein, Gaithersburg, Walter Johnson, John F.
Kennedy, Col. Zadok Magruder, Richard Montgomery,
Northwest, Northwood, Paint Branch, Quince Orchard,
Rockville, Sherwood, Springbrook, Watkins Mill, Wheaton,
Walt Whitman, Thomas S. Wootton HS**

4630/4640

0.5 credit

International Cultures and Cuisines examines the emphasis on food as it relates to the culture of other countries or special cultural groups of our own country. Workforce trends, career paths, and postsecondary requirements are examined. ProStart® outcomes have been infused into the curriculum, providing students with authentic work-based skills. Some schools may require students take the ProStart® and ServSafe® exams. Lab and exam fees may apply.

Culinary Essentials A/B

Prerequisite: Students must complete Culinary Essentials A before taking B.

**Offered only at Winston Churchill, Clarksburg, Damascus,
Albert Einstein, Gaithersburg, Walter Johnson, John F.
Kennedy, Col. Zadok Magruder, Richard Montgomery,
Northwest, Northwood, Paint Branch, Quince Orchard,
Rockville, Sherwood, Springbrook, Watkins Mill, Wheaton,
Walt Whitman, Thomas S. Wootton HS**

4825/4826

0.5 credit

This course offers students opportunities to refine their culinary arts skills while building important workplace skills. Attention is given to all aspects of careers in hospitality and culinary arts. Group laboratory experiences will foster an appreciation for the principles of food preparation. ProStart® outcomes have been infused into the curriculum, providing students with authentic work-based skills. Some schools may require students take the ProStart and ServSafe exams. Lab and exam fees may apply.

Internship, Hospitality Management

Prerequisite: International Cultures and Cuisines A and B, or Culinary Essentials A and B.

Offered only at Winston Churchill, Clarksburg, Damascus, Albert Einstein, Gaithersburg, Walter Johnson, John F. Kennedy, Col. Zadok Magruder, Richard Montgomery, Northwest, Northwood, Paint Branch, Quince Orchard, Rockville, Sherwood, Springbrook, Watkins Mill, Wheaton, Walt Whitman, Thomas S. Wootton HS

4816

0.5 credit

The Hospitality Management Internship is a unique opportunity for students to gain experience, knowledge, and skills to expand on their career and college preparation. The objectives of the internship are those of the general student internship; however, student learning and skills are related to the hospitality and food service industry. Lab fees may apply.

Academy of Hospitality and Tourism [AOHT]— Career Pathway Program (4 credits required)

The National Academy of Hospitality and Tourism, a member of the National Academy Foundation, addresses the needs of the hospitality industry by providing high school students with the education required for a successful career. The Academy provides a curriculum that gives an in-depth look at all aspects of hospitality and tourism, including coursework in business, geography, hospitality, and economics.

Hospitality and Tourism A/B

Prerequisite: Students must complete Hospitality and Tourism A before taking Hospitality and Tourism B

Offered only at James Hubert Blake, Thomas Edison HS of Technology, Sherwood HS

5398/5399

0.5 credit

The National Academy of Hospitality and Tourism is a member program of the National Academy Foundation. This course provides an introduction to various components of this industry. Students are given an overview of aspects of business and marketing, opportunities to practice consumer service principles, and exposure to the various careers available in hospitality and tourism. Lab fees may apply.

Economics for AOHT

Offered only at James Hubert Blake, Thomas Edison HS of Technology, Sherwood HS

5400

0.5 credit

This is an economics principles and practices course that parallels the concepts taught in a general high school economics course. Academy students take this course in lieu of the economics course offered at their school. Throughout the course, examples of economic principles are drawn from the world of hospitality and tourism in order to integrate rigorous academic learning and practical business applications.

Hospitality for AOHT

Offered only at James Hubert Blake, Thomas Edison HS of Technology, Sherwood HS

5401

0.5 credit

This course exposes students to the various components for hospitality, including marketing and sales, lodging management, front desk operations, food and beverage, and culinary services.

Systems for AOHT

Offered only at James Hubert Blake, Thomas Edison HS of Technology, Sherwood HS

5402

0.5 credit

This course provides an overview of the systems and technology that provide infrastructure for the hospitality and tourism industry, including reservations, transportation, and online systems. Upon completion of this course, students will be able to apply these technology principles in other courses, such as Hospitality, Business, and Sports, Entertainment, and Event Management.

Travel Geography for AOHT

Offered only at James Hubert Blake, Thomas Edison HS of Technology, Sherwood HS

5403

0.5 credit

This course is geared at having students develop broad geographic skills. In addition to learning how to use the tools of the geographer, students learn how economics, culture, history, and political issues all affect the study of geography and how geography affects those other disciplines.

Internship, AOHT

Offered only at James Hubert Blake, Thomas Edison HS of Technology, Sherwood HS

5404

1.0 credit

In this course, students participate in a paid hospitality and tourism related internship in which they learn about, and participate in, all aspects of the industry.

Professional Restaurant Management—Career Pathway Program (4 credits required)

The Professional Restaurant Management program provides students with the opportunity to explore the many career opportunities available in the food service industry. Students develop skills for employment based on industry standards. Students learn safety and sanitation principles, professional food handling techniques, and quantity preparation through the use of commercial equipment and systems technology. Nutrition, menu planning, food cost control, and workplace skills are emphasized throughout the program. The American Culinary Federation (ACF) has certified this program and ACF outcomes have been infused into the curriculum providing industry-based experiences. Students take ServSafe® exam for certification. Lab and exam fees may apply.

Professional Restaurant Management 1 A/B

Prerequisite: International Cultures and Cuisines A and B

Offered only at Damascus, Thomas Edison HS of Technology, Paint Branch HS

4821(92)/4822(92) 0.5 credit
4823(92)/4824(92) (DP) 1.0 credit

Level I of Restaurant Management is designed to enable students to survey careers in the food industry as well as learn the basics of commercial food preparation. This is accomplished through the operation of a restaurant and in-house catering. The American Culinary Federation (ACF) has certified this program and ACF outcomes have been infused into the curriculum providing industry-based experiences. Lab and exam fees may apply.

Professional Restaurant Management 2 A/B

Prerequisite: Students must complete Professional Restaurant Management 1A/B before taking 2A.

Students must complete Professional Restaurant Management 2A before taking 2B

Offered only at Damascus, Thomas Edison HS of Technology, Paint Branch HS

4831(92)/4832(92) 0.5 credit
4841(92)/4842(92) (DP) 1.0 credit

Level II Restaurant Management is designed to expand managerial activities and continue learning additional skills necessary for a career in the food service industry. Students also work on a variety of food service related projects. The American Culinary Federation (ACF) has certified this program and ACF outcomes have been infused into the curriculum providing industry-based experiences. Lab and exam fees may apply.

Internship, Professional Restaurant Management

Prerequisite: Professional Restaurant Management 1A/B

Offered only at Damascus, Thomas Edison HS of Technology, Paint Branch HS

4820(92) 0.5 credit

The objectives of this internship are the same as those of the general student internship; however, student learning and skills related to the food service and hospitality industry are emphasized. American Culinary Federation (ACF) has certified this program and ACF outcomes have been infused into the curriculum providing industry-based experiences. Lab fees may apply.

Food Trends and Technology A/B

Prerequisite: Students must complete Food Trends and Technology A before taking B

4204/4205 AT CM (BCC1) 0.5 credit
4843/4844 TE CM (BCC1) 0.5 credit

Food Trends and Technology examines the interrelationship of food, technology, science, and nutrition. A scientific approach to purposeful laboratory experiences allows students to prepare and evaluate specific foods and their properties. Units emphasize all aspects of food preparation from production through consumption. Students cooperatively research the role technology plays in food processing and study culinary techniques of the past, present, and future. Lab fees may apply.

Information Technologies Cluster

Students enrolled in the Information Technologies Cluster engage in rigorous and authentic experiences that explore advanced computer-related technology and programming topics and careers. Information Technology is one of America's fastest growing industries, encompassing computers, software, telecommunications, Internet and online services, systems integration and professional services companies. Students interested in careers related to programming and software development, e-commerce, Web site development, desktop publishing, and more will benefit from pursuing this program of study. Course fees may apply.

Cisco Networking Academy—Career Pathway Program (4 credits required)

The Computer Maintenance and Repair Career Pathway Program offers students opportunities to learn basic technical and problem-solving skills while providing a comprehensive foundation of micro-computer and network technologies. Preparation for international industry credentials validate the knowledge students have attained. Hands-on laboratory experiences train students as entry-level technicians in the field of IT as well as for advanced studies in Engineering and IT in colleges, universities and the military. Several schools offer preparation for nationally recognized industry certifications through the Cisco Academy program and Microsoft IT Academy program. Articulated college credits may be earned through successful completion of the program. Course fees may apply.

Please refer to National Academy of Information Technology (AOIT) Networking/Hardware Pathway for course sequence.

National Academy of Information Technology (AOIT)—Career Pathway Program (4 credits required)

The National Academy of Information Technology consists of a curriculum Grades 9–12 developed to address future demands of the information technology workforce across the nation. This program is aligned with relevant academic and employment standards. Students are required to complete a college-level course as well as participate in a paid summer internship program. For more information, see <http://www.naf.org>. This program is available at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wootton, and Wheaton high schools. There are three National Academy of Information Technology pathways available: Programming, Information Resource Design, and Networking/Hardware.

Software Applications Management A/B

4055/4056 CDP

0.5 credit

This course introduces word processing and spreadsheet skills using Microsoft Word and Excel. Students will intergrate written and oral skills and apply spreadsheet and charting skills within a project-based learning environment.

Software Applications by Design A/B

2903/2904 TE CDP

0.5 credit

This course helps prepare students to take the Microsoft Office Specialist (MOS) certification core-level examinations for Microsoft Word, Excel, Access, and PowerPoint. Students design and complete word processing, desktop publishing, spreadsheets, databases, and multimedia projects that reinforce the MOS standards taught throughout this course.

Computer Programming Pathway (all schools)—AOIT Career Pathway Program (AOIT schools only) (4 credits required)

The Computer Programming pathway offers students opportunities to explore careers related to computer science and programming.

Discovering Programming Concepts A/B*Prerequisite: Algebra 1B*

2964/2967 TE CM

0.5 credit

This course is designed for students who have had little or no past programming experience but may have an interest in computer science. Students explore fundamental computer science concepts such as algorithms, variables and constants, decision structures, looping structures, methods, arrays, and graphics using either the Visual BASIC or Visual Basic.NET programming language.

Computer Programming 1 A/B*Prerequisite: Geometry**Corequisite: Honors Geometry*

2989/2990 TE CM NCAA (AL)

0.5 credit

4200/4201 AT CM NCAA (AL)

0.5 credit

This course introduces the basic principles of structured programming, within the context of an object-oriented language. Topics covered include fundamentals of the C++ programming language, simple and structured data types, control statements, functions, arrays, and classes. Emphasis is placed on developing effective problem-solving techniques through individual and team projects.

Computer Programming 2, Advanced Placement Computer Science A/B*Prerequisite: Attainment of the outcomes of Computer Programming 1 A/B*

2901/2902 AT CM NCAA AP (AL)

0.5 credit

Using the Java language, students explore in-depth work with text files and arrays, abstract data types, recursion, searching and sorting algorithms, and program efficiency. Examination of specified class behaviors, interrelated objects, and object hierarchies are studied. Students may elect to take the A version of the Advanced Placement Computer Science exam upon completion of this course.

Computer Programming 3, Advanced Placement Computer Science A/B*Prerequisite: Attainment of the outcomes of Computer Programming 2 A/B*

2965/2966 AT CM NCAA AP (AL)

0.5 credit

Students will study programming methodology, the features of programming languages, primitive data types, dynamic allocation of memory, data structures, searching, sorting, and numerical algorithms, using the Java programming language. The topic of graphics is introduced through the Advanced Placement case study. Students may elect to take the AB version of the Advanced Placement Computer Science exam upon completion of this course.

Computer Science Internship

2907

0.5 credit

This course provides an internship opportunity in Montgomery County's information technology community. Students network with local IT professionals and mentors to learn the skills necessary for success in an IT career.

National Academy of Information Technology Internship A/B**Offered only at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS**

5719/5720 CM

0.5 credit

This course provides a paid internship in Montgomery County's information technology community. Students network with local IT professionals and mentors to learn the skills necessary for success in an IT career. This is a required course for Academy of Information Technology students.

National Academy of Information Technology Guided Research A/B**Offered only at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS**

2938/2939 CM

0.5 credit

This course provides an opportunity for Academy of Information Technology (AOIT) students to complete a structured research project related to an IT career.

**Information Resource Design Pathway (all schools)
AOIT Career Pathway Program (AOIT schools only)
(4 credits required)**

The Information Resource Design pathway offers students opportunities to explore careers related to Web site development and database administration.

Discovering Programming Concepts A/B

Prerequisite: Algebra 1B

2964/2967 TE CM 0.5 credit

This course is designed for students who have had little or no past programming experience but may have an interest in computer science. Students explore fundamental computer science concepts such as algorithms, variables and constants, decision structures, looping structures, methods, arrays, and graphics using either the Visual BASIC or Visual Basic.NET programming language.

Software Applications by Design, Advanced A/B

Prerequisite: Software Applications by Design A/B

2905/2906 AT CM CDP 0.5 credit

Building on knowledge and skills learned in the Software Applications by Design courses, students will use project-based learning to apply advance skills in Microsoft Word and Excel along with the development of digital portfolios. Students may elect to take the Microsoft Office Specialist certification expert-level examination for Word and Excel at the conclusion of this course.

Web Site Development A/B

Prerequisite: Software Applications by Design A/B or Discovering Programming Concepts A/B

2991/2992 AT CM 0.5 credit

Students learn Web design from storyboard to a finished online Web page and develop actual sites from customers' specifications using HTML, Java Script, Cold Fusion, Web composers, and object-oriented programming languages. Skills in streaming media, server applications, and 3-D animation are developed. Project management provides students with skills to lead teams through projects, from inception to completion.

Web Tools and Digital Media, Advanced A/B

Prerequisite: Web Site Development A/B

Offered only at Damascus, Thomas Edison HS of Technology, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS

2936(92)/2937(92) AT CM 0.5 credit

This course introduces students to advanced Web topics such as webscripting, Web server administration, and Web-based multimedia tools. Students also study digital media and related topics, including audio, video, graphics, text, and animation tools as well as color and animation concepts.

Database Administration Programming A/B

Prerequisite: Software Applications by Design A/B or Discovering Programming Concepts A/B

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Gaithersburg, Springbrook, Wheaton HS

4232/4233 AT CM (AL) 0.5 credit

Students are introduced to the concepts of relational database engines and the tools to use them. Database concepts of tables, rows, indexes, constraints, triggers, SQL syntax, and storage are among the topics presented.

National Academy of Information Technology Internship A/B

Offered only at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS

5719/5720 CM 0.5 credit

This course provides a paid internship in Montgomery County's information technology community. Students network with local IT professionals and mentors to learn the skills necessary for success in an IT career. This is a required course for Academy of Information Technology students.

National Academy of Information Technology Guided Research A/B

Offered only at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS

2938/2939 CM 0.5 credit

This course provides an opportunity for Academy of Information Technology (AOIT) students to complete a structured research project related to an IT career.

**Oracle Database Academy Career Pathway Program
(4 credits required)**

Computer Programming 1 A/B

Prerequisite: Geometry

Corequisite: Honors Geometry

2989/2990 TE CM NCAA (AL) 0.5 credit

This course introduces the basic principles of structured programming, within the context of an object-oriented language. Topics covered include fundamentals of the C++ programming language, simple and structured data types, control statements, functions, arrays, and classes. Emphasis is placed on developing effective problem-solving techniques through individual and team projects.

Computer Programming 1 A/B

Prerequisite: Geometry

Corequisite: Honors Geometry

4200/4201 AT CM NCAA (AL)

0.5 credit

This course introduces the basic principles of structured programming, within the context of an object-oriented language. Topics covered include fundamentals of the C++ programming language, simple and structured data types, control statements, functions, arrays, and classes. Emphasis is placed on developing effective problem-solving techniques through individual and team projects.

Computer Programming 2, Advanced Placement Computer Science A/B

Prerequisite: Attainment of the outcomes of Computer Programming 1 A/B

2901/2902 AT CM NCAA AP (AL)

0.5 credit

Using the Java language, students explore in-depth work with text files and arrays, abstract data types, recursion, searching and sorting algorithms, and program efficiency. Examination of specified class behaviors, interrelated objects, and object hierarchies are studied. Students may elect to take the A version of the Advanced Placement Computer Science exam upon completion of this course.

Database Administration Programming A/B

Prerequisite: Software Applications by Design A/B or Discovering Programming Concepts A/B

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Gaithersburg, Springbrook, Wheaton HS

4232/4233 AT CM (AL)

0.5 credit

Students are introduced to the concepts of relational database engines and the tools to use them. Database concepts of tables, rows, indexes, constraints, triggers, SQL syntax, and storage are among the topics presented.

Computer Science Internship

2907

0.5 credit

This course provides an internship opportunity in Montgomery County's information technology community. Students network with local IT professionals and mentors to learn the skills necessary for success in an IT career.

Cisco Networking Academy Pathway (in selected schools) and AOIT Career Pathway Program (AOIT schools only) (4 credits required)

The Networking/Hardware Career Program Pathway offers students opportunities to learn basic technical and problem-solving skills while providing a comprehensive foundation of microcomputer and network technologies. Preparation for international industry credentials validate the knowledge students have attained. Hands-on laboratory experiences train students as entry-level technicians in the field of IT as well as for advanced studies in Engineering and IT in colleges, universities, and the military. Several schools offer preparation for nationally recognized industry certifications through the Cisco Academy program and Microsoft IT Academy program. Articulated college credits may be earned through successful completion of the program. Course fees may apply.

Microcomputer Technologies A/B

Prerequisite: Highly recommended Exploring Technological Concepts A/B or Discovering Programming Concepts A/B in Grade 9

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

5611/5612 TE

0.5 credit

This course offers an in-depth exposure to computer hardware and operating systems. Students will learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, they will be introduced to networking. Students will prepare to take CompTIA A+ national certification exam. Several schools offer the Cisco IT Essentials Academy program and prepare students for the Cisco certification exam.

Microcomputer Technologies A/B DP

Prerequisite: Highly recommended Exploring Technological Concepts A/B or Discovering Programming Concepts A/B in Grade 9

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

5613/5614 TE (DP)

1.0 credit

This course offers an in-depth exposure to computer hardware and operating systems. Students will learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, they will be introduced to networking. Students will prepare to take CompTIA A+ national certification exam. Several schools offer the Cisco IT Essentials Academy program and prepare students for the Cisco certification exam.

Network Engineering and Management A/B

Prerequisite: Attainment of the outcomes of *Microcomputer Technologies A/B*

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

5615/5616 TE 0.5 credit

Students are introduced to the basic foundations of networking. Concepts covered include LANS, WANS, the OSI model, cabling, router configuration, and management. Students will prepare to take the CompTIA Network+ certification exam. Additionally, schools offering Cisco Academy programs will prepare the students to take the industry CCNA certification exams. Microsoft IT Academy programs will train students in network administration and prepare them to take Microsoft certification exams.

Network Engineering and Management A/B DP

Prerequisite: Attainment of the outcomes of *Microcomputer Technologies A/B*

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

5617/5618 TE (DP) 1.0 credit

Students are introduced to the basic foundations of networking. Concepts covered include LANS, WANS, the OSI model, cabling, router configuration, and management. Students will prepare to take the CompTIA Network+ certification exam. Additionally, schools offering Cisco Academy programs will prepare the students to take the industry CCNA certification exams. Microsoft IT Academy programs will train students in network administration and prepare them to take Microsoft certification exams.

Microcomputer Technologies A/B

Prerequisite: Highly recommended *Exploring Technological Concepts A/B* or *Discovering Programming Concepts A/B* in Grade 9

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

4214/4215 AT 0.5 credit

This course offers an in-depth exposure to computer hardware and operating systems. Students will learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, they will be introduced to networking. Students will prepare to take CompTIA A+ national certification exam. Several schools offer the Cisco IT Essentials Academy program and prepare students for the Cisco certification exam.

Microcomputer Technologies A/B DP

Prerequisite: Highly recommended *Exploring Technological Concepts A/B* or *Discovering Programming Concepts A/B* in grade 9

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

4216/4217 AT (DP) 1.0 credit

This course offers an in depth exposure to computer hardware and operating systems. Students will learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, they will be introduced to networking. Students will prepare to take the CompTIA A+ national certification exam. Several schools offer the Cisco IT Essentials Academy program and prepare students for the Cisco certification exam.

Network Engineering and Management A/B

Prerequisite: Attainment of the outcomes of *Microcomputer Technologies A/B*

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

4218/4219 AT 0.5 credit

Students are introduced to the basic foundations of networking. Concepts covered include LANS, WANS, the OSI model, cabling, router configuration and management. Students will prepare to take the CompTIA Network+ certification exam. Additionally, schools offering Cisco Academy programs will prepare the students to take the industry CCNA certification exams. Microsoft IT Academy programs will train students in network administration and prepare them to take Microsoft certification exams.

Network Engineering and Management A/B DP

Prerequisite: Attainment of the outcomes of *Microcomputer Technologies A/B*

Corequisite: Associated certification examinations required of all students. Course fees apply and include cost of certification exams.

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

4220/4221 AT (DP) 1.0 credit

Students are introduced to the basic foundations of networking. Concepts covered include LANS, WANS, the OSI model, cabling, router configuration and management. Students will prepare to take the CompTIA Network+ certification exam. Additionally, schools offering Cisco Academy programs will prepare the students to take the industry CCNA certification exams. Microsoft IT Academy programs will train students in network administration and prepare them to take Microsoft certification exams.

Network Engineering and Management, Advanced A/B

Prerequisite: Network Engineering and Management A/B

Offered only at Damascus, Gaithersburg, Poolesville, Springbrook, Wheaton, Thomas S. Wootton HS

4230/4231 AT CM (AL) 0.5 credit

Advanced concepts of functionally connecting multiple computing devices are addressed in this course. Physical and logical connections are presented as well as concepts such as bandwidth, access time, data rate, and error detection and correction.

Internship, Microcomputer Technologies and Network Engineering

Prerequisite: Completion of the Networking/Hardware Pathway (4 credits required)

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Damascus, Gaithersburg, Poolesville, Quince Orchard, Springbrook, Wheaton, Thomas S. Wootton HS

5706 0.5 credit

This course provides an internship in microcomputer and/or network engineering. Students network with local IT professionals and mentors to learn the skills necessary for success in an IT career. Successful completion of this course prepares students to seek employment upon graduation and/or continue their training at a two- or four-year college.

National Academy of Information Technology Internship A/B

Offered only at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS

5719/5720 CM 0.5 credit

This course provides a paid internship in Montgomery County's information technology community. Students network with local IT professionals and mentors to learn the skills necessary for success in an IT career. This is a required course for Academy of Information Technology students.

National Academy of Information Technology Guided Research A/B

Offered only at Damascus, Gaithersburg, Seneca Valley, Springbrook, Wheaton, Thomas S. Wootton HS

2938/2939 CM 0.5 credit

This course provides an opportunity for Academy of Information Technology (AOIT) students to complete a structured research project related to an IT career.

**Network Operations—Career Pathway Program
(3 credits required)**

The Network Operations Career Pathway Program offers students opportunities to learn basic technical and problem-solving skills while providing a comprehensive foundation of microcomputer and network technologies. Preparation for international industry credentials validate the knowledge students have attained. Hands-on laboratory experiences train students as entry-level technicians in the field of IT as well as for advanced studies in Engineering and IT in colleges, universities, and the military. Articulated college credits may be earned through successful completion of the program. Course fees may apply.

Network Operations A/B TP

Offered only at Thomas Edison HS of Technology

4117(92)/4118(92) TE CM CDP (TP) 1.5 credits

Network Operations is an exciting course that helps students prepare for college information system majors and lucrative technical industry certifications such as MCSE/MCP (Microsoft), CCNA (Cisco), CAN (Novell), and A+ (PC structure and maintenance). Students are taught network design concepts as well as how to install and administer local and wide area networks, PC hardware and operating systems, Windows XP, and Novell NetWare.

Network Operations A/B TP

Offered only at Thomas Edison HS of Technology

4202(92)/4203(92) AT CM CDP 1.5 credits

Students acquire industry-standard knowledge and skills needed to install, configure, diagnose, and repair PC hardware including power supplies, memory, I/O devices, drives, and peripherals. Students learn to install and troubleshoot a variety of operating systems. Students learn networking configurations, protocols, fault tolerance, and troubleshooting of hardware and software problems in local and wide area networks. CompTIA A+/Network+ computer certifications and articulated college credits are earned.

**Law, Government, Public Safety,
and Administration Cluster**

Students enrolled in the Law, Government, Public Safety, and Administration Cluster prepare for further education and careers in law enforcement, legal services and public administration. Through rigorous, standards-based curriculum and field experiences, students can acquire training, skills, and industry-recognized certifications to document their skill level, advance their career options, and earn college credits.

Fire and Rescue Services/Emergency Medical Technician—Career Pathway Program (3 credits required)

The Fire and Rescue Services/Emergency Medical Technician program provides students with training at the Montgomery County Fire and Rescue Training Academy. Students can earn local and national certifications that enable them to work side by side with Montgomery County fire and rescue staff as they provide fire and rescue emergency services. Students who successfully complete the program may apply up to nine credits when enrolling in the Montgomery County Fire Science Program. Each course in this program is taken concurrently with a field-based internship at a sponsoring local fire department and supervised by Montgomery County Fire and Rescue staff. Students must have a 2.0 GPA, be 16 years old, complete an application, and pass the National Fire Protection Agency physical examination to enroll in the program. To remain in the program, students must maintain a 2.0 GPA and a 90 percent attendance rate within the program. Failure to score 70 percent (or equivalent) on any exam will result in dismissal from the program. Students should schedule time for travel in the program. Transportation is provided.

Essentials of Fire Fighting, DP

Prerequisite: Must complete application to Academy, and pass National Fire Protection Agency standard physical examination. Must be 16 (before beginning course) with a 2.0 GPA.

Corequisite: Concurrent enrollment in *Essentials of Fire Fighting Internship A* (5421)

5423 (DP)

1.0 credit

Students receive classroom instruction and practice fire-fighting skills under controlled conditions. Instruction includes organization, rules, and regulations of fire departments; identification and use of forcible entry tools and protective apparatus; the common causes of fire; and CPR and first aid. Students attend class at the Public Safety Training Academy in Rockville each day from 11:00 a.m. to 1:30 p.m. Fire Fighter II certification is obtained upon completion of this course and internship (5421).

Internship, Essentials of Fire Fighting A

Prerequisite: Must complete application to Academy, and pass National Fire Protection Agency standard physical examination. Must be 16 (before beginning the course) with a 2.0 GPA.

Corequisite: Concurrent enrollment in *Essentials of Fire Fighting* (5423)

5421

0.5 credit

Each course in the Fire and Rescue Services Program is taken concurrently with a field-based internship at a sponsoring local fire department and supervised by Fire and Rescue Services program staff. Students should plan for adequate travel time as they develop their class schedule. Upon successful completion of this course and *Essentials of Fire Fighting*, students are awarded Fire Fighter II certification.

Fire and Rescue Techniques, Advanced, DP

Prerequisite: *Essentials of Fire Fighting and Internship, Essentials of Fire Fighting*

Corequisite: Concurrent enrollment in *Advanced Fire and Rescue Techniques Internship B* (5422)

5424 CM (DP)

1.0 credit

This course includes instruction in hazardous materials, emergency scene tactical problems, specific fire and rescue strategies, the effective use of fire and rescue apparatus in emergency situations, and the practice of fire and rescue skills under controlled conditions. Students alternate between attending classes at the training academy and interning at a local fire station or other designated internship site, where they participate in fire and rescue operations. Students should plan for travel time.

Internship, Advanced Fire and Rescue Techniques B

Prerequisite: *Essentials of Fire Fighting and Essentials of Fire Fighting Internship A*

Corequisite: Concurrent enrollment in *Advanced Fire and Rescue Techniques*

5422

0.5 credit

Each course in the Fire and Rescue Services Program is taken concurrently with a field-based internship at a sponsoring local fire department and is supervised by training academy staff. Students alternate between attending classes at the Public Safety Training Academy in Rockville, and interning at a local fire station or other designated internship site, where they participate in fire and rescue operations. Students should plan for adequate travel time.

Emergency Medical Technician/Basic

Prerequisite: Pass National Fire Protection Agency physical examination. Must be 16 years old before beginning the course and have a 2.0 GPA.

Corequisite: Concurrent enrollment in *Emergency Medical Technician/Basic Internship A* (5458) and *EMT/B Science* (3993).

5453

0.5 credit

Students prepare for certification in Emergency Medical Technician/Basic. They learn emergency diagnosis, treatment, and care of injuries. Final and written practical examinations are administered by Emergency Medical Services and the Maryland State Department of Health and Mental Hygiene. Students attend class at the Montgomery County Fire and Rescue Training Academy in Rockville each day from 11:00 a.m.–1:30 pm. Students should plan for adequate travel time as they develop their class schedule.

Emergency Medical Technician/Basic-Science A/B (SC)

Prerequisite: Pass National Fire Protection Agency physical examination. Must be 16 with a 2.0 GPA before beginning course.

Corequisite: Concurrent enrollment in Emergency Medical Technician/Basic Internship A (5458) and EMT/B (5453)

3993/3994 0.5 credit
2802/2803 0.5 credit

Students prepare for certification in Emergency Medical Technician/Basic. They learn emergency diagnosis, treatment, and care of injuries. Final and written practical examinations are administered by Emergency Medical Services and the Maryland State Department of Health and Mental Hygiene. Students attend class at the Montgomery County Fire and Rescue Training Academy in Rockville each day from 11:00 a.m.–1:30 p.m. Students should plan for adequate travel time as they develop their class schedules.

Internship, Emergency Medical Technician/Basic A/B

Prerequisite: Pass National Fire Protection Agency physical examination. Must be 16 years old (before beginning course) with a 2.0 GPA.

Corequisite: Concurrent enrollment in Emergency Medical Technician/Basic (5453/5459) and EMT/B Science (3993/3994).

5458/5459 0.5 credit

Students prepare for certification in Emergency Medical Technician/Basic. They learn emergency diagnosis, treatment, and care of injuries. Final and written practical examinations are administered by Emergency Medical Services and the Maryland State Department of Health and Mental Hygiene. Students attend class at the Montgomery County Fire and Rescue Training Academy in Rockville each day from 11:00 a.m.–1:30 p.m. Students should plan for adequate travel time as they develop their class schedule.

Junior Reserve Officers Training Corp (JROTC)

This program is for students who are interested in becoming a leader and developing self-discipline. Students may select either the Army Junior Reserve Officers' Training Corps (AJROTC) program offered at Magruder High School, or enter one of the Navy Junior Reserve Officers' Training Corps (NJROTC) programs offered at Gaithersburg, Kennedy, Paint Branch, Seneca Valley, and Springbrook high schools. No military obligation is required; however, upon graduation students can gain advanced military pay grades and ROTC and military academy scholarships may be available for qualified students. Transportation is not provided for students who do not attend the school where the courses are offered (exception: Northwest HS students enrolled in the Seneca Valley HS program).

Naval Science 1 A/B

Offered only at Gaithersburg, John F. Kennedy, Paint Branch, Seneca Valley, Springbrook HS

7911/7912 0.5 credit

Students will experience a military environment and study leadership/discipline, the role of students and adults as citizens, the foundation/organization of the Navy and the Defense Department, the mission of naval ships and aircraft, and Navy terminology. The program includes classroom instruction, physical fitness, military drill and dress, military customs, and leadership training and opportunities.

Naval Science 2 A/B

Prerequisite: Naval Science 1 A/B (7911/7912)

Offered only at Gaithersburg, John F. Kennedy, Paint Branch, Seneca Valley, Springbrook HS

7914/7915 0.5 credit

This is a year-long course that builds on the precepts and objectives of Naval Science 1 A/B. Students will have the opportunity to gain increased responsibility in leadership positions. Academics will include naval history from the American revolution to the present, military geography, oceanography, meteorology and weather, astronomy, and physical science.

