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Dr. Patricia W. Saelens  

**Assistant Superintendent**  
Dr. Marcia A. Sprankle  

**QACPS Board of Education**  
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Shannon Bent  
Alexis Capes  
Richard Smith  
Mehki Johnson, Student Member  
Samuel Tuel, Student Member  

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900 Love Point Road  
Stevensville, MD 21666  
Main Campus-410-604-2070  
9th Grade Annex-410-643-7172  
Sean Kenna, Principal  
Stacey Rankin, Academic Dean  

**School Counselors**  
Laura Schroyer, Class of 2024  
Margaret Ireland, Class of 2025  
Julie Steinbruck, Class of 2026  
Heather Tranquill, Class of 2027  

**Queen Anne’s County High School**  
125 Ruthsburg Road  
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410-758-0500  
John Schrecongost, Principal  
Billie Brice, Academic Dean  

**School Counselors**  
Kelley Moore, Class of 2024  
Bob Willis, Class of 2025  
Kimberly Betts, Class of 2026  
Lynn Lienemann, Class of 2027  

**Special Thanks for Cover Art Collaboration:**  
Stephanie Zeiler, Art Department Chair, QACHS  
Andrea Schulte, Art Department Chair, KIHS  
Student Artwork by:  
Anne Marie Thomas, Grade 11, QACHS NAHS  
Alyssa Scalia, Grade 12, KIHS NAHS  
*NAHS - National Art Honor Society member

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**MISSION**
Queen Anne's County Public Schools, in partnership with families and community members, fosters a learning environment to educate and empower students academically, socially, and emotionally to prepare them for career, college, and life success.

**VISION**
All students will graduate with the skills necessary to pursue their professional pathway and be empathetic contributors to society.

**PROFILE OF A QACPS GRADUATE**
To realize our vision, Queen Anne’s County Public Schools will promote graduate who are:

- **ADAPTABLE**
- **CIVIC MINDED**
- **COLLABORATIVE**
- **COMPASSIONATE**
- **EFFECTIVE COMMUNICATORS**
- **MOTIVATED**
- **RESILIENT**
- **RESPONSIBLE**
- **SELF-ADVOCATES**

**NON-DISCRIMINATION STATEMENT:**
In accordance with state and federal laws, and the policies of the Board of Education, QACPS does not discriminate on the basis of race, ethnicity, color, age, religion, disability, genetics, ancestry/national origin, marital status, sex or sexual orientation in matters affecting employment or in providing educational programs and service, and provides equal access to the Boy Scouts and other designated youth groups. QACPS operates equal opportunity and affirmative action programs for students and staff. The Board of Education of Queen Anne’s County Public Schools is an equal opportunity/affirmative action employer. Employee inquiries or complaints regarding discrimination or Title IX issues such as gender equity, sexual harassment and sexual discrimination should be directed to the Director of Human Resources at 410-758-2403 ext. 176.  
Student or parent inquiries or complaints regarding discrimination or Title IX issues such as gender equity, sexual harassment and sexual discrimination should be directed to the Supervisor of Student Services at 410-758-2403 ext. 154.  
Inquiries regarding ADA and Section 504 should be directed to the Supervisor of Special Education at 410-758-2403 ext. 131.  
Inquiries regarding Title II should be directed to the Director of Human Resources at 410-758-2403 ext. 176.  
Inquiries may also be addressed in writing to the appropriate office at Queen Anne's County Public Schools, 202 Chesterfield Ave, Centreville, Maryland 21617.
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Non-Credit Elective

VI. HIGH SCHOOL PLANNING FORM

High School Planning Form
I. Graduation and Scheduling Information

Organization
The Queen Anne’s County Public Schools High School Program of Study is divided into the following main sections:

I. Graduation and Scheduling Information
II. College and Career Ready Information
III. Important High School Information
IV. Pathway Program Offerings
V. Course Descriptions
VI. High School Planning Form

Purpose
The Queen Anne’s County Public Schools High School Program of Study will assist each student in developing a long-term, personalized academic plan to meet the challenges of the 21st century. Using this guide, students can see the relevance, purpose, and support for individual postsecondary goals that high school coursework, service learning, and extracurricular activities provide. This guide will help students, parents, and teachers discuss postsecondary goals in order to develop and implement an educational plan. With advanced planning and sustained effort, students are able to graduate from high school having earned college credit and/or industry certifications.

Career Clusters and Pathways
In an effort to prepare students for a rapidly changing workplace, Queen Anne's County Public Schools (QACPS) has organized its program of study around career clusters and pathways. Career clusters are broad groupings of occupations and industries based on commonalities of services and functions. Each career cluster has pathways. These pathways provide a sequence of courses and suggested options that will provide quality preparation for a career in a selected cluster. Based on their interests and aptitudes, students will choose a cluster. Changes in a chosen cluster and/or pathway choices may occur with parent/guardian and counselor advisement.
## Steps to High School Graduation and Credit Requirements

### Steps to High School Graduation
1. Earn a minimum of **26 credits**
2. Pass the **Maryland Comprehensive State Assessments** in Algebra, Science, Government, and English
3. Complete **75 Hours of Service Learning**
4. Complete a **Pathway Program**

### College Completer Requirements
(post-secondary education goal)
- **Algebra 2**
- **2 credits of the same World Language**

### Career Completer Requirements
(post-secondary education and/or employment goal)
- **Pathway Program Completer**

### Dual Completer Requirements
- **Algebra 2,**
- **2 credits of the same World Language,**
- **Pathway Program Completer**

### Procedures for Promotion

<table>
<thead>
<tr>
<th>Promotion to:</th>
<th>Credits Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>5</td>
</tr>
<tr>
<td>Grade 11</td>
<td>12</td>
</tr>
<tr>
<td>Grade 12</td>
<td>18*</td>
</tr>
<tr>
<td></td>
<td>*And 3 years of high school enrollment</td>
</tr>
</tbody>
</table>

### Minimum Credits Required for Graduation - 26 Credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirement Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
<td>1 credit in English I 1 credit in English II 1 credit in English III 1 credit in English IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4</td>
<td>1 credit in Algebra I 1 credit in Geometry 2 credits in Mathematics elective courses</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3</td>
<td>1 credit in Life Science 1 credit in Physical Science 1 credit in Earth and Space Science (ESS) or a Science course with ESS integrated</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3</td>
<td>1 credit in United States History 1 credit in American Government 1 credit in World History</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1</td>
<td>1 credit in Fitness for Life</td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>1</td>
<td>1 credit in Comprehensive Health</td>
</tr>
<tr>
<td><strong>Visual and Performing Arts</strong></td>
<td>1</td>
<td>1 credit in Visual or Performing Arts</td>
</tr>
</tbody>
</table>
| **Technology Education** | 1 | 1 credit in one of the following courses: * Computer Science Discoveries  
|                       |         |   * Foundations of Technology  
|                       |         |   * Introduction to Engineering Design                                                    |
| **Program Pathway** | 3 +    | 1 credit in each pathway requirement                                                      |
| **Electives**     | 4 +     | Complete the number of electives needed to meet the 26 credit requirement                                                             |
High School Graduation Requirements
In addition to earning 26 credits, as outlined on the previous chart, students must also meet assessment and service learning requirements. This information can be found below.

Assessment Requirements for Graduation
Students are required to pass four content specific assessments for graduation. They include Algebra I, English 10, Science, and American Government. All four assessments are given at the completion of the corresponding course. Beginning during the 2023-2024 academic year, per the Code of Maryland Regulations (COMAR) Section- 13A.03.02.06- Maryland Comprehensive Assessments, the Maryland Comprehensive Assessment for Science, and American Government may account for a significant portion of a student’s final course grade in the respective high school course.

The assessments contain questions based on the content outlined in the Maryland College and Career Readiness Standards, Maryland’s Core Learning Goals, or the Next Generation Science Standards. Additional assessment may be required by Maryland in order to document that each student has achieved Career and College Readiness. More information on the Maryland College and Career Readiness Standards is available at: https://www.marylandpublicschools.org/programs/Pages/MD-CCRS/index.aspx

Service-Learning Requirement for Graduation
Queen Anne’s County Public Schools promotes high-quality service learning experiences for all students to help them become active participants in making a difference in their community on a local and global level. Service-learning combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world and then reflecting on their experience to reinforce the link between their service and their learning. Successfully completing 75 hours of service learning is a Maryland State Department of Education graduation requirement.

By the time students enter high school, they should have completed four projects and/or 60 hours of service learning during their QACPS career. While in high school, students complete at least one more project (a minimum of 15 hours), in order to complete five service-learning projects within Queen Anne's County Public Schools. These 5 projects equate to the 75 required hours and incorporate academic preparation and structured reflection to satisfy the Maryland State Department of Education graduation requirement. All students who transfer into our system from another Maryland public school are required to either show proof of satisfactory service-learning from their previous school or complete our five required service-learning projects that can be planned jointly by the student with their school-based Service-Learning Coordinator. Students who transfer into QACPS from either a private school or from out of state need to contact the Service-Learning Coordinator at their school. All service-learning experiences should meet all of Maryland’s Seven Best Practices of Service-Learning. These best practices expand on the fundamental preparation, action and reflection stages of service-learning and should be used to assess high-quality projects and can be found on the QACPS website.

Alternatives to a Traditional 4-Year Enrollment in High School
It is the belief of the Queen Anne’s County Public School system that all students will benefit from the completion of four years of high school beyond the 8th grade (eight semesters). The completion of four years provides the time for maturity and gives the student the opportunity to pursue academic interests and to participate in the many school activities available in order to make informed decisions about future goals. Students should be encouraged to complete a full four-year program.

In recognition of the fact that four-year enrollment in high school may not serve the best interest of some students, the following alternatives are made available.
Early Graduation Waiver for Fourth Year of High School Attendance

An alternative plan for obtaining a Maryland high school diploma may include a waiver of the fourth year enrollment requirements if all credits, assessment, and service-learning requirements are met and if the local Superintendent of Schools, or designee, determines that the waiver is in the best interest of the student.

Students interested in obtaining a waiver for the 4th year of attendance or the 2nd semester of the senior year should see their school counselor. Rising 11th grade students must submit their request by July 1st of the 11th grade (junior) year for an entire year waiver and by July 1st of their senior year for a 2nd semester waiver.

<table>
<thead>
<tr>
<th>Type of Waiver Request</th>
<th>Window for Submission of Waiver to Superintendent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire 12th grade year</td>
<td>January 15th of 10th grade year through July 1st of 11th grade year</td>
</tr>
<tr>
<td>2nd semester of 12th grade year</td>
<td>January 15th of 11th grade year through July 1st of 12th grade year</td>
</tr>
</tbody>
</table>

Maryland High School Certificate of Program Completion

Queen Anne’s County Public Schools awards the Maryland High School Certificate of Program Completion to students. In accordance with COMAR, “The decision to award a student with a disability a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student’s last year in high school unless the student is participating in the Maryland Alternate Assessments.” The Maryland Summary of Performance that describes the student's skills shall accompany the Maryland High School Certificate of Program Completion.

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

- The student is enrolled in an education program for at least four (4) years beyond grade eight or its age equivalent, and is determined by an Individual Education Program (IEP) Team, with the signed consent of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including, but not limited to:
  - Gainful employment;
  - Post-secondary education and training;
  - Other services that are integrated into the community; and
  - Supported employment
- The student has been enrolled in an educational program for four (4) years beyond grade eight, or its age equivalent, and has reached age 21.

Scheduling

Students, in collaboration with their school counselor, are responsible for selecting courses that will enable them to meet graduation requirements. Full Time students are required to be enrolled in 8 courses each year. Parental involvement in course selection is recommended for all students.
Earning High School Credit
Queen Anne’s County Public Schools offers several opportunities for students to earn credit. Students may earn credit in a course by completing the course with a final grade of 60% or higher. High School grading information can be found in the QACPS High School Grading and Reporting Policy and Regulation. High School Credit can be earned in the ways outlined below. Students should contact their school counselor for additional information regarding ways to earn high school credit.

Traditional Classroom
Each high school one-semester class that meets every day for the full block period will earn one credit. A year-long class that meets for an abbreviated full block period will earn one credit.

Independent Study
The purpose of an Independent Study is to enable learning that cannot be obtained through the regular program of study, dual enrollment, internships, or other available learning options. Students interested in pursuing independent study must develop a detailed written learning plan in the semester prior to starting the Independent Study. First-semester proposals must be submitted by the end of May; second-semester proposals must be submitted by the end of October.

The plan must be sponsored by a teacher in the appropriate content area. The written plan must be submitted to the school counselor, approval must be obtained by the principal and content supervisor, and then reviewed by an Academic Standards Committee in order for the independent study to take place. Those students interested in Independent Study should contact their school counselor for detailed procedures and timelines.

Maryland Virtual Learning Opportunities (MVLO)-High School Courses
The MVLO programs provide flexibility in allowing students to continue their education by accessing coursework conducive to their individual schedules. It is important to note, however, that these courses follow an accelerated schedule, include weekly assignment deadlines, require regular participation, and are as rigorous as face-to-face classroom-based high school courses. It is imperative that students are self-motivated and capable of consistently completing and submitting online assignments within the required timelines.

Courses offered through MVLO are delivered in a completely online format or as part of a blended program. Instruction and learning activities are conducted online either with the teacher physically separated from students (asynchronous learning) or as a combination of teacher-led instruction and independent online work (synchronous and asynchronous). Students may request to enroll in an online course for original credit only if the following conditions are met:

1. The course is in the QACPS Program of Study.
2. The course is not offered in a face-to-face format at the student's home school, or a scheduling conflict exists which prevents the student from accessing the course in a face-to-face format at the student's home school.
3. The student must contact their school counselor to ensure they are eligible for taking the online course and obtain final approval from the school principal.

Students may take a total of two online courses each school year for original credit. The courses must fit within the student’s standard class schedule. Classes scheduled within a student’s schedule during the day will be at no cost to the student. Online courses scheduled during the regular school day will require the student to work independently on course requirements. The teacher of record will monitor student progress and communicate with students, parents, and other school staff as needed. Only classes that are approved by MSDE, through vendors approved by QACPS, will be offered as online courses. Any request to take an online course that is not in the QACPS Program of Study must be approved by the Assistant Superintendent.
High School Credit Earned in Middle School

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

For high school courses completed in middle school:
- A student must earn a passing course grade of 60% or better to earn the credit.
- The student's earned credit will count toward the 26 credits required for graduation and will be recorded on the high school transcript.
- A student is eligible to retake a course where high school credit was earned in middle school if the student earned a grade of “B,” “C,” or “D.” The retake must occur in the normal sequence of course offerings for that discipline. The school counselor must be notified, in advance, of the student's intention to retake a course.

Transfer Credit

A student entering the school system may transfer high school credit through the following provisions.
- A student coming from an accredited institution with an official transcript will be awarded a credit and grade for successful completion of courses.
  OR
- A student from a homeschooling program or non-accredited institution will have his/her program and coursework evaluated through the Division of Curriculum and Instruction. Should it be determined that a student has to take an end-of-course examination to earn credit, he/she must pass the end-of-course examination with a grade of 60 percent or higher in order to receive credit for that course. If credit is awarded a marker of a “P” indicating the course has been passed will appear on the student’s transcript.

English 12 Credit by Examination

Maryland students who plan to obtain Maryland high school graduation credit by exam for English 12 must declare their intention to test out by the fall of Grade 11. This will allow the student to have time to prepare for the Advanced Placement® Language and Composition Exam which is administered in the spring. To earn English 12 credit by exam, the student must score at least a 3 on the Advanced Placement® Language and Composition Exam.

Recovering Credit

Students who earn 59% or below in a required course are strongly encouraged to repeat the course in Summer School. Summer school credit recovery is offered as a blended program requiring a mix of synchronous (in-person) and asynchronous (independent online) instruction. A request for permission to retake a failed course during the school year may be granted in certain special circumstances. Those circumstances might include the availability of Summer School opportunities, anticipated class sizes, unique individual student needs, and other factors as determined by the principal.

Students, with permission of the principal, may be allowed to recover credits in classes where they have received a 59% or below which may impact their ability to graduate on time. Students who enroll in credit recovery courses during the school year will do so in the Saturday School programs offered at each high school or in after-school programs as approved by the principal.

The student's transcripts will record both the original grade and the new grade earned. Both grades will be used in the calculation to establish overall grade point averages. School counselors will notify students and parents about the availability of Summer School. The notice will include a list of class offerings, dates, times, locations and fees. Questions about Credit Recovery should be directed to the School Counseling Office.
Retaking Classes to Improve Academic Standing
Students may retake a class during the regular school day if they earned a grade of “B,” “C,” or “D,” provided adequate space is available in the course as determined exclusively by the principal. The grade earned for the retake will be used in grade point average calculations instead of the original earned. However, both attempts at taking the course will continue to appear on the transcript. The original grade for the course will be replaced with an “R” to signify the course has been retaken. The retaking of the course must occur in the normal sequence of course offerings for that discipline. School counselors must be notified, in advance, of the student’s intention to retake the course.

Dropping/Adding High School Courses
All schedule changes are made on a case-by-case basis. A course can be dropped in the first five days of the semester without the schedule change being reflected on the official transcript.

Honors and Advanced Placement® Courses

Honors Courses
Honors courses are designed to be challenging while enhancing a student’s ability to employ critical thinking and analysis skills. The level of performance in these courses prepares students for college and career readiness. Honors courses are distinguished by a difference in the depth and scope of work required. Courses available at the Honors level will be marked with the following icon: 🔴

Advanced Placement® (AP®) Courses
Advanced Placement® (AP®) Courses are designed to be taught at a beginning college level. Students are expected to sit for the nationally administered AP® tests in May. The tests cost approximately $100 each, but financial assistance may be available for qualifying families. Students who participate in AP® courses are expected to work harder and commit more time to learning than students in regular high school courses. Therefore, it is fair to ask, why participate? We believe that by taking one or more AP® courses, students gain an edge in college preparation. They improve their writing skills and sharpen their problem-solving techniques. Further, students develop the study habits necessary for tackling rigorous college-level coursework. Participants in AP® courses stand out in the college admissions process. They demonstrate to admission committees a maturity and readiness for college along with a commitment to academic excellence. Research suggests that students who participate in AP® courses perform better than their non-AP® peers when they enter college.

Students who earn 3’s, 4’s, and 5’s on AP® tests are frequently awarded credits at most colleges and universities. In recognition of the rigor associated with AP® courses, Queen Anne’s County Public Schools awards weighted grades (one extra quality point) to students earning an “A,” “B,” or “C” in an AP® course.

Students interested in making the commitment to enroll in an AP® course should discuss the decision with parents, teachers, and counselors. It is not a decision to be made lightly. Once registered, students are expected to remain in the course. The most important enrollment requirements are a serious commitment to working hard, a willingness to devote more time than you ever have to reading and studying, and a determined attitude that leads you to seek extra out-of-class help from the AP® teachers.

Weighted Courses
Students who successfully complete select advanced courses will be awarded a weighted grade (one extra quality point). Weighted courses have been identified in the course descriptions section of the Program of Study with the following icon: 🔴
II. College and Career Ready Information

National Collegiate Athletic Association (NCAA) Eligibility

Students who intend to participate in interscholastic athletics in a Division 1 or Division 2 college or university must register with the NCAA Initial-Eligibility Clearinghouse to determine whether the student is a “qualifier” and can practice, compete, and receive athletic scholarships as a college freshman. Students should register with the eligibility center before the completion of their Junior year. Students are strongly encouraged to see their counselors to receive additional information on NCAA eligibility requirements or see www.eligibilitycenter.org.

Naviance

Naviance is a college and career readiness platform that helps connect academic achievement and student interest to post-secondary goals. This powerful online tool not only engages but empowers families to connect their student's learning to future life plans. Recognizing that the academic decisions students make early on can have a far reaching impact on opportunities that are available as they approach graduation, Naviance Family Connection is available to all Queen Anne’s County Public School students and parents.

Once on Naviance, students may complete a variety of counselor directed activities from career searches and personalized four year academic plans to college searches and exploration. Students will have access to this account for seven years after graduation as a career planning resource. To find out more about the program, contact your school’s Counseling Office.

College and Career Opportunities

In addition to the course offerings and program pathways available at each high school, QACPS also enables students to earn credit through coursework outside of the high school setting that supports college and career readiness. Eligible students may choose to participate in Dual Enrollment or Work-based Learning to earn high school credit.

Dual Enrollment

Queen Anne's County Public Schools, in partnership with Chesapeake College, Anne Arundel Community College, and Washington College, offers opportunities for eligible students to participate in a Dual Enrollment program in which students will earn both high school and college credit at the same time. Grades will appear on the high school transcript and be calculated in the GPA.

