Overview

Graduation and Promotion

This section of the Education Toolkit outlines the regulations and policies governing graduation and promotion requirements for DC Public Schools ("DCPS") and Prince Georges County Public Schools ("PCPS"). Youth in foster care often attend many schools on their path to graduation and, partially as a result, have lower graduation rates. Monitoring credits earned and requirements met each year is essential to ensure on-time graduation.

This section provides information about the DC and Maryland regulations that govern graduation and promotion, as well as the local school policies in DC and PG County. It also provides practical worksheets outlined with the academic requirements of each jurisdiction in order to keep track of credits as they are earned.

DC Regulations & Policies

DC requires students to complete twenty-four (24) Carnegie Units in order to graduate with a DCPS diploma, one of the highest in the country. However, unlike Maryland, DC does not require that students pass any state-level academic exams or assessments. In order to be promoted to 10th grade students must successfully complete both Algebra and English 1. One hundred (100) hours of community service are also required for graduation.

Under DC regulations, although students can be retained in any grade, they can only be retained once while enrolled in DCPS without a comprehensive review and approval by the regional superintendent.

Students who have graduated or withdrawn from school after 1999 can request a copy of their DCPS high school transcript from their high school registrar. Students who graduated before 1999 or attended a high school that is now closed should contact the DCPS Chancellor's Response Team at (202) 478-5738.

Maryland Regulations & PGCPS Policies

PGCPS requires that students complete twenty-one (21) credits in order to graduate, as well as passing scores on four Maryland High School Assessments (HSAs) or completion of a Bridge Plan for Academic Validation. A combined seventy-five (75) infused and independent service-learning hours are required for graduation. Hours are pro-rated for students who transfer in to PGCPS.

In PG County, retention in elementary school is ultimately determined by the school principal, and in middle school, by the associate superintendent. An appeals process is made available to parents who disagree with a retention decision and provide written notification of the intent to appeal. Promotion to middle and high school is based on acquisition of transition skills outlined in Administrative Procedure 5123.2. Middle school students who fail two core courses must complete summer school coursework successfully in order to be promoted.

PGCPS provides official and unofficial transcripts to students free of charge upon request. Current students, or those who have graduated or withdrawn within the last three years should complete the Request for Official Transcript form available from: the School Counseling Office, Registrar's Office, School System's Website, or Parent Liaison's Resources Room. Students requesting transcripts three (3) years or more after graduation/withdrawal should contact the Microfilming Office at 301-952-6174.

Special Education/English Language Learners

In DC, special education students are eligible for promotion as determined in accordance with the agreement of the Individualized Education Program ("IEP") team. For English Language Learners, any decision on retention must be made in conjunction with the bilingual/English Second Learner ("ESL") teacher.

A special education student in the District who does not earn a diploma may earn a Certificate of IEP completion. The decision that a student will pursue a Certificate rather than a high school diploma must be made by the multi-disciplinary IEP team no earlier than the student's 9th grade year.

In PG County, consideration of all promotion/retention/graduation options are determined by the IEP team with the agreement of the parent based upon the student's IEP. A special education student who does not earn a diploma can earn a Maryland Certificate of Completion. If a Certificate is received before age 21 a student is still entitled to a free appropriate education ("FAPE") under the Individuals with Disabilities Education Act ("IDEA") (*see* 20 U.S.C. §§1200 *et seq.*).

English Language Learners should not be retained solely on the basis of their lack of proficiency in English. However, all ESOL students must meet the same credit, service learning, and functional test requirements for graduation as non-ESOL students unless they receive a waiver.

Legal & Policy Resources

- DC
  - 5 D.C.M.R. §§ 2202-04 (DC Graduation Policies)
  - 5 D.C.M.R. § 2201 (DC Retention and Promotion Policy)
- MD
  - COMAR § 13A.03.02.06(D) (Student Service)
- PGCPS
  - Administrative Procedure 6150 (Educational Requirements and Options)
  - Administrative Procedure 6151 (Student Service-Learning Graduation Requirements)
  - Administrative Procedure 5123.2 (Promotion/Retention/Acceleration)

Graduation Requirements Worksheet

District of Columbia Public Schools

Subject	Required Credits	Earned Credits	Still Needs	In Progress	Best Case Needs
English	4				
Science	1				
Lab Science	2				
Biology	1				
Math (upper level)	1				
Algebra	1				
Algebra 2	1				
Geometry	1				
DC History	.5				
U.S. Government	.5				
U.S. History	1				
World History 1	1				
World History 2	1				
Foreign Language	2				
Music	.5				
Art	.5				
Phys Ed. / Health	1.5				
Electives	1.5				
Career/College	2				
TOTAL	24				

Graduation Requirement Worksheet

Prince George's County

Subject	Required Credits	Earned Credits	Still Needs	In Progress	Best Case Needs
English	4				
Lab Science	2				
Biology	1				
Math	1				
Algebra	1				
Geometry	1				
LSN Gov't	1				
US Histo y	1				
World History 1	1				
Health	.5				
Fine Art	1				
Phys Ed	.5				
Completer Sequence	2-9 (2 language; 4 ROTC/career)				
Electives	0-3				
Tech Ed.	1				
Total	21				

High School Assessment (HSA) Requirements

Student entered 9th grade in:			
Subject:	**Date Passed:**	**Score:**	**Method:**
Algebra/Data Analysis		/412	
English 10		/396	
Biology		/400	
Government		/394	

All students MUST:

- Pass Algebra/Data Analysis, English 10 and Biology; OR
- Obtain an overall combined score of 1208 or 1602; OR
- Complete Bridge Plan for Academic Validation; OR
- Score high enough on AP or IB exam in equivalent subject tests

Students entering 9th grade from 2009-2012:

- Do NOT need to pass Government HSA but can use it to achieve combined score
  - Can achieve 1602 for English, Algebra, Biology and Gov't; OR
  - Can achieve 1208 for English, Algebra and Biology

Students entering 9th grade after 2013:

- MUST either pass the government HAS; OR
- Include the gov't HSA score to meet combined 1602

Requirements for Participation in the Bridge Plan:

- Have passed or be enrolled in the HSA-related course; AND
- Taken the specific HSA twice without passing or earning a score that would satisfy the combined-score option; AND
- Be firmly on path to completing graduation requirements; AND
- Have participated in approved assistance or remediation program; AND
- Have met the school's attendance requirements

ADMINISTRATIVE PROCEDURE

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS PGCPS

GENERAL PROCEDURES PERTAINING TO PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

5123.2
Procedure No.

July 1, 2012
Date

I. **PURPOSE:** To provide information to school system personnel regarding the promotion and retention of students.

II. **INFORMATION:** Section 7-204(a) of the Public School Laws of Maryland states the promotion of students in a public school and graduation from a public high school shall be in accordance with: (1) Policies established by the County board: and (2) The rules and regulations of the State Board. The Superintendent of each local unit is responsible for establishing policies and specific provisions regarding the progression of students from grade to grade.

III. **MARYLAND HIGH SCHOOL ASSESSMENT:** The Maryland High School Assessments (HSA) tests measure school and individual student progress toward Maryland's High School Core Learning Goals in English, Algebra/Data Analysis, and Biology.

There are three options to meeting the testing requirement, as follows:

1. Pass each of the three High School Assessment (HSA) tests – algebra/data analysis, English, and biology. These tests are generally taken in the 9th and 10th grade. There are two (2) potential substitutions:

   a. Advanced Placement (AP) or International Baccalaureate (IB) Tests – For students who have earned a score approved by the Maryland State Department of Education (MSDE) on the HSA-related AP or IB test.

   b. Modified HSA – An alternative test for students with disabilities who meet the specific participation criteria based on their IEP process.

2. Combined-Score Option – A student would need to earn a combined total of 1208 points across the exams to meet the testing requirement. This option allows students to offset lower performance on one test with higher performance on another.

3. Bridge Plan for Academic Validation – A student, who has not passed an HSA after taking the test twice and meets the eligibility criteria, including locally - administered or approved assistance, can complete one or more project modules in the content area. The project modules will be submitted to a local review panel and the local superintendent for approval

4. Middle School - Students must sit for the appropriate high school assessment at the end of the course. In middle school students would sit and take the Algebra/Data Analysis HSA at the end of the Algebra 1 course. If a student passes the Algebra 1 course with a grade of "D" or higher, they will earn the high school credit for the course. Passing the H.S.A in middle school is not tied to the high school course credit.

IV. PROCEDURES:

A. Rationale: Promotion and retention of students within Prince George's County School System shall be based upon the degree of success the individual student has achieved in completing the educational program designated to meet his/her needs.

B. Promotion Criteria:

1. Elementary School – Promotion and retention will be considered annually in terms of the best placement of an individual student. Promotion is effected when the student has demonstrated appropriate levels of achievement and would benefit from the curriculum designed for the next grade level. **Promotion from grade 5 to middle school shall be based on the criteria listed in the transition skills document attached to this procedure.**

   Retention is considered when the student has not demonstrated appropriate levels of achievement, in response to interventions based upon his/her needs, and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with parents or guardians, prior to the retention. If the parent and school personnel cannot reach an agreement relative to the retention, the final decision will be made by the elementary school principal and communicated in writing to parents or guardians.

   School teams must follow the promotion and retention timetables and guidelines in Section V.

   Appeals of retention decisions must be made in writing to the Associate Superintendent within fifteen (15) calendar days by parent/guardian. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her

decision within fifteen (15) calendar days. The Associate Superintendent or his/her designee's decision shall be final.

2. Middle School – All students are expected to successfully complete all subjects taken. Retention will be considered when the student has not achieved satisfactorily in response to interventions based upon his/her needs and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with the parents or guardians prior to the retention. Middle school students that have failed at least two of the core content courses (mathematics, reading, social studies, and science) and must be considered for retention will be given the option of attending a summer school experience for those courses where they have failed. Students must complete the courses with at least a grade of "D" to be considered for promotion to the next grade. For purposes of clarification in this procedure a middle school student is any student in grade 6 (including elementary based), 7, and 8. **Promotion to high school from middle school will be based on the criteria as listed in the transition skills document attached to this procedure.**

   School teams must follow the promotion and retention timetables and guidelines in Section V.

   Promotion and retention of students from middle school to high school will be discussed in collaboration with the Instructional Director with the final decision for promotions in question being made by the Associate Superintendent.

3. High School

   a. Promotion

      (1) From grade nine to ten, a student must have a total of five units of credit, including one credit of English. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included;
      (2) From grade ten to eleven, a student must have a total of ten units of credit, including two credits of English, one credit of mathematics, one credit of

science, and one credit of social studies. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included;

(3) From grade eleven to twelve, a student must have a total of fourteen units of credits, including three credits of English, two credits of mathematics, one credit of science, one credit of social studies, and be able to fulfill all requirements not to exceed nine credits per year, for a Maryland High School diploma in June. In addition the student must have taken all three high school assessments. An exception will be made for students entering a high school their senior year from another LEA or from out of state. Students must sit for the appropriate high school assessment at the end of the course before being promoted to twelfth grade.

b. Notification of Seniors of Graduation Status

(1) A Graduation Notification/Agreement, PS-13 will be completed in triplicate with each senior in a conference with his/her counselor during the first eight weeks of the senior year. The original copy will be retained for the school file, a copy will be U.S. mailed to the parent or guardian prior to the end of the first grading period, and the third copy will be retained by the student.

NOTE: Senior students entering after issuance of the first report card will, at the time of registration, complete a Graduation Notification/Agreement. If an official transcript from the previous school is not available, a note on the Graduation Notification/Agreement will indicate "pending receipt of official previous school records."

When official records are received, a Graduation Notification/Agreement will be completed. One copy will be sent by U.S. mail to the parent or guardian, one copy will be retained for the school file and one copy will be given to the student.

(2) Students must attain 1208 on the Maryland High School Assessment in order to graduate with a Maryland High School Diploma or meet one of the alternative options. Failure to achieve either option will result in a student not being able to graduate, regardless of credits and grades earned.

(3) Additional notification of students' progress on the Maryland High School Assessment requirements, credits earned, and grades are provided in the form of progress reports and report cards issued every nine weeks. Ongoing communication will be provided to parents of seniors in danger of not graduating.

(4) Students not meeting graduation requirements will be notified immediately following final examinations by a personal conference with appropriate staff, a telephone call to parents or guardians, and a certified letter sent to parents or guardians.

(5) Students who are receiving home and hospital teaching due to a physical or mental condition are required to meet the graduation requirements in order to receive a high school diploma.

(6) Students who are receiving services under Section 504 of the Rehabilitation Act of 1973 are expected to complete the requirements for graduation. These students are entitled to receive the provisions of their 504 plan.

c. Promotion/Retention/Graduation requirements for students with disabilities receiving special education.

(1) In all cases, the Multidisciplinary Team (MDT), with the agreement of the parent/guardian/surrogate, will determine the appropriate program for each student with a disability, including consideration of all promotion/retention/graduation options based upon the student's Individualized Education Program (IEP). The Individualized Transition Plan (ITP) must also be considered for students age 14 and above. Graduation with a regular high school diploma ends the student's eligibility for a Free Appropriate Public Education (FAPE) and therefore is a change of placement. Parents must be given

prior notice of the change of placement during the annual review held in the spring of the student's junior school year.

(2) Students with disabilities graduating with a **Maryland High School Diploma** must meet all state and local graduation requirements. Students with disabilities electing the Diversified Occupations (Vocational Development) program completer must earn:

(a) Three credits of Diversified Occupational Site-Based Learning (formerly Vocational Development Work Study); and
(b) One credit of the classroom component, Diversified Occupational (formerly Vocational Issues).
(c) Successful completion of the appropriate requirements for the Maryland High School Assessments.

(3) A **Maryland High School Certificate** for completion of a special education program can be awarded to students with disabilities, who meet one of the following standards:

(a) The student has been involved in an education program for at least four years beyond grade eight and the Multidisciplinary Team (MDT) has determined that the student has developed appropriate skills to enter the world of work, to act responsibly as a citizen and to enjoy a fulfilling life; or
(b) The student with a disability has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.

Any student with a disability who cannot meet graduation requirements is eligible to be awarded a Maryland High School Certificate.

(4) A student who receives a Maryland High School Certificate prior to age 21 continues to be entitled to FAPE through age 21. The MDT must consider and document any request from the parent or student for

service after the certificate has been issued. The MDT follows all applicable procedures to determine what services are to be provided.

