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Preface to Administrative Procedure 6150

The purpose of Administrative Procedure 6150, *Educational Requirements and Options in Secondary Schools*, is to provide guidance and information to administrators and staffs in implementing curriculum and educational procedures and to provide advisement to students and parents in educational decision-making in the public secondary schools of Prince George’s County.

Graduation Requirements for Public High Schools in Maryland, Maryland State Department of Education COMAR Bylaw 13A.03.02, provides Graduation Requirements for Public High Schools in Maryland. These reflect a broad view of the educational needs of the state and must be supplemented by the local system and at individual school levels to ensure the best possible education for all youth. The procedures in this document supplement these state requirements.

Every reasonable effort will be made by the Prince George’s County Public Schools to provide an appropriate educational program for each student within the system. At the secondary level this means that programs will be offered which enable students to acquire information, learn specific skills, develop self-direction, acquire critical thinking skills, be life-long learners, and have entry-level career skills. These programs are designed to enable students to earn their high school diplomas.

No course may be offered by a school for credit without prior review and approval from Division of Academics executive staff and, if needed, additional approval of the Chief Academic Officer, the Chief Executive Officer, and Board of Education. The courses listed make up the instructional program for the school system’s secondary schools. However, only approved core curricula are available at all sites, and courses may not be offered during this school year if enrollment or staffing does not permit. Sample planners are based on an eight period A day and B day schedule.

When a school adds a course, a designee must requisition textbooks and teacher guides. This should be done once budgets have been submitted and approved. If a school decides to drop a completer or International Baccalaureate course, the principal must contact the content area for a phase-out plan to meet student needs.

Administrative Procedure 6150 includes information relevant to secondary students in Prince George’s County Public Schools. Federal and State law provide additional guidelines. Because of frequent changes in the law governing student enrollment in courses, educational requirements, and options in secondary schools, information in this publication may be superseded. Contact the appropriate staff listed in each section or in the directory for clarification of any information in this Administrative Procedure.

Board of Education policies may be found on the website at [http://www1.pgcps.org/board/](http://www1.pgcps.org/board/).

Administrative Procedures may be found on the website at [http://www1.pgcps.org/administrativeprocedures/](http://www1.pgcps.org/administrativeprocedures/).
ADMINISTRATIVE PROCEDURE

DISTANCE LEARNING

Prince George’s County Public Schools believes it is our responsibility to adapt our current policies to ensure equity for all students. Student transcripts will contain a note that Distance Learning was the instructional model in the 2020-21 school year due to the impact of COVID-19.

The Distance Learning Plan, put in place during this public health emergency, is designed to keep students connected to school and to offer instruction in the critical content required to be successful in the next grade/course pathway.

Updates to this administrative procedure may occur by changes in state or local policy or procedure.
MIDDLE SCHOOL
Middle School Core Courses

English

Reading/English Language Arts 6
This course, designed for sixth graders, focuses on instruction of the Maryland College and Career Ready Standards (MCCRS) in reading, writing, speaking, listening, and language. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the Maryland Comprehensive Assessment Program (MCAP) assessment.

Reading/English Language Arts 7
This course, designed for seventh graders, focuses on instruction of the Maryland College and Career Ready Standards (MCCRS) in reading, writing, speaking, listening, and language. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the MCAP assessment.

Reading/English Language Arts 8
This course, designed for eighth graders, focuses on instruction of the Maryland College and Career Ready Standards (MCCRS) in reading, writing, speaking, listening, and language. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the MCAP assessment.

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<thead>
<tr>
<th>CONTENT</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
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</thead>
<tbody>
<tr>
<td>READING/ENGLISH LANGUAGE ARTS</td>
<td>• Reading/English Language Arts 6</td>
<td>• Reading/English Language Arts 7</td>
<td>• Reading/English Language Arts 8</td>
</tr>
<tr>
<td></td>
<td>• Reading/English Language Arts 6 Honors</td>
<td>• Reading/English Language Arts 7 Honors</td>
<td>• Reading/English Language Arts 8 Honors</td>
</tr>
<tr>
<td></td>
<td>• Newcomer ESOL</td>
<td>• Newcomer ESOL</td>
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<tr>
<td></td>
<td>• ESOL Beginning</td>
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<tr>
<td></td>
<td>• ESOL Intermediate</td>
<td>• ESOL Intermediate</td>
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<tr>
<td></td>
<td>• ESOL Advanced</td>
<td>• ESOL Advanced</td>
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</tbody>
</table>
# Middle School Core Courses

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

## Scheduling Guidelines

<table>
<thead>
<tr>
<th>ESOL Level</th>
<th>Language Arts</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Creative Arts</th>
<th>Creative Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL Advanced Levels 3.6-4.4</td>
<td>ESOL Advanced Course Code: 135333 / Grade Level RELA</td>
<td>Mainstream (Co-teaching with ESOL teacher whenever possible)</td>
<td>Mainstream (Co-teaching with ESOL teacher whenever possible)</td>
<td>Mainstream (Co-teaching with ESOL teacher whenever possible)</td>
<td>Mainstream</td>
<td>Mainstream</td>
</tr>
<tr>
<td>ESOL Intermediate Levels 2.4-3.5</td>
<td>ESOL Intermediate Course Code: 135323</td>
<td>Mainstream (Co-teaching with ESOL teacher whenever possible)</td>
<td>Sheltered*</td>
<td>Sheltered*</td>
<td>Mainstream</td>
<td>Mainstream</td>
</tr>
<tr>
<td>ESOL Beginning Levels 1.5-2.3</td>
<td>ESOL Beginning Course Code: 135313</td>
<td>Sheltered*</td>
<td>ESOL CABLE Social Studies Course Code: 136933 or Sheltered*</td>
<td>ESOL CABLE Science Course Code: 136943 or Sheltered*</td>
<td>Mainstream</td>
<td>Mainstream</td>
</tr>
<tr>
<td>Newcomer ESOL Levels 1.0-1.4</td>
<td>Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313</td>
<td>Sheltered*</td>
<td>ESOL CABLE Social Studies Course Code: 136933 or Sheltered*</td>
<td>ESOL CABLE Science Course Code: 136943 or Sheltered*</td>
<td>Mainstream</td>
<td>Mainstream</td>
</tr>
<tr>
<td>ESOL Beginning with Interrupted Education Levels 1.0-2.3</td>
<td>Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313</td>
<td>Sheltered*</td>
<td>ESOL CABLE Social Studies Course Code: 136933</td>
<td>ESOL CABLE Science Course Code: 136943</td>
<td>Mainstream</td>
<td>Grades 6-8 ESOL AIM Literacy 1 Course Code: 136753 ESOL AIM Literacy 2 Course Code: 136853</td>
</tr>
</tbody>
</table>

*Sheltered courses refer to classes that are designed to teach both academic content and language to students. These classes may contain only English Learners (ELs) or a mix of ELs and mainstream students. Content is not altered, but presented using a variety of instructional strategies that make content accessible for ELs, while developing English vocabulary concepts.*
Middle School Core Courses

Social Studies

**World Cultures and Geography Part 1: Western Hemisphere**
The 6th grade social studies course is the first of a two-year World Cultures and Geography program of study. This course will explore the Western Hemisphere that includes the history, geography, and culture of the United States, Canada, Latin America, Mexico and Central America, the Caribbean, and South America. Reading, writing, literature, and critical-thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

**World Cultures and Geography Part 2: Eastern Hemisphere**
The 7th grade social studies course is the second year of a two-year World Cultures and Geography program of study. This course explores the continents, countries, and regions of the Eastern Hemisphere. The major emphases of the course are the geography, history, people, and contemporary issues of Africa, Europe, the Middle East, Asia, and Australia. Reading, writing, literature, and critical-thinking skills are integral parts of the course. This middle school social studies course emphasizes development of knowledge and skills that will prepare students for success at the high school level.

**United States History I, Revolution to Reconstruction**
The 8th grade social studies course focuses on the history of the United States from 1776 through 1877. An appreciation for the American heritage of the United States is developed through the study of important events in our nation’s history. Emphasis is on the American Revolution, the writing of the U.S. Constitution, and the diverse history of the 1800s. Reading, writing, literature studies, use of primary documents, and critical-thinking skills are integral parts of the course. This middle school social studies course emphasizes knowledge and skills acquisition that prepare students for success at the high school level. This course also includes review of sixth and seventh grade topics in preparation for the Grade 8 MCAP Middle School Social Studies Assessment.

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<tr>
<th>CONTENT</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL STUDIES</td>
<td>• World Cultures and Geography Part 1: Western Hemisphere</td>
<td>• World Cultures and Geography Part 2: Eastern Hemisphere</td>
<td>• United States History 1: Revolution to Reconstruction</td>
</tr>
<tr>
<td></td>
<td>• World Cultures and Geography Part 1: Western Hemisphere Honors</td>
<td>• World Cultures and Geography Part 2: Eastern Hemisphere Honors</td>
<td>• United States History 1: Revolution to Reconstruction Honors</td>
</tr>
<tr>
<td></td>
<td>• ESOL CABLE Social Studies*</td>
<td>• ESOL CABLE Social Studies*</td>
<td>• ESOL CABLE Social Studies*</td>
</tr>
</tbody>
</table>

*ESOL CABLE Social Studies is for Newcomer/Beginning English Learners (ELs) in Grades 6-8 and may be taken only once by a student.*
Middle School Core Courses

Mathematics

Math 6
This course covers the 6th Grade Maryland College and Career Mathematics Standards. The 6th grade standards focus on developing a solid foundation in ratios and proportional relationships; the number system; expressions and equations; geometry; and statistical variability and distributions. The Standards for Mathematical Practice are woven throughout the course.

Math 7
This course covers the 7th Grade Maryland College and Career Mathematics Standards. The 7th grade standards focus on developing an understanding of and applying proportional relationships; working with expressions and linear equations; applying geometry; and drawing inferences about populations based on samples. The Standards for Mathematical Practice are woven throughout the course.

Math 8
This course covers the 8th Grade Maryland College and Career Mathematics Standards. The 8th grade standards focus on developing an understanding of irrational numbers; reasoning and solving linear equations and systems of linear equations; using functions to describe quantitative relationships; analyzing geometrical figures; understanding and applying the Pythagorean Theorem; and investigating patterns of association in bivariate data. The Standards for Mathematical Practice are woven throughout the course.

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<thead>
<tr>
<th>CONTENT</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
</table>
| MATHEMATICS | • Math 6  
• Accelerated Math 1 | • Math 7  
• Accelerated Math 2 | • Math 8  
• Foundations for Algebra  
• Algebra 1 |

Accelerated Math 1 compacts all 6th grade Maryland College and Career Mathematics Standards and half of the 7th grade Maryland College and Career Mathematics Standards into a one-year course. Students will build foundational skills of ratios and proportional relationships; the number system including all rational numbers; algebraic expressions and equations; geometry; and statistical variability and distributions. The Standards for Mathematical Practice are woven throughout the course.

Accelerated Math 2 compacts all 8th grade Maryland College and Career Mathematics Standards and half of the 7th grade Maryland College and Career Mathematics Standard into a one-year course. Students will develop an understanding of irrational numbers; formulate and reasoning about expressions and solving linear equations and systems of linear equations; understand the concept of function and using functions to describe quantitative relationships; analyze geometrical figures; apply the Pythagorean Theorem; apply statistical variability and investigate chance processes and probability models. The Standards for Mathematical Practice are woven throughout the course.

Foundations for Algebra covers the 8th Grade Maryland College and Career Mathematics Standards with extensions to High School conceptual categories that fully cover linear functions and equations. The standards focus on developing an understanding of irrational numbers; reasoning and solving linear equations and systems of linear equations, connecting ratio and proportional reasoning to lines and linear functions; defining, evaluating, comparing, and modeling with functions; analyzing geometrical figures, and extending understanding of statistics and probability. The Standards for Mathematical Practice are woven throughout the course.
Middle School Core Courses

Science

Science 6
This course is designed to engage students in a comprehensive program as they work to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for sixth grade include: matter, conservation of energy, the relationship between energy and forces, the universe and solar system, Earth’s history and materials, the role of water in Earth’s surface processes, natural resources and hazards, human impact on Earth systems, and global climate change. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

Science 7
This course is designed to engage students in a comprehensive program as they work to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for seventh grade include: structure and properties of matter, growth and development of organisms, matter and energy flow in organisms, structure and function in relation to cells, environmental and genetic factors affecting growth of organisms, and plant and animal reproduction. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

Science 8
This course is designed to engage students in a comprehensive program as they work to make sense of the natural world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for eighth grade include: chemical reactions, conservation of energy, energy transfer, thermal energy, forces and motion, weather and climate, and human impact on the environment. This course also includes review of sixth and seventh grade topics in preparation for the Grade 8 Maryland Integrated Science Assessment (MISA). In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
</table>
| SCIENCE | • Science 6  
          • ESOL CABLE Science | • Science 7  
          • ESOL CABLE Science* | • Science 8  
          • ESOL CABLE Science* |

*ESOL CABLE Science is for Newcomer/Beginning English Learners (ELs) in Grades 6-8 and may be taken only once by a student.
Middle School Schedule

According to the Code of Maryland regulations, middle school students must take the following courses each year. See Middle School Course Offerings for descriptions.

- Computational Thinking/Learning
- Reading/English Language Arts
- Mathematics
- Science
- Health
- Physical Education
- Fine Arts (Music, Dance, Theatre, Visual Arts)
- Social Studies
- Health
- Physical Education
- Fine Arts (Music, Dance, Theatre, Visual Arts)
- Social Studies

To prepare for advanced coursework and an enriched academic experience, students should consider these additional recommended courses.

- Family and Consumer Sciences
- World Languages*
- Media Arts

Students interested in focused, in-depth experience should consider these programs by application or selection process.

- Advancement Via Individual Determination (AVID)
- Creative and Performing Arts
- French Immersion
- Montessori
- Gateway to Technology
- Talented and Gifted

*Elementary schools housing 6th graders may offer Introduction to the Language in order to prepare students with the requisite courses for the IB and AP programs.

Students taking a World Language in Middle School MUST take the next sequential course in the same language in order to receive high school credit. If a student takes a Level 1 language in middle school and then takes the Level 2 in high school, the level 2 must be a continuation of the Level 1 course or the student may do Level 1 and Level 2 of the same language in middle school to receive high school credit.

Required Maryland State Assessments

The Maryland College and Career Ready standards help our students to acquire the knowledge and skills needed to thrive in a competitive, 21st century economy. Goals related to our Maryland standards include:

- Prepare all students for college and today’s workforce.
- Focus on 21st century skills--including critical thinking, clear writing, and problem-solving.
- Create consistent learning goals across the state, regardless of where students live.

The Maryland Comprehensive Assessment Program (MCAP) includes an annual year-end test in English Language Arts/Literacy and Mathematics in Grades 3-8 and high school. This is a test requirement of the federal Every Student Succeeds Act. These tests are given in the spring of each year, usually in April and May.

Students in Grade 8 also participate in the Maryland Integrated Science Assessment (MISA) each year in March. This assessment was created to measure Next Generation Science Standards, which have been implemented as a curriculum in the state of Maryland.

Schools choose testing dates within the established testing windows for each of these assessments.

Scores from all MCAP state tests are posted on the web at www.mdreportcard.org.

Sample test items for the English Language, Mathematics and Science assessments are available at https://md.mypearsonsupport.com/practice-tests/.


Score reports for individual students are sent to local school systems. The school systems then distribute the scores to the parents.
**Middle School Quality Point Average**

The following numerical equivalents will be used in computing the QPA from report card letter grades. Weighted refers to courses receiving a numerical advantage in calculating grade point average. In the case of honors, the advantage is an additional .5 points added to the grade value. Weighted credit will only be applied to courses that are eligible in PGCPS. Honors weight is effective school year 2016-2017 and after.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honors Weighted</th>
<th>Regular Non Weighted</th>
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<tbody>
<tr>
<td>A</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.5</td>
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<tr>
<td>C</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0</td>
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**High School Graduation Credit for Middle School Students**

Middle school students who meet prerequisites for a high school course may earn credit toward high school graduation. Schools are required to complete and document the steps for acceleration per Administrative Procedure 5123.2 General Procedures Pertaining To Promotion, Retention and Acceleration of Students and to register students for course numbers specified as Credit Earned Prior to High School Enrollment in the SchoolMAX student information system.

See “Additional Ways for Earning Graduation Credit” for options:
- Online courses
- Summer school
- Transfer into PGCPS with prerequisites and earned high school credit (Test of Achievement and Proficiency may be required)

Grades and credits (passing or failing) will be reflected on the student’s permanent record, high school transcript, and cumulative grade point average.
Contact the counseling office at the appropriate middle school at least a year prior to planned enrollment for application and admissions procedures.

**Advancement Via Individual Determination (AVID)**

Located at Accokeek Academy, Benjamin Stoddert, Benjamin Tasker, Buck Lodge, Charles Carroll, Dwight D. Eisenhower, Drew-Freeman, Ernest Everett Just, G. James Gholson, Gwynn Park, Isaac Gourdine, Kenmore, Martin Luther King, Jr., Nicholas Orem, Oxon Hill, Samuel Ogle, Stephen Decatur, Thomas Johnson, Thurgood Marshall, Walker Mill, and William Wirt Middle Schools (and Central, Bladensburg, High Point, Largo, Potomac, and Suitland High Schools), AVID is a program designed to support students who are in the “academic middle” but have a desire to go to college and the willingness to work to achieve. AVID focuses on accelerating a student’s performance through challenging coursework and focused support. Selected students are capable of completing a college-prep curriculum but are falling short of their potential. The core component of the program is the AVID elective course where students receive guidance and academic training to support them as they strive to achieve in the most rigorous courses. AVID’s teaching strategies, curriculum, and methodologies are used not only in the AVID elective class but in the classrooms of AVID trained, core content area teachers school-wide.

**Creative and Performing Arts**

Located at Thomas Pullen (K-8), Hyattsville (7-8), and Benjamin Foulois (K-8), the Creative and Performing Arts Programs are designed to develop the interests and talents of students in the arts and feature an enhanced interdisciplinary academic program that encourages creative and artistic expression. Experiences and training challenge and develop skills of all students and provide exceptional opportunities for artistically talented students. The curriculum provides in-depth experiences in each art discipline, plus related arts experiences and an infusion of the arts in the overall curriculum. Although not all disciplines are available at all three schools, students may audition for Band, Creative Writing, Dance, Drama, Keyboard, Media Arts, Strings, Vocal, and Visual Arts. Thomas Pullen is open to students in Kindergarten through eighth grade who live north of Central Avenue (Route 214). Benjamin Foulois is open to students in Kindergarten through eighth grade who live south of Central Avenue (Route 214). Entrance into Pullen and Foulois is by lottery in Grades K-5, and by audition only in Grades 6-8. Hyattsville Middle School is open to seventh and eighth grade students, via audition, within a limited boundary.

**French Immersion**

Dora Kennedy and Maya Angelou French Immersion are full immersion programs starting in Kindergarten where all academic subjects are taught in the French language. Each school has earned the LabelFrancEducation seal of high quality bilingual education from the French government. French speaking teachers immerse students totally in French as they learn the Prince George’s County Public Schools curriculum in mathematics, science, social studies, and Language Arts. English/Reading Language Arts instruction begins in second grade. International travel is an enrichment part of the Immersion Program. Students also study Russian and/or Italian. In addition, Algebra and Geometry are possible options in math. Students who progress to the high school level complete two courses, one in Language Arts/Literature and one in culture of the francophone world. French Immersion students are encouraged to apply to the International Baccalaureate Program as they matriculate to high school or to complete the French Immersion program, Grades 9–12 at Central High School. Students who complete the K-12 program have the opportunity to earn the Maryland Seal of Biliteracy distinction and Students also have the opportunity to earn a diploma from the French government with a passing score on the DELF assessment.

**International Baccalaureate Middle Years**

All students in the Middle Years Programme study eight subject groups – individuals and societies, mathematics, two languages, science, the arts, physical and health education, and design – through the global contexts of identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development. The program requires thorough study of the various disciplines, advances a holistic view of learning, promotes academic rigor, and prepares students for entry into the high school diploma program. The following schools are authorized to offer the Middle Years Programme: Dwight D. Eisenhower and James Madison Middle Schools and Frederick Douglass High School.
Montessori
The Montessori Middle School Program completes the Montessori studies for students progressing from primary and lower elementary Montessori programs to the seventh and eighth grades. Students who would enter at the kindergarten through eighth grade must be currently enrolled in a certified Montessori school. John Hanson, Judith P. Hoyer, and Robert Goddard Montessori Schools are dedicated facilities. An interdisciplinary teaching team provides the Montessori Program for multidisciplinary learning to include English Language Arts, mathematics, science, and social studies. Taught by Montessori accredited teachers, young children are guided in developing an inner discipline, strengthening their coordination, and extending their concentration span. Students may apply for entry to Biotechnology, Biomedical, Military Academy, Center for the Visual and Performing Arts and / or Science and Technology high school programs.

Project Lead the Way (PLTW) Gateway
Located at Stephen Decatur, Thurgood Marshall Nicholas Orem, and Benjamin Stodder Middle Schools, Project Lead the Way (PLTW) Gateway addresses the interest and energy of middle school students while incorporating national standards in math, science, and technology. PLTW Gateway is “activity-oriented” to show students how technology is used in engineering to solve everyday problems. The curriculum provides project-based learning—a hands-on approach—that is exciting and fun and that relates technology to students’ daily lives. It also promotes communication and collaboration by emphasizing a teaming approach in the instructional units. PLTW Gateway consists of independent units taught in conjunction with a rigorous academic curriculum: Automation and Robotics, Design and Modeling, Energy and the Environment, Flight and Space, Green Architecture, Magic of Electronics, Science of Technology, Medical Detective, Apps Creator, and Computer Science for Innovators and Makers.

Public Charter Schools
Public Charter Schools are nonsectarian, tuition-free public schools chosen by parents, and are open to all students who reside in Prince George’s County on a space available basis. Public Charter Schools do not have attendance boundaries like traditional schools. A random selection lottery application system is used for enrollment in Public Charter Schools (see https://www.pgcps.org/specialty-public-charters-applications/ for more information). By design, a Public Charter School has more freedom than a traditional school in return for a commitment to meet higher standards of accountability.

Spanish Immersion
Kettering Middle School is a Spanish Immersion school where academic subjects are taught in Spanish. Spanish speaking teachers immerse students in Spanish as they learn the Prince George’s County Public Schools curriculum in mathematics, science, social studies, and Language Arts. International travel is an enrichment part of the Immersion Program. Students also study a world language.

STEM Middle School Project (STEM MSP)
Located at Oxon Hill Middle School and Thomas Johnson Middle School, the Science, Technology, Engineering and Mathematics (STEM) Middle School Project (MSP) will provide students with support, motivation, and guidance in preparation for transition into high school. The goal of the STEM MSP is to increase student achievement and interest in STEM through courses, summer bridge programs and out of school STEM experiences. In the STEM MSP, students will be provided opportunities to engage in academic concepts coupled with real-world lessons as they apply content knowledge in STEM to make connections, collaborate, think critically, question, reason, innovate, research and communicate.

Talented and Gifted (TAG) Center
The TAG Center Program provides a full-day advanced, enriched, intensive educational experiences meet the unique and specialized needs of highly able students who qualify for the Talented and Gifted services using PGCPs identification criteria. TAG identified students are eligible to apply for possible entry into a TAG Center Program through the lottery application process. The TAG Center middle schools are located at Accokeek Academy, Benjamin Tasker, Greenbelt, Kenmoor, and Walker Mill middle schools.
## Middle School Signature Programs

<table>
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<tr>
<th>SCHOOL</th>
<th>SIGNATURE PROGRAMS</th>
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<tbody>
<tr>
<td>Accokeek Academy</td>
<td>AVID, Talented and Gifted</td>
</tr>
<tr>
<td>Benjamin Foulois</td>
<td>Creative and Performing Arts</td>
</tr>
<tr>
<td>Benjamin Stoddert</td>
<td>AVID, PLTW Gateway</td>
</tr>
<tr>
<td>Benjamin Tasker</td>
<td>AVID, Talented and Gifted Grade 6</td>
</tr>
<tr>
<td>Buck Lodge</td>
<td>AVID</td>
</tr>
<tr>
<td>Charles Carroll</td>
<td>AVID</td>
</tr>
<tr>
<td>Dora Kennedy</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Drew-Freeman</td>
<td>AVID</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
<td>AVID, International Baccalaureate Middle Years Programme (MYP)</td>
</tr>
<tr>
<td>Ernest Everett Just</td>
<td>AVID</td>
</tr>
<tr>
<td>G. James Gholson</td>
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</tr>
<tr>
<td>Greenbelt</td>
<td>Talented and Gifted</td>
</tr>
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<td>Gwynn Park</td>
<td>AVID</td>
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<tr>
<td>Hyattsville</td>
<td>Creative and Performing Arts</td>
</tr>
<tr>
<td>Isaac Gourdine</td>
<td>AVID</td>
</tr>
<tr>
<td>James Madison</td>
<td>International Baccalaureate Middle Years Programme (MYP)</td>
</tr>
<tr>
<td>John Hanson</td>
<td>Montessori</td>
</tr>
<tr>
<td>Judith P. Hoyer</td>
<td>Montessori</td>
</tr>
<tr>
<td>Kenmoor</td>
<td>AVID, Talented and Gifted</td>
</tr>
<tr>
<td>Kettering</td>
<td>Spanish Immersion</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>AVID</td>
</tr>
<tr>
<td>Maya Angelou</td>
<td>French Immersion, International Baccalaureate Primary Years Programme (PYP)</td>
</tr>
<tr>
<td>Nicholas Orem</td>
<td>AVID, PLTW Gateway</td>
</tr>
<tr>
<td>Oxon Hill</td>
<td>AVID, STEM MSP</td>
</tr>
<tr>
<td>Robert Goddard</td>
<td>Montessori</td>
</tr>
<tr>
<td>Samuel Ogle</td>
<td>AVID</td>
</tr>
<tr>
<td>Stephen Decatur</td>
<td>AVID, PLTW Gateway</td>
</tr>
<tr>
<td>Thomas Johnson</td>
<td>AVID, STEM MSP</td>
</tr>
<tr>
<td>Thomas Pullen</td>
<td>Creative and Performing Arts</td>
</tr>
<tr>
<td>Thurgood Marshall</td>
<td>AVID, PLTW Gateway</td>
</tr>
<tr>
<td>Walker Mill</td>
<td>AVID, Talented and Gifted</td>
</tr>
<tr>
<td>William Wirt</td>
<td>AVID</td>
</tr>
</tbody>
</table>
HIGH SCHOOL
# High School

## Graduation Requirements

**Class of 2021 and beyond**

*Effective with the Graduating Class of 2021 and beyond (entering freshman of Fall 2017), graduation requirements to earn a Maryland High School diploma are as follows.*

*Note updates effective with the class of 2019 and 2024 (entering freshmen of Fall 2015 and 2020)*

See the Required Subject Area Descriptions pages for further descriptions of requirements.

### Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Specific Credit Requirements</th>
<th>Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits</td>
<td>Pursuant to COMAR 13A.03.02.09, students must:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Achieve a passing score on the Maryland High School Assessment (MHSA) and Maryland Comprehensive Assessment Program (MCAP) for Algebra I and English 10, in the following way:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(i) For school years 2016—2023, a score of 725 and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Assessment in English 10 and/or Algebra I, the passing score on the retest shall be the passing score in the year in which the student first took the assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Achieve a passing score as established by the Maryland State Department of Education (MSDE) on the Maryland High School Assessment for Government.</td>
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<tr>
<td></td>
<td></td>
<td>c. Students are required to take the High School Maryland Integrated Science Assessment (MISA).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Achieve a combined score(s) as established by MSDE on the assessments;</td>
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<tr>
<td></td>
<td></td>
<td>e. If a student has not achieved a passing score on the assessment in English 10 and/or Algebra I, achieve a score as established by MSDE on MSDE-approved assessments for Algebra, and/or English, aligned with the Maryland assessments such as Advanced Placement examinations, SAT, ACT, and International Baccalaureate examinations; or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Except for students described in Regulation .06F of this chapter, if a student is unable to meet the requirements in §B(3)(a)–(d) of this regulation, then satisfactorily complete the requirements of the Bridge Plan for Academic Validation as set forth in Regulation .06D of this chapter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See page 103 for updates to Algebra 1 and ELA 10 Assessments for Students in the Graduating Class of 2020 and Class of 2021.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 credits</td>
<td>√ 1 in Algebra 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√ 1 in Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√ 1 additional mathematics credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√ Enrollment in a math course each year in high school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 lab science credits (one from each category)</td>
<td>√ 1 in Life Science (Biology or AP Biology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√ 1 in Physical Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√ 1 in Earth and Space Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3 credits</td>
<td>√ 1 in U.S. History II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√ 1 in Local, State, and National Government</td>
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<tr>
<td></td>
<td></td>
<td>√ 1 in World History</td>
</tr>
</tbody>
</table>

### Other Requirements

| **Fine Arts** | 1 credit |
| **Physical Education** | 0.5 credit √ Personal Fitness |
| **Health Education** | 0.5 credit √ Health Issues |
| **Technology Education** | 1 credit |
| **Completer** | 2 credits of either World Language or American Sign Language and any remaining credits in electives |
| **and Electives** | Effective with the class of 2019 (entering freshmen of Fall 2015), PGCPS no longer requires two years of the same world language for students beginning a Level 1 course in high school. MSDE requires that American Sign Language be taken in sequential order to meet graduation requirements. |
| **OR** | 2 credits of Advanced Technology Education and any remaining credits in electives |
| **OR** | Complete (4–9 credits) a Maryland State Department of Education (MSDE)-approved sequence of courses and any remaining credits in electives |

**Prerequisites:** Enrollment in a course may be allowed only if a previous course has been completed. See the High School Courses and Programs of Study publication which describes the content of each course offered in Prince George’s County Public Schools and course prerequisites.

**Credits:** Twenty-one (21) credits are required per COMAR 13A.03.02.01C. Effective with the Class of 2019 (entering freshmen of Fall 2015), students must be enrolled and have taken a minimum of four full credit courses or a combination of full and partial credit courses to total a minimum of four credits over the course of the academic year. The minimum of four credits worth of courses must include at least one high school course; remaining courses may include Dual Enrollment. All MSDE graduation requirements must be satisfied. Seniors who have completed four years of high school are exempt from the minimum enrollment requirement. All MSDE graduation requirements must be satisfied. Effective with the graduating class of 2024, students in Prince George’s County Public Schools are required to complete one-half (0.5) credit in Financial Literacy in order to graduate.

**Student Service-Learning:** The student shall complete a locally developed, state-approved program that includes service-learning infusion in designated courses, preparation, reflection, and a specified number of hours of independent service.
High School

Graduation Requirements Classes of 2018 through 2020

Effective with the Graduating Classes of 2018 through 2020 (entering freshmen of Fall 2014 through Fall 2016), graduation requirements to earn a Maryland High School diploma are as follows. Note updates effective with the class of 2019 (entering freshmen of Fall 2015). See the Required Subject Area Descriptions pages for further descriptions.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>SPECIFIC CREDIT REQUIREMENTS</th>
<th>ASSESSMENT REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td></td>
</tr>
</tbody>
</table>
| Mathematics        | 3 credits  
√ 1 in Algebra 1  
√ 1 in Geometry  
√ 1 additional mathematics credit  
√ Enrollment in a math course each year in high school | Students must satisfy one of the following: (a) Meet the requirements as established by MSDE on the Maryland assessments for Algebra 1, Biology, English 10, and Government. (b) Achieve a combined score(s) as established by MSDE on the Maryland assessments; (c) Achieve a score as established by MSDE approved substitute assessments for Algebra, Biology, English, and Government, aligned with the Maryland assessments such as Advanced Placement examinations, SAT I, SAT II, ACT, and International Baccalaureate examinations; (d) In school years 2016—2017 and beyond, if a student is unable to meet the above requirements, then they must satisfactorily complete the requirements of the Bridge Plan for Academic Validation, or (e) Prior to the 2016—2017 school year, if a student has taken an HSA-aligned or PARCC-aligned Algebra I and/or English 10 course and has passed the course(s) but failed the assessment aligned with the course(s) that student is exempt from completing a Bridge Plan for Academic Validation. See Assessment Requirements pages for additional information and specific information on government. |
| Science            | 3 credits  
√ 1 in Biology  
√ 2 additional credits that must include laboratory experience in any or all of the following areas: earth science, life science, or physical science |                        |
| Social Studies     | 3 credits  
√ 1 in U.S. History II  
√ 1 in Local, State, and National Government  
√ 1 in World History |                        |
| OTHER REQUIREMENTS |                                                                                               |                        |
| Fine Arts          | 1 credit                                                                                       |                        |
| Physical Education | 0.5 credit  
√ Personal Fitness                                                                 |                        |
| Health Education   | 0.5 credit  
√ Health Issues                                                                 |                        |
| Technology Education | 1 credit                                                                                       |                        |
| Completer** and Electives | 2 credits of either World Language or American Sign Language (both credits must be in the same language per local requirements) and any remaining credits in electives  
Effective with the class of 2019 (entering freshmen of Fall 2015), PGCPS no longer requires two years of the same world language for students beginning a Level 1 course in high school. MSDE requires that American Sign Language be taken in sequential order to meet graduation requirements OR  
2 credits of Advanced Technology Education and any remaining credits in electives OR  
Complete (4–9 credits) a Maryland State Department of Education (MSDE)-approved sequence of courses and any remaining credits in electives |                        |

Prerequisites: Enrollment in a course may be allowed only if a previous course has been completed. See the High School Courses and Programs of Study publication which describes the content of each course offered in Prince George’s County Public Schools and course prerequisites.

Credits: Twenty-one (21) credits are required. Per COMAR 13A.03.02.01C, Effective with the Class of 2019 (entering freshmen of Fall 2015), students must be enrolled and have taken a minimum of four full credit courses or a combination of full and partial credit courses to total a minimum of four credits over the course of the academic year. The minimum of four credits worth of courses must include at least one high school course; remaining courses may include Dual Enrollment. All MSDE graduation requirements must be satisfied. Seniors who have completed four years of high school are exempt from the minimum enrollment requirement. All MSDE graduation requirements must be satisfied. All MSDE graduation requirements must be satisfied.

Enrollment: The student shall satisfactorily complete four years of approved study beyond the 8th grade unless on an approved option.

Student Service-Learning: The student shall complete a locally-developed, state-approved program that includes service-learning infusion in designated courses, preparation, reflection, and a specified number of hours of independent service.
High School Graduation Requirements for Students with Disabilities

- All students with disabilities must meet minimum credit requirements before graduating and receiving a high school diploma.

- All students with disabilities must meet current testing requirements in order to earn a high school diploma.

- All students with disabilities must meet the Student Service-Learning requirement in order to earn a high school diploma. Refer to Administrative Procedure 6151 Student Service-Learning Graduation Guidelines for additional information.

A Maryland High School Certificate of Program Completion can be awarded to students with disabilities who cannot meet the requirements for a diploma, but who meet one of the following standards:

1. The student is enrolled in an education program for at least 4 years beyond Grade 8 or its age equivalent, and is determined by his/her IEP team, with the agreement of the student and the parents of the student, 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, supported employment, and other services that are integrated in the community, or

2. The student has been enrolled in an education program for 4 years beyond Grade 8 or its age equivalent and will have reached age 21 by the end of the student’s current school year.

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

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

A student with significant cognitive disability may not meet high school graduation requirements, if a student participates in an Alternative Assessment based on Alternative Academic Achievement Standards (AA-AAAS) and continues to receive instruction based on Alternative Academic Achievement Standards through high school.

For additional information see COMAR Diplomas and Certificates at [http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.09.htm](http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.09.htm).
## High School
### Core Curriculum Course Sequence

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>• Algebra 1&lt;br&gt;• Geometry&lt;br&gt;• Algebra 2&lt;br&gt;• Applications in Algebra for ELs (ESOL)</td>
<td>• Algebra 1&lt;br&gt;• Geometry&lt;br&gt;• Algebra 2&lt;br&gt;• Trigonometry&lt;br&gt;• Probability and Statistics&lt;br&gt;• Pre-Calculus</td>
<td>• Geometry&lt;br&gt;• Algebra 2&lt;br&gt;• Foundations for College Algebra&lt;br&gt;• Quantitative Modeling&lt;br&gt;• Trigonometry&lt;br&gt;• Pre-Calculus&lt;br&gt;• AP Statistics&lt;br&gt;• AP Computer Science&lt;br&gt;• AP Calculus AB</td>
<td>• Algebra 2&lt;br&gt;• Foundations for College Algebra&lt;br&gt;• Trigonometry/Analysis&lt;br&gt;• Probability and Statistics&lt;br&gt;• Pre-Calculus&lt;br&gt;• AP Statistics&lt;br&gt;• AP Computer Science&lt;br&gt;• AP Calculus AB&lt;br&gt;• AP Calculus BC&lt;br&gt;• Calc III/Diff Equations</td>
</tr>
<tr>
<td>English</td>
<td>• English 9&lt;br&gt;• ESOL Newcomer, Beginner, Intermediate, or Advanced</td>
<td>• English 10&lt;br&gt;• ESOL Beginner, Intermediate, or Advanced</td>
<td>• English 11&lt;br&gt;• AP Language&lt;br&gt;• IB World Literature 1&lt;br&gt;• ESOL Intermediate or Advanced&lt;br&gt;• English 10 (ESOL)</td>
<td>• English 12&lt;br&gt;• English 12 Dual Enrollment&lt;br&gt;• AP Language&lt;br&gt;• AP Literature&lt;br&gt;• IB World Literature 2&lt;br&gt;• English 10 (ESOL)&lt;br&gt;• ESOL Advanced</td>
</tr>
<tr>
<td>Science</td>
<td>• Biology&lt;br&gt;• Biology Honors&lt;br&gt;• Language of Science (ESOL)&lt;br&gt;• Biogeochemical Systems&lt;br&gt;• Chemistry Honors</td>
<td>• Biogeochemical Systems&lt;br&gt;• Chemistry&lt;br&gt;• Chemistry Honors&lt;br&gt;• Physics&lt;br&gt;• Physics Honors&lt;br&gt;• Earth and Space Science&lt;br&gt;• Environmental Science</td>
<td>• Chemistry&lt;br&gt;• Chemistry Honors&lt;br&gt;• Physics&lt;br&gt;• Physics Honors&lt;br&gt;• Earth and Space Science&lt;br&gt;• Environmental Science&lt;br&gt;• AP Biology&lt;br&gt;• AP Chemistry&lt;br&gt;• AP Physics 1&lt;br&gt;• AP Physics B&lt;br&gt;• AP Physics C&lt;br&gt;• AP Environmental Science</td>
<td>• Chemistry&lt;br&gt;• Chemistry Honors&lt;br&gt;• Physics&lt;br&gt;• Physics Honors&lt;br&gt;• Earth and Space Science&lt;br&gt;• Environmental Science&lt;br&gt;• AP Biology&lt;br&gt;• AP Chemistry&lt;br&gt;• AP Physics 1&lt;br&gt;• AP Physics B&lt;br&gt;• AP Physics C&lt;br&gt;• AP Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>• United States History II, Reconstruction to Present&lt;br&gt;• Language of American History (ESOL)</td>
<td>• Local, State, and National Government&lt;br&gt;• United States History II, Reconstruction to Present (ESOL)&lt;br&gt;• AP Government &amp; Politics</td>
<td>• World History&lt;br&gt;• AP World History&lt;br&gt;• AP United States History&lt;br&gt;• Local, State, and National Government (ESOL)</td>
<td>• AP World History&lt;br&gt;• AP US History&lt;br&gt;• AP Government &amp; Politics&lt;br&gt;• World History (ESOL)</td>
</tr>
</tbody>
</table>
English Program

Four (4) English credits are required for graduation. All English for Speakers of Other Languages (ESOL) courses (Newcomer, Beginner, Intermediate, and Advanced) count as English credits toward graduation.

No English courses, with the exception of high school English credits earned in middle school, English 9 or the appropriate English ESOL (Newcomer, Beginner, Intermediate, Advanced) earned prior to fall enrollment in Grade 10, shall be counted toward fulfilling the graduation requirements in English. All Grade 9 students entering in fall 2014 or beyond must take and pass the English assessment in order to graduate.

A 10th grade or a second-year high school student who has earned one credit in English must enroll in English 10 or the appropriate English ESOL for one credit. All students must take and pass the English assessment or an allowable substitute upon completion of the course in order to graduate.

An 11th grade or third-year high school student who has earned two credits in English must be enrolled in English 11, Honors English 11, IB English, AP English Language, or the appropriate English ESOL (Intermediate or Advanced) for one credit. ESOL students who have not taken the English assessment in their second year of high school should be scheduled for the assessment in their third year of high school.

A 12th grade or fourth-year high school student who has earned three credits in English must be enrolled in English 12, English 12 Dual Enrollment, AP English Literature, AP Language, or the appropriate English ESOL (Advanced) for one credit. English 10 is a requirement for graduation and can be scheduled concurrently with ESOL Advanced as needed. ESOL students who have not taken and passed the English assessment in their second or third year of high school should be scheduled for the assessment(s) in their fourth year of high school.

English courses are sequential by grade level and an earned credit at the previous grade level is a prerequisite for the next course. Students may not concurrently enroll in English courses that are required for graduation except in special circumstances submitted by the Principal for approval by the Director of Curriculum and Instruction. Courses taken at a college or university for dual enrollment will follow the college’s prerequisite guidelines.

Possible considerations for exceptions to the enrollment policies may include:

1. when the exception will allow the student to graduate with his/her class;
2. when a transfer into our system from another system requires the accumulation of multiple credits to meet graduation credits;
3. when overriding circumstances prevent a student from attending a summer or evening program; or
4. when the principal deems that it is clearly in the best interest of the student.

English electives will carry elective credit and cannot satisfy the English requirement for graduation.

Students in pursuit of an International Baccalaureate (IB) diploma must take the prescribed IB course of studies, as well as the prerequisite course of studies: Honors or Pre-Diploma English 9 and Honors or Pre-Diploma English 10. The required IB course of study to be completed in the 11th and 12th grades includes IB World Literature 1 and 2 or IB Language and Literature 1 and 2.

A junior or a senior student may not exceed three courses in any semester in any one of the following subject areas: English, Social Studies, Science, World Language, Health Education, and Physical Education.
**English Core Courses**  
**Grades 9–12**

**English 9**  
This course is designed to move students towards mastery of the grade level English Language Arts Maryland College and Career Readiness Standards. Students will read complex texts primarily focused on a survey of literature from a variety of eras and cultures that is fictional and informational. Students will read closely to analyze texts to prepare for writing tasks that include Literary Analysis, Narrative Analysis, and Research Simulation. Students will also develop skills in language and speaking and listening.

**English 10**  
This course is designed to move students towards mastery of the grade level English Language Arts Maryland College and Career Readiness Standards. Students will read complex texts that are fictional and informational. Text selections include seminal speeches from the Americas and fiction from around the world. Students will read closely to analyze texts to prepare for writing tasks that include Literary Analysis, Narrative Analysis, and Research Simulation. Students will also develop skills in language and speaking and listening.

**English 11**  
This course is designed to move students towards mastery of the grade level English Language Arts Maryland College and Career Readiness Standards. Students will read complex texts that are fictional and informational. Text selections are focused on the study of American Literature. Students will read closely to analyze texts to prepare for writing tasks that include Literary Analysis, Narrative Analysis, and Research Simulation. Students will also develop skills in language and speaking and listening.

**English 12**  
This course is designed to move students towards mastery of the grade level English Language Arts Maryland College and Career Readiness Standards. Students will read complex texts that are fictional and informational. Text selections range from literature from the Americas, Great Britain, and seminal speeches. There is also an emphasis on writing to sources and conducting research. Students will read closely to analyze texts to prepare for writing tasks that include Literary Analysis, Narrative Analysis, and Research Simulation. Students will also develop skills in language and speaking and listening.

For more information, contact the Reading/English Language Arts Office at 301-808-8284.
# English for Speakers of Other Languages (ESOL) Course Sequence as of 2020-2021

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESOL NEWCOMER</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>English</td>
<td>ESOL Newcomer and ESOL Newcomer Accelerated Learning (AL)</td>
<td>ESOL Beginner and ESOL Beginner AL</td>
<td>ESOL Intermediate/ESOL Intermediate AL and MCAP</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Language of History</td>
<td>U.S. History II</td>
<td>Local, State, and National Government</td>
</tr>
<tr>
<td>Science</td>
<td>Language of Science</td>
<td>Biology</td>
<td>Biogeochemical Systems</td>
</tr>
<tr>
<td>Math</td>
<td>For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. Courses may include Applications in Algebra for ELLs*, Algebra 1 ESOL, Geometry or higher. Mathematics is to be scheduled every year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ESOL BEGINNER</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English</td>
<td>ESOL Beginner and ESOL Beginner AL</td>
<td>ESOL Intermediate/ESOL Intermediate AL and MCAP</td>
<td>ESOL Advanced/ESOL Advanced AL and MCAP</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History II</td>
<td>Local, State, and National Government</td>
<td>World History</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biogeochemical Systems</td>
<td>Lab-based Science course</td>
</tr>
<tr>
<td>Math</td>
<td>For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. Courses may include Applications in Algebra for ELLs*, Algebra 1 ESOL, Geometry or higher. Mathematics is to be scheduled every year.</td>
<td></td>
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<tr>
<td><strong>ESOL INTERMEDIATE</strong></td>
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</tr>
<tr>
<td>English</td>
<td>ESOL Intermediate/ESOL Intermediate AL and MCAP</td>
<td>ESOL Advanced/ESOL Advanced AL and MCAP</td>
<td>English 10/ESOL Language Lab 1 and MCAP</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History II</td>
<td>Local, State, and National Government</td>
<td>World History</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biogeochemical Systems</td>
<td>Lab-based Science course</td>
</tr>
</tbody>
</table>
| Math | • For students new to the U.S., use the International Student Math Placement Test to determine initial course placement.  
• Courses may include Applications in Algebra for ELs*, Algebra 1 ESOL, Geometry or higher.  
• Mathematics is to be scheduled every year. |
| **ESOL ADVANCED** | | | |
| English | ESOL Advanced/ESOL Advanced AL | English 10/ESOL Language Lab 1 and MCAP | English 11/ESOL Language Lab 2 | English 12 |
| Social Studies | U.S. History II | Local, State, and National Government | World History |
| Science | Biology | Biogeochemical Systems | Lab-based Science course |
| Math | For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. Courses may include Applications in Algebra for ELs, Algebra 1 ESOL, Geometry or higher. Mathematics is to be scheduled every year. |

Students enrolled in BOLD ITALICIZED courses will take the Maryland Comprehensive Assessment Program (MCAP) and/or Maryland Integrated Science Assessment (MISA) assessment associated with that content area course.

*Only students new to the country should be scheduled into Applications in Algebra for ELLs (AiA); all others should be scheduled into Algebra 1 or higher for Mathematics.
**English for Speakers of Other Languages**

**English Program for English for Speakers of Other Languages (ESOL)**
ESOL students will be enrolled in the appropriate English ESOL course to meet the required English credits. The level of proficiency using English language tests and ESOL staff recommendations will determine placement.

**English ESOL Newcomer**
This course allows students to receive intensive sheltered, newcomer English support before being enrolled in ESOL Beginner class. This class meets daily for new 9th grade students for one whole year.

**English ESOL Newcomer Accelerated Learning (AL)**
This course complements the Newcomer ESOL and provides newcomers with additional instructional support in the areas of listening, speaking, reading, and writing.

**English ESOL Beginner**
This language acquisition course develops the beginning English language skills of English Learners in listening, speaking, reading, and writing. These skills require control of the sound system, grammar, vocabulary, and basic sentence structure. Students will develop Basic Interpersonal Communication Skills (BICS) for use in appropriate social and cultural situations and develop academic English.

**English ESOL Beginner Accelerated Learning (AL)**
The English ESOL Beginner AL course complements English ESOL Beginner and provides beginning English Learners with additional instructional support in the areas of listening, speaking, reading and writing.

**English ESOL Intermediate**
This language acquisition course for English Learners is designed for students to continue to acquire English proficiency with emphasis on reading comprehension, building vocabulary and paragraph development. This course will continue to develop the student's Cognitive Academic Language Proficiency (CALP).

**English ESOL Intermediate Accelerated Learning (AL)**
The English ESOL Intermediate AL course complements English ESOL Intermediate and provides intermediate English Learners with additional instructional support in the areas of listening, speaking, reading and writing.

**English ESOL Advanced**
This language development course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills. Students will develop strategies for reading comprehension, writing skills and increase their academic vocabulary. Students will also use critical reading and thinking skills to analyze fiction (including novels) and non-fiction literary genres.

**English ESOL Advanced Accelerated Learning (AL)**
English ESOL Advanced AL complements English ESOL Advanced and provides advanced level ELs with additional instructional support in the areas of listening, speaking, reading, and writing.

For more information, contact the ESOL Office at 301-445-8450 or the International Student Admissions and Enrollment Office (ISAEO) at 301-445-8460.

**International High School**

Students enrolled in the International High Schools will be required to follow the scoring and grading procedures outlined in the International High School handbook.
Mathematics Program

Three (3) mathematics credits are required for graduation, which must include Algebra 1, Geometry, and one additional mathematics credit. Beginning with students entering the 9th grade class in the 2014-2015 school year, each student shall enroll in a mathematics course each year of high school that the student attends, up to a maximum of 4 years attendance, unless in the 5th and 6th year a mathematics course is needed to meet a graduation requirement.

For students who entered high school in fall 2005 through fall 2013, three (3) mathematics credits are required for graduation which must include Algebra 1, Geometry, and one additional mathematics credit.

Upon completion of Algebra 1, students must take the appropriate Algebra 1 assessment(s) or an allowable substitute to graduate (see Assessment Requirements for High School).

Students may not enroll in the next course of study if they have not successfully completed all prerequisite courses. Students may not concurrently enroll in Algebra 1 and Geometry unless they are enrolled in a credit recovery opportunity for Algebra 1 such as credit recovery, summer school or an evening program.

Pre-Calculus, Advanced Placement Statistics and Advanced Placement Computer Science can be taken upon completion of Algebra 2 or above.

Mathematics Core Courses

Algebra 1
Algebra 1 formalizes and extends the mathematics students learned in the middle grades. Six critical areas comprise Algebra 1: Relationships Between Quantities and Reasoning with Equations, Linear Functions, Exponential Functions, Quadratic Functions, Descriptive Statistics, and a survey of other Nonlinear Functions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry
Geometry formalizes and extends students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence, Proof and Constructions, Connecting Algebra and Geometry through Coordinates, Similarity, Proof and Trigonometry, Extending to Three Dimensions, and Circles With and Without Coordinates. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students must successfully complete Algebra 1 before they can enroll in Geometry.

Quantitative Modeling
Quantitative Modeling algebra is a college and career preparatory course that integrates algebra, geometry, probability, and statistics to solve financial problems that occur in everyday life. An emphasis is placed on the integration of concepts from Algebra 1 and Geometry as well as introductory concepts from Algebra 2. Real-world problems in investing, banking, consumer credit, employment, income tax, automobile ownership, and independent living are solved through applying the relevant mathematics. This course will prepare students for Algebra 2 as well as either the Accuplacer, SAT or ACT assessments. Each student enrolled in Quantitative Modeling will participate in a culminating hands-on budgeting simulation that is implemented at a JA Finance Park facility in Prince George’s County. Students must successfully complete Algebra 1 and Geometry before they can enroll in Quantitative Modeling.
Algebra 2

Algebra 2 continues to work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. In this course rational functions are limited to those whose numerators are of degree at most one and denominators of degree at most 2; radical functions are limited to square roots or cube roots of at most quadratic polynomials. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students must successfully complete Geometry before they can enroll in Algebra 2.

For more information, contact the Mathematics Office at 301-749-5610.
Science Program

Three (3) Science credits are required for graduation. Instruction includes a laboratory component engaging students in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas including three lab science credits aligned to the Maryland assessments for Science:

- 3 lab science credits (one from each category effective Fall 2017)
  - √ 1 in Life Science
    - (Biology or AP Biology)
  - √ 1 in Physical Science
    - (Biogeochemical Systems, Chemistry, Honors/PDP/ST Chemistry, Physics, Environmental Science, IB Biology 1, IB Chemistry 1, AP Chemistry, AP Physics 1 or 2, or AP Environmental Science)
  - √ 1 in Earth and Space Science
    - (Biogeochemical Systems, Honors/PDP/ST Chemistry, Environmental Science, Earth and Space Science, or AP Environmental Science)

For all students taking the Maryland Integrated Science Assessment in the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, taking the Maryland Integrated Science Assessment will meet the graduation assessment requirement for science.

Any student who fails Biology will have to repeat the course in credit recovery, summer school or an evening program.

Students may not take Algebra 1 and Chemistry concurrently. Chemistry may be taken after successful completion of Algebra 1. A student who has not successfully completed Algebra 1 may enroll in Environmental Science in lieu of Chemistry.

A junior or senior student may not exceed three courses in any semester in any one of the following subject areas: English, Social Studies, Science, World Languages, Health Education, and Physical Education.

Science Core Courses
Grades 9–12

Biology
This required course is designed to emphasize the study of the interrelationships of living organisms with respect to their environment. Students will engage in laboratory investigations, scientific discussions, and phenomena based instruction in order to apply science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to explain cell structures and processes, ecosystem interactions, inheritance of traits, and evolution. Students will use observations, experiments, models, theories, and technology to make sense of the natural world. Emphasis is placed on important biological and geophysical phenomena that support the understanding of the cycling of matter and flow of energy in living organisms, gene expression, and biodiversity. This course will also involve students developing solutions to authentic problem-based life science issues and investigations, while exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM).