Students can take classes on campus at Anne Arundel, Chesapeake, or Washington College, on the campuses of Queen Anne’s High School and/or Kent Island High School, or online. College credit earned while in high school will be applied toward the 26-credit high school graduation requirement or as additional elective credit. Dual Enrollment offers students an opportunity to jump-start their college education and get early experiences in the college environment. College applications must be submitted and requirements for Dual Enrollment must be met. See the School Counseling Office for more information.

Students and parents/guardians should take extreme caution in taking college classes that will be applied toward high school graduation requirements of any kind. Students who drop a college class by the designated college drop date MUST consult with their high school counselor prior to dropping the college class.

If a student drops a class after 5 class sessions this would result in a “W” indicated on their high school transcript, which may negatively impact their graduation progress.
Some college courses may be applied toward certain high school graduation requirements. **Failure to successfully complete graduation requirements would result in a denial of graduation privileges.** Therefore, all Dual Enrollment students are required to consult with their school counselor for appropriate planning of these courses.

**Eligibility Requirements:**
- Age 16 years or older (or approved waiver) and must provide their own transportation, if required
- GPA of 2.5 or better for Chesapeake College, GPA of 2.0 or better for Anne Arundel Community College

**Dual Enrollment Procedures:**
1. Talk with your parents/guardians about the possibility of earning Dual Enrollment credits.
2. Meet with your school counselor to discuss your interest in Dual Enrollment. Students are responsible for their own transportation, if required.
3. Complete the college application, Dual Enrollment certification form, and parental permission slip.
   a. Meet with a College Advisor when they visit your high school or go to the college campus to meet with an advisor to discuss class options. Be sure the courses you select align with your graduation goals and requirements.
   b. If you do not qualify for testing exemptions, the Accuplacer Test is required prior to enrollment. The Accuplacer Test is a placement test used by community colleges, four-year colleges, and technical schools around the world, including Chesapeake College and Anne Arundel Community College. The Accuplacer Test is used to identify placement in college-level mathematics and English courses. More information can be found at [http://accuplacer.collegeboard.org/students](http://accuplacer.collegeboard.org/students)

The chart below outlines some college courses that may also be used to meet high school graduation requirements. Contact your school counselor for additional dual credit opportunities.

<table>
<thead>
<tr>
<th>QACPS Graduation Requirement</th>
<th>Dual Credit Course Offerings:</th>
</tr>
</thead>
</table>
| World History               | **Chesapeake College:** HIS 131 **AND** HIS 132  
                             | **Anne Arundel Community College:** HIS 113 **AND** HIS 114 |
| English IV                  | **Chesapeake College:** English 101 (taken Spring of Junior year) **AND** English 102 (taken Fall of Senior year)  
                             | **Anne Arundel Community College:** English 121 (taken Spring of Junior year) **AND** and English Elective (taken Fall of Senior year) |

**Other Items of Note:**
- **Calendar:** Dual Enrollment students will be responsible for the college calendar, which is not necessarily aligned with the high school calendar. Students will be expected to attend classes during fog delays, weather closings, and school holidays IF the college is open.
- **Full-Time Enrollment:** All students must be enrolled in 4 classes each semester, either through Dual Enrollment or high school courses.
- **Performance:** Unsatisfactory Dual Enrollment performance will require additional steps before a student can enroll in additional Dual Enrollment courses. Unsatisfactory performance includes failure or withdrawal from a college course. Students who have failed or withdrawn from a college course will have to meet with their parents and high school counselor prior to enrolling in additional Dual Enrollment courses to determine whether Dual Enrollment courses are an appropriate course option.
Career and Technical Education (CTE) College Credits - Articulation Agreements

Queen Anne’s County Public Schools maintain articulation agreements with Maryland Institutes of Higher Learning as well as some out-of-state colleges or universities. These colleges award college credit to high school students who demonstrate mastery of content in certain courses where those competencies overlap or coincide with competencies in a parallel career, college, or post-secondary technical class. The majority of QACPS’s CTE programs have an articulated or transcripted agreement with an Institute of Higher Learning or a Technical School. Students should consult with their high school counselor and college academic advisors for more information and to determine if they qualify for college credits. Students may also contact the Career and Technical Education Supervisor for more detailed information.

Completion of articulated programs must be identified upon application to the articulated college or university. CTE articulation agreements with Chesapeake College and steps for applying for credit can be found at https://www.chesapeake.edu/admissions/career-technology-education

Work-Based Learning (WBL) Programs

The Work-Based Learning Program (WBL) provides students an opportunity to experience career exploration at community businesses or agencies. This is a credit-bearing course scheduled on an individual basis, depending upon each student’s need. Through such experiential learning, young people can set and test goals for future education and work, and learn what is required for success in the workplace.

Work-Based Learning Requirements, Procedures and Expectations:

1. The program approval process is as follows:
   a. A school counselor will review the student’s transcript and submit a recommendation to the School Contact.
   b. The student must have completed all required forms and forward them to the School Contact for final approval.
2. The student must be an eligible junior or senior and on-schedule for meeting all graduation requirements by the end of the school year.
3. The student must have achieved at least a 1.75 GPA in the semester prior to the proposed WBL experience, or obtain Principal approval if this requirement is not met.
4. In the semester prior to the proposed WBL experience, the students must have demonstrated a satisfactory pattern of punctuality and attendance that included no more than seven absences.
5. The student must have a valid driver’s license, appropriate insurance, and his/her own transportation if needed for the Work-Based Learning experience.
6. An agreement will be established between the professional/business person and the coordinator, describing the skills expected of the student on the job, and the orientation towards the ultimate career goal, which the student will receive.
7. Supervision will be conducted by the school contact with regular communication between the school and the professional/business employer.
8. Students will receive school credit for work but may or may not receive monetary compensation.
9. The Students must complete the reflection assignment and WBL School Self-Assessment evaluation and turn them in at designated periods.
10. The student must complete work assignments during the school day to be approved for early dismissal to qualify for the work-based learning experience. WBL is not intended for after-school employment.
11. If a student does not pass the first semester of the WBL program, they are not eligible to participate for the second semester.
12. In order to receive credit, students must complete the application process, complete a minimum of 140 hours in the workplace, receive satisfactory evaluations based on the learning plan, and complete the course requirements as assigned.
Parent/Guardian Responsibilities
- Review the application packet carefully to make sure you understand the requirements.
- Discuss the internship, career goals, and the responsibilities of employment with your son/daughter.
- Have periodic discussions about the internship's value and impact.
- Accept full responsibility for arranging transportation from home to the work site and back.
- Understand that students will be assigned a grade for the completion of assignments from the School Contact.
III. Important High School Information

Academic Recognition

Academic Honors
Valedictorian or salutatorian will be computed based on the final grade point averages (GPA) that reflect a four-year program. The grade point average will be determined by dividing the total points earned for all grades by the total number of credits attempted. The GPA will be computed to the nearest thousandth of a point.

Class Rank
Class rank is a method of comparing a group of students with one another on the basis of academic achievement. The primary uses of class rank are for college transcripts and for eligibility for some programs and awards. Students’ class ranking will be determined beginning with courses taken in ninth grade.

Honor Roll
Queen Anne’s County Public Schools acknowledges academic achievement through the Honor Roll system. The Honor Roll is earned recognition for high-level academic achievement in all subject areas at the end of each quarter with two distinctions.

Honor Roll:
Students will be included on their school’s Academic Honor Roll if they meet the following criteria:
1. The student earns a 3.0 or greater.
2. The student earns no more than one (1) “C.”
3. The student receives no grades of “D,” “E,” or “I.”

The Maryland Seal of Biliteracy
The Maryland Seal of Biliteracy is an award given by participating school systems that recognizes a student’s high level of proficiency in listening, speaking, reading and writing in one or more languages other than English. High School graduates who can function in two or more languages are equipped with the knowledge and skills to participate successfully in college, careers, and a diverse 21st-century society. Maryland’s Seal of Biliteracy Bill was signed into law in 2016. Queen Anne’s County Public Schools began participating in the Maryland Seal of Biliteracy program in 2019.

Graduates who earn this award are required to pass the English MCAP exam and score at least intermediate-high proficiency on a county-approved language exam that is aligned to the American Council for Teaching Foreign Languages (ACTFL) proficiency guidelines. Students attaining the Maryland Seal of Biliteracy will receive special acknowledgment on the qualifying student’s official high school transcript, and a Seal of Biliteracy Medal will be presented to qualifying seniors to wear at graduation ceremonies.

QACPS students enrolled in a level 3, 4, Advanced Placement® French, Spanish, or Spanish for Native Speakers course will have equitable access to taking the county-approved language exam that enables them to attempt to earn the Maryland Seal of Biliteracy free of charge for the student. Testing begins in January through May of each school year. Please contact a World Language teacher at your high school for more information.
Assessments

Alternate Assessments
Students with significant cognitive disabilities who meet eligibility criteria, as determined annually by the student's IEP team, will participate in the Dynamic Learning Maps (DLM) Alternate Assessment in Math, Reading, and Science. These assessments allow students to demonstrate their reading, math, and science abilities in a format best designed for students with special needs and skills. Students participating in alternate assessments will be assessed on learning progressions and alignment to the grade level Maryland College and Career Readiness Standards through Essential Elements. A student participating in alternate assessments would not meet the requirements for a diploma, however, they would meet the eligibility requirements for a Maryland High School Certificate of Program Completion.

ACCESS for English Learners
ACCESS for English Learners (ELs) is the English Language Proficiency Test that is designed to determine a student's proficiency in English when he/she is identified as an English Learner. The test is administered annually to EL students in grades K–12. Students are assessed in four domains: Speaking, Reading, Writing, and Listening. Results are reported to parents annually.

The Alternate ACCESS for ELs is designed for ELs with significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS for ELs assessment, even with accommodations. In order to participate in the alternate assessment, the EL student must meet certain eligibility criteria. The Alternate ACCESS for ELs is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters. For additional information, please contact the Supervisor of ESOL Services at 410-758-2403.

Advanced Placement® (AP®)
Advanced Placement® exams are administered in May at each high school. Student performance on AP® exams may help them earn college credit. Students should check with their college and universities of interest to determine if they grant credit for AP® exam performance.

Armed Services Vocational Aptitude Battery (ASVAB)
The ASVAB Test is offered at both high schools for students interested in a career with the Armed Services or in learning more about their interests and career aptitude.

Assessment of Performance toward Proficiency in Languages (AAPPL)
The AAPPL exam measures students’ proficiency in world languages. Performance on this examination can award a student the Seal of Biliteracy.

Final Examinations
All high school courses require a final examination at the end of the course. The final examination will be counted as 15% of the final grade unless the course is assessed via the Maryland Comprehensive Assessment Program (MCAP) End of Course Exam. The courses that administer the MCAP EOC, Biology and Government) may administer a final course exam that can account for a significant portion of the student’s final course grade.

Maryland Comprehensive Assessment Program (MCAP)
Students enrolled in Algebra I, Biology, English 10 and Government are required to take the MCAP exams for those tested areas. Beginning in the 2023-2024 school year, performance on these assessments may account for a significant portion of the student’s final grade in the aligned courses.
PSAT/NMSQT
The PSAT/NMSQT provides students an opportunity to practice for the SAT. Students’ scores on the PSAT/NMSQT can qualify them for the National Merit Scholarship as well as other scholarships and awards. This assessment is offered to students in grade 10 and 11 at both high schools.

SAT
The SAT measures students’ critical reading, writing, and math skills. This assessment is used by many colleges and universities during the admissions process. QACPS administers the SAT to all 11th graders at no cost to the student.

Extracurricular Activities
Queen Anne’s County Public Schools offer a variety of extracurricular activities to meet the diverse interests and needs of the student population. Students should contact their school counselor for specific clubs and activities offered at each high school.

Athletic Eligibility
Students must have a GPA of 2.0 in order to be eligible for athletics. Students with a GPA of 1.99 or lower at the progress reporting period will be ineligible until the conclusion of the next progress report period. Students who are ineligible may not practice or participate in any contests. Ineligibility begins the day grades are issued.

National Honor Societies and Academic Organizations
National Honor Societies and other academic organizations are available at both high schools. Students should ask their teachers and/or counselors about National Honor Societies and academic organizations that may be available at their school.

Gifted and Talented Services

Philosophy
Students come to our schools with unique combinations of abilities and talents, learning rates, learning styles, and learning experiences. We believe that our schools have the responsibility to:

● recognize demonstrated and potential talents.
● provide flexible and multifaceted programs which enable students with talent to attain full potential in a variety of appropriately challenging learning environments.

The philosophy adopted by Queen Anne’s County Public Schools reflects contemporary knowledge and thinking about the nature of giftedness, recognizes “talent behaviors,” and fosters the development of an inclusive, rather than an exclusive, approach to gifted/talented education.

Definition of Giftedness
Gifted and Talented students are those with outstanding talent and ability who perform or show potential for performing at remarkably high levels of accomplishment when compared with their chronological peers. These students exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. Because of their unique ability, gifted and talented students have distinctive educational needs that require differentiated learning opportunities.
Types of Gifted Services

- Differentiated Instruction
- After School Enrichment Clubs
- Independent Study
- Summer Centers and Camps
- Advanced Placement® Courses
- High School Honors Courses
- Dual Enrollment
- Work-Based Learning

If you have questions concerning GT programs, please contact your counselor.

School Counseling Services

School counseling is an educational service aimed to assist students in the areas of career, academic, and social-emotional development. School counselors work with individuals, small groups of students and parents/guardians throughout the year. A student desiring to meet with their school counselor should contact their School Counseling Office.

Transcript Requests

Students requiring a transcript, whether official or unofficial, should submit a request to the School Counseling Office. There is no fee for transcripts.

Naviance

Naviance is an online resource available to all students to assist in planning for college and career goals. Students will be guided through Naviance activities with their school counselor. This online tool is also instrumental in searching for and applying to colleges and universities.

Special Education Programs and Services

All students, including students with disabilities, are expected to receive instruction consistent with the grade level Maryland College and Career-Ready Standards (MCCRS), the National Center and State Collaborative (NCSC) Core Content Connectors (CCC), and/or Dynamic Learning Maps Essential Elements (EEs). Students with disabilities are expected to have access to the general education curriculum, instruction in the contents, and meet the same enrollment, attendance, credit course, and service learning requirements as their non-disabled peers, as well as participate in state assessment programs (MCAP, MISA & HSA). If the student has been determined by his or her Individual Educational Program (IEP) team to have a significant cognitive disability, that student would be required to participate in the Maryland Alternate Assessments. The Maryland Alternate Assessments are a part of a system of curriculum, instruction, and assessment tools for students with significant cognitive disabilities who cannot participate in the general assessments with or without accommodations.

Transition Services

Transition becomes an important component in planning for students with disabilities, beginning at age 14 and updated annually thereafter. Transition services are a coordinated set of activities for students with disabilities designed to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
Transition planning includes:

- helping students to identify their interests, preferences and needs.
- identifying possible post-school outcomes for each student (such as career direction, further education or training, independent living, community access, leisure and recreation skills, needed support services).
- developing a coordinated set of activities that will help each student reach these outcomes.
- preparing the student and parent to assume responsibility for accessing services and requesting needed accommodations in the community (called self-advocacy).
- linking students and parents with opportunities and experiences in the employment/business community.
- linking students and parents with further education and training options.
- linking students and parents with adult support service providers.

**Benedictine Supported Employment and Training Center**

The Benedictine Supported Employment and Training Center, with support through the Division of Rehabilitation Services (DORS), has partnered with Queen Anne’s County Public Schools to offer vocational training. The training center offers Workplace Readiness, Self Advocacy, Retail and Hospitality training to high school students who have Individual Education Programs (IEPs) and are working towards a certificate of completion. The Center has partnered with retail and hospitality businesses in the community to offer students quality, hands-on work experiences. Students also receive classroom instruction on vocational soft skills (e.g. appropriate communication with colleagues and supervisors, proper work attire for interviewing and work) that lead to success in the work world.

**Program at Chesapeake College with the Division of Rehabilitative Services (DORS)**

Chesapeake College and the Division of Rehabilitative Services (DORS) offer vocational classes through the Division of Continuing Education & Workforce Training. This program has been designed for students who are age 18 to 21, working toward a Certificate of Program Completion, and in the process of transitioning into postsecondary employment and education. Students explore skills for employment in designated career/occupational areas and secure transferable life skills. Additional topics covered include an introduction/overview of Chesapeake College, career self-assessment, and soft skills such as time management, workplace etiquette, introduction to financial literacy, resume writing, and interviewing skills.
IV. Pathway Program Offerings

In Queen Anne's County Public Schools, students need to earn a minimum of 26 credits to graduate. These credits are divided into the following groupings:

- State Requirements for Maryland High School Graduation (22 credits)
- Cluster Pathway Requirements (3-10 credits depending on pathway)
- Elective Requirements (0-7 credits depending on pathway completion)

Assigned school counselors will help students develop a Four Year Plan to organize the sequence of earning credits.

Students are expected to select a general career cluster to help them begin thinking about a context for their education. Within each cluster, there are a number of “pathways”. Each "pathway" is a series of three or more specific courses that help students prepare for further education and/or the world of work within that general career cluster. Queen Anne’s County Public Schools offers “pathways” in the following cluster areas:

- Arts, Media, and Communication
- Business Management and Finance Education
- Construction and Development
- Consumer Services, Hospitality and Tourism
- Environmental, Agriculture & Natural Resources
- Health and Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering, and Technology
- Transportation Technologies
- Apprenticeship Maryland
- Liberal Studies
- Performing Arts
- Visual Arts

Each student must successfully complete all courses of at least one “pathway” in order to graduate from Queen Anne’s County Public Schools. Specific “pathways” are outlined on the following pages.

All credits earned that are not used to meet State Requirements or a specific “pathway” requirement, count as Elective Requirements and help students reach the required 26 credits for graduation. This allows students to complete more than one pathway, or to change pathways during the high school experience.

Career and Technical Education (CTE) pathways courses are designed to be taken in the sequence listed below. A passing grade is required to successfully continue the pathway/sequence of courses. The first two courses must be taken before the concentrator (3rd) and completer courses (4th course).