Naval Science 3 A/B

Prerequisite: Naval Science 2 A/B (7914/7915)

Offered only at Gaithersburg, John F. Kennedy, Paint Branch, Seneca Valley, Springbrook HS

7917/7918 0.5 credit

This is a year-long course where students gain additional leadership experiences while holding the cadet officer position. Academics will include naval leadership and discipline and the naval service as a way of life. Shipboard organization, navigation, naval weapon systems, military justice, international law, and the role of the sea in U.S. diplomacy and grand strategy are included in the curriculum.

Naval Science 4 A/B

Prerequisite: Naval Science 3 A/B (7917/7918)

Offered only at Gaithersburg, John F. Kennedy, Paint Branch, Seneca Valley, Springbrook HS

7919/7920 0.5 credit

This course is designed to meet the needs of senior cadets participating in the full four-year NJROTC program. Academics will include naval leadership training and evaluation. The practical application of leadership duties and responsibilities are emphasized and will require the cadets to act as class instructors for selected subjects such as military drill, leadership lab, seamanship, and flag drills.

Leadership Education and Training 1 A/B

Offered only at Col. Zadok Magruder HS

7941/7942

0.5 credit

In this yearlong course, students study the history, organization, and functions of the Army. Academics include leadership development, oral and written communications, maps and navigation, and also drills and ceremonies.

Leadership Education and Training 2 A/B

Prerequisite: Leadership Education and Training 1 A/B

Offered only at Col. Zadok Magruder HS

7944/7945

0.5 credit

This is a yearlong course that builds on the precepts and objectives of Leadership Education and Training 1 A/B. Academics in this course will include first aid and hygiene, American military history, and drug and alcohol abuse. The importance of civilian and military career planning, goal-setting, and time management are included.

Leadership Education and Training 3 A/B

Prerequisite: Leadership Education and Training 2 A/B

Offered only at Col. Zadok Magruder HS

7947/7948

0.5 credit

Leadership principles are applied to resolve situations and to supervise subordinates. Ethical problems caused by technology as well as current and future technological advances in medicine and communication are examined.

Leadership Education and Training 4 A/B

Prerequisite: Leadership Education and Training 3 A/B

Offered only at Col. Zadok Magruder HS

7950/7951

0.5 credit

This is a yearlong course in which students learn the practical application of leadership duties and responsibilities. The program is structured to allow cadets to perform their assigned command or staff duties, act as a class instructor for selected subjects such as leadership lab, and/or act as assistant class instructors for subjects such as first aid and map reading.

**Justice, Law and Society—Career Pathway Program
(4 credits required)**

The Justice, Law, and Society program prepares students for further education and careers in law enforcement, legal services, and government and public administration. Students develop critical thinking skills by solving real-world problems and analyzing public policy related to law, law enforcement, and government. Students use information technology to access, analyze, and evaluate legal research and produce legal documents. Students develop oral and written communication skills for use in presenting legal research and legal documents. Students demonstrate knowledge of the American legal system, including the study of diverse areas of law, causes of crime, and the role of law enforcement, including through case studies, interviews with industry representatives, and community service projects.

Justice, Law, and Society, Introduction A/B

Prerequisite: Must successfully complete National, State and Local Government A to enroll in Introduction to Justice, Law & Society B

Corequisite: National State and Local Government

Offered only at Montgomery Blair, Northwood, Seneca Valley, Springbrook HS

5148/5149

0.5 credit

Students will deepen their knowledge and understanding of the judicial branch at the national, state, and local levels of government to establish a foundation of understanding of the American legal system. Explore careers in criminology; forensic sciences and investigation skills; and police work at local, state, and federal levels. Explore a crime from beginning to end through the eyes of the public servants charged with law enforcement. Examine the same set of facts from a civil perspective.

Law and the Administration of Justice A/B

Prerequisite: Introduction to Justice, Law, and Society A & B (5148/5149)

Offered only at Montgomery Blair, Northwood, Seneca Valley, Springbrook HS

5146/5147 CDP

0.5 credit

This course will focus on the themes of criminal and civil law and their ramifications throughout the American legal system. Beginning with an in-depth unit on constitutional law, the course will also cover criminology, rules of evidence, and develop students' research skills required in the field. The second semester, students will apply their knowledge through mock trials. Additionally, students will develop skills in CPR, AED, and First Aid.

Transportation, Distribution, and Logistics Cluster Students enrolled in programs in the Transportation, Distribution, and Logistics Cluster participate in a nationally certified automotive curriculum that includes the repair and reconditioning of cars that are eventually sold through a student run used car dealership. These hands-on activities are planned and coordinated by the Montgomery County Students Automotive Trades Foundation, Inc. This nonprofit foundation is a cooperative venture of the school system and volunteers from local businesses, professionals, and automotive industries.

**Automotive Technology—Career Pathway Program
(4 credits required)**

The Automotive Technology program is a program that gives students exposure to career opportunities and instructional competencies in the automotive repair fields. Automotive maintenance and basic servicing are the basis for this program. Students gain valuable skills which will prepare them for immediate entry into the automotive industry or provide a foundation for pursuing further study in the Automotive Technology/Dealership Training or Automotive Body Repair Technology/Dealership Training programs.

Foundations of Automotive Technology A/B TP

Offered only at Thomas Edison HS of Technology

5045(92)/5046(92) (TP)

1.5 credits

This course is designed for students new to the automotive program. Standards covered include an introduction to the following areas: tool and equipment safety; preventative maintenance; lubrication system; removal and application of paints and finishes; proper use of tools and equipment; application and sanding of body fillers; interior and exterior detailing; application of protective sealers; and employability and communication skills.

**Automotive Body Technology/Dealership Training—
Career Pathway Program (4 credits required)**

The Automotive Body Technology/Dealership Training program prepares students interested in pursuing a career in the automotive repair or painting business. Students learn through authentic experiences as they use tools and materials to repair panels, doors, windows, and other damaged parts of automobile bodies. Students completing this program are eligible to receive recognized industry certifications.

Auto Body Technology/Dealership Training 1 A/B DP

Offered only at Gaithersburg HS

5547/5548 (DP)

1.0 credit

Standards covered include an introduction to the following areas: tool and equipment safety and proper usage; dent repair; rough and finish sanding; application of paint systems; body panel replacement and alignment; minor frame alignment; welding and cutting techniques; and employability and communication skills.

Auto Body Technology/Dealership Training 1 A/B TP

Offered only at Thomas Edison HS of Technology

5553(92)/5554(92) (TP)

1.5 credits

Standards covered include an introduction to the following areas: tool and equipment safety and proper usage; dent repair; rough and finish sanding; application of paint systems; body panel replacement and alignment; minor frame alignment; welding and cutting techniques; and employability and communication skills.

Auto Body Technology/Dealership Training 2 A/B DP

Prerequisite: Attainment of the outcomes of Auto Body Technology/Dealership Training 1 A/B

Offered only at Gaithersburg HS

5549/5550 (DP)

1.0 credit

Advanced standards covered include the following areas: collision repair and refinishing shop procedures; fundamentals of unibody construction; shop tools and equipment; estimating repair costs; measuring principles in damage analysis; straightening systems and techniques; welding principles; repairing structural components; restoring and corrosion protection; repairing and replacing body panels; repairing auto plastics; vehicle preparation; refinishing; topcoating; and employability and communication skills.

Auto Body Technology/Dealership Training 2 A/B TP

Prerequisite: Attainment of the outcomes of Auto Body Technology/Dealership Training 1 A/B

Offered only at Thomas Edison HS of Technology

5555(92)/5556(92) (TP)

1.5 credits

Advanced standards covered include the following areas: collision repair and refinishing shop procedures; fundamentals of unibody construction; shop tools and equipment; estimating repair costs; measuring principles in damage analysis; straightening systems and techniques; welding principles; repairing structural components; restoring and corrosion protection; repairing and replacing body panels; repairing auto plastics; vehicle preparation; refinishing; topcoating; and employability and communication skills.

Auto Body Technology/Dealership Training 3 A/B DP

Prerequisite: Attainment of the outcomes of Auto Body Technology/Dealership Training 2 A/B

Offered only at Gaithersburg HS

5551/5552 (DP)

1.0 credit

Advanced standards covered include the following areas: collision repair and refinishing shop procedures; fundamentals of unibody construction; shop tools and equipment; estimating repair costs; measuring principles in damage analysis; straightening systems and techniques; welding principles; repairing structural components; restoring and corrosion protection; repairing and replacing body panels; repairing auto plastics; vehicle preparation; refinishing; topcoating; and employability and communication skills.

Internship, Auto Body Technology

Prerequisite: Attainment of the outcomes of Auto Body Technology/Dealership Training 1A/B

Offered only at Thomas Edison HS of Technology,
Gaithersburg HS

5702(92)

0.5 credit

**Automotive Technology/Dealership Training—
Career Pathway Program (4 credits required)**

The Automotive Technology/Dealership Training program prepares students for entry-level employment in the automotive industry as well as for postsecondary education. Students receive classroom training and authentic laboratory experiences that help them develop the technical, analytical, and communication skills necessary in the automotive industry. Students completing this program are eligible to receive credit at Montgomery College in the Automotive Technology program.

Automotive Technology/Dealership Training 1 A/B

Offered only at Damascus, Gaithersburg, Seneca Valley HS

5047/5048

0.5 credit

Standards covered include an introduction to the following areas: tool and equipment safety; introduction to shop equipment; preventative maintenance; lubrication system; fundamentals of brake system; suspension and steering; air conditioning; heating; engine cooling system; principles of combustion engines; electrical system; and communication and employability skills.

Automotive Technology/Dealership Training 1 A/B DP

Offered only at Damascus, Gaithersburg, Seneca Valley HS

5072/5073 (DP)

1.0 credit

Standards covered include an introduction to the following areas: tool and equipment safety; introduction to shop equipment; preventative maintenance; lubrication system; fundamentals of brake system; suspension and steering; air conditioning; heating; engine cooling system; principles of combustion engines; electrical system; and communication and employability skills.

Automotive Technology/Dealership Training 1 A/B TP

Offered only at Thomas Edison HS of Technology

5061(92)/5062(92) (TP)

1.5 credits

Standards covered include an introduction to the following areas: tool and equipment safety; introduction to shop equipment; preventative maintenance; lubrication system; fundamentals of brake system; suspension and steering; air conditioning; heating; engine cooling system; principles of combustion engines; electrical system; and communication and employability skills.

Automotive Technology/Dealership Training 2 A/B DP

Prerequisite: Attainment of the outcomes of Automotive Technology/Dealership Training 1 A/B

Offered only at Damascus, Gaithersburg, Seneca Valley HS

5049/5050 AT (DP)

1.0 credit

Standards covered include the analysis, diagnosis, and troubleshooting of the following systems: brakes, electrical; suspension and steering; heating and air conditioning; automatic and manual transmissions; engine performance; on-board diagnostics; and engine cooling system. Students will also be trained in employability and communication skills.

Automotive Technology/Dealership Training 2 A/B TP

Prerequisite: Attainment of the outcomes of Automotive Technology/Dealership Training 1 A/B

Offered only at Thomas Edison HS of Technology

5067(92)/5068(92) AT (TP)

1.5 credits

Standards covered include the analysis, diagnosis, and troubleshooting of the following systems: brakes, electrical; suspension and steering; heating and air conditioning; automatic and manual transmissions; engine performance; on-board diagnostics; and engine cooling. Students will also be trained in employability and communication skills.

Automotive Technology/Dealership Training 3 A/B DP

Prerequisite: Attainment of the outcomes of Automotive Technology/Dealership Training 2 A/B

Offered only at Damascus, Gaithersburg, Seneca Valley HS

5064/5065 AT (DP)

1.0 credit

Standards covered include the analysis, diagnosis, and troubleshooting of the following systems: on-board diagnostics; suspension and steering; brakes, electrical; heating and air conditioning; engine performance; automatic and manual transmissions; and employability and communication skills.

Internship, Automotive Technology

Prerequisite: Attainment of the outcomes of Automotive Technology/Dealership Training 1A/B

Offered only at Damascus, Thomas Edison HS of Technology, Gaithersburg, Seneca Valley HS

5703(92)

0.5 credit

Work-Based Learning Opportunities

**Cooperative Work Experience (CWE)—
Career Pathway Program (4 credits required)**

The cooperative work experience program links students with on-the-job training where they work with industry professionals and gain first-hand experience in a career area of their choice. Students earn a salary while working with a local business or government agency. The classroom and work site are integrated for a dynamic orientation to careers and postsecondary education.

Cooperative Work Experience 1 A/B

Corequisite: Concurrent enrollment in CWE On-The-Job Training is required. Students must successfully complete the concurrent OJT class to receive CWE credit.

5425/5426

0.5 credit

Students develop an employment portfolio, gain job-seeking and job-keeping skills, understand career pathways, and analyze the impact of technology in the workplace. The CWE program links students with industry professionals through on-the-job training to gain firsthand experience in a career area of their choice. A lab fee may be required.

Cooperative Work Experience 2 A/B

Prerequisite: Cooperative Work Experience 1A and 1B and CWE On-the-Job Training A and B.

Corequisite: CWE On-the Job Training A and B

5427/5428

0.5 credit

Explore the characteristics and managerial responsibilities of successful entrepreneurs. Project-based activities apply entrepreneurial and business management skills to student-designed projects.

Cooperative Work Experience On-the-Job Training A/B

Corequisite: Concurrent enrollment in a CWE class is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

5439/5440 0.5 credit

Students participate in a paid job in conjunction with the CWE class. Students work directly with industry professionals in a career of interest, while refining career goals and postsecondary plans. Student work sites must be approved and supervised by the CWE teacher. OJT is provided during school hours; work-based learning must take place during school hours to allow for required work-site supervision by the CWE teacher. Seventy-five hours of work experience are required per semester.

Cooperative Work Experience On-the-Job Training A/B DP

Corequisite: Concurrent enrollment in a CWE class is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

5441/5442 (DP) 1.0 credit

Students participate in a paid job in conjunction with the CWE class. Students work directly with industry professionals in a career of interest, while refining career goals and postsecondary plans. Student work sites must be approved and supervised by the CWE teacher. Work-based learning must take place during school hours to allow for required work-site supervision by the CWE teacher. To earn credit for DP CWE OJT, students are required to have 150 hours of work experience per semester.

Cooperative Work Experience On-the-Job Training A/B TP

Corequisite: Concurrent enrollment in a CWE class is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

5443/5444 (TP) 1.5 credits

Students participate in a paid job in conjunction with the CWE class. Students work directly with industry professionals in a career of interest, while refining career and postsecondary plans. Student work sites must be approved and supervised by the CWE teacher. Work-based learning must take place during school hours to allow for required work-site supervision by the CWE teacher. To earn credit for TP OJT, students are required to have 225 hours of work experience per semester.

Career Education

Internship, Student A/B

Corequisite: Students may be required by the sponsoring organization to provide appropriate documentation that may include a social security number and/or proof of citizenship.

7813/7816 0.5 credit

This internship complements the student's school program and is pursued under the supervision of school staff. Regularly scheduled in-school seminars explore career and workplace issues. If students wish to learn about society directly and explore various career options, they will benefit from this program. These internships are coordinated at the student's home school. Seventy-five hours of internship experience required per semester (75 hours/.5 credit).

Internship, Student A/B DP

Corequisite: Students may be required by the sponsoring organization to provide appropriate documentation that may include a social security number and/or proof of citizenship.

7818/7819 (DP) 1.0 credit

This unpaid internship complements the student's school program and is pursued under the supervision of school staff. Regularly scheduled in-school seminars explore career and workplace issues. If students wish to learn about society directly and explore various career options, they will benefit from this program. These internships are coordinated at the student's home school, and 150 hours of internship experience is required per semester (75 hours/0.5 credit).

Internship, Student A/B TP

Corequisite: Students may be required by the sponsoring organization to provide appropriate documentation that may include a social security number and/or proof of citizenship.

7822/7823 (TP) 1.5 credits

This unpaid internship complements the student's school program and is pursued under the supervision of school staff. Regularly scheduled in-school seminars explore career and workplace issues. If students wish to learn about society directly and explore various career options, they will benefit from this program. These internships are coordinated at the student's home school, and 225 hours of internship experience is required per semester (75 hours/0.5 credit).

English/English Language Arts

Philosophy

The goal of the English Language Arts program is to create literate, thoughtful communicators capable of controlling language effectively as they negotiate an increasingly complex information-rich world. Students will refine specific skills and strategies in reading, writing, speaking, listening, and viewing and will use these skills and strategies widely as tools for learning and reflection. Exploring a variety of texts, students will understand and appreciate language and literature as catalysts for deep thought and emotion.

Enduring Understandings

- ◆ Language is a powerful tool for expressing ideas, beliefs, and feelings.
- ◆ Knowledge of language facilitates thought.
- ◆ Readers, listeners, and viewers continually develop and apply strategies to construct meaning from increasingly complex and challenging texts.
- ◆ Writers and speakers strategically use language to communicate for a variety of purposes.
- ◆ Individuals need advanced literacy skills to participate actively and successfully in today's demanding information-based society.
- ◆ Literature reveals the complexities of the world and human experience.

Four Credits in English are Required for Graduation

GRADE 9

- ◆ English 9A and 9B OR
- ◆ English 9A and 9B Honors

GRADE 10

- ◆ English 10A and 10B OR
- ◆ English 10A and 10B Honors

GRADE 11

- ◆ English 11A and 11B OR
- ◆ English 11A and 11B Honors OR
- ◆ English Language and Composition, Advanced Placement, A/B

GRADE 12

- ◆ English 12A and 12B OR
- ◆ English 12A and 12B Honors OR
- ◆ English Literature and Composition,
- ◆ Advanced Placement, A/B

English 9 A/B	1311 /1312	NCAA (BCC1)
English 9, Honors A/B	1313 /1314	CM NCAA (BCC1) (H)
English 10 A/B	1321 /1322	NCAA HSA (BCC1)
English 10, Honors A/B	1323 /1324	CM NCAA HSA (BCC1) (H)
English 11 A/B	1331 /1332	NCAA (BCC1)
English 11, Honors A/B	1333 /1334	CM NCAA (BCC1) (H)
English 11: Language and Composition, Advanced Placement, A/B	1015 /1016	CM NCAA AP (BCC1) (AL)
English 12 A/B	1341 /1342	NCAA (BCC1)
English 12, Honors A/B	1343 /1344	CM NCAA (BCC1) (H)
English 12: Literature and Composition, Advanced Placement, A/B	1017 /1018	CM NCAA AP (BCC1) (AL)
Advanced Composition A/B	1130 /1135	CM NCAA
Informative and Argumentative Speaking	1461	CM (BCC2)
Oral Interpretation and Media Study	1462	CM (BCC2)
Journalism A: Editing, Gathering, and Reporting the News	1150	(BCC2)
Journalism B: Advanced News Writing and Paper Production	1151	(BCC2)
Techniques of Advanced Journalism	1152	CM
Publications Editing, Layout, and Business Management	1153	CM
SAT: Verbal and Mathematics Preparation	1142	
Developmental Reading	1143	
Basic Reading	1145	(BCC1)
College Prep Literacy	1188	(BCC1)
College Prep Literacy II	1189	(BCC1)
College Prep Literacy III	1190	(BCC1)
College Prep Literacy IV	1191	(BCC1)

English 9 A/B

1311/1312 NCAA (BCC1) 0.5 credit
 1313/1314 CM NCAA (BCC1) (H)
 0.5 credit

This course integrates the processes of reading, writing, speaking, listening, and viewing with the study of the contents of language and literature. Students develop critical reasoning skills and strategies for close reading of texts from a variety of genres and time periods during two units aligned with ninth grade history courses. Students complete mandatory common tasks that focus primarily on the writing process but include development of other language skills.

English 10 A/B

Prerequisite: Attainment of outcomes of English 9

1321/1322 NCAA HSA (BCC1) 0.5 credit
1323/1324 CM NCAA HSA (BCC1) (H) 0.5 credit

This course integrates the processes of reading, writing, speaking, listening, and viewing with the study of the contents of language and literature. Students develop critical reasoning skills and strategies for close reading of texts from a variety of genres and time periods during two thematic units. Students complete mandatory common tasks that focus primarily on the writing process but include development of other language skills.

English 11 A/B

Prerequisite: Attainment of outcomes of English 10

1331/1332 NCAA (BCC1) 0.5 credit
1333/1334 CM NCAA (BCC1) (H) 0.5 credit

This course integrates the processes of reading, writing, speaking, listening, and viewing with the study of the contents of language and literature. Students develop critical reasoning skills and strategies for close reading of texts from a variety of genres and time periods during two thematic units. Students complete mandatory common tasks that focus primarily on the writing process but include development of other language skills.

English 11: Language and Composition, Advanced Placement, A/B

Prerequisite: Semester A—Attainment of the outcomes of English 10 and teacher recommendation

1015/1016 CM NCAA AP (BCC1) (AL) 0.5 credit

This course is designed for able and motivated students with a command of standard English and a lively interest in the power and versatility of language. Students read complex prose written in a variety of periods, disciplines, and rhetorical contexts and write for a range of purposes to express ideas with clarity and precision. Students are strongly encouraged to take the AP examination at the end of the course.

English 12 A/B

Prerequisite: Attainment of outcomes of English 11

1341/1342 NCAA (BCC1) 0.5 credit
1343/1344 CM NCAA (BCC1) (H) 0.5 credit

This course integrates the processes of reading, writing, speaking, listening, and viewing with the study of the contents of language and literature. Students develop critical reasoning skills and strategies for close reading of texts from a variety of genres and time periods during two thematic units. Students complete mandatory common tasks that focus primarily on the writing process but include development of other language skills.

English 12: Literature and Composition, Advanced Placement, A/B

Prerequisite: Semester A—Attainment of the outcomes of English 11 and teacher recommendation

1017/1018 CM NCAA AP (BCC1) (AL) 0.5 credit

This course is designed for able and motivated students with a command of standard English and an interest in reading challenging literature, both classical and contemporary and representative of dominant literary genres and themes. Students apply methods of literary analysis and write for a variety of purposes to increase their precision in expression. Students are strongly encouraged to take the AP examination at the end of the course.

Advanced Composition A/B

Prerequisite: Attainment of the outcomes of English 9

1130/1135 CM NCAA 0.5 credit

This course is designed for able students interested in creative or expository writing. Students receive guided instruction in areas of their choice: creative writing with special emphasis on poetry, drama, or prose fiction; advanced expository writing; or a combination of writing types. Regular guidance and instruction take place mainly in small, common-interest groups, supplemented by frequent teacher-student conferences and critiques.

Informative and Argumentative Speaking

Prerequisite: Attainment of outcomes of English 10

1461 CM (BCC2) 0.5 credit

Students interested in competitive debate and effective speaking will enjoy this course. Students improve their oral communication skills during two core units on speechwriting and argumentation and supplementary units on extemporaneous and impromptu speaking. Students experience all phases of speech planning, preparation, delivery, and analysis and become familiar with the protocols of competitive forensics and debate.

Oral Interpretation and Media Study

Prerequisite: Attainment of the outcomes of English 10

1462 CM (BCC2) 0.5 credit

This course offers opportunities for students interested in forensics, effective speaking, and oral interpretation. Students engage in a variety of activities, including using their own personalities to interpret literature, analyzing texts for oral interpretation, communicating experiences through writing, and studying characteristics of radio and television. Students also explore the career implications of speech in the media.

Journalism A: Editing, Gathering, and Reporting the News

1150 (BCC2) 0.5 credit

This basic journalism course is recommended for all students interested in working on school publications and is required for those seeking editorial positions. Students develop skills in gathering and reporting news, editing, copyreading, and headlining. Students also consider issues such as the responsibilities of the press, libel and slander laws, problems of censorship, and the role of the news media in shaping public opinion.

Journalism B: Advanced News Writing and Paper Production

Prerequisite: Attainment of outcomes of Editing, Gathering, and Reporting the News

1151 (BCC2) 0.5 credit

Students develop their skills in straight news writing and learn to write sports stories, feature stories, and interpretive pieces. Students research and write a wide sampling of features focusing on areas of newspaper or magazine writing for which they show greatest promise. Students study the principles of newspaper layout and makeup and are encouraged to contribute stories and apply layout principles to the school newspaper production process.

Techniques of Advanced Journalism

Prerequisite: Attainment of the outcomes of both Editing, Gathering, and Reporting the News and Advanced News Writing and Newspaper Production

1152 CM 0.5 credit

This course emphasizes the interpretive and investigative nature of media. Students examine the similarities and differences of newspaper, news magazine, television, and radio; analyze the unique manner in which each explains and interprets current events; and consider the relative importance of each. Students learn research techniques essential to in-depth reporting and write investigative and interpretative stories.

Publications Editing, Layout, and Business Management

Prerequisite: Attainment of the outcomes of Editing, Gathering, and Reporting the News

1153 CM 0.5 credit

This course helps students learn the techniques and knowledge needed to produce and manage school newspapers, yearbooks, and literary magazines. Although the course is not required for participation in the production of these school publications, it is highly recommended for students serving on the editorial staff of these publications. The course provides instruction in all aspects and phases of publications planning, including editing, layout, advertising, and budget.

SAT: Verbal and Mathematics Preparation

1142 0.5 credit

This one-semester course is designed to improve student achievement on both the verbal and mathematics components of the SAT. They acquire skills related to the SAT format and develop test-taking skills by taking released editions of the SAT under simulated test conditions. This course is also listed in the English section.

Developmental Reading

1143 0.5 credit

Students reading on or below grade level who wish to increase their reading efficiency will find this course helpful. Students learn to recognize and evaluate the unique features of a variety of reading materials to increase their comprehension and reading efficiency. Students acquire strategies for expanding their vocabulary and have opportunities to read for personal and academic enrichment. This course may be repeated once for credit.

Basic Reading

1145 (BCC1) 0.5 credit

Students who are more than two years behind in reading, according to state standards, may take this course upon recommendation of the principal or designee. Using a variety of materials, students receive instruction in reading strategies and study techniques for use in their content classes. The course may be taken more than once for credit.

College Prep Literacy

1188 (BCC1) 0.5 credit

Students who are able decoders and literal readers and students who do not view themselves as college bound are encouraged to take this class upon recommendation of the principal or designee. Students are introduced to strategies essential to literacy and learn when and how to use these strategies in their content classes, promoting success on exams and college-level studies. This course may be repeated up to three times for credit.

College Prep Literacy II

1189 (BCC1) 0.5 credit

Students who are able decoders and literal readers and students who do not view themselves as college bound are encouraged to take this class upon recommendation of the principal or designee. Students are introduced to strategies essential to literacy and learn when and how to use these strategies in their content classes, promoting success on exams and college-level studies.

College Prep Literacy III

1190 (BCC1) 0.5 credit

Students who are able decoders and literal readers and students who do not view themselves as college bound are encouraged to take this class upon recommendation of the principal or designee. Students are introduced to strategies essential to literacy and learn when and how to use these strategies in their content classes, promoting success on exams and college-level studies.

College Prep Literacy IV

1191 (BCC1) 0.5 credit

Students who are able decoders and literal readers and students who do not view themselves as college bound are encouraged to take this class upon recommendation of the principal or designee. Students are introduced to strategies essential to literacy and learn when and how to use these strategies in their content classes, promoting success on exams and college-level studies.

English for Speakers of Other Languages (ESOL)

Philosophy

The English for Speakers of other Languages (ESOL) program provides high-quality English language instruction that assists students with acquiring the basic interpersonal communication skills and essential academic language proficiency to function successfully in a regular classroom. Central to language acquisition is the instruction of pragmatics, which includes the social and cultural skills that are integral for acculturation to school and society. Valuing and promoting the home language and culture of ESOL students fosters the understanding that literacy in one's native language is essential to the transfer of skills across languages. All educators in the schools share in the responsibility and collaborate to provide an effective education for ESOL students. The diverse nature of the ESOL student population provides rich linguistic and sociocultural resources to develop schoolwide recognition and knowledge of the valuable contributions of diverse cultures and the need for improvement of communication in a global society.

Enduring Understandings

English language acquisition is essential for communicating and expressing ideas, beliefs, and feelings. English language learning occurs through meaningful and significant use of the language within a social and educational setting.

English language learning includes valuing the contributions of bilingual and multilingual individuals.

English language learning involves developing and nurturing cultural, social, and cognitive processes.

English language acquisition involves developing and applying strategies for listening, speaking, reading, and writing to construct meaning from a variety of texts and other sources. English language acquisition includes developing literacy skills to fully and actively participate in the demanding information-based environment of today's global society.

Overview

The English for Speakers of Other Languages program at the secondary level enrolls linguistically and culturally diverse secondary students who require intensive instruction in English as a new language. Students in Montgomery County Public Schools are assessed on a state-mandated test of language proficiency and placed in an appropriate level of ESOL instruction, levels 1 through 5. The composition of the student population in each level is multi-grade and heterogeneous, with instructional goals based on the development of language proficiency. ESOL classes provide structured instruction in the acquisition of the English language, with specific emphasis on the listening, speaking, reading, and writing skills that are prerequisite for success in a rigorous academic environment. Students explore an understanding of the human experience from a multicultural perspective as they develop reading and writing skills. Students are exposed to developmentally appropriate texts representing the genres of narration, poetry, drama, and exposition, and they are taught to analyze text from an historical and cultural perspective. Students develop competency in understanding spoken English, using grammatically correct English to express social and academic needs, and in organizing and clearly expressing their ideas in written English.

ESOL Level 1 A/B

Corequisite: ESOL Level 1 Elective A/B 1217/1218 must be taken simultaneously with ESOL Level 1 A/B 1201/1211

1201/1211 0.5 credit

This course is designed to teach beginning-level American English skills—listening, speaking, reading and writing. These four skills are integrated into thematic units. A general introduction to American culture is provided. Emphasis is placed on the development of oral language, vocabulary, and language structures that facilitate acquisition of English as a new language for social and academic purposes.

ESOL Level 1 Elective A/B

Corequisite: This course is offered simultaneously with ESOL Level 1 A/B 1201/1211.

1217/1218 0.5 credit

This companion course for ESOL Level 1 A/B is designed to continue teaching beginning-level American English skills—listening, speaking, reading and writing, to facilitate acquisition of English as a new language for social and academic purposes.

ESOL Lab A/B

1206/1216 0.5 credit

This basic course is recommended for ESOL levels 1 and 2 students to further develop the language skills taught in the ESOL 1201 and 1202 courses. Students focus on all four language skills, with a particular emphasis on the development of academic language and literacy skills. Students develop the beginning reading and writing skills that are prerequisite for accessing content across the curriculum. This course may be repeated for elective credit.

ESOL Level 2 A/B

Corequisite: This course is offered simultaneously with ESOL Level 2 Elective A/B 1219/1220

1202/1212 (DP) 0.5 credit

This course is designed to continue development of social and academic language proficiency. Newly acquired vocabulary is incorporated into more complex structures, in both oral and written language, that focus on functional and academic skills. Language structures are presented in the context of literary and expository text, as students explore the themes of identity, adventure, family, and courage. Students are required to make oral presentations, do research using technology, and read a short novel.

ESOL Level 2 Elective A/B

Corequisite: This course is offered simultaneously with ESOL Level 2 A/B 1202/1212

1219/1220 0.5 credit

This companion course to ESOL Level 2 A/B is designed to continue development of social and academic language proficiency. Language structures are presented in the context of literary and expository text, as students explore the themes of identity, adventure, family, and courage.

ESOL Level 3 A/B

1203/1213 0.5 credit

This course is designed to review the language structures taught at levels 1 and 2, with emphasis on the development of fluency and more sustained and complex oral and written communication. Students continue to expand their vocabulary, improve their pronunciation, and acquire greater precision in the use of grammatical forms. Included at this level are activities designed to hone critical literacy skills for comprehension and effective writing, in response to reading narrative and expository text.

ESOL Level 4 A/B

1204/1214 0.5 credit

This course is designed to provide more development of advanced grammar emphasizing speaking and writing using more complex sentence structures. Students expand their vocabulary, both orally and in written form, and demonstrate an awareness and appreciation of American culture. Elements of literary style are taught through expanded reading to develop critical analysis of various literary genres. Students demonstrate comprehension of text by writing multi-paragraph essays and giving oral presentations.

ESOL LEVEL 5 A/B

1205/1215 0.5 credit

This course is designed to provide advanced language development and cultural knowledge as students refine strategies for critical analysis of texts from a variety of genres and time periods. Students use the four language skills of listening, speaking, reading and writing to demonstrate a command of English to debate, analyze, justify, and draw conclusions. Students investigate elements of literary style through literature and use those elements in their writing of essays and research papers.