V. PROMOTION/RETENTION GUIDELINES:

A. Guidelines for Elementary and Middle Schools

1. Promotion - Students are expected to become creative and innovative thinkers and master certain skills if they are to be successful in succeeding years. Essential foundation skills in reading, writing, and mathematics must be developed in Grades K-3. If these skills are not mastered, the student may experience difficulty with school tasks in subsequent years. In grades 4-6, emphasis is placed on applying basic skills and strategies, developing higher order thinking and communication skills to learn content, and learning independently. The middle school years are a time when students consolidate previous learnings, explore new program areas, and focus on continuous development and application of academic skills. **Factors for promotion at the critical junctures from elementary to middle and middle to high are provided in the attached transition skills document. These should be referenced in promotion decisions.**

2. Retention - The indicators below are offered as a reference for educators when making decisions about the promotion and retention of students.

   a. Kindergarten – A **combination of two or more** of the following factors may suggest that another year in kindergarten may be appropriate for the student:

      (1) Exhibits significant delays in language and communication skills as indicated by early identification screening procedures;
      (2) Demonstrates very short attention span, exhibited by significant difficulty attending to activities, tasks and following simple directions;
      (3) Has a documented pattern of sporadic attendance. Attendance should be monitored.

b. Grade One – A **combination of two or more** of the following factors may suggest that another year in grade one be appropriate for the student:

(1) Remains at an emergent reading level in spite of interventions offered;
(2) Has not mastered learning names and sounds of letters, and simple sound blending skills;
(3) Experiences much difficulty with handwriting activities;
(4) Demonstrates poor skill development on mathematics objectives for grade one even when using manipulative aids;
(5) Cannot work independently even for limited periods of time;
(6) Exhibits much difficulty in following directions;
(7) Has a documented pattern of sporadic attendance (attendance should be monitored).

c. Grade Two – A **combination of two or more** of the following factors may suggest that another year in grade one be appropriate for the student:

(1) Remains at a grade one reading level in spite of interventions offered;
(2) Has not mastered learning names and sounds of letters, and simple sound blending skill;.
(3) Experiences much difficulty with handwriting activities;
(4) Demonstrates poor skill development on mathematics objectives for grade two even when using manipulative aids;
(5) Cannot work independently even for limited periods of time;
(6) Exhibits much difficulty in following directions;
(7) Has a documented pattern of sporadic attendance (attendance should be monitored).

d. Grades Three, Four, and Five – A **combination of two or more** of the following factors may suggest that another year in grades three, four, and five may be appropriate for the student:

(1) In spite of interventions provided, the student lacks fluency and/or demonstrates poor reading comprehension and is reading at a level lower than the previous grade;
(2) Demonstrates poor skill development on mathematics objectives for the current grade even when using manipulative aids;
(3) Experiences significant difficulty with written communication;
(4) Demonstrates significant difficulty following two and three part directions;
(5) Has a documented pattern of sporadic attendance. Attendance should be monitored

e. Grade Six, Seven, or Eight – **If a student is retained during the middle school years, every effort should be made to help that student benefit from the opportunities middle school provides for preparation for high school.** Rather than retaining a student simply because he/she has received one or more failing grades; a **combination of two or more** of the following factors may suggest that another year in grade six, seven or eight may be appropriate for the student:

(1) Experiences difficulty reading fluently, constructing meaning from text, and communicating in written form;
(2) Demonstrates poor performance on mathematics objectives;
(4) Experiences significant difficulty working independently, lacks appropriate study skills, and demonstrates repeated failure to complete assignments;
(5) Has a documented pattern of sporadic attendance (attendance should be monitored).

f. Summer School Option – Middle school students that have failed at least one of the core content courses (mathematics, reading, social studies, and science) and are considered for retention will be given the option of attending a paid for summer school experience for those courses where they have failed. Students must complete the courses with at

least a grade of "D" to be considered for promotion to the next grade.

The timetable to follow in considering possible grade K-8 retentions is provided below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained.

DATE	ACTIVITY	PERSON (S) RESPONSIBLE
August/ September	1. Review Administrative Procedure 5123.2; 2. Review Administrative Procedure 5124; 3. Initiate and maintain folders with sample of students' work reflecting levels of achievement. 4. Develop and determine strategies for interacting with parents; 5. Arrange for parents to receive information about promotion and retention; 6. Meet with parents and discuss specific skills deficits and strategies for remediation; 7. Review student data from the previous year in order to identify early interventions and support;. 8. Monitor the student's attendance.	Principal, School Instructional Team, Staff
October/ November	1. Review records of all students receiving grades of "D" and "E", plus those of other students who may profit from academic and/or social skills intervention; 2. Prepare and implement an intervention plan for students at-risk for failure; 3. Prepare a list of students to be reviewed by the Student Staff Support Team (SSST); 4. Contact parents regarding referral to SSST to arrange conferences to discuss student's progress and the plan for improvement that will be implemented.; 5. Monitor the student's attendance.	Principal, SSST, Teacher
November/ December	1. Monitor progress and maintain work samples, 2. Maintain ongoing home-school communications; 3. Review and revise the instructional intervention plan as necessary; 4. Determine the need for further diagnostic evaluations for identified students; 5. Monitor the student's attendance.	Principal, SSST, Teacher
January/ February	1. Review progress of students referred to SSST for under-achievement; 2. Identify students to be considered for possible Retention; 3. In February, contact parents of students in	Principal, Teacher, SSST

DATE	ACTIVITY	PERSON (S) RESPONSIBLE
	writing that are initially considered for the possibility of retention to schedule a conference; 4. Continue implementing the instructional intervention plan; 6. Monitor the student's attendance; 7. Submit a list of possible retentions to the Area Office for review.	
March/ April	1. Have SSST review records of all students who may be retained; 2. Continue implementing the instructional intervention plan; 3. Initiate the development of a comprehensive plan for improvement for the next school year for students who are recommended for retention; 4. Maintain home-school communications for students considered for retention; 5. Monitor the student's attendance.	Principal, Teacher, SSST
May/ June	1. Continue implementing the instructional intervention plan; 2. Schedule a conference for teacher, principal, and parent of student to be retained; 3. Have SSST make final recommendation to the principal for promotion and retention; 4. Principal makes final decisions regarding promotion or retention in consultation with their Instructional Director; 5. Send letters to parents indicating promotion or retention of students; 6. Develop a plan for instructional improvement for students retained for the next school year; 8. Submit the list of retained students and plans of improvement to the Area Office.	Principal, Teacher, SSST

3. Strategies to modify instruction for students if it appears that the student is not making adequate progress include:

   a. Place students in small instructional groups using materials appropriate for each student's instructional level;
   b. Increase use of multi-sensory instructional techniques and manipulative materials;
   c. Provide flexible grouping for skills instruction;
   d. Obtain assistance from the reading teacher or other specialists;
   e. Provide an extra period for instruction in critical skills areas.
   f. Provide extended day programs for reinforcement of skills;

g. Incorporate technology-based instructional interventions within the student's instructional program;
h. Employ the use of specifically identified intervention materials;
i. Divide the lesson into manageable steps.

4. Instructional questions that should be considered when planning a program for the student who is retained include the following:

a. What teaching strategies would be most appropriate for the student?
b. What additional instructional/support service will be offered beyond the regular instructional schedule?
c. How can parents/guardians be supported in providing assistance for their child?
d. What are the most appropriate instructional and resource materials to use with the student?

B. Guidelines for High School

Timetable to follow in considering possible retentions in high school is given below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained.

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
August/ September	1. Review Administrative Procedure 5123.2 with staff; 2. Review Administrative Procedure 5124 with staff; 3. Review schedules of students in sequential courses to ensure passing grades in previous courses; 4. Assess skills of students who appear to be under-achieving and review student placements. Make necessary program adjustments; 6. Develop strategies for interacting with parents. 7. Maintain records of students' progress; 8. Schedule counselor visitation to classrooms to discuss promotion and retention; 9. Include information on promotion and retention in materials provided to parents, including information on the Maryland High School Assessment and what students can accomplish for the current academic year, i.e., assessments that need to be taken, bridge projects that may be taken in an AVP course, testing dates.	Principal, Administrators, Counselor, Staff
October	1. Distribute progress reports; 2. Review records of students receiving "D" or "E"	Principal, Counselor,

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
	grades; 3. Provide appropriate instructional interventions for students, as needed; 4. Identify needed resources, support elements, and additional intervention strategies; 5. Notify and meet with the student's parents to discuss the planned supports and interventions.	Teacher, SSST
November (End of First Marking Period)	1. Distribute report cards. 2. Review "D" and "E" grades to identify students who are struggling with or failing required courses. 3. Review absence and tardy data to identify students who are frequently absent from school. 4. Provide H.S.A updates if available.	Principal, Counselor, Teacher, SSST
November	1. Adjust instructional interventions for students, including H.S.A support as needed, and identify needed resources and support systems. 2. Contact parents of students failing semester courses.	Principal, Counselor, Teacher, SSST
December/ January	1. Distribute progress reports. Provide H.S.A updates if available. 2. Schedule small group meetings in which counselors and administrators met with students experiencing failure. 3. Contact parents of students with failing grades to schedule conferences. 4. Continue to provide instructional interventions.	Principal, Counselor, Teacher, SSST
February	1. Distribute report cards. 2. Advise students who need additional support of Evening High School enrollment opportunities. 3. Reschedule students as appropriate and according to space availability. 4. Review "D" and "E" distribution to identify students at risk of failure. 5. Have teachers and guidance counselors assess skills and review placements of students in second semester courses, contact parents and recommend program adjustments as necessary. 6. Continue to provide instructional interventions.	Principal, Administrators, Counselors, Teachers
March	1. Distribute progress reports. 2. Review records of students experiencing failures and/or in danger of not graduating with respect to the Maryland H.S.A. Arrange for grade level administrators/counselors to contact parents/guardians. 3. Adjust instruction for students during semester as Appropriate or enroll in AVP courses or interventions as appropriate. 4. Continue to identify needed resources and provide instructional interventions.	Principal, Administrators, Counselors, Teachers
April	1. Distribute report cards.	Principal,

DATE	ACTIVITY	PERSON(S) RESPONSIBLE
(End of Third Marking Period)	2. Review "E" list to identify multiple failures in "required courses." 3. Review absence and tardy list to identify students with high rates of absence. 4. Continue to provide instructional adjustments and identify resources as appropriate. 5. Contact parents of students failing semester courses.	Administrators, Counselors, Teachers, SSST
May	1. Distribute progress reports, including information regarding summer school for those students in jeopardy of non-promotion or needing remedial courses or bridge projects to satisfy Maryland H.S.A. requirements. 2. Continue to provide instructional interventions. 3. Arrange for public address announcements regarding summer school information and registration followed by an announcement in each English class. 4. Schedule conferences in which counselors and administrators meet with individual students and/or parents/guardians regarding each student's school performance. 5. Review records of students experiencing failures and/or in danger of not graduating with respect to the Maryland H.S.A. Arrange for grade level administrators/counselors to contact parents/guardians. 6. Flag students for retention using School Exclusion feature (see attachment) by the end of May.	Principal, Administrators, Counselors, Teachers, SSST

NOTE: Notification schedule is adjusted for students who are enrolled in schools with four-period schedule.

VI. SCHOOLMAX FLAGS:

A fair warning flag can be set to let parents know that a child is in danger of failing. It can print for any course where the child has a grade of E on the progress report card or the report card for the first three quarters. Once the decision to retain, promote or not graduate a student has been made, at the elementary and middle school level, the registrar will check the appropriate status and SchoolMax will print on the report card, "Retained" or "Promoted."

At the high school level, SchoolMax will check for at least a grade of "D" and the appropriate number of credits to print "Retained" or "Promoted" on the report card for students in grades 9-11. For seniors that have not met the graduation requirements, SchoolMax will print "Graduation Status Not Met."

Flags can be overridden by the Principal or his designee. The attachment has additional instructions on maintaining retention information.

VII. ACCELERATED PROMOTION OF STUDENTS GRADES 2-5:

A. Whole Grade Acceleration

Acceleration is a process of double promotion or higher grade placement based on the student's learning ability, as well as:

- age;
- maturity;
- academic skills;
- self-confidence;
- grade level;
- behavior, and
- other pertinent factors relating to the overall well-being of the student.

Acceleration will not apply to kindergarten and 1st grade students. Please refer to Administrative Procedure 5111.1 Admission to Pre-kindergarten, Kindergarten and First Grade.

B. Individual Subject Acceleration

Academic acceleration may involve individual subject acceleration. Academic acceleration occurs when a student is doing the caliber of work necessary to be enrolled in the next course in the academic sequence, or demonstrates the ability to do the caliber of work required of student in that next grade level/subject/course.

C. Process for Acceleration

An acceleration evaluation team convened by the principal will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

This evaluation team shall include the following:

1. a parent/guardian, or a representative designated by that parent/guardian.

2. a gifted education coordinator, gifted intervention specialist, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
3. a principal or assistant principal from the child's current school.
4. a current teacher of the referred student.
5. a teacher at the grade level or course to which the referred student may be accelerated.
6. others as the committee deems appropriate.

D. Referral for Acceleration

Students may be referred for acceleration by the teacher, parent, or self nomination. Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester. Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

E. Criteria for Acceleration

A student will be accelerated when the acceleration evaluation team determines that a student:

1. achieved the grade/course objectives and State-mandated requirements, if applicable, for the grade/course in which s/he is presently enrolled as well as for the grade(s)/course(s) that will be skipped;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade/course as well as the succeeding one(s);
3. demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program;
4. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which s/he will be promoted or enrolled.

The acceleration evaluation team shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision and will become a part of the student's cumulative folder. If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a

copy of the plan. The plan shall specify placement of the student in an accelerated setting.

Appeals must be made in writing to the Associate Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the plan. The Associate Superintendent or his/her designee's decision shall be final.

VIII. **RELATED PROCEDURES AND DOCUMENTS:** Administrative Procedure 5111.1, Admission to Pre-kindergarten, Kindergarten and First Grade; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Early Childhood Through Grade Five; Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5124, Proactive Student Services Intervention – P-Team, School Instructional Team (SIT) and Supplemental Services Team (SST) and Response to Intervention (Rtl); Administrative Procedure 6142.1, Technical Academy Program Enrollment Criteria; Administrative Procedure 6142.3, Monitoring and Exit Procedures for the Science and Technology Center Programs; Administrative Procedure 6143, Monitoring and Exit Procedures for High School Magnet Programs; Administrative Procedure 6144, Monitoring and Exit Procedures for Specialty Programs; Administrative Procedure 6150, Student Enrollment in Courses and Educational Options in Secondary Schools; Administrative Procedure 6150.1, Mathematics Requirements for High School Graduation; and Task Force on Promotion and Retention Final Report.

IX. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Divisions of Academics/Accountability and Student Services will be responsible for updating these procedures as needed.

X. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5123.2, dated August 15, 2011

XI. **EFFECTIVE DATE:** July 1, 2012

ADMINISTRATIVE PROCEDURE

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS PGCPS

GENERAL PROCEDURES PERTAINING TO PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

5123.2
Procedure No.

July 1, 2012
Date

Approved by:
William R. Hite
Superintendent of Schools

Attachment: Transition Skills

Distribution: Lists 1, 2, 3, 4, 5, 6, 7, 10, and 11

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | PGCPS

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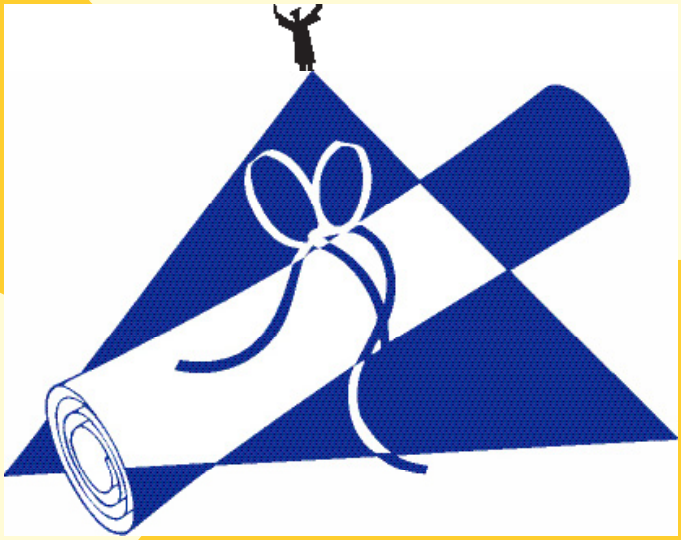
Administrative Procedure 6150



Educational Requirements and Options

in Secondary Schools

Fall 2013

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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 Bylaw 13A.03.02, provides state standards for secondary school programs. 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 in order to assure 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 the high school diploma.

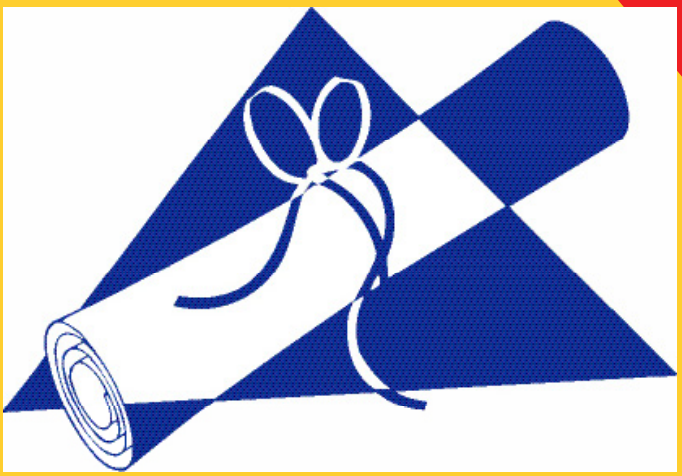
No course may be offered by a school for credit without prior review and approval from the Director of Curriculum and Instruction and if needed additional approval of the Chief Academic Officer, Superintendent, and Board of Education The courses listed make up the instructional program for the school 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.

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 and/or regulations governing student enrollment in courses, educational requirements, and options in secondary schools, information in this publication may be superseded.

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

Administrative Procedures may be found on the website at http://www.pgcps.org/~procedur/

MIDDLE SCHOOL



Middle School Core Courses

English

Reading/English Language Arts 6

This course, designed for sixth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the Common Core State Standards (CCSS).

Reading/English Language Arts 7

This course, designed for seventh graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the CCSS.

Reading/English Language Arts 8

This course, designed for eighth graders, focuses on instruction of the Maryland State Curriculum for reading, writing, listening, and speaking. Reading and writing strategy instruction focuses on literary and informational texts, as well as success in real world applications and on the CCSS.

CONTENT	GRADE 6	GRADE 7	GRADE 8
READING/ENGLISH LANGUAGE ARTS	• Reading /English Language Arts 6 • Reading/English Language Arts 6 Co-Teach • Reading/English Language Arts 6 Intensive • Reading/English Language Arts 6 Honors • ESOL 1, 2, 3	• Reading/English Language Arts 7 • Reading/English Language Arts 7 Co-Teach • Reading/English Language Arts 7 Intensive • Reading/English Language Arts 7 Honors • ESOL 1, 2, 3	• Reading/English Language Arts 8 • Reading/English Language Arts 8 Co-Teach • Reading/English Language Arts 8 Intensive • Reading/English Language Arts 8 Honors • ESOL 1, 2, 3

English for Speakers of Other Languages (ESOL)

Middle School Academic Program
Scheduling Guidelines

ESOL Level	Language Arts	Math	Social Studies	Science	Creative Arts	Creative Arts
ESOL Advanced Levels 4.5-4.9	ESOL Advanced Course Code: 135333 / Grade Level RELA	Mainstream	Mainstream	Mainstream	Mainstream	Mainstream
ESOL Intermediate Levels 2.6-4.4	ESOL Intermediate Course Code: 135323	Mainstream	Sheltered*	Sheltered*	Mainstream	Mainstream
ESOL Beginning Levels 1.6-2.5	ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
Newcomer ESOL Levels 1.0-1.5	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933 or Sheltered*	ESOL CABLE Science Course Code: 136943 or Sheltered*	Mainstream	Mainstream
ESOL Beginning/ Interrupted Education Levels 1.0-2.5	Newcomer ESOL Course Code: 134903 or ESOL Beginning Course Code: 135313	Sheltered*	ESOL CABLE Social Studies Course Code: 136933	ESOL CABLE Science Course Code: 136943	Mainstream	Grades 6-8 ESOL AIM Literacy Course Code: TBA

* Sheltered courses refer to classes that are designed to teach both academic content and language to students. These classes may contain only English Language Learners or a mix of English Language Learners and mainstream students. Content is presented using a variety of instructional strategies that make content accessible for ELLs while developing English vocabulary concepts.

Middle School Core Courses

Social Studies

World Cultures and Geography Part 1: Western Hemisphere

6th Grade social studies 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

7th Grade social studies 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 of our heritage as citizens 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 1800's. 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 that prepare students for success at the high school level.

CONTENT	GRADE 6	GRADE 7	GRADE 8
SOCIAL STUDIES	• World Cultures and Geography Part 1: Western Hemisphere • World Cultures and Geography Part 1: Western Hemisphere Honors	• World Cultures and Geography Part 2: Eastern Hemisphere • World Cultures and Geography Part 2: Eastern Hemisphere Honors	• United States History Revolution to Reconstruction • United States History Revolution to Reconstruction Honors

Middle School Core Courses

MATHEMATICS

In all mathematics courses, 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.

Math 6 Common Core

This course begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions.

Math 7 Common Core

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Math 6 Common Core. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models.

Math 8 Common Core

This course continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Math 6 and 7 Common Core. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data.

Current Math Course	Next Math Course	Prerequisite
Math 5	Math 6 Common Core	Successful completion of 5th grade mathematics
Math 6	Math 7 Common Core	Successful completion of Math 6
Math 7	Math 8 Common Core	Successful completion of Math 7
Math 8	Algebra 1 Common Core	Successful completion of Math 8
Algebra 1	Geometry Common Core	Successful completion of Algebra 1 in grade 7

Honors:
TAG student or Student meets 3 of 4 criteria:
80 or above on FAST 2; 450 or above on most current MSA; Mathematics grades of A or B; Teacher recommendation

Middle School Core Courses

SCIENCE

Science 6

6th Grade students develop an understanding of what constitutes a good investigation and how explanation relates to experimental design. Investigations help students learn how science works. Students are introduced to an understanding of how theories are constructed and an appreciation for the explanatory and predictive power of theories. Students have experiences applying and practicing science skills and processes across the modular areas.

Science 7

7th Grade students build on an understanding of what constitutes a good investigation and experimental design. Investigations help students learn how science works. These experiences are supported with selected readings. Students develop an understanding of how theories are constructed and find both historical and modern examples of the theory development process and develop an appreciation for the explanatory and predictive power of theories. Students have experiences applying and practicing science skills and processes across the modular areas.

Science 8

8th Grade students become more systematic and sophisticated in conducting investigations, some of which may last for weeks. This means closing in on explanations as they relate to experimental design. By the end of Grade 8, students will have had multiple experiences applying and practicing science skills and processes across the modular areas in preparation for high school science courses.

CONTENT	GRADE 6	GRADE 7	GRADE 8
SCIENCE	• Science 6 • Science 6 Honors • Science 6 ESOL • Science 6 Co-Teach • Science 6 Intensive	• Science 7 • Science 7 Honors • Science 7 ESOL • Science 7 Co-Teach • Science 7 Intensive	• Science 8 • Science 8 Honors • Science 8 ESOL • Science 8 Co-Teach • Science 8 Intensive

Maryland School Assessment (MSA)

Source: www.marylandpublicschools.org/MSDE/testing/msa/

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The test is given each year in early March in reading and math at grades 3 through 8. The science test is given in April or early May. Your child's school system will choose the exact testing dates within the testing window designated by the State. Scores from the MSA and other state tests are posted on the Web at www.mdreportcard.org. The testing calendar is available as an Adobe PDF document. Sample test items are available on mdk12.org.. General MSA Information:

- The test includes multiple-choice questions and questions requiring written responses.
- It measures basic as well as higher level skills.
- Students take the tests for approximately 90 minutes each day. There are four days of testing—two days for reading and two days for math.
- The testing vendor sends the scores for individual students to local school systems. The school systems then distribute the scores to parents.
- The MSA scores show how well students learned the reading and mathematics skills in the State Curriculum. A norm-referenced score is also provided to show how students performed compared to other students across the nation.

High School Graduation Credit for Middle School Coursework

Pursuant to COMAR 13A03.02.05, credit toward high school graduation may be earned by middle school students if the student passes a high school level course meeting the local school system curricular objectives and the student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area. Students in middle school may earn credit for successful completion of Level 1 and beyond world language courses and Algebra 1 and beyond mathematics courses. Both requirements must be fulfilled to continue to the next level of study and to receive high school credit in world languages. Students will have grades and credits posted to their permanent records. The course will appear on the high school transcript.

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.

- Fine Arts
- Health
- Mathematics
- Physical Education
- Reading/English Language Arts
- Science
- Social Studies

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

- Civil Air Patrol
- Family and Consumer Sciences
- World Languages*
- Technology Education

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

- Advancement Via Individual Determination (AVID)
- International Baccalaureate Middle Years
- 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. For middle schools with 7th/8th configurations only, a student without a prior introductory course will take the Introduction to the Language in 7th grade.

Middle School
Signature Programs

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, Kenmoor, Martin L. 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 average ability 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

Located at Robert Goddard for the north and John Hanson for the south K-8, French Immersion is a full immersion program starting in kindergarten where all academic subjects are taught in the French language. 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 a diploma from the French government with the Delf, Jr. assessment.

Gateway to Technology

Located at Ernest Just Middle School, Gateway to Technology (GTT) addresses the interest and energy of middle school students while incorporating national standards in math, science, and technology. GTT 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. Gateway to Technology consists of five independent units taught in conjunction with a rigorous academic curriculum: Design and Modeling, The Magic of Electrons, The Science of Technology, Automation and Robotics, and Flight and Space.

International Baccalaureate Middle Years

All students in the Middle Years Programme study eight subject groups—humanities, mathematics, two languages, science, the arts, physical education, and technology—and view these subjects through multiple lenses, including health and social education, community and service, and the environment. 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. Students are 7th and 8th graders prepared to take Algebra 1 and a full-year credit-bearing World Language Course. Two schools have begun the process of applying to become International Baccalaureate Middle Years Programme site in partnership with James Madison Middle School 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 Montessori School and Robert Goddard Montessori School 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.

Public Charter Schools

Public Charter Schools are nonsectarian, chosen by parents, and are open to an all students on a space available basis. Enrollment in Public Charter Schools is open to all students who are residents of Prince George's County, do not have an attendance area boundary, and families may select their school(s) of choice directly on the lottery application regardless of residence. Chesapeake Math and IT (CMIT) Academy (6-12), Excel Academy (K-8), Imagine-Andrews (K-4), Imagine-Foundations (K-2), Imagine-Foundations (K-7), Imagine Lincoln (K-8), and Turning Point Academy (K-8) are the Public Charter Schools.

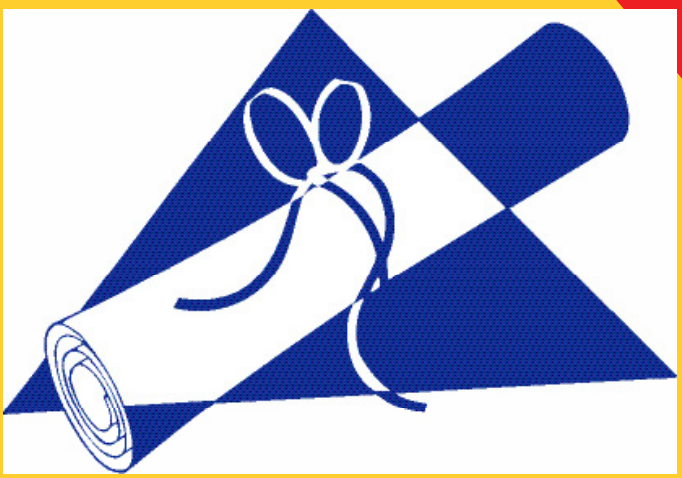
Talented and Gifted (TAG) Center

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. Special offerings include world language, computer technology, lab-based science programs, fine arts programs, accelerated mathematics and science, enriched and accelerated language arts and social studies. The TAG Center Middle Schools are located at Accokeek Academy, Greenbelt, Kenmoor, and Walker Mill Middle Schools.