Courses offered only at QACHS are available for students at both KIHS and QACHS. Students are selected for participation in the CTE Pathway Program through a lottery system. KIHS students who are interested in pathways only offered at QACHS should see their school counselor for more information.
## QACPS Pathways, Required Courses, & Locations

### Career and Technical Education (CTE) Pathways

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<tr>
<th>CLUSTER</th>
<th>PATHWAY</th>
<th>REQUIRED COURSES</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>CTE Pathway courses MUST be taken sequentially</td>
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<tr>
<td>Apprenticeship Maryland</td>
<td></td>
<td>1. Apprenticeship Related Instruction (1 Credit)</td>
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<td>2. Apprenticeship Work Experience (450 Hours-3 Credits)</td>
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<td><strong>KIHS</strong></td>
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<td><strong>QACHS</strong></td>
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<tr>
<td>Business Management and Finance</td>
<td>Interactive Media Production</td>
<td>1. Principles of Arts, Media and Communication</td>
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<td>2. Interactive Multimedia Productions</td>
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<td>3. Advanced Multimedia Productions</td>
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<td>4. Interactive Media Portfolio Capstone</td>
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<td><strong>KIHS</strong></td>
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<td><strong>QACHS</strong></td>
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<tr>
<td>Arts, Media and Communication</td>
<td></td>
<td><strong>TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS</strong>: Adobe Creative Suite including Adobe Certified Associate (ACA), Adobe Certified Expert (ACE), Dreamweaver, Flash, Illustrator, InDesign, Photoshop, or Premiere Pro</td>
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<tr>
<td>Administrative Services</td>
<td>Accounting and Finance</td>
<td>1. Principles of Business Administration and Management</td>
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<td>2. Principles of Accounting and Finance</td>
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<td>3. Advanced Accounting</td>
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<td>4. Accounting and Finance Capstone</td>
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<td>Marketing</td>
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<td><strong>TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS</strong>: Microsoft Office Exam (MOS), Excel, Word &amp; PowerPoint; CLEP Exam</td>
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<tr>
<td>Construction and Development</td>
<td>Construction Design and Management</td>
<td>1. Introduction to Architecture and Construction</td>
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<td>2. Principles of Architecture and Construction</td>
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<td>3. 3D Architecture Modeling and the Construction Industry</td>
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<td>4. Advanced Architecture and Construction</td>
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<td>Construction Trades and Maintenance</td>
<td>Construction Trades and Maintenance</td>
<td>1. Introduction to Carpentry I</td>
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<td>2. Introduction to Carpentry II</td>
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<td>3. Intermediate Carpentry (2 Credits)</td>
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<td>4. Advanced Carpentry (2 Credits)</td>
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<td>Construction and Development, cont’d.</td>
<td>Profession: Carpentry</td>
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</table>
| Construction Trades and Maintenance | 1. Introduction to Masonry I  
2. Introduction to Masonry II  
3. Intermediate Masonry  
4. Advanced Masonry | QACHS |
| Profession: Masonry |  |
| Construction Trades and Maintenance | 1. Introduction to Welding I  
2. Introduction to Welding II  
3. Intermediate Welding (2 Credits)  
4. Advanced Welding (2 Credits) | QACHS |
| Profession: Welding |  |

**TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS (Carpentry, Masonry and Welding):** National Center for Career and Education (NCCER); Core: Introduction Craft Skills plus Level 1 of Trade Area

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<thead>
<tr>
<th>Consumer Services, Hospitality and Tourism</th>
<th>Careers in Cosmetology</th>
<th></th>
</tr>
</thead>
</table>
| 1. Cosmetology I (10th Gd. Fall & Spring) 2 Credits  
2. Cosmetology II (11th Gd. Fall) 2 Credits  
3. Cosmetology III (11th Gd. Spring) 3 Credits  
4. Cosmetology IV/Careers in Cosmetology (12th Spring) 3 Credits 1500 hours required for state certification | QACHS |

**TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS:** Maryland State Board of Cosmetologist License

<table>
<thead>
<tr>
<th>Environmental, Agricultural and Natural Resources</th>
<th>Curriculum for Agricultural Science (CASE)</th>
<th></th>
</tr>
</thead>
</table>
| 1. Introduction to Agriculture  
2. Principles of Agriculture Science: Animal and/or Plant  
3. Food Science and Safety  
4. Agricultural Business Research and Development Capstone | QACHS |

**TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS:** NOCTI- End of Course Blueprints

<table>
<thead>
<tr>
<th>Health and Biosciences</th>
<th>Academy of Health Professions</th>
<th></th>
</tr>
</thead>
</table>
| 1. Foundations of Medicine and Health Science  
2. Structure and Functions of the Human Body  
3. Medical Specialty: CNA/GNA (2 Credits)  
4. Certified Clinical Medical Assistant Clinical Internship | QACHS |

**TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS:** Certified Nursing Assistant (CNA), Geriatric Nursing Assistant (GNA), National Nurse Aide Assessment (NNAA), National Health Careers Certification Assessment (CCMA)

<table>
<thead>
<tr>
<th>Project Lead the Way (PLTW)</th>
<th>Biomedical Science</th>
<th></th>
</tr>
</thead>
</table>
| 1. Principles of the Biomedical Sciences  
2. Human Body Systems  
3. Medical Interventions  
4. Biomedical Innovation Research | KIHS  
QACHS |

**TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS:** Eligibility for transcripted college credits at select colleges and universities, see your counselor for more details.

<table>
<thead>
<tr>
<th>Human Resource Services</th>
<th>Firefighter I/ Emergency Medical Responder</th>
<th></th>
</tr>
</thead>
</table>
| 1. Firefighter I  
2. Emergency Responder/Firefighter II  
3. Hazardous Materials/Operations  
4. Truck Company Fireground Operations/RTVMR |  |
<table>
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<tr>
<th>Human Resource Services cont’d.</th>
<th></th>
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</table>
2. Homeland Security Science  
3. Homeland Security Science Research Methods and Applications  
4. Homeland Security Capstone |
| QACHS |
2. Introduction to Geographic Information Systems  
3. Advanced Geographic Information Systems and Remote Sensing  
4. Homeland Security Capstone |
| KIHS QACHS |
| TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS: ArcGIS Desktop Entry 10.4 |
| Teacher Academy of Maryland | 1. Human Growth and Development  
2. Teaching as a Profession  
3. Foundations of Curriculum and Instruction  
4. Education Academy Internship |
| KIHS QACHS |
| TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS: ParaPro Exam |
| Information Technology | IT Computer Science | 1. Computer Science I  
2. AP® Computer Science Principles  
3. AP® Computer Science |
| KIHS QACHS |
| TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS: Eligibility for transcripted college credits at select colleges and universities based upon AP® exam scores. |
| Manufacturing, Engineering and Technology | Project Lead the Way (PLTW) Engineering | 1. Introduction to Engineering Design  
2. Principles of Engineering Design  
3. Digital Electronics  
4. Aerospace or Civil Engineering  
5. Engineering Design and Development |
| KIHS QACHS |
| TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS: Eligibility for transcripted college credits at select colleges and universities, see your counselor for more details. |
| Transportation Technologies | Automotive Technology | 1. Electrical/Electronic Systems I  
2. Brakes  
3. Suspension and Steering  
4. Electrical/Electronic Systems II and HVAC  
5. MLR Powertrain and Engine Repair/Engine Performance (2 Credits) |
| QACHS |
| TECHNICAL SKILLS/ATTAINMENT/CERTIFICATIONS: NATEF ASE Brakes, Electrical/Electronic Systems, Steering and Suspensions, Maintenance Light Repair (MLR) |

**Non-Career and Technical Education (CTE) Pathways**

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>REQUIRED COURSES</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
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</tbody>
</table>
| Liberal Studies | World Language I and II AND two of the following:  
| --- | ---  
| English Elective  
| Math Elective  
| Science Elective  
| Social Studies Elective  
| Performing Arts | World Language I and II AND four credits from any of the following:  
| Dance - I, II, III, IV, V  
| Athletic Movement  
| Movement for Actors  
| Choral Musicianship / Chorus, Concert Choir, Vocal Techniques  
| Concert Band, Symphonic Band  
| Music Appreciation  
| Music Theory, AP® Music Theory  
| Guitar Musicianship - I, II  
| Piano Musicianship - I, II  
| Play Production, Play Directing  
| Intro to Theatre  
| Actors Studio - I, II  
| Visual Arts | World Language I and II AND four credits from any of the following:  
| Fundamentals of Art  
| 2-D Studio Art I  
| 2-D Studio Art II: Honors  
| 2-D Studio Art III: Honors  
| 3-D Studio Art I  
| 3-D Studio Art II: Honors  
| 3-D Studio Art III: Honors  
| 2-D OR 3-D Portfolio Development: Honors  
| AP® 2-D/Drawing OR 3-D Art and Design  

KIHS  
QACHS
V. Course Descriptions

The courses listed on the following pages are offered by Queen Anne’s County Public high schools. Course descriptions are based on career pathways, instructional objectives, and curriculum standards. Course availability is dependent upon the special needs of the school population, staffing allocations and certification. Courses will be offered only if there is sufficient enrollment or space available. Please refer to the legend below for the meaning of the icons used to describe the courses.

Legend

KIHS - Offered at KIHS Campus Only
QACHS - Offered at QACHS Campus Only
HON - Honors Course Available
TE - Technical Education
W - Weighted Grade

Career and Technical Education

CTE pathway required courses are designed to be taken in the sequence listed on pages 19-22 of this Program of Study. A passing grade is required to successfully continue the pathway/sequence of courses.

Apprenticeship Maryland Program

The QACPS Apprenticeship Maryland Program is an opportunity available to juniors or seniors that are age 16 and over. The program allows students to work, and get paid, in a career field of their interest while still completing their graduation requirements.

Program Advantages

- Participants acquire invaluable career and educational experience
- Participants will be paid while still enrolled in school
- Participants will build confidence and career skills
- Participants will be part of a professional network

Requirements

- Students must be at least 16 years of age
- Students must complete at least 450 hours of supervised work-based training
- Students must complete one credit of related educational experience
- Students must complete the program by the time of graduation

Apprenticeship Related Instruction (Grades 11-12, 1 Credit)

Students are required to complete one year of related classroom instruction. The school systems Youth Apprenticeship Coordinator and designees are responsible for ensuring that this is reflected on the student’s schedule and that credit is earned towards high school graduation. In addition, the related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the Eligible Employer to coordinate the design of a realistic training plan that meets the needs of the Eligible Employer and the capacity of the classroom instructor and school district.

Requirement: Must be 16 years of age to participate.

Apprenticeship Work-Based Learning (WBL) Experience (Grades 11-12, 3 Credits)

The work-based learning apprenticeship experience takes place at the work-site and must be a paid experience (at least minimum wage) with a minimum of 450 hours. This experience is guided by a formal WBL
agreement provided by the school system and a student work plan developed among the student, parent, WBL coordinator, and Eligible Employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement.

The Apprenticeship experience focuses on the student’s interests in manufacturing and STEM-related pathways documented through various types of career-related assessments and also based on Maryland’s career clusters/pathways and employer demand. Local School Systems will be responsible for verifying the student’s progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student’s level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development. Requirement: Must be 16 years of age to participate.

Art, Media, and Communication Career Cluster

Interactive Media Production Pathway
This is a program within the Arts, Media, and Communication Career Cluster. It includes a strong foundation in art and communication with particular emphasis on design, graphic and media communications, interactive technologies, and project development. All students develop a portfolio of work and may earn certification in Adobe Creative Suite or Web Design. The courses listed below are in the completion sequence.

Principles of Arts, Media and Communication (Grades 9-12, 1 Credit)
This course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will become proficient in Adobe Photoshop and Adobe Illustrator computer software. They will design graphic layouts, manipulate photographic images, and create dynamic illustrations.

Interactive Multimedia Production (Grades 10-12, 1 Credit)
This course further develops student skills in media design and the interactive media production process. Students will demonstrate their knowledge and skills in media design and production through project planning and project development. In Interactive Multimedia Production students master the fundamental skills of Adobe Flash and Final Cut Pro. Students apply traditional and computer animation techniques and create short films.

Advanced Interactive Multimedia Production (Grades 10-12, 1 Credit)
In Advanced Interactive Multimedia Production students develop several websites with Adobe Dreamweaver, building on their knowledge of design and layout. They also create interactive Flash games and animations. Students will further their expertise by focusing on one or more of the Adobe Suite programs.

Interactive Multimedia Capstone (Grades 11-12, 1 Credit) W
This capstone course enables students to apply what they learned in their previous academic and IMP classes to complete a challenging, client-driven project. Students work in teams to design and create a solution to satisfy or fill a client's need or want. Students are also expected to refine the products that comprise their portfolio to meet the specifications identified by the affiliate partner. Student teams make progress reports to their peers, meet regularly with their clients, and exchange constructive criticism and consultation. At the end of the course, teams present their projects to industry partners for feedback and professional review. This course equips students with the independent study skills that they will need in postsecondary education and careers in Interactive Media Production.
Business Management and Finance Career Cluster

This Maryland Career and Technology (CTE) Program of Study focuses on several pathways within the Business Management and Finance Career Cluster Framework. Each program includes rigorous academics, broad cluster knowledge and skills, including advanced technical skills related to one of the specific programs of study. The programs of study are: Accounting and Finance; Administrative Services; and Marketing. Skills for Success and other workforce requirements are integrated throughout the coursework. Examples include workplace readiness, computer applications, written and oral communication skills, and math skills. Industry certifications are incorporated where appropriate. Opportunities are available for students to earn college credit through articulation agreements—such as dual enrollment and CLEP exams. Each program allows students to graduate with the skills and knowledge necessary to pursue postsecondary education and entry-level business positions.

NOTE: Students completing a pathway in Business Management and Finance are recommended to take Personal Finance before their senior year. Students should consider Work Based Learning in Business or Finance fields as an option to gain employment skills.

Principles of Business (Management) and Entrepreneurship *Required (Grades 9-12, 1 Credit)
This is one of two foundation courses required for all pathways in the Business Management and Finance Career Cluster and is essential to all pathways. This course provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Also, students explore their entrepreneurial abilities to generate their own business ideas. Entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society; makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity. Along with a brief historical perspective, business terminology and principles will be emphasized for business management, creativity, and entrepreneurship. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling. Students will develop the communication skills that will be necessary for success in the workplace and college. Students will be expected to think analytically; improve written and oral communication skills; enhance listening and questioning skills; learn and practice the art of conversation; improve public speaking skills; broaden their awareness of career options; practice using teamwork to make decisions and solve problems; and learn why people skills, communications skills, and networking skills can help them succeed in their careers. Students will generate correspondence and communicate using Microsoft Word and related technologies. Students will understand the business world and be more prepared to meet their career goals and objectives.

Principles of Accounting and Finance *Required (Grades 9-12, 1 Credit)
This is the second of two foundation courses required for all programs of study in the Business Management and Finance Career Cluster and is essential to all pathways. This course provides students with the knowledge necessary to manage and maintain a company’s financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner’s equity as they apply to various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities. Students will use Microsoft Excel to apply the accounting knowledge and skills to analyze, evaluate, and understand the accounting principles. Students will identify positions and career paths in the field of accounting and will examine the role of ethics and social responsibility in decision making.
Accounting and Finance Pathway

Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for each program pathway.

Advanced Accounting (Grades 10-11, 1 Credit)
The Advanced Accounting course provides students with accounting knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus will be on accounting procedures necessary to address long and short-term assets and investments, long and short-term liabilities, inventory management and accounting ratios used in the decision-making process. A comprehensive study of the accounting procedures used in establishing corporations, declaring and paying dividends, forming and dissolving partnerships, distributing net income and owner's equity statements is included in this course. Career pathways for accounting will be examined and the use of accounting knowledge in a variety of career clusters is also explored. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course. This course will employ industry standard accounting software (e.g. Excel, and QuickBooks). Upon completion, opportunities will be made for students to earn college credit through such methods as articulation agreements with local colleges, dual enrollment and CLEP exams. Recommendation: Successful completion of Principles of Accounting I

Accounting and Finance Capstone (Grades 11-12, 1 Credit)
This course integrates academic and employment learning with an emphasis on Accounting and Finance skills and activities.

This will include a study of financial analysis, planning and control, capital budgeting, cost of capital, leverage, dividend policies and raising capital. Students will learn about the theory and procedures related to the legal forms of business and equity relationships; accounting adjustments, error correction, payroll, depreciation, inventory, internal controls, fraud prevention, professional responsibilities and ethics. The classroom projects and interactions will help the student relate to the practical experience. This course is aligned with the CLEP Exam in Accounting. A credit bearing dual enrollment course is recommended to complete the requirements of this capstone. Students should work with their school counselor to identify an appropriate college course from the approved listing. Recommendation: Successful completion of Advanced Accounting

Students will apply the knowledge and skills acquired in previous accounting and finance courses to settings through the Accounting and Finance Final Capstone Project. Students will participate in an end-of-course final project that will involve advanced problem-solving in accounting and finance. Students will complete a research paper, business plan, or senior independent capstone project by the end of this course. The student may participate in an internship that is guided by an agreement among the student, their parent(s), their teacher(s), and the worksite mentor which includes specific technical and academic outcomes for the student.

Administrative Services Pathway - QACHS

Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for each program pathway.

Office Systems Management I (Grades 9-12, 1 Credit) - QACHS
Office Systems Management provides the student with an in-depth study of the structure and organization of information systems. Students develop managerial and technical skills for business support operations through applied learning. Problem-solving skill development is incorporated throughout the course to meet the recommendations made through the Maryland Skills for Success. Competencies include: applying emerging technologies in order to complete appropriate office operations; using spreadsheet, database, desktop publishing and/or word processing software in order to create business documents; exhibiting appropriate
interpersonal teamwork and leadership skills in order to succeed in the business world; demonstrating a knowledge of acceptable values and behaviors in order to become ethically responsible employees; and developing an appreciation of diversity in the workplace. Business simulations are utilized to develop a high level work ethic, foster personal growth, encourage teamwork, and empower students through choice and accountability. Industry standard office equipment and the most current Microsoft Office software available will be used in this course. **Recommendation: Successful completion of Principles of Accounting I**

**Office Systems Management II (Grades 10-12, 1 Credit)** - QACHS  
Students will develop advanced skills using Microsoft's leading business desktop software. Students will develop advanced business skills using that software and will be eligible for the Microsoft Certified Applications Specialist (MCAS) credential. Students will be expected to think analytically, manipulate information, and use the computer as a productivity tool through integrated application programs. Expertise in technology will contribute to students' future career mobility, advancement potential, compensation and job satisfaction. Students will become certified in MOS or MCAS in an area of Microsoft Office such as, PowerPoint, Word, and Excel. **Recommendation: Successful completion of Office Systems I**

**Marketing Pathway**

Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for this program pathway.

**Introduction to Marketing (Grades 10-12, 1 Credit)**

The Introduction to Marketing course introduces the student to the essential concepts of marketing theory required to provide the goods and services to meet the consumers' wants and needs. Students will be introduced to the benefits of marketing in a free enterprise system. Consumer buying behavior and relationships will be analyzed and understood. The elements of the marketing mix (product, price, promotion, and place), as well as pricing strategies, will be introduced. Various forms of electronic and internet marketing will be utilized. Students will learn the benefits and importance of Marketing Information Systems. They will formulate viable marketing strategies by learning and creating a rudimentary marketing plan. By the end of Introduction to Marketing students will have a solid understanding of the many diverse career opportunities in the field of marketing. **Recommendation: Successful completion of Principles of Accounting I**

**Advanced Marketing and Entrepreneurship Capstone (Grades 10-12, 1 Credit)**  
This course is designed to be the second of two sequential marketing courses of the completer requirement for students enrolled in the Marketing Program of Study. The Advanced course builds on all of the concepts studied in Introduction to Marketing by giving the students in-depth, comprehensive project-based learning opportunities. Students will apply their understanding of consumer buying behavior and relationships; the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions; market segmentation and target marketing; and other considerations in order to create a written professional marketing plan. Students will use strong interpersonal skills and incorporate technologies when conducting primary and secondary research. In addition, students will include alternatives of electronic and internet marketing within their marketing plan. Students will create and/or use a marketing information system(s) when working with or collecting data. Students will integrate their knowledge of legal issues, ethics, diversity and social responsibilities in developing their marketing plan for a chosen organization in the Marketing and Advertising industries. **Recommendation: Successful completion of Introduction to Marketing.**
Construction and Development Career Cluster

Construction Design and Management Pathway

The CDM Program prepares students for successful careers in the field of construction and design. Through the CDM program, students will develop an understanding of the built world through the design and construction process. Each course is a project-based learning approach to advance the students' understanding of the design-build-maintain process. Advanced architecture drafting and design skills are developed through lab-based instruction using Autodesk software tools (AutoCAD and Revit Architecture). Through the program, students will also develop a portfolio to demonstrate knowledge of each phase of the design and construction management process. Students will earn an industry certification in Autodesk: AutoCAD and Revit skills.

Introduction to Architecture and Construction (Grades 10-12, 1 Credit)
This course provides an overview of the design and construction process as well as an introduction to the many career options within the field of construction. Students will be introduced to core concepts in design and construction including: construction methods and materials; fundamental elements of design; and innovative technologies including Green Construction and Design. Students will be introduced to design software as they complete basic design projects, such as a bridge design, floor plans and elevation plans. This course also includes career exploration activities and research regarding the construction industry. Recommendation: Students should have successfully completed the Basic Technology Credit.

Principles of Architecture and Construction (Grades 10-12, 1 Credit)
This course provides students with an in-depth understanding of the construction design process. Students will complete a series of increasingly complex construction design projects in which they incorporate all aspects of the construction process, including zoning and regulation requirements; construction methods and materials, energy conservation; surveying; and project planning. Students will use design software to generate site plans (topography) as well as detailed building plans. The use of portfolios is used to show the developmental stages of a design project. Students will work in teams to develop each aspect of a construction project including development proposal, site plans, and construction management documents. Recommendation: Students should have successfully completed the Basic Technology Credit.

3D Architectural Modeling and the Construction Industry (Grades 10-12, 1 Credit)
Students will work in teams to fully develop designs and a construction management plan for a pre-determined site. In this year-long project, students begin with the legal description and topography of the site and develop a proposal for development. The construction design project must meet the client’s needs, budget, and the site characteristics. Students will generate a series of plans to be included with the proposal for submission to an industry review panel for approval. Upon completion of the course, students will demonstrate advanced design/drafting skills and be prepared for the AutoCAD certification. Recommendation: Successful completion of Algebra I with a C or better.