Biogeochemical Systems
This course is designed to illustrate the role of chemical processes, inclusive of photosynthesis and cellular respiration, in the cycling of carbon among Earth’s spheres. Students will explore the study of matter and its interactions, motion, stability, and force through laboratory investigations, scientific discussions, and phenomena based instruction. Students will apply the science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to explain systems interactions: the flow of energy among organisms in an ecosystem, the control of weather and climate with a major emphasis on the mechanisms and implications of climate change, and the importance of biological and geophysical phenomena that support student explanations of chemical processes such as the release of energy. This course will involve students developing solutions to authentic problem-based science issues and investigations, while exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM). Content from Biogeochemical Systems and the 9th Grade Biology course will be assessed on the High School Maryland Integrated Science Assessment (MISA).
Science Program

Chemistry
This course is designed to explore the study of matter and its interactions through laboratory investigations, scientific discussions, and phenomena-based instruction. Students will apply science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to explain the structure, function and interactions of matter, at the macroscopic and the molecular-atomic levels. Students are expected to develop an understanding of chemical reactions, including rates of reactions and energy changes in terms of collisions of molecules, and the rearrangements of atoms as they make sense of their physical world through real-world connections. Emphasis is placed on important biological and geophysical phenomena that support student explanations of the formation and abundance of elements, chemical bonding, radioactivity, and the release of energy. Students will apply an understanding of the process of optimization in engineering design to chemical reaction systems. This course will also involve students developing solutions to authentic problem-based physical science issues and investigations, while exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM).

Earth and Space Science
This course is designed to allow students to explore the Earth and beyond while learning skills that will enable them to apply science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to real world Earth and Space Science situations. Earth and Space Science integrates key areas of science disciplinary core ideas including biology, chemistry, physics, geology and astronomy. This approach to learning affords students opportunities to distinguish among the four spheres that are essential to the study of the Earth (hydrosphere, geosphere, atmosphere, and biosphere), to recognize the delicate balance among these spheres, and to analyze the dramatic results when that balance is disrupted. This course will involve students developing solutions to authentic problem-based earth and space sciences’ issues and investigations, while also exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM).

Environmental Science
This course is designed as a comprehensive, contemporary environmental science course with emphasis on fieldwork and data collection and analysis. Students will apply science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to local and global to real-world environmental science issues. Students will also investigate the natural environment and the interrelationships among natural systems including biodiversity and population dynamics. This course will involve students developing solutions to authentic problem-based environmental issues and investigations, while also exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM).

Physics
This course is designed to explore the study of motion, stability, forces and interactions through laboratory investigations, scientific discussions, and phenomena based instruction. Students will apply science and engineering practices and crosscutting concepts of the Next Generation Science Standards (NGSS) to explain the laws of nature (physics). Students are expected to develop an understanding of momentum conservation, and describe and predict the gravitational and electrostatic forces between objects, as they make sense of their physical world. Students will also explore waves and their applications in technologies for information transfer, inclusive of wave properties and electromagnetic radiation. Additionally, students are expected to demonstrate their understanding of engineering ideas by explaining how technological devices use the principles of physics with matter to transmit and capture information and energy. This course will involve students developing solutions to authentic problem-based physical science issues and investigations, while exploring career opportunities in Science, Technology, Engineering, and Mathematics (STEM).

For more information, contact the Science Office at 301-808-8254.
Social Studies Program

Three (3) core Social Studies credits are required for graduation.

The 9th grade Social Studies requirement is United States History Part II: Reconstruction to Present.

The 10th grade Social Studies requirement is Local, State, and National Government. All students must take and pass the Government High School Assessment (HSA) or an allowable substitute in order to graduate, as indicated by the school year in which they entered. Students may take Advanced Placement (AP) Government and Politics in lieu of the Local, State, and National Government course. All students who take the AP Government and Politics course must take and pass the Government High School Assessment (HSA).

The 11th grade social studies requirement is World History. AP World History may be substituted.

Social Studies electives and other AP courses may be offered to 11th grade and 12th grade students. Availability of such courses will depend on adequate student enrollment and teacher availability. Social Studies electives are not available in all schools.

A junior or senior student may not exceed three courses in any semester in any one of the following subject areas: English, Social Studies, Science, World Languages, Health Education, and Physical Education.

For more information, contact the Social Studies Office at 301-808-8246.

Social Studies Core Courses

Grades 9–12

United States History II, Reconstruction to Present
This required course examines how the American political, economic, and social systems developed. 20th to 21st century content includes issues related to the development of World policy, the role of the United States as a world leader, and the domestic response to a diversified population, and issues such as reform and civil rights.

Local, State, and National Government
This required course provides students with a comprehensive examination of the basic concepts and principles of our federal system of government. Course study includes a focus on the foundations of government; an overview of the United States political system; study of the legislative, executive, and judicial branches of government; explanation of citizenship rights and responsibilities; examination of structure and functions of state and local governments; and study of global perspective on governmental relationships. Students must take and pass the High School Assessment in Government at the end of this course (or an allowable substitute).

World History
This required course focuses on modern world history beginning in approximately 1400 A.D. The course is based on four major themes: human interactions; hemispheric interactions; crisis, progress, and change in the 20th century; and the challenges of the 21st century.

For more information, contact the Social Studies Office at 301-808-8246.
Health Education Program

A student in Prince George’s County Public Schools is required to complete one-half (0.5) credit in Health Education in order to graduate. All students are required to complete the Health Issues course to satisfy the half credit graduation requirement. The recommendation is for students to enroll in the one-half (0.5) credit Health Issues course in ninth or tenth grade.

Students will not be exempt or waived from Health Education for any reason.

<table>
<thead>
<tr>
<th>PROGRAM / COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education Electives</td>
<td></td>
</tr>
<tr>
<td>Family Living (only juniors and seniors; must have passed “Health Issues” requirement)</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Sports Medicine (only juniors and seniors; must have passed “Health Issues” requirement)</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

For more information, contact the Health Education Office at 301-808-4080.

Physical Education Program

A student in Prince George’s County Public Schools is required to complete one-half (0.5) credit in physical education in order to graduate. All students are required to complete the Personal Fitness 1 course to satisfy the half credit graduation requirement. Students cannot earn credit for this class by examination. Personal Fitness 1 is a prerequisite for taking any other Physical Education electives. With the principal’s permission, enrollment may be delayed until Grades 10, 11, or 12. Health Education courses may not be substituted for physical education courses. Dance courses do not count as physical education courses. However, dance courses do count toward the completion of the fine arts credit requirement.

Students may not be exempt or waivered from physical education for any reason. Accommodations will be made as necessary to meet IEP goals. Special circumstances will be accommodated on a case-by-case basis.

<table>
<thead>
<tr>
<th>PROGRAM / COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Electives</td>
<td></td>
</tr>
<tr>
<td>Personal Fitness 2</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Lifetime Sports 1</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Lifetime Sports 2</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Team Sports 1</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Team Sports 2</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Physical Training</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

For more information, contact the Physical Education Office at 301-333-0970.

Financial Literacy

Effective with the graduating class of 2024, students in Prince George’s County Public Schools are required to complete one-half (0.5) credit in Financial Literacy in order to graduate. All students are required to complete the Financial Literacy course to satisfy the half credit graduation requirement. The recommendation is for students to enroll in the one-half (0.5) credit Financial Literacy course in tenth grade.

This competency-based semester course is designed to successfully prepare students to manage their lives on their own with particular emphasis on personal finance. A multi-materials approach to learning is used in fostering the development of practical skills. Units of study include decision making, goal setting, employability skills, job search and interviews, budgeting, banking, credit, payroll and tax forms, housing and transportation choices.

For more information, contact the Department of Career and Technical Education (CTE) at 301-669-6012.
# Fine Arts Graduation Credit

One (1) Fine Arts credit is required for graduation. Course availability is designated by each high school. The courses below meet the Fine Arts credit criteria.

<table>
<thead>
<tr>
<th>PROGRAM / COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Computer Graphics Visual and Performing Arts</td>
<td>2 credits</td>
</tr>
<tr>
<td>Advanced Drawing and Painting</td>
<td>1 credit</td>
</tr>
<tr>
<td>Advanced Photography</td>
<td>2 credits</td>
</tr>
<tr>
<td>Advanced Placement Art History</td>
<td>1 credit</td>
</tr>
<tr>
<td>Advanced Placement Studio Art 2D</td>
<td>1 credit</td>
</tr>
<tr>
<td>Advanced Placement Studio Art 3D</td>
<td>1 credit</td>
</tr>
<tr>
<td>Architecture Visual and Performing Art</td>
<td>2 credits</td>
</tr>
<tr>
<td>Art Appreciation 1</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Art Appreciation 2</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Art History</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art 3</td>
<td>1 credit</td>
</tr>
<tr>
<td>Art 4</td>
<td>1 credit</td>
</tr>
<tr>
<td>Basic Design</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Basic Drawing and Painting</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Basic Printmaking</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Basic Sculpture</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Ceramics 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Ceramics 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Commercial Illustration 1 VPA</td>
<td>2 credits</td>
</tr>
<tr>
<td>Commercial Illustration 2 VPA</td>
<td>2 credits</td>
</tr>
<tr>
<td>Computer Graphics 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Computer Graphics 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Computer Graphics 2 VPA</td>
<td>2 credits</td>
</tr>
<tr>
<td>Computer Graphics / Graphic Design VPA</td>
<td></td>
</tr>
<tr>
<td>Crafts 1</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Crafts 2</td>
<td>0.5 credit</td>
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<tr>
<td>Crafts 3</td>
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<tr>
<td>Crafts 4</td>
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<tr>
<td>Digital Photography</td>
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<tr>
<td>Drawing and Painting 1 VPA</td>
<td>1 or 2 credits</td>
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<tr>
<td>Drawing and Painting 2 VPA</td>
<td>1 or 2 credits</td>
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<tr>
<td>Intermediate Drawing and Painting</td>
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<tr>
<td>Intermediate Photography</td>
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<tr>
<td>International Baccalaureate: Art/Design 1</td>
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</tr>
<tr>
<td>International Baccalaureate: Art/Design 2</td>
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<tr>
<td>Introduction to Art</td>
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<tr>
<td>Introduction to Drawing</td>
<td>1 credit</td>
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<tr>
<td>Introduction to Painting</td>
<td>1 credit</td>
</tr>
<tr>
<td>Introduction to Photography</td>
<td>1 credit</td>
</tr>
<tr>
<td>Introduction to Printmaking</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Introduction to Sculpture</td>
<td>0.5 credit</td>
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<tr>
<td>Online AP Art History A</td>
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<tr>
<td>Online AP Art History B</td>
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</tr>
<tr>
<td>Photography 1 VPA</td>
<td>2 credits</td>
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<tr>
<td>Photography 2 VPA</td>
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## Fine Arts
### Graduation Credit (cont’d)

<table>
<thead>
<tr>
<th>PROGRAM/COURSE</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td><strong>Art (cont’d)</strong></td>
<td></td>
</tr>
<tr>
<td>Printmaking 1 VPA</td>
<td>2 credits</td>
</tr>
<tr>
<td>Printmaking 2 VPA</td>
<td>2 credits</td>
</tr>
<tr>
<td>Sculpture 1 VPA</td>
<td>1 or 2 credits</td>
</tr>
<tr>
<td>Sculpture 2 VPA</td>
<td>1 or 2 credits</td>
</tr>
<tr>
<td>World Art Pre-Diploma Program</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
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</tr>
<tr>
<td>Ballet 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Ballet 2</td>
<td>1 credit</td>
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<tr>
<td>Ballet 3</td>
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<td>Dance 1A</td>
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<td>Dance 1B</td>
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<tr>
<td>Dance 2A</td>
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<tr>
<td>Dance 2B</td>
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<tr>
<td>Dance 3A</td>
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<tr>
<td>Dance 3B</td>
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<tr>
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<td>Dance 4B</td>
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<tr>
<td>Dance Composition 1</td>
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<tr>
<td>Dance Composition 2</td>
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<tr>
<td>Dance Production</td>
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<tr>
<td>Dance Repertory 2</td>
<td>1 credit</td>
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<tr>
<td>Dance Repertory 3</td>
<td>1 credit</td>
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<tr>
<td>Dance Repertory 4</td>
<td>1 credit</td>
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<tr>
<td>Dance for Athletes 1</td>
<td>0.5 credit</td>
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<tr>
<td>Dance for Athletes 2</td>
<td>0.5 credit</td>
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<tr>
<td>Jazz 1</td>
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<tr>
<td>Jazz 2</td>
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<tr>
<td>Jazz and Tap 1</td>
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<tr>
<td>Jazz and Tap 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Modern Dance 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Modern Dance 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Modern Dance 3</td>
<td>1 credit</td>
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<tr>
<td>Modern Dance 4</td>
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</tr>
<tr>
<td>Pointe Ballet 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Pointe Ballet 2</td>
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<tr>
<td>Repertory Dance</td>
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<tr>
<td>World Dance 3</td>
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<tr>
<td><strong>Drama</strong></td>
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</tr>
<tr>
<td>Acting Studio 1</td>
<td>2 credits</td>
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<tr>
<td>Acting Studio 2</td>
<td>2 credits</td>
</tr>
<tr>
<td>Drama 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Drama 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Drama 3</td>
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<tr>
<td>Drama 3 2nd year</td>
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<tr>
<td>Introduction to Theatre Production</td>
<td>1 credit</td>
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<tr>
<td>Playwriting/Directing</td>
<td>2 credits</td>
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<tr>
<td>Repertory Acting</td>
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<tr>
<td>Performance Styles</td>
<td>2 credits</td>
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<tr>
<td>Special Theatre Topics</td>
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</tr>
</tbody>
</table>
## Fine Arts
### Graduation Credit (cont’d)

<table>
<thead>
<tr>
<th>PROGRAM/COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drama (cont’d)</strong></td>
<td></td>
</tr>
<tr>
<td>Theatrical Design</td>
<td>1 credit</td>
</tr>
<tr>
<td>Theatre Survey</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Media</strong></td>
<td></td>
</tr>
<tr>
<td>Media Arts Production 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Media Arts Production 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Media Arts Production 3</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Music: Vocal General</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Chorus - Concert</td>
<td>1 credit</td>
</tr>
<tr>
<td>Advanced Chorus - Chamber</td>
<td>1 credit</td>
</tr>
<tr>
<td>Advanced Placement Music Theory</td>
<td>1 credit</td>
</tr>
<tr>
<td>Applied Music Band</td>
<td>1 credit</td>
</tr>
<tr>
<td>Applied Music Piano</td>
<td>1 credit</td>
</tr>
<tr>
<td>Applied Music Strings</td>
<td>1 credit</td>
</tr>
<tr>
<td>Applied Music Voice</td>
<td>1 credit</td>
</tr>
<tr>
<td>Class Piano and Theory 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Class Piano and Theory 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Class Piano and Theory 3</td>
<td>1 credit</td>
</tr>
<tr>
<td>Class Piano and Theory 4</td>
<td>1 credit</td>
</tr>
<tr>
<td>Concert Chorus</td>
<td>1 credit</td>
</tr>
<tr>
<td>Guitar - Basic</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Guitar - Intermediate</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Guitar - Advanced</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Intermediate Chorus</td>
<td>0.5 or 1 credit</td>
</tr>
<tr>
<td>International Baccalaureate Music</td>
<td>1 credit</td>
</tr>
<tr>
<td>International Baccalaureate Music 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>Music Survey</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Music Survey</td>
<td>1 credit</td>
</tr>
<tr>
<td>Musicianship 1A</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Musicianship 1B</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Musicianship 2A</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Musicianship 2B</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Musicianship 3A</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Musicianship 3B</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Piano - Basic</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Piano - Intermediate</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Piano - Advanced</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Principles of Recording Technology</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Recording Technology</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Music: Instrumental</strong></td>
<td></td>
</tr>
<tr>
<td>Band - Basic</td>
<td>1 credit</td>
</tr>
<tr>
<td>Band - Intermediate</td>
<td>1 credit</td>
</tr>
<tr>
<td>Band - Advanced</td>
<td>1 credit</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>1 credit</td>
</tr>
<tr>
<td>Orchestra - Basic</td>
<td>1 credit</td>
</tr>
<tr>
<td>Orchestra - Intermediate</td>
<td>1 credit</td>
</tr>
<tr>
<td>Orchestra - Advanced</td>
<td>1 credit</td>
</tr>
<tr>
<td>Special Instrumental Ensemble</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

For more information regarding Fine Arts credit, contact the Creative Arts Programs Office at 301-808-8317.
# Technology Education

## Graduation Credit

One (1) Technology Education credit is required for graduation. Course availability is designated by each high school. The courses below meet the Technology Education credit criteria.

<table>
<thead>
<tr>
<th>PROGRAM/COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>867363 Advanced Placement Computer Science Principles</td>
<td>1 credit</td>
</tr>
<tr>
<td>991410 Flight Planning*</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>991400 The Flying Environment*</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>867303 Foundations of Computer Science</td>
<td>1 credit</td>
</tr>
<tr>
<td>842003 Foundations of Technology</td>
<td>1 credit</td>
</tr>
<tr>
<td>842093 Foundations of Technology Science and Technology**</td>
<td>1 credit</td>
</tr>
<tr>
<td>867913 Fundamentals of Aerospace*</td>
<td>1 credit</td>
</tr>
<tr>
<td>864333 Introduction to Information Technology Dual Enrollment</td>
<td>1 credit</td>
</tr>
<tr>
<td>867403 Principles of Engineering***</td>
<td>1 credit</td>
</tr>
<tr>
<td>991420 Unmanned Aircraft Operations*</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

Students are to be enrolled in the programs listed below to earn the 1.0 Technology Education credit:

- *Aerospace Engineering and Aviation Technology
- **Science and Technology
- ***Project Lead the Way Engineering

For more information, contact the Department of Career and Technical Education (CTE) at 301-669-6012.
The completion of two (2) Advanced Technology Education credits is one option for the completer requirement for graduation. Course availability is designated by each high school. The courses below meet the Advanced Technology Education credit criteria.

<table>
<thead>
<tr>
<th>PROGRAM/COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>812113 Advanced Design Applications*</td>
<td>1 credit</td>
</tr>
<tr>
<td>812123 Advanced Technological Applications</td>
<td>1 credit</td>
</tr>
<tr>
<td>991103 Aeronautics Engineering Applications</td>
<td>1 credit</td>
</tr>
<tr>
<td>991113 Astronautics Engineering Applications</td>
<td>1 credit</td>
</tr>
<tr>
<td>867803 Engineering Design by ITEEA*</td>
<td>1 credit</td>
</tr>
<tr>
<td>867213 Information Technology Networks and Systems 1</td>
<td>1 credit</td>
</tr>
<tr>
<td>867223 Information Technology Networks and Systems 2</td>
<td>1 credit</td>
</tr>
<tr>
<td>811200 Architectural Graphics S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>811103 Architectural Drafting and Design S/T</td>
<td>1 credit</td>
</tr>
<tr>
<td>836200 Electronic Systems A S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>836300 Electronic Systems B S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>836103 Electronic Systems S/T</td>
<td>1 credit</td>
</tr>
<tr>
<td>870200 Energy Systems A S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>870300 Energy Systems B S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>870103 Energy Systems S/T</td>
<td>1 credit</td>
</tr>
<tr>
<td>811400 Engineering Graphics S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>811303 Engineering Drafting and Design S/T</td>
<td>1 credit</td>
</tr>
<tr>
<td>870500 Production Systems A S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>870600 Production Systems B S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>870403 Production Systems S/T</td>
<td>1 credit</td>
</tr>
<tr>
<td>869800 Structural Systems A S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>869900 Structural Systems B S/T</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>870703 Structural Systems S/T</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

*Students who take and pass Foundations of Technology and at least two Advanced Technology Education courses (Advanced Design Applications and Engineering Design--ITEEA--only) may earn articulated college credits through the University of Maryland Eastern Shore. Additional criteria may apply.

For more information regarding the Advanced Technology Education credit, contact the Department of Career and Technical Education (CTE) at 301-669-6012.
World Languages
Graduation Completer Credit

The completion of two (2) credits in World Languages is one option for the completer requirement for graduation. For advanced coursework in high school, World Languages enrollment is required in middle school. See High School Graduation Credit for Middle School Coursework. Course availability is designated by each high school. A junior or senior student may not exceed three courses in any semester in World Languages.

Effective Fall 2018, PGCPS no longer requires two years of the same world language for students beginning a Level 1 course in high school; MSDE requires that American Sign Language be taken in sequential order to meet graduation requirements). We strongly encourage students to complete two years in the same world language to meet the following needs:

- Better mastery of the language;
- Support for reaching an Advanced Placement language course;
- Support to meet college entrance requirements and for the continuation of a language at the college level;
- Support for the Maryland Seal of Biliteracy; and
- Support of the language component for the Global Studies Academy.

Please note that students taking a World Language in Middle School MUST take the next sequential course in the same language in order to receive high school credit. If a student takes a Level 1 language in middle school and then takes the Level 2 in high school, the level 2 must be a continuation of the Level 1 course or the student may do Level 1 and Level 2 of the same language in middle school to receive high school credit.

MARYLAND SEAL OF BILITERACY COMAR 13A.03.07

The purpose of the State Seal of Biliteracy is to:

- Recognize the value of language learning in public schools.
- Encourage students to attain high proficiency levels in one or more languages in addition to English.
- Affirm native or heritage languages.
- Provide employers with a method of identifying individuals with language and biliteracy skills.
- Provide universities with an additional method to recognize applicants seeking admission/placement.
- Prepare students with the critical skills necessary to function in a global society.
- Strengthen cross-cultural communication, affirm the value of diversity, and honor the multiple cultures and languages of our communities.

A student can receive the Maryland Seal of Biliteracy if by senior year he/she passed English PARCC and one of the assessments aligned to ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines with a minimum qualifying score. See the Maryland Seal of Biliteracy web page for additional information: [http://marylandpublicschools.org/about/Pages/DCAA/World-Languages/Biliteracy/index.aspx](http://marylandpublicschools.org/about/Pages/DCAA/World-Languages/Biliteracy/index.aspx).

<table>
<thead>
<tr>
<th>American Sign Language 1</th>
<th>American Sign Language 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language 3</td>
<td>American Sign Language 4</td>
</tr>
<tr>
<td>American Sign Language 5</td>
<td>Arabic 1</td>
</tr>
<tr>
<td>Arabic 2</td>
<td>Arabic 3</td>
</tr>
<tr>
<td>Arabic 4</td>
<td>Arabic 4</td>
</tr>
<tr>
<td>International Baccalaureate Chinese Ab Initio 1</td>
<td>Online Chinese 1</td>
</tr>
<tr>
<td>International Baccalaureate Chinese Ab Initio 2</td>
<td>Online Chinese 2</td>
</tr>
<tr>
<td>Chinese 1</td>
<td>French 1</td>
</tr>
<tr>
<td>Chinese 2</td>
<td>French 2</td>
</tr>
<tr>
<td>Chinese 3</td>
<td>French 3</td>
</tr>
<tr>
<td>Chinese 4</td>
<td>French 4</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement Chinese 5</td>
</tr>
<tr>
<td></td>
<td>French 6</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement French 5 Language</td>
</tr>
<tr>
<td></td>
<td>French 7</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate French A</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate French B</td>
</tr>
<tr>
<td></td>
<td>Online French 1</td>
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<tr>
<td></td>
<td>Online French 2</td>
</tr>
<tr>
<td></td>
<td>Online French 3</td>
</tr>
</tbody>
</table>
World Languages
Graduation Completer Credit (cont’d)

Online Advanced Placement French Language
French for Native Speakers Level 2
French for Native Speakers Level 3
French for Native Speakers Level 4
German 1
German 2
German 3
German 4
Advanced Placement German 5
Italian 1
Italian 2
Italian 3
Italian 4
Advanced Placement Italian 5 Language and Culture
Japanese 1
Japanese 2
Japanese 3
Japanese 4
Advanced Placement Japanese 5 Language and Culture
International Baccalaureate Japanese B Ab initio
Korean 1
Korean 2
Korean 3
Korean 4
Latin 1
Latin 2
Latin 3
Latin 4
Advanced Placement Latin 5 Vergil
Online Latin 1
Online Latin 2
Online Latin 3
Portuguese 1
Portuguese 2
Portuguese 3
Russian 1
Russian 2
Russian 3
Russian 4
International Baccalaureate Russian Ab Initio 1
International Baccalaureate Russian Ab Initio 2
Spanish 1
Spanish 2
Spanish 3
Spanish 4
Advanced Placement Spanish 5 Language
Advanced Placement Spanish 6 Literature
Spanish 7
International Baccalaureate Spanish A
International Baccalaureate Spanish B
International Baccalaureate Spanish Ab Initio
Online Spanish 1
Online Spanish 2
Online Spanish 3
Online Advanced Placement Spanish Language
Spanish for Native Speakers 2
Spanish for Native Speakers 3
Spanish for Native Speakers 4

Immersion:
French/Language Arts 7
French/Language Arts 8
French/Language Arts 9
French/Language Arts 10

ESOL:
Native Language 1* (9th grade and above)
Native Language 2* (generally 10th grade and above)
Native Language 3* (generally 11th grade and above)
*For International Transfer Students Only

For more information, contact the World Languages Office at 301-808-8265, Immersion Office at 301-808-5956 or ESOL Office at 301-445-8450.
# Career and Technical Education

## MSDE-Approved Graduation Completer Credit Sequences

The completion of an MSDE-approved Career and Technical Education sequence of courses is one option for the completer requirement for graduation. Completer sequences are college and career preparation that includes certification, licensure, apprenticeship, college credit and/or work experience. Students must pass each course in the selected sequence to fulfill the completer requirement. Availability is designated by each high school. See your Professional School Counselor for application and transportation information.

### Arts, Media, and Communications
- Interactive Media Production ................................................................. 4 credits
- PrintED Graphic Communications ......................................................... 4 credits

### Business and Finance
- Accounting .......................................................................................... 4 credits
- Business Administrative Services ......................................................... 4 credits
- Business Management ........................................................................ 4 credits
- Finance (National Academy Foundation) ............................................ 4 credits

### Career Research and Development
- Apprenticeship (approval pending) .................................................... 4 credits
- Career Research and Development ...................................................... 4 credits

### Construction and Development
- Carpentry ............................................................................................ 6 credits
- Construction Design and Management ............................................. 4 credits
- Electrical ............................................................................................. 6 credits
- Heating, Ventilation, and Air Conditioning ....................................... 6 credits
- Masonry ................................................................................................. 6 credits
- Plumbing ............................................................................................... 6 credits

### Consumer Services, Hospitality and Tourism
- Careers in Barbering ............................................................................ 6 credits
- Careers in Cosmetology ......................................................................... 8 credits
- Culinary Arts ........................................................................................... 6 credits
- ProStart (Food and Beverage Management) ..................................... 4 credits

### Environmental, Agriculture, and Natural Resources
- Curriculum for Agricultural Science Education and Animal Science(CASE) ................................................................. 4 credits
- Curriculum for Agricultural Science Education -- Natural Resources (CASE) .................................................. 4 credits

### Health and Biosciences
- Biomedical Sciences (Project Lead the Way) ................................ 4 credits
- Certified Clinical Medical Assistant ..................................................... 4 credits
- Certified Nursing Assistant ................................................................. 5 credits
- Pharmacy Technician ................................................................................ 4 credits

### Human Resource Services
- Criminal Justice and Law Enforcement .............................................. 4 credits
- Early Childhood Education - Child Care; Infants and Toddlers ............ 5-7 credits
- Fire Fighter and Emergency Medical Technician ............................... 8 credits
- Homeland Security Sciences ............................................................... 4 credits
- Information/Communications Technology ......................................... 4 credits
- Junior Reserve Officers’ Training Corps (JROTC) ............................... 3 credits
- Teacher Academy .................................................................................... 4 credits

### Information Technology
- CISCO Networking Academy Cybersecurity ...................................... 6 credits
- Computer Information Systems ............................................................ 5 credits

### Manufacturing, Engineering, and Technology
- Project Lead the Way (PLTW) Engineering ........................................ 5 credits

### Pathways in Technology Early College High School (P-TECH)
- Hospitality Services Management ......................................................... 4 credits
- Health Information Management .......................................................... 4 credits

### Transportation
- Automotive Body Repair ....................................................................... 6 credits
- Automotive Technician ........................................................................ 6 credits
- Automotive Technology Maintenance .................................................. 6 credits

*Contact the Department of Career and Technical Education, 301-669-6012, for approval updates.*
The Arts, Media, and Communication pathway provides students the opportunity to explore the world of graphic arts, graphic design, multimedia, and audio and video production. Students are provided with knowledge of the equipment, materials, and processes currently used in the industry.