ESOL Advanced Communication

1224 0.5 credit

This course is designed to provide ESOL level 3, 4, and 5 students with extended practice in the development of oral and written communication skills. Clarity and precision of pronunciation and intonation are developed and assessed during oral presentations. Fluency and accuracy of writing is developed through structured presentation and practice of narrative and expository writing. Students are required to prepare several oral presentations and write multi-paragraph essays.

TOEFL Prep

Corequisite: Students must be enrolled in ESOL

Level 4 1204/1214 or ESOL Level 5 1205/1215. Recently exited ESOL students are also eligible to enroll.

1225 0.5 credit

This course is designed to improve student achievement on the Test of English as a Foreign Language (TOEFL), an assessment of an English language learner's English proficiency to qualify for college admission. Students learn the format of the TOEFL and develop test-taking skills by taking released versions of the test under simulated test conditions. Continued practice of oral and academic English language proficiency is provided as students learn a variety of strategies for improving reading and writing skills.

ESOL Multimedia Arts Literacy A/B

Corequisite: Students must be concurrently enrolled in ESOL Level 4 A/B 1204/1214 or ESOL Level 1205/1215 to enroll in this course

Offered only at Albert Einstein HS

1226/1227 0.5 credit

This course is designed to provide upper-level ESOL students with specialized visual and literacy instruction aligned with ESOL and English Voluntary State Curricula. This project-based course emphasizes development of essay writing coordinated with multimedia products. The focus on critical thinking, reading, writing, listening and viewing skills provides structured practice in visual and written interpretation.

Foreign Languages

Philosophy

The goal of the foreign language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use foreign languages for meaningful communication in both spoken and written form. The foreign language program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through foreign language study, students develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.

Enduring Understandings

- ◆ As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English.
- ◆ It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldviews, and contributions.
- ◆ Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- ◆ The study of a foreign language enables students to develop insights into the nature of language and culture.
- ◆ Learning a foreign language enables an individual to participate in multilingual communities.

Basic Core Courses in Foreign Languages

BCC1 courses are French and Spanish, Levels 1 through 4. BCC2 courses are French and Spanish, Levels 5 and 6, plus two levels (four semesters) of one of the following languages: Chinese, German, Italian, Japanese, Latin, or Russian. All courses are open to students in Grades 9–12.

If students select a foreign language to fulfill the Maryland diploma requirements, it is recommended that the two foreign language credits be in the same language.

Foreign language courses must be taken in sequential order. The prerequisite for all courses, except 1A, is successful completion of the preceding course. Two credits in a foreign language may be used to complete specific credits required for graduation.

FOREIGN LANGUAGE LEVEL 1		
Arabic 1 A/B	1589 /1590	NCAA
Chinese 1 A/B	1871 /1872	NCAA
French 1 A/B	1611 /1621	NCAA (BCC1)
German 1 A/B	1961 /1971	NCAA
Italian 1 A/B	1981 /1982	NCAA
Japanese 1 A/B	1831 /1832	NCAA
Russian 1 A/B	1851 /1852	NCAA
Spanish 1 A/B	1711 /1721	NCAA (BCC1)
FOREIGN LANGUAGE LEVEL 2		
Arabic 2 A/B	1591 /1592	NCAA
Chinese 2 A/B	1873 /1874	NCAA
French 2 A/B	1612 /1622	NCAA (BCC1)
German 2 A/B	1962 /1972	NCAA
Italian 2 A/B	1983 /1984	NCAA
Japanese 2 A/B	1833 /1834	NCAA
Russian 2 A/B	1853 /1854	NCAA
Spanish 2 A/B	1712 /1722	NCAA (BCC1)
FOREIGN LANGUAGE LEVEL 3		
Arabic 3 A/B	1899 /1900	CM (AL)
Chinese 3 A/B	1875 /1876	CM NCAA
Chinese 3, Honors A/B	1925 /1926	CM NCAA (H)
French 3 A/B	1613 /1623	CM NCAA (BCC1)
French 3, Honors A/B	1633 /1643	CM NCAA (H)
German 3 A/B	1963 /1973	CM NCAA
German 3, Honors A/B	1977 /1979	CM NCAA (H)
Italian 3 A/B	1985 /1986	CM NCAA
Italian 3, Honors A/B	1989 /1990	CM NCAA (H)
Japanese 3 A/B	1835 /1836	CM NCAA
Japanese 3, Honors A/B	1839 /1840	CM NCAA (H)
Russian 3 A/B	1855 /1856	CM NCAA
Russian 3, Honors A/B	1846 /1847	CM NCAA (H)
Spanish 3 A/B	1713 /1723	CM NCAA (BCC1)
Spanish 3, Honors A/B	1733 /1743	CM NCAA (H)
FOREIGN LANGUAGE LEVEL 4		
Chinese 4 A/B	1877 /1878	CM NCAA
Chinese 4, Honors A/B	1927 /1928	CM NCAA (H)
French 4 A/B	1614 /1624	CM NCAA (BCC1)
French 4, Honors A/B	1634 /1644	CM NCAA (H)
German 4 A/B	1964 /1974	CM NCAA
German 4, Honors A/B	1978 /1980	CM NCAA (H)
Italian 4 A/B	1987 /1988	CM NCAA
Italian 4, Honors A/B	1991 /1992	CM (H)
Japanese 4 A/B	1837 /1838	CM NCAA

Japanese 4, Honors A/B	1841 /1842	CM NCAA (H)
Russian 4 A/B	1857 /1858	CM NCAA
Russian 4, Honors A/B	1848 /1849	CM NCAA (H)
Spanish 4 A/B	1714 /1724	CM NCAA (BCC1)
Spanish 4, Honors A/B	1734 /1744	CM NCAA (H)
FOREIGN LANGUAGE LEVEL 5		
Chinese 5 A/B	1879 /1880	CM NCAA (AL)
French 5 A/B	1615 /1625	CM NCAA (AL)
German 5 A/B	1965 /1975	CM NCAA (AL)
Japanese 5 A/B	1843 /1844	CM NCAA (AL)
Russian 5 A/B	1859 /1860	CM NCAA (AL)
Spanish 5 A/B	1715 /1725	CM NCAA (AL)
FOREIGN LANGUAGE LEVEL 6		
Chinese 6 A/B	1881 /1882	CM NCAA (AL)
French 6 A/B	1616 /1626	CM NCAA (AL)
German 6 A/B	1966 /1976	CM NCAA (AL)
Japanese 6 A/B	1829 /1830	CM NCAA (AL)
Russian 6 A/B	1861 /1862	CM NCAA (AL)
Spanish 6 A/B	1716 /1726	CM NCAA (AL)
ADVANCED PLACEMENT		
French Language, Advanced Placement A/B	1635 /1636	CM NCAA AP (AL)
French Literature, Advanced Placement A/B	1637 /1638	CM NCAA AP (AL)
Spanish Language, Advanced Placement A/B	1759 /1760	CM NCAA AP (AL)
Spanish Literature, Advanced Placement A/B	1761 /1762	CM NCAA AP (AL)
Chinese Language and Culture, Advanced Placement A/B	1929 /1930	CM AP (AL)
Italian Language and Culture, Advanced Placement A/B	1945 /1946	CM AP (AL)
Japanese Language and Culture, Advanced Placement A/B	1539 /1540	CM AP (AL)
Russian Language and Culture, Advanced Placement A/B	1867 /1868	CM AP (AL)
SPANISH FOR SPANISH SPEAKERS		
Spanish for Spanish Speakers 1 A/B	1777 /1778	
Spanish for Spanish Speakers 2 A/B	1779 /1780	
Spanish for Spanish Speakers 3 A/B	1781 /1782	CM
Spanish for Spanish Speakers 3, Honors A/B	1783 /1784	CM (H)
LATIN		
Latin 1 A/B	1811 /1821	NCAA
Latin 2 A/B	1812 /1822	NCAA
Latin 3 A/B	1813 /1823	CM NCAA
Latin 3, Honors A/B	1815 /1825	CM NCAA (H)

Latin 4 A/B	1814 /1824	CM NCAA
Latin 4, Honors A/B	1816 /1826	CM NCAA (H)
Latin Literature, Advanced Placement A/B	1809 /1810	CM AP (AL)
Latin, Vergil, Advanced Placement A/B	1819 /1820	CM NCAA AP (AL)
SIGN LANGUAGE		
American Sign Language 1 A/B	1596 /1597	NCAA
American Sign Language 2 A/B	1593 /1594	NCAA

Foreign Language Level 1

0.5 credit

Arabic 1 A/B	1589/1590	NCAA
Chinese 1 A/B	1871/1872	NCAA
French 1 A/B	1611/1621	NCAA (BCC1)
German 1 A/B	1961/1971	NCAA
Italian 1 A/B	1981/1982	NCAA
Japanese 1 A/B	1831/1832	NCAA
Russian 1 A/B	1851/1852	NCAA
Spanish 1 A/B	1711/1721	NCAA (BCC1)

Students begin to learn to communicate orally and in written form about daily life. Emphasis is on vocabulary development, simple grammatical structures, and the basic culture of the people. Students are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken.

Foreign Language Level 2

0.5 credit

Prerequisite: Attainment of the outcomes of Level 1B

Arabic 2 A/B	1591/1592	NCAA
Chinese 2 A/B	1873/1874	NCAA
French 2 A/B	1612/1622	NCAA (BCC1)
German 2 A/B	1962/1972	NCAA
Italian 2 A/B	1983/1984	NCAA
Japanese 2 A/B	1833/1834	NCAA
Russian 2 A/B	1853/1854	NCAA
Spanish 2 A/B	1712/1722	NCAA (BCC1)

Students expand vocabulary and learn increasingly complex expressions and structures for written and oral communication to discuss the past. The culture of the people is examined in greater depth. Students continue to make comparisons with the language and culture studied. They are encouraged to use the language beyond the school setting and keep informed of current events in countries where the target language is spoken.

Foreign Language Level 3

0.5 credit

Prerequisite: Attainment of the objectives of 2B

Arabic 3 A/B	1899/1900	CM (AL)
Chinese 3 A/B	1875/1876	CM NCAA
Chinese 3, Honors A/B	1925/1926	CM NCAA (H)
French 3 A/B	1613/1623	CM NCAA (BCC1)
French 3, Honors A/B	1633/1643	CM NCAA (H)
German 3 A/B	1963/1973	CM NCAA
German 3, Honors A/B	1977/1979	CM NCAA (H)
Italian 3 A/B	1985/1986	CM NCAA
Italian 3, Honors A/B	1989/1990	CM NCAA (H)
Japanese 3 A/B	1835/1836	CM NCAA
Japanese 3, Honors A/B	1839/1840	CM NCAA (H)
Russian 3 A/B	1855/1856	CM NCAA
Russian 3, Honors A/B	1846/1847	CM NCAA (H)
Spanish 3 A/B	1713/1723	CM NCAA (BCC1)
Spanish 3, Honors A/B	1733/1743	CM NCAA (H)

Students continue to build on previously developed skills while expanding their ability to communicate on a variety of topics. Increased grammatical accuracy is stressed. Students continue to make comparisons with the language and culture being studied, further their knowledge of other school subjects, and keep informed of current events in countries where the target language is spoken.

0.5 credit

Foreign Language Level 4

Prerequisite: Attainment of the objectives of 3B or Immersion 3

Chinese 4 A/B	1877/1878	CM NCAA
Chinese 4, Honors A/B	1927/1928	CM NCAA (H)
French 4 A/B	1614/1624	CM NCAA (BCC1)
French 4, Honors A/B	1634/1644	CM NCAA (H)
German 4 A/B	1964/1974	CM NCAA
German 4, Honors A/B	1978/1980	CM NCAA (H)
Italian 4 A/B	1987/1988	CM NCAA
Italian 4, Honors A/B	1991/1992	CM (H)
Japanese 4 A/B	1837/1838	CM NCAA
Japanese 4, Honors A/B	1841/1842	CM NCAA (H)
Russian 4 A/B	1857/1858	CM NCAA
Russian 4, Honors A/B	1848/1849	CM NCAA (H)
Spanish 4 A/B	1714/1724	CM NCAA (BCC1)
Spanish 4, Honors A/B	1734/1744	CM NCAA (H)

Students learn to understand the main ideas from authentic edited materials. They participate in extemporaneous conversations on familiar topics; are able to narrate present, past, and future events; and take notes in the target language. They are expected to demonstrate knowledge of specific topics and information that form the course content.

Foreign Language Level 5

0.5 credit

Prerequisite: Attainment of the objectives of 4B

Chinese 5 A/B	1879/1880	CM NCAA (AL)
French 5 A/B	1615/1625	CM NCAA (AL)
German 5 A/B	1965/1975	CM NCAA (AL)
Japanese 5 A/B	1843/1844	CM NCAA (AL)
Russian 5 A/B	1859/1860	CM NCAA (AL)
Spanish 5 A/B	1715/1725	CM NCAA (AL)

Students continue to increase their proficiency in understanding others and expressing themselves in a foreign language. They paraphrase information from authentic edited or unedited materials, make predictions based on background knowledge and textual information, express ideas, justify opinions, and comprehend and exchange detailed information. They must demonstrate knowledge of specific topics and information that form the course content.

Foreign Language Level 6

0.5 credit

Prerequisite: Attainment of the objectives of 5B

Chinese 6 A/B	1881/1882	CM NCAA (AL)
French 6 A/B	1616/1626	CM NCAA (AL)
German 6 A/B	1966/1976	CM NCAA (AL)
Japanese 6 A/B	1829/1830	CM NCAA (AL)
Russian 6 A/B	1861/1862	CM NCAA (AL)
Spanish 6 A/B	1716/1726	CM NCAA (AL)

Students work at a highly advanced level analyzing films, current events, and works of art or literature. They also learn to make inferences and to present and analyze both sides of an argument. Writing skills continue to be refined as is student ability to interact in a culturally appropriate manner, while demonstrating knowledge of specific topics and information that form the course content.

Advanced Placement

French Language, Advanced Placement A/B

1635/1636 CM NCAA AP (AL) 0.5 credit

This course is for foreign language students interested in college-level courses or gaining advanced college credit. Students concentrate on developing proficiency in speaking, listening, reading, and writing in preparation for the Advanced Placement language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency.

French Literature, Advanced Placement A/B

1637/1638 CM NCAA AP (AL) 0.5 credit

This course is for foreign language students interested in college-level work or credit. A selection of challenging literature and materials helps students deepen their understanding of how literature communicates meaning through form and content. Students read, discuss, and react to representative works of a range of literary genres and themes in preparation for the appropriate AP exam.

Spanish Language, Advanced Placement A/B

1759/1760 CM NCAA AP (AL) 0.5 credit

This course is for foreign language students interested in college-level courses or gaining advanced college credit. Students concentrate on developing proficiency in speaking, listening, reading, and writing in preparation for the Advanced Placement language examination. In addition, this course will emphasize mastery of linguistic competencies at a very high level of proficiency.

Spanish Literature, Advanced Placement A/B

1761/1762 CM NCAA AP (AL) 0.5 credit

This course is for foreign language students interested in college-level work or credit. A selection of challenging literature and materials helps students deepen their understanding of how literature communicates meaning through form and content. Students read, discuss, and react to representative works of a range of literary genres and themes in preparation for the appropriate AP exam.

Chinese Language and Culture, Advanced Placement A/B

1929/1930 CM AP (AL) 0.5 credit

This course is for foreign language students interested in college-level work or credit. It links the language and the culture while developing students' proficiency in speaking, listening, reading, and writing. Students read, discuss, and react to a variety of texts orally and in writing in preparation for the AP examination.

Italian Language and Culture, Advanced Placement A/B

1945/1946 CM AP (AL) 0.5 credit

This course is for foreign language students interested in college-level work or credit. It links the language and the culture while developing students' proficiency in speaking, listening, reading, and writing. Students read, discuss, and react to a variety of texts orally and in writing in preparation for the AP examination.

Japanese Language and Culture, Advanced Placement A/B

1539/1540 CM AP (AL) 0.5 credit

This course is for foreign language students interested in college-level work or credit. It links the language and the culture while developing students' proficiency in speaking, listening, reading, and writing. Students read, discuss, and react to a variety of texts orally and in writing in preparation for the Advanced Placement examination.

Russian Language and Culture, Advanced Placement A/B**Offered only at Walt Whitman HS**

1867/1868 CM AP (AL) 0.5 credit

This course is for foreign language students interested in college-level work or credit. It links the language and the culture while developing students' proficiency in speaking, listening, reading, and writing. Students read, discuss, and react to a variety of texts orally and in writing in preparation for the AP examination.

Spanish for Spanish Speakers

0.5 credit

Spanish for Spanish Speakers 1 A/B	1777/1778
Spanish for Spanish Speakers 2 A/B	1779/1780
Spanish for Spanish Speakers 3 A/B	1781/1782 CM
Spanish for Spanish Speakers 3, Honors A/B	1783/1784 CM (H)

Spanish for Spanish Speakers provides continuing language instruction for students with proficiency in Spanish. This course utilizes a language arts approach comparable to that of English courses offered to English speaking students. The curriculum is based on a 3-year cycle with four basic themes repeated with increasing levels of difficulty and fresh content annually. Students can take Spanish for Spanish Speakers 3A/B at the Honors level by meeting the local school procedures and registering for Honors.

Latin

Latin 1 A/B

1811/1821 NCAA 0.5 credit

Focusing on the basic elements of Latin grammar, students begin to build a foundation in vocabulary. The proficiency skills of speaking, listening, and writing are involved to help students develop reading skills. Throughout the course students discuss Latin derivatives in English and modern foreign languages. Students also learn about the daily life and heritage of the early Romans and the Western world.

Latin 2 A/B*Prerequisite: Attainment of the outcomes of Latin 1B*

1812/1822 NCAA 0.5 credit

Continuing their study of basic Latin grammar, after a review of Latin 1 concepts, students concentrate on grammatical structures that involve phrases and subordinate clauses. Students continue to build their Latin vocabulary, analyzing the patterns of compounding and networking within the language and tying the new Latin words to English. There is ongoing study of various aspects of Roman life.

Latin 3 A/B

Prerequisite: Attainment of the outcomes of Latin 2B

1813/1823 CM NCAA 0.5 credit

1815/1825 CM NCAA (H) 0.5 credit

Students concentrate on the prose of major Latin authors. They translate a major writing of Cicero and learn the hallmarks of his style. They also read selections from Sallust the historian and Pliny the letter writer, plus medieval Latin or Roman satire. Students master advanced grammatical structures and focus on the use of rhythm, word placement, and rhetorical devices. They read Horace, Catullus, and Ovid, the elegies of Propertius and Tibullus, and scenes from a comedy by Plautus.

Latin 4 A/B

Prerequisite: Attainment of the outcomes of Latin 3B

1814/1824 CM NCAA 0.5 credit

1816/1826 CM NCAA (H) 0.5 credit

Students focus on the writings of Virgil, the epic poet of the Augustan Age, including the Aeneid. In addition to the life of Virgil, students learn about early imperial Rome and Augustus—planned reforms for the political and moral resurgence of his people. Students make comparisons and contrasts between contemporary America and imperial Rome, between the epics of Virgil and others. Finally, they discuss in detail Virgil's indebtedness to Homer and his own subsequent impact on later writers.

Latin Literature, Advanced Placement A/B

1809/1810 CM AP (AL) 0.5 credit

This course prepares students for the AP Latin Literature test. The course offers selections from Catullus, Cicero, Horace, or Ovid. The examination is designed to test the candidate's ability to read, translate, understand, analyze, and interpret the required selections. In addition, AP Latin courses include the study of the cultural, social, and political context of the literature on the syllabus.

Latin, Vergil, Advanced Placement A/B

1819/1820 CM NCAA AP (AL) 0.5 credit

This course prepares students to sit for the AP Vergil examination. The course offers selections from the Aeneid. Students are expected to be able to translate the Aeneid from Latin into English, and demonstrate a grasp of the grammatical structures and vocabulary. Stylistic analysis as well as the study of the cultural, social, and political context of the literature is integral to the course.

Sign Language

American Sign Language 1 A/B

1596/1597 NCAA 0.5 credit

Students use ASL to talk about daily life using basic vocabulary and simple grammatical structures. Students learn the alphabet, numbers 1 to 100, and develop sensitivity to the cultural and linguistic heritage of the Deaf community and its influence on our own.

American Sign Language 2 A/B

Prerequisite: Attainment of the outcomes of American Sign Language Level 1B

1593/1594 NCAA 0.5 credit

Students expand vocabulary, specifically in the areas of pastimes, community, and well-being, with special emphasis on conducting basic conversation in ASL with fluency. Students continue to explore deaf culture in greater detail, in order to develop sensitivity to the cultural and linguistic heritage of the Deaf community and its influence on our own.

Health Education

Philosophy

The secondary Health Education program provides students with the knowledge and skills necessary to help them make healthful decisions—both now and in the future. Through the implementation of an effective, comprehensive health education instructional program, students will develop the life skills needed to enhance their potential for achieving academic success and attaining healthier, happier, and more productive lives. Developing knowledge of accurate health information is essential, but practicing health-related skills in real-life situations and developing healthful behaviors are the ultimate goals of the program.

Enduring Understandings

The secondary Health Education program is founded on the following beliefs:

- ◆ Health behaviors are developed and, given accurate knowledge and sufficient motivation, one will develop behaviors that are health-enhancing.
- ◆ A health-literate individual is one who develops an understanding of basic health information and services and, through skills and practice, develops the competence to use the information and services to improve or maintain personal health.
- ◆ Practical application of life skills such as communication, conflict resolution, decision making, goal setting, and stress management are key to the development of a healthful lifestyle.
- ◆ Identifying the risks and consequences associated with unsafe and unhealthy behaviors is essential to preventing injury and disease and promoting good health.
- ◆ Developing a healthful lifestyle includes the ability to access valid health information and health-promoting products and services in the home, school, and community.
- ◆ Taking personal responsibility for one's own health, while assisting others in addressing their health needs, is a major step toward developing a healthy community.

Overview

The high school Health Education program comprises five 1-semester courses. All students must complete Grade 10 Comprehensive Health Education as part of the Maryland high school graduation requirements. Students may select from the basic core course or the Honors course to complete this requirement. Three elective courses are offered for students who complete Comprehensive Health Education successfully and have further interest in health education topics. Family Life and Human Sexuality provides information about topics such as interpersonal relationships, economics of family life, responsibilities of marriage and parenting, and pregnancy prevention. Human Behavior is a one-semester elective course in which students learn about human needs, perception, self-image and coping, and behavior. First Aid prepares students to recognize and deal with emergency situations and acquire American Red Cross certification. All five courses highly emphasize the importance of developing knowledge and skills that will lead to healthy behaviors and a healthful lifestyle.

Graduation Requirements

7835
COMPREHENSIVE HEALTH
EDUCATION—GRADE 10

OR

7841
COMPREHENSIVE HEALTH EDUCATION,
HONORS—GRADE 10

Comprehensive Health Education—Grade 10

Corequisite: Students must be in Grade 10 or above to register for this course

7835 (BCC1) 0.5 credit

Students learn factual health information and develop lifetime skills in mental health; tobacco, alcohol, and other drugs; personal and consumer health; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention. Although this course is required for graduation, parental permission must be specifically provided for students under the age of 18 to participate in family life and human sexuality and HIV/STI prevention.

Comprehensive Health Education—Grade 10, Honors

Corequisite: Students must be in Grade 10 or above to register for this course.

7841 (BCC1) (H) 0.5 credit

Students learn factual health information and develop lifetime skills in mental health; tobacco, alcohol, and other drugs; personal and consumer health; nutrition and fitness; safety and injury prevention; family life and human sexuality; and disease prevention. Although this course is required for graduation, parental permission must be specifically provided for students under the age of 18 to participate in family life and human sexuality and HIV/STI prevention.

Family Life and Human Development

Prerequisite: Comprehensive Health Education

7833 0.5 credit

Students develop a greater understanding of how family relationships and human sexuality have an impact on individual health and society. Topics include interpersonal relationships; economics of family life; responsibilities of marriage and parenting; pregnancy prevention; pregnancy and childbirth; and sexually transmitted infections. Due to the nature of this course, parental permission is required for students under 18. *This course does not meet the Health Education graduation requirement.*

Human Behavior

Prerequisite: Comprehensive Health Education

7834 0.5 credit

Students explore human behavior through four major concepts—human needs, perception, self-image and coping, and behavior/decision making. What influences the decisions we make, how we make decisions, and how those decisions affect us and others are the focus of the study of human behavior. Group dynamics and communication skills are integral parts of this course. *This course does not satisfy the Health Education graduation requirement.*

International Baccalaureate Diploma Program Courses

The International Baccalaureate (IB) Diploma program is a two-year liberal arts curriculum that meets the requirements established by the International Baccalaureate Organization based in Geneva, Switzerland. This program leads to the IB diploma, recognized for university entrance in all participating countries.

The IB diploma program provides a rigorous liberal arts education for highly motivated and academically proficient students in Grades 11 and 12. It represents a deliberate compromise between the demand for specialization in the high school curriculum and the emphasis on breadth of knowledge. Students are required to become proficient in six broad areas: English (Language A), a modern foreign language (Language B), social studies, experimental science, mathematics, and a sixth academic area of their choice.

The interdisciplinary nature of learning is an important component of the IB program. Students develop an appreciation for the relationship between disciplines as they progress through the different subject areas of the program and Theory of Knowledge.

Diploma candidates must select three areas for higher-level study (two years) and three for standard-level study (one year). Students take examinations designed and graded by examiners selected by the IB testing office.

Students must take two semesters of Theory of Knowledge, a course that stimulates critical thought and integrates the various disciplines and non-Western approaches to knowledge. It helps students develop a personal mode of thought, based on critical examination of evidence and argument. While it is required and graded, Theory of Knowledge is assessed by an externally evaluated essay rather than by an examination.

Diploma candidates also must research and write an extended essay in any subject within the IB program. Like the IB examinations, the extended essay is read and graded by examiners across the world. In addition, students must complete 150 hours of Creativity, Action, and Service (CAS).

Students in the IB program register for the IB examinations in the fall of their junior and senior years. The students pay the registration and subject fees set by the IB Organization.

Students who complete the requirements and pass the examinations in all six areas receive the IB diploma. Those who do not pass the prescribed examinations in all areas are awarded a certificate for each exam that they pass. Many colleges recognize these certificates for advanced standing or credit. Students who complete the IB diploma program with the Maryland State Department of Education graduation requirements receive the Maryland diploma and, where applicable, a Certificate of Merit. All IB courses are advanced-level courses and are applicable to the Certificate of Merit (CM). Courses marked with a section mark (IB-AL) count as advanced-level courses.

MCPS grading policies and procedures are used to grade and report student progress in the program. Continuation is based on the student's level of commitment and achievement.

The IB diploma program is offered at Bethesda-Chevy Chase High School (for students in the B-CC attendance area), Einstein High School (for students in the Downcounty Consortium), Springbrook High School (for students in the Northeast Consortium), and Watkins Mill High School (for students in

the Watkins Mill attendance area). In addition, Rockville High School is currently in the process of receiving accreditation as an IB school that will serve students in its attendance area.

The countywide IB program at Richard Montgomery High School is designed for highly gifted students in Montgomery County and has an application process that occurs in Grade 8. For additional details see the Richard Montgomery International Baccalaureate Program pages in the countywide program section of this publication.

IB English 1 A/B	1026 /1027	CM IB NCAA (AL)
IB English 2 A/B	1028 /1029	CM IB NCAA (AL)
IB Extended Essay	1030	IB
IB French 4 A/B	1619 /1620	CM IB NCAA (AL)
IB French 5 A/B	1627 /1628	CM IB NCAA (AL)
IB French 6 A/B	1629 /1630	CM IB NCAA (AL)
IB Chinese 4 A/B	1651 /1652	CM IB NCAA (AL)
IB Chinese 5 A/B	1653 /1654	CM IB NCAA (AL)
IB Chinese 6 A/B	1655 /1656	CM IB NCAA (AL)
IB Spanish 4 A/B	1751 /1752	CM IB NCAA (AL)
IB Spanish 5 A/B	1753 /1754	CM IB NCAA (AL)
IB Spanish 6 A/B	1755 /1756	CM IB NCAA (AL)
IB Russian 3 A/B	1863 /1864	CM IB NCAA (AL)
IB Russian 4 A/B	1865 /1866	CM IB NCAA (AL)
Theory of Knowledge 1	2007	CM IB NCAA (AL)
Theory of Knowledge 2	2008	CM IB NCAA (AL)
IB Theory of Knowledge 1/Extended Essay A/B	2011 /2012	CM IB NCAA (AL)
IB History 1 A/B	2230 /2231	CM IB NCAA (AL)
IB Psychology A/B	2232 /2233	CM IB NCAA (AL)
IB Economics A/B	2234 /2235	CM IB NCAA (AL)
IB History 2 A/B	2403 /2404	CM IB NCAA (AL)
IB Information Technology in a Global Society A/B	2405 /2406	TE CM IB NCAA (AL)
IB Math Studies A/B	3410 /3418	CM IB NCAA (AL)
IB Precalculus A/B	3420 /3424	CM IB NCAA (AL)
IB Biology A/B	3606 /3607	CM IB NCAA (AL) (DP)
IB Chemistry 1 A/B	3746 /3747	CM IB NCAA (AL)
IB Physics 1 A/B	3844 /3845	CM IB NCAA (AL)
IB Physics 2 A/B	3846 /3847	CM IB NCAA (AL)
IB Visual Arts 1 A/B	6102 /6103	CM FA IB NCAA (AL)
IB Visual Arts 2 A/B	6107 /6108	CM FA IB NCAA (AL)
IB Advanced Music A/B	6567 /6568	CM FA IB NCAA (AL)
IB Theater 1 A/B	8071 /8072	CM FA IB NCAA (AL)

IB English 1 A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1026/1027 CM IB NCAA (AL) 0.5 credit

This first year of a required two-year sequence includes a detailed analysis of a Shakespearean tragedy and in-depth analysis of selected works of fiction, drama, and poetry, with an emphasis on world literature. One of two papers for the external assessment is written, and oral assessments are completed for a portion of the IB score. All work is designed to prepare students for both the oral and written portions of the higher-level IB English exam.

IB English 2 A/B

Prerequisite: IB English 1

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1028/1029 CM IB NCAA (AL) 0.5 credit

This course completes the requirements for the higher-level IB English exam. Students complete a detailed analysis of an author and in-depth studies of selected works of fiction, drama, and poetry, with an emphasis on world literature. Skills on essay responses to detailed questions and oral analysis of selected literature are polished. The second paper for the external assessment is completed.

IB Extended Essay

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1030 IB 0.0 credit

This course supports IB students who are beginning the extended essay process. The course begins by teaching general research techniques, with more emphasis placed on independent work as students refine their topics, conduct research, and create a first draft of extended essays.

IB French 4 A/B

Prerequisite: Attainment of the outcomes of IB Level 3B

Offered only at Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1619/1620 CM IB NCAA (AL) 0.5 credit

IB Level 4 French B is the first year of a two-year sequence to prepare students for the standard-level IB foreign language exam. Students strengthen their knowledge and fluency in oral and written language and broaden their understanding of culture and civilization. Composition objectives for specific writing assignments are correlated with the literature, culture, and civilization topics.

IB French 5 A/B

Prerequisite: Attainment of the outcomes of IB Level 4B.

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1627/1628 CM IB NCAA (AL) 0.5 credit

IB Level 5 French B completes the preparation of students for the standard-level IB foreign language and the Advanced Placement language exam. Emphasis is placed on reading comprehension, interpretation, analysis, and oral proficiency. Students analyze a wide variety of spoken and written materials and life and civilization in pertinent countries.

IB French 6 A/B

Prerequisite: Attainment of the outcomes of IB Level 5B.

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1629/1630 CM IB NCAA (AL) 0.5 credit

IB Level 6 French B emphasizes the composition of well-constructed extended essays and oral proficiency at the near-native level. Instruction emphasizes critical analysis of the structural and stylistic characteristics of works and increased oral and written proficiency. In-depth study of the life and civilization of pertinent countries continues. Students are prepared for the higher-level IB exam.

IB Chinese 4 A/B

Prerequisite: Attainment of the outcomes of Level 3 or Level 3 Immersion.

Offered only at Bethesda-Chevy Chase, Richard Montgomery HS

1651/1652 CM IB NCAA (AL) 0.5 credit

IB Level 4 Chinese B is the first year of a two-year sequence to prepare students for the standard-level IB foreign language exam. Students strengthen their knowledge and fluency in oral and written language and broaden their understanding of culture and civilization. Composition objectives for specific writing assignments are correlated with the literature, culture, and civilization topics.