Middle School
Signature Programs

SCHOOL	AVID	OTHER SIGNATURE PROGRAMS
Accokeek Academy	X	Talented and Gifted
Benjamin Foulois		Creative and Performing Arts
Benjamin Stoddert	X	Gateway to Technology
Benjamin Tasker	X	
Buck Lodge	X	
Charles Carroll	X	
Dwight D. Eisenhower	X	
Drew-Freeman	X	Gateway to Technology
Ernest Everett Just	X	Gateway to Technology
G. James Gholson	X	Gateway to Technology
Greenbelt		Talented and Gifted
Gwynn Park	X	
Hyattsville		Creative and Performing Arts
Isaac Gourdine	X	
James Madison		International Baccalaureate Middle Years
John Hanson		French Immersion; Montessori
Kenmoor	X	Talented and Gifted
Martin Luther King, Jr.	X	
Nicholas Orem	X	
Oxon Hill	X	Gateway to Technology
Robert Goddard		French Immersion; Montessori
Samuel Ogle	X	
Stephen Decatur	X	
Thomas Johnson	X	Gateway to Technology
Thomas Pullen		Creative and Performing Arts
Thurgood Marshall	X	Gateway to Technology
Walker Mill	X	Talented and Gifted; Technology
William Wirt	X	

HIGH SCHOOL



High School
Graduation Requirements

Effective with the Graduating class of 2009 (entering freshman in 2005), graduation requirements to earn a Maryland High School diploma are as follows:

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	HIGH SCHOOL ASSESSMENT (HSA) REQUIREMENTS*
English	4 credits	Algebra/Data Analysis, English 10, and Biology: Students who entered grade 9 in the fall of 2005 and later (COMAR 13A.03.02.09) must obtain either a passing score on Algebra/Data Analysis, English 10, and Biology or obtain an overall combined score of 1208 or 1602 (see below). Students who meet specific criteria may use the Bridge Plan for Academic Validation to meet the passing requirement. See questions 20 and 21 (pages 10-11) in the High School Graduation Requirements Questions and Answers (http://hsaexam.org/img/HS_Grad_Q_A.pdf) for information about the Bridge Plan option. Government: Students entering 9th grade in the 2012-13, 2011-12, 2010-11, or 2009-2010 school years do not need to pass the Government HSA for graduation, but may use it if they pursue a combined score to satisfy this requirement. These students have two options: o Students MAY achieve a combined score of 1602 for English, Algebra/Data Analysis, Biology, and Government.OR o Students MAY achieve a combined score of 1208 for English, Algebra/Data Analysis, and Biology. Students entering 9th grade in school year 2013-14 and beyond MUST either pass the Government HSA or include the Government HSA score to meet a combined score of 1602.
Mathematics	3 credits √ 1 in Algebra I √ 1 in Geometry √ 1 additional mathematics credit	
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, physical science	
Social Studies	3 credits √ 1 in U.S. History √ 1 in Local, State, and National Government √ 1 in World History	
OTHER REQUIREMENTS		
Fine Arts	1 credit	
Physical Education	.50 credit √ Your Personal Fitness	
Health Education	.50 credit √ Health Issues	
Technology Education	1 credit √ Foundations of Technology	
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** 3 credits in electives **OR** **2 credits** of Advanced Technology Education **and** 3 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	

Credits: Twenty-one (21) credits are required. Per COMAR 13A.03.02.01C, PGCPS has notified the Maryland State Department of Education (MSDE) that four (4) credits must be earned after completion of Grade 11.

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.

**Completer refers to a specified sequence of courses required for completing graduation requirements.

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, which includes 39 hours infused in the curriculum and 36 hours of independent services. Graduating Classes of 2014 and beyond must complete 51 hours infused in the curriculum and 24 hours of independent service.

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 involved in an education program for at least four years beyond grade eight and is determined by the IEP Team, with the agreement of the parent/guardian/surrogate, to have developed appropriate skills for the student to enter the world of work, act responsibly as a citizen and enjoy a fulfilling life. The world of work shall include but not be limited to gainful employment, work activity centers, sheltered workshops or supported employment.
2. The student has enrolled in an education program for four years beyond grade eight or its equivalent, and will have reached age 21 by the end of the student's current school year.

A decision to award a student with a disability a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school, unless the student is participating in the Alternative Maryland Assessment Program (Alt-MSA).

High School

Core Curriculum Course Sequence

CONTENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Mathematics	• Algebra Data Analysis (ESOL/Special Education) • Algebra 1 Common Core • Geometry Common Core • Algebra 2 Common Core • Algebra 2/Trig • Language of Math (ESOL)	• Algebra Data Analysis (ESOL) • Algebra 1 Common Core • Geometry Common Core • Algebra 2 Common Core • Algebra 2/Trig • Trig/Analysis • Probability and Statistics • Pre-Calculus • Linear Algebra	• Geometry Common Core • Integrated Math • Algebra 2 Common Core • Algebra 2/Trig • Trig/Analysis • Pre-Calculus • AP Statistics • AP Computer Science • AP Calculus AB	• Integrated Math • Algebra 2 Common Core • Algebra 2/Trig • Trig/Analysis • Probability and Statistics • Pre-Calculus • AP Statistics • AP Computer Science • AP Calculus AB • AP Calculus BC • Calc II/ Diff Equations
English	• English 9 • English 9 Honors • ESOL 1, 2, 3	• English 10 • English 10 Honors • ESOL 2, 3	• English 11 • English 11 Honors • AP Language • ESOL 3 • English 10 (ESOL)	• English 12 • AP Language • AP Literature • English 10 (ESOL)
Science	• Integrating the Sciences • Integrating the Sciences (ESOL) • Language of Science (ESOL) • Biology (Honors)	• Biology • Chemistry (Honors) • Integrating the Sciences (ESOL)	• Chemistry • Biology • Physics • AP Physics B • AP Physics C • AP Biology • AP Chemistry • AP Environmental Science • Environmental Science • Physics (Honors)	• Earth/Space Systems • Physics • AP Biology • AP Physics B • AP Physics C • AP Chemistry • AP Environmental Science • Environmental Science • Physics (Honors)
Social Studies	• United States History II, Reconstruction to Present • Language of United States History (ESOL)	• Local, State, and National Government • United States History II, Reconstruction to Present (ESOL) • AP Government & Politics	• World History • AP World History • Local, State, and National Government (ESOL)	• AP World History • AP US History • AP Psychology • AP Government & Politics • AP European History • AP Human Geography • World History (ESOL)

English Program

Four (4) English credits are required for graduation. Regardless of the number of English credits earned, all students must be enrolled in an English course each school year. Exceptions must have the prior approval of the principal and the Director of Curriculum and Instruction.

No English courses, except English 9, Honors English 9, or the appropriate English ESOL (Level 1, Level 2, Level 3) earned prior to fall enrollment in grade ten, shall be counted towards fulfilling the diploma requirements in English.

A tenth grade or a second-year high school student who has earned one credit in English must enroll in English 10, Honors English 10, or the appropriate English ESOL for one credit. All students must take and pass the English 10 High School Assessment (HSA) or an allowable substitute upon completion of the course in order to graduate. Advanced Placement English Language, Advanced Placement English Literature, and International Baccalaureate English A1 are allowable substitute assessments for the English HSA.

An eleventh grade or third-year high school student who has earned two credits in English must be enrolled in English 11, Honors English 11, AP English Language, or the appropriate English ESOL for one credit.

A twelfth grade or fourth-year high school student who has earned three credits in English must be enrolled in English 12, AP English Literature, or the appropriate English ESOL for one credit.

English courses on each of the successive grade levels are meant to be sequential with successful completion of one grade level being a prerequisite for enrolling in the next grade level. Students may not concurrently enroll in English 9 and English 10 and may not concurrently enroll in English 10 and English 11. Concurrent enrollment is allowed for English 11 and English 12 only. Students enrolled in the ESOL program may enroll in ESOL 3 and English 10 during their junior or senior year, based on ESOL teacher recommendation. A student failing a grade level course may make it up in one of the following ways:

1. Evening high school
2. Summer school
3. Day school

The principal may authorize exceptions based on individual student needs. Exceptions might include:

1. when the exception will allow the student to be graduated 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 summer or evening high school;
4. when the principal deems that it is clearly in the best interest of the student.

The production courses, Journalism and Speech, will carry elective credit and cannot satisfy the English requirement for graduation. The maximum number of elective credits that can be earned in these areas is as follows:

Speech — two credits
Journalism — two credits

A student enrolling in these courses for additional years will earn no additional credits.

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 English 9 and Honors English 10 in 9th and 10th grades. The required IB course of study to be completed in the 11th and 12th grades includes IB World 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, Art, Health Education, Music, and Physical Education.

English Core Courses
Grades 9–12

English 9
This required course will help students develop strategies for reading comprehension and will improve their vocabulary, language usage skills, and writing skills. Students will also use critical reading and thinking skills to analyze fiction and non-fiction literary genres. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

English 10
This required course builds on students' abilities in reading, writing, listening and speaking through exploration of the guiding ideas or themes in a variety of fiction (including novels) and non-fiction literature. Elements of literature will be studied to enhance analysis and comprehension of texts. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

English 11
This required course gives students an opportunity to explore a thematic approach to the ideas found in the range of our national writing from the Puritan Period to the Twentieth Century. The course reflects the continued diversity inherent in our society as various literary genres (poetry, short story, novel and drama) are shared using all facets of language arts—listening, speaking, reading, and writing. Vocabulary and critical reading reflective of the PSAT and SAT will also be included. The study of language will be incorporated into this year-long course. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

English 12
This required course gives students an opportunity to explore a thematic approach to the universal ideas found in world literature, literature of the Commonwealth, and British literature. Selected fiction, non-fiction, poetry, and drama will be explored using all facets of language arts—listening, speaking, reading, and writing. Vocabulary and critical reading reflective of the SAT will also be included. The course will also include the study of language usage and the writing process. Students will have extensive opportunities to engage in rigorous reading and writing activities, to participate in inquiry-based discussions, and to respond to questions reflective of the format and content of the required English assessment. The curriculum is aligned to the Common Core State Standards.

For more information, contact the Reading/English Language Arts Office at (301) 808-8284.

English for Speakers of Other Languages (ESOL) Course Sequence 2013-2014

HIGH SCHOOL

		9th grade		10th grade	11th grade	12th grade
ESOL BEGINNER	**English**	ESOL New-comer/AL	ESOL Beg./AL	ESOL IntermediateAL	**ESOL Advanced/ AL & English 10/AL (H.S.A.)**	English 10, 11, or 12
	Social Studies	Lang.of American History	Language. of American History or Sheltered ESOL U.S. History	U.S. History ESOL Sheltered	**Local, State, and National Government**	World History
	Science	Lang of Science	Language of Science or Sheltered Integrated Science	Integrating the Sciences	**Biology**	Chemistry or Environmental Science
	Math	**Test for Placement** May include Language of Math, **Algebra 1**, Geometry or higher				
ESOL INTERMEDIATE	**English**		ESOL Int AL	**ESOL Advanced/AL**	English 10/AL and HSA	English 12
	Social Studies		U.S. History ESOL Shettered.	**Local, State, and National Government**	World History	Elective
	Science		Integrating the Sciences	Environmental Science	**Biology**	Chemistry or Elective
	Math	**Test for Placement** May include **Algebra 1**, Geometry or Algebra 2				
ESOL ADVANCED	**English**		ESOL Advanced/ AL	**English 10/AL and HSA**	English 11	English 12
	Social Studies		U.S. History	**Local, State, and National Government**	World History	
	Science		Integrating the Sciences	**Biology**	Environmental Science or Chemistry	Chemistry or Elective
	Math	**Test for Placement** May include **Algebra 1**, Geometry or Algebra 2				

Students in bold courses will take the H.S.A. in that content area.

English for Speakers of Other Languages (ESOL) High School

Assessment and Supplemental Courses

	High School Assessments	Reading Course *(as needed)*	Grade
ESOL Newcomer and AL *135903*	–	–	9 Elective Credits (1)
ESOL Beginner and AL 136103 & 137103; *transfer numbers TBA*	–	–	9 English (1) & Elective (1) Credit
ESOL Intermediate and AL 136203 and 137203; *transfer numbers TBA*	–	ESOL Critical Reading Course 582053	9 or 10 English (1) & Elective (1) Credit
ESOL Advanced and AL 136303 & 137233	**English** **Grades 10 and 11 only**	ESOL Advanced Critical Reading 583053	9, 10, 11 English (1) & Elective (1) Credit

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.

Newcomer ESOL & Newcomer Accelerated Learning (AL)

English language learners will be enrolled in the newcomer class, an elective for ESOL students who speak little to no English. This course allows students to receive intensive sheltered, newcomer English support before being enrolled in ESOL Beginning class. This class meets daily for new 9th grade students for one whole year. Students who pass the Newcomer class will move to ESOL Beginning the next school year and remain as 9th graders based on not having an English credit until passing ESOL Beginning. In cases where some newcomers show a considerable progress (based on teacher recommendation), teachers can give the WIDA MODEL Test to those students at the beginning of the second semester to test if they are ready to move to beginning ESOL class that same year. Teachers must communicate with the ESOL office by sending the list of newcomers that need to be tested in order to receive the resources/materials they need to administer the test.

English ESOL Beginner

This language acquisition course develops the beginning English language skills of English Language 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 AL

The English ESOL Beginner AL course complements English ESOL Beginner and provides beginning English Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.

English ESOL Intermediate

This language acquisition course for English Language 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 AL

The English ESOL Intermediate AL course complements English ESOL Intermediate and provides intermediate English Language 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 AL

English ESOL Advanced AL complements English ESOL Advanced and provides advanced level English Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing. Book: Language of Literature.

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

Mathematics Program

Three (3) mathematics credits are required for graduation which must include Algebra 1, Geometry, and one additional mathematics credit.

The Algebra/Data Analysis High School Assessment (HSA) is administered to students who complete Algebra 1. All students must take and pass this examination or an allowable substitute in order to graduate. AP Calculus AB or BC, AP Statistics, IB Mathematical Studies SL, IB Mathematics SL, or IB Mathematics HL are allowable substitute assessments for the Algebra/Data Analysis HSA.

Students may not enroll in Geometry until Algebra 1 has been successfully completed. Students may not concurrently enroll in Algebra 1 and Geometry. Upon the recommendation of the classroom teacher and the mathematics teacher coordinator, a student may concurrently enroll in Geometry and Algebra 2, Geometry and Integrated Mathematics, Geometry and Algebra 2/Trigonometry, Algebra 2 and Introduction to Computer Science, or Algebra 2/Trigonometry and Introduction to Computer Science. Any student may concurrently enroll in Trigonometry/Analysis and Introduction to Computer Science, or Calculus and Introduction to Computer Science.

Advanced Placement Statistics can be taken upon completion of Algebra 2/Trig or Trig Analysis. Advanced Placement Computer Science can be taken upon completion of Introduction to Computer Science and Algebra 2 Common Core or above.

A student may only take two mathematics courses unless he/she has the prerequisites completed to take three.

Courses in which a student has received a failing grade can be taken again in:

1. Evening high school
2. Summer school
3. Day school

Mathematics Core Courses
Grades 9–12

Algebra Data Analysis

9th grade Intensive Resource and 9th/10th grade ESOL students will study the concepts and skills of algebra as defined by the Maryland State Department of Education Core Learning Goals & State Curriculum that is required for the state assessments. The course uses a hands-on approach with heavy emphasis on the application of skills to real-world problems. Graphing calculators, technology and other manipulatives will be used throughout the course. Students who successfully complete Algebra/Data Analysis will receive one mathematics credit required for graduation and are eligible to take the Algebra/Data Analysis Assessment. This course is not to be repeated, regardless of failure.

Algebra 1 Common Core

Algebra I Common Core formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relationships Between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling. 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 Common Core

Geometry Common Core 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, Similarity, Proof and Trigonometry, Extending to Three Dimensions, Circles With and Without Coordinates, and Applications of Probability. 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.

Integrated Math

This course provides students with a third math credit focused on consumer skills using real-life applications and provides critical thinking connections to problems which integrate Algebra 1 and Geometry. This course emphasizes problem solving skills to prepare students who have struggled in their previous math courses for entry into Algebra 2.

Algebra 2 Common Core

Algebra 2 Common Core provides students with hands-on experiences to support the extension of applications of skills and concepts related to expressions and functions, graphs of functions, algebraic manipulations of functions, matrices, systems of equations, linear, quadratic, exponential, logarithmic, polynomial, and rational functions and the study of the complex number system. Students will be asked to solve real life problems and make connections to other disciplines.