**Interactive Media Production**
**MSDE-Approved Completer**
**Adobe Creative Suite Certification**

**A SAMPLE PROGRAM PLANNER**
**ENTERING FRESHMEN SCHOOL YEAR 2017-2018**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Algebra 1 or above</td>
<td>Geometry or above</td>
<td>Algebra 2 or above</td>
<td>Non-Trivial Algebra level Mathematics</td>
</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Fine Art</td>
<td>Elective</td>
<td>944163 Interactive Media Design 1*</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>750203 Principles of Art, Media &amp; Communication*</td>
<td>944173 Interactive Media Design 2*</td>
<td>944183 Interactive Media Production Portfolio Capstone*</td>
</tr>
</tbody>
</table>

Recommended Electives: AP Studio Art: Drawing, AP Studio Art 2D, AP Studio Art 3D, and Foundations of Media Production
High Schools: DuVal, High Point, Oxon Hill

*MSDE Completer Requirement
# Arts, Media, and Communication

**PrintED Graphic Communications**

*MSDE-Approved Completer
Graphic Communications Certification*

## A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
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<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction</td>
<td>Local, State, and National</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Present</td>
<td>Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Fine Art</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td><strong>943903 Introduction to</strong></td>
<td><strong>944103 Digital File Prep and</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Communications**</td>
<td>Output**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Electives: Drawing and Painting, Art 2, Art 3, Art 4, Yearbook, and Introduction to Photography

High School: Suitland

*MSDE Completer Requirement
The Business and Finance pathway provides courses to prepare high school students for employment and advancement in the business industry. Students learn the basics of entrepreneurship, the foundations of business, personal finance, accounting, communications, technology, Microsoft Office tools, various financial analysis strategies and the methods by which businesses raise capital.

### Accounting

**MSDE-Approved Completer**

**Accounting Dual Enrollment**

**College-Level Examination Program (CLEP) college credits**

#### A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
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</tr>
<tr>
<td>Algebra 1 or above</td>
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<td>Non-Trivial Algebra level Mathematics</td>
</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Fine Arts</td>
<td>Elective</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>Elective</td>
<td>535203 Advanced Accounting* or Dual Enrollment*+</td>
</tr>
<tr>
<td>Elective</td>
<td>553103 Principles of Business Administration and Management*</td>
<td>553133 Principles of Accounting and Finance*</td>
<td>536003 Accounting and Finance Capstone*</td>
</tr>
</tbody>
</table>

Recommended Electives: Advanced Placement Economics, Business Communications, Business Law, Business Technology & Procedures, Computer Software Applications

High Schools: Croom and Dr. Henry A. Wise, Jr.

*MSDE Completer Requirement

+Dual Enrollment course must be approved for Accounting.
# Business and Finance

## Administrative Services

**MSDE-Approved Completer**  
*Microsoft Office Specialist Excel, PowerPoint, and Word Certifications*

## A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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<tbody>
<tr>
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<td>Algebra 1 or above</td>
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<td>Elective</td>
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High Schools: Dr. Henry A. Wise, Jr., Largo, and Parkdale

*MSDE Completer Requirement
## A SAMPLE PROGRAM PLANNER

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Recommended Electives: Advanced Placement Economics, Business Communications, Business Law, Business Technology & Procedures, and Computer Software Applications

High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Northwestern, Parkdale, and Suitland

*MSDE Completer Requirement
# Elective Program

## College-Level Examination Program (CLEP) college credits

### A SAMPLE PROGRAM PLANNER (EFFECTIVE FOR STUDENTS ENTERING GRADE 9 SCHOOL YEAR 2020-2021)

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<th>GRADE 10</th>
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Recommended Electives: Advanced Placement Economics, Business Communications, Business Law, Business Technology & Procedures, and Computer Software Applications

High School: Potomac
# Business and Finance

## Academy of Finance - NAF

*MSDE-Approved Completer  
*Finance Dual Enrollment  
*NAFTrack Certification

## A Sample Program Planner

<table>
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<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
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<td>511140 Ethics in Business NAF*</td>
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</table>

Recommended Electives: Advanced Placement Economics, Business Communications, Business Law, Computer Software Applications, and Insurance

High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Largo, Oxon Hill, and Suitland

*MSDE Completer Requirement
The Career Research and Development pathway focuses on teaching students the process of self-awareness, setting academic and career related goals, industry experience, employability skills development and establish career readiness.

### Apprenticeship

*MSDE Approval Pending

*State Skill Certificate*

#### A SAMPLE PROGRAM PLANNER

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<td>986013 Apprenticeship*</td>
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</table>

*MSDE Completer Requirement*
Career Research and Development

MSDE-Approved Completer

WORK COMPONENT
Students enrolled in CCRD 2 may receive up to two credits while employed at school-approved and monitored job sites in private industry and government agencies. The student’s portfolio will document proficiency in workplace readiness skills as indicated in the student’s work-based learning training plan.

A SAMPLING OF RELATED CAREERS
CCRD covers a wide range of occupational areas in Maryland State Department of Education career clusters.

RELATED COLLEGE PROGRAMS
Work-based learning programs are available at the college level where students may combine school with work as they pursue higher education credentials.

A SAMPLE PROGRAM PLANNER

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<td>983923 College Career Research and Development 2 (1)* and 983933-63 Work-Based Learning Experience (2)*</td>
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</tbody>
</table>

*MSDE Completer Requirement

The Construction and Development pathway focuses on providing students opportunities to understand all aspects of designing, and constructing buildings and other physical structures. There are opportunities to construct a house under the guidance of on-site coordinators as well as earn advanced standing in apprenticeship programs or college credit in postsecondary construction programs.

**Carpentry**

*MSDE-Approved Completer*

*National Center for Construction Education and Research Certification (NCCER)*

*Articulated Credit - Prince George’s Community College*

### A SAMPLE PROGRAM PLANNER

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Recommended Electives: Accounting, Business Organization and Management, Entrepreneurship, and Spanish

High Schools: Bladensburg, Croom, and Tall Oaks

*MSDE Completer Requirement*
## Construction Design and Management

**MSDE-Approved Completer**

**Autodesk – AutoCAD and/or Revit Certification**

**Articulated Credit - Prince George’s Community College**

### A SAMPLE PROGRAM PLANNER
**(EFFECTIVE FOR STUDENTS ENTERING GRADE 9 SCHOOL YEAR 2018-2019)**

<table>
<thead>
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Recommended Electives: Accounting, Business Organization and Management, Entrepreneurship, and Spanish

High School: Bowie

*MSDE Completer Requirement
## Construction and Development

### Electrical

**MSDE-Approved Completer**

*National Center for Construction Education and Research Certification (NCCER)*

*Articulated Credit - Prince George's Community College*

### A SAMPLE PROGRAM PLANNER

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Recommended Electives: Accounting, Business Organization and Management, Entrepreneurship, and Spanish

High Schools: Bladensburg, Croom, Crossland, and Suitland

*MSDE Completer Requirement*
Construction and Development

Heating, Ventilation, and Air Conditioning (HVAC)
MSDE-Approved Completer
National Center for Construction Education and Research Certification (NCCER)
Articulated Credit - Prince George’s Community College

A SAMPLE PROGRAM PLANNER

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Recommended Electives: Accounting, Business Organization and Management, Entrepreneurship, and Spanish

High Schools: Crossland and Suitland

*MSDE Completer Requirement
## Construction and Development

### Masonry

**MSDE-Approved Completer**

**National Center for Construction Education and Research Certification (NCCER)**

**Articulated Credit - Prince George’s Community College**

### A SAMPLE PROGRAM PLANNER

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Recommended Electives: Accounting, Business Organization and Management, Entrepreneurship, and Spanish

High Schools: Crossland and Suitland

*MSDE Completer Requirement*
## Construction and Development

### Plumbing

**MSDE-Approved Completer**

**National Center for Construction Education and Research Certification (NCCER)**

**Articulated Credit - Prince George's Community College**

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<td>Fine Arts</td>
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</tr>
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<td>World Languages 2 or above</td>
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</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>871613 Construction Core *</td>
<td>871703 Plumbing 1*</td>
</tr>
<tr>
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<td>871613 Construction Core *</td>
<td>871703 Plumbing 1*</td>
<td>871763 Plumbing 2*</td>
</tr>
</tbody>
</table>

Recommended Electives: Accounting, Business Organization and Management, Entrepreneurship, and Spanish

High School: Suitland

*MSDE Completer Requirement
Consumer Services, Hospitality and Tourism

Careers in Barbering • Careers in Cosmetology • Culinary Arts • ProStart

The Consumer Services, Hospitality and Tourism pathway introduces students to a variety of career options and education within the consumer service industry. Students engage in real-world experiences through internships and mentoring opportunities with options to earn industry certifications and/or college credit in the career field.

Careers in Barbering

MSDE-Approved Completer
Maryland Board of Barbers License

A SAMPLE PROGRAM PLANNER

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<tr>
<th>GRADE 9</th>
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<tr>
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<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
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</table>

Physical Education | Health Education | Fine Arts | 884113 Barbering 1* | 884123 Barbering 2* | 884133 Barbering 3* | Work-Based Learning |
| World Languages 1 or above | World Languages 2 or above | 884113 Barbering 1* | 884123 Barbering 2* | 884133 Barbering 3* | Work-Based Learning |
| Foundations of Technology | Elective | 884113 Barbering 1* | 884123 Barbering 2* | 884133 Barbering 3* | Work-Based Learning |
| Elective | Elective | 884113 Barbering 1* | 884123 Barbering 2* | 884133 Barbering 3* | Work-Based Learning |

Recommended Electives: First Year Accounting, Advanced Placement Sciences, Anatomy and Physiology, Business Organization and Management, and Entrepreneurship

High Schools: Crossland and Suitland

Program updates pending for students entering Fall 2021 (additional credits senior year)

*MSDE Completer Requirement
# Consumer Services, Hospitality and Tourism

## Careers in Cosmetology

**MSDE-Approved Completer**

**Maryland Board of Cosmetologist License**

### A SAMPLE PROGRAM PLANNER

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<td><strong>880103 Principles and Practices Cosmetology 1</strong></td>
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| **880303 Advanced Cosmetology** | **880403 Mastery of Cosmetology**\* | **880403 Mastery of Cosmetology**\* | **880403 Mastery of Cosmetology**\* |

Recommended Electives: First Year Accounting, Advanced Placement Sciences, Anatomy and Physiology, Business Organization and Management, and Entrepreneurship

High Schools: Bladensburg, Crossland, Gwynn Park, Laurel, and Suitland

*MSDE Completer Requirement

Program updates pending for students entering Fall 2021 (additional credits senior year)

Note: Work-based learning experience can occur after the completion of 1,000 hours within the program and is embedded within the Mastery of Cosmetology course.
### Culinary Arts

**American Culinary Federation (ACF)**

- **MSDE-Approved Completer**
- **American Culinary Federation (ACF) Certified Fundamentals Cook**
- **ServSafe Certification**
- **Articulated Credit Prince George’s Community College**

#### A SAMPLE PROGRAM PLANNER

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<td>684513 Culinary Basics*</td>
<td>684733 Professional Cooking 2 or 684743 Professional Baking 2*</td>
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</table>

Recommended Electives: Accounting, Entrepreneurship, Financial Literacy for Teens, Physics, Psychology, International Cuisine, Foods and Nutrition, and Food Trends and Technology

High Schools: Bladensburg, Crossland, DuVal, Gwynn Park, and Oxon Hill

*MSDE Completer Requirement*
## Completer Program

### Consumer Services, Hospitality and Tourism

**ProStart (Food and Beverage Management)**

*MSDE-Approved Completer*

ServSafe Certification

ProStart National Certificate of Achievement

Articulated Credit - Prince George’s Community College

### A SAMPLE PROGRAM PLANNER

**EFFECTIVE FOR STUDENTS ENTERING GRADE 11 SCHOOL YEAR 2020-2021**

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684603 Food Service Professional 2 (ProStart 2)*

684703 Food Service Professional Internship (ProStart Internship)*

684503 Food Service Professional 1 (ProStart 1)*

684703 Food Service Professional Internship (ProStart Internship)*

Recommended Electives: First Year Accounting, Entrepreneurship, Financial Literacy for Teens, and Psychology

Students interested in enrolling in the ProStart program are strongly encouraged to take Food and Nutrition, Food Trends and Technology, and International Culture and Cuisine.

High Schools: Bladensburg, Bowie, Charles Herbert Flowers, DuVal, Friendly, Gwynn Park (seniors only; phase out SY21), High Point, Largo, Parkdale, and Suitland

*MSDE Completer Requirement
Environmental, Agricultural, and Natural Resources

Curriculum for Agricultural Science Education (CASE) Animal Science
Curriculum for Agricultural Science Education (CASE) Natural Resources

The Environmental Studies pathway embraces an interdisciplinary approach to the study of earth systems and the human impact on the environment. Fundamental science principles are used to analyze and formulate solutions to environmental problems. Students successfully completing the program are equipped to pursue areas of study in college and the expanding career fields related to environmental science.

Curriculum for Agricultural Science Education (CASE) - Animal Science
MSDE-Approved Completer
Transcripted Credit - University of Maryland Institute of Applied Agriculture
Transcripted Credit - Rutgers University

A SAMPLE PROGRAM PLANNER
(EFFECTIVE FOR STUDENTS ENTERING GRADE 9 SCHOOL YEAR 2018-2019)

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<td>491033 Principles of Agriculture Science - Animal*</td>
<td>491043 Animal and Plant Biotechnology* and 491053 Agriculture Research and Development (Capstone)*</td>
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</table>


High Schools: Fairmont Heights, Gwynn Park, and High Point

*MSDE Completer Requirement
Environmental, Agricultural, and Natural Resources

Curriculum for Agricultural Science Education (CASE) - Natural Resources

MSDE-Approved Completer

Transcribed Credit - University of Maryland Institute of Applied Agriculture

A SAMPLE PROGRAM PLANNER
(EFFECTIVE FOR STUDENTS ENTERING GRADE 9 SCHOOL YEAR 2018-2019)

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Elective

491003 Introduction to Agriculture, Food, and Natural Resources*

490703 Natural Resources and Ecology*

490713 Environmental Science Issues* and 491053 Agriculture Research and Development (Capstone)*

High Schools: Fairmont Heights and High Point

*MSDE Completer Requirement
Health and Biosciences

Biomedical Sciences • Certified Nursing Assistant
Clinical Medical Assistant • Pharmacy Technician

The Health and Biosciences pathway provides a rigorous academic experience and prepares students for initial employment or post-secondary training in the health occupations field and biosciences industry. Students will gain insights on the roles of doctors, nurses, psychologists, forensic scientists, and veterinarians.

Biomedical Sciences – Project Lead the Way

MSDE-Approved Completer
Transcripted Credit - Stevenson University

A SAMPLE PROGRAM PLANNER

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<td>868103 Principles of Biomedical Sciences*</td>
<td>979973 Human Body Systems*</td>
<td>979803 Medical Interventions*</td>
<td>979813 Biomedical Innovation*</td>
</tr>
</tbody>
</table>

Recommended Electives: Anatomy and Physiology, Microbiology, AP Biology, AP Chemistry, AP Physics, and AP Environmental Science

High Schools: Bladensburg and Dr. Henry A. Wise, Jr.

*MSDE Completer Requirement
# Health and Biosciences

## Certified Nursing Assistant

**MSDE-Approved Completer**

Certified Nursing Assistant License

Geriatric Nursing Assistant License

Articulated Credit - Prince George’s Community College

### A SAMPLE PROGRAM PLANNER

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<td>979963 Foundations of Medical and Health Science*</td>
<td>979983 Structure and Functions of the Human Body*</td>
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</table>

Recommended Electives: AP Biology, AP Calculus, AP Chemistry, AP Economics, AP Statistics, Economics, Physics, and Probability/Statistics

High Schools: Bladensburg, Crossland, Laurel, and Suitland

*MSDE Completer Requirement
# Health and Biosciences

## Clinical Medical Assistant

**MSDE-Approved Completer**

*Certified Clinical Medical Assistant*

*Articulated Credit - Prince George’s Community College*

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Recommended Electives: AP Biology, AP Calculus, AP Chemistry, AP Economics, AP Statistics, Economics, Medical Science, Physics, and Probability/Statistics

High Schools: Dr. Henry A. Wise, Jr., Friendly, and Largo

*MSDE Completer Requirement*
## Health and Biosciences

### Pharmacy Technician

**MSDE-Approved Completer**  
**Pharmacy Technician Certification**

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<td>979963 Foundations of Medical and Health Science*</td>
<td>979983 Structure and Functions of the Human Body*</td>
<td>980053 Allied Health Internship*</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Electives: AP Biology, AP Calculus, AP Chemistry, AP Economics, AP Statistics, Economics, Medical Science, Physics, and Probability/Statistics  
High Schools: Bladensburg  
*MSDE Completer Requirement
The Human Resource Services pathway provides students with a rigorous academic environment and a personalized educational experience that will lead to future academic study in law, education, public safety, and government. The goal is to integrate practical experience with quality academic courses to aid students in the development of pre-college career skills. Students gain insight on the roles of attorneys, paralegals, social workers, teachers, law enforcement, corrections professionals, and government service professionals.

**Criminal Justice and Law Enforcement**  
*MSDE-Approved Completer*  
**Articulated Credit: Frederick Community College**

### A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
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<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>AP Biology AP Chemistry or AP Environmental Science</td>
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<tr>
<td>US History II Reconstruction to Present</td>
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<td>World History</td>
<td>Social Studies Elective</td>
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<tr>
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<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>997053 Administration of Justice 1*</td>
<td>Elective</td>
</tr>
</tbody>
</table>


High Schools: Bowie, Central, Laurel, Potomac, and Surrattsville

*MSDE Completer Requirement*
## Early Childhood Education/Child Care

**MSDE-Approved Completer**

**90-Clock Hour Senior Staff Certification**

**Articulated Credit for Prince George’s Community College**

### A SAMPLE PROGRAM PLANNER

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<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
<td>688323 Child Development Internship* - 2 credit</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>687203 Child Development 2*</td>
<td>688333 Child Development Internship (3 credits)</td>
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<tr>
<td>Elective</td>
<td>686103 Child Development 1*</td>
<td>687203 Child Development 2*</td>
<td>688343 Child Development Internship (4 credits)</td>
</tr>
</tbody>
</table>


High Schools: Bowie, Central, Charles Herbert Flowers, Dr. Henry A. Wise Jr., Friendly, High Point, Laurel, Northwestern, Parkdale, Surrattsville, and Tall Oaks

*MSDE Completer Requirement

### A SAMPLE PROGRAM PLANNER - Early Childhood Education - Infants and Toddlers Child Development Assoc.

**(EFFECTIVE FOR STUDENTS ENTERING SCHOOL YEAR 2020-2021)**

<table>
<thead>
<tr>
<th>Learning Environments for Infants and Toddlers*</th>
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<tbody>
<tr>
<td>686123 Child Growth and Development through Adolescence*</td>
</tr>
<tr>
<td>Establishing a Purposeful Program for Infants and Toddlers*</td>
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<tr>
<td>Child Development Associate (CDA) Portfolio and Internship*</td>
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</table>

High Schools: Laurel and Surrattsville

*MSDE Completer Requirement
Human Resource Services

Fire Fighter and Emergency Medical Technician
MSDE-Approved Completer
18 credits Maryland Fire Rescue Institute
Certifications: Emergency Medical Technician B, Fire Fighter I/II, Rescue Tech,
Confined Space, Hazardous Materials Operations, CPR

A SAMPLE PROGRAM PLANNER

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<tr>
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<td>Fine Arts</td>
<td>988303 Fire Emergency Medical Training Cadet 1*</td>
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<td></td>
<td></td>
<td></td>
<td>988313 Fire Emergency Medical Training Cadet 2*</td>
</tr>
<tr>
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<td>World Languages 2 or above</td>
<td>988303 Fire Emergency Medical Training Cadet 1*</td>
<td>988313 Fire Emergency Medical Training Cadet 2*</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>988323 Fire Cadet Seminar 1*</td>
<td>988333 Fire Cadet Seminar 2*</td>
</tr>
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<td>988323 Fire Cadet Seminar 1*</td>
<td>988333 Fire Cadet Seminar 2*</td>
</tr>
</tbody>
</table>

Recommended Electives: Advanced Placement Biology, Psychology, and Spanish
High Schools: Charles Herbert Flowers and Gwynn Park
*MSDE Completer Requirement
**Homeland Security Sciences**

*MSDE-Approved Completer*

### A SAMPLE PROGRAM PLANNER
**(EFFECTIVE FOR STUDENTS ENTERING SCHOOL YEAR 2018-2019)**

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<tr>
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<td>Elective</td>
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### A SAMPLE PROGRAM PLANNER
**(EFFECTIVE FOR STUDENTS ENTERING THROUGH SCHOOL YEAR 2017-2018)**


Recommended Electives: Probability and Statistics, Environmental Science, AP Government and Politics, Physics, and Microbiology

High Schools: High Point, Parkdale, Potomac, and Suitland

*MSDE Completer Requirement*
Human Resource Services

Information/Communications Technology

MSDE-Approved Completer

Geographical Information Systems/Remote Sensing Certification

A SAMPLE PROGRAM PLANNER

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<td>Elective</td>
<td>997033 Homeland Security Capstone*</td>
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<td></td>
<td>997030 Advanced Skill-Based Training for Geographic Information Systems and Remote Sensing*</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>997040 Geospatial Application Project*</td>
</tr>
</tbody>
</table>

Recommended Electives: Probability and Statistics, Environmental Science, AP Government and Politics, AP Human Geography, Physics, and AP Computer Science

High School: Parkdale

*MSDE Completer Requirement
Human Resource Services

Junior Reserve Officers’ Training Corps
MSDE-Approved Completer
Advanced Rank upon Enlistment in the Armed Forces

A SAMPLE PROGRAM PLANNER

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</tr>
<tr>
<td>JROTC 1*</td>
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<td>JROTC 3*</td>
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</table>


High Schools: All High Schools offering JROTC

*MSDE Completer Requirement

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>GRADE 9</th>
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</thead>
<tbody>
<tr>
<td>Air Force JROTC</td>
<td>Aerospace Science 1</td>
<td>Aerospace Science 2</td>
<td>Aerospace Science 3</td>
<td>Aerospace Science 4</td>
</tr>
<tr>
<td>Army JROTC</td>
<td>Leadership Ed 1</td>
<td>Leadership Ed 2</td>
<td>Leadership Ed 3</td>
<td>Leadership Ed 4</td>
</tr>
<tr>
<td>Navy JROTC</td>
<td>Naval Science 1</td>
<td>Naval Science 2</td>
<td>Naval Science 3</td>
<td>Naval Science 4</td>
</tr>
</tbody>
</table>
## Teacher Academy

**MSDE-Approved Completer**  
**ParaProfessional Certification**

Transcribed Credit (Coppin State, Stevenson University, Towson University)  
Articulated Credit (Prince George’s Community College, St. Mary’s College of Maryland,  
Stevenson University and Towson University)  
Dual Enrollment

### A SAMPLE PROGRAM PLANNER  
(EFFECTIVE FOR STUDENTS ENTERING GRADE 10 SCHOOL YEAR 2018-2019)

<table>
<thead>
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<td>Elective</td>
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<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
<td>689503 Education Academy Internship daily block (1 credit)*</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>Elective</td>
<td>689503 Education Academy Internship daily block*</td>
</tr>
<tr>
<td>Elective</td>
<td><strong>686403 Human Growth and Development through Adolescence</strong>*</td>
<td><strong>689303 Teaching as a Profession</strong>*</td>
<td><strong>689403 Foundations of Curriculum and Instruction</strong>*</td>
</tr>
</tbody>
</table>

High Schools: Bowie, DuVal, and Laurel Petomae  
*MSDE Completer Requirement
Information Technology
CISCO Academy • Computer Information Systems

The Information Technology pathway prepares students to meet the demands of the 21st century with a rigorous academic curriculum while exposing them to the varied career paths and opportunities available in the information technology industry. Students are provided concentrated coursework in networking, computer science, and database in preparation for post secondary training and/or a career path in the information technology field.

CISCO Networking Academy - Cyber Security
MSDE-Approved Completer
Certifications: Cisco Certified Entry Networking Technician, CompTia Security +, CompTia Network +

A SAMPLE PROGRAM PLANNER

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<tr>
<td>Physical Education</td>
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<td>Foundations of Technology</td>
<td>887003 CCNA 1*</td>
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<tr>
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<td></td>
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<td>887013 CCNA 2*</td>
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<td>887013 CCNA 2*</td>
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<td>887003 CCNA 1*</td>
<td>887013 CCNA 2*</td>
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<td>886013 Cyberwatch Ethics*</td>
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<tr>
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<td>887013 CCNA 2*</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>886003 Cyberwatch Security +</td>
</tr>
</tbody>
</table>

High Schools: Crossland, Dr. Henry A. Wise, Laurel, and Suitland (DuVal, Fairmont Heights and Gwynn Park pending MSDE approval)

CCNA = Certified Cisco Networking Associate

*MSDE Completer Requirement
## Information Technology

### Computer Information Systems

**MSDE-Approved Completer**  
**Microsoft Technology Associate**  
**Advanced Placement Exam**

### A SAMPLE PROGRAM PLANNER

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| 867303 Foundations of Computer Science      | 867343 Advanced Placement Computer Science Principles* | 867323 Advanced Placement Computer Science* | 867373 Computing Tools and Environment* 867383 Client Operating Systems* |

Recommended Elective: Advanced Placement Calculus

High Schools: High Point and Charles Herbert Flowers

*MSDE Completer Requirement
Manufacturing, Engineering, and Technology

PLTW Engineering

The Manufacturing, Engineering, and Technology pathway offers PLTW Engineering. This is a rigorous program that helps schools to empower students to not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. This program centers on developing better problem-solving skills by immersing students in real-world engineering problems and challenges. PLTW is based on state and national standards, strong industry partnerships, numerous research opportunities, and continuous technological improvements.