IB Chinese 5 A/B

Prerequisite: Attainment of the outcomes of Level 4B.

Offered only at Bethesda-Chevy Chase, Richard Montgomery HS

1653/1654 CM IB NCAA (AL) 0.5 credit

IB Level 5 Chinese B completes the preparation of students for the standard-level IB foreign language and the Advanced Placement language exam. Emphasis is placed on reading comprehension, interpretation, analysis, and oral proficiency. Students analyze a wide variety of spoken and written materials and life and civilization in pertinent countries.

IB Chinese 6 A/B

Prerequisite: Attainment of the outcomes of Level 5B.

Offered only at Richard Montgomery HS

1655/1656 CM IB NCAA (AL) 0.5 credit

IB Level 6 Chinese B emphasizes the composition of well-constructed extended essays and oral proficiency at the near-native level. Instruction emphasizes critical analysis of the structural and stylistic characteristic of works and increased oral and written proficiency. In-depth study of the life and civilization of pertinent countries continues. Students are prepared for the higher-level IB exam.

IB Spanish 4 A/B

Prerequisite: Attainment of the outcomes of Level 3B or Level 3 Immersion

Offered only at Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1751/1752 CM IB NCAA (AL) 0.5 credit

IB Level 4 Spanish B is the first year of a two-year sequence to prepare students for the standard-level IB foreign language exam. Students strengthen their knowledge and fluency in oral and written language and broaden their understanding of culture and civilization. Composition objectives for specific writing assignments are correlated with the literature, culture, and civilization topics.

IB Spanish 5 A/B

Prerequisite: Attainment of the outcomes of IB Level 4B

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

1753/1754 CM IB NCAA (AL) 0.5 credit

IB Level 5 Spanish B completes the preparation of students for the standard-level IB foreign language and the Advanced Placement language exam. Emphasis is placed on reading comprehension, interpretation, analysis, and oral proficiency. Students analyze a wide variety of spoken and written materials and life and civilization in pertinent countries.

IB Spanish 6 A/B

Prerequisite: Attainment of the outcomes of IB Level 5

Offered only at Bethesda-Chevy Chase, Walter Johnson, Richard Montgomery, Springbrook, Watkins Mill HS

1755/1756 CM IB NCAA (AL) 0.5 credit

IB Level 6 Spanish B emphasizes the composition of well-constructed extended essays and oral proficiency at the near-native level. Instruction emphasizes critical analysis of the structural and stylistic characteristics of works and increased oral and written proficiency. In-depth study of the life and civilization of pertinent countries continues. Students are prepared for the higher-level IB exam.

IB Russian 3 A/B

Prerequisite: Attainment of the objectives of Russian Level 2B

Offered only at Bethesda-Chevy Chase HS

1863/1864 CM IB NCAA (AL) 0.5 credit

Students continue to build on skills developed previously. Vocabulary themes include travel, health, technology, and the media. Increased grammatical accuracy is stressed. Students continue to make comparisons with the language and culture being studied, further their knowledge of other school subjects, and keep informed of current events in countries where the target language is spoken.

IB Russian 4 A/B

Prerequisite: Attainment of objectives of IB Level 3B

Offered only at Bethesda-Chevy Chase HS

1865/1866 CM IB NCAA (AL) 0.5 credit

Students learn to understand the main ideas from authentic edited materials. They participate in extemporaneous conversations on familiar topics; are able to narrate present, past, and future events; and take notes in the target language. They are expected to demonstrate knowledge of specific topics and information that form the course content.

Theory of Knowledge 1

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook HS

2007 CM IB NCAA (AL) 0.5 credit

Theory of Knowledge 1 introduces students to the sources, varieties, and systems of knowledge. Major topics include the roles of language and thought in knowledge, the requirements of logical reasoning for knowledge, and the systems of knowledge applied by mathematicians and natural and human scientists. This is the one-semester version of the Theory of Knowledge 1 course. Work on the extended essay is conducted independently of this class.

Theory of Knowledge 2

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

2008 CM IB NCAA (AL) 0.5 credit

In the second semester of Theory of Knowledge students investigate the system of knowledge applied by historians, and then turn to value judgments and knowledge, focusing on moral, political, and aesthetic judgments. The final topic investigates the differences among belief, opinion, faith, knowledge, and truth.

IB Theory of Knowledge 1/Extended Essay A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein,
Richard Montgomery, Springbrook, Watkins Mill HS

2011/2012 CM IB NCAA (AL) 0.5 credit

Theory of Knowledge 1 introduces students to the sources, varieties, and systems of knowledge. Major topics include the roles of language and thought in knowledge, the requirements of logical reasoning for knowledge, and the systems of knowledge applied by mathematicians and natural and human scientists. Students also acquire skills necessary to begin working on the Extended Essay, a university-level independent research paper.

IB History 1 A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein,
Richard Montgomery, Springbrook, Watkins Mill HS

2230/2231 CM IB NCAA (AL) 0.5 credit

This course, the first year of a required two-year sequence, surveys European and world history from the Renaissance (1450) through the Age of Enlightenment (1750) up to 1900. Emphasis is on the rise of the European nation states; the scientific, economic, industrial, and political revolutions; colonialism; the new imperialism and its impact on Asia and Africa; nationalistic movements in Europe; and the long-term causes of World War I.

IB Psychology A/B

Offered only at Bethesda-Chevy Chase, Richard
Montgomery, Watkins Mill HS

2232/2233 CM IB NCAA (AL) 0.5 credit

This course focuses on the nature of human beings, appreciation of psychology, and methods of psychological inquiry. Students study human behavior through four psychological perspectives: behavioral, cognitive, humanistic/phenomenological, and psychodynamic. Students also study research design, methods, statistics, and ethical issues in psychological research and application and undertake one internally assessed research study.

IB Economics A/B

Offered only at Richard Montgomery HS

2234/2235 CM IB NCAA (AL) 0.5 credit

IB Economics A focuses on macroeconomics, the branch of economics that views the economy as a whole. Semester B focuses on microeconomics, which investigates decision making of individual consumers and producers. Students focus on product and resource markets, with particular emphasis on the international economy and the role of the government. International economic topics are emphasized in both semesters.

IB History 2 A/B

Prerequisite: Attainment of the outcomes of IB History 1

Offered only at Bethesda-Chevy Chase, Albert Einstein,
Richard Montgomery, Springbrook, Watkins Mill HS

2403/2404 CM IB NCAA (AL) 0.5 credit

This detailed study of 20th century history completes the requirement for the higher-level IB History examination. The first semester focuses on the causes, practices, and effects of war; the rise of single-party states; and the work of international organizations and minorities in the modern state. Second-semester topics include nationalistic political movements, decolonization, social change, the artist and society, and religion and politics.

IB Information Technology in a Global Society A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein,
Springbrook, Watkins Mill HS

2405/2406 TE CM IB NCAA (AL) 0.5 credit

This course prepares students to understand the uses of information systems, evaluate the consequences of those technologies on society, discuss the ethical considerations that arise from using information technology, and investigate advances in information technology. The first portion of the course is spent investigating the tools and applications of information technology. The second half looks at the social significance of and ethical considerations arising from information technology.

IB Math Studies A/B

Prerequisite: Attainment of the outcomes of IB Analysis and Applications of Functions or Algebra 2

Offered only at Bethesda-Chevy Chase, Albert Einstein,
Richard Montgomery, Springbrook, Watkins Mill HS

3410/3418 CM IB NCAA (AL) 0.5 credit

This course builds on the concepts of IB Analysis and Application of Functions and Pre-IB Geometry in preparation for the standard-level IB Mathematical Studies examination. Students examine functions (transformation and applications), linear programming, probability, statistics, trigonometry, sequences and series, and solid geometry.

IB Precalculus A/B

Prerequisite: Attainment of the outcomes of IB Analysis and Applications of Functions or Algebra 2 with Analysis.

Offered only at Bethesda-Chevy Chase, Albert Einstein,
Richard Montgomery, Springbrook, Watkins Mill HS

3420/3424 CM IB NCAA (AL) 0.5 credit

This course builds on the work and modeling in Analysis and Applications. Further emphasis is given to probability, circular functions, two- and three-dimensional vectors, conics, and complex numbers. The concept of limit, derivative, and power series is introduced. Students may complete the internal assessment and sit for the standard-level IB Mathematical Studies examination.

IB Biology A/B

Prerequisite: One year of Honors or Pre-IB Biology and one year of Honors or Pre-IB Chemistry.

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

3606/3607 CM IB NCAA (AL) (DP) 1.0 credit

IB Biology offers extensive laboratory experiences and emphasizes critical analysis of scientific information, evaluation of biological knowledge with respect to those problems facing mankind at present, and synthesis of biological information from different areas of the field. Some topics include biochemistry, cytology, molecular genetics, and heredity and variation. Students prepare for the higher-level IB Biology examination.

IB Chemistry 1 A/B

Prerequisite: Attainment of the outcomes of Pre-IB or Honors Chemistry.

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook HS

3746/3747 CM IB NCAA (AL) 0.5 credit

IB Chemistry 1 is a study of the materials of our environment, their properties, and the ways in which they react with each other. Topics of study include stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and optional additional studies. This course prepares students for the IB standard-level examination.

IB Physics 1 A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

3844/3845 CM IB NCAA (AL) 0.5 credit

Students investigate physical laws and theories, relationships of physical phenomena, and interrelationships of physics and other fields of human endeavor. Some topics include vector mathematics, kinematics, dynamics, energy, thermodynamics, electricity and magnetism, and nuclear structure and energy. Additional focus is placed on the social and historical perspective in which physical ideas have developed throughout the world.

IB Physics 2 A/B

Prerequisite: Attainment of the outcomes of Precalculus and IB Physics 1.

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

3846/3847 CM IB NCAA (AL) 0.5 credit

IB Physics 2 is the second year of a two-year sequence designed to prepare students for the IB Physics examination—higher or standard level. Some topics included are mechanics, molecular behavior, wave behavior, electricity and magnetism, atomic and nuclear physics, astrophysics, thermodynamics, time-varying currents, electronic systems, solid state physics, geometrical optics, particle physics, and special relativity.

IB Visual Arts 1 A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

6102/6103 CM FA IB NCAA (AL) 0.5 credit

Students develop their aesthetic, imaginative, and creative faculties. Emphasis is on visual awareness, multicultural expression, and historical references. An expressive verbal and visual journal, demonstrating the interrelationship between the student's personal research and studio work, is required by the standard-level IB Art and Design assessment.

IB Visual Arts 2 A/B

Prerequisite: IB Visual Arts 1

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

6107/6108 CM FA IB NCAA (AL) 0.5 credit

Students continue to develop their aesthetic, imaginative, and creative faculties. Emphasis is on visual awareness and multicultural expressions as reflected in studio work. Students complete studio work and refine verbal and visual journals begun in IB Art and Design 1 to fulfill the requirements for the higher-level IB Visual Arts assessment.

IB Advanced Music A/B

Prerequisite: Music Theory, unless waived by the instructor

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery HS

6567/6568 CM FA IB NCAA (AL) 0.5 credit

Students learn to recognize the music of various eras and cultures through a detailed study of representative works. The study of musical scores extends students' knowledge of music fundamentals and theory and comprehension of how the changes in composition styles create the music of different times and places. Students may prepare for the standard-level or the higher-level IB examination.

IB Theater 1 A/B

Offered only at Bethesda-Chevy Chase, Albert Einstein, Richard Montgomery, Springbrook, Watkins Mill HS

8071/8072 CM FA IB NCAA (AL) 0.5 credit

IB Theater explores a range of creative works in a global context and emphasizes practical production by the student. Assessments include a practical play analysis, a reflective and analytical portfolio of their theatrical work, and research that applies theoretical and historical concepts to a contemporary production. Students are prepared for the standard-level IB examination. Writing and thinking skills are reinforced through journaling.

Mathematics

Four credits in mathematics, including 1 credit in algebra and 1 credit in geometry are required for graduation.

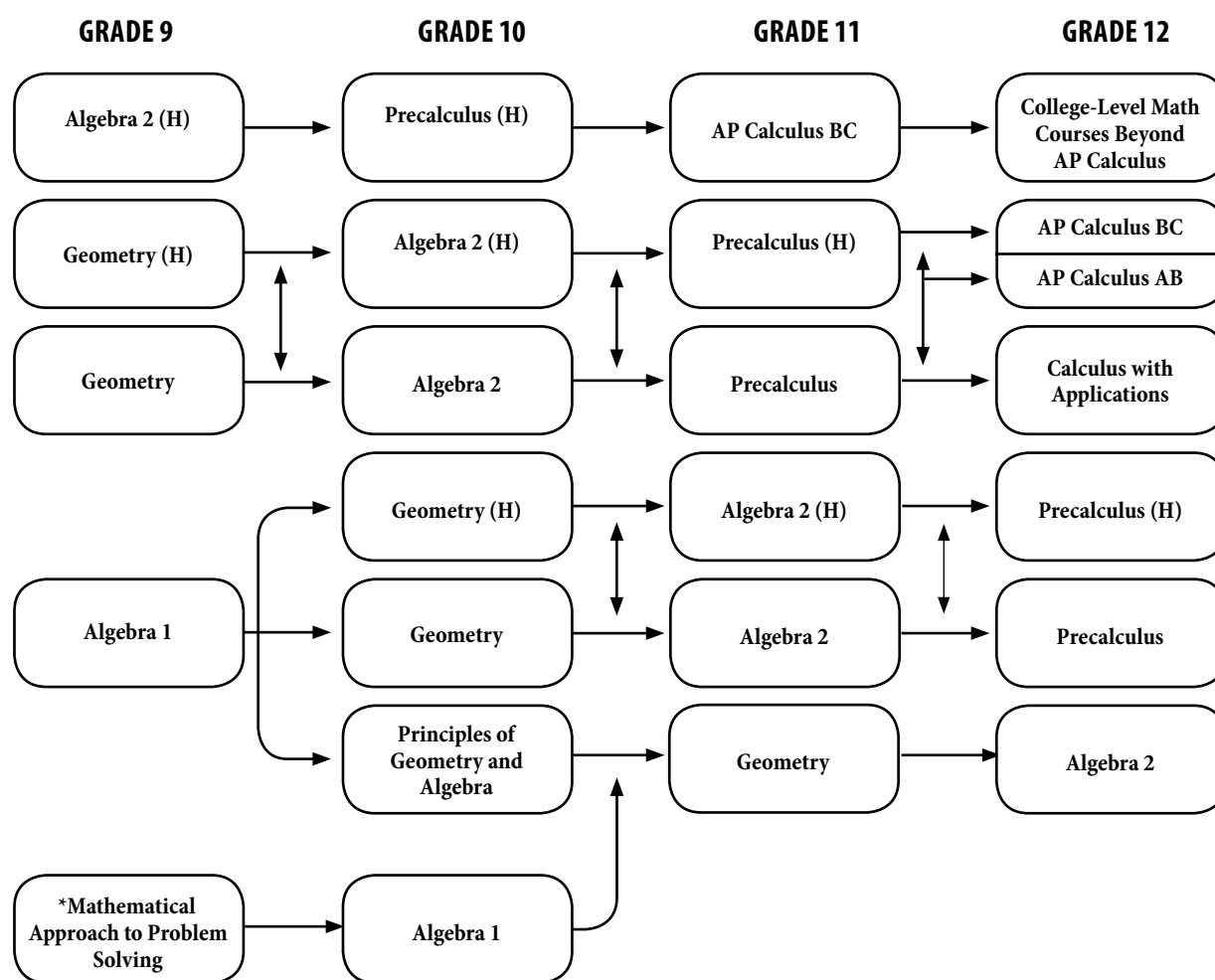
Students who have successfully completed a calculus course may be exempted from the 4-credit requirement in mathematics. Students must consult with school counselors in advance to obtain full information about the credit waiver and its advisability. They are strongly encouraged to have a graphing calculator. Graphing calculators are used on the High School Assessments (HSA), PSAT, SAT, and Advanced Placement examinations and in the courses leading to those examinations.

All Maryland state colleges and universities require mathematics through Algebra 2 for admission.

Basic Core Courses in Mathematics

BCC1 courses are Mathematical Approach to Problem Solving A and B, Principles of Geometry and Algebra A and B, Related Mathematics A and B, Algebra 1A and 1B, Geometry A and B, Algebra 2A and 2B, Precalculus A and B, AP Calculus AB, A and B, and AP Calculus BC, A and B. Category 2 courses are Consumer Mathematics A and B, Statistics and Mathematics Modeling A and B, AP Statistics A and B, and Calculus with Applications A and B.

Recommended Sequence of Classes



*For students with interrupted education or other special needs.

Additional Mathematics Electives

Course	No. of Semesters	Course	No. of Semesters
Related Mathematics	2	Statistics and Mathematical Modeling	2
Consumer Mathematics	2	AP Statistics (prerequisite Algebra 2).....	2

Algebra 1 A/B	3111/3112	CM NCAA HSA (BCC1)
Mathematical Approach to Problem Solving A/B	3113/3114	(BCC1)
Related Mathematics A/B	3231(92)/3232(92)	(BCC1)
Geometry A/B	3201/3202	CM NCAA (BCC1)
Geometry, Honors A/B	3203 /3204	CM NCAA (BCC1) (H)
Principles of Geometry and Algebra A/B	3205 /3206	NCAA (BCC1)
Algebra 2 A/B	3301/3302	CM NCAA (BCC1)
Algebra 2, Honors A/B	3310 /3311	CM NCAA (BCC1) (AL)
Consumer Mathematics A/B	3241/3242	(BCC2)
Statistics and Mathematical Modeling A/B	3322/3323	CM NCAA (BCC2)
Precalculus A/B	3489/3490	CM NCAA (BCC1)
Precalculus, Honors A/B	3350/3351	CM NCAA (BCC1) (AL)
Calculus with Applications A/B	3356/3357	CM NCAA (BCC2) (AL)
Calculus AB, Advanced Placement, A/B	3452/3453	CM NCAA AP (BCC1) (AL)
Calculus BC, Advanced Placement, A/B	3491/3492	CM NCAA AP (BCC1) (AL)
Statistics, Advanced Placement, A/B	3320/3321	CM NCAA AP (BCC2) (AL)
SAT: Verbal and Mathematics Preparation	1142	

Algebra 1 A/B

3111/3112 CM NCAA HSA (BCC1) 0.5 credit

Algebra 1 examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and properties of functions. Mathematical modeling of real-life problems and problem solving are major themes of the course.

Mathematical Approach to Problem Solving A/B

3113/3114 (BCC1) 0.5 credit

Mathematical Approach to Problem Solving (MAPS) is designed for students who need additional instruction prior to taking Algebra 1. Calculators and computers are used in problem-solving situations and in the development of number, algebra, geometry, measurement, probability, and statistics concepts and skills.

Related Mathematics A/B

Corequisite: This course is taken in conjunction with Algebra 1A and 1B.

3231(92)/3232(92) (BCC1) 0.5 credit

Related Mathematics is taken in conjunction with Algebra 1A and 1B. It reinforces the essential pre-algebra and algebra concepts and skills necessary to function in authentic problem-solving situations. Students focus on skills and applications related to success in Algebra 1 and use technology in the problem-solving process.

Geometry A/B

Prerequisite: Attainment of the outcomes of Algebra 1A and 1B

3201/3202 CM NCAA (BCC1) 0.5 credit

3203/3204 CM NCAA (BCC1) (H) 0.5 credit

Geometry is studied as a mathematical system through the deductive development of relationships in the plane and space. Students formalize their understanding of geometric concepts, including congruence and similarity, circle chords, secants and tangent segments, parallel and perpendicular lines, angle and side measures in polygons, proofs, logic, transformations, the Pythagorean Theorem, constructions, coordinate geometry, and surface area and volume of solids.

Principles of Geometry and Algebra A/B

Prerequisite: Attainment of the outcomes of Algebra 1A and 1B.

3205/3206 NCAA (BCC1) 0.5 credit

Principles of Geometry and Algebra (PGA) integrates the basic concepts of algebra and geometry in the solution of real-life problems using technology. Topics of study include perimeter, area, volume, construction, polygons, right-triangle applications, first-degree equations and inequalities, angle relationships, linear functions, polynomials, quadratics, special quadrilaterals, radicals, data analysis, and probability. This course is not open to students who have successfully completed Algebra 2A.

Algebra 2 A/B

Prerequisite: Attainment of the outcomes of Algebra 1 and Geometry

3301/3302 CM NCAA (BCC1) 0.5 credit

3310/3311 CM NCAA (BCC1) (AL) 0.5 credit

Algebra 2 is the study of the complex number system and functions. Real-world problems are discussed, represented, and solved using advanced algebraic techniques, incorporating technology. The properties and algebra of functions, including polynomial, exponential, logarithmic, piece-wise, radical, and rational, are analyzed and applied, as well as conics, matrices, systems of equations, sequences, and series.

Consumer Mathematics A/B

3241/3242 (BCC2) 0.5 credit

Consumer Mathematics combines consumer education with the mathematics necessary for making consumer decisions. Topics include income, budgeting, purchasing, banking, credit, investments, taxation, transportation and travel, housing, insurance, probability, statistics, and the operation of a small business. Emphasis is placed on the mathematics involved in careers. Material is presented in the context of problem-solving situations. Materials from newspapers, magazines, and Web sites keep the content current.

Statistics and Mathematical Modeling A/B*Prerequisite: Attainment of the outcomes of Algebra 2A and 2B*

3322/3323 CM NCAA (BCC2) 0.5 credit

Statistics and Mathematical Modeling (SMM) semester A topics include data analysis, probability, simulations, inferential statistics, normal and binomial distributions, techniques of sampling, confidence intervals, and hypotheses testing. Semester B topics are chosen from cryptography and coding, game and graph theory, architecture, trigonometry, fairness and apportionment, careers, investment and finance, and college placement test review.

Precalculus A/B*Prerequisite: Attainment of the outcomes of Algebra 2A and 2B*

3489/3490 CM NCAA (BCC1) 0.5 credit

3350/3351 CM NCAA (BCC1) (AL) 0.5 credit

Precalculus completes the formal study of the elementary functions begun in Algebra 1 and Algebra 2. Students focus on the use of technology, modeling, and problem solving. Functions studied include polynomial, exponential, logarithmic, rational, radical, piece-wise, and trigonometric and circular functions and their inverses. Parametric equations, vectors, and infinite sequences and series are also studied.

Calculus with Applications A/B*Prerequisite: Attainment of the outcomes of Precalculus A and B*

3356/3357 CM NCAA (BCC2) (AL) 0.5 credit

Calculus with Applications topics include limits, continuity, and derivatives of functions, the definite integral, and their real-world applications. Students find and apply derivatives numerically, graphically, and symbolically. Previously studied functions will be analyzed using calculus concepts. The relationship between the derivative and the definite integral is developed. Students will model real-world situations involving rates of change using difference or differential equations.

Calculus AB, Advanced Placement, A/B*Prerequisite: Attainment of the outcomes of Precalculus A and B*

3452/3453 CM NCAA AP (BCC1) (AL) 0.5 credit

Calculus AB topics are those traditionally offered in the first year of calculus in college, and are designed for students who wish to obtain a semester of advanced placement in college. The topics studied include limits, continuity, derivatives and integrals of algebraic and transcendental functions and their applications, and elementary differential equations.

Calculus BC, Advanced Placement, A/B*Prerequisite: Attainment of the outcomes of Precalculus, Honors A and B*

3491/3492 CM NCAA AP (BCC1) (AL) 0.5 credit

Calculus BC includes all of the topics in Calculus AB, as well as convergence tests for series, Taylor or Maclaurin series, vector, polar, and parametric functions. Students in BC Calculus generally receive two semesters of Advanced Placement in mathematics.

Statistics, Advanced Placement, A/B*Prerequisite: Attainment of the outcomes of Algebra 2A and 2B*

3320/3321 CM NCAA AP (BCC2) (AL) 0.5 credit

Advanced Placement Statistics students engage in the exploratory analysis of data, using graphical and numerical techniques. Data sets are collected using statistical design methods. Students produce appropriate models using probability, simulation, and statistical inference. Models are used to draw conclusions from data and analyzed by inferential methods to determine whether the data support or discredit the model. This course is equivalent to a non-calculus-based introductory college statistics course.

SAT: Verbal and Mathematics Preparation

1142 0.5 credit

This one-semester course is designed to improve student achievement on both the verbal and mathematics components of the SAT. They acquire skills related to the SAT format and develop test-taking skills by taking released editions of the SAT under simulated test conditions. This course is also listed in the English section.

Physical Education

Physical Education provides an individualized, developmentally appropriate, and personally challenging instructional program that advances the student's knowledge, confidence, skills, and motivation to engage in a lifelong, healthy and physically active lifestyle. The goal of physical education is for each student to set and achieve personally challenging fitness goals and apply higher-order thinking skills to the scientific principles to human movement.

Course Requirements

One credit in Physical Education is required for graduation.

See Dance section for complete information on dance as a fine art. Dance may be offered as a Physical Education course.

Physical Education 1, General	7720	(BCC1)
Physical Education 2, General	7721	(BCC1)
Physical Education, Concentrated	7722	(BCC1)
Physical Education, Specialty	7723	(BCC1)

Physical Education 1, General

7720 (BCC1) 0.5 credit

This course includes opportunities for a varied selection of individual, dual, team, dance, and personal development activities. Students are guided in identifying and improving their fitness levels through the development and use of personalized fitness plans. Recommended for students for whom basic skills and experiences are appropriate. It is recommended that ninth graders be enrolled in General Physical Education 1 as an introduction to the high school physical education curriculum.

Physical Education 2, General

7721 (BCC1) 0.5 credit

General Physical Education 2 is recommended as the second course for ninth graders. Students focus on continuous skill development through individual, dual, team, dance, and personal development activities. Students continue to develop their personalized fitness plans and improve their physical fitness levels.

Physical Education, Concentrated

7722 (BCC1) 0.5 credit

This course includes instruction in two or three activity units during a semester (six or nine weeks for each activity). Students may select from one interest area (e.g., all dance units) or from two or more interest areas (individual, dual, team, dance, fitness, personal development). Emphasis is on fitness and intermediate and advanced skill techniques in selected sports and activities, as ninth graders are less likely to be in this course.

Physical Education, Specialty

7723 (BCC1) 0.5 credit

This course includes instruction in one or two selected activities during a semester. Improving individual fitness levels is also emphasized in this course. Skill work progresses from beginning-through intermediate- to advanced-level skills, but the emphasis is on intermediate- and advanced-level skills, as ninth graders are less likely to be in this course.



Science

Philosophy

We live in a world that is dominated by the influences of science and technology. The ability to make informed decisions as voters and consumers requires an understanding and appreciation of the nature of science. Since science is both a body of knowledge and a process of investigation, these two components are integral parts of each science course offering. Students should expect a rigorous course of study that encourages higher-level reasoning, incorporates the use of technology, and involves laboratory inquiry. Skills in reading, writing, and mathematics are important components of science instruction. Science courses are carefully aligned with the National Science Education Standards and the Maryland Science Content Standards and develop appropriate skills for the HSA. All students are encouraged to take four years of science that provide a balance of the life sciences and the physical sciences.

Basic Core Courses in Science

BCC1 courses are Matter and Energy A and B, Biology A and B, Chemistry A and B, Physics A and B, and Earth Space Systems A and B. Additionally, schools must treat as Category 1 courses one of the following pairs: Biology AP A and B, Chemistry AP A and B, Physics AP A and B, Biology AP (DP) A and B, Chemistry AP (DP) A and B, and Environmental Science AP A and B. BCC2 courses are Applied Science A and B, Astronomy A and B, Environmental Science A and B, Horticulture Science A and B, Engineering Science A and B, Molecular Biology A and B, Nutrition Science A and B, and Physical Science A and B.

BC—Satisfies biology requirement

PC—Satisfies physical science requirement

SC—Satisfies third science credit

Science offers a network of course choices and pathways. All possible pathways cannot be easily diagrammed. Students are encouraged to follow a science pathway based on their needs and interests.

Requirements for Graduation

Three science credits are required for graduation. One biology credit (BC) and one physical science credit (PC) must be included in the three credits.

Note that Maryland state colleges and universities require two laboratory sciences for admission. All listed science courses, except internship courses, meet the criteria for laboratory science.

Anatomy and Physiology A/B (BC)	3761 /3762	CM NCAA (BCC2) (AL)
Applied Science A/B (SC)	3611/3612	(BCC2)
Astronomy A/B (PC)	3856/3857	(BCC2)
Astronomy, Honors A/B (PC)	3858/3859	CM (BCC2) (H)
Biology A/B (BC)	3631/3632	NCAA HSA (BCC1)
Biology, Honors A/B (BC)	3621/3622	CM NCAA HSA (BCC1) (H)
Biology, Advanced Placement A/B (BC)	3641/3642	CM NCAA AP (BCAC1) (AL)
Biology, Advanced Placement A/B (DP) (BC)	3651/3652	CM NCAA AP (BCAC1) (AL) (DP)
Biological Anthropology/ Archaeology (SC)	3656	(BCC2)
Biotechnology A/B (SC)	3636/3637	CM (BCC2)
Chemistry A/B (PC)	3721/3722	CM NCAA (BCC1)
Chemistry, Honors A/B (PC)	3711/3712	CM NCAA (BCC1) (H)
Chemistry, Advanced Placement A/B (PC)	3741/3742	CM NCAA AP (BCAC1) (AL)
Chemistry, Advanced Placement A/B (DP) (PC)	3751/3752	CM NCAA AP (BCAC1) (AL) (DP)
Earth/Space Systems A/B (PC)	3811/3812	NCAA (BCC1)
Earth/Space Systems, Honors A/B (PC)	3815/3816	CM NCAA (BCC1) (H)
Engineering Science A/B (SC)	3609/3610	CM (BCC2) (AL)
Environmental Science A/B (SC)	3661/3662	NCAA (BCC2)
Environmental Science, Honors A/B (SC)	3676/3677	CM NCAA (BCC2) (AL)
Environmental Science, Honors A/B (DP) (SC)	3674/3675	CM NCAA (BCC2) (AL) (DP)
Environmental Science, Advanced Placement A/B (SC)	3659/3660	CM NCAA AP (BCAC1) (AL)
Forensic Science A/B (SC)	3864/3865	NCAA (BCC2)
Horticultural Science A/B (SC)	3671/3672	(BCC2)
Internship, Science A/B (SC)	3511/3512	CM (BCC2)
Internship, Science A/B (DP) (SC)	3521/3522	CM (BCC2) (DP)
Matter and Energy A/B (PC)	3749/3750	NCAA (BCC1)
Matter and Energy, Honors A/B (PC)	3764/3765	CM NCAA (BCC1) (H)
Molecular Biology A/B (BC)	3657/3658	CM (BCC2) (AL)
Molecular Biology A/B (DP) (BC)	3653/3654	CM (BCC2) (AL) (DP)
Nutrition Science A/B (SC)	3560/3561	(BCC2)
Nutrition Science, Honors A/B (SC)	3562/3563	CM (BCC2) (H)
Physical Science A/B (PC)	3941/3942	NCAA (BCC2)
Physics A/B (PC)	3831/3832	CM NCAA (BCC1)
Physics A/B, Honors (PC)	3821/3822	CM NCAA (BCC1) (H)
Physics, Advanced Placement A/B (PC)	3841/3842	CM NCAA AP (BCAC1) (AL)
Physics, Advanced Placement A/B (DP) (PC)	3851/3852	CM NCAA AP (BCAC1) (AL) (DP)
Physics B, Advanced Placement A/B (PC)	3837/3838	NCAA AP (BCAC1) (AL)
Physics C, Advanced Placement A/B (PC)	3839/3840	NCAA AP (BCAC1) (AL)
Wildlife Biology (SC)	3655	(BCC2)

Anatomy and Physiology A/B (BC)

Prerequisite: Attainment of the outcomes of Biology A and B

Corequisite: Chemistry A and B

3761/3762 CM NCAA (BCC2) (AL) 0.5 credit

This course is a study of the major systems of the human body. Career opportunities in medical-related fields are examined. The course is intended for advanced-level students. Anatomy and Physiology A topics include cells, tissues, and systems (skeletal, muscular, integumentary, and nervous). Anatomy and Physiology B topics include digestive, respiratory, circulatory, excretory, endocrine, and reproductive systems. Dissection is required.