Advanced Architecture and Construction (Grades 11-12, 1 Credit)
This course builds on an understanding of the construction design process to advanced knowledge and skill in construction management. In this course, students will be required to work in teams to complete a development project from existing plans. The year-long capstone project will focus on building codes and standards, coordination of the construction process, estimating, planning and scheduling; and site management. Students will complete a portfolio of their design and construction management projects for review by an industry panel. Recommendation: Students should participate in a Work Based Learning experience in the field of CDM. A credit bearing dual enrollment course is suggested to complete the requirements of this capstone. Students should work with their school counselor to identify an appropriate college course from the approved listing.
Construction Trades and Maintenance Pathway - **QACHS**

The Construction Trades pathway programs are CTE programs based on the National Center for Construction Education and Research (NCCER) standards that lead to a national certification for those students who successfully complete Level 1 and Level II curriculum. *Appropriate clothing and work boots are required.*

**Construction Trades Profession: Carpentry Pathway - QACHS**

**Introduction to Carpentry I** (Grades 10-11, 1 Credit) - **QACHS**

The Introduction to Carpentry I is a basic requirement taken during the 1st semester (first year). This is an introduction to Carpentry, this course covers topics such as Basic Safety, Introduction to power tools, Introduction to hand tools, Communication Skills, Introduction to Construction Drawings, Construction Math, Employability Skills, and Material handling. Students will learn a basis for most construction skills and the basic skills needed to continue education in any craft area he or she chooses. Students will take the module assessments for the NCCER Construction Core when determined by the instructor.

**Introduction to Carpentry II** (Grades 10-12, 1 Credit) - **QACHS**

This course covers two semesters, with one credit earned each semester. It introduces the beginning student to the basic entry-level skills necessary to succeed in higher level carpentry courses. Students are provided with a program in designing and constructing various types of structures. The course includes instruction on using power tools, blueprints/designs and all types of construction. This course is based on the NCCER carpentry curriculum and students will develop associated carpentry competencies.

**Intermediate Carpentry** (Grades 11-12, 2 Credits) - **QACHS**

This two-period class is offered 1st semester only to students who have successfully completed Principles of Carpentry. Students will expand upon topics covered in Principles of Carpentry, and be expected to develop a higher level of proficiency in various carpentry competencies including power tool operation, blueprint reading and residential floor, wall and roof framing. Students will be introduced to fundamental aspects of residential wiring.

**Advanced Carpentry** (Grades 11-12, 2 Credits) - **QACHS**

This two-period class is offered 2nd semester only to students who have successfully completed Principles of Carpentry and Intermediate Carpentry. It is expected that all students participating in the course will take and pass at least one industry recognized certification. Students will be introduced to applied finishing construction competencies. Hands-on building projects will be assigned by the instructor and may include a variety of areas including marine construction. Students completing this course should have developed sufficient carpentry competencies to obtain employment in a carpentry related field and/or enroll in a community or technical college. Students may be concurrently enrolled in Directed Work Experience in a carpentry related field.

**Construction Trades Profession: Masonry Pathway - QACHS**

**Introduction to Masonry I** (Grades 10-11, 1 Credit) - **QACHS**

The Introduction to Masonry I is a basic requirement taken during the 1st semester (first year). This is an introduction to Masonry, this course covers topics such as Basic Safety, Introduction to power tools, Introduction to hand tools, Communication Skills, Introduction to Construction Drawings, Construction Math, Employability Skills, and Material handling. Students will learn a basis for most construction skills and the basic skills needed to continue education in any craft area he or she chooses. Students will take the module assessments for the NCCER Construction Core when determined by the instructor.

**Introduction to Masonry II** (Grades 10-11, 1 Credit) - **QACHS**

This course is a continuation of the Introduction to Masonry I taken during the second semester. Students will continue to understand the principles and theory of construction and building in the masonry trade. Students
Intermediate Masonry (Grades 11-12, 1 Credit) - QACHS
In this course students will lay out, measure and estimate masonry materials used in the trade. Students will be required to construct various practical projects related to masonry construction. Students will work with modern masonry material and engage in techniques to become a successful mason. This course is based on the NCCER curriculum and will provide a national certification upon completion of all requirements.

Advanced Masonry (Grades 11-12, 1 Credit) - QACHS
This course is designed to introduce students to the tools and basic skills necessary to perform the tasks required by a beginning apprentice. Practical application projects are featured to enable the students to adjust to actual industrial standards on the job site. Students will construct a masonry fireplace to industry specifications and learn the detailed process of fireplace functions. This course will also offer students the opportunity to work on real world projects outside the masonry shop environment. Upon successful completion of this course students will earn a Level 1 masonry certification from NCCER.

Construction Maintenance Profession: Welding Pathway - QACHS

The Welding program option provides students an opportunity to learn about the industry as it relates to welding. Participants master a variety of welding skills including oxyfuel cutting and welding including SMAW. The course of study descriptions correlates to the modules of the NCCER national standards. NCCER meets the American Welding Society (AWS) Entry Level Welder. Recommendation: Students should take Introduction to Construction Design and Management

Introduction to Welding I (Grades 10-11, 1 Credit) - QACHS
The Introduction to Welding I is a basic requirement taken during the 1st semester (first year). This is an introduction to Welding, this course covers topics such as Basic Safety, Introduction to power tools, Introduction to hand tools, Communication Skills, Introduction to Construction Drawings, Construction Math, Employability Skills, and Material handling. Students will learn a basis for most construction skills and the basic skills needed to continue education in any craft area he or she chooses. Students will take the module assessments for the NCCER Construction Core when determined by the instructor.

Introduction to Welding II (Grades 10-12, 1 Credit) - QACHS
This course covers two semesters, with one credit earned each semester. It introduces the beginning student to the basic entry-level skills necessary to succeed in higher level welding courses. Types of technical laboratory activities introduce the basic SMAW (arc) welding and the basic MIG welding techniques. Classroom topics include general safety, specific welding safety, history of welding, arc-welding theory, and occupational information. Safety glasses are mandated by the State of Maryland and must be worn at all times in the shop area. Appropriate clothing and work boots are required.

Intermediate Welding (Grades 11-12, 2 Credits) - QACHS
This two-period class is offered 1st semester only, to students who have successfully completed Introduction to Welding. Students will expand upon topics introduced the previous year. Students will be expected to practice and improve their welding techniques of the five basic joints in flat, horizontal, vertical and overhead positions. Students will be introduced to Oxy-fuel cutting and to Plasma Arc cutting and will practice the different techniques required for both processes. By the end of the course students should be approaching the skill level necessary to pass an industry recognized welding certification. Appropriate clothing and work boots are required.

Advanced Welding (Grades 11-12, 2 Credits) - QACHS W
This two-period class is offered to students who have successfully completed Principles of Welding and Intermediate Welding. Students will be introduced to Tungsten Inert Gas (TIG) welding on aluminum and
stainless steel. It is expected that all students in Advanced Welding will take and pass an industry recognized welding certification. Additionally, students completing this course should have developed sufficient welding competencies to obtain employment as a welder in industry and/or enroll in community or technical colleges. Students may be concurrently enrolled in Directed Work Experience in a welding field. Students will be given the opportunity to earn an NCCER Level II Certification and/or AWS Certification.

Consumer Services, Hospitality, and Tourism Career Cluster

Careers in Cosmetology Pathway - QACHS

The cosmetology program offers students an opportunity to develop scientific and artistic fundamentals of beauty professions. Throughout the entire program, safety practices and procedures are stressed. The State Board of Cosmetology Exam is MANDATORY at the completion of the 1500 hour requirement. If the exam is not taken, you will not meet graduation pathway requirements. Students may earn hours on directed work after completing 1000 hours in the classroom.

Cosmetology I (Grades 10-11, 2 Credits) - QACHS
This course offers training in hairstyling, shampooing, facials, and manicures. Elements of bacteriology, hygiene, sanitation, massage, and scalp treatments are studied. This course also seeks to instill pride in students as they portray the beauty profession through their own appearance, poise, personality, dependability, and business ethics.

Cosmetology II (Grades 11-12, 2 Credits) - QACHS
Students develop knowledge of the anatomical areas and physiological functions of the human body. In addition, techniques of haircutting, hair coloring, chemical relaxing, and permanent waving will be covered.

Cosmetology III (Grades 11-12, 3 Credits) - QACHS
Students learn the business aspect of a salon. They have the responsibility for scheduling appointments, telephone etiquette, recordkeeping and decision-making as they operate a salon simulation. They are expected to demonstrate cooperation with fellow workers, honesty, and integrity as they build on prior skills.

Cosmetology IV/Careers in Cosmetology (Grade 12, 3 Credits) - QACHS
In this course, classes in theory are used to review all facts and theory covered in Cosmetology I, II and III in preparation for the State Board Examination. Clinical classes are spent improving the quality and quantity of all skills performed. Students are required to take the State Board Examination upon completion of 1500 hours of study. Maryland State Board of Cosmetology allows 300 of the last 500 hours to be attained in a directed work experience program for practical on-the-job experience, credits toward graduation and salary commensurate with experience. Students who have maintained satisfactory grades and adequate attendance can arrange employment in a related field, and can arrange for Directed Work Experience. Students on Directed Work Experience have an abbreviated school schedule and earn credit for on-site work. All Directed Work Experiences must be approved by the instructor. Students may earn hours during the summer, after school, and on weekends in area salons.

Environmental, Agriculture, and Natural Resources Career Cluster

Curriculum for Agricultural Science Education Pathway (CASE) - QACHS

The agricultural program of study is for students seeking a career in occupations related to animal and plant science. This rigorous program of study is taught using the Curriculum for Agricultural Science Education™ (CASE™) which is a project developed to provide a structured sequence of agriculture courses and serves as a model for elevating the rigor and relevance of agricultural education. Students will learn about Agriculture
Science through a hands-on experience in the classroom and lab. Students will use modern technology to analyze problems, conduct research, analyze data and work with other students interested in the Agriculture Science field.

CASE is a system of instructional support for the student like no other resource in agricultural education today. The CASE model provides four major areas of support to promote solid classroom instruction using rigorous and relevant lessons while enhancing student learning. For more information about the program visit http://www.case4learning.org/

Introduction to Agriculture, Food and Natural Resources (AFNR) (Grades 9-12, 1 Credit) - QACHS
The major purpose of the Introduction to Agriculture, Food, and Natural Resources (AFNR) course is to introduce students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and postsecondary opportunities in each area of the course.

The Introduction to Agriculture, Food, and Natural Resources course is intended to serve as the introductory course within the CASE POS. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program.

Principles of Agricultural Science – Animal (Grades 10-12, 1 Credit) - QACHS
This course is intended to serve as one of two foundational courses within the Agriculture sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science. Students may continue through a sequence of courses offered in high school. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program. In addition, students will understand specific connections between the Animal Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Principles of Agricultural Science – Plant (Grades 10-12, 1 Credit) - QACHS
This course is intended to serve as a foundation course within the CASE™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. This knowledge and skills will be used in future courses within the CASE™ program. In addition, students will understand specific connections between the Plant Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Food Science and Safety (Grades 11-12, 1 Credit) - QACHS
This is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety
industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science, including food safety, food chemistry, food processing, food product development, and marketing.

Recommendation: Students should have successfully completed Biology and be concurrently enrolled in Chemistry.

Agricultural Business, Research and Development Capstone (Grades 11-12, 1 Credit) - QACHS

This course is structured to enable all students who are completing a pathway in Agriculture Science to have a variety of exposure to Agricultural issues, Agriculture Communication, Parliamentary Procedures and Public Speaking) Agribusiness and Management (Budgeting, Record Keeping, Principles of Economics, Inventory Management) Research (Data Analysis, Research Methods, Reporting, Using Supportive Research) Development and Design (Agriscience Projects, Agritourism, Alternative Agriculture, Green Energy). Students may participate in Dual Enrollment classes aligned to Agriculture Sciences, work-based learning experience, or a research based project. Students will be completing a learning portfolio of his/her experience.

Health and Biosciences Career Cluster

Academy of Health Professions Pathway – QACHS

The Academy of Health Professions uses project and problem-based learning, clinical experiences, and classroom and lab instruction to teach students about the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses: Foundations of Medicine and Health Science and Structure and Functions of the Human Body. Opportunities for students to apply what they are learning to real-life healthcare situations are offered in the specialized healthcare course and the capstone scientific research course. Students have the opportunity to earn state and/or nationally recognized certifications, and/or college credit through articulation or dual enrollment agreements with local colleges and universities.

Students are required to cover the costs of membership in SkillsUSA, physical examinations, certifications and any other materials needed for this pathway.

Students who are completing this pathway are strongly recommended to take courses in any or all of the following: Principles of the Biomedical Sciences, Human Body Systems, AP® Biology, AP® Chemistry, AP® Psychology and at least Algebra II. Students wishing to enroll in Stevenson after completing this program are strongly recommended to take AP® Psychology and AP® Biology.

Foundations of Medicine and Health Science (Grade 11, 1 Credit) - QACHS

This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the healthcare industry. Students will begin to prepare for a medical or health science career by developing a broad understanding of the cluster and pathways in the Health and Biosciences Cluster. Students will learn about ethical and legal responsibilities, as well as the history and economics of healthcare. Students will engage in processes and procedures that are used in the delivery of essential healthcare services. As students learn to use medical terminology within a variety of medical and healthcare environments, they will develop the Skills for Success, academic, and technical skills necessary to function as a health professional. Students must have completed or be concurrently enrolled in Biology to understand the concepts of Anatomy and Physiology and Pathophysiology introduced in this course. Recommendation: Students are strongly recommended to take Principles of Biomedical Science and/or Human Body Systems, and/or Honors Biology

Structure and Functions of the Human Body (Grade 11, 1 Credit) - QACHS

Students in this course study the structure and functions of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular, circulatory, nervous systems and special senses. Students will investigate the body’s responses to the external environment, maintenance of homeostasis, electrical interactions, transport systems, and energy
processes. Students will conduct laboratory investigations and fieldwork, use scientific methods during investigations to solve problems and make informed decisions. Students will learn the medical terminology related to body systems. Recommendation: Students must have successfully completed biology and/or be concurrently enrolled in chemistry.

Medical Specialty (CNA/GNA) (Grades 11-12, 2 Credits) - QACHS
Students participate in classroom, lab-based and clinical experiences that prepare them for employment in acute or long-term care facilities. Upon completion of this course students take the Certified Nursing Assistant (CNA) and Geriatric Nursing Assistant (GNA) certification exams. Students taking this AHP Pathway Option will also participate in the Clinical Internship course. The content of this course must be approved by the Maryland Board of Nursing (MBoN).

Students must have a physical examination, updated immunizations and a PPD skin test prior to starting this course. These costs are covered by the student. A CPR certification is also required. Students eligible for certification as Geriatric Nursing Assistants will be recommended to take the Maryland State approved examination. The student will be responsible for covering the costs of any certification and materials.

Certified Clinical Medical Assistant (Grades 11-12, 1 Credit) - QACHS
The Certified Clinical Medical Assistant (CCMA) is a multi-skilled healthcare practitioner who is competent in both clinical and administrative procedures. This specialty course will prepare students to take the National Health Careers Association (NHA) Certified Clinical Medical Assistant test. All students are required to take this exam in order to complete the program. Passing the CCMA test will award students an NHA Provisional CCMA Certificate which, upon high school graduation, can be transferred to a full NHA CCMA certification. Students in this specialty course may participate in an Allied Health Internship where they will have the opportunity to practice and demonstrate the competencies associated with CCMA. Students are prepared for actual experience in the clinical setting with a focus on the specific knowledge, skills and abilities that relate to the specialized course.

Clinical Internship (Grades 11-12, 1 Credit) - QACHS
The Clinical Internship Course is designed to give students supervised practical application of previously studied theory. A Clinical Internship may have to meet specific guidelines, such as hours, outcomes and/or an approved site, set by a third party, such as the Maryland Board of Nursing or the Maryland Board of Pharmacy.

Project Lead the Way (PLTW) Biomedical Sciences Pathway

The Biomedical Sciences Program is based on the National Standards for Science, Mathematics, and English Language Arts, and the Accountability Criteria for National Health Care Cluster Foundation Standards. The program consists of a sequence of four courses: Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovation. The goal of the program is to increase the number of students pursuing careers in the biomedical sciences, including health care. Students who complete the program are prepared for employment and further education at two- and four-year college levels. For more information you may visit www.pltw.org

Principles of the Biomedical Sciences (Grades 9-12, 1 Credit)
Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that may have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Recommendation: Successful completion of Biology with a grade of "C" or higher.
**Human Body Systems** (Grades 10-12, 1 Credit)

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. **Recommendation:** Successful completion of Principles of the Biomedical Sciences with a grade of "C" or higher.

**Medical Interventions** (Grades 10-12, 1 credit)

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventative measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. **Recommendation:** Successful completion of Human Body Systems with a grade of "C" or higher.

**Biomedical Innovation Research** (Grades 11-12, 1 Credit)

In this capstone course, students apply their knowledge and skills to answer questions to solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and health care community. **Recommendation:** Successful completion of Medical Interventions with a grade of "C" or higher.

**Human Resource Services Career Cluster**

**Firefighter I / Emergency Medical Responder Pathway**

The EMR Fire and Rescue program will be taught by certified instructors from the Maryland Fire and Rescue Institute (MFRI) of the University of Maryland. Both classroom and practical sessions will be conducted off school property at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute. Students must enroll in Emergency Medical Care and Firefighter I/HMO first semester, and ECFO and TCFO/RTSO/VME second semester. These courses are offered during second and third periods throughout the year. Operating as members of the Fire and Rescue service requires good health and physical condition. Individuals with physical or medical conditions which may limit their full and active participation may not be eligible for this program. This program is taught off-campus in Queen Anne’s County. Students are enrolled in two classes during the fall semester and two classes during the spring semester.

**Note:** Must be a member of a local fire department and at least 16 years old. A Medical Clearance by a certified physician will be required for all participants before school starts. Failure to comply will result in a denial of entry to the program. Bus transportation will be provided to the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute (limited slots available). Students must pass all tests with a minimum of a 70%. Failure to pass tests will result in the inability to obtain certification, which may result in removal from the Fire Fighter program. If a student is unable to obtain a certification, that student will remain in Fire School to complete the Career Technology Pathway. Once the program is completed in May, students may be assigned to a local firehouse under the supervision of the Fire Chief for the remainder of the school year. It is recommended that all students should be eligible to complete the requirements in
Another pathway. School counselors, students and parents are encouraged to discuss course requirements toward graduation. Recommendation: Students are highly encouraged to complete Principles of Biomedical Sciences and Human Body Systems before applying to this program.

**Firefighter I** (Grades 11-12, 1 Credit)
Topics in this course include: fire service organization/communications, fire behavior, life safety/fire prevention, portable fire extinguishers, introduction to respiratory protection, self-contained breathing apparatus, hose and streams, rope and knots, forcible entry, ventilation ladders, search and rescue, property conservation, wildland firefighting, structural firefighting, and fire ground fire rescue operations. Students enrolled in this course must pass a mid-term and final examination with a minimum score of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor.

**Emergency Medical Responder/FFII** (Grades 11-12, 1 Credit)
Topics in EMR include: the human body, infectious diseases, medical issues, vital signs, sample history, skills practice, lifting/moving patients, airways, CPR, patient assessments, various medical emergencies, trauma, pediatric emergencies, and ambulance operations. Students in this course must pass all ten-modular exams with a minimum of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor. A written and practical examination for certification is administered by the Maryland Institute for Emergency Medical Services System as part of this course.

Topics in FFII include: application of the principles of fire behavior, building construction, water distribution systems, fixed fire protection systems, ventilation, water pressure and hose streams, fire prevention and Fire Fighter Professional qualifications. Methods of instruction include lecture, discussion, classroom exercises, audio/visual material, practical skills graded, and a final examination.

**Hazardous Materials Operations-1(HMO)/Engine Company Fireground Operations (ECFO)** (Grades 11-12, 1 Credit)
Students must receive a minimum score of 70% on the midterm and final examination. The objective of this course is to provide the student with the knowledge and skills to perform hazardous materials first response. Upon successful completion of this course, the student will be able to analyze a hazardous materials incident, plan an initial response, implement the response, and evaluate the progress of the actions taken. Major topics covered in this course include firefighter safety, regulations and standards, chemistry, recognition and identifications, DOT guidebook, site management, container behavior, defensive control measures, personal protective equipment and decontamination. Methods of instruction include lecture, discussion, classroom exercise and/or visual material, practical exercise, quizzes, observations, midterm and final examination.

The objective of the ECFO course is to provide the student with the fundamental principles of engine company operations and how they can be integrated during fireground operations. Upon successful completion of this course, the student will be able to describe the functions and responsibilities of the engine company and demonstrate the use of nozzles, hose, hydrants, foam, and testing equipment during practical evolutions. Major topics covered in the course are functions and responsibilities of the engine company, construction and operation of nozzles, positioning and utilizing the engine, utilizing hydrants, pivot gauge and foam, size-up, emergency response considerations, initial fireground operation, and selecting and placing attack and supply lines. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercise, final written examination, and required assignments.