Project Lead the Way (PLTW) Engineering

MSDE-Approved Completer

Transcripted Credit - University of Maryland Baltimore County or Rochester Institute of Technology

Articulated Credit - University of Maryland Eastern Shore

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<tr>
<td>Elective</td>
<td>Elective</td>
<td>867713 Civil Engineering and Architecture* or 867933 Aerospace Engineering*</td>
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<tr>
<td>867503 Introduction to Engineering Design*</td>
<td>867403 Principles of Engineering* (Technology Education)</td>
<td>867613 Digital Electronics*</td>
<td>867813 Engineering Design and Development*</td>
</tr>
</tbody>
</table>

Students in PLTW Engineering may earn the AP + PLTW recognition based on the PLTW program and study and AP courses taken, among other eligibility criteria.

Recommended Electives: Advanced Placement (AP) Biology, AP Calculus, AP Computer Science Principles, AP Computer Science, AP Environmental Science, AP Physics, AP English/Language Arts, Physics, Pre-Calculus

High Schools: Charles Herbert Flowers, Crossland, DuVal, Northwestern, and Oxon Hill

*MSDE Completer Requirement
Pathways in Technology Early College High School (P-TECH)

Hospitality Services Management • Health Information Management

Through the Pathways in Technology Early College High School, or P-TECH, Prince George’s County Public Schools (PGCPS) students can complete both a 4-year high school diploma and a 2-year Associate of Applied Science (AAS) Degree in six years or less at no cost. Students begin college level work by 10th grade for dual credit. P-TECH graduates complete all of the required course work to earn a high school diploma and an Associate of Applied Science (AAS) Degree. Students can take up to six years to complete the program, but may finish in as few as four years. In addition to the degrees, students earn industry certifications in their chosen field of study.

## Hospitality Services Management

**MSDE-Approved Completer**

### A SAMPLE PROGRAM PLANNER

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<td>English 11</td>
<td>106513 English 12 DE (EGL 1020 Writing)</td>
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<tr>
<td>Algebra 1 or above</td>
<td>Geometry or above</td>
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<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Elective</td>
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<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Foundations of Computer Science</td>
<td>Elective</td>
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<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>122303 Speech DE (SPH 1090–Speech)</td>
<td>290630 Sociology DE (SOC 1010-Intro to Sociology)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>HSM 1580 Using Technology in the Hospitality Industry</td>
<td>HSM 1550 Food Service Manager Train/Cert</td>
<td>HSM 1515 Leadership Dynamic in Hospitality</td>
</tr>
<tr>
<td></td>
<td>681433 Food Service Operations DE* (HSM-1630 - Food Service Operations)</td>
<td>HSM 2050 Human Resource Mgt/Training</td>
<td>EGL 1320 Comp II: Writing for Business</td>
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<tr>
<td></td>
<td>HSM 1810 Introduction to Travel and Tourism</td>
<td>374003 Intro to Statistics DE or 373020 Probability and Statistics DE</td>
<td>HSM 2760 Hospitality Seminar</td>
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<td>HSM 1520 Event Mgmt</td>
<td>HSM 1680 Event Sponsorship</td>
<td>HSM 1810 Introduction to Travel and Tourism</td>
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<td>681413 Introduction to Hospitality DE* (HSM-1520 Event Mgmt)</td>
<td>684013 Clinical Nutrition DE</td>
<td>HSM 2530 Hospitality Sales/Marketing</td>
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<td>681453 Hotel Management (HSM-1621 Hotel)</td>
<td>681443 Meeting, Convention, Event Planning DE*</td>
<td>HSM 2250 HSM-1510 Introduction Hospitality Industry</td>
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<td></td>
<td>HSM 2930 Cooperative Ed (summer)</td>
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<td>HSM 2930 Cooperative Ed (summer)</td>
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</tbody>
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High School: Frederick Douglass

*MSDE Completer Requirement
# P-TECH Health Information Management

## A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>106513 English 12 DE (EGL 1020 Writing)</td>
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<tr>
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<td>EGL 1320 Comp II: Writing for Business</td>
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<td>Geometry or above</td>
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<td>373020 Probability and Statistics DE</td>
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<tr>
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<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Elective</td>
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<td>US History II</td>
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<tr>
<td>Present</td>
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<td>HIM 2530 Health Information Management</td>
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<td>Health Education</td>
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<td>HIM 2580 Health Information Practicum III</td>
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<tr>
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<td></td>
<td>HIM 1540 Directed Clinical Practice I</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HIM 2511 Healthcare Quality Improvement and Data Analysis</td>
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<td>World Languages 1 or above</td>
<td>122303 Speech Interpersonal DE (COM 1010 Intro to Speech)</td>
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<tr>
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<td>World Languages 2 or above</td>
<td>HIM 1505 Healthcare Delivery Systems</td>
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<td></td>
<td>HIM 2560 Health Information Practicum II</td>
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<td>980133 Statistics of Health (HIM 1510 Statistics for Health Profession)</td>
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<td>Fine Arts</td>
<td>492123 Anatomy and Physiology DE</td>
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<td>HIM 1600 Principles and Applications of ICD Coding II</td>
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<td>HIM 2520 Principles and Applications of ICD Coding II</td>
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<td>HIM 2511 Healthcare Quality Improvement and Data Analysis</td>
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<td>PAS 1000</td>
<td>864333 Intro to Information Tech DE (INT 1010 Introduction to Information Technology)</td>
<td>980103 Medical Terminology DE* (HIM-1530 Medical Terminology)</td>
<td>HIM 1581 Principles and Applications of ICD Coding</td>
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<td>HIM 1550 Human Disease and Pharmacology*</td>
<td>HIM 2600 Medical Reimburse and Billing</td>
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<tr>
<td>Academic Success</td>
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<td>HIM 2590 RHIT Exam Prep</td>
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High School: Frederick Douglass
## Transportation

Automotive Body Repair • Automotive Technician

### Automotive Body Repair

**MSDE-Approved Completer**

#### A Sample Program Planner

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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<tbody>
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<td>English 9</td>
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<tr>
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<td>Geometry or above</td>
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<td>Non-Trivial Algebra level Mathematics</td>
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<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
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<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
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<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Fine Arts</td>
<td>Elective</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>872913 Auto Body Repair 1*</td>
<td>Elective</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Elective</td>
<td>872933 Auto Body Repair 1*</td>
<td>872951, 872961 Auto Body Repair 2*</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>872943 Auto Body Repair 1*</td>
<td>872972, 872982 Auto Body Repair 2*</td>
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</table>

Recommended Electives: Entrepreneurship, Computer Applications, and Financial Literacy

High School: **Laurel and Suitland**

*MSDE Completer Requirement
### Automotive Technician

**MSDE-Approved Completer**

## A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
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<th>GRADE 11</th>
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<tr>
<td>English 9</td>
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</tr>
<tr>
<td>Algebra 1 or above</td>
<td>Geometry or above</td>
<td>Algebra 2 or above</td>
<td>Non-Trivial Algebra level Mathematics</td>
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<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Fine Arts</td>
<td>875913 Automotive Mechanic/Technician 1*</td>
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<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>875923 Automotive Mechanic/Technician 2*</td>
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<tr>
<td>Foundations of Technology</td>
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<td>875933 Automotive Mechanic/Technician 3*</td>
<td>875951, 875961 Automotive Mechanic/Technician 2*</td>
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<td>Elective</td>
<td>Elective</td>
<td>875943 Automotive Mechanic/Technician 4*</td>
<td>875972, 875982 Automotive Mechanic/Technician 2*</td>
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</table>

Recommended Electives: Entrepreneurship, Computer Applications, and Financial Literacy

High Schools: Crossland, Gwynn Park, and Suitland

*MSDE Completer Requirement
## A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
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</thead>
<tbody>
<tr>
<td>English 9</td>
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<td>Algebra 1 or above</td>
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<td>Non-Trivial Algebra level</td>
</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
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<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
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<td>Social Studies Elective</td>
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<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Fine Arts</td>
<td>875813 Brakes*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>875833 Electrical/ Electronic*</td>
</tr>
<tr>
<td></td>
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<td>Elective</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>875813 Brakes*</td>
<td>875833 Electrical/ Electronic*</td>
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<td>875843 Engine Performance</td>
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<td>875833 Electrical/ Electronic*</td>
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<td></td>
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<td>875853 Auto Tech Work</td>
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</table>

Recommended Electives: Entrepreneurship, Computer Applications, and Financial Literacy

High Schools: pending

*MSDE Completer Requirement
Advanced Placement

COURSE SEQUENCE

The College Board’s Advanced Placement (AP) program’s major focus is to facilitate the transition of high school students into successful college experiences. The 38 courses offered by The College Board are developed in conjunction with college and university faculty members. The AP program allows students to complete college-level studies while still in high school. All students enrolled in the program must take the appropriate AP course exam and are awarded weighted grades for the additional work required by the courses. Each student must check with the desired college/university to determine the respective requirements to earn course credit for an AP course.

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
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<td>Math 6</td>
<td>Math 7</td>
<td>Algebra 1</td>
<td>Geometry or above</td>
<td>Trig Analysis Pre-Calculus</td>
<td>Pre-Calculus BC</td>
<td>AP Calculus AB</td>
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<td>Accelerated 1</td>
<td>Accelerated 2</td>
<td>Algebra 1 Geometry</td>
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<td></td>
<td>AP Calculus BC</td>
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<tr>
<td></td>
<td></td>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td>Reading / English Language Arts (RELA)</td>
<td>RELA 6</td>
<td>RELA 7</td>
<td>RELA 8</td>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors AP</td>
<td>AP English Literature</td>
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<td>RELA 6 Honors</td>
<td>RELA 7 Honors</td>
<td>RELA 8 Honors</td>
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</tr>
<tr>
<td>Science</td>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
<td>Life Science (Biology)</td>
<td>Earth and Space Science</td>
<td>Physical Science</td>
<td>AP Biology</td>
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<td></td>
<td>Science 6 Honors</td>
<td>Science 7 Honors</td>
<td>Science 8 Honors</td>
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<td>(Honors Chemistry, or Biogeochemical Systems)</td>
<td>(AP Chemistry or AP Physics 1 or 2, or AP Environmental Science)</td>
<td>AP Chemistry</td>
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<td>Social Studies</td>
<td>World Cultures Western Hemisphere Honors</td>
<td>World Cultures Eastern Hemisphere Honors</td>
<td>United States History I 1776–1877 Honors</td>
<td>United States History II Reconstruction to the Present Honors</td>
<td>Local, State, and National Government Honors or AP US Government &amp; Politics</td>
<td>World History Honors or AP World History</td>
<td>AP Human Geography</td>
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<td>World Languages</td>
<td>World Languages 1</td>
<td>World Languages 2</td>
<td>World Languages 3</td>
<td>World Languages 4</td>
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<td>World Languages 1</td>
<td>World Languages 2</td>
<td>World Languages 3</td>
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<td></td>
<td></td>
<td></td>
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<td>AP European</td>
</tr>
</tbody>
</table>

The College Board has been working diligently to provide all students with the opportunity to take a rigorous high school curriculum by expanding access to AP, especially to underrepresented minorities. Through the use of the PSAT 8/9, PSAT/NMSQT and AP Potential, a web-based program, students will be identified who may not be enrolled in honors/challenging courses. School counselors can notify parents of the student’s potential and encourage the students to enroll in courses that will be more academically challenging. PGCPS has an open access policy for Advanced Placement courses.

Additional AP courses

| AP Art History          | AP Chinese               | AP Spanish Literature    |
| AP Government and Politics: Comparative | AP Italian Language and Culture | AP Music Theory          |
| AP Computer Science     | AP Japanese Language and Culture | AP Studio Art: 2-D Design |
| AP French Language and Culture | AP Latin                | AP Studio Art: 3-D Design |
|                          | AP Spanish Language and Culture | AP Studio Art: Drawing   |
Advanced Placement Guidelines

The following guidelines are provided for any student who plans to enroll in an AP course.

- All students are encouraged to take AP courses. The student’s Preliminary SAT (PSAT) data, AP Potential, may be used to guide the student into AP courses.
- Completed AP courses will earn a weighted grade, per Administrative Procedure 5121.3.

Online Advanced Placement Courses

High-quality online courses approved by the Maryland State Department of Education (MSDE) for credit offer PGCPS high school students the opportunity to benefit from the following Online AP options. Changes may occur based on MSDE’s Approved Online Course document.

- Online AP Art History
- Online AP Biology
- Online AP Calculus AB
- Online AP Calculus BC
- Online AP Chemistry
- Online AP Computer Science
- Online AP English Language and Composition
- Online AP English Literature and Composition
- Online AP Environmental Science
- Online AP French Language
- Online AP Human Geography
- Online AP Macroeconomics
- Online AP Microeconomics
- Online AP Psychology
- Online AP Spanish Language
- Online AP Statistics
- Online AP U.S. Government and Politics
- Online AP US History
Aerospace Engineering and Aviation Technology

Elective Programs of Study

The Aerospace Engineering and Aviation Technology Program (AEAT) is a rigorous four-year high school course of study that provides broad and intensive college-level academic experiences with content and application focused on science, mathematics, pre-engineering and technology. AEAT, offered at DuVal High School, is a PGCPS specialty program and admits students in eighth (8th) and ninth (9th) for the upcoming year (entering 9th and 10th grades) after evaluation of their grade point average (GPA) and performance on the PSAT 8/9. Transportation is provided for all students.

Students are required to obtain a minimum of 13 credits in mathematics, engineering, research, and science courses and select a major by tenth grade to concentrate on those STEM courses as they progress through the program. Major components of the program include:

- external experiences (Internships, mentorships, and field trips);
- enrollment in Advanced Placement (AP) coursework with completion of exams strongly encouraged; and
- completion of the AEAT Practicum, which results in a five chapter paper.

As AEAT students complete STEM projects throughout their high school career, they will gain a skillset to help them write a five chapter research paper. Through the Aerospace Practicum course, students are guided through a master’s level thesis that they present in a research symposium. A certificate of completion and documentation on a student’s PGCPS high school transcript will be awarded to each student who completes the minimum 13 S/T credits, meets the minimum requirements for high school graduation, and maintains a minimum cumulative GPA of 2.5.

All interested 8th grade PGCPS students will be considered for admission into AEAT program as long as they take the PSAT 8/9 at their school. PGCPS 9th grade students interested must apply to be considered for any openings in their current class. The PSAT 8/9 Test Administration will take place in December in the year preceding enrollment. Nonpublic school students in 8th and 9th grade interested in the AEAT Program must apply. Please visit www.pgcps.org/testing and click on Specialty Programs to obtain additional information.

The required course credits are distributed according to the STEM selected area of study.

<table>
<thead>
<tr>
<th>Science</th>
<th>Aerospace Engineering</th>
<th>Aviation Technology</th>
<th>Exploratory</th>
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<tr>
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</table>

Planners by Grade

The following program planners show courses by grade level following an 8 period A Day/B Day schedule. To ensure that AEAT students are following the correct schedule sequence, student schedules must be reviewed and approved by the Aerospace Engineering and Aviation Technology Coordinator. In addition, adjustments made to the major schedule sequence, seen below, are made on a case by case basis with the approval of the AEAT Coordinator. Please note that students are to follow the planner they received upon entry into the Science and Technology Program.

Class of 2020 and Class of 2021

A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
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<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors or AP Language</td>
<td>English 12 or AP Literature</td>
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<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T or above</td>
<td>Algebra 2 or above</td>
<td>Pre-Calculus or above</td>
</tr>
<tr>
<td>Life Science (S/T)</td>
<td>Physical Science (S/T)</td>
<td>Earth and Space Science (S/T)</td>
<td>Aerospace Practicum</td>
</tr>
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<td>Local, State, and National Government or AP</td>
<td>World History Honors or AP World History</td>
<td>AP Physics C, AP Chemistry, or AP Computer</td>
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<td>Health Education</td>
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<td>Internship or Dual Enrollment</td>
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<td>991000 Aviation History and Development</td>
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<td>Internship or Dual Enrollment</td>
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<td>991043 Aviation Management</td>
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## Aerospace Engineering and Aviation Technology

### Class of 2022

**A SAMPLE PROGRAM PLANNER**

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<th>GRADE 11</th>
<th>GRADE 12</th>
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<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors or AP Language</td>
<td>English 12 or AP Literature</td>
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</tr>
<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T or above</td>
<td>Algebra 2 or above</td>
<td>Pre-Calculus or above</td>
<td></td>
</tr>
<tr>
<td>Life Science (S/T)</td>
<td>Physical Science (S/T)</td>
<td>Earth and Space Science (S/T)</td>
<td>Aerospace Practicum</td>
<td></td>
</tr>
<tr>
<td>US History II Reconstruction to Present Honors</td>
<td>Local, State, and National Government or AP Government</td>
<td>World History Honors or AP World History</td>
<td>AP Physics C, AP Chemistry, or AP Computer Science</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Fine Art</td>
<td>Elective</td>
<td>Internship or Dual Enrollment</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
<td>Internship or Dual Enrollment</td>
<td></td>
</tr>
<tr>
<td>867913 Fundamentals of Aerospace</td>
<td>Elective</td>
<td>991103 Aeronautics Engineering Applications or UAS Operations 1/ UAS Operations 2</td>
<td>Internship or Dual Enrollment</td>
<td></td>
</tr>
<tr>
<td>991000 Aviation History and Development</td>
<td>991010 Meteorology</td>
<td>991023 Aerospace Technology or Introduction to Flight/Aircraft Systems and Performance</td>
<td>STEM Elective</td>
<td>Internship or Dual Enrollment</td>
</tr>
</tbody>
</table>

### Class of 2023

**A SAMPLE PROGRAM PLANNER**

<table>
<thead>
<tr>
<th></th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors or AP Language</td>
<td>English 12 or AP Literature</td>
<td></td>
</tr>
<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T or above</td>
<td>Algebra 2 or above</td>
<td>Pre-Calculus or above</td>
<td></td>
</tr>
<tr>
<td>Life Science (S/T)</td>
<td>Physical Science (S/T)</td>
<td>Earth and Space Science (S/T)</td>
<td>Aerospace Practicum</td>
<td></td>
</tr>
<tr>
<td>US History II Reconstruction to Present Honors</td>
<td>Local, State, and National Government or AP Government</td>
<td>World History Honors or AP World History</td>
<td>AP Physics C, AP Chemistry, AP Computer Science or UAS Design and Applications/ UAS Capstone</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>STEM Elective</td>
<td>Elective</td>
<td>Internship or Dual Enrollment</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
<td>Internship or Dual Enrollment</td>
<td></td>
</tr>
<tr>
<td>Fine Art</td>
<td>Elective</td>
<td>991103 Aeronautics Engineering Applications or UAS Operations 1/ UAS Operations 2</td>
<td>Internship or Dual Enrollment</td>
<td></td>
</tr>
<tr>
<td>867913 Fundamentals of Aerospace</td>
<td>991023 Aerospace Technology or Introduction to Flight/Aircraft Systems and Performance</td>
<td>STEM Elective</td>
<td>Internship or Dual Enrollment</td>
<td></td>
</tr>
</tbody>
</table>
Aerospace Engineering and Aviation Technology

STEM Electives

The following table lists electives available to Aerospace Engineering and Aviation Technology students by their major.

<table>
<thead>
<tr>
<th>Aerospace Engineering Major</th>
<th>Aviation Technology Major</th>
<th>Exploratory Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Management</td>
<td>Aerospace Engineering</td>
<td>Must choose at least one STEM elective from each of the other majors (shown left)</td>
</tr>
<tr>
<td>AP Biology</td>
<td>Aircraft Systems</td>
<td>and include at least one elective must be</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>AP Biology</td>
<td>AP Biology (1.0) or AP Chemistry (1.0)</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>AP Chemistry</td>
<td>or AP Physics C (1.0) or AP Computer Science (1.0) in 11th or 12th grade year.</td>
</tr>
<tr>
<td>AP Computer Science A</td>
<td>AP Computer Science A</td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>AP Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Computer Graphics 1</td>
<td>Computer Graphics 1</td>
<td></td>
</tr>
<tr>
<td>Computer Graphics 2</td>
<td>STEM Dual Enrollment*</td>
<td></td>
</tr>
<tr>
<td>STEM Dual Enrollment*</td>
<td>Introduction to Flight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEM Dual Enrollment*</td>
<td></td>
</tr>
</tbody>
</table>

To participate in dual enrollment, AEAT students must:
- meet the admissions requirements of the institute of higher education where the dual enrollment course will occur.
- get approval for course work from their Science and Technology Coordinator, Dual Enrollment Coordinator at their school and PGCPS College Readiness Office. (Note: Graduation requirement course work cannot be completed during the 2nd semester of senior year.)
- provide verification of successful completion of dual enrollment coursework to the AEAT Coordinator in the form of official transcripts. Failure to provide required documentation may result in the students failure to meet the graduation requirements for the AEAT Program.
- maintain an appropriate GPA as outlined in the PGCPS Administrative Procedure 6142.3.
- be in good standing in terms of attendance, behavior, and academics. (Note: Students who are on probation/contract are not in good standing.)

Research Practicum or alternate approved plan:
In the spring of their junior year, students and parents must select and sign off on path for senior year. The following options are available:
- Option 1: Course Schedule to include the following courses:
  - Research Practicum
  - AP Courses (must be approved by AEAT Coordinator)
- Option 2: Course Schedule to include the following courses:
  - Internship
  - Research Practicum
- Option 3: Course Schedule to include the following courses:
  - Research Practicum
  - Dual Enrollment* (minimum of 1 course/semester)
- Option 4: Course Schedule to include the following courses:
  - Dual Enrollment* (minimum of 2 courses/semester)

PLEASE NOTE:
- Failure to meet the requirements to take dual enrollment courses will result in students only being eligible for Options 1 and 2.
- If a student does not finish the chosen option, they will be withdrawn and will not graduate from the AEAT Program.
- Official transcripts must be received to verify successful completion of dual enrollment coursework.
- The GPA requirements as outlined in Administrative Procedure 6142.3 will be upheld for dual enrollment courses taken by AEAT students.
- For your reference, PGCPS maintains a list of college courses which also earn high school, weighted credit. Please see course lists for Prince George’s Community College and Bowie State University at www1.pgcps.org/dualenrollment.
- S/T students who wants to obtain graduation credit for a course not listed above, a formal request with the course syllabus must be submitted to the office of College Readiness no later than 30 days prior to the start date of the course. Approval forms can be found at www1.pgcps.org/dualenrollment.
- Refer to Administrative Procedure 6155 (www.pgcps.org/administrativeprocedures/) for additional information on the Dual Enrollment Program.
The benefits of bilingualism are numerous, including greater flexibility in thinking, high rates of academic achievement, and cross-cultural learning and communication. Students will be prepared to compete within the context of the Global Society. The French Immersion Program is a full immersion model where all academic subjects are taught in the French language from Kindergarten through the 8th grade. The high school program continuation is at Central High School. Because French Immersion students meet the prerequisites, all are encouraged to apply to the International Baccalaureate Program as they matriculate to high school. The high school program is a partial immersion program. For more information, check online at http://www.pgcps.org/immersionprograms/.

### A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Algebra 1 or above</td>
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<td>Algebra 2 or above</td>
<td>Non-Trivial Algebra level Mathematics</td>
</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Foundations of Technology</td>
<td>Physical Education</td>
<td>Health Education</td>
<td>Fine Art</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>French/Language Arts 9</td>
<td>French/Language Arts 10</td>
<td>French/Language Arts 11</td>
<td>French/Language Arts 12</td>
</tr>
<tr>
<td>Pop Culture 9</td>
<td>Pop Culture 10</td>
<td>AP French</td>
<td>Délibération</td>
</tr>
</tbody>
</table>

High School: Central
# International Baccalaureate

The International Baccalaureate (IB) Diploma Programme is rigorous international education offered to motivated students in more than 108 countries. For diploma consideration, students study in six subjects concurrently, complete a Theory of Knowledge course, an extended essay, and 150 hours of Creativity, Activity, and Service (CAS). The program culminates in a final examination in six subject areas and is widely recognized for college credit eligibility. A student who takes fewer than six IB subjects may be awarded a certificate for the examinations completed and college credit for individual courses.

Honors courses and accelerated course sequences for World Languages and Mathematics are prerequisites to enroll in IB, which is available at Central, Crossland, Frederick Douglass, Laurel, Parkdale, and Suitland High Schools. Not all courses are available at all sites. For more information, see the high school counseling office.

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Math 6 Accelerated Math 1</td>
<td>Math 7 Accelerated Math 2</td>
<td>Math 8 Foundations for Algebra Algebra 1</td>
<td>Algebra 1 Geometry or above</td>
<td>Geometry Algebra 2 Pre-Calculus</td>
<td>IB Math 1</td>
<td>IB Math 2</td>
</tr>
<tr>
<td>Reading/English Language Arts (RELA)</td>
<td>RELA 6 RELA 6 Honors</td>
<td>RELA 7 RELA 7 Honors</td>
<td>RELA 8 RELA 8 Honors</td>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>IB World Literature 1</td>
<td>IB World Literature 2</td>
</tr>
<tr>
<td>Science</td>
<td>Science 6 Science 6 Honors</td>
<td>Science 7 Science 7 Honors</td>
<td>Science 8 Science 8 Honors</td>
<td>Life Science (Biology PDP)</td>
<td>Earth and Space Science (Chemistry PDP, Chemistry Honors, or Biogeochemical Systems)</td>
<td>Physical Science (IB Biology 1 or IB Chemistry 1)</td>
<td>IB Biology 2 or IB Chemistry 2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World Cultures Western Hemisphere Honors</td>
<td>World Cultures Eastern Hemisphere Honors</td>
<td>United States History I 1776-1877 Honors</td>
<td>United States History II Reconstruction to the Present Honors</td>
<td>Local, State, and National Government Honors</td>
<td>IB Modern World History</td>
<td>IB History of the Americas</td>
</tr>
<tr>
<td>World Languages</td>
<td>Introduction to World Languages</td>
<td>World Languages 1/2</td>
<td>World Languages 1/2/3</td>
<td>World Languages 2/3/4</td>
<td>IB World Languages A/Ab Initio</td>
<td>IB World Languages B</td>
<td>IB Theory of Knowledge 1</td>
</tr>
</tbody>
</table>

Students who enroll in an International Baccalaureate (IB) course are required to take the IB exam upon completion of each course. To be awarded an IB diploma, in addition to the standard high school diploma, a student must acquire a minimum of 24 out of 45 possible points combined on the IB examinations. In addition, the following course requirements must be completed by the end of the senior year in high school: three to four Higher Level (HL) IB courses which constitute a total of 240 hours of instruction. Likewise, students are required to take two to three Standard Level (SL) IB courses which constitute a total of 150 hours of instruction. Students must pass assessments—written, specialized, internal, or external—determined by the nature of the HL or SL course. Additional requirements for the IB diploma include Theory of Knowledge; the Extended Essay; and Creativity, Activity, Service (CAS) three to four hours per week for the two years of the program.