Algebra 2/Trigonometry

For students who have passed Geometry Common Core with a grade of B or above, Algebra 2/Trigonometry provides students with the application of skills and concepts related to expressions and functions, graphs of functions, algebraic manipulations of functions, matrices, systems of equations, linear, quadratic, exponential, logarithmic, polynomial, and rational functions and the study of the complex number system. This course also covers topics in trigonometry and the algebraic analysis of the conic sections. Students will be asked to solve real life problems and make connections to other disciplines.

For more information, contact the Mathematics Office at (301) 749-5610.

Science Program

Three (3) Science credits are required for graduation. All students must pass Biology and the Biology High School Assessment. The remaining two science courses must be lab-based in the life science, physical science, or earth and space science systems areas.

All students must take and pass the Biology High School Assessment (HSA) or an allowable substitute in order to graduate. The Advanced Placement Biology examination (score 3, 4, or 5) or the International Baccalaureate Biology SL/HL (score 4, 5, 6, 7) are allowable substitutes for the HSA Biology examination.

All students take Integrating the Sciences before taking Biology unless they have successfully been placed in Honors Biology through the county approved process. A student who does not pass the Biology course the first time can only enroll in Evening or Summer school to repeat the course. Chemistry may be taken concurrently with Biology for students enrolled in the Biology course for the second time.

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 Language, Art, Health Education, Music, and Physical Education.

Science Core Courses
Grades 9–12

Integrating the Sciences Grade 9

This is a year long course that integrates and makes the connections to the four core disciples of science: Physics, Earth Science, Chemistry, and Environmental Science. This course serves as a foundation course for students enrolling in Biology the following year. Major concepts studied include: motion, forces, energy, electromagnetic radiation, earth's surface and interior, solar system, properties of matter, atomic structure, periodic table, chemical bonds, acids and bases, carbon chemistry, interactions of organisms, diversity of live and environmental issues of the world. Each quarter culminates with a thematic project. The constructivist approach is used to deliver the content. This includes inquiry based laboratory activities, making real world connections to mathematics, history, technology, and society.

Biology or Biology Honors

This required course includes how living things function, develop, and interact with their environments. Instruction is designed to promote student inquiry through conducting investigations. Dissection of laboratory animals may be a required part of this class. At the end of this course students must take and pass the Maryland Biology High School Assessment (or an allowable substitute). It is recommended that students have successfully completed Integrating the Sciences.

Chemistry or Chemistry Honors

This course is designed to give the student a basic understanding of chemical theory and principles. The subject matter also includes descriptive chemistry and practical applications. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using equipment and instruments associated with the chemistry laboratory.

Environmental Science or Environmental Science Intensive

This course is designed as a comprehensive, contemporary environmental science course with emphasis on fieldwork, data collection and analysis. Students will investigate the natural environment and the interrelationships among natural systems including biodiversity and population dynamics. This course is designed to endow students with the necessary knowledge and skills that will enable them to apply scientific skills and processes on major environmental science concepts. Environmental Science is delivered using various instructional techniques including a heavy field based component as well as laboratory orientation to support concept development. Students are expected to complete unit, quarter and semester projects. The intensive course is designed to provide students with special needs instruction in basic topics in Environmental Science. The content is presented on a concrete level and instructional supports are provided as needed.

For more information, contact the Science office at (301) 808-8254.

Social Studies Program

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

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

The tenth 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. The last administration of the Government High School Assessment will be May 2011. The requirements stand for the class of 2011. Advanced Placement (AP) Government may be counted as completing this requirement. Students who earn a score of three or higher on the exam for AP Government may use this score in lieu of the High School Assessment examination. While students are required to sit for the AP examination, they should also take the High School Assessment to obtain a passing score for graduation in lieu of getting a three on the Advanced Placement examination.

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

Social Studies electives and other AP courses may be offered to eleventh grade and twelfth grade students. Availability of such courses will depend on adequate student enrollment and teacher availability. Students will not be assured that any Social Studies electives will be available in a school to which they may transfer. The following systemic AP social studies courses should be available in any high school to which the student may transfer: AP Human Geography, AP Psychology, AP World History, and AP Government & Politics: United States.

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 Language, Art, Health Education, Music, 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. Twentieth 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). The last administration of the Government High School Assessment will be May 2011. The requirements stand for the class of 2011.

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.

Physical Education Program

A student in Prince George's County Public Schools is required to complete one-half (.50) credit in physical education in order to graduate. All students are required to complete the Your Personal Fitness 1 course to satisfy the half credit graduation requirement. Students cannot earn credit for this class by examination. Your Personal Fitness 1 is a prerequisite for taking any other Physical Education electives. With the principal's permission, enrollment may be delayed until grade 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.

PROGRAM/COURSE	CREDITS
Physical Education Electives	
Your Personal Fitness 2	.50 credit
Lifetime Sports 1	.50 credit
Lifetime Sports 2	.50 credit
Team Sports 1	.50 credit
Team Sports 2	.50 credit
Physical Training	.50 credit
Gymnastics and Tumbling	.50 credit

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

Health Education Program

A student in Prince George's County Public Schools is required to complete one-half (.50) credit in Health Education in order to graduate. A student will be expected to enroll in the one-half (.50) credit Health Issues course any semester, but the recommendation is in the ninth or tenth grade. A junior or senior student may not exceed three courses in any semester in Health Education.

Students will not be exempt or waived from Health Education for any reason. There is a written parental opt-out for the Family Life and Human Sexuality lessons.

PROGRAM/COURSE	CREDITS
Health Education Electives	
Family Living (only juniors and seniors, must have passed "Health Issues" requirement)	.50 credit
Sports Medicine (must have passed "Health Issues" requirement)	.50 credit

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

Fine Arts
Graduation Credit

One (1) Fine Arts credit is required for graduation. Course availability is designated by each high school. A junior or senior student may not exceed three courses in any semester in English, Art, or Music.

PROGRAM/COURSE	CREDITS

Art

Advanced Computer Graphics Visual and Performing Arts (VPA)	2 credits
Advanced Photography	2 credits
Advanced Placement Art History	1 credit
Advanced Placement Studio Art: Drawing	1 credit
Advanced Placement Studio Art: General	1 credit
Architecture—Visual and Performing Art (VPA)	2 credits
Art Appreciation 1 or 2	.50 credit
Art History	1 credit
Art 1, 2, 3, or 4	1 credit
Basic Design	.50 credit
Basic Drawing and Painting	.50 credit
Basic Printmaking	.50 credit
Basic Sculpture	.50 credit
Ceramics 1 or 2	1 credit
Commercial Illustration 1 or 2 (VPA)	2 credits
Computer Graphics 1	1 credit
Computer Graphics 2	1 credit
Computer Graphics/Graphic Design (VPA)	2 credits
Crafts 1, 2, 3, or 4	.50 credit
Drawing and Painting 1 or 2 (VPA)	1 or 2 credits
Graphic Design	1 credit
Honors Art Studio 1 or 2	1 credit
Intermediate Photography	1 credit
International Baccalaureate: Art/Design 1 or 2	1 credit
Introduction to Art, Drawing, Painting, or Photography	1 credit
Introduction to Printmaking or Sculpture	.50 credit
Online AP Art History A	.50 credit
Online AP Art History B	.50 credit
Photography 1 or 2 (VPA)	2 credits
Printmaking 1 or 2 (VPA)	2 credits
Sculpture 1 or 2 (VPA)	1 or 2 credits
World Art	1 credit

Dance

Ballet 1, 2, 3, or 4	1 credit
Choreography	1 credit
Dance 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B	.50 credit
Dance Exploration	1 credit
Dance Production	1 credit

Fine Arts
Graduation Credit (cont'd)

PROGRAM/COURSE	CREDITS
Dance (cont'd)	
Ethnic Dance – Theory	1 credit
Improvisational Dance	1 credit
Jazz and Tap 1 or 2	1 credit
Modern Dance 1, 2, 3, or 4	1 credit
Pointe Ballet 3 or 4	1 credit
Repertory Dance	1 credit
Drama	
Acting Studio 1 or 2	2 credits
Drama 1, 2, or 3	1 credit
Introduction to Theatre Production	1 credit
Performance Styles	2 credits
Special Theater Topics	1 credit
Theater Survey	1 credit
Music: General/Vocal	
Advanced Chorus—Concert or Chamber	1 credit
Advanced Placement Classical Piano and Theory	1 credit
Applied Music	1 credit
Choral Ensemble	1 credit
Chorus Intermediate—Soprano/Alto or Tenor/Bass	1 credit
Class Piano and Theory 1, 2, 3, or 4	1 credit
Concert Chorus	1 credit
Guitar—Advanced, Basic, or Intermediate	.50 credit
Handbell Choir	1 credit
International Baccalaureate Music	1 credit
Music Survey	.50 credit
Music Theatre	1 credit
Musicianship 1A, 1B, 2A, 2B, 3A, or 3B	.50 credit
Chorus Intermediate—Mixed	1 credit
Piano—Basic, Intermediate or Advanced	.50 credit
Principles of Recording Technology	.50 credit
Music: Instrumental	
Basic Band	1 credit
Intermediate Band	1 credit
Advanced Band	1 credit
Jazz Ensemble	1 credit
Basic Orchestra	1 credit
Intermediate Orchestra	1 credit
Advanced Orchestra	1 credit
Special Instrumental Ensemble, High School	1 credit

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. The courses below meet the Technology Education credit criteria.

PROGRAM/COURSE	CREDITS
Foundations of Technology	1 credit

Students who entered high school before Foundations of Technology became available at that school may take any of the courses to be discontinued (see below) for Technology Education credit through school year 2012–2013. All students who entered high school after Foundations of Technology became available at that school must take Foundations of Technology, preferably in their freshman year. After SY 2013, all students must take Foundations of Technology (or Principles of Engineering for Project Lead the Way completers) to earn Technology Education credit.

PROGRAM/COURSE	CREDITS
Principles of Engineering	1 credit

Only students enrolled in the Project Lead the Way (PLTW) Program may use the Principles of Engineering course to satisfy the Technology Education requirement. Those enrolled in the PLTW program are required to complete the full sequence of courses.

Technology Education Classification Discontinued

Classification Discontinued After June 30, 2013

The courses below met the Technology Education credit criteria until June 30, 2013. After June 30, 2013, these courses may continue to be offered but no longer meet the requirements for Technology Education.

PROGRAM/COURSE	CREDITS
Business Education	
First-Year Accounting	1 credit
College Accounting	1 credit
Computer Software Applications	.50 credit
Cooperative Office Experience	.50 credit
Business Technology and Procedures	1 credit
Online Accounting A	.50 credit
Online Accounting B	.50 credit
Online Web Design	1 credit
Information Processing	1 credit

Technology Education Classification Discontinued

Classification Discontinued After June 30, 2013

The courses below met the Technology Education credit criteria until June 30, 2013. After June 30, 2013, these courses may continue to be offered but no longer meet the requirements for Technology Education.

PROGRAM/COURSE	CREDITS
Family and Consumer Sciences	
Interior Design	1 credit
Interior Design (semester)	.50 credit
Foods and Nutrition 1	.50 credit
Foods and Nutrition 2	.50 credit
Food Trends and Technology 1	.50 credit
Food Trends and Technology 2	.50 credit
JROTC	
Aerospace Science 1 & 2 (2 credits)	1 credit
Army Military Science 1 & 2 (2 credits)	1 credit
Marine Corps 1 & 2 (2 credits)	1 credit
Naval Science 1 & 2 (2 credits)	1 credit
Mathematics	
Introduction to Computer Science	1 credit
Introduction to Prog. With C++	1 credit
Music	
Principles of Recording Technology	.50 credit
Science	
Cooperative Satellite Research Applications I	1 credit
Special Programs	
Independent Study — Aviation	.50 credit
Introduction to Theatre Production (VPA)	1 credit
TV Production I	1 or 2 credits
Fire Fighter Cadet	.50 credit
Generation www.y	1 credit
Technology Education	
Engineering Concepts (Year)	1 credit
Engineering Foundations S/T (Semester)	.50 credit
Engineering Foundations 1 S/T (Year)	1 credit
Engineering Foundations 2 S/T (Year)	1 credit
Technology Foundations A	.50 credit
Technology Foundations B	.50 credit

For more information regarding the Technology Education credit, contact the Technology Education Office at (301) 669-6012.

Advanced Technology Education Graduation Credit

The completion of two (2) Advanced Technology Education credits is one option for the completer requirement for graduation. The courses below meet the Advanced Technology Education credit criteria.

PROGRAM/COURSE	CREDITS
Technology Education	
Information Systems 1	1 credit
Information Systems 2	1 credit
Technical Graphics 1	1 credit
Technical Graphics 2	1 credit
Technology Systems 1	1 credit
Technology Systems 2	1 credit
Architectural Graphics S/T	.50 credit
Architectural Drafting and Design S/T	1 credit
Electronic Systems A S/T	.50 credit
Electronic Systems B S/T	.50 credit
Electronic Systems S/T	1 credit
Energy Systems A S/T	.50 credit
Energy Systems B S/T	.50 credit
Energy Systems S/T	1 credit
Engineering Graphics S/T	.50 credit
Engineering Drafting and Design S/T	1 credit
Production Systems A S/T	.50 credit
Production Systems B S/T	.50 credit
Production Systems S/T	1 credit
Structural Systems A S/T	.50 credit
Structural Systems B S/T	.50 credit
Structural Systems S/T	1 credit

For more information regarding the Advanced Technology Education credit, contact the Technology Education Office at (301) 669-6012.

Advanced Technology Education Classification Discontinued

Classification Discontinued After June 30, 2013

The courses below met the Advanced Technology Education credit criteria until June 30, 2013. After June 30, 2013, these courses may continue to be offered but no longer meet the requirements for Advanced Technology Education.

PROGRAM/COURSE	CREDITS
Business Education	
Advanced Accounting	1 credit
JROTC	
Aerospace Science 3 (AFJROTC)	1 credit
Aerospace Science 4 (AFJROTC)	1 credit
Army Science 3 (ARJROTC)	1 credit
Army Science 4 (ARJROTC)	1 credit
Marine Corps Leadership 3 (MCJROTC)	1 credit
Marine Corps Leadership 4 (MCJROTC)	1 credit
Naval Science 3 (NJROTC)	1 credit
Naval Science 4 (NJROTC)	1 credit
Mathematics	
Advanced Placement Computer Science	1 credit
Online Advanced Placement Computer Science A, Part A	.50 credit
Online Advanced Placement Computer Science A , Part B	.50 credit
Online Advanced Placement Computer Science AB, Part A	.50 credit
Online Advanced Placement Computer Science AB, Part B	.50 credit
Special Programs	
TV Production 2	1–2 credits
Introduction to Engineering Design	1 credit

For more information regarding the Advanced Technology Education credit, contact the Technology Education Office at (301) 669-6012.