**Truck Company Fireground Operations (TCFO) Rescue Technician Site Operations and Vehicle Technician Extrication (RTVME)** (Grades 11-12, 1 Credit)

1. **TCFO**
The objective of the TCFO course is to provide the student with the fundamental principles of truck company operations and how they are integrated during fireground operations. Upon successful completion of this course, the student will be able to demonstrate forcible entry, search and rescue, ventilation, salvage, overhaul
and ladders. Major topics covered in the course are the function and responsibilities of the truck company, forced entry, ground ladder use, techniques and procedures for locating victims, techniques for removal of smoke and gases, salvage operations, checking for fire extension, procedures for overhauling, building construction, utility control, and electrical and lighting the fireground. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercises, final examination and required assignments.

2. RTVMR
The objective of the RTVMR course is to prepare the student to approach each rescue incident with attention focused on the importance of proper operational planning and all related components for effective safe site operation, victim management, equipment maintenance and inspection with particular emphasis on vehicular and machinery rescue. Upon successful completion of this course, the student will be able to recognize and implement the five phases of operational planning, understand and utilize technical rope rescue when needed; and properly package and transport a victim from a vehicular or machinery rescue. Major topics covered in the program include the five phases of successful site operations including, resource management, personal protective equipment, up-size activities, hazard identifications, search and rescue, ground support, incident management and termination, victim management, and rope rescue operations; maintenance and inspection of rope; rigging, anchoring and mechanical advantage; patient packaging and transfer during rescue operations; slope operations and evacuation; vehicular stabilization and extrication; specialty tools, hand tools, power and hydraulic tools; vehicular design; autos, busses, trucks, elevators, escalators, farm equipment, and mining/industrial equipment/machinery. Methods of instruction include lecture, discussion, classroom exercises, audio/visual materials, practical field exercises, and final examinations.

Homeland Security and Emergency Preparedness Program

The Homeland Security and Emergency Preparedness (HS/EP) Program is a Career and Technology Education instructional program which integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery. The program aligns with the six mission areas of the United States Department of Homeland Security: Intelligence and Warning, Protection of Critical Infrastructure and Key Assets, Border and Transportation Security, Domestic Counterterrorism, Defense against Catastrophic Threats, and Emergency Preparedness and Response.

Homeland Security Sciences Pathway - QACHS

Foundations of Homeland Security and Emergency Preparedness (Grades 10-12, 1 Credit)
This course will introduce students to Homeland Security and Emergency Preparedness guidelines, concepts, and action plans. Emphasis will be placed on unique aspects of public safety and public health. The course will explore the various methodologies for intelligence gathering and dissemination and will introduce students to various local, state, and federal assets. Students will prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery.

Homeland Security Sciences (Grades 10-12, 1 Credit)
This course serves as a broad, current, and multidisciplinary approach to the contemporary challenges homeland security officials face in their attempt securing America. This course builds upon the knowledge gained in the Foundations of Homeland Security and Emergency Preparedness course. The most critical threats confronting Homeland Security will be examined. Students will gain an understanding of intelligence and counterterrorism; identify the science and technology utilized in the homeland security field; recognize homeland security risk communications; identify the common elements in chemical, biological, radiological, nuclear and explosives as well as weapons of mass destruction; and identify the challenges in transportation and border security.
Homeland Security Sciences Research Methods and Applications (Grades 11-12, 1 Credit)
This course develops the topic of research in homeland security and emergency preparedness. The course presents the concept of the sociology of disaster as the primary focus of the research agenda for the discipline. The course examines the principles of scientific research; provides opportunities to evaluate existing research; and apply the methods and developed research resources of scientific study to homeland security and emergency management. Students will develop a case study in the sociology of disaster, and complete a research proposal that will demonstrate their ability to analyze and synthesize existing research in homeland security and emergency management.

Homeland Security Capstone (Grades 11-12, 1 Credit)
These Internship, Capstone Experience and Dual Enrollment courses in the Homeland Security and Emergency Preparedness Program are designed to provide students with the opportunity to extend and apply their classroom learning in one of the career areas of Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology and/or earn college credit. Students will have the option of completing an industry-mentored project, internship, or enrolling in a post-secondary course. They will play an integral part in determining which type of experience will be most beneficial and supportive of their individual goals. At the end of the course, students will compile a working portfolio which documents their academic and technical skill attainment and present it for critique.

Subject to administrative approval, students will enroll in approved post-secondary courses in lieu of completing a project or internship. Links between secondary and post-secondary institutions will be established to allow students to dual enroll in criminal justice or environmental technology-related courses, receiving both high school and college credit.

Homeland Security Information/Communications Technologies Pathway - KIHS

Foundations of Homeland Security and Emergency Preparedness (Grades 10-12, 1 Credit)
This course will introduce students to Homeland Security and Emergency Preparedness guidelines, concepts, and action plans. Emphasis will be placed on unique aspects of public safety and public health. The course will explore the various methodologies for intelligence gathering and dissemination and will introduce students to various local, state, and federal assets. Students will prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery.

Introduction to Geographic Information Systems (Grades 10-12, 1 Credit)
This course introduces students to Geographic Information System (GIS) and geospatial technology. Students will develop an understanding of the fundamental concepts and applications of GIS, spatial data, and GIS software packages, including ESRI's ArcGIS Desktop Suite. Students will have an introduction to GIS and the Geospatial Industry, become familiar with GIS, use the Desktop Suite GIS Software and ArcGIS, explore spatial data, practice data management and visualization, and perform data queries to compile statistics.

Advanced Geographic Information Systems and Remote Sensing (Grades 11-12, 1 Credit)
This course is designed to provide students with advanced Geospatial Information Systems (GIS) experience and familiarity with geospatial concepts and tools. Students are expected to have completed the Introduction to Geographic Information Systems (GIS) Course prior to taking this course. Students will learn the skills for map development and cartographic design; perform spatial and statistical analyses; identify geodatabase concepts; participate in 3-dimensional data and visualization; develop an understanding of geoprocessing tools and models; and prepare for the ESRI ArcGIS Desktop entry exam certification.

Homeland Security Capstone (Grades 11-12, 1 Credit)
These Internship, Capstone Experience and Dual Enrollment courses in the Homeland Security and Emergency Preparedness Program are designed to provide students with the opportunity to extend and apply their classroom learning in one of the career areas of Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology and/or earn college credit. Students will have the
option of completing an industry-mentored project, internship, or enrolling in a post-secondary course. They will play an integral part in determining which type of experience will be most beneficial and supportive of their individual goals. At the end of the course, students will compile a working portfolio which documents their academic and technical skill attainment and present it for critique.

**Teacher Academy of Maryland Pathway**

The program prepares students for further education and careers in the education profession. The program consists of four high school credits 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 post-secondary teacher education program. Students will complete a portfolio after taking the 4 courses in the pathway. Upon completion of the program and passing the ParaPro or Praxis I test, high school graduates may be ready for employment in the teaching profession.

**Human Growth and Development** (Grades 10-12, 1 Credit)
This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.

**Teaching as a Profession** (Grades 10-12, 1 Credit)
This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship. Successful completion of Human Growth and Development is required to take this course.

**Foundations of Curriculum and Instruction** (Grades 11-12, 1 Credit)
This is the third course in the Teacher Academy of Maryland pathway. This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.

**Education Academy Internship** (Grade 12, 1 Credit)
This is the final course in the Teacher Academy of Maryland pathway. The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. The students will complete their working portfolio and present it for critique. Teacher candidates will have opportunities to take the ParaPro or Praxis I certification exam.
Information Technology Career Cluster

The Information Technology (IT) Software Pathway program, Computer Science prepares students for further study and careers in the field of Computer Science. Students complete a sequence of three courses, starting with an overview of the Computing and Information Technology field and progressing through a more in-depth study of computer science. Throughout the program, students will learn all aspects of Computer Science including: programming, hardware design, networks, graphics, databases and information retrieval, cyber security, software design, programming languages, logic, programming paradigms, translation between levels of abstraction, artificial intelligence, the limits of computations, applications in information technology and information systems, and social issues (Internet security, privacy, and intellectual property).

IT Computer Science Pathway

Computer Science I (Grades 10-12, 1 Credit)
Computer Science I is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. This course includes a broad range of topics in computing: impact of technology, programming structures, cyber security, and gaming development.

AP® Computer Science Principles (Grades 11-12, 1 Credit)
AP® Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP® Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP® Computer Science A (Grades 11-12, 1 Credit)
AP® Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Recommendation: Satisfactory completion of AP® Computer Science Principles

Manufacturing, Engineering, and Technology Career Cluster

Project Lead the Way (PLTW) Engineering Pathway

Our Pathway to Engineering Pathway (Project Lead the Way) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. STEM education is at the heart of today’s high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. Recommendation: Students are strongly recommended to complete a higher level mathematics and science credit before their senior year, and must be concurrently enrolled each year in higher level math and science while completing the program in Pathway to Engineering (Project Lead the Way).
Introduction to Engineering Design (Grades 9-12, 1 Credit) TE
This Project Lead the Way course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. Students are expected to develop portfolios to display their designs and present them properly to peers, instructors, and professionals.

Principles of Engineering (Grades 10-12, 1 Credit)
This Project Lead the Way foundation 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 experience, students address the emerging social and political consequences of technological change.

Digital Electronics (Grades 10-12, 1 Credit)
This Project Lead the Way 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, export their designs to a printed circuit auto-routing program that generates printed circuit boards and uses appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. This course is an elective and will be offered if enrollment warrants.

Aerospace Engineering (Grades 10-12, 1 Credit) W
Students explore physics of flight, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems, and careers. Students apply knowledge and skills to analyze and build aerospace systems while considering the future of the industry in their professional goals. This is a PLTW specialization course.

Civil Engineering and Architecture (Grades 11-12, 1 Credit) W
Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This is a PLTW specialization course.

Engineering Design and Development (Grade 12, 1 Credit) W
This Project Lead the Way capstone course enables students to apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Students keep journals of notes, sketches, mathematical calculations and scientific research. Student teams make progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders and engineering college educators for professional review and feedback.
Transportation Technologies Career Cluster

Automotive Technology Pathway - QACHS

The Automotive Technician CTE Program of study is an instructional program that incorporates the Automotive Service Excellence (ASE) program certification standards and the National Automotive Technicians Education Foundation (NATEF) task lists. The program prepares students for further education and careers in the Transportation Equipment Pathway and automotive technology. Students are REQUIRED to take the ASE Student Certification tests in all areas. The costs of these exams will be provided for by the school district. For more information, you may check the website https://www.ase.com

Recommendation: Students should have completed Algebra I with a C or better and be enrolled in or completed the Introduction to Construction Design and Management and/or Principles of Construction Design courses. Students are strongly recommended to take the Personal Finance course and participate in a Work Based Learning experience during their senior year.

Electrical/Electronic Systems I (Grades 10-11, 1 Credit) - QACHS
This course is designed to teach the principles of electricity and electronics and apply them at the NATEF AST level. It builds on the measurement of electrical parameters, such as voltage, current, resistance, power, magnetism, electromagnetism, and magnetic induction to connect with Physical Science courses. Students are taught the concept of Ohm’s law in both application and mathematical theory. Detailed topics include the use of a digital multimeter (DMM) for the analysis of series, parallel, and series-parallel circuits.

Brakes (Grades 10-11, 1 Credit) - QACHS
This course is designed to teach the principles of automotive hydraulic brake systems. It builds on the essential laws of physics, motion, forces, hydraulics, thermodynamics, and chemical reactions and how these principles apply to the operation and diagnosis of automotive brake systems. This course covers the energy conversion of motion changed to heat energy (when you apply brakes), the effects of weight and speed on braking and stopping distance, thermal expansion, friction, force, and coefficient of friction as they apply to braking systems. Courseware covers the fundamentals and service of disc/drum brakes including how they operate, brake-fluid properties, diagnosis, component replacement/repair/adjustment, disc/drum machining, power-assist units, and the fabrication (ISO or double flaring) of brake lines. The content also covers computer-controlled anti-locking brake system (ABS) operation and diagnosis.

Suspension and Steering (Grades 11-12, 1 Credit) - QACHS
This course is designed to teach the principles of automotive suspension/steering systems and 4-wheel suspension alignment. It builds on the concepts of geometry, gear reduction, hydraulics laws, and characteristics of liquids and how they apply to the operation and diagnosis of power steering and suspension systems. Steering column operation and diagnosis including supplemental restraint system service are included. The course covers the fundamentals of short/long-arm, and strut suspensions, including: caster, camber, thrust angle, toe-in, steering axis inclination (SAI), including angle, toe-out on turns (turning angle/radius), and how they apply to steering, suspension, and 4-wheel alignment. Wheel balance terms are specifically explained: static balance, dynamic balance, tramping, and radial force variation. Students learn strategy-based diagnostic routines to help interpret and verify customer concerns and proper operation and to perform tests and inspections to determine the causes and make corrections related to suspension/steering/wheel systems and alignment. These areas include steering columns, power steering, wheels/tires, short/long-arm strut suspensions, and 4-wheel alignment.

Electrical/Electronic Systems II and HVAC (Grades 11-12, 1 Credit) - QACHS
This course includes a review of electrical fundamentals. This course also covers specific automotive systems including batteries, charging and starting systems, lighting, gauges, accessories, electronics, automotive computers and solid-state devices, along with communication systems. Students are taught how to apply electrical/electronic principles to repair car and truck electrical systems using a diagnostic strategy. The course
content is also designed to teach the principles of automotive heating and air conditioning operation, and service at the NATEF MLR level. This module builds on the fundamental principles of refrigeration, refrigerant compressor, and refrigerant flow. Students are taught the difference between refrigerants R134a and R12 and the difference between PAG and 525 refrigerant oil. Courseware explains the function and application of an engine coolant and describes the uses of the scan equipment in communicating with body HVAC computers. Students will be able to perform needed maintenance on HVAC systems.

**MLR Powertrain and Engine Repair/Engine Performance** (Grades 11-12, 1 Credit) - QACHS W

This course provides the student with the knowledge and skills necessary to pass the NATEF end-of-course assessment for Automobile Engine Performance. Students develop diagnostic, technical problem-solving and academic skills through classroom instruction and hands-on maintenance applications. Through theory and real-world experiences, students master the concepts and the ability to research applicable vehicle and service information, collect and analyze relevant data, troubleshoot, identify, formulate proposed solutions to problems and perform necessary automobile engine performance troubleshooting and repair tasks. Students will use state-of-the-art precision electronic engine performance measurement tools, fault code readers and equipment to gather, analyze and make necessary NATEF required engine performance repairs. The technical content is designed to teach the principles of automotive automatic transmission/transaxle operation and NATEF MLR level service. It builds on the essential laws of physics and motion, including friction, force, inertia, lever, gear ratios, planetary gears, momentum, reduction, overdrive, speed, work, torque, and power and how they apply to the operation of an automatic transmission. The course covers the fundamental laws of hydraulics and characteristics of liquids as they apply to the operation of an automatic transmission/transaxle. It also covers transmission/transaxle general design and operation as well as inspection and service of in-vehicle service. Students are taught the hydraulic and mechanical operation of transmissions/transaxles with electronic valve bodies. Students will apply this knowledge to interpret and verify customer concerns and proper operation, and will perform service using special tools.

**Certificate of Program Completion Courses**

Queen Anne’s County Public Schools awards the Maryland High School Certificate of Program Completion to eligible students with disabilities for completion of a special education program of study. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

A. The student is enrolled in an education program for at least four (4) years beyond grade eight or its age equivalent, and is determined by an Individual Education Program (IEP) Team, with the signed consent of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including, but not limited to:
   1. Gainful employment;
   2. Post-secondary education and training;
   3. Other services that are integrated into the community; and
   4. Supported employment.

B. The student has been enrolled in an educational program for four (4) years beyond grade eight or its age equivalent and has reached age 21.

Certificate of Completion Courses (CCC) are designed to provide specialized instruction and real life experiences to prepare students with significant disabilities for life beyond high school. The following courses are designed to provide these students with specialized instruction in English, Math, Science, Social Studies, and vocational programs. These courses are modified and designed to meet the Individualized Education Program (IEP) needs of students with disabilities in alignment with MCCRS.
Life Skills Reading (Suggested Year 1 / 2)
General Life Skills Reading provides access to fundamental skills development in the core areas of Reading including: Reading and Literature, Writing, Conventions, Listening, Speaking, and Viewing. The class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing, speaking, and critical thinking. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Life Skills Mathematics (Suggested Year 1 / 2)
General Life Skills Mathematics courses reinforce general mathematics skills; extend these skills to include some pre-algebra and algebra topics; and use these skills in a variety of practical, consumer, business, and occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

Life Skills Social Development (Suggested Year 1 / 2)
Social Development Instruction courses teach students the social skills needed for independent functioning with the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.
   Electives:
   General Education Course of Choosing Intervention (Reading/Math)

Life Skills Workplace Experience Literature (Suggested Year 1 / 2)
Workplace Experience Literature provides access to basic skills, thinking skills, and personal qualities such as self-esteem, responsibility, and self-management; covers communications, creative decision making and problem solving through literary documents commonly found in the workplace. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Life Skills Consumer Mathematics (Suggested Year 1 / 2)
Consumer Mathematics provides basics on the economics of producing, exchanging, saving, and consuming. Topics that may be addressed include examination of the impacts of economic systems and eves on the workplace and careers as well as in the family and home, the market system in a global economy, the decision making process and impacts of expectations, values, purchasing power, and other factors in family and workplace settings; managing resources in order to meet needs and wants within the frameworks of personal family and workplace values; and constructive participation in the marketplace. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Life Skills Career Exploration (Suggested Year 1 / 2)
Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose
students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

**Life Skills Community Living** (Suggested Year 1 / 2)
Community Living provides access to skills, attitudes, and behaviors students need to live successfully in today's world. Topics that may be addressed include problem-solving skills, including the planning process applied to life situations such as assessing career plans, goal setting, self-advocacy, managing multiple roles and responsibilities, planning resources to meet individual and family needs including consumer decisions about food, clothing, shelter, caregiving, health care, and transportation. Consumer decisions are evaluated according to their relationship to: community roles and responsibilities of families and individuals, the relationship of technology to consumer resources, and environmental impact of consumer decisions. Course topics may also include available community resources and how to access them, emergency skills, and independent living strategies. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

**Electives:**
- General Education Course of Choosing Intervention (Reading/Math)

**Life Skills Workplace Experience English Language and Literature** (Suggested Year 3 / 4)
English Language and Literature—Workplace Experience courses provide students with work experience in a field related to English language or literature. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**Life Skills Workplace Experience Mathematics** (Suggested Year 3 / 4)
Mathematics—Workplace Experience courses provide students with work experience in a field related to mathematics. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**Life Skills Integrated Science** (Suggested Year 3 / 4)
The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme.

**Life Skills Employability Skills** (Suggested Year 3 / 4)
Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

**Electives:**
- General Education Course of Choosing Intervention (Reading/Math)
**Life Skills Diversified Occupations** (Suggested Year 4 or Beyond)

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

**Life Skills Miscellaneous Workplace Experience**

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Note: if the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.

Life Skills Community Work Sampling*
- Electives:
  - General Education Course of Choosing
  - Intervention (Reading/Math)

**Explore Science** (Suggested Year 1 / 2)

Explore Science provides instruction to assist students in acquiring life science and physical science skills so that students attain science skills aligned with grade level essential elements derived from next general science standards or reach a desired competency level.

**Explore US History** (Suggested Year 1 / 2)

Explore US History provides instruction to assist students in acquiring U.S. History skills so that students attain necessary grade-level skills or reach a desired competency level.

**Explore World History** (Suggested Year 3 / 4)

Explore World History provides instruction to assist students in acquiring World History skills so that students attain necessary grade-level skills or reach a desired competency level.

**Qualified Participant Offerings:**

**Pre-Employment Transition Services (PreETS) through Department of Rehabilitative Services (DORS)**

Pre-Employment Transition Services are defined as a coordinated set of activities for a student with a disability who is eligible or potentially eligible for Vocational Rehabilitation Services, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, adult education, adult services, independent living, community participation etc.

Participants in the proposed DORS funded services are limited to the following definition of a “student with a disability” as one who is:

- is enrolled in a secondary school (including home school or other alternative secondary education program), post-secondary education program, or other recognized educational program and has not exited, graduated, or withdrawn;
- is at least 14 years old but less than age 22; and
- has a disability documented with an IEP, 504 plan, medical records, or a doctor’s note and those students that have been linked through the Department of Rehabilitative Services. Participation in the following courses requires approval through the IEP Chairperson and QACPS Transition Coordinator.
Pre-ETS Self-Advanced Workplace Readiness
Pre-ETS Retail (Self-Advanced Workplace Readiness Prerequisite)
Pre-ETS Hospitality (Self-Advanced Workplace Readiness Prerequisite)

Promoting Adult Achievement in Transition and Health (PAATH)
The PAATH program is an 18-21 year old special education program that starts after the traditional four years of high school. PAATH is for students working toward a Maryland Certificate of Program Completion. The program is located at Chesapeake College and students attend their school day on campus engaging in meaningful academic and transition related classes. They also participate in work based learning experiences. The focus of the program is the development of skills in the areas of education, vocation, and independence to support a seamless transition to adulthood.