Applied Science A/B (SC)

3611/3612 (BCC2) 0.5 credit

This course provides students with an opportunity to investigate practical applications of the concepts and processes of life science and physical science. Basic topics are transportation, mechanical appliances, electricity, health practices, household products, the exploration of a science topic of personal interest, and science-related careers. Applied Science A covers physical science topics and Applied Science B covers life science topics. Either semester may precede the other.

Astronomy A/B (PC)

3856/3857 (BCC2) 0.5 credit

3858/3859 CM (BCC2) (H) 0.5 credit

These courses focus on our solar system and planetary astronomy. Topics in Astronomy A include the Earth, Moon, Sun, planets, asteroids, and comets. Topics in Astronomy B include cosmology, stars, nebulae, pulsars, black holes, galaxies, quasars, and the Big Bang. Experiences with telescopes, observatories, and planetaria may be included. Students may enroll in either semester and in any order.

Biology A/B (BC)

3631/3632 NCAA HSA (BCC1) 0.5 credit

3621/3622 CM NCAA HSA (BCC1) (H) 0.5 credit

These courses emphasize the study of living things through laboratory experiences. Topics include ecology, chemistry of life, cells in living things, cell energy, nucleic acids and protein synthesis, energy, inheritance, applied genetics, evolution, and systems and living things. Ecology and evolution are unifying themes throughout the course. Attention is given to social issues and career opportunities. Dissections may occur.

Biology, Advanced Placement A/B (BC)

Prerequisite: Attainment of the outcomes of Biology A and B

Corequisite: Attainment of the outcomes of Chemistry A and B

3641/3642 CM NCAA AP (BCAC1) (AL) 0.5 credit

Biology AP is for highly motivated students with interest in biology. The course emphasizes laboratory investigations and builds on the concepts covered in Biology. Students prepare to take the Advanced Placement biology examination at the end of the course. Topics in Biology AP include chemistry of life, cytology, cellular energetics, genetics, diversity of life, evolution, ecology, and behavior. Dissections may occur in this course. See Alternatives to Dissection at the end of the Science section.

Biology, Advanced Placement A/B (DP) (BC)

Prerequisite: Attainment of the outcomes of Biology A and B

Corequisite: Attainment of the outcomes of Chemistry A and B

3651/3652 CM NCAA AP (BCAC1) (AL) (DP) 1.0 credit

These are double-credit courses that meet two periods each day. The courses have the same objectives as Biology AP A and AP B, with the provision that the content, materials, and activities of Biology AP (DP) follow the Biology Advanced Placement curriculum. Students may not earn credit for both single and double-period AP Biology A and B. Dissections may occur in this course. See Alternatives to Dissection at the end of the Science section.

Biological Anthropology/Archaeology (SC)

Prerequisite: Attainment of the outcomes of Biology A and B

3656 (BCC2) 0.5 credit

Using critical thinking skills, students explore the scientific approaches to surveying and understanding biological differences in past and present human populations. Topics include the study of bone, anatomy, and archaeological techniques used by modern scientists to uncover the past. This course includes career explorations, field trip opportunities, and hands-on laboratory investigations.

Biotechnology A/B (SC)

Prerequisite: Attainment of the outcomes of Biology A and B

3636/3637 CM (BCC2) 0.5 credit

Biotechnology provides students with the ability to apply the concepts of biochemistry, genetics, and molecular biology in research activities. This intensive, hands-on laboratory program utilizes the latest in laboratory equipment and computer technology to investigate the intricacies of molecular and microbiology, organic chemistry, and DNA science. This course is the science credit component of the Career Pathway-Biotechnology.

Chemistry A/B (PC)

Prerequisite: Attainment of the outcomes of Geometry A and B or concurrent enrollment

3721/3722 CM NCAA (BCC1) 0.5 credit

3711/3712 CM NCAA (BCC1) (H) 0.5 credit

These courses emphasize the study of matter through laboratory investigations. Chemistry A topics include classification and properties of matter, atomic theory, periodicity, mole concept, heat, molecular motion, and chemical bonding. Chemistry B includes molecular shapes, thermodynamics, reaction kinetics, equilibrium systems, solutions and solubility, acids, bases, and salts.

Chemistry, Advanced Placement A/B (PC)

Prerequisite: Attainment of the outcomes of Chemistry A and B, and Algebra 2A and 2B

3741/3742 CM NCAA AP (BCAC1) (AL) 0.5 credit

Chemistry AP A and B are for highly motivated students with interest in the physical sciences. Chemistry AP builds on concepts covered in chemistry with greater detail in content and laboratory investigations. Students are prepared to take the Advanced Placement Chemistry examination at the end of the course. Topics in Chemistry AP include atomic theory, chemical bonding, phases of matter, solutions, types of reactions, equilibrium, reaction kinetics, and thermodynamics.

Chemistry, Advanced Placement A/B (DP) (PC)

Prerequisite: Attainment of the outcomes of Chemistry A and B, and Algebra 2A and 2B

3751/3752 CM NCAA AP (BCAC1) (AL) (DP) 1.0 credit

These are double-credit courses that meet for two class periods each day. The courses have the same objectives as Chemistry AP A and AP B, with the provision that the content, materials, and activities of Chemistry AP (DP) follow the AP curriculum. Students may not earn credit for both single- and double-period AP Chemistry A and B.

Earth/Space Systems A/B (PC)

3811/3812 NCAA (BCC1) 0.5 credit

3815/3816 CM NCAA (BCC1) (H) 0.5 credit

These courses emphasize the dynamic processes of systems on and inside the Earth and its surrounding space environment. Topics include the interrelated systems—hydrosphere, cryosphere, geosphere, biosphere, and atmosphere.

Engineering Science A/B (SC)

Corequisite: Attainment of the outcomes of Physics A and B

3609/3610 CM (BCC2) (AL) 0.5 credit

These courses are designed to give students an understanding of the principles and applications of engineering. Students build products to meet given specifications; they physically test and mathematically analyze the products. Students must complete a design package containing justification for the design, assembly instructions, cost analysis, parts list, engineering drawings, analysis of results, and suggested future modifications.

Environmental Science A/B (SC)

3661/3662 NCAA (BCC2) 0.5 credit

3676/3677 CM NCAA (BCC2) (AL) 0.5 credit

3674/3675 CM NCAA (BCC2) (AL) (DP) 1.0 credit

These courses explore ecological interactions through the systematic study of global realms—atmosphere, hydrosphere, lithosphere, and biosphere. Environmental Science A is an overview of ecosystems, energy flow, geology, chemical cycles, population studies, community dynamics, and pollution. Environmental Science B includes topics in land and water use, energy, food and natural resources, and populations.

Environmental Science, Advanced Placement A/B (SC)

Prerequisite: Attainment of the outcomes of Biology A and B

Corequisite: Chemistry A and B recommended

3659/3660 CM NCAA AP (BCAC1) (AL) 0.5 credit

Environmental Science AP A and B are for highly motivated students with interest in interdisciplinary science. Environmental Science AP builds on concepts covered in Environmental Science, with greater detail in content and laboratory investigations. Students are prepared to take the Advanced Placement environmental science examination at the end of the course. Topics in Environmental Science AP include the interrelationships of the natural world and environmental problems, issues, and solutions.

Forensic Science A/B (SC)

Prerequisite: Successful completion of at least one previous science course

Offered only at Bethesda-Chevy Chase, Montgomery Blair, Clarksburg, Damascus, Albert Einstein, Gaithersburg, Walter Johnson, Col. Zadok Magruder, Northwest, Northwood, Paint Branch, Poolesville, Quince Orchard, Seneca Valley, Springbrook, Thomas S. Wootton HS

3864/3865 NCAA (BCC2) 0.5 credit

This course will focus on forensic science and modern criminal investigation analysis. Forensic Science A includes selected topics in these areas: structure and function of the human body, toxicology, drug and alcohol abuse, serology, and terrorist and disaster response and emergency medical procedures. Forensic Science B includes selected topics in these areas: ballistics, DNA analysis, fingerprint interpretation, and explosive incident and arson investigation. Either semester may precede the other.

Horticultural Science A/B (SC)

3671/3672 (BCC2) 0.5 credit

Horticultural Science A and B are designed for students interested in mastering fundamental techniques in the care and culture of plants in the home, business, and community. Topics include plant anatomy and physiology; growth conditions; plant propagation; control of disease, weeds, and pests; greenhouse management; plant identification; soils; lawns; and landscaping. Either semester can precede the other.

Internship, Science A/B (SC)

3511/3512 CM (BCC2) 0.5 credit

3521/3522 CM (BCC2) (DP) 1.0 credit

Science internships provide laboratory or science field research experience out of school. Students are placed, according to their interest and the availability of space, in private or government research agencies such as the National Institutes of Health and the National Institute of Standards and Technology or the Walt Whitman Psychology Laboratory. The description and requirements for participation in the internship program are in the Administrative Handbook on Student Internships.

Matter and Energy A/B (PC)

3749/3750 NCAA (BCC1) 0.5 credit
3764/3765 CM NCAA (BCC1) (H) 0.5 credit

These courses emphasize the development of observation, experimentation, and analytic skills applicable to succeeding in laboratory courses in high school science. Matter and Energy A includes scientific skills and processes, mechanics (forces and motion), energy, electricity, and magnetism. Matter and Energy B includes properties of matter, heat, and atomic and nuclear structure.

Molecular Biology A/B (BC)

Prerequisite: Attainment of the outcomes of Biology A and B

Corequisite: Attainment of the outcomes of Chemistry A and B

3657/3658 CM (BCC2) (AL) 0.5 credit
3653/3654 CM (BCC2) (AL) (DP) 1.0 credit

These courses stress the concepts, theories, and techniques of molecular biology, classical genetics, modern genetics, DNA technology, and bioethics. Laboratory investigations parallel those in a scientific research laboratory. These advanced-level courses prepare students for an internship at a scientific research facility.

Nutrition Science A/B (SC)

Prerequisite: Attainment of the outcomes of Biology A and B

3560/3561 (BCC2) 0.5 credit
3562/3563 CM (BCC2) (H) 0.5 credit

Nutrition Science A and B apply scientific laboratory skills and food preparation laboratory skills to study topics in nutritional requirements and assessments. Students examine food consumption patterns, diet planning, and digestion, and investigate the current trends and scientific research that is evolving about this science.

Physical Science A/B (PC)

3941/3942 NCAA (BCC2) 0.5 credit

These courses focus on practical and functional applications of chemistry and physics. Semester A includes topics of atomic structure, chemical formulas and equations, classification of chemical substances, radioactivity, and organic chemistry. Semester B includes vector analysis, force and motion, work, energy, power, heat, waves and sound, light and optics, and electricity and magnetism. Either semester can precede the other.

Physics A/B (PC)

Prerequisite: Attainment of the outcomes of Geometry A and B or concurrent enrollment

3831/3832 CM NCAA (BCC1) 0.5 credit
3821/3822 CM NCAA (BCC1) (H) 0.5 credit

These courses are for students who wish to investigate physical laws and theories, relationships of physical phenomena, and the interrelationships of physics to other fields of human endeavor. Physics includes topics in vectors, kinematics, dynamics, energy, momentum, thermodynamics, electricity and magnetism, waves, and quantum physics.

Physics, Advanced Placement A/B (PC)

Prerequisite: Attainment of the outcomes of Physics A and B and Precalculus A and B

3841/3842 CM NCAA AP (BCAC1) (AL) 0.5 credit

Physics AP A and B are for highly motivated students with interest in the physical sciences. Physics AP builds on concepts covered in Physics with greater detail in content and laboratory investigations. Students are prepared to take the Advanced Placement Physics examination at the end of the course. During Physics AP A, Newtonian mechanics is the central topic. During Physics AP B, emphasis is placed on electricity and magnetism.

Physics, Advanced Placement A/B (DP) (PC)

Prerequisite: Attainment of the outcomes of Physics A and B and Precalculus A and B

3851/3852 CM NCAA AP (BCAC1) (AL) (DP) 1.0 credit

These are double-credit courses that meet for two periods each day. The courses have the same objectives as Physics AP A and AP B, with the provision that the content, materials, and activities of Physics AP (DP) follow the AP curriculum, but with extensive laboratory work in each of the topic areas. Students may not earn credit for both single- and double-period AP Physics.

Physics B, Advanced Placement A/B (PC)

Prerequisite: Attainment of the outcomes of Physics A and B and Precalculus A and B

3837/3838 NCAA AP (BCAC1) (AL) 0.5 credit

This course is for highly motivated students with interest in the physical sciences. Students should have a knowledge of algebra and basic trigonometry. The course includes topics in both classical and modern physics. Topics include Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students are prepared to take the Advanced Placement Physics B examination at the end of this course.

Physics C, Advanced Placement A/B (PC)

Prerequisite: Attainment of the outcomes of Physics A and B and Precalculus A and B

3839/3840 NCAA AP (BCAC1) (AL) 0.5 credit

This course is for highly motivated students with interest in the physical sciences. Students use calculus in problem solving and in derivations as they study Newtonian mechanics, electricity, and magnetism. Students are prepared to take the Advanced Placement Physics C examination at the end of this course.

Wildlife Biology (SC)

Prerequisite: Attainment of the outcomes of Biology A and B

3655 (BCC2) 0.5 credit

This introductory course for students interested in wildlife management or zoology includes field study techniques and information about careers in areas of animal science. Topics include statistical tests, wildlife management habitat usage, foraging preference, behaviors, and body morphology to identify organisms. Soil chemical properties and water quality are used to determine the viability of vertebrates and aquatic macroinvertebrates.

Social Studies

The goal of social studies is to help create literate and well-informed citizens who actively participate in a democratic society. Students learn how to become effective citizens through—

- ◆ active engagement in the learning processes and skills of the social sciences and history;
- ◆ development of a useful knowledge base in culture, economics, geography, history, and politics;
- ◆ learning the fundamental structures of human systems of interaction and how these systems have developed over time (change)—human systems of interaction include culture, economics, geography, history, and political systems;
- ◆ application of concepts and knowledge of the past to problem-solving real-world issues of the present;
- ◆ application and evaluation of the role of an effective citizen, including putting citizen participation theory into practice;
- ◆ effective use of multiple sources of investigation for research and learning, including technology, primary and secondary source materials, the arts, film, and oral history; and
- ◆ development and communication of social studies concepts and knowledge using a variety of formats, with a special emphasis on analytic and persuasive writing.

Additional information regarding the MCPS Social Studies program can be found at [www.montgomeryschoolsmd.org/curriculum/socialstd/Basic Core Courses](http://www.montgomeryschoolsmd.org/curriculum/socialstd/Basic%20Core%20Courses)

BCC1 courses are U.S. History A and B; National, State, and Local Government A and B; Modern World History A and B; and Economics. Additionally, schools must treat as Category 1 courses one of the following pairs: U.S. History Advanced Placement A and B; United States Government and Politics Advanced Placement with NSL A and B; European History Advanced Placement A and B; or World History Advanced Placement A and B.

Schools must treat as Category 2 courses two of the following five: History, Africa South of the Sahara; History, African American; History, Eastern Asia; History, Latin American; History, Middle East; Psychology 1; or Sociology 1.

Three credits in social studies are required for graduation.

GRADE 9

- ◆ United States History A and B

GRADE 10

- ◆ National, State, and Local Government A and B

GRADE 11 or 12

- ◆ Modern World History A and B

Comparative Religions	2320	CM NCAA
Cultural Anthropology A/B	2309/2329	CM NCAA
Economics	2303	CM NCAA (BCC1)
Economics, Macroeconomics, AP	2315	CM NCAA AP (AL)
Economics, Microeconomics, AP	2316	CM NCAA AP (AL)
Government—National, State, and Local (NSL) A/B	2107/2108	NCAA HSA (BCC1)
Government—National, State, and Local (NSL) Honors A/B	2127/2128	CM NCAA HSA (BCC1) (H)
Government, United States and Politics with NSL, AP A/B	2104/2105	CM NCAA AP HSA (BCC1) (AL)
Government, United States Government and Politics, AP	2131	CM NCAA AP (AL)
Government, Comparative Government and Politics, AP	2132	CM NCAA AP (AL)
History, Africa South of the Sahara	2206	CM NCAA (BCC2)
History, African American	2103	CM NCAA (BCC2)
History, Ancient and Medieval	2210	CM NCAA
History, Ancient Mediterranean Civilizations	2208	CM NCAA
History, Eastern Asia	2218	CM NCAA (BCC2)
History, European	2212	CM NCAA
History, European A/B	2214 /2215	CM NCAA
History, European, AP A/B	2216 /2217	CM NCAA AP (BCC1) (AL)
History, Latin American	2204	CM NCAA (BCC2)
History, Medieval European	2209	CM NCAA
History, Modern World A/B	2221 /2222	CM NCAA (BCC1)
History, Modern World Honors A/B	2223 /2224	CM NCAA (BCC1) (H)
History, Russian	2205	CM NCAA
History, The Middle East	2226	CM NCAA (BCC2)
History, United States A/B	2110 /2112	NCAA (BCC1)
History, United States Honors A/B	2111 /2113	CM NCAA (BCC1) (H)
History, United States, AP A/B	2114 /2124	CM NCAA AP (BCC1) (AL)
History, World, AP A/B	2240 /2241	CM NCAA AP (BCC1) (AL)
Human Geography, AP A/B	2332 /2333	CM NCAA AP (AL)
Humanities A/B	2318 /2319	CM NCAA
Law	2312	CM NCAA
Philosophy	2311	CM NCAA
Psychology 1/2	2304 /2313	CM NCAA (BCC2)
Psychology, AP A/B	2330 /2331	CM NCAA AP (BCC2) (AL)
Seminar in Peace Studies	2225	CM
Sociology 1/2	2305 /2314	CM NCAA (BCC2)
Student Leadership A/B	2339 /2340	
Executive High School Internship Program	2323	CM
Executive High School Internship Program	2324	CM
Executive High School Internship Program	2325	CM (BCC1)

Comparative Religions

2320 CM NCAA 0.5 credit

The basic elements and historical development of world religions are surveyed in this course. The course introduction may be taught through a study of primitive religions or a general examination of the sociology of religion. Other units are organized around comparisons of the religions of India, China, and the Near East. Specific religions/philosophies studied include Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Taoism, and Zoroastrianism.

Cultural Anthropology A/B

2309/2329 CM NCAA 0.5 credit

Students learn the methods used by archaeologists to uncover finds, determine age, classify artifacts, and trace the origins of social interaction. During semester B physical anthropology is introduced and archaeological case studies are used. The place of human life in the animal world, human fossil forms, and racial theories is studied. Cultural prehistory is a distinctive part of the semester, and New World prehistory is compared and contrasted with Old World prehistory.

Economics

2303 CM NCAA (BCC1) 0.5 credit

This introductory course emphasizes choices and decisions people and nations make about the use of resources. Students study basic economic concepts—both national and international monetary and fiscal policies and the application of economic principles to everyday life. Detailed discussion is devoted to the roles played by banks, credit, principal, rent, wages, and consumer buying.

Economics, Macroeconomics, AP

2315 CM NCAA AP (AL) 0.5 credit

This course is for students interested in college-level work in economics. Study begins with fundamental economics concepts such as scarcity, opportunity costs, production possibilities, specialization, comparative advantage, demand, supply, and price determination. Major topics include measurement of economic performance, national income and price determination, and international economics and growth.

Economics, Microeconomics, AP

2316 CM NCAA AP (AL) 0.5 credit

This course is for advanced students interested in college-level work in economics and/or gaining advanced standing in college. The course begins with a study of fundamental economics concepts such as scarcity, opportunity costs, production possibilities, specialization, and comparative advantage. Major topics include the nature of functions of product markets; factor markets; and efficiency, equity, and the role of government.

Government—National, State, and Local (NSL) A/B2107/2108 NCAA HSA (BCC1) 0.5 credit
2127/2128 CM NCAA HSA (BCC1) (H) 0.5 credit

Students learn the purposes, structure, functions, and workings of government; rights and responsibilities of citizens; and change processes that keep American governments workable. In Semester B, students learn economics principles, fiscal/monetary policy of the United States, principles of foreign policy and application to contemporary situations, and the role of government in making public policy in areas such as environment, health, and equity. This course is required for graduation.

Government, United States and Politics with NSL, AP A/B

2104/2105 CM NCAA AP HSA (BCC1) (AL) 0.5 credit

This course is a year-long survey of American government. The course combines the content and skill development of AP U.S. Government and Politics and National, State, and Local Government. Note: AP United States Government and Politics with NSL may be used to satisfy the graduation requirement of a year in National, State and Local Government A and B.

Government, United States Government and Politics, AP

2131 CM NCAA AP (AL) 0.5 credit

This college-level course is a survey of the structure and function of American government and politics that begins with an analysis of the Constitution, the foundation of the American political system. Students study the three branches of government, administrative agencies that support each branch, the role of political behavior in the democratic process, and the workings of political parties and interest groups.

Government, Comparative Government and Politics, AP

2132 CM NCAA AP (AL) 0.5 credit

This college-level course is both a survey of the various forms of government found throughout the world and an in-depth study of specific governments and approaches to politics. Students compare the structure of governmental institutions in different countries and learn how each structure affects society in general and individuals in particular. The concept of political change and the different methods to effect such change are a focus in the course.

History, Africa South of the Sahara

2206 CM NCAA (BCC2) 0.5 credit

This course surveys African history by examining the forces and events that have shaped and are shaping the cultures of Africa south of the Sahara. Topics include traditional culture, European impact, nationalism and revolution, and contemporary situations.

History, African American

2103 CM NCAA (BCC2) 0.5 credit

This course is a survey of the individuals, forces, and events that make up the experiences of African Americans in the United States. By exploring those forces, and by highlighting those individuals who helped shape the development of America, students learn that the “Black Experience” can serve as the testing ground for American democratic ideas. Emphasis is given to the impact of major events in our history on African Americans.

History, Ancient and Medieval

2210 CM NCAA 0.5 credit

This is a survey course that begins with the civilizations of the ancient Near East and continues through the Reformation in Europe. Students focus on the geographic, political, social, economic, and cultural factors that have shaped the development of ideas and institutions from Mesopotamia to the present day.

History, Ancient Mediterranean Civilizations

2208 CM NCAA 0.5 credit

This course is a survey of the evolution of society from the Fertile Crescent through Greek and Roman civilizations. Students examine the rise of civilizations in the Near East and their legacies. Greek civilization is studied from its historical roots through Alexander’s empire, emphasizing forces of change and aspects that provide a basis for Western thought. The course concludes with a study of the Roman era.

History, Eastern Asia

2218 CM NCAA (BCC2) 0.5 credit

This course provides an overview of Chinese, Korean, and Japanese history. It stresses the cultural and intellectual highlights of each of these countries, broadening the student’s understanding of Asia. Topics include traditional culture, the impact of European contact, and contemporary situations.

History, European

2212 CM NCAA 0.5 credit

This course is an abbreviated survey of Europe from 1600 to the present. Topics of study include the rise of the modern nation state, the scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war.

History, European A/B

2214/2215 CM NCAA 0.5 credit

Throughout the course, the concepts of causation, continuity and change, and social interdependence are used to examine focus areas, which include development of major institutions; revolutionary movements; and nationalism in the period from the 16th century to 1815.

During Semester B focus areas include development of major institutions; revolutionary movements and nationalism; Industrial Revolution; ideologies; world wars; and the intellectual/cultural history from 1815 to contemporary times.

History, European, AP A/B

2216/2217 CM NCAA AP (BCC1) (AL) 0.5 credit

This college-level course is a survey in European history from the 15th century to the present. A college-level text is used, and students engage in college-level writing and discussion. This course prepares students for the AP European History examination.

History, Latin American

2204 CM NCAA (BCC2) 0.5 credit

This course provides an overview of the cultural background and historical development of the nations of Latin America, their role in the world today, and their future. Problems of population distribution, cultural and economic influences and ownership, and political and social change are studied.

History, Medieval European

2209 CM NCAA 0.5 credit

European history from the fall of Rome through the crises that characterized the late Middle Ages is surveyed. Topics include the rise of Christianity and Islam and the conflict between those religious forces, the characteristics of medieval European society, and crises such as the Black Plague that ended this period.

History, Modern World A/B

2221/2222 CM NCAA (BCC1) 0.5 credit

2223/2224 CM NCAA (BCC1) (H) 0.5 credit

Semester A is a survey of modern world history from the 15th century to 1850. Focus areas include major civilizations about 1500; effects of Renaissance, Protestant Reformation, and economic changes; philosophical/scientific thinking, and the Industrial Revolution.

Semester B is a survey of world history from 1850 to the present. Focus areas include nationalism and imperialism; rise of totalitarian governments; World War I and II; worldwide depression; and Cold War. This course is required for graduation.

History, Russian

2205 CM NCAA 0.5 credit

This course is a survey of Russia before, during, and since the Bolshevik Revolution. Topics covered include the origins of the Russian people, the formative years of the Russian nation, the growth of the Russian autocracy and its failure to accommodate change, the 1917 revolutions, the consolidation of power in the Soviet Union, the role of the Soviet Union in and after World War II, and Russia in the post-cold-war era.

History, The Middle East

2226 CM NCAA (BCC2) 0.5 credit

This course provides an overview of the Middle East and its history. It stresses the role of the Middle East as the cradle of early civilizations, the crossroads of many empires, and the birthplace of three major world religions. Special emphasis is given to the influence of the Middle East on world civilizations, the historical importance of the Middle East over the centuries, and the background needed to understand present conditions in the area.

History, United States A/B

2110/2112 NCAA (BCC1) 0.5 credit
2111/2113 CM NCAA (BCC1) (H) 0.5 credit

This course is a continuation of eighth grade U.S. history. Semester A is a survey in four areas—the enduring impact of Civil War and Reconstruction; effects of Industrial Revolution and immigration; United States in world affairs through World War I; and major developments of the 1920s and 1930s. Semester B is a survey of four areas of U.S. History—World War II and its impact; domestic policies 1945–1970; the impact of the cold war; and cultural change in post-war America. This course is required for graduation.

History, United States, AP A/B

2114/2124 CM NCAA AP (BCC1) (AL) 0.5 credit

This course is for students desiring a freshman college-level course in United States history. The course is a survey of this nation's history from 1607 to the present, using a college-level text and requiring college-level writing and discussion.

Note: U.S. History AP A and B may be used instead of U.S.

History A and B to satisfy the graduation requirement of a year in U.S. History.

History, World, AP A/B

2240/2241 CM NCAA AP (BCC1) (AL) 0.5 credit

This college-level course helps students develop a greater understanding of world history and human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The chronological time frame is from 8000 BCE to the present. Note: World History AP A/B may be used instead of Modern World History A/B to satisfy the graduation requirement of a year in Modern World History.

Human Geography, AP A/B

2332/2333 CM NCAA AP (AL) 0.5 credit

This college-level 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 analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Humanities A/B

2318/2319 CM NCAA 0.5 credit

Semester A includes three units: Classical Age, Medieval Europe, and Renaissance and Baroque. Semester B includes the following units: Neoclassic/Enlightenment, Romantic Era, and The Modern Era. In both semesters, students study the ideas and ideals of western civilization and, to a lesser extent, Eastern civilization, and how perceptions of human nature and the place of humans in the universe change over time. Works from the performing arts, fine arts, literature, philosophy, and historiography are used.

Law

2312 CM NCAA 0.5 credit

This course is designed to help students understand the processes by which American society seeks justice and order through law, and ways in which people can participate intelligently in those processes. Students examine history and philosophy of law, how the law works and can be made to work in actual situations, and major substantive areas of law such as constitutional rights, torts, contracts, property, criminal and family law, and equity.

Philosophy

2311 CM NCAA 0.5 credit

This course acquaints students with the discipline and history of philosophy. Major philosophers and their works are studied with focus on such issues as the nature of the universe; the basic moral and intellectual superstructure of society; good and evil; free will and determinism; and the relationship of a person to other individuals and to the state. Current trends in philosophy are studied as well.

Psychology 1/2

Prerequisite: Psychology 1 is a prerequisite to Psychology 2

2304/2313 CM NCAA (BCC2) 0.5 credit

Students are introduced to the scientific study of behavior and mental process in Psychology 1. While learning how to apply psychological principles to daily life, students investigate the role of scientific inquiry into the major domains of psychology, including Methods of Research, Biopsychology, Cognitive Processes, Lifespan Development, and Sociocultural Dimensions of Behavior. Psychology 2 provides further investigation into these major domains in psychology.

Psychology, AP A/B

2330/2331 CM NCAA AP (BCC2) (AL) 0.5 credit

This college-level course prepares students for the AP exam. Students scientifically study behavior and investigate the psychological domains—methods of research, biopsychology, cognitive processes, lifespan development, and sociocultural dimensions of behavior. Semester B extends student investigation of the psychological domains and includes thinking and language; states of consciousness; individual differences; personality and assessment; and psychological disorders and their treatment.

Seminar in Peace Studies

2225 CM 0.5 credit

This course focuses on the study of nonviolent force as practiced by current and past peacemakers. Students examine the philosophy of nonviolent force, primary and secondary sources, and print and non-print sources to analyze the impact of the work of those persons devoted to nonviolent change. Conflict resolution skills and techniques involve students in the practical applications of ideas learned in class.

Sociology 1/2

Prerequisite: Sociology 1 is a prerequisite of Sociology 2

2305/2314 CM NCAA (BCC2) 0.5 credit

Sociology 1 is concerned with human groups and factors that unite or divide them, including culture, values, social groups, social stratification, population, the family, socialization, propaganda, and social institutions. Focus is on the impact of change on mores, norms, and customs. In Sociology 2, emphasis is placed on the application of the basic concepts of social change to American institutions, particularly education and the family. Research papers focus on community or on-site research.

Student Leadership A/B

2339/2340 0.5 credit

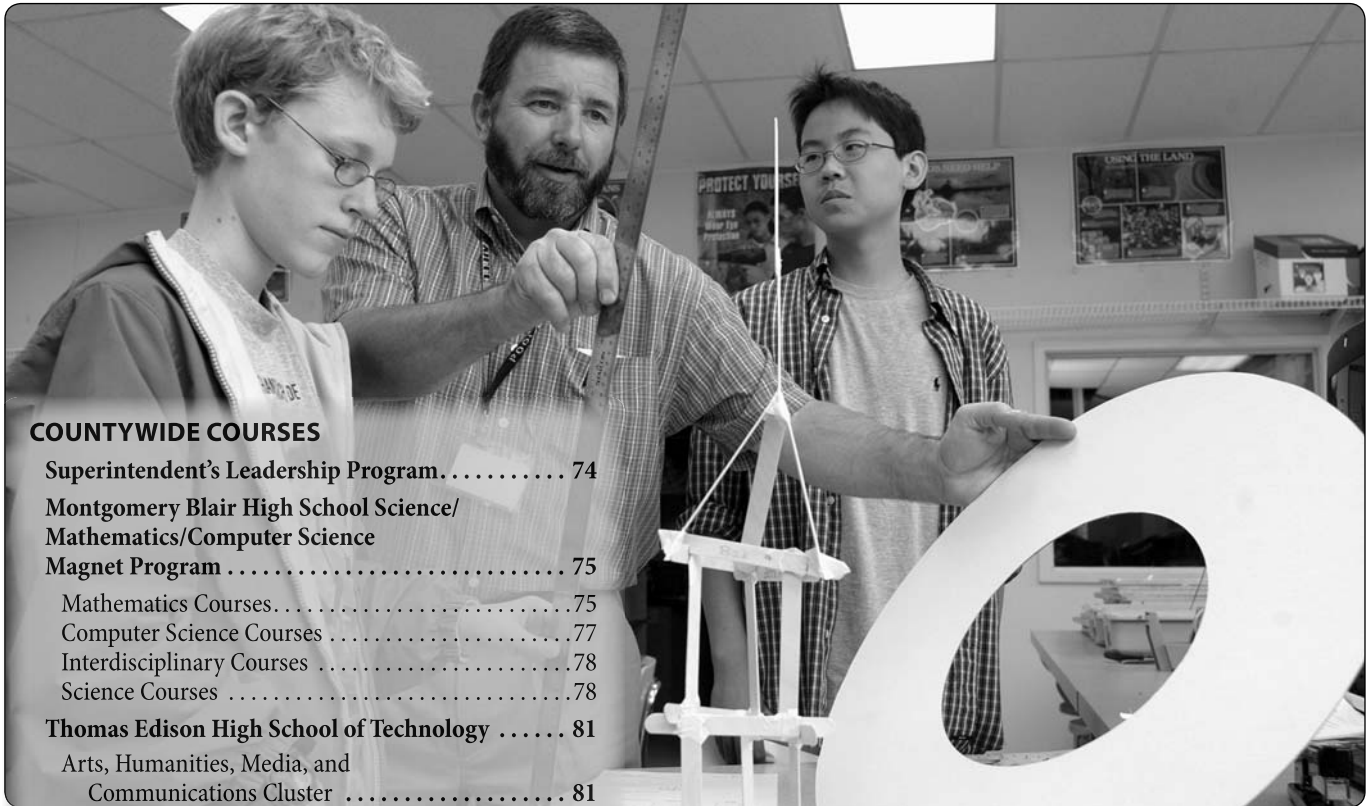
In this course, students are given many classroom and laboratory experiences in leadership training. Students build skills in communications, negotiations, organizational development, and activity design and execution. Students systematically study the student government organization, its internal workings, and its relationship to the school, school system, and school community.