<table>
<thead>
<tr>
<th>IB Science:</th>
<th>IB World Languages:</th>
<th>Additional IB:</th>
<th>Additional IB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Biology 1, 2</td>
<td>IB Chinese Ab Initio, 1, 2</td>
<td>IB Art/Design 1, 2</td>
<td>IB Sports, Exercise, and Health</td>
</tr>
<tr>
<td>IB Chemistry 1, 2</td>
<td>IB French Ab Initio 1, Ab Initio 2, A, B</td>
<td>IB Business &amp; Management</td>
<td>Science 1, 2</td>
</tr>
<tr>
<td>IB Design Technology</td>
<td>French Sb Initio</td>
<td>IB Dance 1, 2</td>
<td>IB Theatre 1, 2</td>
</tr>
<tr>
<td>IB Environmental Systems 1, 2</td>
<td>IB German A, B</td>
<td>IB Film 1, 2</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>IB Film</td>
<td>IB Japanese A, B</td>
<td>IB Geography 1, 2</td>
<td></td>
</tr>
<tr>
<td>IB Philosophy</td>
<td>IB Russian 1, 2, A, B</td>
<td>IB Psychology 1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IB Spanish A, B, Ab Initio</td>
<td>IB Music 1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IB Latin A, B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who enroll in an International Baccalaureate (IB) course are required to take the IB exam upon completion of each course. To be awarded an IB diploma, in addition to the standard high school diploma, a student must acquire a minimum of 24 out of 45 possible points combined on the IB examinations. In addition, the following course requirements must be completed by the end of the senior year in high school: three to four Higher Level (HL) IB courses which constitute a total of 240 hours of instruction. Likewise, students are required to take two to three Standard Level (SL) IB courses which constitute a total of 150 hours of instruction. Students must pass assessments—written, specialized, internal, or external—determined by the nature of the HL or SL course. Additional requirements for the IB diploma include Theory of Knowledge; the Extended Essay; and Creativity, Activity, Service (CAS) three to four hours per week for the two years of the program.
Visual and Performing Arts, located at Suitland High School (county-wide application) and Northwestern High School (boundary student application), offers all high school students in Prince George’s County educational opportunities designed to prepare them for further scholastic or professional study and career options in the arts. This artistically challenging curriculum combines an educational program that is academically sound and that offers training in the areas of visual and performing arts. Strong association with various arts organizations in the Washington, DC area provides students of the program with unique and distinctive artistic experiences and opportunities. Students study with professional artists, dancers, actors, musicians, singers, and directors/ producers as they explore and select to major in one of the principle concentrations.

## Dance VPA

### A SAMPLE PROGRAM PLANNER

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<tr>
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</tr>
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<td>Geometry or above</td>
<td>Algebra 2 or above</td>
<td>Non-Trivial Algebra level mathematics</td>
</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Foundations of Technology</td>
<td>World Languages</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Modern Dance 1
- Ballet 1
- Jazz 1
- Modern Dance 2
- Ballet 2
- Jazz 2
- Modern Dance 3
- Ballet 3
- World Dance
- Dance Composition 1
- Pointe 1
- Repertory 3 Elective
- Modern Dance 4
- Ballet 4
- Dance Production
- Dance Composition 2
- Repertory 4 Elective

High Schools: Northwestern and Suitland
Visual and Performing Arts (VPA)

Music VPA

A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
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<td>Physical Science</td>
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<td>Science Elective</td>
</tr>
<tr>
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<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Foundations of Technology</td>
<td>World Languages</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>World Languages</td>
<td>World Languages</td>
</tr>
</tbody>
</table>

- Applied Music 09
- Piano Theory 1
- Major Ensemble 09
- Applied Music 10
- Piano Theory 2
- Major Ensemble 10
- Applied Music 11
- Piano Theory 3
- Major Ensemble 11
- Applied Music 12
- Theory 4 OR AP Music
- Major Ensemble 12

High Schools: Northwestern and Suitland

Theatre VPA

A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
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<th>GRADE 12</th>
</tr>
</thead>
<tbody>
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<td>Geometry or above</td>
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</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Foundations of Technology</td>
<td>World Languages</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>World Languages</td>
<td>World Languages</td>
</tr>
</tbody>
</table>

- Acting Studio 1
- Intro to Theatre
- Acting Studio 2
- Theatre Survey
- Performance Styles
- Theatre Design
- Theatre Topics
- Repertory Acting
- Playwriting/Directing

High Schools: Northwestern and Suitland
## Visual and Performing Arts (VPA)

### Visual Arts VPA

#### A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>Earth and Space Science</td>
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</tr>
<tr>
<td>US History II</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>Social Studies Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Foundations of Technology</td>
<td>World Languages</td>
</tr>
<tr>
<td>World Languages 1 or above</td>
<td>World Languages 2 or above</td>
<td>Select 2 courses (2 credits each):</td>
<td>Select 2 courses (2 credits each) from Grades 11 or 12:</td>
</tr>
<tr>
<td>• Intro to Art 1.0</td>
<td>• Art History 1.0</td>
<td>• Draw / Painting 1</td>
<td>• Draw / Painting 2</td>
</tr>
<tr>
<td>• Intro to Drawing 1.0</td>
<td>• Intro to Painting 1.0</td>
<td>• Commercial Illustration 1</td>
<td>• Commercial Illustration 2</td>
</tr>
<tr>
<td>• Intro to Photography 1.0</td>
<td>• Intro to Sculpture .5</td>
<td>• Printmaking 1</td>
<td>• Printmaking 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sculpture 1</td>
<td>• Sculpture 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comp. Graphics 1</td>
<td>• Comp. Graphics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Photography 1</td>
<td>• Photography 2</td>
</tr>
</tbody>
</table>

High Schools: Northwestern and Suitland
Science and Technology Program (S/T)

The PGCPS Science and Technology (S/T) Program is a rigorous four-year high school course of study that provides broad and intensive college-level academic experiences, with content and application focused on science, mathematics, engineering, and technology. The S/T Program is offered at Eleanor Roosevelt High School, Oxon Hill High School, and Charles Herbert Flowers High School. Students may only attend the center that serves their legal residence. The S/T Program is a PGCPS Specialty Program and admits eighth (8th) and ninth (9th) grade students for the upcoming year (entering 9th and 10th grades) after evaluation of their grade point average (GPA) and performance on the PSAT 8/9. Transportation is provided for all students admitted to the S/T Program.

Students are required to obtain a minimum of 13 credits in mathematics, engineering, research, and science courses and select a major in tenth grade to concentrate on those STEM courses as they progress through the program. Major components of the program include:

- external experiences (Internships, mentorships, and field trips);
- enrollment in an Advanced Placement (AP) Completer (or equivalent) is required (Please see chart below for AP course list and equivalencies); enrollment in multiple AP courses is strongly encouraged
- completion of the S/T Program signature process is required for the S/T designation upon graduation (The signature process includes four distinct options outlined below).

A certificate of completion and documentation on a student’s PGCPS high school transcript will be awarded to each student who completes the minimum 13 S/T credits and meets the major components of the program with the minimum requirements for high school graduation, and maintains a minimum cumulative GPA of 2.5.

All interested 8th-grade PGCPS students will be considered for admission into the S/T Program as long as they take the PSAT 8/9 at their school. PGCPS 9th grade students interested must apply to be considered for any openings in their current class. The PSAT 8/9 Test Administration will take place in December of the year preceding enrollment. Nonpublic school students in 8th and 9th grade interested in the Science and Technology Program must apply. Please visit www.pgcps.org/testing and click on Specialty Programs to obtain additional information.

The required course credits are distributed according to the selected area of study.

<table>
<thead>
<tr>
<th></th>
<th>Biological Science</th>
<th>Computer Science</th>
<th>Engineering/Physics/Chemistry</th>
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<td>Science</td>
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<td>4-6</td>
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<tr>
<td>Engineering Technology</td>
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<td>2-4</td>
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<td>Math</td>
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<tr>
<td>Research</td>
<td>1</td>
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</tr>
</tbody>
</table>

Planners by Major

The following program planners show courses by grade level for each major following an 8 period A Day/B Day schedule. To ensure that S/T students are following the correct schedule sequence, student schedules must be reviewed and approved by the Science and Technology Coordinator. In addition, adjustments made to the schedule sequence seen below are made on a case by case basis with the approval of the S/T Coordinator. Please note that students are given and fill out planners with the Science and Technology Coordinators at their school that are reviewed yearly. All students are to follow the planner they received upon entry into the Science and Technology Program.
### Science and Technology Program (S/T)

#### Biology Major S/T

**A SAMPLE PROGRAM PLANNER**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors or Advanced Placement Language</td>
<td>English 12 or AP Literature</td>
</tr>
<tr>
<td>US History II Reconstruction to Present Honors</td>
<td>Local, State, and National Government or Advanced Placement Government</td>
<td>World History or Advanced Placement World History</td>
<td>Pre-Calculus Honors or above</td>
</tr>
<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T or above</td>
<td>Algebra 2 or above</td>
<td></td>
</tr>
<tr>
<td>Life Science S/T</td>
<td>Physical Science S/T</td>
<td>Earth and Space Science S/T</td>
<td>Research Practicum or alternative approved plan**</td>
</tr>
<tr>
<td>World Language 1 or above or elective</td>
<td>World Language 2 or above or elective</td>
<td>Elective</td>
<td>Biology STEM Elective or Elective</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Elective</td>
<td>Elective</td>
<td>STEM Elective, Elective, Internship or Dual Enrollment*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Engineering Foundations and Research Design S/T (Engineering Foundations 2 for the Class of 2020-2022)</td>
<td>Biology STEM Elective AP Biology or AP Chemistry</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Biology STEM Elective or Elective</td>
<td>Biology STEM Elective or Elective</td>
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### Computer Science Major S/T

**A SAMPLE PROGRAM PLANNER**

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<thead>
<tr>
<th>GRADE 9</th>
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<tbody>
<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors or Advanced Placement Language</td>
<td>English 12 or Advanced Placement Literature</td>
</tr>
<tr>
<td>US History II Reconstruction to Present Honors</td>
<td>Local, State, and National Government or Advanced Placement Government</td>
<td>World History Honors or Advanced Placement World History</td>
<td>Pre-Calculus Honors or above</td>
</tr>
<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T or above</td>
<td>Algebra 2 or above</td>
<td>Advanced Placement Computer Science Completer Course A</td>
</tr>
<tr>
<td>Life Science S/T</td>
<td>Physical Science S/T</td>
<td>Earth and Space Science S/T</td>
<td>Research Practicum or alternative approved plan**</td>
</tr>
<tr>
<td>World Language 1 or above or elective</td>
<td>World Language 2 or above or elective</td>
<td>Elective</td>
<td>Computer Science STEM Elective or Elective or Dual Enrollment</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective, Internship or Dual Enrollment*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Engineering Foundations and Research Design S/T (Engineering Foundations 2 for the Class of 2020-2022)</td>
<td>Introduction to Computer Programming or AP Computer Science A</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Computer Science STEM Elective</td>
<td>STEM Elective</td>
<td>Elective, Internship or Dual Enrollment*</td>
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# Science and Technology Program (S/T)

## Engineering/Physics Major S/T

### A SAMPLE PROGRAM PLANNER

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<th>GRADE 11</th>
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</thead>
<tbody>
<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors or Advanced Placement Language</td>
<td>English 12 or Advanced Placement Literature</td>
</tr>
<tr>
<td>US History II Reconstruction to Present Honors</td>
<td>Local, State, and National Government or Advanced Placement Government</td>
<td>World History or Advanced Placement World History</td>
<td>Pre-Calculus or Above</td>
</tr>
<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T</td>
<td>Algebra 2 or above</td>
<td></td>
</tr>
<tr>
<td>Life Science S/T (Honors)</td>
<td>Physical Science S/T (Honors)</td>
<td>Earth and Space Science S/T (Honors)</td>
<td>Research Practicum or alternative approved plan**</td>
</tr>
<tr>
<td>World Language 1 or above or elective</td>
<td>World Language 2 or above or elective</td>
<td>Advanced Placement Chemistry</td>
<td>STEM Elective or Elective Internship or Dual Enrollment</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective, Internship or Dual Enrollment*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Engineering Foundations and Research Design S/T (Engineering Foundations 2 for the Class of 2020-2022)</td>
<td>Elective, Internship or Dual Enrollment*</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Engineering STEM Elective Architectural Graphics or Engineering Graphics</td>
<td>Engineering STEM Elective or Elective</td>
<td>Elective, Internship or Dual Enrollment*</td>
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## Exploratory Major S/T

### A SAMPLE PROGRAM PLANNER

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<thead>
<tr>
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<tbody>
<tr>
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<td>English 11 Honors or Advanced Placement Language</td>
<td>English 12 or Advanced Placement Literature</td>
</tr>
<tr>
<td>US History II Reconstruction to Present Honors</td>
<td>Local, State, and National Government or Advanced Placement Government</td>
<td>World History or Advanced Placement World History</td>
<td>Pre-Calculus Honors or above</td>
</tr>
<tr>
<td>Algebra 1 S/T or above</td>
<td>Geometry S/T</td>
<td>Algebra 2 or above</td>
<td>Advanced Placement S/T Completer course or Equivalent Dual Enrollment*</td>
</tr>
<tr>
<td>Life Science S/T (Honors)</td>
<td>Physical Science S/T (Honors)</td>
<td>Earth and Space Science S/T (Honors)</td>
<td>Research Practicum or alternative approved plan**</td>
</tr>
<tr>
<td>World Language 1 or above</td>
<td>World Language 2 or above</td>
<td>Elective</td>
<td>STEM Elective, Elective Internship, or Dual Enrollment</td>
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<tr>
<td>Technology Education</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective, Internship or Dual Enrollment*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health Education</td>
<td>Engineering Foundations and Research Design S/T (Engineering Foundations 2 for the Class of 2020-2022)</td>
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</tr>
<tr>
<td>细艺</td>
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<td></td>
<td>STEM Elective, Internship or Dual Enrollment*</td>
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</tbody>
</table>
## S/T STEM Electives

The following table lists electives available to Science and Technology students by major. The courses listed in the above planners are required courses for their declared major. Science and Technology students may elect to take any of the following courses in their schedule where STEM Elective is indicated. All courses selected to meet Science and Technology STEM elective requirements are to be reviewed and approved by the Science and Technology Coordinator yearly.

<table>
<thead>
<tr>
<th>Biology Major</th>
<th>Computer Science Major</th>
<th>Engineering/Physics Major</th>
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</thead>
<tbody>
<tr>
<td>Anatomy and Physiology (0.5)</td>
<td>AP Computer Science A (1.0)</td>
<td>AP Physics C (1.0)/PGCC PHYS 1030 and 2030</td>
</tr>
<tr>
<td>AP Biology (1.0)/PGCC Bio 1130 and 1140</td>
<td>AP Computer Science Principles (1.0)</td>
<td>Architectural Drafting S/T (1.0)</td>
</tr>
<tr>
<td>AP Chemistry (1.0)/PGCC Chem 1010, 1020, and 1030</td>
<td>Foundations of Computer Science (1.0)</td>
<td>Engineering Drafting S/T (1.0)</td>
</tr>
<tr>
<td>AP Environmental Science (1.0)/PGCC Bio 1110</td>
<td>Introduction to Computer Programming (1.0)</td>
<td>Architectural Graphics S/T (0.5)</td>
</tr>
<tr>
<td>Microbiology (0.5)</td>
<td></td>
<td>Engineering Graphics S/T (0.5)</td>
</tr>
<tr>
<td>Forensic Science 1 (0.5)</td>
<td></td>
<td>Energy Systems S/T (0.5)</td>
</tr>
<tr>
<td>Forensic Science 2 (0.5)</td>
<td></td>
<td>Production Systems S/T (0.5/1.0)</td>
</tr>
<tr>
<td>Medical Science (0.5)</td>
<td></td>
<td>Structural Systems (0.5/1.0)</td>
</tr>
<tr>
<td>Genetics (1.0)</td>
<td></td>
<td>Electronics Systems S/T (0.5/1.0)</td>
</tr>
<tr>
<td>Organic Chemistry (1.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biology Major</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Computer Science Major</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Engineering/Physics Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dual Enrollment Options by Science and Technology Major</strong></td>
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<td></td>
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<tr>
<td><strong>Biology Major</strong></td>
<td><strong>Computer Science Major</strong></td>
<td><strong>Engineering/Physics Major</strong></td>
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<td>Prince George’s Community College</td>
<td>Prince George’s Community College</td>
<td>Prince George’s Community College</td>
</tr>
<tr>
<td>BIO 1010 Biology DE*</td>
<td>INT 1010 Intro to Information Technology*</td>
<td>ENT 1600- Intro to Cad with AutoCad</td>
</tr>
<tr>
<td>BIO 1100 Forensic Biology*</td>
<td>INT 1111 Program Logic and Design*</td>
<td>ENT 1680- REVIT Architecture and IBM</td>
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<tr>
<td>BIO 1110 Environmental Biology</td>
<td>INT 2130-Programming in C++</td>
<td>ENT 1710 Circuits and Measurements</td>
</tr>
<tr>
<td>BIO 2050 Anatomy and Physiology I*</td>
<td>INT 2030- Visual Basic</td>
<td>ENT 1770- Intro to Computing for Technology-</td>
</tr>
<tr>
<td>BIO 2060 Anatomy and Physiology II</td>
<td>INT 2140- Problem Solving Using Spreadsheets*</td>
<td>ENT 2660- Customize AutoCad-</td>
</tr>
<tr>
<td>BIO 2030 Genetics</td>
<td>INT 2200- JAVA</td>
<td>ENT 2680- CAD Portfolio</td>
</tr>
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<td>BIO 2010 Microbiology*</td>
<td>INT 2210-Computer Science I</td>
<td>EGR 1010- Introductory Engineering</td>
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<td>CHEM 1010 General Chemistry I*</td>
<td>INT 2220-Computer Science II</td>
<td>PHYS 1010 Introduction to Physics I*</td>
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<td>CHEM 1020 General Chemistry II</td>
<td>INT 2240-Introduction to Python</td>
<td>PHYS 1020 Introduction to Physics II</td>
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<td>CHEM 1030 General Chemistry II Lab</td>
<td>INT 2540- Hardware*</td>
<td>PHYS 1030 General Physics I</td>
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<td>CHEM 2010 Organic Chemistry I</td>
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<td>PHYS 2030 General Physics II</td>
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<td>CHEM 2020 Organic Chemistry II</td>
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<tr>
<td>CHEM 2040 Organic Chemistry II Lab</td>
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<tr>
<td>CHEM 2070 Survey of Biochemistry</td>
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<td>Bowie State University</td>
<td>Bowie State University</td>
<td>Bowie State University</td>
</tr>
<tr>
<td>BIOL 102 General Biology*</td>
<td>COSC 110 Computer Literacy and Applications</td>
<td>PHYS 251 Principles of Physics I</td>
</tr>
<tr>
<td>BIOL 107 Introduction to Human Biology</td>
<td>COSC 111 Computer Principles and Techn.</td>
<td>PHYS 252 Principles of Physics II</td>
</tr>
<tr>
<td>BIOL 209 General Genetics</td>
<td>COSC 112 Computer Science I*</td>
<td>PHYS 271 General Physics I</td>
</tr>
<tr>
<td>BIOL 210 Introduction to Biotechnology</td>
<td>COSC 113 Computer Science II</td>
<td>PHYS 272 General Physics II</td>
</tr>
<tr>
<td>CHEM 107 General Chemistry I*</td>
<td>COSC 208 Discrete Structures</td>
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<tr>
<td>CHEM 108 General Chemistry II</td>
<td>CTEC 125 Intro to Python</td>
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<tr>
<td>CHEM 201 Organic Chemistry I</td>
<td>CTEC 214 Client Operating Systems</td>
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</tr>
<tr>
<td>CHEM 202 Organic Chemistry II</td>
<td>CTEC 222 UNIX Operating Systems</td>
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</tr>
<tr>
<td>Bowie State University</td>
<td>CTEC 226 Intro to Database</td>
<td></td>
</tr>
<tr>
<td>Prince George’s Community College</td>
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<tr>
<td>Bowie State University</td>
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<tr>
<td>Prince George’s Community College</td>
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<td></td>
</tr>
<tr>
<td>Bowie State University</td>
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</tr>
</tbody>
</table>
Science and Technology Program (S/T)

To participate in dual enrollment, S/T students must:
• meet the admissions requirements of the institute of higher education where the dual enrollment course will occur.
• get approval for course work from their Science and Technology Coordinator, Dual Enrollment Coordinator at their school and PGCPS College Readiness Office. (Note: Graduation requirement course work cannot be completed during the 2nd semester of senior year.)
• provide verification of successful completion of dual enrollment coursework to the S/T Coordinator in the form of official transcripts. Failure to provide required documentation may result in the student’s failure to meet the graduation requirements for the Science and Technology Program.
• maintain an appropriate GPA as outlined in the PGCPS Administrative Procedure 6142.3.
• be in good standing in terms of attendance, behavior, and academics. (Note: Students who are on probation/contract are not in good standing.)
• dual enrollment courses may have testing/course prerequisite requirements. Students must review prerequisites prior to signing up for the course.
• courses identified with an (*) will receive high school and college course credit. Other courses listed will be counted as STEM electives and will not receive high school graduation credit. Please view the PGCPS dual credit lists for Bowie State University and Prince George’s Community College at www1.pgcps.org/dualenrollment. The dual credit lists are updated annually.

Research Practicum or alternate approved plan:
In the spring of their junior year, students and parents must select and sign off on path for senior year. The following options are available:
• Option 1: Course Schedule to include the following courses:
  • Research Practicum
  • AP Completer Course (must be approved by S/T Coordinator)
• Option 2: Course Schedule to include the following courses:
  • Internship
  • Research Practicum
• Option 3: Course Schedule to include the following courses:
  • Research Practicum
  • Dual Enrollment* (minimum of 1 course/semester)
• Option 4: Course Schedule to include the following courses:
  • Dual Enrollment* (minimum of 2 courses/semester)
Science and Technology Program (S/T)

PLEASE NOTE:

• Failure to meet the requirements to take dual enrollment courses will result in students only being eligible for Options 1 and 2.
• If a student does not finish the chosen option, they will be withdrawn and will not graduate from the S/T Program.
• Official transcripts must be received to verify successful completion of dual enrollment coursework.
• The GPA requirements as outlined in Administrative Procedure 6142.3 will be upheld for dual enrollment courses taken by S/T students.
• For your reference, PGCPS maintains a list of college courses which also earn high school, weighted credit. Please see course lists for Prince George’s Community College and Bowie State University at www1.pgcps.org/dualenrollment.
• S/T students who wants to obtain graduation credit for a course not listed above, a formal request with the course syllabus must be submitted to the office of College Readiness no later than 30 days prior to the start date of the course. Approval forms can be found at www1.pgcps.org/dualenrollment.
• Refer to Administrative Procedure 6155 at www.pgcps.org/administrativeprocedures/ or www.pgcps.org/dualenrollment/ for additional information on the Dual Enrollment Program.
Prince George’s 3D Scholars is a specialized program through which students earn at least 30 credits towards an associate’s degree while in high school, then immediately transition to Prince George’s Community College (PGCC) to complete their associate’s degree, and are then awarded a scholarship to University of Maryland University College (UMUC) to earn their bachelor’s degree in one of three areas - Business Administration, Criminal Justice, Computer Networks & Cyber-Security. Students take the PGCC PAS 1000, English 1010, and INT 1010 as their first courses and then they begin taking courses in their individual pathways.

<table>
<thead>
<tr>
<th>UMUC Majors</th>
<th>PGCC Majors</th>
</tr>
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<tbody>
<tr>
<td>B.S. Criminal Justice</td>
<td>A.A. Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>A.S. Forensic Science</td>
</tr>
<tr>
<td>B.S. Networks and Cybersecurity</td>
<td>A.A.S. Cybersecurity</td>
</tr>
<tr>
<td>B.S. Business Administration</td>
<td>A.A.S. Business Management</td>
</tr>
<tr>
<td></td>
<td>A.A.S. Marketing Management</td>
</tr>
<tr>
<td></td>
<td>A.S. Business Administration</td>
</tr>
</tbody>
</table>

For more information, contact the Office of College Readiness, 3DScholars@pgcps.org or 301-499-9222.
Early/Middle College

Academy of Health Sciences at Prince George’s Community College (AHS@PGCC)

The students at the Academy of Health Sciences will receive by the end of their fourth year, a high school diploma and an Associate Degree. See http://www1.pgcps.org/academyatpgcc/ online for additional information.

**Health Sciences**

**A SAMPLE PROGRAM PLANNER**

<table>
<thead>
<tr>
<th>GRADE 9</th>
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<th>GRADE 12</th>
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<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>EGL 1010 Composition 1</td>
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<td></td>
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<td>Expository Writing</td>
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<td>and one of the following:</td>
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<tr>
<td></td>
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<td>EGL 1100 Composition 2</td>
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<td></td>
<td>Expository Writing</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>EGL 1320 Composition 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing for Business or</td>
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<td>EGL 1340 Composition 2</td>
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<td></td>
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<td>Writing about Technical Topics</td>
</tr>
<tr>
<td>Algebra 1 or above</td>
<td>Geometry or above</td>
<td>MAT 1140 Intro to Statistics</td>
<td>College level math</td>
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<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>BIO 2010 Microbiology</td>
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<td></td>
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<td>BIO 1010 General Biology</td>
<td>BIO 2060 Human Anatomy &amp; Physiology II</td>
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<td>or</td>
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<tr>
<td></td>
<td></td>
<td>BIO 2050 Human Anatomy &amp; Physiology II</td>
<td></td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>SOC 1010 Intro to Sociology</td>
</tr>
<tr>
<td>Chinese 1</td>
<td>Chinese 2</td>
<td>HST 1310 Ancient and Medieval History</td>
<td>SPH 1090 Speech Interpersonal Communications</td>
</tr>
<tr>
<td>Psychology</td>
<td>Sociology</td>
<td>MUS 1010 Music Appreciation</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>ART 1010 Introduction to Art</td>
<td></td>
</tr>
<tr>
<td>PED 1030 Lifetime Fitness and Leisure Activities</td>
<td>HLE 1150 Personal and Community Health</td>
<td>NTR 1010 Introduction to Nutrition</td>
<td></td>
</tr>
<tr>
<td>PAS 1000 Planning for Academic Success</td>
<td>INT 1010 Intro to Information Technology or INT 2140 Problem Solving with Spreadsheets</td>
<td>PSY 2070 General Psychology</td>
<td></td>
</tr>
</tbody>
</table>

AHS@PGCC courses may be offered first semester, second semester, or both. Selected AHS@PGCC courses are eligible for both high school and college credit (dual credit).
### A SAMPLE PROGRAM PLANNER

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>EGL 1010 Composition 1 Expository Writing and EGL 1100 Composition 2 Expository Writing</td>
</tr>
<tr>
<td>Algebra 1 or above</td>
<td>Geometry or above</td>
<td>Algebra 2 or MAT 1050 Elements of Math or MAT 1060 Elements of Geometry and Logic</td>
<td>MAT 1160 Elements of Probability and Statistics</td>
</tr>
<tr>
<td>Life Science</td>
<td>Physical Science</td>
<td>Earth and Space Science</td>
<td>PSC 1200 Exploring Chemistry and Physics Concepts PSC 1210 Exploring Earth and Space Science</td>
</tr>
<tr>
<td>US History II Reconstruction to Present</td>
<td>Local, State, and National Government</td>
<td>World History</td>
<td>TED 2000 Foundation of Education</td>
</tr>
<tr>
<td>Chinese 1</td>
<td>Chinese 2</td>
<td>POS 1010 American National Government and HST 1410 History of the United States I</td>
<td>TED 2001 Field Experience for Foundation of Education</td>
</tr>
<tr>
<td>Psychology, Sociology</td>
<td>PSY 1010 General Psychology</td>
<td>PSC 1050/1060 Intro to Physical Geology/Lab</td>
<td>TED 2300 Introduction to Special Education</td>
</tr>
<tr>
<td>HLE 2300 Integrated Health and Physical Education</td>
<td>ART 2730 Integrated Art</td>
<td>SPH 1090 Speech Interpersonal Communications</td>
<td>TED 2301 Field Experience for Special Education</td>
</tr>
<tr>
<td>PAS 1000 Planning for Academic Success</td>
<td>INT 1010 Intro to Information Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academy of Health Science courses through Prince George’s Community College may be offered first semester, second semester, or both. Selected PGCC courses are eligible for both high school and college credit (dual credit).