Chesapeake College
Post-Secondary Readiness
Career Exploration
Transition to Work - Culinary (Post-Secondary Readiness and Career Exploration Prerequisite)
Transition to Work - Hospitality (Post-Secondary Readiness and Career Exploration Prerequisite)

English

English Program Overview
The high school English program is designed to encourage students to read critically, write effectively, listen carefully, and speak skillfully. English courses take students on a literary tour of the world as they access and annotate texts from many countries and multiple time periods. Students are also encouraged to become globally competitive graduates through the written word as they learn to craft informative, expository and argumentative compositions. Students are required to complete four credits of English in order to graduate. It is recommended students participate in the course designated for their grade level. Each English Course has an Honors option.

The Honors English program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with language and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honor students’ cognizance of the richness of the language and the literature. Recommendation: It is suggested that students who enter Honors sections or AP® courses have a teacher recommendation.

In order to earn an English III credit, students must take English III, English III Honors, or Advanced Placement® Language & Composition.

In order to earn an English IV credit, students must take English IV, English IV Honors, Advanced Placement® Literature & Composition, Dual Enrollment courses, or credit by exam - the student must score at least a 3 on the Advanced Placement® Language and Composition Exam after declaring that intention in the fall of 11th grade.

Please see the diagram for potential course sequences.
English Course Sequence:

**English I (Grade 9, 1 Credit)**

English I is a required course for graduation and encompasses the total spectrum of language arts reading, writing, speaking, and listening. Students explore texts from various genres and time periods. Students have opportunities to write analytical and argumentative essays as well as creative narratives. Honors integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students are introduced to critical reasoning skills and strategies for the close reading and analytical writing in regards to complex texts from multiple genres.

**English II (Grade 10, 1 Credit)**

English II is a required course for graduation and integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students explore texts from various countries, cultures, and time periods. Students have opportunities to write analytical and argumentative essays as well as creative narratives. Honors integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students refine their capacity to use critical reasoning skills and strategies for the close reading of texts from multiple genres. Students in Honors English II complete a variety of complex writing tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation.

**English III (Grade 11, 1 Credit)**

English III is a required course for graduation and integrates the processes of reading, writing, speaking and listening with the study of American Literature. Students have opportunities to write analytical and argumentative essays as well as conduct research. Honors integrates the processes of reading, writing, speaking and listening with the study of American Literature. Students apply their capacity to use critical reasoning skills and strategies for the close reading of texts from American Literature. Students in Honors English III complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation.

**AP® English Language and Composition (Grade 11, 1 Credit)**

AP® English Language and Composition may be taken to fulfill English III credit. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Intended for juniors, this semester-long English course fosters the student's awareness of interactions among writer purposes, audience expectations, stylistic choices, and subjects. Students study the conventions of genres and the resources of language as these elements contribute to effectiveness in writing. Practice includes extended essays and revision in preparation for taking the AP® English Language and Composition Exam.
English IV (Grade 12, 1 Credit) HON
English IV is a required course for graduation and integrates the processes of reading, writing, speaking and listening with the study of British Literature. Students have opportunities to write analytical and argumentative essays as well as conduct research. Students in Honors English IV complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation.

AP® English Literature and Composition (Grade 12, 1 Credit) W
AP® English Literature and Composition is devoted to analysis, interpretation, and understanding of works by classical and contemporary authors from around the world. Students will be engaged in a variety of activities in which oral and written communication is stressed. Through such study, they sharpen their awareness of language and their understanding of the writer's craft.

Read 180 I (Grade 9, 1 Credit)
READ 180 Universal is a multimedia program that exposes students to a wide range of complex texts, while providing them the scaffolding they need to access, comprehend, and respond to grade-level content. READ 180 Universal provides students with personalized instruction in reading, writing, speaking, and thinking.

Read 180 II (Grade 10, 1 Credit)
Read 180 II continues the exploration and examination of text in order to improve critical reading skills. READ 180 Universal is a multimedia program that exposes students to a wide range of complex texts, while providing them the scaffolding they need to access, comprehend, and respond to grade-level content. READ 180 Universal provides students with personalized instruction in reading, writing, speaking, and thinking.

Creative Writing (Grades 10-12, 1 Credit)
Creative Writing is an elective course that develops students' skills in writing a variety of genres of prose and poetry. Experience in using techniques of writing satire, short fiction, advertisement, as well as selected forms of poetry, is provided.

Journalism I (Grades 10-12, 1 Credit)
Students are acquainted with techniques, modes and forms of journalistic writing in this elective course. New articles, features stories, editorials, reviews, and special pieces are studied. Students gain practical experiences in writing and in preparing to publish a school newspaper.

Journalism II (Grades 11-12, 1 Credit)
This elective course extends and expands students' acquaintance with techniques, modes and forms of journalistic writing studied in Journalism I. Students gain advanced practice in the writing and editing of news and feature stories, sports articles, reviews, and in conjunction with production of the school newspaper.

Mythology and Folklore (Grades 10-12, 1 Credit)
Mythology and Folklore is an elective course designed to introduce the student to the literature and culture of classical Greece, Rome, Scandinavia, and, through independent study, of other areas of the world. Emphasis is placed upon the influence of such works on our own literature, culture, and language. Vocabulary derived from mythology is studied, and modern works based upon and derived from mythological subject matter are discussed.

SAT Preparation and College Writing (Grade 11, 1 Credit)
The purpose of this elective one credit course is to provide students with strategies to improve SAT scores. Eleventh grade students who have previously taken the SAT will be given registration priority for this class. This course will emphasize: review of verbal principles; review of mathematical principles; application of test-taking strategies; practice in taking timed SAT tests; and Instruction in study and research skills. Students will have the opportunity to develop their skills in college writing.
Speech/Oral/Media Communication (Grades 10-12, 1 Credit)
This is an elective course that provides students with the skills necessary to examine, compose, and deliver a range of informal and formal oral presentations designed to inform, persuade, and interpret. Emphasis is placed upon the effective analysis, utilization, and evaluation of speaking and listening skills. The development of critical and creative thinking ability, as well as procedures of the formal debate, will be featured. Course requirements include the completion of several individual and collaborative speech projects through a variety of media.

Yearbook (Grades 11-12, 1 Credit/Fall, 1 Credit/Spring Semester)
Yearbook is an elective course that is designed to familiarize students with vocabulary, organization, management, copy, business aspects, and layout techniques necessary for publishing the school yearbook. The class utilizes a variety of software to produce the school's yearbook. Students can opt to take one semester or both. Semester 1 is not required to take Semester 2.

**English for Speakers of Other Languages (ESOL)**

**English for Speakers of Other Languages (Beginner I)** (Grades 9-12, 1 Credit)
This course focuses on teaching English within academic contexts to English Learners who are at the entering levels of English Language Proficiency. Linguistic and literary development are the primary focus as students acquire the academic language needed to engage successfully in school. Instruction encompasses the four language domains: listening, speaking, reading, writing.

**English for Speakers of Other Languages (Beginner II)** (Grades 9-12, 1 Credit)
This course builds upon language and literacy development in Beginner II and is intended for English Learners at the emerging levels of English Language Proficiency. Language and literacy continue to be the primary focus as students acquire and expand academic language through the four language domains, learn to engage with complex content, and articulate their understanding at higher levels of academic discourse.

**English for Speakers of Other Languages (Intermediate I)** (Grades 9-12, 1 Credit)
This course is designed for English Learners within the developing levels of English Language Proficiency. More emphasis is placed on linguistic and literacy development within academic contexts. Students are challenged with acquiring higher levels of academic language and engaging with more complex content/text.

**English for Speakers of Other Languages (Intermediate II)** (Grades 9-12, 1 Credit)
This course is designed for English Learners within the expanding levels of English Language Proficiency. An increased emphasis is placed on linguistic and literacy development within academic contexts. Students are challenged with acquiring the highest levels of academic language and engage with more complex content/text.

**Fine Arts**

**Fine Arts Program Overview**
The high school Fine Arts program (visual arts, music, theatre, dance and media arts) in Queen Anne’s County is designed to foster creative potential in each student. Our goal is to provide a high quality, sequential program which communicates a diverse range of customs, feelings, thoughts, and creative ideas. The arts are the primary means of transmitting culture throughout history, influencing a broad range of discovery and 21st Century skills that are an essential part of every child’s learning and cognitive development. It is through the arts that we sharpen analytical skills, encourage abstract associations, innovative thinking, and creative problem solving. **Fine Arts Graduation Requirement—1 Credit**
Visual Arts

Visual Arts Program Overview
The high school Visual Arts programs in Queen Anne’s County are designed to offer opportunities for students to learn, explore, and concentrate on visual arts concepts, while developing creative problem solving and studio art skills that foster artistic behaviors. Design elements and principles will be explored through two and three-dimensional activities, such as—drawing, painting, printmaking, visual journaling, mixed-media, ceramics and sculpture—at all levels. Students preparing a portfolio for college admissions are offered the option of following a sequential studio track in 2-D or 3-D Studio Art. This provides the opportunity for students to receive honors level fine art credits and equitable access to rigorous Advanced Placement® (AP®) art courses in: AP® 2-D Art and Design/AP® Drawing, AP® 3-D Art and Design and/or AP® Art History. Courses may be taken sequentially or by sampling the many visual arts course offerings in both 2-D and 3-D, even at the same time to build on prior knowledge while for college and career readiness.

Visual Arts Course Sequence:

Fundamentals of Art (Grades 9-12, 1 Credit)
Introductory course that provides the foundation for the entire visual arts high school program. Students will experience a variety of media and processes while exploring both 2-D and 3-D art challenges in drawing, painting, printmaking, ceramics, sculpture, mixed-media, collage and visual journaling. This foundational experience will help students to choose a 2-D Studio Art I or 3-D Studio Art I track, but this course is not a mandatory prerequisite to a student taking 2-D or 3-D Studio Art I. Once students enter a 2-D or 3-D Studio Art Track they should not go back into Fundamentals of Art.
Recommendation: Rising freshman, or students that want to explore an introductory art course prior to choosing a 2-D or 3-D Studio Art I course.
2-D Studio Art Track

2-D Studio Art I (Grades 9-12, 1 Credit)
This course is an introductory course to two-dimensional art processes and explores: drawing, painting, printmaking, mixed-media and visual journaling. Students will be challenged to develop a personal style by creating expressive works of art while exploring a variety of artists, historical/cultural influences, movements, and drawing and painting techniques. A process portfolio and visual journaling will further expand personal aesthetic choices in the development of a body of personal work.

2-D Studio Art II (Grades 9-12, 1 Credit) HON
In this course students will solve problems that focus on ways to approach two-dimensional design in traditional and non-traditional ways. Artistic explorations will include expanding on drawing and painting from life, ways to represent the human figure from observation, portraiture, printmaking and mixed-media. Emphasis will be placed on: painting, visual journaling, creative problem solving, the influence of master and contemporary artists, cultural exemplars and developing artist’s statements. Recommendation: 2-D Studio Art I

2-D Studio Art III (Grades 10-12) HON
This course is designed for 2-D students who have received continuous instruction in visual arts within the 2-D track. This course offers a creative environment which is structured to challenge students to take risks, experiment with new art media in drawing and painting, and explore new ideas to prepare them for 2-D Portfolio Development and/or AP® 2-D Art and Design. Emphasis is placed on media experimentation, exploration, creative problem solving, independent research and learning. Recommendation: 2-D Studio Art II.

2-D Portfolio Development (Grades 11-12, 1 Credit) HON
This course begins the development of the body of 2-D work leading to the AP® 2-D Art and Design portfolio and offers a creative environment which is structured to challenge students to take risks, experiment with new art media in drawing and painting, photography, collage, printmaking, and visual journaling. Portfolios consist of a body of work that reflects creative problem solving, personal aesthetic choices and student voice. Analysis skills are also further developed through critiques, as students articulate aesthetic characteristics and the meaning of personal, peer, and master artworks. This course is designed to be taken in Fall as the prelude to our AP® 2-D Art and Design course. Recommendation: 2-D Studio Art II and/or III and/or teacher recommendation.

AP® 2-D Art and Design (Grades 11-12, 1 Credit) W
This course is designed for 2-D Studio Art students to develop their AP® Art and Design Portfolio according to the rigorous requirements of the College Board®’s Advanced Placement® Program. This course challenges students to develop their skills in two-dimensional mediums such as drawing, painting, photography, collage, printmaking, graphic design and/or others that focus on 2-D elements and principles. Students will create artwork that reflects their own ideas and skills they’ve learned. Students will be encouraged to submit their portfolio for Advanced Placement® credit when it is offered in May. Recommendation: 2-D Portfolio Development, and/or teacher recommendation.

AP® Drawing (Grades 11-12, 1 Credit) W
This course is designed for 2-D Studio Art students to develop their AP® Art and Design Portfolio according to the rigorous requirements of the College Board®’s Advanced Placement® Program. While there is a large area of possible overlap between AP® 2-D Art and Design portfolios, students taking the AP® Drawing Exam focus on mark-making, line quality and surface manipulation while developing their skills in two-dimensional mediums such as drawing, painting, photography, collage, printmaking, and/or others. Students will create artwork that reflects their own ideas and skills they’ve learned. Students will be encouraged to submit their portfolio for Advanced Placement® credit when it is offered in May. Recommendation: 2-D Portfolio Development, and/or teacher recommendation.
3-D Studio Art Track

3-D Studio Art I (Grades 9-12, 1 Credit)
This course is the introductory course to three-dimensional art processes and explores: ceramics, sculpture, assemblage and mixed-media. Emphasis in ceramics will be placed on: forming, firing, hand building, pottery. Students will also be challenged to develop a personal style by creating expressive works of art while exploring a variety of artists, historical/cultural influences, art movements and techniques. A process portfolio and visual journaling will further expand personal aesthetic choices in the development of a body of personal work.

3-D Studio Art II (Grade 9-12, 1 Credit) HON
In this course students will solve problems and focus on three-dimensional art forms. 3-D Design solutions are explored through ceramics and sculpture in traditional and non-traditional ways, such as found object sculptures and relief. Emphasis is on developing a body of related works (ceramics, sculpture, mixed-media) based on a personal idea or theme. The resulting portfolio will demonstrate evidence of personal development through studio work, outside experiences, creative problem solving, visual journaling and the influence of master artists and cultural exemplars. Recommendation: 3-D Studio Art I.

3-D Studio Art III (Grades 10-12, 1 Credit) HON
This course is designed for 3-D students who have received continuous instruction in visual arts within the 3-D Studio Art track. This course offers a creative environment which is structured to challenge students to take risks, experiment with new art media in ceramics and sculpture, and explore new ideas to prepare them for 3-D Portfolio Development and/or AP® 3-D Art and Design. Emphasis is placed on media experimentation, exploration, creative problem solving, independent research and learning. Recommendation: 3-D Studio Art II.

3-D Portfolio Development (Grades 11-12, 1 Credit) HON
This course begins the development of the body of 3-D work leading to the AP® 3-D Art and Design portfolios. This course offers a creative environment which is structured to challenge students to take risks, experiment with new 3-D media in ceramics and sculpture, found objects, collage, printmaking, visual journaling and/or others as students explore new ideas. Portfolios consist of a body of work that reflects creative problem solving, personal aesthetic choices and student voice. Analysis skills are also further developed through critiques, as students articulate aesthetic characteristics and the meaning of personal, peer, and master artworks. This course is designed to be taken in Fall as the prelude to our AP® 3-D Art and Design course. Recommendation: 3-D Studio Art II and/or III and teacher recommendation.

AP® 3-D Art and Design (Grades 11-12, 1 Credit) W
This course is designed for 3-D Studio Art students to develop their AP® 3-D Art and Design Portfolio according to the rigorous requirements of the College Board®’s Advanced Placement® Program. This course challenges students to develop their skills in a three-dimensional medium such as ceramics and sculpture, found objects, installation art, metal work, and/or others as they learn the principles of 3-D design. Students will create artwork that reflects their own ideas and skills they’ve learned, which include: investigating the materials, processes, and ideas that artists and designers use and communicating their ideas about works of 3-D art and design. Students will be encouraged to submit their portfolio for Advanced Placement® credit when it is offered in May. Recommendation: 3-D Portfolio Development, and/or teacher recommendation.

AP® Art History (Grades 10-12, 1 Credit) W
This college level course involves the study of art history from prehistoric times to the present day. The content of the course will allow students to be able to analyze elements of artwork, become familiar with media and techniques, art production and the ability to identify historical art periods and styles. Additionally, analytical comparative essays will explore themes, styles and purposes of art. This course culminates in the AP® Art History test to earn college credit. Students will be encouraged to take the AP® Art History Exam when it is offered in May.
Dance Program Overview
The Dance programs in Queen Anne’s County are designed to provide an opportunity for students to experience intellectual, physical, emotional and social growth through courses that include studies in the major areas of dance—technique, history, creating original dance movement, the choreographic process, aesthetic criticism, and performance. Students observe, respond, create and perform using the body as an instrument to communicate feelings, thoughts and ideas. Dance education fosters positive student interaction and an appreciation for diverse points of view, opportunities to work collaboratively while establishing strong human bonds which transcend racial, ethnic and socioeconomic barriers. The National Core Arts Standards are the basis for the high school dance curriculum.

Athletic Movement (Grades 9-12, 1 Credit)
This course incorporates dance and movement techniques that will focus on building strength, flexibility, and endurance. Students will learn basic tumbling, turning, jumping, and partnering techniques that are incorporated in dance and everyday movement. Students will also be exposed to Pilates, Tae Bo, kickboxing, aerobics, and basic anatomy. No prerequisites are needed for this course, and it’s not just for athletes!

Movement for Actors (Grades 9-12, 1 Credit)
In this course students will be introduced to a variety of dance techniques used for Broadway style productions. Students will study anatomy, the history of dance as it relates to theatre, choreography, famous actors and choreographers, and the style of acting the years as it relates to the use of body and gesture. The students will also study the use of the body and the changing center of gravity to create character and emotion. All students will participate in several formal and informal performances throughout the course. No prerequisites are needed for this course, and it’s for Theatre students too!

Dance I – Introduction to Dance (Grades 9-12, 1 Credit)
In Dance I, students are introduced to dance technique, critique, choreography, anatomy, and history. Students will also study at least three of the following dance techniques: ballet, tap, jazz, and modern dance, and they
will explore various ways to create and choreograph dance. The culminating experience will contribute toward producing a performance piece for the dance concert at the end of the semester.

**Dance II – Beginning/Intermediate Dance** (Grades 9-12, 1 Credit)
Dance II continues to build upon techniques introduced in Dance I. Students will study dance history in greater depth while exploring the muscles, bones, and joints of the body. Students will manipulate movement techniques and use basic choreography skills to create an individual dance piece for a culminating dance concert at the end of the semester. *Recommendation: Dance I with teacher recommendation.*

**Dance III – Intermediate Dance** (Grades 10-12, 1 Credit)
In Dance III, students will explore advanced modern, tap, jazz, and ballet techniques and build upon prior knowledge from the beginner/intermediate level. Students will also extend their knowledge from Dance II in the following areas: dance history, choreography, critique, and anatomy that use their maximum movement range. Students will choreograph and produce an original dance piece to be presented at a culminating dance concert at the end of the semester. *Recommendation: Dance II with teacher recommendation.*

**Dance IV – Intermediate/Advanced Dance** (Grades 10-12, 1 Credit)
In Dance IV students will further explore advanced modern, tap, jazz, and ballet techniques that build upon prior knowledge from the intermediate level. Students will also extend their knowledge from Dance III in the following areas: dance history, choreography, critique, and anatomy. Individuality of artistic expression is encouraged through improvisation and composition, using specific choreographic forms, which will culminate in the choreography and production of an original dance piece from start to finish to be presented at a dance concert at the end of the semester. Students will also begin a portfolio that will include research and video projects in order to further develop their choreographic skills. *Recommendation: Dance III with teacher recommendation.*

**Dance V – Advanced Dance** (Grades 11-12, 1 Credit)
In this course students are challenged to demonstrate advanced modern, tap, jazz and ballet technique at the maximum level and movement range. Emphasis is placed on original creation, portfolio development, independent research, and task commitment as an extension of their knowledge from Dance IV in the following areas: dance history, choreography, critiques and anatomy. Students will choreograph and produce original dance pieces from at least two different genres to be presented at a dance concert at the end of the semester. Students will also expand the material in their portfolios in preparation for college or a professional performing arts career. *Recommendation: Dance IV with teacher recommendation.*

**Music Program Overview**
The high school Music programs in Queen Anne’s County are designed to offer a comprehensive scope and breadth of music course offerings for all student levels and interests. In a world where much importance is being attached to 21st-century skills, high school music courses are ideal settings for the development and broadening of those skills. Music classes are both rigorous and stimulating and offer students many opportunities for creative, innovative thinking that encourages problem-solving and collaboration. Students enrolled in school performance ensembles have the opportunity to participate in organizations such as All-County Ensembles, All-State music experiences, solo and ensemble festivals, and other enrichment musical activities. Music courses may be taken sequentially or by sampling many of the outstanding music course offerings. Many of our performance-based ensemble courses may be taken each year to build upon prior performance skills. Please discuss scheduling with a Choir or Band director at your school.
Music Course Sequence:

Choral Musicianship (Grade 9 or Grades 10-12 with Teacher Approval, 1 Credit)
Choral Musicianship is designed to provide a basis for developing comprehensive musicianship within the choral rehearsal through a sequenced study of voice, music theory and the practical application of both in music reading skills. A wide repertoire of vocal music will be provided during scheduled programs.