Executive High School Internship Program

2323 CM	2.0 credits
2324 CM	2.5 credits
2325 CM (BCC1)	3.0 credits

The program gives students the opportunity to work as interns and learn about the concepts of management and delivery of services with professionals. Interns analyze what has been learned in a log; attend seminars; design and present a project; and develop a summary report. Students interested in this program should contact their guidance counselors or the career center. Course 2323 may be repeated once.

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COUNTYWIDE COURSES

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Superintendent's Leadership Program

The Superintendent's Leadership Program is an honors program for academically elite high school seniors. The only humanities oriented honors intern program in the county, participation in the program is competitive and up to 15 interns are selected for their academic ability, demonstrated leadership, maturity, intellectual curiosity, and ability to learn in non-classroom settings.

Applicants must have a weighted 3.5 GPA and completed all requirements for graduation except English and Math. The program is a two-semester program during the senior year of high school, that offers two (2) honors credits. Students may enroll in up to four (4) classes, scheduled in the morning at their home school and still participate. Applications may be downloaded from the website on February 1, 2006, or students may contact their high school career counselor. The deadline for submission of all materials is March 15, 2006 to Superintendent's Leadership Program, MCPS, 850 Hungerford Drive, Room 241, Rockville, MD 20850. Questions may be addressed via e-mail at kim_d_jones@mcpsmd.org or by calling 301-279-3546. Students will be notified of the decision of the selection committee by April 30, 2006. All applicants will be required to register for a normal class schedule since participation in this program is limited. If selected, students will eliminate all classes after the fourth period. While applications are accepted from students in the sciences, selection preference is given to humanities students. The program is open to students enrolled in Montgomery County Public Schools.

The curriculum includes career development, teambuilding, critical thinking, and leadership. Students will participate in case studies and team projects, as well as seminars designed to demonstrate the role of leadership in shaping cooperation among teams. During the program year, students will visit and engage in dialogues with government officials, as well as business and civic leaders. The curriculum content is comparable to many college courses. The Harvard case study approach is used in the seminars and includes such topics as workplace leadership, diversity, global affairs, conflict resolution, and business ethics. In addition to the seminars and 300 hours of internship per semester, there are extensive research and writing assignments reinforcing work experience and seminar topics.

Selected readings are provided prior to the seminars to aid in the understanding of lectures and discussion. Questions from the required readings may be included in discussions. Required textbook is *The Seven Habits of Highly Effective People*, which is provided to participants.

Additional Requirements

- ◆ A monthly leadership journal of reflection
- ◆ Ten-page research thesis with references on a chosen industry
- ◆ A small group community service project
- ◆ Class development of an international business through Achievers International

Grades are based on submitted written assignments, supervisor evaluation, participation, and presentations. Regular attendance is required at the work site and at scheduled seminars. Students are required to provide their own transportation to the work site and seminars, which are held throughout the county. Internships are assigned throughout the metropolitan region based on the partnerships currently established. Students rejecting assigned internships will be withdrawn from the program.

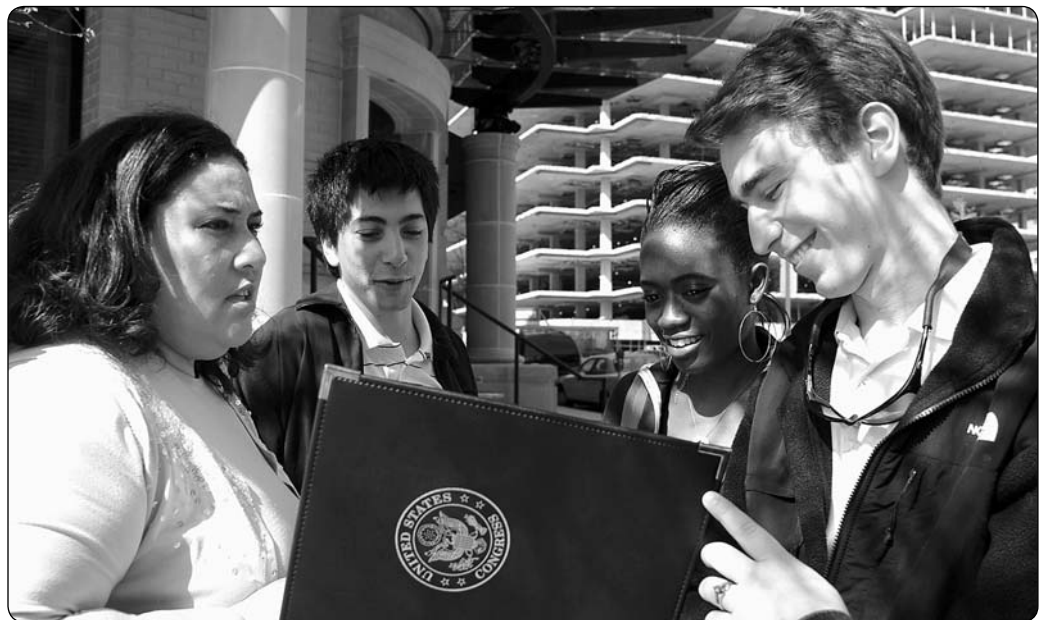
For more information on the program please contact:

Kim C. Jones, Program Director
Superintendent's Leadership Program
Montgomery County Public Schools
850 Hungerford Drive, Room 241
Rockville, MD 20850

Telephone: 301-279-3546

E-mail: kim_d_jones@mcpsmd.org

Web: <http://www.montgomeryschoolsmd.org/departments/superintendent/leadership/>



Montgomery Blair High School Science/Mathematics/ Computer Science Magnet Program

Recognizing that education is an individual experience that depends on the unique talents and interests of each person, the mission of the Blair Magnet Program is to provide an environment in which each person's education is maximized by emphasizing the interrelationships among the disciplines, developing a repertoire of problem-solving techniques, and pursuing both independent and collaborative research projects.

Enduring Understandings

To realize the above mission, the staff nurtures the special talents of its academically able students by fostering individualism, independent thinking, and self-confidence by challenging those students through a unique, diversified curriculum. The environment, structure, and content promote the self-learner concept in which students participate in constructing their own knowledge base and learn problem-solving strategies that foster the multi-disciplinary approach. The scope of their education extends beyond traditional classroom boundaries as students are asked to connect with a community that includes not only parents, mentors, other students, and staff, but also a physical environment as diverse as our region.

Overview

The curriculum is designed to enable each student to build a solid foundation in Grades 9 and 10. Core courses in these first two years include physics, chemistry, Earth science, biology, two years of computer science, two years of mathematics, and an interdisciplinary course entitled Research and Experimentation for Problem Solving.

During their junior and senior years, students have opportunities to go beyond traditional high school offerings with more than 25 special courses and independent research projects. Some of these courses include Linear Algebra, Complex Analysis, Discrete Mathematics, Thermodynamics, Quantum Physics, Analytical Chemistry, Marine Biology, Genetic Analysis, Astronomy, Materials Science, Software Design, Computational Methods, Artificial Intelligence, and Research Design.

All students are required to complete the required core courses in Grades 9 and 10, Research Design, Magnet Analysis (AP Calculus BC), and five semesters of magnet electives. All courses in this program are advanced-level courses.

Selection Criteria

Advanced and highly able students who have completed at least Algebra 1 are able to apply to the program in the fall of their eighth grade year. Only 100 students are accepted and they only enter the program in Grade 9. Students are accepted on the basis of demonstrated interest in mathematics, science, computer science, and technology; teacher recommendations; their achievement in Grades 7 and 8; and scores on a reasoning and critical thinking assessment administered by the program. A writing component is included in the application and at the time of testing.

To apply to the Blair Magnet Program, applicants must reside in one of the following high school clusters:

- ◆ Bethesda-Chevy Chase (B-CC)
- ◆ Churchill
- ◆ Downcounty Consortium (DCC)
- ◆ Northeast Consortium (NEC)
- ◆ Walter Johnson
- ◆ Richard Montgomery
- ◆ Rockville
- ◆ Sherwood
- ◆ Whitman
- ◆ Wootton

Mathematics Courses

Magnet Geometry A/B

Prerequisite: Attainment of the outcomes of Algebra 1

3038/3039 CM NCAA (AL)

0.5 credit

Students study logic, methods of proof (direct/indirect, coordinate) in both two-column and essay forms, constructions, loci, and transformational geometry. All of the objectives of the MCPS Honors Geometry curriculum are taught. Nontraditional topics studied include affine geometry, conics, circuit diagrams, writing a two-bit adder on a circuit board, and an introduction to circular functions.

Magnet Precalculus A,B

Prerequisite: Attainment of the outcomes of Magnet or Honors Geometry and teacher recommendation

3045/3046 CM NCAA (AL)

0.5 credit

The properties of the real numbers and of functions, and the solution of equations in one variable are introduced. The discussion of functions includes all forms of algebraic, exponential, logarithmic, and circular functions. The study of each function includes a precise definition, a consideration of graphs and applications, an analysis of distinguishing features, and an identification of related tangents and slope.

Magnet Precalculus C

Prerequisite: Attainment of the outcomes of Magnet Precalculus A and B
3047 CM NCAA (AL) 0.5 credit

The definition, properties, and application of matrices are studied. The discussion of functions includes all forms of algebraic, exponential, logarithmic, and circular functions. The study of each function includes a precise definition, a consideration of graphs and applications, an analysis of distinguishing features, and an identification of related tangents and slope.

Magnet Functions A/B

Prerequisite: Teacher recommendation and the attainment of the outcomes of Magnet or Honors Geometry
3041/3042 CM NCAA (AL) 0.5 credit

Functions begun in Algebra 1 are continued and expanded to include all forms of algebraic, exponential, logarithmic, and circular functions. The study of each includes a precise definition, a consideration of graphs and applications, an analysis of distinguishing and interesting features, and an identification of related tangents and slopes. Students study trigonometry, approached from circular functions, conics, limits, and derivatives.

Magnet Analysis 1A/B

Prerequisite: Attainment of the outcomes of Magnet Precalculus or Magnet Functions
3043/3044 CM NCAA (AL) 0.5 credit

The delta-epsilon definition of the limit of a function is examined and applied to develop the ideas of differentiation and integration. All the nonvector objectives of the MCPS AP calculus curriculum are studied with a greater degree of rigor and sophistication. Students study infinite series, differential equations, and the analysis of the polar plane. Students apply this knowledge to solve problems in the sciences and economics. Students take the AP Calculus BC Exam after completing this course.

Multivariable Calculus and Differential Equations A/B (Magnet Analysis 2)

Prerequisite: Attainment of the outcomes of AP Calculus BC with teacher recommendation.
3048/3049 CM NCAA (AL) 0.5 credit

The first semester covers three-dimensional analytic geometry and vectors; the calculus of functions of more than one variable, including partial derivatives, vector-valued functions, multiple integrals, volumes, surface area, and the classical theorems of Green, Stokes, and Gauss. The second semester introduces the basic concepts of ordinary differential equations.

Applied Statistics

Prerequisite: Attainment of the outcomes of Magnet Analysis 1, AP Calculus BC, or teacher recommendation.
3050 CM NCAA AP (AL) 0.5 credit

Students learn sufficient statistical background to design, collect, and analyze data for surveys and research projects. All the objectives of the MCPS AP statistics curriculum are studied with a greater degree of rigor and sophistication. Students study simple probability theory, counting techniques, and a variety of probability distributions. These distributions justify tests of significance of parametric and nonparametric statistics.

Discrete Mathematics

Prerequisite: Attainment of the outcomes of Magnet Precalculus or Functions and Analysis of Algorithms or AP computer science
3423 CM NCAA (AL) 0.5 credit

Students learn the mathematical tools, language, and thought processes used in computer science. The analysis of finite collections of objects provides a solid foundation in set and graph theory. Students study combinations, countability, and number theory to establish the framework for analysis of data structures. Matrices and matrix algebra are studied to describe and manipulate graphs.

Linear Algebra

Prerequisite: Attainment of the outcomes of Magnet Analysis I or teacher recommendation
3426 CM NCAA (AL) 0.5 credit

Students learn the theory and practice of matrices and determinants and their use in solving linear equations. They study the structure and properties of linear transformations, vector spaces, and linear programming as they apply to such fields as biology, chemistry, differential equations, economics, psychology, and weather forecasting.

Complex Analysis

Prerequisite: Attainment of the outcomes of Magnet Analysis 2
3428 CM NCAA (AL) 0.5 credit

Students are introduced to the theory of functions of complex variables, an essential part of the mathematical background of engineers, physicists, mathematicians, and other scientists. They review complex numbers and study complex functions and the calculus of complex functions, including derivatives and integrals. Other topics studied include series, residues, and conformal mappings.

Computer Science Courses

Fundamentals of Computer Science A/B

2951/2952 TE CM (AL) 0.5 credit

Students study both the theory and practice of computer use through a wide variety of activities developed to coordinate with their mathematics and science courses. Students design and implement their own original solutions to given problems, following current structured programming concepts in a high-level language. They learn the inner workings of computer systems and design and build circuitry to accomplish a given task.

Algorithms and Data Structures A/B

Prerequisite: Fundamentals of Computer Science A/B

2953/2954 AT CM NCAA (AL) 0.5 credit

Students learn object-oriented programming methodology, and the use and implementation of abstract data types using a high-level programming language. Students study object-oriented programming methods in order to design and code programming solutions to problems that require the use of files, control structures, methods, functions, classes, and arrays. Students study static and dynamic implementation of data structures. Stacks, queues, linked lists, and recursion are emphasized.

Introduction to Networking

Prerequisite: Attainment of the outcomes of Algorithms and Data Structures and Algebra 2

2955 AT CM (AL) 0.5 credit

A hands-on course that provides students with an introduction to computer and network systems administration. The important issues of ethics, computer and network security, backup methods, and configuration and maintenance of network services also are studied.

Analysis of Algorithms

Prerequisite: Attainment of the outcomes of Algorithms and Data Structures A and B

2956 AT CM NCAA (AL) 0.5 credit

Students study the mathematical and empirical analysis of algorithms. Various searching and sorting techniques are examined. Benchmarking, the efficiency of algorithms, and comparative studies are emphasized as well as the current AP computer science case study. All the objectives of the MCPS AP curriculum are studied, with a greater degree of rigor and sophistication. Students are prepared to take the AP Computer Science AB Exam.

Advanced Application Software

Prerequisite: Attainment of the outcomes of Algorithms and Data Structures or AP Computer Science

2988 AT CM (AL) 0.5 credit

Self-motivated, self-directed students explore several sophisticated computer application software packages and study programming languages not otherwise offered in the magnet program. Students actively participate in designing their own course goals and projects.

Computer Graphics

Prerequisite: Attainment of the outcomes of Analysis of Algorithms or AP Computer Science

2957 AT CM (AL) 0.5 credit

An introduction to the use of computers for input, manipulation, and display of graphical information. Students design and code modules to carry out fundamental graphics operations such as transforming, clipping, and zooming two-dimensional objects. Some animation techniques also are studied.

Software Design

Prerequisite: Attainment of the outcomes of Computer Graphics

2958 AT CM (AL) 0.5 credit

A formal approach to current techniques in software design and development provides students with a means to apply the techniques as they work in teams in the organization, management, and development of a large software project from start to finish. Software management, program requirements definition, program design methodology, program correctness, documentation, program testing, and program maintenance are studied.

Computer Modeling and Simulation

Prerequisite: Attainment of the outcomes of Analysis of Algorithms or AP Computer Science

2959 AT CM (AL) 0.5 credit

The theoretical foundations for modeling and simulating discrete and continuous systems are studied. Students design computer simulations and implement them in a high-level language using current simulation software tools.

Introduction to Artificial Intelligence with LISP

Prerequisite: Attainment of the outcomes of Analysis of Algorithms or AP Computer Science

2985 AT CM (AL) 0.5 credit

An introduction to the traditional problems and techniques of artificial intelligence. Students study search strategies, knowledge representation, and an introduction to LISP. Application areas include expert systems, natural language processing, and vision processing.

Computational Methods

Prerequisite: Attainment of the outcomes of Analysis of Algorithms or AP Computer Science and Analysis 1A

2986 AT CM NCAA (AL) 0.5 credit

Students create programs using numerical algorithms, analyzing each with respect to requirements and limitations.

Interdisciplinary Courses

Research and Experimentation for Problem Solving 1A/B

Corequisite: Advanced Science 1, Physics/Advanced Science 2, Chemistry

2970/2971 AT CM (AL) 0.25 credit

This is an engineering, laboratory-based course in which students study, research, and apply concepts studied in their magnet science, mathematics, and computer science classes to solve real-world problems. Topics in Grade 9 include, but are not limited to, indirect measurement techniques and devices, data analysis, computer-aided drawing, materials science, research, and scientific instrumentation.

Research and Experimentation for Problem Solving 2

Prerequisite: Research and Experimentation for Problem Solving 1 A, B

Corequisite: Advanced Science 3, Earth/Space Sciences

2972/2973 AT CM (AL) 0.25 credit

In Grade 10 the R and E course is linked instructionally to the magnet Earth and Space Science course. Topics include, but are not limited to, engineering design and construction, robotics, remote sensing, data collection with scientific instruments, and data analysis. Teamwork and research skills are emphasized.

Research Design

Prerequisite: Research and Experimentation for Problem Solving 2

2974 AT CM (AL) 0.5 credit

Students explore various research methods used in science and technology to bridge the gap between classroom laboratory exercises and real-world research project design and implementation. Through a series of interdisciplinary mini-projects, students gain hands-on experience in developmental, historical, and analytical research. Students discuss ethics in research and analyze oral presentations and research papers as well as the qualities that make an effective team.

Research and Experimentation:Engineering for Problem Solving

Prerequisite: Attainment of the outcomes of Research Design or teacher recommendations

2975 AT CM (AL) 0.5 credit

Students select thematic studies and structured projects that are related to the various fields of engineering.

Research Project A/B

Prerequisite: Research Design

2981/2982 AT CM (AL) 0.5 credit

Students conduct research projects based on an approved proposal. All students work either independently or on a team, with the guidance of their faculty advisor or mentor and the project coordinator. Students may elect to work outside of the school facility. Requirements include the completion of a journal, project display, oral presentation, and final paper. Students begin their projects in the spring of their junior year and continue into the fall of their senior year.

Guided Research A/B

Prerequisite: Teacher recommendation and coordinator permission

2977/2978 AT CM (AL) 0.5 credit

This is an individualized course that addresses the research interests of students who are advanced in a particular subject area. Arrangements are made with a sponsoring teacher for in-depth work in an area of interest, typically involving equipment or materials that go beyond what is available in the classroom. The advisor and student set individual goals and expectations.

Computer-assisted Drafting Software

Prerequisite: 1 credit computer science or equivalent

3558 TE CM (AL) 0.5 credit

Students learn, compare, and evaluate a variety of computer-assisted drafting software packages and systems.

Science Courses

Advanced Science 1, Physics

Prerequisite: Attainment of the outcomes of Algebra 1

3531 CM NCAA (AL) 1.0 credit

Students study the same topics and instructional objectives as in the MCPS Honors Physics A and B curriculum. Nonlinear systems are emphasized and are solved by numerical rather than analytical methods. Computer science and mathematics are integrated with the use of vectors, spreadsheets, interfaces, and simulators.

Advanced Science 2, Chemistry

Prerequisite: Attainment of the outcomes of Advanced Science 1, Physics

3532 CM NCAA (AL) 1.0 credit

Students study the same topics and instructional objectives as in the MCPS Honors Chemistry A and B curriculum. Additional emphasis is placed on interdisciplinary topics, the production and conservation of energy, computer and mathematical concepts that are related to modeling, and student research.

Advanced Science 3, Earth/Space Sciences

Prerequisite: Attainment of the outcomes of Advanced Science 1B, Chemistry

3541 CM NCAA (AL) 1.0 credit

Students study the same topics and instructional objectives as in the MCPS Earth Science A and B curriculum. Additionally, students study the interpretation of data from remote sensing instruments, computer and mathematical concepts that are related to science and engineering, and current research into the interactive process of earth evolution and global change. Emphasis is placed on the dynamic interaction of the solid earth, its atmosphere, and its oceans as special cases of more general processes occur.

Advanced Science 4, Biology

Prerequisite: Attainment of the outcomes of Advanced Science 3, Earth/Space Sciences

3542 CM NCAA HSA (AL) (DP) 1.0 credit

Students study the same topics and instructional objectives as in the MCPS Honors Biology A and B curriculum. An interdisciplinary approach emphasizes the continued development of problem-solving skills and the collection and analysis of biological data. The culminating activity is a three-day field study of marine ecosystems in which students collect, report, and evaluate physical, chemical, and biological data.

Optics

Prerequisite: Attainment of the outcomes of Advanced Science 1 or Honors or AP Physics and completion of AP Calculus BC or Analysis 1A

3543 CM NCAA (AL) 0.5 credit

Students examine geometrical optics, physical (wave) optics, and instrumentation applications. Knowledge of basic calculus topics is necessary for understanding mathematical derivations.

Thermodynamics

Prerequisite: Attainment of the outcomes of Advanced Science 1 or Honors or AP Physics

3544 CM NCAA (AL) 0.5 credit

Students are introduced to the macroscopic (observable) level with topics of heat flow, physical properties as a function of temperature changes, specific heat, calorimetry, latent heats of fusion and vaporization, and heat transport. The microscopic topics of Joule equivalent, the laws of thermodynamics, and kinetic molecular theory also are studied. Students study examples from current research in a variety of disciplines.

Analytical Chemistry

Prerequisite: Attainment of the outcomes of Advanced Science 2 or AP Chemistry

3545 CM NCAA (AL) 0.5 credit

Students learn qualitative and quantitative methods of chemical analysis. Sampling techniques, analytical statistics, units of measurement, and errors in chemical analysis are studied. Students learn traditional techniques in wet chemistry in addition to analytical instrumentation, including, but not limited to, gas chromatography, infrared spectroscopy, atomic absorption spectrophotometry, and nuclear resonance spectroscopy.

Origins of Science

Prerequisite: Interest in science, history, and the arts

3557 CM NCAA (AL) 0.5 credit

Students read and analyze important primary sources in the history of philosophy and science. Students replicate original experiments. Major scientific discoveries are presented in the context of contemporary politics, philosophy, and art and of preceding and succeeding scientific developments.

Materials Science

Prerequisite: Attainment of the outcomes of Advanced Science 2 or AP Chemistry

3546 CM NCAA (AL) 0.5 credit

Students study and investigate the properties of materials, including, but not limited to, ceramics and glass, natural and synthetic materials, and metals. Projects vary in depth and scope, ranging from the study of toxic materials to the production of synthetic shoes.

Advanced Topics in Earth Science A

Prerequisite: Attainment of the outcomes of Honors Biology and Chemistry

3547 CM NCAA (AL) 0.5 credit

The historical development of plate tectonic theory, its application to current research in physical and structural geology, and physical and geological oceanography are studied.

Advanced Topics in Earth Science B

Prerequisite: Prior completion of any Honors level science course.

3548 CM NCAA (AL) 0.5 credit

Basic astronomy is integrated with current topics like black holes, quasars, stellar evolution, and cosmic strings. Historical and mathematical foundations are combined with observations across the spectrum. Data analysis is emphasized.

Quantum Physics

Prerequisite: Attainment of the outcomes of Advanced Science 1 or Honors or AP Physics

3556 CM NCAA (AL) 0.5 credit

Modern physical sciences are examined in light of recent discoveries regarding the limits of experience, the atom, and the universe. The course includes a critical analysis of the scientific process, which led to the renunciation of classical physics and the introduction of ideas so foreign to everyday experience as to cause a reassessment of the meaning of physical reality.

Marine Biology

Prerequisite: Attainment of the outcomes of Honors Biology and Honors Chemistry

3553 CM NCAA (AL) 0.5 credit

Students study basic marine ecological principles and develop an understanding of both the complexity and delicate balance of ocean ecosystems. Relevant science, technology, and societal issues are integrated into the curriculum. Laboratory exercises, field trips, classroom presentations, and literature research are an integral part of the course.

Introductory Genetic Analysis

Prerequisite: Attainment of the outcomes of Honors Biology and Honors Chemistry

3554 CM NCAA (AL) (DP) 1.0 credit

Students learn Mendelian, molecular, and medical genetics. The historical aspects as well as our current understanding of the laws governing inheritance are investigated. Students are exposed to hands-on laboratory exercises, problem-solving sessions, Internet activities, student-led seminars, field trips, and other class activities that complement lectures and discussions.

Cellular Physiology

Prerequisite: Attainment of the outcomes of Honors Biology and Honors Chemistry

3551 CM NCAA (AL) 1.0 credit

Students study the major topics in molecular and cellular biology, including the cell cycle, cellular macromolecules, the structure and function of cellular organelles, cell communication, cellular energy flow, immunology, and special cell functions. The course includes laboratory investigations in which students use advanced methods of biotechnology to analyze cell structures and explore cellular processes.

Introductory Physical Chemistry

Prerequisite: Attainment of the outcomes of Advanced Science 2 or AP Chemistry

3614 CM NCAA (AL) 0.5 credit

Students study topics related to chemical thermodynamics, quantum chemistry, chemical kinetics, chemical equilibrium, and chemical reactions. They learn practical applications through examination of various heat engines and different models of atoms, polyatomic molecules, and atomic bonding. Organic chemistry topics are introduced through the use of instrumentation.

Alternatives to Dissection

Dissection is one of many instructional methods that may be used in Biology and AP Biology. Students may request from the teacher alternative to dissection in Biology and AP Biology.

Thomas Edison High School of Technology

Thomas Edison High School of Technology (TEHST) provides all Montgomery County Public Schools students the opportunity to co-enroll in the most advanced academic, technical, and career programs offered in the school system. The mission of TEHST is to provide students with state-of-the-art technological, academic, and interpersonal skills needed to achieve excellence in their chosen fields of study. The variety of career development programs offered at TEHST allow students to explore and experience traditional and nontraditional career options and to prepare for a wide range of expanding and challenging postsecondary options. Students may earn a minimum of 15 hours of the student service learning requirement per semester. Students enroll in TEHST programs through their co-enrolled comprehensive high school and can take classes at both their co-enrolled school and TEHST.

Program Offerings

Arts, Humanities, Media, and Communications Cluster

- ◆ Printing, Graphics, and Electronic Media
- ◆ Biosciences, Health Science, and Medicine Cluster
- ◆ Biotechnology
- ◆ Medical Careers

Construction and Development Cluster

- ◆ Foundations of Building and Construction Technology
- ◆ Carpentry
- ◆ Construction Electricity
- ◆ Design, Illustrating, and Drafting Technology
- ◆ Heating and Air Conditioning
- ◆ Masonry

Human and Consumer Services, Hospitality, and Tourism Cluster

- ◆ Cosmetology
- ◆ Nail Technology
- ◆ Academy of Hospitality and Tourism
- ◆ Professional Restaurant Management

Information Technologies Cluster

- ◆ Network Operations
- ◆ Web Tools and Digital Media

Transportation, Distribution, and Logistics Cluster

- ◆ Automotive Body Technology
- ◆ Foundations of Automotive Technology
- ◆ Automotive Technology

Course Fees

A breakdown of course fees is printed on the back of the TEHST application and listed at the school's Web site: www.montgomeryschoolsmd.org/schools/edison. Requests for alternative payment arrangements, including possible waiver of fees, can be made by completing an Application for Alternative Fee Payment. This application is available in the School Counseling Office at TEHST and may also be downloaded from the TEHST Web site.

All programs offered at TEHST are state-approved and most meet the career development graduation requirement for students.

Arts, Humanities, Media, and Communications Cluster

Printing, Graphics, and Electronic Media— Career Pathway Program

Printing, Graphics, & Electronic Media students learn a variety of graphic design, imaging, and print-related skills to provide a foundation for all aspects of the graphic communications industry. Students use the latest in digital imagery, design, and production with computer technology including advanced photo editing, presentation software, illustration and drawing software, digital video hardware and editing software, and multimedia and Web design. Layout, design, and composition activities, as well as off-set lithographic production and binding techniques, are included in the program. Also, students learn processes such as 35 mm continuous tone photography and screen printing of cards, posters and T-shirts. Course fees apply.

Printing, Graphics, and Electronic Media 1 A/B TP

5118(92)/5119(92) (TP)

1.5 credits

Printing, Graphics, and Electronic Media 2 A/B TP

Prerequisite: Attainment of the outcomes for Printing/Graphics and Electronic Media 1A/1B

5121(92)/5122(92) (TP)

1.5 credits

Internship, Printing Graphics

Prerequisite: Completion of the course work in 1A/B

5717(92)

0.5 credit

Biosciences, Health Science, and Medicine Cluster

Biotechnology—TEHST Career Pathway Program (4 credits required)

Biotechnology is the application of concepts from biochemistry, genetics, and molecular biology. Biotechnology students develop and refine their laboratory and research skills as they improve their scientific investigative techniques. Biotechnology provides an intensive hands-on laboratory program for students that utilize the latest lab equipment and computer technology to investigate the intricacies of protein/DNA science. Laboratory experiences include plant and animal tissue culture, microbiology, polymerase chain reaction techniques, biochemical environmental evaluation, and the latest techniques of recombinant DNA technology. Course fees apply.

Biotechnology, Molecular A/B DP (SC)

Prerequisite: Biology A/B or Chemistry A/B

Corequisite: Chemistry A/B or Biology A/B. Concurrent enrollment in Biotechnology, Special Topics A/B for Edison students only

3867(92)/3868(92) CM (BCC2) (AL) (DP) 1.0 credit
3873/3874 CM (AL) (DP) 1.0 credit

Biotechnology, Special Topics A/B

Prerequisite: Molecular Biotechnology DP A/B, Biology A/B or Chemistry A/B

Corequisite: Students at Northwest, Seneca Valley, Wheaton must be concurrently enrolled in 3875/3876 Guided Research. Students at Edison must be concurrently enrolled in 3867/3868.

3871/3872 CM (AL) 0.5 credit

Guided Research in Biotechnology A/B

Prerequisite: Successful completion of Molecular Biotechnology DP A/B

Corequisite: Successful completion or concurrent enrollment in Special Topics in Biotechnology A/B

3875/3876 CM (AL) 0.5 credit

Internship, Biotechnology A/B (SC)

Prerequisite: Successful completion of Biotechnology A/B DP (4206/4207) and Biotechnology A/B (SC) (3636/3637).

3869(92)/3870(92) CM (AL) 0.5 credit

Medical Careers—Career Pathway Program (4 credits required)

Medical Careers is a program for highly motivated students with a special interest in the medical sciences, medical school, and other future medical professions. Instruction focuses on anatomy, physiology, disease processes, patient care skills, and current issues related to the health care profession. Twice weekly a college instructor teaches a Montgomery College (2 credit) course entitled "Medical Terminology." Other areas of emphasis include physical therapy skills, vital signs, principles of infection control, and hospitalized patient care. Students receive CPR for Healthcare Providers certification and have the opportunity for certified nursing assistant (C.N.A.) and geriatric (G.N.A.) certification. Upon successful completion of first semester requirements, the second semester affords students internship opportunities at the National Naval Medical Center and Randolph Hill Nursing Center where students give direct patient care, observe, interview, and assist a wide variety of medical professionals. Medical Careers is articulated with Montgomery College (Hlth105–3 credits). Course fees apply.

Medical Careers A/B DP

Prerequisite: Grade of B or better in Biology A/B or Chemistry A/B and a cumulative GPA of 2.5 or better. Students must apply to the program. Students should allow for travel time.

Corequisite: Biology A/B or Chemistry A/B (one must be completed prior to enrolling). Concurrent enrollment in Medical Careers Science A/B (3995/3996)

5833(92)/5834(92) (DP) 1.0 credit

Medical Careers Science A/B (SC)

Prerequisite: Grade of B or better in Biology A/B or Chemistry A/B and a cumulative GPA of 2.5 or better. Students must apply to the program. Allow for 1 period of travel time.