World Language
Graduation Completer Credits

The completion of two (2) credits in the same World Language is one option for the completer requirement for graduation. For advanced coursework in high school, World Language 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 Language.

American Sign Language 1
American Sign Language 2
American Sign Language 3
American Sign Language 4

Arabic 1
Arabic 2

Chinese 1
Chinese 2
Chinese 3
Chinese 4
Online Chinese 1

French 1
French 2
French 3
French 4
Advanced Placement French 5 Language
French 6
French 7
International Baccalaureate French A
International Baccalaureate French B
Online French 1
Online French 2
Online French 3
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

Latin 1
Latin 2
Latin 3
Latin 4
Advanced Placement Latin 5 Vergil
Online Latin 1
Online Latin 2
Online Latin 3

Portugese 1

Russian 1
Russian 2
Russian 3
Russian 4
Advanced Placement Russian 5

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
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

Native Language 1* (9th grade and above)
Native Language 2* (generally 10th grade and above)
Native Language 3* (generally 11th and above)

*For International Transfer Students Only

MSDE-Approved Graduation Completer Credit Sequences

The completion of an MSDE-approved 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.

MSDE COMPLETER APPROVED OR PENDING APPROVAL*

Accounting	4 credits
Automotive Body Repair	6 credits
Automotive Technician	6 credits
Biomedical Sciences (Project Lead the Way)	4 credits
Business Administrative Services	4 credits
Business Management	4 credits
Careers in Barbering	7 credits
Careers in Cosmetology	9 credits
Carpentry	4 credits
Child Growth and Development	5 credits
College Career Research and Development	4 credits
Computer Science	4 credits
Culinary Arts	4 credits
Drafting/CAD	6 credits
Electrical	4 credits
Environmental Science Pioneers (Curriculum for Agricultural Science Education)	4 credits
Finance (National Academy Foundation)	4 credits
Fire Fighter and Emergency Medical Technician	4 credits
Health Professions	4 credits
Heating, Ventilation, and Air Conditioning	4 credits
Homeland Security Sciences	4 credits
Information/Communications Technology	4 credits
Interactive Media Production	4 credits
IT - Cybersecurity	4 credits
IT Networking Academy CISCO	6 credits
IT Software Programming	4 credits
IT Systems Engineering	4 credits
Masonry	4 credits
Pre-Engineering (Project Lead the Way)	5 credits
Plumbing	4 credits
ProStart (Food and Beverage Management)	4 credits
Publishing and Graphics	4 credits
Teacher Academy	4 credits

*Contact Career and Technical Education staff, 301-669-6012, for pending approval updates.

College Career Research and Development

(replaces Cooperative Career Education, Cooperative Office Education, and Diversified Occupations)

MSDE-Approved Completer

The overall goals in College Career Research and Development 1 (CCRD 1) are to teach students the process of self-awareness, career exploration, interest and aptitude assessment, and setting academic and career-related goals. Students taking this course begin to develop a career portfolio demonstrating workplace, college, and career readiness. College Career Research and Development 2 (CCRD 2) is focused on career research and preparation, employability skills, technology, and financial literacy. CCRD 2 should be combined with placement in a work-based learning experience. Documentation of students' learning experience will take place through on-going career portfolio development.

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

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
United States History	Local, State, and National Government	World History	Social Studies
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	AP Math or Elective
Integrating the Sciences	Biology	Chemistry	AP Science
Physical Education / Health Education	World Language 1 or above or Advanced Tech Ed (1)	World Language 2 or above or Advanced Tech Ed (1)	Elective
Fine Arts	Elective	Elective	Elective
Foundations of Technology	Elective	Elective	Elective
Elective	Elective	**College Career Research and Development (1)***	**College Career Research and Development 2 (1)* and Work-based Learning Experience (2)***

*MSDE Completer Requirement

College Career Research and Development is available at Bladensburg, Bowie, Central, Charles Herbert Flowers, Crossland, Dr. Henry A. Wise, DuVal, Fairmont Heights, Forestville, Frederick Douglass, Friendly, Gwynn Park, High Point, Largo, Laurel, Northwestern, Oxon Hill, Potomac, Suitland, Surrattsville, Tall Oaks

For more information, contact (301) 669-6012.

Career Academy Programs

Secondary School Reform (SSR) and Career and Technical Education are transforming the educational experience of PGCPS students by implementing wall-to-wall Career Academies in all comprehensive high schools with the goal of graduating 100% of our students college and career ready.

To participate in an SSR Academy, rising 9th graders complete an Academy application indicating if they intend to enroll in an available Academy and program of study at their boundary school as part of their registration process. Academy students complete a four year program of study including an internship and/or capstone project. Until full implementation is reached (a five year phase-in), transportation will only be provided to a student's boundary school, and transfers to participate in an Academy are not permitted. Upon full implementation (projected Fall 2017), all rising 9th graders will attend an Academy within their high school cluster.

To participate in a CTE Completer Program of Study, students complete an application and/or discuss interest with their Professional School Counselor as part of the registration process. CTE students complete a defined sequence of courses and earn completer credit for graduation as well as certification, licensure, or college credits.

PROPOSED SSR ACADEMY IMPLEMENTATION SCHEDULE

ACADEMIES	Start Year 2011-2012	Start Year 2012-2013	Start Year 2013-2014
Architecture and Design		Suitland	Crossland
Aviation and Transportation			Suitland
Business and Finance	Oxon Hill Suitland	Northwestern	Eleanor Roosevelt Largo
Consumer Services, Hospitality and Tourism	Bladensburg DuVal	Gwynn Park	
Engineering and Science		DuVal	Charles Herbert Flowers High Point
Environmental Studies			Gwynn Park
Global Studies	Crossland Parkdale	Central Laurel	Frederick Douglass
Graphic Arts, Media, and Communications		DuVal	Central Surrattsville
Health and Biosciences		Bladensburg Dr. Henry A. Wise, Jr.	Friendly
Homeland Security and Military Science			Parkdale Suitland
Information Technology			DuVal Fairmont Heights Gwynn Park
Law, Education, and Public Service	Central Surrattsville Potomac		Laurel

For more information contact the Secondary School Reform (SSR) office at 301-952-6042, secondary.reform@pgcps.org, or visit the web site at www1.pgcps.org/ssr or contact the Office of Career and Technical Education at 301-669-6012.

Academy of Architecture and Design

Carpentry • Drafting • Electrical • HVAC • Interior Design • Masonry

Plumbing • Pre-Engineering (Project Lead the Way)

The Academy of Architecture & Design focuses on providing broad transferable skills, understanding all aspects of designing and erecting buildings and other physical structures, management, finance, technical and production skills, labor issues, health and safety, and environmental issues.

Carpentry

MSDE-Approved Completer

National Center for Construction Education and Research Certification

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	**Carpentry 2***
Introduction to Construction and Design	**Construction Core***	**Carpentry 1***	**Carpentry 2***

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High School: Suitland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Carpentry 1 (1 credit)* and Carpentry 2 (2 credits)*	

CTE High School: Suitland

Sequence Phase-out

The Carpentry sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Carpentry (3 credits)	

Academy of Architecture and Design

Drafting/CAD Careers

MSDE-Approved Completer

Transcripted Credit (Prince George's Community College)

Instruction and experiences include traditional instrument drafting for concept development, extensive computer use for creating design drawings in several technical fields, principles of architectural design, principles of machine design, three-dimensional modeling by computer, and technical illustrating. Abilities/aptitudes in geometry, visualizing in the mind and coordination of hand and eye are important for success in this program and career field. Students gain knowledge and skills for entering drafting and computer assisted design (CAD) careers. This knowledge and skill also provides a good foundation for a college major leading to careers in such fields as engineering, engineering technology and architecture. To participate in this program, it is recommended that students have a minimum 2.0 cumulative grade point average and have successfully completed Algebra 1.

WORK COMPONENT

Students may participate in summer internships, job shadowing, student-built house project, or work-based learning.

A SAMPLING OF RELATED CAREERS

- Drafting Technician
- Surveyor
- Architect
- Technical Illustrator

RELATED COLLEGE PROGRAMS

- Engineering
- Engineering Technology
- Architecture

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12	COLLEGE CREDIT
English 9	English 10	English 11	English 12	PGCPS Drafting completers may be awarded **3 to 6 college credits** (Tech Prep) upon enrollment in the appropriate program at Prince George's Community College, provided the student has met all conditions.
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective	
Integrating the Sciences	Biology	Chemistry	Science Elective	
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective	
Physical Education	Fine Arts	**Drafting/CAD* (4 credits)**	**Drafting/CAD* (2 credits)**	
Health Education	Foundations of Technology			
World Language 1 or above	World Language 2 or above			

*MSDE-Approved Completer Requirement

CTE High Schools: Crossland

Academy of Architecture and Design

Electrical

MSDE-Approved Completer

National Center for Construction Education and Research Certification

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	**Electrical 2***
Introduction to Construction and Design	**Construction Core***	**Electrical 1***	**Electrical 2***

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High Schools: Crossland, Suitland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Electrical 1 (1 credit)* and Electrical 2 (2 credits)*	

CTE High Schools: Crossland, Suitland

Sequence Phase-out

The Electrical sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Electrical (3 credits)	

Academy of Architecture and Design

Heating, Ventilation, and Air Conditioning (HVAC)

MSDE-Approved Completer (approval pending)
National Center for Construction Education and Research Certification

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	**HVAC 2***
Introduction to Construction and Design	**Construction Core***	**HVAC 1***	**HVAC 2***

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish
*MSDE Completer Requirement
Academy High School: Crossland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* HVAC 1 (1 credit)* and HVAC 2 (2 credits)*	

CTE High School: Crossland

Sequence Phase-out

The HVAC sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and HVAC (3 credits)	

Academy of Architecture and Design

Interior Design

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	**Internship (1-3 credits)**
Foundations of Technology	Elective	Elective	**Internship (1-3 credits)**
Introduction to Construction and Design	**Interior Design**	**Interior Design 2**	**Internship (1-3 credits)**

Recommended Electives: Art 1, Computer Graphics/Graphic Design, Drawing and Painting, Entrepreneurship, Financial Literacy
Academy High School: Suitland

Academy of Architecture and Design

Masonry

MSDE-Approved Completer

National Center for Construction Education and Research Certification

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	**Masonry 2***
Introduction to Construction and Design	**Construction Core***	**Masonry 1***	**Masonry 2***

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

*MSDE Completer Requirement

Academy High School: Crossland

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Masonry 1 (1 credit)* and Masonry 2 (2 credits)*	

CTE High School: Crossland

Sequence Phase-out

The Masonry sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Masonry (3 credits)	

Academy of Architecture and Design

Plumbing

MSDE-Approved Completer

National Center for Construction Education and Research Certification

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	**Plumbing 2***
Introduction to Construction and Design	**Construction Core***	**Plumbing 1***	**Plumbing 2***

Recommended Electives: Business Organization and Management, Entrepreneurship, Interior Design, Spanish

Academy High School: Suitland

*MSDE Completer Requirement

One-Year Sequence

		Grade 11 or 12: Construction Core (1 credit)* Plumbing 1 (1 credit)* and Plumbing 2 (2 credits)*	

CTE High School: Suitland

Sequence Phase-out

The Plumbing sequence of courses being **phased out** is shown below.

		Grade 11 or 12: Construction Core (1 credit) and Plumbing (3 credits)	

Academy of Architecture and Design

Pre-Engineering (Project Lead the Way)

MSDE-Approved Completer
Transcripted Credit
(University of Maryland Baltimore County or Rochester Institute of Technology)

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Biology	Chemistry	Physics	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Elective	Elective	**Civil Engineering and Architecture***	**Internship**
Introduction to Engineering Design*	**Principles of Engineering*** (Technology Education)	**Digital Electronics***	**Engineering Design and Development***

Recommended Electives: Advanced Placement Calculus

Academy High Schools: Crossland, Suitland

*MSDE Completer Requirement

Academy of Aviation and Transportation

Automotive Body Repair • Automotive Technician • Aviation - Air Traffic Controller

HIGH SCHOOL

CAREER ACADEMY PROGRAM

Automotive Body Repair

MSDE-Approved Completer (approval pending)

National Automotive Student Skills Standards Assessment Certification

(Painting and Refinishing, Structural Analysis and Damage Repair, Nonstructural Analysis and Damage Repair)

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	**Internship**
Foundations of Technology		**Nonstructural Analysis and Damage Repair Plastics and Adhesives***	**Painting and Refinishing***	**Structural Analysis and Damage Repair***
Introduction to Automotive		**Nonstructural Analysis and Damage Repair Plastics and Adhesives***	**Painting and Refinishing***	**Structural Analysis and Damage Repair***

Recommended Electives:

Academy High School: Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Automotive Body Repair Careers sequence of courses being **phased out** is shown below.

		Automotive Body (4 credits)	Automotive Body (2 credits)

Academy of Aviation and Transportation

Automotive Technician

MSDE-Approved Completer (approval pending)
National Automotive Student Skills Standards Assessment Certification
(Brakes, Electrical/Electronic Systems, Engine Performance, Steering and Suspension)

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	**Automotive Technician Work-Based Learning**
Foundations of Technology	**Brakes*** / **Suspension and Steering***	**Electrical/Electronics***	**Engine Performance***
Introduction to Automotive	**Brakes*** / **Suspension and Steering***	**Electrical/Electronics***	**Engine Performance***

Recommended Electives:

Academy High Schools: Suitland

*MSDE Completer Requirement

Two-Year Sequence

		Brakes*	Suspension and Steering*	Engine Performance (2 credits)*
		Brakes* (1 credit)	Suspension and Steering* (1 credit)	
		Electrical/Electronics* (2 credits)		

CTE High Schools: Crossland, Gwynn Park, Laurel, Suitland

Sequence Phase-out

The Automotive Technician Careers sequence of courses being **phased out** is shown below.

		Automotive Technician (4 credits)	Automotive Technician (2 credits)

Academy of Aviation and Transportation

Aviation – Air Traffic Controller

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12
English 9		English 10	English 11		English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective
Integrating the Sciences		Biology	Chemistry		Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective		Elective
World Language 1 or above		World Language 2 or above	Elective		Elective
Foundations of Technology		Elective	**Aircraft Instrumentation**		**Internship/Capstone**
Aviation History and Development	**Meteorology**	**Air Traffic Control Systems**	**ATC Operations 1**	**ATC Operations 2**	**Aviation Management**

Recommended Electives: AP Physics

Academy High Schools: Suitland

Academy of Business and Finance

Accounting • Business Administrative Services • Business Management • Finance

The Academy of Business and Finance 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
Microsoft Office Specialist Excel Certification
College-Level Examination Program college credits

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	Elective	**Advanced Accounting***
Business Communications	**Computer Software Applications**	**Principles of Business Administration and Management***	**Principles of Accounting and Finance***	**Accounting Capstone***

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Business Technology & Procedures

Academy High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Accounting sequence of courses being **phased out** is shown below.