Chorus (Grades 9-12, 1 Credit)
This course is designed to provide a choral music experience for students who are interested in singing. A wide repertoire of vocal music will be performed during scheduled programs. No previous choral experience is required for this course. This is only a semester-length course; not a year-long course.

Concert Choir (Grades 10-12, 1 Credit)
Concert Choir is designed to provide choral music experience for students who have previous experience and interest in vocal music. Each student will learn to apply the techniques of good singing, music theory, and music reading skills. Concert level repertoire of vocal music will be performed during scheduled Vocal Techniques is an advanced singing course, designed for programs, including winter and spring concerts and adjudicated festivals and graduation. Recommendation: Teacher recommendation.

Vocal Techniques (Grades 10-12, 1 Credit)
Vocal Techniques is an advanced singing course, designed for any student interested in improving vocal stamina, increasing vocal range, developing a better sound and enhancing overall vocal health. All elements of singing will be discussed and implemented through class and individual performances. Individual needs of each singer will be addressed. Class size is limited. Students enrolled in Concert Choir will be given first priority. Recommendation: Teacher recommendation.

Concert Band (Grade 9, 1 Credit)
The study of traditional band literature as well as transcriptions of orchestral literature will be the focus of the study. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. Participation at multiple performances throughout the semester will be required as part of the course grade. This will include performances such as, but not limited to graduation ceremonies, competitions, and concerts.
**Symphonic Band** (Grades 10-12, 1 Credit)
This course is designed for students of advanced ability level. The study of traditional band literature as well as transcriptions of orchestral literature will be the focus of the study. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. Participation at multiple performances throughout the semester will be required as part of the course grade. *Recommendation: Teacher recommendation.*

**Guitar Musicianship I** (Grades 9-12, 1 Credit)
This course helps students become proficient in playing guitar. It enables students to use musical language in reading and writing music to develop abilities to comprehend harmonic structure, and encourages students to exercise their creativity through composing and performing.

**Guitar Musicianship II** (Grades 10-12, 1 Credit)
This course helps students develop intermediate guitar techniques. In Guitar II, students can expand on their proficiency in playing guitar, with skills emphasizing identifying and analyzing musical elements, and utilizing current technology to assist in further development of improvisational and compositional techniques. Students will build on their musical knowledge for reading and writing music with melodic and harmonic structures, and will continue to exercise their creativity through composing and performing. *Recommendation: Guitar Musicianship I and/or Teacher Recommendation*

**Piano Musicianship I** (Grades 9-12, 1 Credit)
This course helps students become proficient in playing the piano. The course of study enables students to use musical language in reading and writing music, to develop their abilities to comprehend harmonic structure, and to encourage them to exercise their creativity through composing and performing. This course is offered to students of all ability levels, including beginners.

**Piano Musicianship II** (Grades 10-12, 1 Credit)
This course helps students develop intermediate piano techniques. In Piano II, students can expand on their proficiency in performing a variety of piano literature, with skills emphasizing identifying and analyzing musical elements and structural characteristics of various styles and genres and utilizing current technology to assist in further development of improvisational and compositional techniques. Students will build on their musical knowledge for reading and writing music with melodic and harmonic structures, and will continue to exercise their creativity through composing and performing. *Recommendation: Piano Musicianship I and/or Teacher Recommendation*

**Music Appreciation** (Grades 10-12, 1 Credit)
This course is designed to trace the development of music from ancient times to the present. It will incorporate the study of art, architecture, literature, and history from the perspective of music history. Students will demonstrate an understanding of a variety of music styles as well as identify music periods and performers and their impact on our society.

**Music Theory** (Grades 10-12, 1 Credit)
This course is designed for students to learn elements of music and their applications, including advanced concepts in music theory as well as twentieth-century compositional techniques. Aural development will continue through rhythmic and melodic dictation and sight-singing. *This course is the suggested prerequisite to AP® Music Theory.*

**AP® Music Theory** (Grades 11-12, 1 Credit) W
The AP® Music Theory course is designed to be the equivalent of a first-year music theory college course as specified by the College Board®. Usually intended for students who already possess performance-level skills, the AP® Music Theory course extends and builds upon students’ knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. It is an expectation that students in this course should take the AP® Music Theory Exam when it is offered in May. *Recommendation: Music Theory and Teacher recommendation.*
Theatre

Theatre Program Overview
The high school Theatre programs in Queen Anne’s County are designed to develop performance and production skills, creative collaboration, and aesthetic appreciation of Theatre at the highest possible level. The process of Theatre Arts as a program of study enhances the development of creative and critical thinking skills, affords opportunities to build individual and group work ethics, and increases achievement through both individual and collective efforts. The Theatre Arts Program affords opportunities in co-curricular productions that allow for mastery and application of performance and production skills. Production and Directing courses may be taken each year to build upon prior production and direction skills. Please discuss scheduling with a Theatre director at your school.

Theatre Course Sequence

Introduction to Theatre (Grades 9-12, 1 Credit)
This elective course introduces the student to basic knowledge of theatre through developing an understanding of the elements of: acting, staging, setting, lighting, costuming and makeup. These elements will be introduced through a study of the history and development of theatre over the ages. This foundational experience will help students to choose an Actor’s Studio or Play Production track, but this course is not a mandatory prerequisite to a student taking Actor’s Studio I or Play Production.

TV Studio Production (Grades 9-12, 1 Credit)
This elective course is designed to familiarize students with producing the school’s TV program. Students will acquire pre-production skills such as scripting and storyboarding; technical video production skills such as camera operation, audio production, and lighting techniques; and post-production editing skills such as special effects and character generation.
**Actor’s Studio Track**

**Actor’s Studio I** (Grades 9-12, 1 Credit)
Actor’s Studio I introduces the student to basic elements and styles of acting through individual performance and scene work. Students will learn to develop character through the basics of analysis, interpretation and techniques. **Recommendation:** Intro to Theatre and/or Teacher recommendation. This course can also be taken as a prerequisite to Play Directing.

**Actor’s Studio II** (Grades 9-12, 1 Credit)
This course expands on Actors Studio I by introducing students to the styles of acting, with a focus on the methods of Stanislavski, Uta Hagen, and Anne Bogart, students will continue to develop character through the elements of analysis, interpretation, and technique. **Recommendation:** Actor’s Studio I and/or Teacher recommendation. This course can also be taken as a prerequisite to Play Directing.

**Play Production Track**

**Play Production** (Grades 9-12, 1 Credit)
This course is designed to introduce the student to the technical aspects of theatre. The student will gain knowledge of the design and technical aspects of sets, lighting, sound, costumes, and makeup and will apply them to production situations. The students will also study the business and management of theatre. **Recommendation:** This course can also be taken as a prerequisite to Play Directing.

**Play Directing** (Grades 10-12, 1 Credit)
Play Directing combines all elements of theatre: history, acting and production techniques. The emphasis will be on elements and styles of play directing, stage managing, producing and designing. Students will actually direct a production. **Recommendation:** Actor’s Studio I and/or Actor’s Studio II and/or Play Production.

**Mathematics**

**Mathematics Program Overview**
With the increasing demands of society, it is evident that all students need to study mathematics. Mathematical reasoning, problem solving, communication, and critical thinking are major elements in all mathematics courses. Courses in mathematics are crucial for students who plan to continue their education in college, and also for those students who plan to enter the workforce immediately upon completion of high school.

After completing the required courses of Algebra 1 and Geometry, students may choose from a set of rigorous courses such as Algebra 2, College Algebra with Trigonometry, Pre-Calculus, Probability and Statistics, Advanced Placement® Statistics, and Advanced Placement® Calculus (AB & BC). The selection of the appropriate mathematics course for each student should be based on individual needs and educational goals.

**Mathematics Graduation Requirements – 4 Credits**

- Algebra 1
- Geometry
- 2 additional Mathematics courses

**Note:** A student must be enrolled in a mathematics class each of their high school years. Students are required to satisfactorily complete 4 math courses to earn a diploma.

**Required Assessments:**
All students must take the state high school assessment in Algebra I
Mathematics Course Sequence:
The following table provides guidance in regards to possible course sequences for high school mathematics. This table does not represent all possibilities. The table should be used as a reference tool. Specific questions regarding student placement should be directed to your school counselor.

### QACPS Possible Math Pathways

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<th>Grade 8</th>
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<td>Algebra I Part I</td>
<td>Geometry</td>
<td>Algebra II Part II</td>
<td>Math-Option</td>
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<td>Math 8</td>
<td>Algebra (Full-year)</td>
<td>Geometry</td>
<td>College Algebra</td>
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### Algebra I (Grade 9, 1 Credit)
Algebra I focuses on the mastery of five critical areas: (1) developing an understanding of relationships between quantities and reasoning with equations; (2) developing understanding and applying linear and exponential relationships; (3) investigating trends and modeling with descriptive statistics; (4) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; and (5) using properties of rational and irrational numbers to develop an understanding of quadratic functions. It is recommended that each student have a graphing calculator.

### Algebra I Part I (Grade 9, 1 Credit)
Algebra I focuses on the mastery of five critical areas: (1) developing an understanding of relationships between quantities and reasoning with equations; (2) developing understanding and applying linear and exponential relationships; (3) investigating trends and modeling with descriptive statistics; (4) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; and (5) using properties of rational and irrational numbers to develop an understanding of quadratic functions. It is recommended that each student have a graphing calculator.

### Algebra I Part II (Grade 9, 1 Credit)
This course addresses the concepts of Algebra I in a manner that provides students with additional instructional time to master essential algebraic content. Algebra I (Part II) completes the Algebra I curriculum and emphasizes the applications of linear, quadratic, and exponential functions. It is recommended that each student have a graphing calculator. **Students who take Algebra 1 Part 1 must successfully complete Part I and II in order to meet the graduation requirement for Algebra 1.**
Geometry (Grades 9-12, 1 Credit) **HON**
The Geometry course focuses on the development of transformational, coordinate, and Euclidean geometry within the context of real world applications. Students will study logic, inductive & deductive reasoning, geometric definitions, postulates, and the proofs of theorems. This course places an emphasis on mathematical reasoning and communication. It is recommended that each student have a graphing calculator. Honors Geometry focuses on the development of transformational, coordinate, and Euclidean geometry within the context of real world applications. Students will study logic, inductive & deductive reasoning, geometric definitions, postulates, and the proofs of theorems. Other topics include an introduction to trigonometry and vectors. This is a rigorous course that places an emphasis on mathematical reasoning and communication. 
*Recommendation: Satisfactory completion of Algebra I.*

Transition Algebra (Grades 11-12, 1 Credit)
This course reviews and extends algebra and geometry concepts for students who have already taken Algebra I & Geometry in preparation for Algebra II. Transition Algebra includes a review of topics such as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; using properties of rational and irrational numbers to develop an understanding of quadratic functions; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane. 
*Recommendation: Satisfactory completion of Algebra I and Geometry.*

Algebra II (Grades 9-12, 1 Credit) **HON**
This course extends the study of topics introduced in Algebra I. Algebra II emphasizes linear, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions and their applications in data investigations. It is recommended that each student have a graphing calculator. Honors Algebra II includes enrichment topics of Algebra II. This is a rigorous course that places an emphasis on mathematical reasoning and communication. 
*Recommendation: Satisfactory completion of Algebra I and Geometry; Honors Algebra II requires Satisfactory completion of 8th grade Algebra I and Honors Geometry with a grade of “B” or better.*

Algebra II (Part I) (Grades 10-12, 1 Credit)
This course addresses the concepts of Algebra II in a manner that provides students with additional instructional time to master essential algebraic content. Algebra II (Part I) addresses half of the Algebra II curriculum and emphasizes linear, quadratic, exponential, logarithmic, polynomial, and rational functions. It is recommended that each student have a graphing calculator. 

Algebra II (Part II) (Grades 10-12, 1 Credit)
This course addresses the concepts of Algebra II in a manner that provides students with additional instructional time to master essential algebraic content. Algebra II (Part II) completes the Algebra II curriculum and emphasizes the applications of linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Additional topics include probability, statistics, and the introduction of trigonometric functions. It is recommended that each student have a graphing calculator. 
*Recommendation: Satisfactory completion of Algebra II (Part I).*

College Algebra with Trigonometry (Grades 10-12, 1 Credit)
This course serves as a foundation for Pre-Calculus. The course emphasizes topics such as complex numbers, polynomial, rational, radical, inverse, exponential, logarithmic, and trigonometric functions and their graphs; transformations of basic functions and their graphs; and appropriate applications. This course is intentionally aligned with topics in Chesapeake College’s Math 113 (College Algebra) course in order to better prepare students for their future college mathematics courses. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course. 
*Recommendation: Satisfactory completion of Algebra II, Honors Algebra II, or Algebra II - Part II.*
Advanced Topics in Algebra II (Grade 12, 1 Credit)
This course is designed to further student understanding of content initially presented in Algebra II. Topics include linear, quadratic, radical, rational, exponential, and logarithmic functions, as well as applications of algebraic functions. This course was developed collaboratively with Chesapeake College to prepare students for entry into a college level, credit-bearing mathematics course and is aligned to MAT 032 (Intermediate Algebra) at Chesapeake College. Students will be required to take the Math portion of the College Placement Assessment at the conclusion of this course, with student scores shared with Chesapeake College. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course. Recommendation: Satisfactory completion of Algebra II.

Probability and Statistics (Grades 10-12, 1 Credit)
This course will provide an elementary introduction to probability and statistics. The course will cover basic concepts such as summarizing and graphing data; develop strategies for collecting, organizing, analyzing and drawing conclusions from sets of data. Students will design, administer and tabulate results from surveys and experiments to prepare written and oral presentations of analyses of real data. This course will also enable the student to maximize his/her knowledge in uncertain situations by using and evaluating existing data or by collecting and analyzing his/her relevant data. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of Algebra II.

Pre-Calculus (Grades 10-12, 1 Credit)
This course serves as a foundation for Calculus. The course includes the study of conics as well as the discussion of major function types including polynomial, rational, radical, exponential and logarithmic functions. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course. Recommendation: Satisfactory completion of Algebra II and Trigonometry (College Algebra with Trigonometry).

Pre-Calculus (Grades 9-12, 1 Credit) HON
This course is designed for students interested in progressing through the topics taught in the Trigonometry and Pre-Calculus courses in greater depth and at an accelerated pace. The course includes the study of sequences and series and conics as well as discussion of major function types including polynomial, rational, radical, exponential, logarithmic and trigonometric. The course emphasizes graphical analysis and includes topics beyond the regular course content. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course. Recommendation: Satisfactory completion of Honors Algebra II.

Calculus (Grades 10-12, 1 Credit)
This is an introductory course for college bound students who desire a background in calculus and analytic geometry before entering a math or science-oriented major in college. Limits and differential calculus are presented with an emphasis placed on applications. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of Honors Pre-Calculus or Trigonometry (College Algebra with Trigonometry) and Pre-Calculus. This course is a Prerequisite to complete in the fall semester before AP® AB Calculus.

AP® AB Calculus (Grades 10-12, 1 Credit) W
An AP® course in mathematics consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. This course focuses on the mastery of differential and integral calculus and the applications. These applications will be presented at the AP® level in a rigorous manner. It is expected that students will complete Calculus concepts necessary with ample time to prepare for the AP® exam. This will include an actual simulation of the test itself. A graphing calculator is necessary to meet the requirement for the AP® exam. Satisfactory completion of Calculus is the prerequisite to take AP® AB Calculus.
AP® BC Calculus (Grades 11-12, 1 Credit)

After successful completion of the Advanced Placement® AB Calculus course, a student may elect the AP® Calculus BC class for one semester to prepare them for the BC exam. The course will include vectors, parametric equations, polar coordinates, a rigorous definition of limit, partial fractions, improper integral, series and sequences and all other additional topics suggested by the Advanced Placement® curriculum in preparation for the exam. A graphing calculator is required. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Calculus at most colleges and universities. Recommendation: Satisfactory completion of Advanced Placement® AB Calculus.

AP® Statistics (Grades 10-12, 1 Credit)

The AP® Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data-observing patterns and departures from patterns; planning a study - deciding what and how to measure; anticipating patterns - producing models using probability simulation; statistical inference - confirming models. It is recommended that each student have a graphing calculator. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Statistics at most colleges and universities. Recommendation: Satisfactory completion of Algebra II.

Quantitative Literacy (Grades 11-12, 1 Credit)

This course presents mathematical thinking as a tool for solving everyday problems. The course is designed to develop quantitative reasoning skills as applied to mathematical decision making and financial literacy. Topics include the mathematics of chance, issues in health and social sciences, individual budgeting, investing, credit, and loans. Emphasis is placed on the mathematical aspects of the topics. Recommendation: Satisfactory completion of Geometry, Transition Algebra, or Algebra II.

SAT Preparation and College Writing (Grade 11, 1 Credit)

The purpose of this elective one credit course is to provide students with strategies to improve SAT scores. Eleventh grade students who have previously taken the SAT will be given registration priority for this class. This course will emphasize: review of verbal principles; review of mathematical principles; application of test-taking strategies; practice in taking timed SAT tests; and instruction in study and research skills. Students will have the opportunity to develop their skills in college writing. It is recommended that each student have a graphing calculator. Recommendation: Completion or concurrent enrollment in Algebra II.

Physical Education and Health Program Overview

Physical Education is a course designed to reinforce motor skills developed from middle school, develop new skills and to provide a foundation for overall wellness through instruction and participation in individual and team sports. Also included are methods to increase components of fitness; cardiovascular endurance, muscular endurance and strength, flexibility and body composition and enables all students to acquire and enhance knowledge of why regular physical activity is essential to their present and future well-being.

The goal of the Health program is to promote the knowledge and skills essential to the development of the optimum level of emotional, mental, social, physical, and spiritual health in an expanding global society. With the belief in the fundamental worth and dignity of all individuals and recognition of diversity of backgrounds, abilities, interests, and aspirations, individuals will be provided with an opportunity to develop a concept of health which will be functional in the present and in the future.
Physical Education and Health Program Course Sequence:

Fitness For Life

Comprehensive Health

Aerobics and Body Dynamics

Team Sports I

Weight Training and Conditioning I

Team Sports II

Weight Training and Conditioning II

**Fitness For Life** (Grade 9, 1 Credit)
This course is designed to introduce students to a variety of motor skills and movement patterns, concepts and strategies in individual and team sports, health enhancing fitness, and responsible personal and social behavior. Students will also be introduced to fitness activities that will build a foundation for making appropriate choices for physical well-being and fitness. **All students entering High School in 2021-2022 and thereafter must take this course in order to meet the Maryland State Graduation Requirements.**

**Comprehensive Health Education** (Grade 10, 1 Credit)
The health education program is designed to help students examine personal lifestyles and make plans to attain and maintain optimal health. This semester based curriculum is generally taken in the tenth grade. Major topics covered are mental and emotional health, Substance Abuse, Family and Human Sexuality, Safety and Violence Prevention, Healthy Eating, and Disease Prevention. Additionally, students will be analyzing Influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy. The course is designed to empower students to make healthy decisions that will increase their chances at a longer quantity of life and a greater quality of life. Parents may elect to forego sections of the family Life and Human Sexuality instruction for their child via written request to the teacher. Note: The course fulfills the Health graduation requirement as required by COMAR. **All students entering High School in 2021-2022 and thereafter must take this course in order to meet the Maryland State Graduation Requirements. Recommendation: Successful completion of Fitness for Life.**

**Aerobics and Body Dynamics** (Grades 10-12, 1 Credit)
This course is designed to improve the overall strength, speed, and agility of all student-athletes. Students strive to increase strength, power, mobility, flexibility, and core through a strength training program. Throughout the course students will design and implement a strength and conditioning program that develops a balanced lifestyle conducive for lifelong fitness and analyze the health benefits of a self-selected physical activity. Students will learn how to safely exercise with free weights, dumbbells, resistance bands, medicine balls, and body weight. **Recommendation: Successful completion of Fitness For Life and Comprehensive Health.**

**Team Sports I** (Grades 11-12, 1 Credit)
In this course, students will acquire basic knowledge of team sports play, develop skills, and improve or maintain health-related fitness. The content will include rules, terminology, sportsmanship, safety, and skill development. Sports offered in this course may include, but are not limited to, soccer, softball, floor hockey,
speedball, volleyball, flag football, basketball, and badminton. Recommendation: Successful completion of Fitness for Life and Comprehensive Health graduation requirements.