For more information regarding AHS, contact the school at 301-546-7247.
Selected Electives

Vocal and General Music Program

Students are required to complete one (1) credit in Fine Arts in order to graduate. Vocal General Music classes fulfill this requirement (see Fine Arts Graduation Credit page). These courses are designed for the beginning student, as well as those that intend to enter college to obtain a music degree. Students who fulfill this graduation requirement with a vocal concentration may participate in choirs of various levels and specialties as offered. Each music educator offers a choral experience that may include Chamber ensembles, Gospel choir, and/or Concert choir experiences. Within the general music component, students can receive specialized instruction in piano, guitar, and recording technology. Additionally, students may also select classes that concentrate on more general exposure to music through musicianship, or music survey. For the more advanced student, Advanced Placement Music Theory is offered upon meeting the Musicianship or Music Survey prerequisite Theory courses. For more information, contact the Vocal General Music Office at 301-333-0961.

Instrumental Music

The following courses are offered in Instrumental Music: Basic, Intermediate, and Advanced Band; Basic, Intermediate, and Advanced Orchestra; Special Instrumental Ensemble (must take a band or orchestra course concurrently). All instrumental music courses qualify for Fine Arts credit to meet graduation requirements. All courses require instructor approval to ensure appropriate course placement based upon skill level.

Work/Study Waiver

Any Grade 12 student who has requested to be on work release (Released Time) and cannot enroll in the College Career Research and Development course and can provide documentation of financial hardship may request a half-day academic schedule. The following steps must be implemented:

1. The student meets all of the requirements identified above.
2. The student provides a letter to the principal documenting the reasons for requesting a work/study waiver that substantiates financial hardship. The letter must be written by the parent/guardian and confirmed by the principal or his/her designee via telephone. The principal will then determine approval or denial. Communication must be made by the principal to the parent and student informing them of his/her decision.
3. If approved, the student must present a letter from his or her employer on letterhead within 5 school days stating that the student is currently employed with the company. Once this information is received the student is granted a half-day schedule.
4. The student is then required to provide a letter of work confirmation from the employer quarterly. The window for accepting the letter is listed below:
   a. End of 1st Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will possibly be enrolled in a full-day schedule.
   b. End of 2nd Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will be enrolled in a full-day schedule.
   c. End of 3rd Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will possibly be enrolled in a full-day schedule.
5. All work/study approval files must be kept in the principal’s office for further review if needed. Contents of the student file are as follows:
   a. Letter from parent requesting work/study waiver due to financial hardship. Notes from principal stating approval or denial of request and time/date of verbal confirmation with parent.
   b. Letter from employer on letterhead confirming student is currently employed.
   c. Quarterly documentation showing proof of employment or letters from the school informing the parent that the student will be placed on a full-day schedule.
International Student Transfer Credits Toward Graduation

Determining cohort and graduation requirements for international students: Students entering the United States for the first time as high school students, shall be required to meet the graduation requirements aligned to the first school year in which the student entered high school in the United States. For international students, the International Student Admissions and Enrollment Office (ISAEO) will make this determination and assign the student to the correct cohort.

Course credits for international transfer students will be reviewed and evaluated by International Student Admissions and Enrollment Office (ISAEO) staff. Entering students who have previously completed and passed the subject of interest in their home countries will be awarded credits for course work as reflected below. International transfer students are required to meet the same Prince George’s County Public Schools course and assessment requirements for graduation as any other transfer student.

All ISCO courses may be used to meet graduation requirements.

These native language credits may be awarded, in lieu of taking World Languages classes.

**Native Language 1** — 9th grade and above

**Native Language 2** — generally 10th grade and above

**Native Language 3** — generally 11th grade and above

**Mathematics 1 ISCO Semester**

Credits: 0.5 Math

A half credit of Mathematics instruction received in a school outside the United States. Credit may only be granted by the International Student Admissions and Enrollment Office (ISAEO) upon evaluation of a foreign transcript.

**Mathematics 1 ISCO**

Credits: 1.0 Math – see testing requirements below.

International students entering Prince George’s County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of Grade 9 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ESOL and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

**Mathematics 2 ISCO**

Credits: 1.0 Math – see testing requirements below.

International students entering Prince George’s County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of Grade 10 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ESOL and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

**Mathematics 3 ISCO**

Credits: 1.0 Math – see testing requirements below.

International students entering Prince George’s County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of Grade 10 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ESOL and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.
International Student Transfer Credits Toward Graduation (cont’d)

**Science 1 ISCO**
Credits: 0.5 Science
A semester (1/2) credit of Science taken in a school outside the United States. Requires evaluation of foreign transcript by the International Student Admissions and Enrollment Office (ISAEO).

**Science 1 ISCO**
Credits: 1.0 Science
International students entering Prince George’s County Public Schools, with a course title of Science on their school records, will be assigned this transfer credit for the science completed and passed in their home country in the equivalent of grade levels 9 and above.

**Science 2 ISCO**
Credits: 1.0 Science
International students entering Prince George’s County Public Schools, having completed a second science course in their home country, will be assigned this transfer credit for the science completed and passed in their home country in the equivalent of grade levels 9 and above.

**Science 3 ISCO**
Credits: 1.0 Science
International students entering Prince George’s County Public Schools, having completed a third science course in their home country, will be assigned this transfer credit for the science completed and passed in their home country in the equivalent of grade levels 9 and above.

**Native Language 1**
Credits: 1.0 World Languages; Completer
International students entering Prince George’s County Public Schools, having completed the course work in their Native Language (Grade 9 and above), may receive foreign language credit for that language.

**Native Language 2**
Credits: 1.0 World Languages; Completer
International students entering Prince George’s County Public Schools, having completed the course work in their Native Language (Grade 9 and above), may receive a second foreign language credit for that language.

**Native Language 3**
Credits: 1.0 World Languages; Completer
International students entering Prince George’s County Public Schools, having completed the course work in their Native Language (Grade 9 and above), may receive a third foreign language credit for that language.
Service-Learning as a Graduation Requirement

See Administrative Procedure 6151 for updates

The Service-Learning Graduation Requirement was passed in 1992 by the Maryland State Department of Education. This requirement mandates that public school students earn a minimum of 75 hours of service-learning prior to graduation. Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. (Learning In Deed)

All Prince George’s County Public Schools students must engage in infused and independent service-learning hours in order to graduate from high school. Infused service-learning hours are service-learning hours earned within the context of a structured service activity included in an academic course. Independent service-learning hours are service-learning hours that are independently earned at a community-based site that is chosen by the student.

Service-Learning has been infused into the science and social studies curricula for Grades 5–10. To earn infused service-learning hours, students must (1) actively engage in all service activities in the class, and (2) earn a letter grade of at least a “D.” Students who successfully complete the above requirements in every course where service-learning has been infused will earn a total of 51 infused service-learning hours by 10th grade (see following table).

### Curriculum-Infused Service-Learning

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEPT.</th>
<th>COURSE NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Science</td>
<td>Grade 5 Science</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>Grade 6 Science</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>World Cultures and Geography I: The Western Hemisphere</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Science</td>
<td>Grade 7 Science</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Social Studies</td>
<td>World Cultures and Geography II: The Eastern Hemisphere</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Grade 8 Science</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>United States History I: The Revolution to Reconstruction</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies</td>
<td>United States History II: Reconstruction to the Present</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Science</td>
<td>Biology</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Social Studies</td>
<td>Local, State, and National Government</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Additionally, students must complete 24 independent service-learning hours between Grades 6–12. The chart below lists expected hours earned by grade for independent student service-learning projects.

### Independent Service-Learning

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EXPECTED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total 24</strong></td>
</tr>
</tbody>
</table>
For students who transfer into Prince George’s County Public Schools

The student service-learning graduation requirement is linked to the grade of first enrollment into Prince George’s County Public Schools. Service-learning hours will be prorated for students transferring into Prince George’s County Public Schools for the first time in Grade 8.

For students transferring into Prince George’s County Public Schools for the first time between Grade 1 and Grade 7, there will be no proration of required service-learning hours (these students must earn all 75 service-learning hours). Required service-learning hours will be adjusted for students who transfer into the system at 8th grade or later in the following manner:

- Students who enroll in PGCPS for the first time during Grade 8 must complete 31 infused service-learning hours and 20 independent service-learning hours before high school graduation.
- Students who enroll in PGCPS for the first time during Grade 9 must complete 23 infused service-learning hours and 20 independent service-learning hours before high school graduation.
- Students who enroll in PGCPS for the first time during Grade 10 must complete 9 infused service-learning hours and 21 independent service-learning hours before high school graduation.
- Students who enroll in PGCPS for the first time during Grade 11 must complete 20 independent service-learning hours before high school graduation.
- Students who enroll in PGCPS for the first time during Grade 12 must complete 10 independent service-learning hours before high school graduation.

The student should check with the School-Based Service-Learning Coordinator or Professional School Counselor to confirm that hours have been recorded.

For more information, visit http://www1.pgcps.org/ssl/ or call 301-952-6395.
Benefits of Service-Learning

Service-learning enriches the lives of all students. It promotes personal, social, and intellectual growth, as well as civic responsibility. Desirable outcomes through participation in service-learning activities include:

**Personal Growth**
- Self-confidence, self-understanding, and self-respect
- A sense of identity
- Independence and autonomy
- Openness to new experiences and roles
- Ability to take risks and accept consequences
- A sense of usefulness and purpose
- Development of personal values and beliefs
- Responsibility for oneself
- Ability to follow directions
- Ability to function as a member of a team
- Workplace etiquette and attendance skills (punctuality and consistency)

**Social Growth**
- Communication skills
- Leadership skills
- Ability to work cooperatively with others
- A sense of caring for others
- A sense of belonging
- Acceptance and awareness of others from diverse and multicultural backgrounds
- Peer group affiliation

**Intellectual Growth**
- Application of knowledge derived from the curriculum
- Problem solving and decision making skills
- Critical thinking skills
- Skills in learning experience
- Use of all learning styles
- Development of positive attitude toward learning

**Citizenship and Civic Responsibility**
- A sense of societal responsibility
- Democratic participation
- Awareness of community needs
- Organization skills
- Social action skills
- Community empowerment
Independent Service-Learning Procedures for All Students

1. Selecting a Service Site
   • Students may find an approved service-learning site by going to http://www1.pgcps.org/ssl/. Students who want to complete independent service-learning hours at a site that is not listed must complete the Site Approval Form and submit it to their School-Based Service-Learning Coordinator or Professional School Counselor for approval prior to starting any service activities at the site.
   • Sites must be non-profit, tax-exempt, community-based organizations or for-profit nursing homes, hospitals, or licensed day-care facilities. Government facilities (federal, state, and local) are considered non-profit organizations.
   • Service-Learning activities whose purposes are to collect food, clothing, or other items necessary to benefit others and meet human needs, even if done in conjunction with a faith-based agency or institution, may be counted toward the service-learning graduation requirement.
   • Service-Learning activities whose purposes are to increase voter registration and participation and/or implement voter education activities on particular issues may be counted toward the service-learning graduation requirement. Students may receive independent SSL hours to endorse or campaign for an individual candidate or party (slate of candidates) beyond normal school hours (before or after school, weekends, or holidays).
   • Students may not earn hours proselytizing. Any service-learning activity whose chief purpose is to convert others to a particular religious or spiritual view and/or which denigrates the religious or spiritual views of others may not be counted toward the service-learning graduation requirement.
   • Any service-learning activity whose chief purpose is to help prepare and/or participate in the performance of a religious service or religious education activity may not be counted toward the service-learning graduation requirement.
   • Babysitting at home, for a neighbor, or a relative is not acceptable for service hours.
   • Students may complete independent service-learning hours at more than one location.

2. Earning Service-Learning Hours
   • The student must make arrangements with the approved site to perform the service hours. Students should identify ahead of time the site representative that will supervise and verify the hours that will be earned by the student.
   • If the student would like to earn hours at a site that is not an approved site (i.e., the site is not listed on the PGCPS Service-Learning website, http://www1.pgcps.org/ssl/, then he/she must get approval to complete service at that site by completing the Service-Learning Site Approval Form and submitting it to the School-Based Service-Learning Coordinator or Professional School Counselor. Hours completed at an unapproved site will not count toward meeting the service-learning requirement.
   • The site representative reviews, approves, and signs the verification form.

3. Submitting Service-Learning Hours
   • The student must take the completed and signed verification form to the School-Based Service-Learning Coordinator or Professional School Counselor at his/her school. Note that parents and guardians may not verify hours for their own children.
• The School-Based Service-Learning Coordinator or Professional School Counselor reviews and signs the form and keeps a copy so the hours can be recorded on the student's permanent record. The student should keep a copy of all submitted Student Service-Learning Verification forms for his/her portfolio and as proof of completing the hours.

• The deadlines for submission of the Student Service-Learning Verification forms are as follows:
  o October 15 (for any independent hours obtained between July 1 and August 30)
  o January 31 (for any independent hours obtained between September 1 and January 31)
  o July 15 (for any independent hours obtained between February 1 and June 30).

• Upon approval of the Student Service-Learning Verification Form, the School-Based Service-Learning Coordinator or Professional School Counselor will then submit the verification form for entry into the student's file in the SchoolMAX database and file the form in the student's cumulative folder.

All Service-Learning forms are available on the service-learning website at http://www1.pgcps.org/ssl/ or from your School-Based Service-Learning Coordinator or Professional School Counselor.

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**Examples of Independent Service-Learning Projects**

• Tutor at an after-school program
• Work with a program that promotes positive messages to young children
• Participate in a reading program to read to children at a local library
• Assist city governments or civic associations with the planting of trees, flowers, or a park clean-up
• Participate in the Adopt-A-Highway program
• Establish a recycling program in the community
• Work with the local Boys and Girls Club
• Help with the Boy Scouts/Girl Scouts or Little League
• Work on a community clean-up campaign
• Assist at the local nursing home or hospital
• Organize a walk-a-thon to support diabetes research
• Set-up a tutor/buddy program for international students

This list includes only a few suggestions for independent service-learning activities and is not a complete list. Students are encouraged to be creative in developing their own service-learning projects. Remember that service-learning hours must be earned in a non-profit setting. The only for-profit organizations that are permitted are nursing homes, hospitals, and licensed day-care facilities.

For more information, visit http://www1.pgcps.org/ssl/ or call 301-952-6395.
Preparation, Action, and Reflection are Central to Service-Learning

According to the Maryland State Department of Education (2007), service-learning projects must include academic preparation, service activities, and structured reflection.

1. **Preparation**
   Equipping students with the knowledge and skills needed for service. This includes teaching students about their community and how to identify needs, as well as providing them with the specific skills needed to perform the service activity. It should include an exploration of why it is important to perform service and what it means to be an active citizen. Ideally, service-learning should be used to teach curricular objectives, so preparation activities could be tied to classroom lessons.

2. **Action**
   Performing one or more of the following activities:
   - **Direct Service:** Students have face-to-face contact with the service recipients. For example: tutoring; serving meals at a homeless shelter; working with the elderly in a nursing home, etc.
   - **Indirect Service:** Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food & clothing drives; thons or fundraisers; environmental projects, etc.
   - **Advocacy:** Students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or editors; preparing and displaying posters, plays, or other educational materials for others, etc.

3. **Reflection**
   Thinking about the service performed and how it impacted the community. Considering what worked well and what could be changed to make the project better. This contemplation and evaluation should occur throughout the service experience, not just at the end of the project.

   **Examples:** responding to guided questions in a journal; having a classroom discussion; preparing a piece of artwork or skit about the service experience; videotaping the project and reviewing/discussing it afterwards, etc.

Service-Learning is not the same as...

- **Volunteerism:** Volunteers engage in service for a variety of personal reasons. They do not necessarily link their service to academic studies nor do they receive academic credit for their efforts.
- **Community Service:** People engaging in community service do so for a variety of reasons. This is a broad term that can encompass court ordered, stipended, or volunteer service. It also does not necessarily link to academic studies.
- **Work Study Internship:** Student interns frequently work at a for-profit business to benefit the financial standing of that business. They are not necessarily working to improve their communities through these internship experiences. There can be overlap between work study internships and service-learning. Students are engaged in service-learning if through their internship experiences they work to improve the health or welfare of their community, while linking this to their academic studies. (MSDE, 2007)
Assessment Requirements

Graduation Requirements for Public High Schools in Maryland
Maryland State Department of Education, March 2018
Updates available at: http://marylandpublicschools.org/about/Pages/DAAIT/Assessment/index.aspx

Graduating Class of 2020 and Class of 2021 Updates - Algebra 1 and ELA 10 Assessments
To meet the graduation assessment requirements for Algebra 1 and ELA 10, students in the graduating class of 2019-2020 and 2020-2021 must:

- have passed the Algebra 1 and English 10 courses, and
- have taken the Algebra 1 and English Language Arts/Literacy 10 Maryland Comprehensive Assessment Program test*.

* The PARCC assessments for Algebra 1 and ELA/L 10 do satisfy this requirement. MCAP assessments for Algebra 1 and ELA/L 10 do satisfy this requirement.

Students that participate in the Algebra 1 and English 10 assessment are exempt from completing Academic Validation Projects (AVP) for these two content areas.

NOTE: This participation requirement ONLY pertains to students who are graduating in school year 2019-2020 and school year 2020-2021.

Assessment Requirements for Public High Schools in Maryland
To be awarded a Maryland High School Diploma, a student must meet the graduation assessment requirements. A student may meet the graduation assessment requirements in the following ways:

1. The Maryland Assessments

Students take Maryland assessments if the student received credit for taking any of the following aligned courses. See COMAR 13A.03.02.06.

- English
- Algebra
- Science
- Government

“Maryland assessments” means any assessments in algebra, science, English, and government developed or adopted by the Maryland State Department of Education that are aligned with and measure a student's skills and knowledge as set forth in the Maryland Standards for those subjects. See COMAR 13A.03.02.02.

2. Overview of “Participation” versus “Pass” requirements

There are a variety of regulations that address whether a student need only participate, but not pass, a particular assessment. The participation only requirements were instituted for English 10 and Algebra I during school years 2014-2015 and 2015-2016 to allow sufficient time for LEAs to make a complete transition to the Maryland College and Career Ready standards. Likewise, the participation only requirement was instituted for Biology in 2016-17. For all students taking the Maryland Integrated Science Assessment (MISA) in the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, taking the MISA will meet the graduation assessment requirements.
requirement for science. Thus, for some years and some assessments, students are required only to participate, but not pass, the assessment.

The following regulations define the participation only requirements.

- Students who took the English 10 and Algebra I High School Assessments (HSAs) in the school years before the 2016-2017 school year needed only to participate, but not pass. See COMAR 13A.03.02.06G (adopted June 2015) and 13A.03.02.09 (adopted February 2013).
- Students graduating in 2017-2018 and who were first-time English 10 and/or Algebra I HSA test takers in those school years need only participate, but not pass, the assessment. See COMAR 13A.03.02.06 and 09.
- Students who took the Biology HSA in the 2016-2017 school year, only needed to participate in the assessment; they did not need to earn a passing score.
- Students who take the HS MISA in the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, only need to participate in the assessment. They do not need to earn a passing score.

To determine if a requirement applies to a student:
- identify the year the student is expected to graduate;
- identify the year in which the student first took the assessment; and
- consult the charts on pages 12 through 14 which will indicate whether participation only or passing was required the year the student first took the test.

b. Passing Scores by School Year and Combined Score Options

i. Passing Scores for English 10 and Algebra I assessments

<table>
<thead>
<tr>
<th>Assessment/School Year</th>
<th>English 10 Assessment Cut Score</th>
<th>Algebra I Assessment Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Assessments (HSA) taken during</td>
<td>English 10 Participation Only</td>
<td>Algebra/ Data Analysis Participation Only</td>
</tr>
<tr>
<td>● 2013-2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2014-2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC Assessments taken during</td>
<td>Participation Only</td>
<td>Participation Only</td>
</tr>
<tr>
<td>● 2014-2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2015-2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC Assessments taken during</td>
<td>● Graduating 16-17 and 17-18: Participation Only</td>
<td>● Graduating 16-17 and 17-18: Participation Only</td>
</tr>
<tr>
<td>● 2017-2018</td>
<td>● First time ninth grader 2019-2020 and later: 750</td>
<td></td>
</tr>
<tr>
<td>● 2018-2019</td>
<td></td>
<td></td>
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<tr>
<td>● 2019-2020</td>
<td></td>
<td></td>
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<tr>
<td>● 2020-2021</td>
<td></td>
<td></td>
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<tr>
<td>● 2021-2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2022-2023</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students graduating from high school in 2022-2023 or before need a passing score of 725 on the English 10 and Algebra I Maryland Comprehensive Assessment Program (MCAP).

Students graduating from high school in 2023-2024, who are first time ninth graders in 2020-2021 and beyond, need a passing score of 750.

ii. High School Maryland Integrated Science Assessment (HS MISA)

Students were required to pass the HSA Biology every year until the 2016-2017 school year. The passing score was 400.

For students who participated in the HSA Biology in school year 2016-2017, the graduation requirement for Biology has been met. For all other students, please refer to the following projected implementation process and timeline.
For all students taking the Maryland Integrated Science Assessment in the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, taking the Maryland Integrated Science Assessment will meet the graduation assessment requirement for science.

iii. HSA Government

The HSA Government is required to fulfill the social studies graduation assessment requirement, and students will be required to pass MHSA.

iv. Combined Score Option

A student must meet the assessment graduation requirement for English, algebra, science and social studies using one of the described methods. The “combined-score” option is one of the methods. See COMAR 13A.03.02.09(B)(3)(b). The combined-score option allows a student to offset lower performance on one test with higher performance on another. The student does not have to attain a minimum passing score on each test. Scores from the PARCC assessments may not be combined with scores from other Maryland assessments.

<table>
<thead>
<tr>
<th>Combined Score Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Combined Score-2 PARCC Assessments</td>
</tr>
<tr>
<td>● Starting in 2016-2017 all current 7th-12th grade students may use the following combined score option.</td>
</tr>
<tr>
<td>● Combined minimum scores for English 10 and Algebra I = 1450</td>
</tr>
<tr>
<td>B. Combined Score-4 Former HSAs</td>
</tr>
<tr>
<td>1602 for Algebra I, English 10, biology, government</td>
</tr>
<tr>
<td>C. Combined Score-3 Former HSAs</td>
</tr>
<tr>
<td>● 1208 for Algebra I, English 10, biology</td>
</tr>
<tr>
<td>● 1206 for Algebra I, biology, government</td>
</tr>
<tr>
<td>● 1190 for English, biology, government</td>
</tr>
<tr>
<td>● 1202 for English 10, Algebra I, government</td>
</tr>
<tr>
<td>D. Combined Score-2 Former HSAs</td>
</tr>
<tr>
<td>● 808 for English 10, Algebra I</td>
</tr>
<tr>
<td>● 812 for Algebra I and biology</td>
</tr>
<tr>
<td>● 806 for Algebra I and government</td>
</tr>
<tr>
<td>● 796 for English 10 and biology</td>
</tr>
<tr>
<td>● 790 for English 10 and government</td>
</tr>
<tr>
<td>● 794 for biology and government</td>
</tr>
</tbody>
</table>

With the variations in participation versus passing requirements over the last several years, calculations of the combined-score options change from year to year.

2. Approved Alternative Assessments

A second pathway to meeting the graduation assessment requirements is by substituting MSDE-approved assessments for particular Maryland Assessments. A student must achieve a passing score on the Approved Alternative Assessment. See COMAR 13A.03.02.09(B)(3)(c); Codified in 2005, re-codified in 2017, 13A.03.02.09(B)(3)(d). The approved alternative assessments and passing scores are listed below:

<table>
<thead>
<tr>
<th>Maryland Assessment</th>
<th>AP Exam (Score of 3+)</th>
<th>IB Exam (Score of 5+)</th>
<th>MHSA (Score of 3+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Calculus AB</td>
<td>Mathematical Studies SL</td>
<td>Algebra II</td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td>Mathematics SL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
<td>Mathematics HL</td>
<td></td>
</tr>
</tbody>
</table>
3. Bridge Plan for Academic Validation

The third way to meet the graduation assessment requirements is the Bridge Plan for Academic Validation (Bridge Plan). A student who fails to achieve a passing score on one or more assessments may be eligible to complete Bridge Projects in the assessment areas. If the student completes the Bridge Project successfully, the graduation assessment requirement is met for that assessment area. See COMAR 13A.03.02.06.

a. A student is eligible to use successful completion of a Bridge Project to satisfy graduation assessment requirements if he/she:
   
   i. failed one or more Maryland assessments at least twice; and
   ii. received credit in the course or courses related to the assessment or assessments; and
   iii. demonstrated overall satisfactory attendance in the most recent school year completed; and
   iv. demonstrated satisfactory progress toward achieving the high school diploma requirements specified in COMAR 13A.03.02.09B(1) and (2); and
   v. participated successfully in appropriate assistance after having failed one or more of the Maryland assessments.

b. A student may begin a Bridge Project after the first failure, but must take the assessment a second time and fail in order to use the successful Bridge Project to meet the graduation assessment requirement. See COMAR 13A.03.02.06.D.2 and.3

4. Waiver of the graduation assessment requirement

Sometimes situations occur that place a student in an extreme disadvantage in his/her effort to meet the graduation requirement assessment requirement. In those particular cases, pursuant to the regulatory requirements, a school principal may recommend to the superintendent that a particular assessment requirement for an individual student be waived. See COMAR 13A.03.02.09-1.E.

i. For such a waiver to be considered by a local superintendent, the following three conditions must be satisfied.

   1. The student has or will meet all other graduation requirements.
   2. The student has or will take all required Maryland assessments before the graduation date.
   3. The student participated in one or more interventions or remediation opportunities, including the Bridge Plan.

ii. The student is prevented from meeting the Maryland assessment graduation requirements due to any of the following circumstances.

   1. A decision made by the local school system concerning the provision of appropriate assistance as required by COMAR 13A.03.02.06C.
   2. A special, extraordinary, or extenuating circumstance or combination of circumstances preceding the
administration of the most recent Maryland assessment, such as a recent death in the immediate family, a serious or prolonged illness or pregnancy with medical complications, an accident causing serious injury, or a destructive house fire.