Corequisite: Biology A/B or Chemistry A/B (one must be completed prior to enrolling). Concurrent enrollment in Medical Careers A/B.

3995(92)/3996(92) 0.5 credit
3877/3878 0.5 credit

Internship, Medical Careers A/B

Prerequisite: Successful completion of Medical Careers A/B with minimum grade of B, CNA certification, and recommendation of medical careers teacher.

Corequisite: Enrollment in an upper-level science course approved by the teacher.

5415(92)/5417(92) CM 0.5 credit
Biology A/B, taken at the student's home school, counts as 1 credit toward the completer program requirement.

Construction and Development Cluster

The Construction and Development Cluster offers two career pathways. A design pathway with the Principles of Architecture and CAD Technology program and a construction pathway that includes 5 construction craft programs. The design and construction of a student house project is part of student's experience. The curriculums for all of the programs have postsecondary articulation agreements. These programs are also supported by the Montgomery County Students Construction Trades Foundation, Inc. This nonprofit foundation is a cooperative venture of the school system and volunteers from local businesses and professionals within the construction industry.

Foundations of Building and Construction Technology

5561(92)/5562(92) (TP) 1.5 credits

Carpentry (Building and Construction Technology)—Career Pathway Program

The Carpentry program provides students with an opportunity to learn more about the home building industry. Participants develop competencies in a variety of construction skills including blueprint reading, layout techniques, floor and wall system construction, door installation, stair construction, and cabinet installation. Math and science concepts are integrated into units on estimation, strength of materials, and geometric construction used for roof and wall intersections. Students develop skills that provide entry into advanced educational opportunities in college or a career as a carpenter or remodeler. Course fees apply.

Carpentry 1 A/B

5100(92)/5101(92) (TP) 1.5 credits

Carpentry 2 A/B

Prerequisite: Attainment of the outcomes of Carpentry 1 A/B
5639(92)/5640(92) (TP) 1.5 credits

Internship, Carpentry

Prerequisite: Attainment of the outcomes of Carpentry 1A/B
5705(92) 0.5 credit

Construction Electricity—Career Pathway Program

Electricity (Construction) prepares students for positions in residential and commercial projects as electricians and cable installers. Skills presented include electrical hand tool safety and use, blueprint reading and interpretation, electrical system design, conductor selection and sizing, electrical wiring systems design, and voltage/amperage calculations. Math and science are integrated into the course. Students perform load calculations, study electron theory, single and three-phase power systems, and learn how to compute material and cost estimates. All instruction is based on the National Electrical Code. Course fees apply.

Electricity (Construction) 1 A/B TP

5109(92)/5110(92) (TP) 1.5 credits

Electricity (Construction) 2 A/B TP

Prerequisite: Electricity (Construction) 1 A/B
5595(92)/5596(92) AT (TP) 1.5 credits

Internship, Electricity (Construction)

Prerequisite: Electricity (Construction) 1A/B
5708(92) 0.5 credit

Principles of Architecture and CAD Technology—Career Pathway Program (4 credits required)

The Principles of Architecture and Computer-Assisted Drafting (CAD) Technology is a two-year program that provides an opportunity for students to complete a design pathway. Designing and engineering of physical structures from original concept to complete architectural and engineering plans that includes using AutoCAD software are the major elements of the program. Upon graduation, students will be capable of furthering their education in a number of careers in the construction industry that are related to developing, designing, constructing, and maintaining the built environment.

Design, Illustrating, and Drafting Technology 1 A/B

5810/5811 0.5 credit

This course gives students the opportunity to use computer-aided drafting (CAD) systems to prepare drawings and architectural plans used by production and construction companies.

Design, Illustrating, and Drafting Technology 1 A/B DP

5812/5813 AT (DP) 1.0 credit

This DP course gives students the opportunity to use computer-aided drafting (CAD) systems to prepare drawings and architectural plans used by production and construction companies.

Design, Illustrating, and Drafting Technology 2 A/B

Prerequisite: Attainment of the outcomes of Design, Illustrating, and Drafting Technology I
5814/5815 CM 0.5 credit

Students have the opportunity to explore all areas and concepts of drafting utilizing the methods of electronic image preparation of business and industry at a more advanced level.

Design, Illustrating, and Drafting Technology 2 A/B DP

Prerequisite: Attainment of the outcomes of Design, Illustrating, and Drafting Technology I

5816/5817 CM (DP) 1.0 credit

In this class students have the opportunity to explore all areas and concepts of drafting, utilizing the methods of electronic image preparation of business and industry at a more advanced level.

Architectural Drafting Techniques TP

5103(92)/ (92) (TP) 1.5 credits

This course is an introduction to the techniques and applications to architectural drafting. It is organized around a series of exercises, drawings, and readings that include general drafting techniques; introduction to residential architecture; sketching and free-hand drawings; view development; geometric construction; pictorial drawing; light construction principles; floor plan development; elevation development; foundation development; and perspective development.

Residential Design Studio TP

Prerequisite: Attainment of the outcomes of Computer-Assisted Drafting (CAD) Technology: Architectural Applications

5106(92)/ (92) AT CM (TP) 1.5 credits

During this course, the Montgomery County Students Construction Trades Foundation, Inc., sponsors a house design competition for the Young American House Program. Students design a single family house that meets established design standards. Students' plans are reviewed periodically by an architectural committee. The primary student outcome is the development of a set of working drawings that meet permitting standards of the Montgomery County Department of Permitting Services.

Internship, Principles of Architecture and CAD Technology

Prerequisite: Attainment of the outcomes of Computer-Assisted Drafting (CAD) Technology: Architectural Applications

Corequisite: Attainment of the outcomes of Architectural Drafting Techniques

5707(92) 0.5 credit

Students will have an opportunity to work in an office related to architecture, design, and/or construction.

**Heating and Air Conditioning—
Career Pathway Program**

Heating /Air Conditioning prepares students for the challenges and demands of one of the fastest growing and most highl technical of all construction-related industries. Using classroom lab and job site experiences, rigorous training is provided in basic and advanced HVAC principles including the mathematical, environmental, and theoretical components of heating and refrigeration. Instruction includes sheet metal layout, fabrication, and installation; tubing and piping processes; equipment installation, testing, and maintenance; system analysis and troubleshooting (including HVAC computer programs); print reading, takeoff, and estimating; load calculation and system design; heat theory, furnaces, boilers and heat pumps; refrigerant recovery operations; and HVAC control systems. Course fees apply.

Heating, Ventilation, and Air Conditioning 1 A/B TP

5123(92)/5129(92) (TP) 1.5 credits

Heating, Ventilation, and Air Conditioning 2 A/B TP

Prerequisite: Attainment of the outcomes of Heating, Ventilation, and Air Conditioning 1 A/B

5127(92)/5128(92) AT (TP) 1.5 credits

Internship, Heating, Ventilation, and Air Conditioning

Prerequisite: Attainment of the outcomes of Heating, Ventilation, and Air Conditioning 1A/B

5711(92) 0.5 credit

Masonry

In Masonry, students learn a variety of skills including the construction of brick and block walls, doorways, window openings, fireplaces, chimneys, and basement foundation walls. They learn to lay out buildings and establish grades using a surveying transit. Integrated into the program are applied mathematical principles that are used in estimation and calculation of weight, volume, and proportioning of various masonry materials. Students are also trained to read blueprints and plans, to estimate materials needed to complete a project, and to use the proper techniques for laying brick and block in a variety of different sizes, patterns, and configurations. Course fees apply

Masonry 1 A/B TP

5567(92)/5568(92) (TP) 1.5 credits

Masonry 2 A/B TP

Prerequisite: Attainment of the outcomes of Masonry 1 A/B

5565(92)/5566(92) (TP) 1.5 credits

Internship, Masonry

Prerequisite: Attainment of the outcomes of Masonry 1A/B

5714(92) 0.5 credit

Human and Consumer Services, Hospitality, and Tourism Cluster

Cosmetology—Career Pathway Program

Cosmetology, the science of personal beauty care, is a three-year program totaling 1,500 hours of instruction. Satisfactory completion allows the student to take the Maryland State examination for an operator's license. Practical instruction includes manicuring, shampooing, facials, skin care, hair styling, thermal pressing and curling, precision hair shaping, hair coloring, permanent waving, and relaxing. Theory instruction emphasizes professional ethics; hygiene; sanitation; chemistry; bacteriology; anatomy; physiology; histology of the hair, skin, and nails; elements of design; and salon management. Students will be required to take the Maryland State Board of Cosmetologists' Examination at the end of the program. Course fees apply.

Cosmetology 1A TP

5583(92) (TP) 1.5 credits

Cosmetology 1B DP

5584(92) (TP) 1.0 credit

Related Mathematics A/B

Corequisite: This course is taken in conjunction with Algebra 1A and 1B.

3231(92)/3232(92) (BCC1) 0.5 credit

Cosmetology 2 A/B DP

Prerequisite: Attainment of the outcomes of Cosmetology 1
Students must complete Cosmetology 2A before taking 2B
Corequisite: Students must enroll in 0.5 credit of science
(3615/3616)

5643(92)/5644(92) (DP) 1.0 credit

Cosmetology Science A/B

Prerequisite: Science 3615A must be taken before 3616B

3615(92)/3616(92) 0.5 credit

Cosmetology 3A TP

Prerequisite: Attainment of the outcomes of Cosmetology 1 and 2

5587(92) (TP) 1.5 credits

Cosmetology 3B DP

Prerequisite: Attainment of outcomes for Cosmetology 1, 2, and 3A

5588(92) (DP) 1.0 credit

Related Mathematics A/B

Corequisite: This course is taken in conjunction with Algebra 1A and 1B.

3231(92)/3232(92) (BCC1) 0.5 credit

Manicuring—Nail Technology— Career Pathway Program

The art and science of Nail Technology is a one-year program totaling 350 hours of instruction. Satisfactory completion allows the student to take the Maryland State examination for a nail technician license. Practical instruction includes manicuring, pedicuring, nail tips, nail wraps, acrylic nails, gels, and nail art. Theory instruction emphasizes professional ethics, sanitation, salon safety, nail product chemistry, anatomy and physiology, disorders of the skin and nails, client consultation, salon business management, and selling nail products and services. Students must be 17 years of age to take the licensing exam. Course fees apply.

Nail Technology TP A

5671(92) (TP) 1.5 credits

Nail Technology TP B

Prerequisite: Nail Technology A

5672(92) (TP) 1.5 credits

Nail Technology, On The Job Training

Prerequisite: Nail Technology A and B

5715(92) 0.5 credit

Academy of Hospitality and Tourism— Career Pathway Program (4 credits required)

The National Academy of Hospitality and Tourism, a member of the National Academy Foundation, addresses the needs of the hospitality industry by providing high school students with the education required for a successful career. The Academy provides a curriculum that gives an in-depth look at all aspects of hospitality and tourism, including coursework in business, geography, hospitality, and economics. Course fees apply.

Hospitality and Tourism A/B

Prerequisite: Students must complete Hospitality and Tourism A before taking Hospitality and Tourism B

5398/5399 0.5 credit

The National Academy of Hospitality and Tourism is a member program of the National Academy Foundation. This course provides an introduction to various components of this industry. Students are given an overview of aspects of business and marketing, opportunities to practice consumer service principles, and exposure to the various careers available in hospitality and tourism. Lab fees may apply.

Economics for AOHT

5400 0.5 credit

This is an economics principles and practices course that parallels the concepts taught in a general high school economics course. Academy students take this course in lieu of the economics course offered at their school. Throughout the course, examples of economic principles are drawn from the world of hospitality and tourism in order to integrate rigorous academic learning and practical business applications.

Hospitality for AOHT

5401 0.5 credit

This course exposes students to the various components for hospitality, including marketing and sales, lodging management, front desk operations, food and beverage, and culinary services.

Systems for AOHT

5402 0.5 credit

This course provides an overview of the systems and technology that provide infrastructure for the hospitality and tourism industry, including reservations, transportation, and online systems. Upon completion of this course, students will be able to apply these technology principles in other courses, such as Hospitality, Business, and Sports, Entertainment, and Event Management.

Travel Geography for AOHT

5403 0.5 credit

This course is geared at having students develop broad geographic skills. In addition to learning how to use the tools of the geographer, students learn how economics, culture, history, and political issues all affect the study of geography and how geography affects those other disciplines.

Internship, AOHT

5404 1.0 credit

In this course, students participate in a paid hospitality and tourism related internship in which they learn about, and participate in, all aspects of the industry.

**Professional Restaurant Management—
Career Pathway Program**

The Professional Restaurant Management program provides students with the opportunity to explore the many career opportunities available in the food service industry. Students develop skills for employment based on industry standards. Students learn safety and sanitation principles, professional food handling techniques, and quantity preparation through the use of commercial equipment and systems technology. Nutrition, menu planning, food cost control, and workplace skills are emphasized throughout the program. The American Culinary Federation (ACF) has certified this program and ACF outcomes have been infused into the curriculum providing industry-based experiences. Students take ServSafe® exam for certification. Lab and exam fees may apply.

Professional Restaurant Management 1 A/B TP

4834(92)/4835(92) (TP) 1.5 credits

Professional Restaurant Management 2 A/B TP

4837(92)/4838(92) (TP) 1.5 credits

Internship, Professional Restaurant Management

Prerequisite: Professional Restaurant Management 1A/B
4820(92) 0.5 credit

Information Technologies Cluster

**Network Operations—Career Pathway Program
(3 credits required)**

The Network Operations Career Pathway Program offers students opportunities to learn basic technical and problem-solving skills while providing a comprehensive foundation of microcomputer and network technologies. Preparation for international industry credentials validate the knowledge students have attained. Hands-on laboratory experiences train students as entry-level technicians in the field of IT as well as for advanced studies in Engineering and IT in colleges, universities and the military. Articulated college credits may be earned through successful completion of the program. Course fees may apply.

Network Operations A/B TP

4117(92)/4118(92) TE CM CDP (TP) 1.5 credits

Network Operations is an exciting course that helps students prepare for college information system majors and lucrative technical industry certifications such as MCSE/MCP (Microsoft), CCNA (Cisco), CAN (Novell), and A+ (PC structure and maintenance). Students are taught network design concepts as well as how to install and administer local and wide area networks, PC hardware and operating systems, Windows XP, and Novell NetWare.

Network Operations A/B TP

4202(92)/4203(92) AT CM CDP 1.5 credits

Students acquire industry-standard knowledge and skills needed to install, configure, diagnose, and repair PC hardware including power supplies, memory, I/O devices, drives, and peripherals. Students learn to install and troubleshoot a variety of operating systems. Students learn networking configurations, protocols, fault tolerance, and troubleshooting of hardware and software problems in local and wide area networks. CompTIA A+/Network+ computer certifications and articulated college credits are earned.

Web Technology and Digital Media

Students learn Web development from storyboard to a finished online Web site and develop actual sites from customers' specifications using HTML, Java Script, Cold Fusion, Web composers, and object-oriented programming languages. Students develop skills in streaming media and server applications and create 3-D animation. Web site applications are integrated throughout the program and include interactive forms and database information collection. Project management provides students with the skills to lead teams through projects from inception to completion using Gantt charts, scope and sequence, CPM (Critical Path Method), scheduling, and troubleshooting, marketing, and technical writing. Course fees apply.

Web Site Development A/B

Prerequisite: Software Applications by Design A/B or Discovering Programming Concepts A/B

2991/2992 AT CM 0.5 credit

Students learn Web design from storyboard to a finished online Web page and develop actual sites from customers' specifications using HTML, Java Script, Cold Fusion, Web composers, and object-oriented programming languages. Skills in streaming media, server applications, and 3-D animation are developed. Project management provides students with skills to lead teams through projects, from inception to completion.

Web Tools and Digital Media, Advanced A/B

Prerequisite: Web Site Development A/B

2936(92)/2937(92) AT CM 0.5 credit

This course introduces students to advanced Web topics such as Web scripting, Web server administration, and Web-based multimedia tools. Students also study digital media and related topics, including audio, video, graphics, text, and animation tools as well as color and animation concepts.

Information Technology Guided Research A/B

2800/2801 CM 0.5 credit

This course provides an opportunity for Information Technology students to complete a structured research project related to an IT career field.

Transportation, Distribution, and Logistics Cluster

Students enrolled in programs in the Transportation, Distribution and Logistics Cluster participate in a nationally certified automotive curriculum that includes the repair and reconditioning of cars that are eventually sold through a student run used car dealership. These hands-on activities are planned and coordinated by the Montgomery County Students Automotive Trades Foundation, Inc. This nonprofit foundation is a cooperative venture of the school system and volunteers from local businesses, professionals, and automotive industries.

Automotive Technology—Career Pathway Program (4 credits required)

The Automotive Technology program is a program that gives students exposure to career opportunities and instructional competencies in the automotive repair fields. Automotive maintenance and basic servicing are the basis for this program. Students gain valuable skills which will prepare them for immediate entry into the automotive industry or provide a foundation for pursuing further study in the Automotive Technology/Dealership Training or Automotive Body Repair Technology/Dealership Training programs.

Foundations of Automotive Technology A/B TP

5045(92)/5046(92) (TP) 1.5 credits

Internship, Foundations of Automotive Technology, DP

Prerequisite: Attainment of the outcomes of Foundations of Automotive Technology A/B

5701(92) 1.0 credit

Automotive Body Technology and Dealership Training—Career Pathway Program

Auto Body Repair Technology develops skills for entry-level employment in auto body shops specializing in body repair and painting. Students are provided with a thorough knowledge of automotive restoration and repair through panel installation, trim and glasswork replacement, surface preparation, and painting. Computerized paint matching and mixing is featured along with a state-of-the-art spray booth. Another area of focus includes metal work mastery that trains the student to weld, braze, solder, straighten, and shrink metals. Students take pride in learning the artistry and skill required to restore damaged vehicles to their original condition. Course fees apply.

Auto Body Technology/Dealership Training 1 A/B TP

5553(92)/5554(92) (TP) 1.5 credits

Auto Body Technology/Dealership Training 2 A/B TP

Prerequisite: Attainment of the outcomes of Auto Body Technology/Dealership Training 1 A/B

5555(92)/5556(92) (TP) 1.5 credits

Internship, Auto Body Technology

Prerequisite: Attainment of the outcomes of Auto Body Technology/Dealership Training 1A/B

5702(92) 0.5 credit

**Automotive Technology/Dealership—
Career Pathway Program**

Automotive Technology students are offered an opportunity to train for skilled positions in the automotive professions. This program develops student technical, analytical, and communication skills. Students are provided instruction and hands-on experience in the maintenance, repair, and sales and marketing of automobiles. Students are provided with classroom and laboratory experiences in many areas including engine performance and repair, suspension and steering, brakes, electrical / electronic systems, and heating and air conditioning. Course fees apply.

Automotive Technology/Dealership Training 1 A/B TP

5061(92)/5062(92) (TP) 1.5 credits

Automotive Technology/Dealership Training 2 A/B TP

*Prerequisite: Attainment of the outcomes of Automotive Technology/
Dealership Training 1 A/B*

5067(92)/5068(92) AT (TP) 1.5 credits

Internship, Automotive Technology

*Prerequisite: Attainment of the outcomes of Automotive Technology/
Dealership Training 1A/B*

5703(92) 0.5 credit

**Work-Based Learning
Opportunities**

**Cooperative Work Experience Program—
Career Pathway Program**

Concurrent enrollment in a CWE class at the student's home school is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

Cooperative Work Experience On-the-Job Training A/B

Corequisite: Concurrent enrollment in a CWE class is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

5439/5440 0.5 credit

Cooperative Work Experience On-the-Job Training A/B DP

Corequisite: Concurrent enrollment in a CWE class is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

5441/5442 (DP) 1.0 credit

Cooperative Work Experience On-the-Job Training A/B TP

Corequisite: Concurrent enrollment in a CWE class is required. Students must successfully complete the concurrent CWE class to receive OJT credit.

5443/5444 (TP) 1.5 credits

Richard Montgomery High School International Baccalaureate Magnet Program

The International Baccalaureate (IB) Diploma Program at Richard Montgomery High School was the first IB Program in Montgomery County Public Schools. Since 1987, IB at Richard Montgomery has combined the rigor and challenge of the IB curriculum with a competitive, countywide student selection process. Academically exceptional, motivated students are offered entry to the program after a highly selective process that evaluates the student's application, standardized test scores, a writing assessment, teacher recommendations, and academic grades. Only 100 students are accepted and enrolled from a pool of approximately 800 applicants each year.

For more than 19 years, the IB program at Richard Montgomery has ranked among the most successful in the world. In 2006, 99 percent of Richard Montgomery's IB candidates earned the IB diploma; in North America, the average is approximately 77 percent. Richard Montgomery students routinely perform well above worldwide averages on each of the internationally assessed IB examinations. In addition, Richard Montgomery IB teachers include educators who serve internationally as IB examiners and IB trainers. The IB Diploma Program at Richard Montgomery has produced two Rhodes Scholars and one Marshall Scholar, both of which are prestigious national awards. In addition, in 2006 *Newsweek* ranked Richard Montgomery 15th nationwide in terms of academic rigor.

The selection process for the IB program at Richard Montgomery begins in October when eighth grade students who meet the basic requirements for the program are invited to an informational session at Richard Montgomery. The basic requirements include enrollment in two or more gifted and talented or accelerated classes; completion of Algebra 1 by the end of Grade 8; and completion of the first level of Spanish, French, or Chinese by the end of Grade 8. Bilingual students who are fluent in Spanish, French, or Chinese are also eligible to apply. All application materials are submitted by the December date indicated on the application form, and students complete the magnet test on the January date indicated on the application form. In March students are notified of the status of their application.

For more information about the philosophy and structure of the International Baccalaureate Diploma Program, see the IB Diploma Program Overview elsewhere in this catalog. For more information about the IB Diploma Program at Richard Montgomery High School see the following Web site: <http://www.portalcontrol.com/rmhs>

Richard Montgomery offers the following pre-IB and IB courses, which constitute the most diverse course offerings of any IB Diploma Program in MCPS:

Group 1: Language A (English)

Pre-IB English 9 A/B

1022/1023 CM PreIB NCAA (AL) 0.5 credit

Pre-IB English 10 A/B

1024/1025 CM PreIB NCAA HSA (AL) 0.5 credit

IB English 1 A/B

1026/1027 CM IB NCAA (AL) 0.5 credit

IB English 2 A/B

Prerequisite: IB English 1

1028/1029 CM IB NCAA (AL) 0.5 credit

Group 2: Language B (Chinese, French, or Spanish)

Pre-IB Chinese 2A/2B

Prerequisite: Attainment of the outcomes of Level 1

1647/1648 CM PreIB NCAA (AL) 0.5 credit

Pre-IB French 2A/2B

Prerequisite: Attainment of the outcomes of Level 1

1609/1610 CM PreIB NCAA (AL) 0.5 credit

Pre-IB Spanish 2A/2B

Prerequisite: Attainment of the outcomes of Level 1B

1749/1750 CM PreIB NCAA (AL) 0.5 credit

Pre-IB Chinese 3A/3B

Prerequisite: Attainment of the outcomes of Level 2B

1649/1650 CM PreIB NCAA (AL) 0.5 credit

Pre-IB French 3 A/B

Prerequisite: Attainment of the outcomes of Level 2

1617/1618 CM PreIB NCAA (AL) 0.5 credit

Pre-IB Spanish 3A/3B

Prerequisite: Attainment of the outcomes of Level 2B
1717/1718 CM PreIB NCAA (AL) 0.5 credit

IB Chinese 4 A/B

Prerequisite: Attainment of the outcomes of Level 3 or Level 3 Immersion
1651/1652 CM IB NCAA (AL) 0.5 credit

IB French 4 A/B

Prerequisite: Attainment of the outcomes of IB Level 3B
1619/1620 CM IB NCAA (AL) 0.5 credit

IB Spanish 4 A/B

Prerequisite: Attainment of the outcomes of Level 3B or Level 3 Immersion
1751/1752 CM IB NCAA (AL) 0.5 credit

IB Chinese 5 A/B

Prerequisite: Attainment of the outcomes of Level 4B
1653/1654 CM IB NCAA (AL) 0.5 credit

IB French 5 A/B

Prerequisite: Attainment of the outcomes of IB Level 4B
1627/1628 CM IB NCAA (AL) 0.5 credit

IB Spanish 5 A/B

Prerequisite: Attainment of the outcomes of IB Level 4B
1753/1754 CM IB NCAA (AL) 0.5 credit

IB Chinese 6 A/B

Prerequisite: Attainment of the outcomes of Level 5B
1655/1656 CM IB NCAA (AL) 0.5 credit

IB French 6 A/B

Prerequisite: Attainment of the outcomes of IB Level 5B
1629/1630 CM IB NCAA (AL) 0.5 credit

IB Spanish 6 A/B

Prerequisite: Attainment of the outcomes of IB Level 5
1755/1756 CM IB NCAA (AL) 0.5 credit

Group 3: Individuals and Society (History, Economics, Psychology)

Pre-IB Government A/B

2133/2134 CM PreIB NCAA HSA (AL) 0.5 credit

History, United States, Advanced Placement A/B

2114/2124 CM NCAA AP (BCC1) (AL) 0.5 credit

IB History 1 A/B

2230/2231 CM IB NCAA (AL) 0.5 credit

IB History 2 A/B

Prerequisite: Attainment of the outcomes of IB History 1
2403/2404 CM IB NCAA (AL) 0.5 credit

IB Economics A/B

2234/2235 CM IB NCAA (AL) 0.5 credit

IB Psychology A/B

2232/2233 CM IB NCAA (AL) 0.5 credit

Group 4: Experimental Sciences (Biology, Chemistry, Physics, Environmental Science)

Pre-IB Biology A/B

3634/3635 CM PreIB NCAA HSA (AL) 0.5 credit

Living organisms ranging from molecular levels to the biosphere are studied. Topics include scientific method, cytology, genetics, evolution, taxonomy, microbiology, botany, ecology, and anatomy and physiology, including the study of the human body and behavior.

Pre-IB Chemistry A/B

Prerequisite: One year of biology.
3744/3745 CM PreIB NCAA (AL) 0.5 credit

The materials of our environment, their properties, and the way in which they react with each other are studied. Through a synthesis of laboratory work and descriptive and theoretical chemistry, the student gains factual knowledge drawn from the whole field of chemistry. Topics include properties of matter, atomic theory, chemical bonds and reaction kinetics, periodicity and radioactivity, organic chemistry, and thermodynamics.

IB Physics 1 A/B

3844/3845 CM IB NCAA (AL) 0.5 credit

Students investigate physical laws and theories, relationships of physical phenomena, and interrelationships of physics and other fields of human endeavor. Some topics include vector mathematics, kinematics, dynamics, energy, thermodynamics, electricity and magnetism, and nuclear structure and energy. Additional focus is placed on the social and historical perspective in which physical ideas have developed throughout the world.

IB Physics 2 A/B

Prerequisite: Attainment of the outcomes of Precalculus and IB Physics 1

3846/3847 CM IB NCAA (AL) 0.5 credit

IB Physics 2 is the second year of a two-year sequence designed to prepare students for the IB Physics examination (higher or standard level). Some topics included are mechanics, molecular behavior, wave behavior, electricity and magnetism, atomic and nuclear physics, astrophysics, thermodynamics, time-varying currents, electronic systems, solid state physics, geometrical optics, particle physics, and special relativity.

IB Biology A/B

Prerequisite: One year of Honors or Pre-IB Biology and one year of Honors or Pre-IB Chemistry

3606/3607 CM IB NCAA (AL) (DP) 1.0 credit

IB Biology offers extensive laboratory experiences and emphasizes critical analysis of scientific information, evaluation of biological knowledge with respect to those problems facing mankind at present, and synthesis of biological information from different areas of the field. Some topics include biochemistry, cytology, molecular genetics, and heredity and variation. Students prepare for the higher-level IB Biology examination.

IB Chemistry 1 A/B

Prerequisite: Attainment of the outcomes of Pre-IB or Honors Chemistry

3746/3747 CM IB NCAA (AL) 0.5 credit

IB Chemistry 1 is a study of the materials of our environment, their properties, and the ways in which they react with each other. Topics of study include stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and optional additional studies. This course prepares students for the IB standard-level examination.

IB Environmental Systems A/B

3757/3758 CM IB (AL) 0.5 credit

Students learn the scientific principles, concepts, and methodologies required to understand the environment, evaluate the relative risks associated with environmental problems, and examine alternative solutions for resolving and/or preventing them. Laboratory and field investigations complement the classroom portion of the program. This course prepares students for the IB standard-level environmental systems and AP environmental science examinations.

Group 5: Mathematics

Pre-IB Geometry A/B

Prerequisite: Attainment of the outcomes of Algebra 1

3208/3209 CM PreIB NCAA (AL) 0.5 credit

IB Analysis and Applications of Functions A/B

Prerequisite: Attainment of the outcomes of Pre-IB Geometry

3306/3307 CM PreIB (AL) 0.5 credit

IB Math Studies A/B

Prerequisite: Attainment of the outcomes of IB Analysis and Applications of Functions or Algebra 2

3410/3418 CM IB NCAA (AL) 0.5 credit

IB Precalculus A/B

Prerequisite: Attainment of the outcomes of IB Analysis and Applications of Functions or Algebra 2 with Analysis

3420/3424 CM IB NCAA (AL) 0.5 credit

Calculus AB, Advanced Placement, A/B

Prerequisite: Attainment of the outcomes of Precalculus A and B

3452/3453 CM NCAA AP (BCC1) (AL) 0.5 credit

Calculus BC, Advanced Placement, A/B

Prerequisite: Attainment of the outcomes of Precalculus, Honors A and B

3491/3492 CM NCAA AP (BCC1) (AL) 0.5 credit

Calculus with Applications A/B

Prerequisite: Attainment of the outcomes of Precalculus A and B

3356/3357 CM NCAA (BCC2) (AL) 0.5 credit

Statistics, Advanced Placement, A/B

Prerequisite: Attainment of the outcomes of Algebra 2A and 2B

3320/3321 CM NCAA AP (BCC2) (AL) 0.5 credit

Multivariable Calculus and Differential Equations A/B (Magnet Analysis 2)

Prerequisite: Attainment of the outcomes of AP Calculus BC with teacher recommendation

3048/3049 CM NCAA (AL) 0.5 credit

Group 6: Electives (Theatre, Visual Arts, Music, Computer Science)

Art and Culture A/B

6454/6455 FA 0.5 credit

IB Visual Arts 1 A/B

6102/6103 CM FA IB NCAA (AL) 0.5 credit

IB Visual Arts 2 A/B

Prerequisite: IB Visual Arts 1

6107/6108 CM FA IB NCAA (AL) 0.5 credit

Music Theory and Composition, Advanced Placement

Prerequisite: Attainment of the outcomes of Music Theory B or permission of instructor

6547/6548 CM FA AP (AL) 0.5 credit

IB Advanced Music A/B

Prerequisite: Music Theory, unless waived by the instructor

6567/6568 CM FA IB NCAA (AL) 0.5 credit

Computer Programming 2, Advanced Placement Computer Science A/B

Prerequisite: Attainment of the outcomes of Computer Programming 1 A/B

2901/2902 AT CM NCAA AP (AL) 0.5 credit

Computer Programming 3, Advanced Placement Computer Science A/B

Prerequisite: Attainment of the outcomes of Computer Programming 2 A/B

2965/2966 AT CM NCAA AP (AL) 0.5 credit

IB Theater 1 A/B

8071/8072 CM FA IB NCAA (AL) 0.5 credit

Other IB Requirements

Theory of Knowledge 1

2007 CM IB NCAA (AL) 0.5 credit

Theory of Knowledge 1 introduces students to the sources, varieties, and systems of knowledge. Major topics include the roles of language and thought in knowledge, the requirements of logical reasoning for knowledge, and the systems of knowledge applied by mathematicians and natural and human scientists. This is the one-semester version of the Theory of Knowledge 1 course. Work on the extended essay is conducted independently of this class.

Theory of Knowledge 2

2008 CM IB NCAA (AL) 0.5 credit

In the second semester of Theory of Knowledge, students investigate the system of knowledge applied by historians and then turn to value judgments and knowledge, focusing on moral, political, and aesthetic judgments. The final topic investigates the differences among belief, opinion, faith, knowledge, and truth.