Team Sports II (Grades 11-12, 1 Credit)
Students will acquire an advanced knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness. The content will include safety practices, rules, terminology, etiquette, sportsmanship, skill speedball, volleyball, flag football, basketball, and badminton. Recommendation: Successful completion of Fitness for Life and Comprehensive Health graduation requirements and Team Sports I.

Weight Training and Conditioning I (Grades 11-12, 1 Credit)
This course will develop and maintain a student’s physical fitness. All components of physical fitness will be emphasized, i.e. strength development, improved flexibility, and increased cardiovascular endurance using a variety of training methods. Individual programs help assure student success. Recommendation: Successful completion of Fitness for Life and Comprehensive Health graduation requirement.

Weight Training and Conditioning II (Grades 11-12, 1 Credit)
Students will perform advanced weight training techniques, building on skills from Weight Training and Conditioning. These techniques will include resistance bands and chains to improve muscular strength and power. Diverse methods of cardiovascular activities will be used to improve heart rate levels. Individual programs will be used for student success. Recommendation: Successful completion of Fitness for Life and Comprehensive Health graduation requirements and Weight Training and Conditioning I.

Science
Science Program Overview
The high school science program is designed to develop science literacy for all students and to provide a firm foundation for students who wish to pursue science and engineering at a higher level or as a career. The science curriculum combines the science and engineering practices, crosscutting concepts and the disciplinary core ideas to provide an organizational framework so that students develop a deep and lasting understanding of science. Furthermore, QACPS science courses integrate disciplinary literacy and the Maryland Environmental Literacy Standards into their courses.

Science Course Sequence:
Biology (Grade 9, 1 Credit) \textbf{HON}

Students in Comprehensive Biology, Biology, or Honors Biology will develop an understanding of key concepts and usable knowledge that will help them meet Maryland Life Science Standards. This course fulfills the Life Science graduation requirement. There are five life science topics covered: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Students will complete an environmental action project by the end of this course as required by Maryland’s Environmental Literacy Standards. High school Biology is designed for students who are capable of independent work, while advocating for themselves when necessary. Students taking Biology should be prepared to move at a moderate pace. \textit{Honors Biology Recommendation: Satisfactory completion of Algebra I and teacher recommendation.}

Earth Science (Grade 10, 1 Credit)

This course is designed for students to study the Earth's place in the universe, Earth's systems, and Earth and human activity. Students will be asked to create models and perform hands-on laboratory activities. The following are emphasized NGSS, Disciplinary Literacy Standards, and Maryland's Environmental Literacy standards. This course satisfies the Earth Science graduation requirement. \textit{Recommendation: Satisfactory completion of Biology.}

Chemistry (Grade 10-11, 1 Credit) \textbf{HON}

Applied Chemistry, Chemistry and Honors Chemistry are designed to expose students to the Maryland Physical Science Standards. Each chemistry course fulfills the physical science graduation requirement. Students will be exposed to such topics as matter, atomic structure, periodic table, chemical bonding, chemical reactions. Advanced practices in lab safety, tools, techniques, and experimental design are woven into the content in inquiry-based lab experiences. Students in Honors Chemistry will explore stoichiometry and energy concepts and receive additional depth and scope of instruction. The Honors Chemistry course is also crafted and paced for students that intend to pursue careers in engineering, medicine, or science. \textit{Chemistry Recommendation: Satisfactory completion of Biology and completion of Algebra I. Honors Chemistry Recommendation: Satisfactory completion of Biology, satisfactory completion or current enrollment in Algebra II.}

Physics (Grades 10-12, 1 Credit) \textbf{HON}

Physics and Honor Physics courses are designed to expose students to the Maryland State Physical Science Standards. Honors Physics also has specific Maryland Earth and Space Science Expectations. These courses fulfill the Earth Science or Physical Science graduation requirements depending on the pathway. Content for this course includes force, interaction, energy, waves, and electromagnetic radiation. Students will learn the content through inquiry-based methods of instruction and laboratory experiences emphasizing the science and engineering practices. Honors Physics students will be exposed to advanced practices in problem-solving, two-dimensional force and motion, and statistical methods of data analysis in this mathematically challenging course. \textit{Physics Recommendation: Satisfactory completion of Chemistry or Honors Chemistry, recommended current enrollment in Algebra II. Honors Physics Recommendation: Satisfactory completion Chemistry or Honors Chemistry, Honors Algebra II or Trigonometry.}

Accelerated Biology (Grades 11-12, 1 Credit)

This first of a two-semester AP® Biology course deals with college-level content and lab experiences. Content will mirror college-level Biology curricula associated with the fast-changing biological field. Major topics include biochemistry, cell biology, natural selection, genetics, and ecology. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Biology at most colleges and universities. Students must take this course as a prerequisite for AP® Biology. \textit{Recommendation: Satisfactory completion of Biology and Chemistry with a grade of “C” or better.}

AP® Biology (Grades 11-12, 1 Credit) \textbf{W}
This second-semester lab course is designed as the culminating course for AP® Biology at the high school. The content will mirror college-level Biology curricula associated with the fast-changing biological field. Major topics include biochemistry, cell biology, natural selection, genetics, and ecology. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Biology at most colleges and universities. Students must complete Accelerated Biology the prior semester to this course. Recommendation: Satisfactory completion of Accelerated Biology.

Accelerated Chemistry (Grades 11-12, 1 Credit)
This is the first semester of a two-semester AP® Chemistry course. The content of the course will mirror the College Board®'s curricula, which will prepare students for the AP® exam. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Chemistry at most colleges and universities. Students must take this course as a prerequisite for AP® Chemistry. Recommendation: Satisfactory completion of Chemistry with a grade of “C” or better.

AP® Chemistry (Grades 11-12, 1 Credit)
This second-semester lab course is designed as the culminating course for AP® Chemistry at the high school. The content of the course will mirror the College Board®'s curricula, which will prepare students for the AP® exam. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Chemistry at most colleges and universities. Students must complete Accelerated Chemistry the prior semester to this course. Recommendation: Satisfactory completion of Accelerated Chemistry.

AP® Environmental Science (Grades 10-12, 1 Credit)
The content of the course is aligned with the College Board® curriculum. Students will study the content and processes associated with environmental science. Students are expected to take the Advanced Placement® examination in May. If successful with a score of “3” or better, this will qualify them for advanced placement and/or credit in Environmental Science at most colleges and universities. Recommendation: Satisfactory completion of Biology and Chemistry with a grade of “C” or better.

Accelerated Physics (Grades 11-12, 1 Credit)
This is the first semester of a two-semester AP® Physics course. Content of the course will be the first half of the national AP® Physics course. Students are expected to take the Advanced Placement® examination given in May. Students must take this course as a prerequisite to AP® Physics. Recommendation: Satisfactory completion or current enrollment in Calculus and teacher recommendation

AP® Physics (Grades 11-12, 1 Credit)
This second-semester lab course is designed as the culminating course in AP® Physics at the high school. The curriculum is at a beginning college level. All students will take the national Advanced Placement® examination. Students must complete Accelerated Physics the prior semester to this course. Recommendation: Satisfactory completion of Accelerated Physics and Pre-Calculus.

Environmental Science (Grades 11-12, 1 Credit)
Emphasis is placed on using system thinking and modeling to explore the interaction of Earth Systems with human populations and other living organisms. The Environmental Science course is an elective credit. The Honors Environmental course emphasizes additional Earth and Space Science concepts therefore fulfills the Earth and Space Science graduation requirements. The courses focus on local, national and global level environmental topics and issues. It emphasizes student action projects that address local or regional environmental problems. All students are required to participate in a variety of field experiences. Recommendation: Successful completion of Chemistry.
Genetics (Grades 11-12, 1 Credit)
This elective course is designed for students to have an in-depth study of genetic principles and covers college level materials as they relate to genetics. Students will explore the interactions between DNA/RNA, biological processes, heredity, and the environment. Students will be asked to perform DNA extraction, research projects on current genetic disorders, explore inheritance patterns, and develop manipulative models. Next Generation Science Standards and Disciplinary literacy standards are emphasized. Recommendation: Satisfactory completion of Biology and Chemistry with a grade of “C” or better

Social Studies

Social Studies Program Overview
The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

High School consists of an in-depth study of United States History, American Government and World History enhanced by further application of the Social Studies Skills and Processes.

The Honors Social Studies program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with history and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into the complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honors students' cognizance of the richness of the field of social studies.

United States History (Grades 9-12, 1 Credit) HON
This course examines the major events in United States history from 1877 to the present and is taught in the traditional, chronological approach, as a continuation of the eighth grade curriculum (Colonial Era – Reconstruction). Students trace the political, social, and economic development of the United States from the late 19th century through present day. This course fulfills the United States History graduation requirement.

AP® United States History (Grades 10-12, 1 Credit) W
The AP® American History course spans from the colonial era to modern time and is designed to meet the requirements of a college-level introductory course. Students are presented college-level content and the opportunity to practice analytical skills. The students, with the help of the teacher, are expected to build a reservoir of factual knowledge concerning United States History, and to use this reservoir as a basis for analytical judgments. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in American History at most colleges and universities.

American Government (Grades 9-12, 1 Credit) HON
This course explores the framework and functions of the three levels of American Government. After providing background of the origins of government, three branches of the federal government are studied and analyzed. The framework and functions of state and local government are also studied, using the Maryland and Queen Anne’s County governments as examples. This course fulfills the American Government graduation requirement.

AP® United States Government & Politics (Grades 10-12, 1 Credit) W
The AP® US Government & Politics course explores the framework and functions of the United States Government and the political process. The course is designed to meet the requirements of a college-level introductory Political Science course, including constitutional issues, campaigns/elections, and the complex
processes of federalism. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Political Science at most colleges and universities. Suggestion: Students who have not taken the Government HSA should enroll in first semester Honors Government.

**World History** (Grades 11-12, 1 Credit) **HON**
Modern World History focuses on developing students’ understanding of world history from approximately 1300 to the present. In world history students interpret evidence and identify significant trends in order to understand major developments across the globe. Students will explore how humans have thought, behaved and interacted across the ages in order to develop an understanding of global patterns of change and continuity. Students of world history study specific people, events, and ideas by situating them in global, interregional, and regional contexts. This course fulfills the World History graduation requirement.

**AP® World History: Modern** (Grades 10-12, 1 Credit) **W**
In AP® World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods enjoyed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**African American History** (Grades 9-12, 1 Credit)
African American History is a 1 credit elective course for high school students that provides an overview of African culture and history beginning with early civilizations in Africa and continuing through modern times. A comprehensive analysis of the extensive social, political, economic, and cultural contributions of African-Americans to society will form the foundation of the course. Moreover, a focus will be placed on the African-American experience in Maryland with specific connections to the Eastern Shore and Queen Anne's County. In addition to Social Studies, this course lends itself for various interdisciplinary connections with English Language Arts, Science, and Fine Arts, therefore, providing a well-rounded student experience.

**AP® Human Geography** (Grades 10-12, 1 Credit) **W**
Students investigate the nature, perspective and methods of geography, population, cultural patterns and processes, use maps and spatial data sets; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. This course will prepare students for the Advanced Placement® exam in Human Geography and the opportunity to earn college credits. This course is recommended for students interested in exploring global studies in detail.

**AP® Macro Economics** (Grades 11-12, 1 Credit) **W**
Macroeconomics includes the study of national income and price determination, and economic performance measures, economic growth, and international economics. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement® Examination in Macroeconomics and the opportunity to earn college credits.

**AP® Micro Economics** (Grades 11-12, 1 Credit) **W**
Microeconomics includes the study of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system; and the role of government in promoting greater efficiency and equity in the economy. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This
course will prepare students for the Advanced Placement® Examination in Micro Economics and the opportunity to earn college credits.

**AP® Modern European History** (Grades 11-12, 1 Credit) W

The Advanced Placement® Modern European History course deals with the time period from the Renaissance to the post World War II era and meets the requirements of a college-level introductory course. The content exposes students to themes, trends, and ideas prevalent during this time period. Social, political, military and economic history is discussed giving the students an understanding of European society. It is recommended that students complete World History prior to registering for this course. Students are expected to take the Advanced Placement® examination which, if successfully completed, will qualify them for advanced placement and/or credit in Modern European History at most colleges and universities.

**AP® Psychology** (Grades 10-12, 1 Credit) W

AP® Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. Students will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention to help prepare them for the AP® examination, which if successfully completed, will qualify them for advanced placement and/or credit in Psychology at most colleges and universities.

**Business Law** (Grades 10-12, 1 Credit)

This course introduces students to the legal aspects of business and the law that protect individuals and society. Areas of study will include an overview of our country’s legal system; a study of the major documents of our legal system from the Constitution to the Uniform Commercial Code; a study of contracts as they affect business; the law as it affects individuals and/or international business; business finances; cyber-law; sexual harassment in the workplace; a study of Maryland state law; a study of students’ rights and responsibilities as consumer, citizen, and worker. *This course is not part of a business pathway. It may be used for elective credit.*

**Global Studies** (Grades 10-12, 1 Credit)

Global Studies is the study of individual world cultures and their interdependence and interactions with others throughout the world. Students will read about and meet people from different regions of the world and study cultural values, customs, and beliefs. In addition, students will examine the ways in which history, politics, physical environment, and economics influence the development of world civilizations.

**Personal Finance** (Grades 11-12, 1 Credit)

In this course, students will explore many important areas of economic interest that will enhance their financial security. They will discover ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit and gain knowledge about different ways of investing and managing money. The course will stress the importance of saving for retirement. In addition, students will learn about risk management and laws that protect them as consumers.

**Technology Education**

In compliance with the Annotated Code of Maryland Regulation (COMAR) governing technology education instructional programs, students in the graduating classes of 2015 and later will be required to take a state-approved course that meets all 20 COMAR standards for technology education to satisfy the high school graduation requirement in technology education.
**Computer Science Discoveries** (Grades 9-12, 1 Credit)  
This an introductory course that is mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, artificial intelligence, and machine learning, while inspiring students as they build their own websites, apps, games, and physical computing devices. This course utilizes the Code.org CS Discoveries curriculum. Successful completion of this course will satisfy the Technology Education graduation requirement.

**Foundations of Technology** (Grades 9-10, 1 Credit)  
This course focuses on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities. Students develop the characteristics of technologically literate citizens. The course employs teaching/learning strategies that enable students to build their own understanding of new ideas. It is designed to engage students in exploring and deepening their understanding of “big ideas” regarding technology and makes use of a variety of assessment instruments to reveal the extent of understanding.

**Introduction to Engineering Design** (Grades 9-12, 1 Credit)  
This Project Lead the Way course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. Students are expected to develop portfolios to display their designs and present them properly to peers, instructors, and professionals.

### World Languages

**World Language Program Overview**

The high school World Languages program in Queen Anne’s County is designed to build our students’ capacity to acquire proficiency in another language that will enable them to communicate across cultures and gain knowledge of other cultures in order to interact effectively within the community and global marketplace. All students are encouraged to elect one or more world languages in the course of their total education. Extended language study is strongly recommended. Students are also encouraged to strive for the Maryland Seal of Biliteracy Award, which recognizes a student’s high level of proficiency in listening, speaking, reading and writing in one or more languages other than English. All students are encouraged to take a third World Language course (level III, IV, and/or Spanish for Native Speakers) to have the opportunity to pass the Seal of Biliteracy exam.

The goals of the World Languages Program are:

- To develop students’ language skills to enable them to communicate effectively in a language other than English.
- To develop respect for other cultures and customs.
- To develop a clearer understanding of their own linguistic and cultural heritage.
- To expose students to authentic resources to further develop and increase their ability to read, listen, speak, and write in the target language.

Students seeking to qualify for admission to Maryland colleges and universities must complete a minimum of two credits of the same World Language. QACPS students enrolled in a level 3, 4, Advanced Placement® French, Spanish, or Spanish for Native Speakers course will have equitable access to taking the county-approved language exam that enables them to attempt to earn the Maryland Seal of Biliteracy free of charge for the student. Testing begins in January through May of each school year for students in levels 3, 4, and AP®. Please contact a World Language teacher at your high school for more information.
French

French I (Grades 9-12, 1 Credit)
French I is designed to introduce students to French language and culture, basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. In French I students communicate on a variety of topics, such as: exchanging greetings, identifying everyday objects, describing family members, telling time, describing weather and seasons, locating places and ordering food. French culture is also introduced through the art, literature, customs, and the history of the French-speaking people.

French II (Grades 9-12, 1 Credit)
French II builds upon skills developed in French I, extending students’ ability to understand and express themselves in French and increase their vocabulary. Students will learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and explore the customs, history, and art forms of French-speaking people. Students deepen their understanding of the culture through reading, discussions and the use of media and technology. **Recommendation: Successful completion of French I.**

French III (Grades 10-12, 1 Credit) **HON**
French III reinforces basic communication skills and expands to include increasingly complex concepts both verbally and in writing. Comprehension goals for students include: understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Students also continue to study the culture of the French-speaking world through readings, discussions and the use of varied media and technology. **Recommendation: Successful completion of French II and teacher recommendation.**
French IV (Grades 10-12, 1 Credit) **HON**
French IV - Honors continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of French-speaking cultures. **Recommendation:** Successful completion of French III and/or teacher recommendation.

**AP® French** (Grades 11-12, 1 Credit)
The AP® French Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use and is designed to parallel third-year college-level courses in French. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is an expectation that students in this course should take the AP® Exam when it is offered in May. **Recommendation:** Successful completion of French III or IV and/or teacher recommendation.

**Spanish**

Spanish I (Grades 9-12, 1 Credit)
Spanish I is designed to introduce students to Spanish language and culture, basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. In Spanish I students communicate on a variety of topics, such as: exchanging greetings, identifying everyday objects, describing family members, telling time, describing weather and seasons, locating places and ordering food. Spanish culture is also introduced through the art, literature, customs, and the history of the Spanish-speaking people.

Spanish II (Grades 9-12, 1 Credit)
Spanish II builds upon skills developed in Spanish I, extending students’ ability to understand and express themselves in Spanish and increase their vocabulary. Students will learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and explore the customs, history, and art forms of Spanish-speaking people. Students deepen their understanding of the culture through reading, discussions and the use of media and technology. **Recommendation:** Successful completion of Spanish I.

Spanish III (Grades 9-12, 1 Credit) **HON**
Spanish III reinforces basic communication skills and expands to include increasingly complex concepts both verbally and in writing. Comprehension goals for students include: understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Students also continue to study the culture of the Spanish-speaking world through readings, discussions and the use of varied media and technology. **Recommendation:** Successful completion of Spanish II and teacher recommendation.

Spanish for Native Speakers **HON** (Grades 9-12, 1 Credit) **HON**
Spanish for Native Speakers courses support, reinforce, and expand students’ knowledge of their own tongue. Because students understand the rudiments and structure of the language and have a working vocabulary, Spanish for Native Speakers - Honors accelerates pacing faster than traditional Spanish III - Honors courses
and emphasizes literary development (with a study of literature and composition). This course may also include the culture or history of the people and introduce advanced translation skills.

**Spanish IV** (Grades 11-12, 1 Credit) **HON**
Spanish IV - Honors continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of Spanish-speaking cultures. **Recommendation:** Successful completion of Spanish III, Spanish for Native Speakers, and/or teacher recommendation

**AP® Spanish** (Grades 11-12, 1 Credit) **W**
The AP® Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use and is designed to parallel third-year college-level courses in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is an expectation that students in this course should take the AP® Exam when it is offered in May. **Recommendation:** Successful completion of Spanish III, Spanish for Native Speakers, and/or teacher recommendation

**Non-Credit Elective**

**Study Seminar** (Grades 9-12)
Study Seminar prepares students for success in high school and/or post-secondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. Students are provided the opportunity and time to complete classroom assignments or school projects while learning skills to improve organized and logical thinking and writing.
VI. HIGH SCHOOL PLANNING FORM

High School Planning Form

Student Name: _____________________  Pathway: _____________________

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