3. The student moved to the United States in junior or senior year and is literate in his/her native language but not literate in English.

4. The student moved to Maryland in his/her senior year, has passed all the Maryland assessment courses, but has failed the related Maryland assessment, and has not had adequate opportunity for intervention.

iii. The regulation governing the waiver process for assessment requirements identifies the following dates on which certain waiver-related decisions are to be made. See COMAR 13A.03.02.09-1.(E),(F),(G),(I).

1. By April 1, the principal “shall consider whether to recommend” a student for an assessment waiver and on or about April 1 notifies the parent and student that he/she “is being considered for a waiver.”

2. On or about May 1, the principal shall make his waiver recommendations to the superintendent.

3. Sometime after May 1 but before graduation, the superintendent will decide to grant or deny a waiver recommendation.

Note:
This regulation should not be interpreted to allow or to require a final waiver decision by April 1. The regulation clearly intends a measured decision making process to extend into May and possibly June. That time period gives students the opportunity to complete Bridge Projects successfully or take an assessment and additional time to pass. A waiver decision in April forecloses those learning opportunities to students.
## Assessment Requirements for Specific Graduating Classes

### Assessment Requirements for Graduating Class of 2018-2019
(Entered 9th Grade in School Year 2015-2016)

<table>
<thead>
<tr>
<th>School Year in which Assessment was First Taken</th>
<th>Biology/Science Assessment Requirement Met By</th>
<th>English 10 Assessment Requirement Met By</th>
<th>Algebra 1 Assessment Requirement Met By</th>
<th>Government Assessment Requirement Met By</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016 (9th)</td>
<td>● Achieve score of 400 on Biology HSA; or</td>
<td>Students do not take the English 10</td>
<td>● Participation in the PARCC Algebra I</td>
<td>● Achieve score of 394; or</td>
</tr>
<tr>
<td></td>
<td>● Combined-score; or</td>
<td>assessment until 10th grade.</td>
<td>Assessment or the Algebra Data Analysis</td>
<td>● Combined-score or</td>
</tr>
<tr>
<td></td>
<td>● AP exam score of 3+; or</td>
<td></td>
<td>HSA (in earlier years); or</td>
<td>● AP US Government and Politics exam</td>
</tr>
<tr>
<td></td>
<td>● IB exam score of 5+; or</td>
<td></td>
<td></td>
<td>Score of 3+; or</td>
</tr>
<tr>
<td></td>
<td>● Pass the Bridge Project</td>
<td></td>
<td></td>
<td>● Pass the Bridge Project</td>
</tr>
<tr>
<td>2016-2017 (10th)</td>
<td>● Participation in Biology HSA Assessment; or</td>
<td>● Achieve score of 725;</td>
<td>● Achieve score of 725;</td>
<td>● Achieve score of 725;</td>
</tr>
<tr>
<td></td>
<td>● AP exam score of 3+; or</td>
<td>● Combined score as set by MSDE; or</td>
<td>● Combined score as set by MSDE; or</td>
<td>● Combined score as set by MSDE; or</td>
</tr>
<tr>
<td></td>
<td>● IB exam score of 5+; or</td>
<td>● AP exam score of 3+; or</td>
<td>● AP exam score of 3+; or</td>
<td>● AP exam score of 3+; or</td>
</tr>
<tr>
<td></td>
<td>● No Bridge Requirement</td>
<td>● IB exam score of 5+; or</td>
<td>● IB exam score of 5+; or</td>
<td>● IB exam score of 5+; or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Pass Bridge Project</td>
<td>● Algebra II score of 725; or</td>
<td>● Pass Bridge Project</td>
</tr>
<tr>
<td>2017-2018 (11th)</td>
<td>● Participation in HS MISA Assessment; No</td>
<td>● Achieve score of 725;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bridge Requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● AP and IB exams are not acceptable</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>substitutions for HS MISA due to the</td>
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</tr>
<tr>
<td></td>
<td>integrated nature of the assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019 (12th)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Assessment Requirements for Specific Graduating Classes (continued)

### Assessment Requirements for Graduating Class of 2019-2020

(Entered 9th Grade in School Year 2016-2017)

<table>
<thead>
<tr>
<th>School Year in which Assessment was First Taken</th>
<th>Biology/ Science Assessment Requirement Met By</th>
<th>English 10 Assessment Requirement Met By</th>
<th>Algebra I Assessment Requirement Met By</th>
<th>Government Assessment Requirement Met By</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017 (9th)</td>
<td>● Participation in Biology HSA Assessment; or ● AP exam score of 3+; or ● IB exam score of 5+ ● No Bridge Requirement</td>
<td>Students do not take the English 10 assessment until 10th grade.</td>
<td>● Achieve score of 725; ● Combined score as set by MSDE; or ● AP exam score of 3+; or ● IB exam score of 5+; or ● Algebra II score of 725; or ● Pass Bridge Project</td>
<td>● Achieve score of 394; or ● Combined-score or ● AP US Government and Politics exam Score of 3+; or ● Pass the Bridge Project</td>
</tr>
<tr>
<td>2017-2018 (10th)</td>
<td>● Participation in HS MISA Assessment; ● No Bridge Requirement ● AP and IB exams are not acceptable substitutions for HS MISA</td>
<td>● Achieve score of 725; ● Combined score as set by MSDE; or ● AP exam score of 3+; or ● IB exam score of 5+; or ● Pass Bridge Project</td>
<td>Note: Students who took the PARCC Algebra I or the Algebra Data Analysis Assessment prior to the 2016-2017 school year met the Algebra I Assessment requirement through participation.</td>
<td></td>
</tr>
<tr>
<td>2018-2019 (11th)</td>
<td>● Participation in HS MISA Assessment; ● No Bridge Requirement ● AP and IB exams are not acceptable substitutions for HS MISA due to the integrated nature of the assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-2020 (12th)</td>
<td>● Participation in HS MISA Assessment; ● No Bridge Requirement ● AP and IB exams are not acceptable substitutions for HS MISA due to the integrated nature of the assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Ways for Earning Graduation Credit

High School Graduation Credit for Middle School Students

Middle school students who meet prerequisites for a high school course may earn credit toward high school graduation. Schools are required to complete and document the steps for acceleration per Administrative Procedure 5123.2 General Procedures Pertaining To Promotion, Retention and Acceleration of Students and to register students for course numbers specified as Credit Earned Prior to High School Enrollment in the SchoolMAX student information system.

See “Additional Ways for Earning Graduation Credit” for options:

- Online courses
- Summer school
- Transfer into PGCPS with prerequisites and earned high school credit (Test of Achievement and Proficiency may be required)

Grades and credits (passing or failing) will be reflected on the student’s permanent record, high school transcript, and cumulative grade point average.

Online Courses

Students in Prince George’s County Public Schools have the opportunity to take certain approved online courses needed for credit recovery, graduation credit, and accelerated learning opportunities. The online course must be a scheduled period in the student’s school day. Online students must be highly motivated, independent learners. They must have approval from their parent, principal, school counselor and content area teacher. Students should contact their Professional School Counselor for more information about online options.

Summer School

The secondary Summer School program is planned for students who are presently enrolled during the day or evening. A student has the opportunity to attend summer school where he/she may take either repeat courses or original credit courses upon prior approval by the principal of the home school.

The principal must give prior written approval for a student planning to attend a summer school other than Prince George’s County Public Schools’ Summer School. Courses taken outside of the county public schools must be taken in schools that are accredited and/or state approved in order to receive credit. If he/she intends to graduate, the student is responsible for submitting a diploma request form prior to attendance and the home school is responsible for submitting the student’s name for diploma printing in accordance with established procedure.

Registration forms are available in the counseling offices of all middle and high schools. Summer grades are recorded separately from Fall and Spring grades. Seniors may not use summer grades toward the four course requirement for the Fall or Spring semester. Summer school does not count toward the four courses required senior year.

For additional information, call the Summer School Office at 240-696-8659.
Additional Ways for Earning Graduation Credit (cont’d)

Admission of Students from Non-Approved or Non-Accredited Schools
See Administrative Procedure 5111.2 Admission of Students from Non-Approved or Non-Accredited Schools

Evening Program
The Evening Program is a virtual pilot program that is conducted in the evenings for students enrolled in grades 9 to 12 at comprehensive boundary high schools. See the school counseling office for additional information.

Concurrent and Dual Enrollment
A student in grades 9 to 12 may fulfill graduation requirements by being enrolled in both high school and college. See www1.pgcps.org/dualenrollment and Administrative Procedure 6155 Dual Enrollment Program for additional information on Dual Enrollment.
Additional High School Programs

Interested students should see the school counselor for information on how to apply.

Alternative centers at Annapolis Road Academy and Green Valley Academy provide an intervention program for ninth and tenth grade students as well as educational opportunities for expelled students. Croom and Tall Oaks High Schools provide intervention programs for eleventh and twelfth grade students, and educational opportunities for expelled students. The academy program provides students an opportunity to earn credits in a small class setting with an emphasis on behavior modification and goal setting. The program components of mandatory school uniforms, Positive Behavioral Interventions and Supports (PBIS) behavior management model, strict attendance guidelines, and small class size are implemented for positive skill development. Transportation is provided for all students.

All students complete an application and participate in an interview prior to an admission decision. The best student candidates for the academy program are those who would benefit from a short-term, highly structured, and supportive environment. Generally, these students have a history of behavioral and/or attendance problems but are likely to earn a high school diploma upon the successful completion of an intervention program. Understanding the importance of positive home-school relationships, parents must participate in monthly meetings. The academy transition team determines when a student is ready to return to his or her base school. The team considers input from parents, staff, and other available data when making that decision.

The alternative centers are committed to equipping high school students with the competencies and tools necessary for success in the 21st century. The program is restricted to students 16 years or older who have started their educational process in their base high school. The technical high school program facilitates a positive instructional climate with core academic course offerings including assessment preparation, Career and Technology Education offerings including Automotive and Technology/Child Development/Pro Start, and other electives focusing on Arts and Humanities. The Instructional Team is focused on student preparation for post-secondary experiences and life-long careers.

Green Valley Academy also provides a transitional intervention program for students experiencing behavioral concerns in Grades 6 through 10 and an educational opportunity for expelled students in Grades 6 through 10. The academy program provides students an opportunity to earn credits in a small class setting with an emphasis on behavior modification and goal setting. The program components of mandatory school uniforms, Positive Behavioral Interventions and Supports (PBIS) behavior management model, strict attendance guidelines, and small class size are implemented for positive skill development. Transportation is provided for all students. All students complete an application and participate in an interview prior to an admission decision. The best student candidates for the academy program are those who would benefit from a short-term, highly structured and supportive environment. Generally, these students have a history of behavioral and/or attendance problems but are likely to earn a high school diploma upon the successful completion of an intervention program. Understanding the importance of positive home-school relationships, parents must participate in monthly meetings. The academy transition team determines when a student is ready to return to his or her base school. The team considers input from parents, staff and other available data when making that decision.

The Incarcerated Youth Program serves juveniles who have been charged as adults and are incarcerated in the Prince George's County Department of Corrections (DOC) adult facility. The Prince George's County Public Schools (PGCPS) and the DOC collaborate together to provide juvenile offenders with a full range of educational instruction, despite being incarcerated. PGCPS AND DOC have developed a Memorandum of Understanding (MOU) designating the responsibilities of each agency and the details for the deliverance of educational for incarcerated juveniles. The instruction is provided by PGCPS teachers following school system curriculum guides and procedures. Students are able to earn credits toward their high school diploma.

Community-Based Classroom (CBC) is an alternative high school program designed for school system students between the ages of 16 and 20 years old who have been withdrawn from their traditional (base) school program. These students must be within 10 credits of graduation. The instructional program implements the county approved curriculum and provides support services to assist students in completing their high school requirements for graduation, while preparing them for a variety of post secondary options. CBC offers two-hour classes on Mondays and Wednesdays or Tuesdays and Thursdays during four class periods. A variety of academic options including technology access, on-line courses and employment skills preparation are incorporated into the program design. Upon successful completion of the CBC program offerings, students receive a high school diploma from their traditional “base” school.
Public Charter Schools

Public Charter Schools are nonsectarian, tuition-free public schools chosen by parents, and are open to all students who reside in Prince George’s County on a space available basis. Public Charter Schools do not have attendance boundaries like traditional schools. A random selection lottery application system is used for enrollment in Public Charter Schools (see https://www.pgcps.org/specialty-public-charters-applications/ for more information). By design, a Public Charter School has more freedom than a traditional school in return for a commitment to meet higher standards of accountability.
High School Graduation
Fact Sheet

Unit of Credit
A unit of credit is locally assigned by clock hours or by successful demonstration of learning outcomes.

Required Credits
Twenty-one (21) credits are required per COMAR 13A.03.02.01C. Effective with the Class of 2019 (entering freshmen of Fall 2015), students must be enrolled and have taken a minimum of four full credit courses or a combination of full and partial credit courses to total a minimum of four credits over the course of the academic year. The minimum of four credits worth of courses must include at least one high school course; remaining courses may include Dual Enrollment. All MSDE graduation requirements must be satisfied. All MSDE graduation requirements must be satisfied.

Course Descriptions
The publication High School Courses and Programs of Study contains descriptions of each course offered in Prince George’s County Public Schools and is available online at www.pgcps.org/courses-and-programs-of-study/.

Prerequisites
Enrollment in a course may be allowed only if a previous course has been completed. See the High School Courses and Programs of Study publication which describes the content of each course offered in Prince George’s County Public Schools and course prerequisites. Courses taken at a college or university for dual enrollment will follow the college’s prerequisite guidelines.

Enrollment
The student shall satisfactorily complete four years of approved study beyond the 8th grade unless on an approved option.

Promotion and Retention
See Administrative Procedure 5123.2.

Quality Point Average or Grade Point Average
The following numerical equivalents will be used in computing the QPA from report card letter grades. Weighted refers to courses receiving a numerical advantage in calculating QPA, an additional .5 or 1.0 points added to the grade value.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced Placement or International Baccalaureate or Dual Enrollment or Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Honors Weighted</td>
</tr>
<tr>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

Final Grades
For semester and year-long courses, the procedures for determination of final grades are found in Administrative Procedure 5121.

Student Service-Learning
The student shall complete a locally developed, state-approved program that includes service-learning infusion in designated courses, preparation, reflection, and a specified number of hours of independent service.

Assessments
See Assessment section of this Administrative Procedure.

Certificate of Merit
To be awarded the Certificate of Merit, along with the Maryland High School diploma, a student must be in the top 5% of his or her graduating class.

College Credit
College-level curriculum in a variety of subjects is available in high schools for qualified students through Advanced Placement, Concurrent Enrollment, Dual Enrollment, International Baccalaureate, and Tech Prep courses. Tests are given at the end of the course for a fee in some cases. Satisfactory scores on these examinations, with the approval of the receiving college, provide students an opportunity to earn credit for, and exemption from, these courses in college.
High School Graduation Fact Sheet (cont’d)

World Exchange Program
There will be a Maryland International Student certificate for students who participate in a World Exchange Program and who complete at least one year of study in a Maryland public high school. World exchange students who meet all of the graduation requirements may be awarded a Maryland High School Diploma in addition to the Maryland International Student Certificate.

Transfer Students
The proficiencies of transfer students should be assessed before the students are scheduled into required courses. The principal is responsible for ensuring that students are placed in courses that parallel the content of previous school course work. Consideration must be given to appropriate placement in order to minimize any penalty to the transfer student. However, scheduling of a transfer student may be accomplished tentatively in accordance with Administrative Procedure 5111, utilizing the Tentative Grade or Subject Agreement for Placement of Enrolling Students, PS-126, when records are not available or the student is from a non-accredited school.

General Educational Development (GED) Test
A student may be awarded a high school diploma, issued by the state of Maryland, upon successful completion of the General Educational Development Test, provided the student is 16 years of age or older and has officially been withdrawn from a regular high school program for at least three months.

Programs of Study
Along with academic requirements, students have the option to complete a sequence of career-related courses that connect the classroom to the real-world practical application of knowledge. Depending on the program, students may also earn professional certifications, licenses, or college credit as well as work-based learning experience while still in high school.

Athletic and Extracurricular Eligibility
See Administrative Procedure 5122.
Retaking Classes

Courses on a grade level are meant to be sequential with successful completion of one grade level being a prerequisite for enrolling in the next grade level. Students failing a grade level course have the following options to make it up. They may repeat that course in one of the following ways:

- Evening Program;
- Summer School; or
- Day School.

A student failing an assessment course may repeat the course during the day for credit recovery. In addition, students may make it up in one of the following ways:

- Evening Program, or
- Summer School.

The student will retake the assessment upon completion of the course unless the student passed the assessment.

A senior who fails a half-credit course during the first semester and needs that half credit for graduation can make up that credit only through enrollment in an evening program during the second semester or summer school.

The principal may authorize exceptions based on the needs of a student.

See Administrative Procedure 5121.3 Grading and Reporting High School for grading processes.
Withdrawal Procedure

If a student drops a course prior to the 21st school day (in the case of a 4-period day, the drop must occur before the 11th day) from the start of a course, and there will be no recording of the course or grade on any office school system documents.

If a student drops a course after twenty (20) school days from the start of the course (in the case of a 4-period day, after the 10th day), the grade achieved must be recorded on that quarter’s report card. The grade must be used in determining the student’s quality point average (QPA) for that specific quarter only. For grade reporting purposes, the date of withdrawal will be the start of the next quarter.

When a student drops a course after twenty (20) school days from the start of a course (in the case of a 4-period day, after the 10th day), the dropped course title, a “W” (Withdrawal), and no credit (0.00) will appear on all official school system documents beginning with the marking period immediately following the marking period in which the course was dropped.

Students withdrawing from a course after the twentieth (20th) school day from the start of a course (in the case of a 4-period day, after the 10th day), may enroll in another credit-bearing course during the semester in which the withdrawal occurs only if it is within the same content area as the dropped course, e.g., Chemistry to Earth Science.

When a student withdraws from a course on or after the first day of the beginning of a course, Form PS-141 (Course Withdrawal Form) must be completed.

In special circumstances where it is necessary for a student to withdraw from school one month or less before the end of the school year, it shall be necessary for the student to resolve the awarding of credit with the principal prior to leaving school. Exceptions to this policy are to be referred to the Associate Superintendent.

A student 16 years of age or over may enroll initially in a school no later than four weeks (20 school days) after the semester has begun (in the case of a 4-period day, after the 10th day). An exception may be made in special circumstances and with the approval of the principal. All students requesting admission after twenty (20) days must have the opportunity to have a conference with the principal and school counselor prior to a decision on an exception. Special consideration should be given to international students (new immigrants and refugees) who can only enter the United States at times designated by federal agencies. These students need to begin learning English and the process of acculturation as soon as possible.
Concurrent Enrollment with a Postsecondary School

Educational options are available to students presently enrolled in the Prince George’s County Public Schools. The student and parent(s)/guardian(s) must work very closely with the school counselor in preparation for the option of concurrent enrollment.

a. A student may fulfill graduation requirements by being concurrently enrolled in two different educational programs. High school credit and post-secondary credit may be applied toward graduation requirements.

b. Students who attend a college that is not eligible for dual enrollment and/or take a course that does not have a high school equivalent may earn 0.5 non-weighted elective credit maximum per course. To do this, the following procedures must be followed:

1. The high school principal must approve all requests prior to student enrollment in a college course.
2. The student, parent/guardian, counselor, and principal must sign the Concurrent Enrollment Form PS-109, Request for Concurrent Course Enrollment Form.
3. In order to apply college credit toward high school credit, the college course (content, not title) must be different from courses available at the student’s home high school. The student will be responsible for submitting a copy of the course outline or syllabus to the Chief Academic Officer.
4. The student is responsible for requesting that the college records office sends an official college transcript to the principal at his/her home school immediately upon completion of the course.
5. A student will earn one-half (0.5) non-weighted high school elective credit per semester, per college course, no matter how many credits the college awards.
6. A student may earn a maximum of two concurrent enrollment high school credits per year, including summers, through concurrent enrollment college course work.
7. In recognition that the conditions presented above may not be appropriate for particularly exceptional students, a request for exemption from any of these conditions may be made in advance of enrollment in a college course. The exemption must be requested in writing and approved by the high school principal and the Director of Curriculum and Instruction.
8. The grade earned from course(s) taken at institutions of higher learning will be included in the computation of the high school grade point average.

c. A student may be enrolled in Concurrent Enrollment for no credit, if the student selects no credit on the PS-109A, in order to have travel time or college work scheduled.

d. Concurrent Enrollment for credit is not available to spring semester seniors. The final grade will not arrive in time to be recorded on the transcript for spring semester seniors system-wide.

e. Schools with Memorandums of Understanding with post-secondary institutions adhere to MOU content.

Parents/guardians may appeal a decision on an educational options request upon receipt of the denial letter by writing to the Executive Director of Student Services.

Dual Enrollment

Students are encouraged to take advantage of opportunities to earn college credits while still in high school. For information on Dual Enrollment opportunities, go online to www1.pgcps.org/dualenrollment.
Early Graduation Options

All seniors must be enrolled in courses daily to meet their graduation requirements. For example, a student may be enrolled in English 12 and a Mathematics credit at the high school level. A student may be enrolled in English 12 at the high school and take a dual enrollment credit in Mathematics or vice versa. Once English 12 and Mathematics are addressed, other courses are added as needed.

Students may opt to pursue an alternative to the four-year enrollment requirement per COMAR 13A.03.02.10.

In recognition that 4-year enrollment in a public high school may not serve the best interests of some students, the following alternative plans are available.

A. Early College Admission Program. A student may receive a Maryland High School Diploma through acceptance in the early college admission program, if:

1. The student has a 2.5 cumulative grade point average and is accepted for early admission to an accredited college before high school graduation;
2. All Maryland High School Testing and Student Service learning requirements have been met;
3. A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;
4. The student’s program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and
5. At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

B. Early Admission to Approved Vocational, Technical, or Other Postsecondary School Program. A student may receive a Maryland High School Diploma through acceptance in an early admission program of an approved vocational, technical, or postsecondary school program if:

1. The student is accepted for early admission by an approved vocational, technical, or postsecondary school program before high school graduation;
2. All Maryland High School Testing and Student Service learning requirements have been met;
3. A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;
4. The student’s program for the first year of the postsecondary program is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and
5. At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the postsecondary school to the high school principal indicating that the student has successfully completed a year of postsecondary school work.

PGCPS

To apply for Early Admissions, a student must complete the following steps.

1. During the sophomore year of high school:
   a. The Professional School Counselor must meet with the student and parent/guardian to discuss the requirements for graduation and post secondary plans.
   b. A plan must be developed for meeting all graduation requirements including courses, testing, and service learning.
   c. The waiver application must be submitted to the Professional School Counselor prior to the end of the 3rd quarter.
**Early Graduation Options (cont’d)**

d. Upon pre-approval by the principal, the student must take and pass their 3rd English course, during the summer prior to the 3rd year of high school, unless the student will complete the 4th English credit at the approved post-secondary option.

2. During the 3rd year of high school:
   a. The Professional School Counselor and student must complete a graduation agreement.
   b. Prior to the 3rd quarter of the 3rd year in high school, the pre-approval packet including an up to date transcript, progress report, and post-secondary acceptance letter must be forwarded to the Supervisor of School Counseling.
   c. The Chief Executive Officer will approve the student’s program for the first year of the post-secondary study if this program is included toward the issuance of a diploma.

Upon the completion of one year of Post Secondary Education, a written request for a Maryland High School Diploma is submitted to the high school principal and forwarded to the Supervisor of School Counseling together with a transcript or letter from the postsecondary school indicating that the student has successfully completed a year of postsecondary school work.

**Waiver of 4th Year Requirement**

An alternative plan may include a waiver of the fourth year enrollment requirement for students who have earned a cumulative 2.5 grade point average at minimum if all credits, assessments, and student service learning requirements are met and if the Chief Executive Officer or designee determines that the waiver is in the best interest of the student.

To apply for a waiver the following steps must be taken:

1. During the sophomore year of high school:
   a. The Professional School Counselor must meet with the student and parent/guardian to discuss the requirements for graduation and post secondary plans.
   b. A plan must be developed for meeting all graduation requirements including courses, testing, and service learning.
   c. The waiver application must be submitted to the Professional School Counselor prior to the end of the 3rd quarter.
   d. Upon pre-approval by the principal, the student must take and pass their 3rd English course, during the summer prior to the 3rd year of high school.

2. During the 3rd year of high school:
   a. The Professional School Counselor and student must complete a graduation agreement.
   b. Prior to the 3rd quarter of the 3rd year in high school, the pre-approval packet including an up to date transcript and progress report must be forwarded to the Supervisor of School Counseling.

The Superintendent of Schools will send a final approval letter prior to graduation.

**Early College or Middle College programs**

Students who participate in an Early College or Middle College program are inherently early admissions students and may use the postsecondary courses for the four (4) course enrollment requirement after completion of Grade 11.
Directory

Contact appropriate staff for clarification on any information in Administrative Procedure 6150 Educational Requirements and Options in Secondary Schools. For updates to phone information, see the PGCPS phone directory online at www.pgcps.org.

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<tr>
<th>NAME</th>
<th>PHONE NUMBER/WEB ADDRESS</th>
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<tr>
<td>Advanced Placement</td>
<td>301-808-8240</td>
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<td>Advanced Technology Education</td>
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<td>Aerospace Engineering and Aviation Technology</td>
<td>240-686-6255</td>
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<td>Career and Technical Education</td>
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<td>Code of Maryland Regulations (COMAR)</td>
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<td>Immersion</td>
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<td>International Student Admissions and Enrollment Office (ISAEO)</td>
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<td>Maryland State Department of Education</td>
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<td>Mathematics</td>
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<td>Physical Education</td>
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<td>Prince George’s County Public Schools</td>
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<td>301-445-2740; <a href="http://www.usmd.edu">www.usmd.edu</a></td>
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<td>World Languages</td>
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RELATED PROCEDURES, BYLAWS, AND GUIDELINES:
Administrative Procedure 5111.2, Admission of Students from Non-Approved or Non-Accredited Schools, Grades 9 to 12;
Administrative Procedure 5118.4, Tuition Waiver for Summer School;
Administrative Procedure 5121.2, Grading and Reporting Middle School;
Administrative Procedure 5121.3, Grading and Reporting High School;
Administrative Procedure 5123.2, Promotion of Students;
Administrative Procedure 5127, Graduation Exercises;
Administrative Procedure 6142.1, Technical Academy Program Enrollment Criteria and Procedures;
Administrative Procedure 6151, Student Service-Learning Guidelines;
Administrative Procedure 6155 Dual Enrollment Program
Maryland State Department of Education Bylaw: Graduation Requirements for Public High Schools in Maryland;

MAINTENANCE AND UPDATE OF THESE PROCEDURES:
These procedures originated with the Division of Academics and review and any necessary update will be accomplished, as appropriate.

CANCELLATIONS AND SUPERSEDURES:
These procedures specifically cancel and supersede Administrative Procedure 6150, dated August 31, 2020.

EFFECTIVE DATE: November 9, 2020