IB Theory of Knowledge 1/Extended Essay A/B

2011/2012 CM IB NCAA (AL) 0.5 credit

Theory of Knowledge 1 introduces students to the sources, varieties, and systems of knowledge. Major topics include the roles of language and thought in knowledge, the requirements of logical reasoning for knowledge, and the systems of knowledge applied by mathematicians and natural and human scientists. Students also acquire skills necessary to begin working on the Extended Essay, a university-level independent research paper.

Poolesville High School—A Whole-School Magnet

Get excited! Finally there is a program in Montgomery County Public Schools that has something for everyone. MCPS has a 20-year track record for developing nationally recognized, rigorous instructional programs for highly able learners. Now these programs are being expanded to the upcounty for students who test into the program as well as for students who reside in the Poolesville attendance area. The whole-school magnet opens the promise of rigorous, engaging courses taught by inspired teachers to all. A whole school magnet is organized around instructional “houses” made up of small learning communities involving multiple disciplines centered on a proven course of study.

There are three instructional houses at Poolesville High School.

- ◆ Global Ecology House—GEH
- ◆ Humanities House—HH
- ◆ Science, Math, Computer Science House—SMCSH

SELECTION AND CRITERIA

Students who reside in Montgomery County may apply to the Global Ecology House (it is a countywide program). To apply to the Humanities House or the Science, Math, Computer Science House students must reside in one of the following high school clusters: Clarksburg, Damascus, Gaithersburg, Magruder, Northwest, Poolesville, Quince Orchard, Seneca Valley or Watkins Mill.

Advanced and highly able learners who have completed at least Algebra 1 are able to apply to the programs in the fall of their eighth grade year. Students will then apply to one of the three houses of study at PHS: Global Ecology House, Humanities House or the Science, Math, Computer Science House. Students are accepted on the basis of demonstrated interest; teacher recommendations; their achievement in Grades 7 and 8; and scores on a reasoning and critical thinking assessment administered by MCPS. A writing component is included in the application and at the time of testing.

TRANSPORTATION

Transportation is provided from central pickup points throughout Montgomery County.

GLOBAL ECOLOGY HOUSE

This four-year program in the Global Ecology House consists of an interdisciplinary investigation of Earth’s ecosystems. A core curriculum of environmental science and social studies is integrated with the traditional English and mathematics to provide a unique learning experience. The program utilizes a hands-on approach to learning whereby concepts learned in the classroom are then applied in real-life field experiences.

Global Ecology students have the opportunity to specialize in environmental science and social studies. Every student has the opportunity to—

- ◆ pursue rigorous interdisciplinary science and social studies curricula focused on human impact on the natural environment;
- ◆ develop field, laboratory, and research skills in the sciences; and
- ◆ work with peers to develop and apply the responsibilities of environmental citizenship.

Grade 9 House Focus

In order to achieve the GE certificate of Achievement students must complete the following courses in Grade 9.

- ◆ GE US History A/B
- ◆ GE Environmental Science A/B
- ◆ GE Research and Experimentation for Problem Solving A/B

Grade 10 House Focus

In order to achieve the GE Certificate of Achievement the following courses must be successfully completed Grade 10.

- ◆ GE NSL Government A/B or AP American Government with NSL
- ◆ Environmental Chemistry A/B
- ◆ GE Environmental Science II—Biology A/B
- ◆ Research and Experimentation for Problem Solving 2 A/B

Grade 11 House Focus

In order to achieve the GE Certificate of Achievement the following courses must be successfully completed Grade 11:

- ◆ AP World History A/B
- ◆ GE Environmental Science III—Physics A/B

Grade 12 House Focus

In order to achieve the GE Certificate of Achievement the following course must be successfully completed Grade 12:

- ◆ AP Environmental Science A/B

Alternatives to Dissection

Dissection is one of many instructional methods that may be used in Biology and AP Biology. Students may request from the teacher an alternative to dissection in Biology and AP Biology.

HUMANITIES HOUSE

Students in the Humanities House develop critical and flexible thinking skills as part of becoming persons of commitment, vision and action in the world. Drawing on the rich traditions of religion, culture, philosophy, literature, communication and the arts, students and faculty work together to explore complex perspectives on a variety of human concerns.

The Humanities House uses an interdisciplinary approach to learning through English and social studies classes to cultivate an intellectual and imaginative connection between a living past and the global challenges of our contemporary world.

Humanities students specialize in the humanities and media productions. Every Humanities student has the opportunity to—

- ◆ pursue rigorous humanities curricula with an interdisciplinary connection among English, social studies, communication and fine art;
- ◆ develop and deepen skills in oral and written communication; and
- ◆ work with peers to develop top quality print, photo, and video products.

Grade 9 House Focus

In order to achieve the HH Certificate of Achievement the following courses must be successfully completed Grade 9:

- ◆ Humanities English 9 A/B
- ◆ Humanities US History A/B
- ◆ Criticism in the Humanities A/B
- ◆ Humanities Photography 1 A
- ◆ Humanities Oral Interpretation and Media Study

Grade 10 House Focus

In order to achieve the HH Certificate of Achievement the following courses must be successfully completed Grade 10:

- ◆ Humanities English 10 A/B
- ◆ Humanities NSL Government A/B or AP American Government with NSL
- ◆ Television Production A
- ◆ Introduction to Media Literacy
- ◆ Philosophy
- ◆ Law

Grade 11 House Focus

In order to achieve the HH Certificate of Achievement the following courses must be successfully completed Grade 11:

- ◆ Humanities AP Language and Composition A/B
- ◆ Humanities AP World History A/B
- ◆ Comparative Religion
- ◆ Sociology 1
- ◆ TV Production B
- ◆ Techniques of Advanced Journalism

Grade 12 House Focus

In order to achieve the HH Certificate of Achievement the following courses must be successfully completed Grade 12:

- ◆ AP English Literature and Composition A/B
- ◆ AP Art History A/B
- ◆ Humanities Capstone Project
- ◆ Media Ethics

SCIENCE, MATH, COMPUTER SCIENCE HOUSE

The Science, Math, Computer Science House students have the opportunity to specialize in a rigorous program focused on problem-solving skills and research. Students will develop and deepen skills in analysis and laboratory work. This interdisciplinary approach to learning allows students to develop the ability to think precisely and creatively. Students work with a dedicated staff and peers to solve science, mathematical and engineering problems in our technological world.

Science, Mathematics, and Computer Science students have the opportunity to specialize in rigorous mathematics and science curricula focused on problem-solving skills and research. Every Science, Mathematics, and Computer Science student has the opportunity to—

- ◆ pursue rigorous science, mathematics, and computer science curricula focused on the problem-solving requirements of engineering.
- ◆ develop and deepen skills in problem-solving, analysis, and laboratory investigations.
- ◆ work with peers to solve mathematical, science, and engineering problems.

Grade 9 House Focus

In order to achieve the SMCSH Certificate of Achievement the following courses must be successfully completed Grade 9:

- ◆ Advanced Science 1—Physics
- ◆ Advanced Science 2—Chemistry
- ◆ Magnet Functions A/B or
- ◆ Magnet Precalculus A/B or
- ◆ Magnet Geometry A/B
- ◆ Research and Experimentation for Problem Solving 1 A/B
- ◆ Fundamentals of Computer Science A/B

Grade 10 House Focus

In order to achieve the SMCSH Certificate of Achievement the following courses must be successfully completed Grade 10:

- ◆ Advanced Science 3—Earth Science A/B
- ◆ Advanced Science 4—Biology A/B
- ◆ Magnet Precalculus C/D or
- ◆ Magnet Functions A/B or
- ◆ Analysis I A/B
- ◆ Computer Programming 1 or 2
- ◆ Research and Experimentation for Problem Solving 2 A/B
- ◆ Algorithms and Data Structures A/B

Grade 11 House Focus

In order to achieve the SMCSH Certificate of Achievement the following courses must be successfully completed Grade 11:

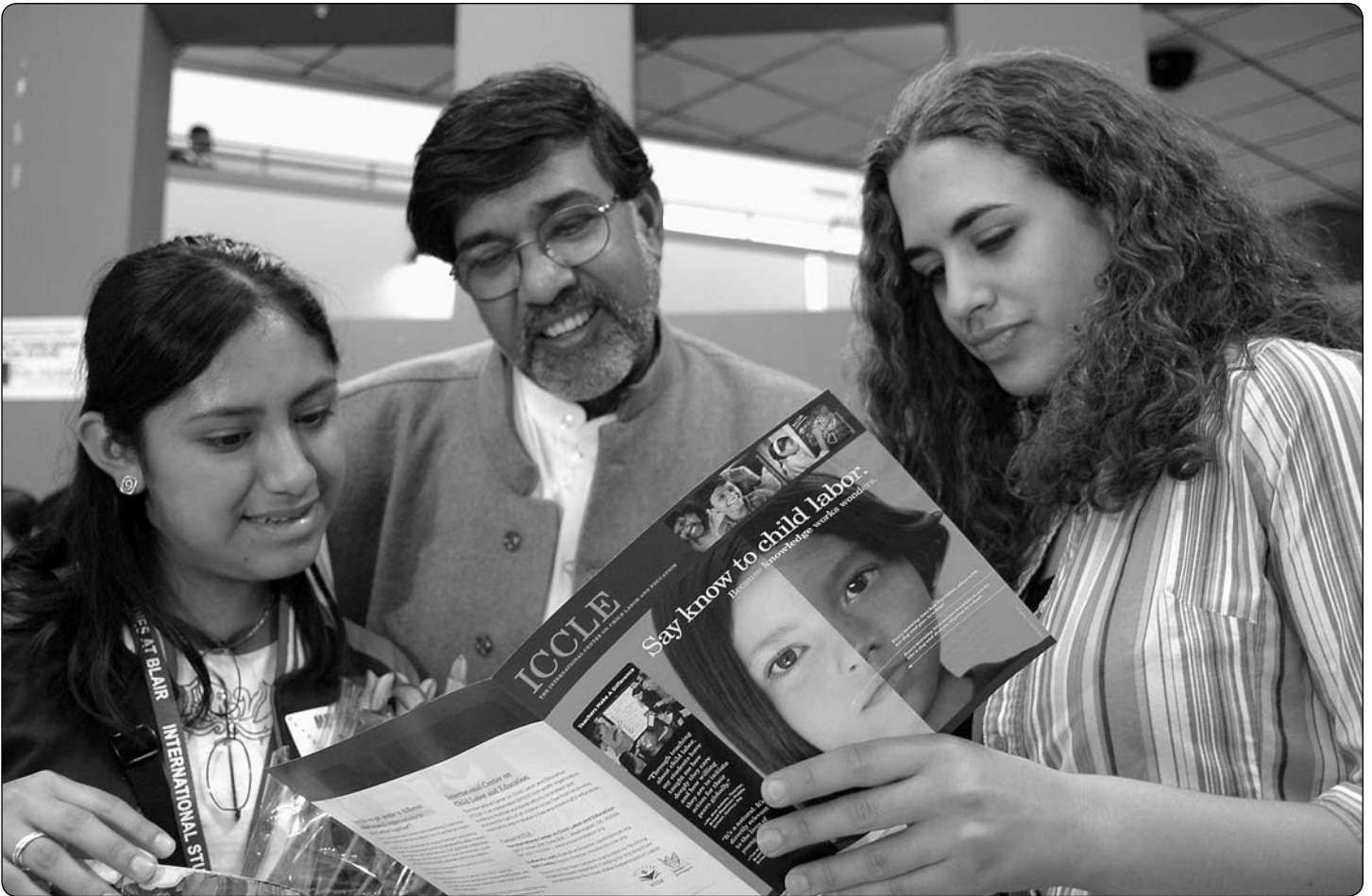
- ◆ SCMS Electives (to be determined)
- ◆ Magnet Precalculus C/D or
- ◆ Analysis I A/B
- ◆ Research Design and Research Project A
- ◆ Computer Programming 2 or 3

Grade 12 House Focus

In order to achieve the SMCSH Certificate of Achievement the following courses must be successfully completed Grade 12:

- ◆ SCMS Electives (to be determined)
- ◆ Magnet Analysis A/B
- ◆ Multivariable Calculus A/B or
- ◆ AP Statistics A/B
- ◆ Research Project B
- ◆ Computer Programming 3

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Student Service Learning (SSL)

Frequently Asked Questions about SSL for Students and Parents

Q: Are SSL, “community service” and “volunteering” the same?

A: No. SSL is a Maryland State Department of Education graduation mandate that requires planning and documentation. Activities must be secular in nature; supervised by nonprofit; tax-exempt organizations and include preparation, action, and reflection phases. A maximum of 8 hours may be earned in a 24-hour period and 1 service-learning hour is awarded for 1 hour of service outside of the instructional day.

Q: How many SSL hours are required for MCPS students?

A: The majority of students must complete 60 SSL hours before graduation. Effective July 2003, the requirement was prorated according to the grade of first-time enrollment in MCPS:

Grade	Number of Hours
8	50
9	40
10	30
11	20
12	10

MCPS students may begin earning SSL hours the summer after Grade 5 and continue through high school.

Q: Are there high school courses where service learning activities are infused into the curriculum?

A: Yes. Selected elective courses currently identified in this course bulletin achieve curricular objectives through service learning. Students who fully participate in the service-learning aspects of these courses and successfully pass the course are automatically awarded SSL hours based on the number of credits attached to the course. Additional SSL hours may be earned in these courses through service-learning activities extended into non-instructional time with appropriate documentation.

Q: How can MCPS students earn SSL hours?

A: MCPS students may earn SSL hours as follows:

Participation in service-learning activities at school by full participation and successful completion of courses that achieve curricular objectives through service-learning. Specific courses with infused service learning activities are identified in this course bulletin.

Participation in service-learning activities at school through participation in school clubs or organizations that address recognized community needs. The teacher or advisor verifies the SSL hours.

Participation in service-learning activities in the community with nonprofit, tax exempt organizations pre-approved for SSL that focus on recognized community needs. MCPS Form 560-51: *Student Service Learning Activity Verification* is required to document all service for which SSL hours are desired.

Participation in service-learning activities in the community with nonprofit, tax exempt organizations that are not pre-approved for SSL but focus on recognized community needs. Advance approval by the SSL coordinator of the MCPS Form 560-50: *Application for Student Service Learning Special Activity* is required.

Q: How do I check to see that a nonprofit, tax exempt organization and its activity is preapproved for SSL?

A: “Preapproved Service Opportunities” may be found at www.MCPSSSL.org, and in *The Student Service Learning Guide to Volunteer Activities* distributed in the spring by the Montgomery County Volunteer Center (MCVC). Students participating with preapproved nonprofit, tax-exempt organizations must document service for which SSL hours are desired using MCPS Form 560-51: *Student Service Learning Activity Verification*. Forms must be completed and turned into the school SSL coordinator by September 30, for any service performed during the summer. Service performed during the semester must be documented and turned in to the school SSL coordinator by the end of the semester.

Q: How are student records toward the SSL diploma requirement maintained?

A: The SSL coordinator in every middle and high school provides information to students about the SSL requirement, activities, and forms. Applications for SSL special activities are reviewed and approved by the SSL coordinator in advance of service. Hours documented on verification forms are put into the student record. Hours required, completed, and remaining are reflected on the report card every 9 weeks, from Grade 6 on through high school.

Q: What are the forms used to document SSL, and where can they be found?

A: MCPS Form 560-51: *Student Service Learning Activity Verification* is required to document every SSL activity. MCPS Form 560-50: *Application for Student Service Learning Special Activity* is required to be completed and approved by the SSL coordinator in advance of participation in any activity with a nonprofit, tax exempt organization that is not listed as preapproved for SSL. SSL forms are available in any middle or high school and can be downloaded from the SSL home page. Students should keep copies of all SSL documents.

Q: Can SSL activities be done with nonprofit organizations that are not preapproved?

A: Yes. Students may earn service-learning hours with nonprofit, tax exempt organizations that are not listed as pre-approved for SSL with prior approval of MCPS Form 560-50: *Application for Student Service Learning Special Activity*.

Q: Must all SSL activities be done with nonprofit tax-exempt organizations?

A: Exceptions to the nonprofit, tax-exempt SSL rule are for-profit assisted living facilitated/nursing homes. Students may earn SSL hours in these facilities with a completed MCPS Form 560-50: *Application for Student Service Learning Special Activity* approved in advance of the service. All SSL hours must be performed exclusively with the residents.

Q: Are MCPS awards given to students with exceptional SSL records?

A: Yes. The Superintendent's Student Service Learning Awards are given to middle school students who have contributed 75 or more hours of service to their communities within a one-year period. An application process must be followed. Certificates of Meritorious Service are awarded to graduating seniors who have contributed 260 or more hours of service by the time of graduation.

Q: Is there an appeal process for SSL disputes?

A: Yes. Students may appeal decisions made by the SSL coordinator and SSL advisory committee to the school principal. Extenuating circumstances substantiating the appeal may be presented via a written communication to the administrator.

Q: Where else can I find information about SSL?

A: Information is available on the MCPS Web site at this address: www.mcpsssl.org.

Additional Learning Opportunities

Summer School 2007

The Regional Summer School Program provides an alternative for students to receive credit for select core and non-core courses during the summer. The courses taught follow the same curriculum guidelines as those used during the regular school year.

Brochures for the 2007 Regional Summer School Program will be available in all schools by the last week of April 2007. Registration forms, tuition reduction waiver vouchers, and a copy of the summer school brochure will also be available on the MCPS Web site.

Summer School Sites and Schedules

The planning process for the Regional Summer School Program should be complete by April 2, 2007. Summer School site locations and schedules will be advertised as soon as they are available. The sites for the Regional Summer School Program are selected based on the needs of all students.

Local School Programs

All high schools can also develop their own Local School Program (LSP) to serve the needs of their specific population. The LSP operates independent of the Regional Summer School Program.

Contact Information

Questions regarding local school programs should be directed to individual schools. Questions regarding the Regional Summer School Program should be directed to 301-279-3202.

Regional Summer School Program
Carver Educational Services Center, Room 167
Rockville, MD 20850
Fax: 301-517-5957

Student Online Learning—Non-Credit Opportunities

College Board SAT Online Prep program

This is a non-credit preparation program made available free of charge to all MCPS students through the MCPS/College Board Partnership. The SAT Prep program is a product of the College Board-maintained SAT Preparation Center™. It is designed to allow students to practice and review SAT math, critical reading, and writing practice questions, including a review of the SAT essay. Students may also download, print, and take a free, official full-length SAT practice test online then review a free score and skills report, and explanations to all test answers.

Credit Opportunities

Student Online Learning through MCPS is a way for high school students to take courses outside of the traditional classroom setting. For more information or to register for an online class, please see your school guidance counselor. We currently offer four online courses:

SAT Prep

This 0.5 credit, 8-week course will prepare students for the new SAT test.

Comprehensive Health Education

This 0.5 credit course is an online version of the school-based course. This course is only offered during the summer.

AP Computer Science A 1 and 2

This 1.0 credit, 2-semester course will prepare students for the A level AP exam

Web Site Development

This 1.0 credit course covers the content and concepts of the school-based Web Site Development A and B semester courses

Frequently Asked Questions About Online Credit Courses

Q: When does my class meet?

A: Class times are flexible, but students need to complete assignments approximately every other day. There will be some face-to-face class sessions, and attendance is required.

Q: How is an online class different from one at a traditional classroom setting?

A: Online courses use the same curriculum and learning outcomes as the courses taught in school. They are designed to take advantage of the online format. Most class work may be done from home.

Q: Will I get a grade and course credit?

A: The same grading and credit policies apply to an online course as to courses offered in school.

Q: Who will teach the class?

A: All classes are taught by highly qualified MCPS teachers who have been trained to teach in an online environment.

Q: What if I need help with course content?

A: Instructors will have “office hours” when they can be reached either by phone or online.

Q: What is the cost for an online course?

A: An online course costs \$345. The SAT prep has an additional \$15 materials fee, which includes an SAT study guide.

Extended Hours Learning Opportunities and Saturday School

Overview

The extended hours learning program is for those who want to complete course requirements for a high school diploma or who are reviewing high school subjects to meet requirements for advanced academic study. Contact your local school counselor for information about available extended learning.

Purpose of the Extended Hours Learning Opportunities/Saturday School program:

To provide credit courses leading to a Maryland High School diploma for students not currently enrolled in a high school program.

To provide the students presently attending day school, who have completed Grade 8, the opportunity to earn original course credit or recover credit they previously failed to earn.

To provide credit courses needed to meet the requirements for admission to institutions of higher learning for students who have already earned a high school diploma.

Registration

The *Extended Hours Learning Opportunities Program/Saturday School* brochure will be available in all high school counseling offices by the end of the first week in August. Students who plan to register for evening high school and/or Saturday School should get registration forms from their counselors. Registration begins during the last week in August at the regional evening high school sites. Tuition-reduction forms are available from the secretary in the counseling office of each high school. All forms must be signed by counselors and parents.

Contact Information

Extended Hours Learning Opportunities
Carver Educational Services Center
850 Hungerford Drive, Room 167
Rockville, MD 20850
Phone: 301-279-3202
Fax: 301-517-5957

George B. Thomas, Sr. Learning Academies

Ten Montgomery County public schools host free Saturday morning programs, which provide enrichment, tutoring, and mentoring for students in Grades 1–12. The programs are called the George B. Thomas, Sr., Learning Academies and are also known as “Saturday Schools.”

The George B. Thomas, Sr., Learning Academy, Inc., was established in 1986 by the Mu Nu Chapter of Omega Psi Phi Fraternity as an outgrowth of the Saturday School Initiative of Blacks United for Excellence in Education. Saturday Schools are open to all students. Saturday School sites include Watkins Mill, Gaithersburg, Albert Einstein, Montgomery Blair, John F. Kennedy, Northwest, Paint Branch, Sherwood, Springbrook, and Wheaton high schools.

Contact your local school for more information.

Homework Hotline Live!

The ITV flagship program offers one-on-one homework help to students who call the hotline number at 301-279-3234 (voice/TTY). The program, which can be viewed on channel 33, is scheduled from 4:30–6:00 p.m. on most Tuesdays, Wednesdays, and Thursdays from October through April. “Homework Hotline Live!” is a service of MCPS Instructional TV. During each program, three teachers are on camera, while several more answer telephone calls in the phone room at the Carver Educational Services Center studio in Rockville. Students serve as part of the technical crew and are trained by Instructional TV staff.

Students and families can use this service even if they do not subscribe to cable television. By calling, a student will be connected to a teacher who can provide assistance in most academic subjects from kindergarten through 12th grade. Viewers with cable service will be able to watch the program and also work with on-camera teachers to help them formulate answers. While most questions come from elementary and middle school students, “Hotline” teachers represent all levels and most subject areas. Mathematics questions are the most frequent, and there is usually a certified mathematics instructor on staff during cablecasts.

In addition to direct instruction, each program includes various learning experiences such as current events summaries and video clips. The program also features fun trivia and prizes for answering challenging “brainteaser” questions from MCPS students. So join the fun, and get homework done.

Baldrige in Education

What are the Malcolm Baldrige Criteria for Performance Excellence?

The Criteria were created in 1987 and named posthumously for former secretary of commerce, Malcolm Baldrige. Designed to help American business and industry gain a competitive edge in the global market, the Criteria reflect current best thinking on organizational practice. The education version of the Criteria [Baldrige Education Criteria for Performance Excellence] was created in 1998 as a [framework] for understanding and improving school performance. (Shipley & Caldwell, 2000, p. 5)

Baldrige is a systematic process for helping organizations make systemic change and is—

- ◆ a measure of parts and connections:
How good are the parts?
How good are the connections between the parts?
- ◆ a blueprint for building good, well-connected parts,
- ◆ *a process for determining which parts and which connections add value and which do not.* (Shipley & Caldwell, 2001, p. 18),
- ◆ all about Performance Excellence.

The Criteria, composed of 11 Core Values/Best Practices¹ and 7 Categories,² provide a dynamic framework for continuous improvement. The categories and Core Values/Best Practices help organizations assess how well they are doing and are practical and useful for school improvement planning. The Criteria are built upon the following set of 11 interrelated Core Values that describe best practices required of schools focused on performance excellence:

1. Visionary leadership
2. Learning-centered education
3. Organizational and personal learning
4. Valuing faculty, staff, and partners
5. Agility
6. Focus on the future
7. Managing for innovation
8. Management by fact
9. Social responsibility
10. Focus on results and creating value
11. Systems perspective

The Core Values/Best Practices are embodied in seven Categories, as follows:

1. Leadership
2. Strategic Planning
3. Student and Stakeholder Focus
4. Measurement, Analysis, and Knowledge Management
5. Faculty and Staff Focus
6. Process Management
7. Organizational Performance Results

¹The Baldrige Core Values are best practices that are the foundation for the Baldrige Criteria and are essential for a results-oriented organization focused on performance excellence. (See Appendix 1, “Baldrige Core Values/Best Practices” for applications at the school, classroom, and student levels.)

What is the purpose of the Baldrige Education Criteria?

The Baldrige Criteria for Performance Excellence is a framework for continuous improvement aimed at getting the results that are important to [an] organization. The framework is designed to help organizations use an aligned approach to organizational performance management. The Baldrige framework—

- ◆ is not prescriptive,
- ◆ supports a systems approach to organization-wide goal alignment,
- ◆ Supports a goal-based means to diagnose the effectiveness of an organization and devise an improvement plan from that diagnosis.

The Malcolm Baldrige Education Criteria provide the basis for assessment and feedback to organizations and create the foundation for an organization’s continuous improvement journey. The criteria have three important purposes:

1. To help improve performance practices, capabilities, and results
2. To facilitate communication and sharing of best practices information and organizations of all types
3. To serve as a working tool for understanding and improving performance and for guiding planning and opportunities for learning. (Baldrige in Education)

Why should we use Baldrige in our school?

- ◆ It is the best current research in what it takes to make organizations get better.
- ◆ It is closely aligned with the Framework for Improving Teaching and Learning³, the professional growth systems for both Administrative and Supervisory (A&S) staff and teachers, and other system initiatives including Collaborative Action Process (CAP), and the Maryland State Department of Education (MSDE) 10-Step Process.
- ◆ It helps build good classroom learning systems by engaging students in the process.
- ◆ IT WORKS!

The 2003 recipient of the Malcolm Baldrige Quality Award, Community Consolidated School District 15 in Illinois, chose Baldrige because the leadership felt that *nothing [could] move an organization forward more quickly than applying the Baldrige criteria* (Conyers and Ewy, 2003, p. 7). They understood that they needed the systemwide approach to continuous improvement that Baldrige provided. In Baldrige they found a framework that would help them assess strengths and weaknesses and focus on specific areas needing improvement. Baldrige met their needs for the following reasons:

²The Baldrige categories are linked to create an integrated management system that enables organizations to focus systematically and systemically on performance excellence and continuous improvement. (See Appendix 2, “Baldrige Categories for Building an Integrated Management System” for applications at the school and classroom levels.)

- ◆ The Baldrige framework is universally applicable, an approach that can be applied to any business or organization.
- ◆ It is internationally known and respected as the hallmark of quality.
- ◆ It is a rigorous but attainable set of core values and criteria for performance excellence.
- ◆ It is a powerful self-assessment tool.
- ◆ It helps organizations build capacity to accelerate (p. 8).

What is the Montgomery County Public Schools (MCPS) plan for implementation and integration of the Baldrige Education Criteria for school improvement planning and for continuous improvement?

According to *Our Call to Action: Pursuit of Excellence: The Strategic Plan for the Montgomery County Public Schools 2003–2006* (2003), MCPS has adopted the Baldrige Education Criteria for Performance Excellence as the model for continuous improvement for all offices and schools. Implementation of the Baldrige Education Criteria for Performance Excellence throughout MCPS will include—

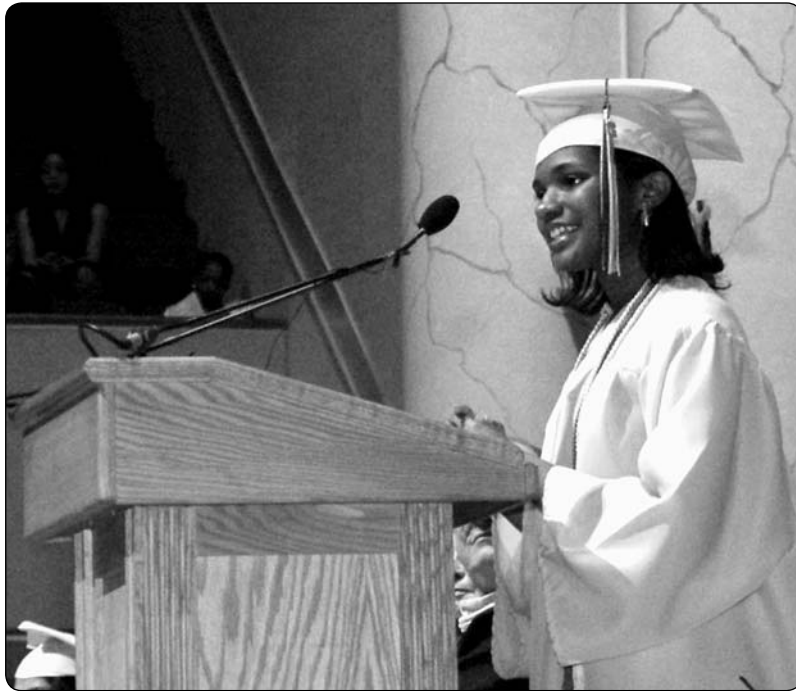
- ◆ identifying the necessary resources for full system implementation by 2006,
- ◆ training for staff in all MCPS offices and schools by 2006, and
- ◆ institutionalizing a school improvement planning process utilizing the Baldrige categories as the framework to be used by all schools by 2006.

Baldrige implementation supports the MCPS system goal, to “create a positive work environment in a self-renewing organization” by specifically stating as a milestone that “strategic plans exist and are aligned at all levels of the organization.” (MCPS, pp. 39, 46)

How will the Baldrige Education Criteria for Performance Excellence be used for school improvement planning?

According to *Our Call to Action: Pursuit of Excellence: The Strategic Plan for the Montgomery County Public Schools 2003–2006*, the school improvement process is being redesigned to reflect the components of the Baldrige Education Criteria for Performance Excellence. The goal of this initiative is to identify the elements of school improvement and organizational development that must be supported in every school in order to promote high levels of student achievement. Schools engaging in the Baldrige-guided School Improvement Process are expected to implement the school improvement planning model using the “Look-fors” from the Framework for Improving Teaching and Learning and the Baldrige categories. In order for this revised school improvement process to be successful, the entire staff and representatives from all stakeholder groups must be engaged in the process. The progress on school improvement plan goals will be evaluated regularly with all stakeholders. Implementation of this process will include:

- ◆ identification of resources needed for total system implementation by 2006, and
- ◆ systematically evaluating implementation throughout the project, with a final report to be completed by June 2007 (MCPS, p. 46).



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Student Educational and Planning Worksheet

Department of Student Services • MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

For graduation, students must earn a minimum of 22 credits and earn Student Service Learning (SSL) hours.

Student _____ Home Phone _____
Last First Middle

Grade ____ Birth Date ____/____/____ Student ID # _____ Counselor _____

Career Interests by cluster:

- Arts, Humanities, Media, and Communications
- Business Management and Finance
- Education, Training, and Child Studies
- Environmental, Agricultural, and Natural Resources
- Information Technologies
- Transportation, Distribution, and Logistics
- Biosciences, Health Science, and Medicinet
- Construction and Development
- Engineering, Scientific Research, and Manufacturing Technologies
- Human and Consumer Services, Hospitality, and Tourism
- Law, Government, Public Safety, and Administration

E-mail _____

Post-Secondary Goal: 4-year college 2-year college Technical training Full-time employment Military

Subject ¹ Area	Credits Required	9th Grade	Credits Earned	10th Grade	Credits Earned	11th Grade	Credits Earned	12th Grade	Credits Earned	TOTAL CREDIT
English ¹	4									
Social Studies	3									
Mathematics	4									
Science	3									
Fine Arts	1									
Technology Education	1									
Physical Education	1									
Health	0.5									

Students must complete at least one of the program options listed below to meet graduation requirements.

Foreign Language or	2									
Advanced Technology	2									
or Career Development	3-9									
Additional Electives ²										
Total Credits										
SSL	60 hrs.									

¹See MCPS Course Bulletin for admission requirements to all Maryland state colleges and Maryland Certificate of Merit requirements.

²List only classes in subject areas not mentioned above.

Signature, Student

____/____/____
Date

Signature, Parent/Guardian

____/____/____
Date

Signature, Counselor

____/____/____
Date

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