	Principles of Business Administration and Management		
	Financial Management Using Software Applications	First-Year Accounting	Advanced Accounting

Academy of Business and Finance

Business Administrative Services

MSDE-Approved Completer

Microsoft Office Specialist Excel, PowerPoint, and Word Certifications

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	**Office Systems Management 1***	**Office Systems Management 2***
Business Communications	**Computer Software Applications**	**Principles of Business Administration and Management***	**Principles of Accounting and Finance***	**Internship**

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Business Technology and Procedures

Academy High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Business Administrative Services sequence of courses being **phased out** is shown below.

	Principles of Business Administration and Management		
	Financial Management Using Software Applications	Information Processing	Business Technology and Procedures

Academy of Business and Finance

Business Management

MSDE-Approved Completer

College-Level Examination Program college credits

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		Elective	**Advanced Business Management***	**Business Management Capstone***
Business Communications	**Computer Software Applications**	**Principles of Business Administration and Management***	**Principles of Accounting and Finance***	**Internship**

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Business Technology & Procedures

Academy High Schools: Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Business Management sequence of courses being **phased out** is shown below.

	Principles of Business Administration and Management		
	Financial Management Using Software Applications	First Year Accounting	Entrepreneurship

Academy of Business and Finance

Finance – National Academy Foundation

MSDE-Approved Completer
Accounting Dual Enrollment
Microsoft Office Specialist Excel Certification
College-Level Examination Program college credits

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
English 9		English 10		English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above		Mathematics	
Integrating the Sciences		Biology		Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government		World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts		Elective		Elective	
World Language 1 or above		World Language 2 or above		Elective		Elective	
Foundations of Technology		Elective		**Financial Services NAF***	**Applied Finance NAF***	**Business Economics NAF***	**Ethics in Business NAF***
Business Communications	**Computer Software Applications**	**Principles of Finance NAF***	**Financial Planning NAF***	**NAF Principles of Accounting***	**Managerial Accounting NAF***	**NAF Entrepreneurship**	**Internship**

Recommended Electives: Advanced Placement Economics, Business Economics, Business Law, Keyboarding, Insurance

Academy High Schools: Charles Herbert Flowers, Eleanor Roosevelt, Largo, Northwestern, Oxon Hill, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Academy of Finance sequence of courses being **phased out** is shown below.

	Entrepreneurship		Securities and Insurance			
	Banking & Credit	Economics and Finance	College Accounting		Financial Planning	Intl Finance

Academy of Consumer Services, Hospitality and Tourism

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

The Academy of Consumer Services, Hospitality and Tourism introduces students to service as a critical component of a hospitality or tourism business. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. Students analyze customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem solving perspective to understand barriers to communication and good service.

Careers in Barbering

MSDE-Approved Completer
Maryland Board of Barbers License

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12	
English 9		English 10	English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective	
Integrating the Sciences		Biology	Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts	**Barbering 1***	**Barbering 2***	**Barbering 3***	Elective
World Language 1 or above		World Language 2 or above	**Barbering 1***	**Barbering 2***	**Barbering 3***	Elective
Foundations of Technology		Elective	**Barbering 1***	**Barbering 2***	**Barbering 3***	**Internship***
Elective		Elective	**Barbering 1***	**Barbering 2***	**Barbering 3***	**Internship***

Recommended Electives: Advanced Placement Sciences, Anatomy and Physiology

CTE High Schools: Crossland, Suitland

*MSDE Completer Requirement

Sequence Phase-out

The Barbering sequence of courses being **phased out** is shown below.

		Barbering/ Hairstyling (4 credits)	Barbering/ Hairstyling (2 credits)
			Work-Based Learning

Academy of Consumer Services, Hospitality and Tourism

Careers in Cosmetology

MSDE-Approved Completer

Maryland Board of Cosmetologists License

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	**Principles of Cosmetology 2*** / **Advanced Cosmetology***	Elective
World Language 1 or above	World Language 2 or above	**Principles of Cosmetology 2*** / **Advanced Cosmetology***	**Mastery of Cosmetology***
Foundations of Technology	**Principles of Cosmetology 1***	**Principles of Cosmetology 2*** / **Advanced Cosmetology***	**Mastery of Cosmetology***
Introduction to Barbering & Cosmetology	**Principles of Cosmetology 1***	**Principles of Cosmetology 2*** / **Advanced Cosmetology***	**Barbering/Cosmetology Internship***

Recommended Electives: Advanced Placement Sciences, Anatomy and Physiology
Academy High Schools: Bladensburg, Gwynn Park
*MSDE Completer Requirement

Two-Year Sequence

		Principles of Cosmet 1*	Principles of Cosmet 2*	Advanced Cosmetology*	Mastery of Cosmetology*
		Principles of Cosmet 1*	Principles of Cosmet 2*	Advanced Cosmetology*	Mastery of Cosmetology*
		Principles of Cosmet 1*	Principles of Cosmet 2*	Advanced Cosmetology*	Mastery of Cosmetology*
		Principles of Cosmet 1* (2 credits)	Principles of Cosmet 2* (2 credits)	Advanced Cosmetology* (2 credits)	Mastery of Cosmetology* (2 credits)*
				Barbering/Cosmetology Internship (1 credit)*	

CTE High Schools: Crossland, Laurel, Suitland
*MSDE Completer Requirement

Sequence Phase-out

The Cosmetology sequence of courses being **phased out** is shown below.

		Principles and Practice of Cosmetology I (4 credits)	Advanced Cosmetology (2 credits)
			Mastery of Cosmetology (2 credits)
			Work-Based Learning

Academy of Consumer Services, Hospitality and Tourism

Culinary Arts

MSDE-Approved Completer
Certified Junior Culinarian Certification
ServSafe Certification
ProStart Certification

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	**Professional Cooking 2 or Professional Baking/Pastry 2**
Foundations of Technology		**Culinary Basics: Foundations of Professional Cooking***	**Professional Cooking 1* 684713 or Professional Baking/Pastry 1***	**Professional Cooking 2 or Professional Baking/Pastry 2**
Foods and Nutrition 1	**Food Trends and Technology 1**	**Culinary Basics: Foundations of Professional Cooking***	**Professional Cooking 1* 684713 or Professional Baking/Pastry 1***	**Culinary Internship***

Recommended Electives: Accounting, Entrepreneurship, Financial Literacy for Teens, Physics, Psychology, International Cuisine.

Academy High Schools: Bladensburg, DuVal

*MSDE Completer Requirement

Two-Year Sequence

		Culinary Basics*	Professional Cooking 1*	Professional Cooking 2*
		Culinary Basics*	Professional Cooking 1*	Professional Cooking 2*
		Culinary Basics*	Professional Cooking 1*	Culinary Internship*
		Culinary Basics* (2 credits)	Professional Cooking 1* (2 credits)	

CTE High Schools: Crossland

Sequence Phase-out

The Culinary Arts sequence of courses being **phased out** is shown below.

		Grades 11 and 12: Culinary Arts (4 credits)	

Academy of Consumer Services, Hospitality and Tourism

ProStart (Food and Beverage Management)

MSDE-Approved Completer (approval pending)
ServSafe Certification
ProStart Certification

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	Elective	Elective
Foundations of Technology		**Food Service Professional 1 (ProStart 1)***	**Food Service Professional 2 (ProStart 2)***	**Food Service Professional Internship (ProStart Internship)***
Food and Nutrition 1	**Food Trends and Technology 1**	**Food Service Professional 1 Lab (ProStart 1 Lab)**	**Food Service Professional 2 Lab (ProStart 2 Lab)**	**Food Service Professional Internship (ProStart Internship)***

Recommended Electives: Accounting, Entrepreneurship, Financial Literacy for Teens, Psychology, International Cuisine.

Academy High Schools: Bladensburg, DuVal, Gwynn Park

*MSDE Completer Requirement

Two-Year Sequence

		Food Service Professional 1 Lab (ProStart 1 Lab)* (1 credit), Food Service Professional 1 Lab (ProStart 1 Lab) (1 credit)	Food Service Professional 2 (ProStart 2)* (1 credit), Food Service Professional 2 Lab (ProStart 2 Lab) (1 credit) Food Service Professional Internship (ProStart Internship) (2credits)

CTE High Schools: Bowie, Charles Herbert Flowers, Dr. Henry A. Wise, Jr., Fairmont Heights, Friendly, High Point, Laurel, Parkdale, Suitland

Sequence Phase-out

The CTE ProStart sequence of courses being **phased out** is shown below.

Foods and Nutrition 1	Food Trends & Tech 1	International Culture and Cuisine (recommended)	ProStart 1	ProStart 2
				ProStart Internship
				ProStart Internship

Academy of Engineering and Science

Computer Science • Engineering (PLTW)

The Academy of Engineering & Science provides students with exposure to a wide array of Science, Technology, Engineering, and Mathematics (STEM) careers. The Academy philosophy is based on state and national standards, strong industrial partnerships, numerous research opportunities, and continuous technological improvements.

Computer Science

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	**Computer Science Principles***	Elective
Introduction to Computer Science	**Foundations of Computer Science***	**Advanced Placement Computer Science***	**Microcomputer Operating Systems*** or **Ethics and the Information Age*** or **Dual Enrollment in CS/IT College Course***

Recommended Electives: Advanced Placement Calculus

Academy High Schools: High Point, Flowers

*MSDE Completer Requirement

Academy of Engineering and Science

Pre-Engineering (Project Lead the Way)

MSDE-Approved Completer

Transcripted Credit

(University of Maryland Baltimore County or Rochester Institute of Technology)

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Biology	Chemistry	Physics	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Elective	Elective	**Civil Engineering and Architecture* or Aerospace***	**Internship**
Introduction to Engineering Design*	**Principles of Engineering*** (Technology Education)	**Digital Electronics***	**Engineering Design and Development***

Recommended Electives: Advanced Placement Calculus

Academy High Schools: Charles H. Flowers, DuVal, High Point, Northwestern

*MSDE Completer Requirement

Academy of Environmental Studies

Environmental Science Pioneers

The Academy of Environmental Studies 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.

Environmental Science Pioneers Curriculum for Agricultural Science Education (CASE)

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Biology	Chemistry	Environmental Science	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	Elective
Introduction to Agriculture, Food, and Natural Resources*	**Principles of Agriculture - Plants***	**Animal and Plant Biotechnology***	**Agriculture Research and Development (Capstone)***

Recommended Electives:

English: Journalism

Mathematics: Advanced Placement Calculus, Advanced Placement Statistics, Pre-Calculus, Statistics

Science: Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Environmental Science, Environmental Issues

Social Studies: Advanced Placement Human Geography, Economics, Environmental Law and Policy, Geography, Social Issues

Academy High School: Gwynn Park

*MSDE Completer Requirement

Academy of Global Studies

International Business and Finance • International Relations and Studies

The Academy of Global Studies engages students in an educational experience that fosters international understanding and welcomes diversity of thought while preparing students for a globally interconnected world. Students will understand and accept the differences they encounter in our increasingly global society and understand the importance of global awareness and the ways in which globalization shapes history, international cultures, the economy, politics, and society.

International Business and Finance – National Academy Foundation

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
English 9		English 10		English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above		Mathematics	
Integrating the Sciences		Biology		Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government		World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts		Elective		Elective	
Foundations of Technology		Elective		Elective		Elective	
World Language		**World Language**		**World Language**		**World Language**	
Geography	**Global Issues**	**Principles of Finance**	**Financial Services**	**Business in a Global Economy**	**Business Economics**	**Ethics in Business**	**Internship**

World Language levels 1 and 2 in middle school are recommended.

Recommended Electives: Advanced Placement Economics, Business Law, Computer Software Applications, Entrepreneurship, Foreign Policy Issues, Keyboarding, Web Page Design

Academy High Schools: Central, Crossland, Laurel, Parkdale

Academy of Global Studies

International Relations and Studies

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		Summer	GRADE 12
English 9		English 10		English 11		Study Abroad or Internship	English 12
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above			Mathematics Elective
Integrating the Sciences		Biology		Chemistry			Science Elective
US History Reconstruction to Present		Local, State, and National Government		World History			Social Studies Elective
Physical Education	Health Education	Fine Arts		Elective			Elective
Foundations of Technology		Elective		Elective			Elective
World Language		**World Language**		**World Language**			**World Language**
Geography	**Global Issues**	**Linguistics**	**Study Abroad Seminar**	**World Language Conversation**	**World Language Writing**		**Internship or Foreign Policy Issues and Philosophy**

World Language levels 1 and 2 in middle school are recommended.

Recommended Electives: Advanced Placement European History, Advanced Placement Human Geography, Advanced Placement World Languages, Advanced Placement World History

Academy High Schools: Central, Crossland, Laurel, Parkdale

Academy of Graphic Arts, Media, and Communication

Communications and Broadcast Technology • Computer Graphics
Interactive Media Production • Publishing and Graphics

The Academy of Graphic Arts, Media, and Communication provides students the opportunity to explore the world of graphic arts, graphic design, multimedia, audio, and video production. Students are provided with knowledge of the equipment, materials, and processes currently used in the industry.

Communications and Broadcast Technology

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Elective	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	**Fine Arts****	**Recording Technology**	**TV Production 3 and TV Production 4 or C&B Internship**
Foundations of Media Production	**TV Production 1**	**TV Production 2**	**TV Production 3 and TV Production 4 or C&B Internship**

Recommended Electives: Advanced Technology Courses, Yearbook, Speech/Public Speaking, Performing Arts courses, visual arts courses

Academy High School: Central, DuVal, Surrattsville

**Fine Arts course must be Dance, Drama, Instrumental Music, or Vocal Music

Academy of Graphic Arts, Media, and Communication

Computer Graphics

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Elective	Elective	Elective
World Language 1 or above		World Language 2 or above	**Drawing and Painting or Art 2 or Intro to Photography**	Elective
Art 1		Foundations of Technology	**Computer Graphics 2**	**Digital Photography or Animation or CG Internship**
Foundations of Media Production		**Computer Graphics 1**	**Computer Graphics 2**	**Digital Photography or Animation or CG Internship**

Recommended Electives: Drawing and Painting, Art 2, Art 3, Art 4, Yearbook, Keyboarding, Intro Photo, AP Studio Art. If Intro Photo is used as an elective prior to Grade 12, student may enroll in Photo 1 and Intermediate Photo in later years with prerequisites

Academy High Schools: Central, DuVal, Surrattsville

**Fine Arts courses must be Art 1 or Drawing and Painting 1

Academy of Graphic Arts, Media, and Communication

Interactive Media Production

MSDE-Approved Completer

Adobe Creative Suite Web Design Certification

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	World Language 2 or above	Elective	Elective
World Language 1 or above	Foundations of Technology	Elective	Elective
Fine Art	Elective	Elective	**Advanced Interactive Media Production* or Advanced Simulation & Gaming***
Foundations of Media Production	**Principles of Art, Media & Communication***	**Interactive Media Production***	**Advanced Interactive Media Production* or Advanced Simulation & Gaming***

Recommended Electives: AP Studio Art: Drawing, AP Studio Art 2D or 3D Design (see course offerings for prerequisites)

Academy High Schools: Central, DuVal, Surrattsville

*MSDE Completer Requirement

HIGH SCHOOL

CTE

Academy of Graphic Arts, Media, and Communication

Publishing and Graphics

MSDE-Approved Completer
Graphic Communications Certification
Transcripted Credit (Montgomery College)

Publishing and Graphics Programs are national accreditation programs based on industry standards for graphic communications courses of study at the secondary level. The PrintED programs meet the following areas of accredited: Introduction to Graphic Communications, Digital File Preparation/Digital File Output, Digital Production Printing and Offset Press Operations/Binding and Finishing. Instruction and experiences include computerized layout and design of publications; materials, equipment and processes for photography; pre-press procedures of stripping and plate making; printing press preparation and operation; and bindery operations to finish published products.

WORK COMPONENT

Students prepare printing orders for school and community clients, completing pre-press, press, and binding/finishing operations.

A SAMPLING OF RELATED CAREERS

- Graphic Designer
- Desktop Publisher
- Press Operator
- Bindery and Finishing Technician

RELATED COLLEGE PROGRAMS

- Business Management
- Graphic Design
- Marketing
- Communications

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12	COLLEGE CREDIT
English 9	English 10	English 11	English 12	PGCPS Publishing and Graphics completers will be awarded **3 to 10 college credits** (Tech Prep) upon enrollment in the appropriate program at Montgomery College.
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective	
Integrating the Sciences	Biology	Chemistry	Science Elective	
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective	
Physical Education	Fine Arts	**Grade 11 OR 12 Graphic and Printing Operator* (4 credits)**		
Health Education	Foundations of Technology			
World Language 1 or above	World Language 2 or above			

CTE High Schools: Crossland and Suitland

*MSDE-Approved Completer Requirement

Academy of Health and Biosciences

Biomedical Sciences • Health Professions

The Academy of Health and Biosciences 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

(University of Maryland Baltimore County or Rochester Institute of Technology)

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Biology	Chemistry	Physics	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	Elective	Elective	**Biomedical Innovation***
Principles of Biomedical Sciences*	**Human Body Systems***	**Medical Interventions***	**Internship or Guided Research**

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

Academy High Schools: Bladensburg, Dr. Henry A. Wise, Jr., Friendly

*MSDE Completer Requirement

Academy of Health and Biosciences

Health Professions

MSDE-Approved Completer
Certified Nursing Assistant License
Geriatric Nursing Assistant License

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12	
English 9		English 10	English 11	English 12	
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics	
Biology		Chemistry	AP Biology or Physics	Science Elective	
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective	
Physical Education	Health Education	Fine Arts	Elective	**Nursing Asst or Pharmacy Technician**	**Internship/ Capstone**
World Language 1 or above		World Language 2 or above	Elective	**Nursing Asst or Pharmacy Technician**	**Internship/ Capstone**
Foundations of Technology		Elective	Elective	**Nursing Asst or Pharmacy Technician***	**Internship/ Capstone***
Medical Science 1		**Foundations of Medical and Health Science***	**Structure and Functions of the Human Body***	**Nursing Asst or Pharmacy Technician***	**Internship/ Capstone***

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

Academy High Schools: Bladensburg, Dr. Henry A. Wise, Jr., Friendly

*MSDE Completer Requirement

One-Year Elective Sequence

			Nursing (4 credits)

CTE High Schools: Bladensburg, Crossland, Laurel, Suitland

Academy of Homeland Security and Military Science

Information/Communications Technology • Homeland Security Sciences
IT - Cyber Security • Military Science

The Academy of Homeland Security and Military Science integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery. The Military Science program of study instills in students in secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment.

Information/Communications Technology

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11		GRADE 12	
English 9		English 10	English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above		Mathematics Elective	
Integrating the Sciences		Biology	Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government	World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts	Elective		Elective	
World Language 1 or above		World Language 2 or above	World Language		World Language	
Foundations of Technology		Elective	Elective		**Internship/Capstone***	
Practical Law	**Global Issues**	**Foundations of Homeland Security and Emergency Preparedness***	**S.T.A.R.S. 1***	**S.T.A.R.S. 2***	**S.T.A.R.S. 3***	**S.T.A.R.S. 4***

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

Academy High Schools: Forestville, Parkdale, Suitland

*MSDE Completer Requirement

Academy of Homeland Security and Military Science

Homeland Security Sciences

MSDE-Approved Completer

Geographical Information Systems/Remote Sensing Certification

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	Elective
World Language 1 or above		World Language 2 or above	World Language	World Language
Foundations of Technology		Elective	Elective	**Internship/Capstone***
Practical Law	**Global Issues**	**Foundations of Homeland Security and Emergency Preparedness***	**Homeland Security Science 1***	**Homeland Security Science Research Methods and Applications***

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

Academy High Schools: Forestville, Parkdale, Suitland

*MSDE Completer Requirement

PGCPS Homeland Security Sciences completers will have the opportunity to take the GIS/RS examination for certification.and may be awarded **3 college credits** (Tech Prep) upon enrollment in the appropriate program at Anne Arundel Community College, Prince George's Community College, or the University of Maryland University College, provided the student has met all conditions.

Academy of Homeland Security and Military Science

IT – Cybersecurity

MSDE-Approved Completer (approval pending)
Certifications: Cisco Certified Entry Networking Technician, Cisco Certified Network Association, A+

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	World Language
World Language 1 or above		World Language 2 or above	World Language	**Internship/Capstone**
Foundations of Technology		Elective	Elective	**IT Essentials 2***
Practical Law	**Global Issues**	**IT Essentials 1***	**Cyber Watch: Ethics and the Information Age***	**Cyber Watch: Security+***

Recommended Electives: AP Calculus

Academy High School: Suitland

*MSDE Completer Requirement

Sequence Phase-outs

The IT Essentials and Computer Networking sequences of courses being **phased out** are shown below.

		IT Essentials (4 credits)	IT Essentials (2 credits)

		Computer Networking (2 credits)	Computer Networking (2 credits)

Academy of Homeland Security and Military Science

Military Science

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	**Internship/Capstone**
World Language 1 or above	World Language 2 or above	**World Language**	**World Language**
Foundations of Technology	**American Veterans: Profiles in Leadership**	**American Defense Policy and Leadership**	**Cultural Understanding of Leadership through Global Studies**
JROTC 1	**JROTC 2**	**JROTC 3**	**JROTC 4**

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

Recommended Languages: Arabic, Chinese, or Russian

Academy High Schools: Forestville, Parkdale, Suitland

Academy of Information Technology

IT Networking Academy CISCO • IT Software Programming • IT Systems Engineering

The Academy of Information Technology 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, database, geo-spatial technology, and interactive media production in preparation for post secondary training and/or a career path in the information technology field.

IT Networking Academy CISCO

MSDE-Approved Completer (approval pending)

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11				GRADE 12			
English 9		English 10	English 11				English 12			
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above				Mathematics Elective			
Integrating the Sciences		Biology	Chemistry				Science Elective			
US History Reconstruction to Present		Local, State, and National Government	World History				Social Studies Elective			
Physical Education	Health Education	Foundations of Technology	**IT 1***	**IT 2***	**IT 3***	**IT 4***	Elective			
World Language 1 or above		World Language 2 or above	**IT 1***	**IT 2***	**IT 3***	**IT 4***	Elective			
Fine Arts		Elective	**IT 1***	**IT 2***	**IT 3***	**IT 4***	**IT 5***	**IT 6***	**IT 7***	**IT 8***
Elective		Elective	**IT 1***	**IT 2***	**IT 3***	**IT 4***	**IT 5***	**IT 6***	**IT 7***	**IT 8***

CTE High Schools: Crossland, Dr. Henry A. Wise, Laurel

*MSDE Completer Requirement

Academy of Information Technology

IT Software Programming

MSDE-Approved Completer

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Foundations of Technology	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Fine Arts	**AP Computer Science**	**Introduction to SQL***	**Android Apps Development & Apps Project or Web Development & Web Project**
PC Hardware and Software	**Database Design and Programming with SQL***	**Database Programming with PL/SQL***	**Oracle III: Database Fundamentals 1***

Academy High Schools: Fairmont Heights,

*MSDE Completer Requirement

Sequence Phase-out

The sequence of courses, formerly IT High, being **phased out** is shown below. See your high school's Professional School Counselor for more information.

Computer Repair & Operating Systems	Microsoft IT Academy 1 – MCSE	Microsoft IT Academy 2 – MCSE	IT Essentials 2

Academy of Information Technology

IT Systems Engineering

MSDE-Approved Completer (approval pending)

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	Elective
Foundations of Technology	**System Engineering 1**	**System Engineering 2**	**CCNA Discovery 3**
PC Hardware and Software	**CCNA Exploration 1***	**CCNA Exploration 2***	**CCNA Discovery 4**

Academy High Schools: DuVal, Fairmont Heights, Gwynn Park

*MSDE Completer Requirement

Academy of Law, Education and Public Service

Child Growth and Development • Fire/Emergency Medical Services • Forensics • Pre-Law and Social Justice • Teacher Academy

The Academy of Law and Public Service 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.

Child Growth and Development

MSDE-Approved Completer / 90-Clock Hour Senior Staff Certification

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences		Biology	Chemistry	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	Elective	**Child Development Internship* - 2 credit**
World Language 1 or above		World Language 2 or above	Elective	**Child Development Internship* - 2 credit**
Foundations of Technology		Elective	**Child Development 2***	Child Development Internship (3 credits)
Foundations of Education		**Child Development 1***	**Child Development 2***	Child Development Internship (4 credits)

Recommended Electives: AP Biology, AP Psychology, Art, Entrepreneurship, Financial Literacy, Psychology, Sociology
Academy High Schools: Central, Laurel, Potomac, Surrattsville
*MSDE Completer Requirement

Two-Year Sequence

		Child Development 1	Child Development 2 Child Development Internship

CTE High Schools: Bowie, Charles Flowers, Dr. Henry A. Wise, Jr., Frederick Douglass, High Point, Northwestern, Suitland

Sequence Phase-out

The Child Growth and Development sequence of courses being **phased out** is shown below.

	Human Growth and Development through Adolescence	Child Growth and Development 2	Child Growth and Development 3 (1-3 credits)
		Child Growth and Development 2	

Academy of Law, Education and Public Service

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

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9		English 10	English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Biology		Chemistry	Anatomy/Physiology Microbiology	Science Elective
US History Reconstruction to Present		Local, State, and National Government	World History	Social Studies Elective
Physical Education	Health Education	Fine Arts	**First Quarter:** **Fire Fighter 1***	**First Quarter:** **Emergency Medical Technician (daily block)* (SY 2013-2014)**
World Language 1 or above		World Language 2 or above	**Second Quarter:** **National Incident Mgt*** **HazMat Operations***	**Second Quarter:** **Fire Fighter 2 (daily block)***
Foundations of Technology		Elective	**Third Quarter:** **Emergency Medical Technician (daily block)***	**Third Quarter:** **Rescue Technican Sight Operations*** **Rescue Technician Extrication***
Elective		Elective	**Fourth Quarter:** **Building Construction Noncombustible** **Emergency Response to Terrorism**	**Fourth Quarter:** **Building Construction Combustible**

Recommended Electives: Advanced Placement Biology, Psychology, Spanish

CTE High School: Flowers

*MSDE Completer Requirement

PGCPS Fire Fighter and Emergency Medical Technician completers will have the opportunity to take the Maryland Fire and Rescue Institute examinations for certification.and may be awarded **6-18 college credits** (Tech Prep) upon enrollment in the appropriate program at Anne Arundel Community College, College of Southern Maryland, Montgomery College, the University of Maryland University College, or Wor-Wic Community College, provided the student has met all conditions.

Academy of Law, Education and Public Service

Forensics

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11	GRADE 12
English 9		English 10		English 11	English 12
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above	Mathematics Elective
Biology		Chemistry		Physics or AP Biology	AP Biology AP Chemistry or AP Environmental Science
US History Reconstruction to Present		Local, State, and National Government		World History	Social Studies Elective
Physical Education	Health Education	Fine Arts		Elective	Elective
World Language 1 or above		World Language 2 or above		Elective	Elective
Foundations of Technology		Elective		Elective	Internship
Forensic Law	**Forensic Psychology**	**Anatomy and Physiology**	**Microbiology**	**Forensics 1**	**Forensics 2**

Recommended Electives: Advanced Placement Science, Biotechnology Applications 1, Biotechnology Applications 2, Genetics.

Academy High Schools: Laurel, Potomac, Surrattsville

Academy of Law, Education and Public Service

Pre-Law and Social Justice

Elective Program of Study

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
English 9		English 10		English 11		English 12	
Algebra 1 Common Core or above		Geometry Common Core or above		Algebra 2 Common Core or above		Mathematics Elective	
Integrating the Sciences		Biology		Chemistry		Science Elective	
US History Reconstruction to Present		Local, State, and National Government		World History		Social Studies Elective	
Physical Education	Health Education	Fine Arts		Elective		Elective	
World Language 1 or above		World Language 2 or above		Elective		Elective	
Foundations of Technology		Elective		Elective		Elective	
Practical Law	**LEPS Debate**	**Civil Rights Law**	**Criminal & Constitutional Law**	**Law, Writing, and Research**	**Law Seminar**	**Law Internship/ Capstone Project**	Elective

Recommended Electives: Advanced Placement Economics, Advaced Placement Psychology, Advanced Placement World History, Economics, Philosophy, Sociology, Speech

Academy High Schools: Central, Laurel, Potomac, Surrattsville

Academy of Law, Education and Public Service

Teacher Academy

MSDE-Approved Completer
ParaProfessional Certfication
Transcripted Credit (Coppin State)

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Mathematics Elective
Integrating the Sciences	Biology	Chemistry	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Fine Arts	Elective	Elective
World Language 1 or above	World Language 2 or above	Elective	**Education Academy Internship daily block (1 credit)***
Foundations of Technology	Elective	Elective	**Education Academy Internship daily block***
Foundations of Education	**Human Growth and Development through Adolescence***	**Teaching as a Profession***	**Foundations of Curriculum and Instruction***

Recommended Electives: Advanced Placement Biology, Advanced Placement Psychology, Child Growth and Development 2, Financial Literacy, Psychology, Sociology, Art.

Academy High Schools: Central, Laurel, Potomac, Surrattsville

*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 thirty-four 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. Each high school in PGCPS offers a minimum of the following eight AP courses: Biology, English Language, English Literature, Government & Politics: U.S., Human Geography, Psychology, Statistics, and World History.

Content	6th	7th	8th	9th	10th	11th	12th
Mathematics	6th grade Math Course	Math 7 or Algebra 1	Algebra 1 or Geometry	Geometry or Algebra 2/Trig	Algebra 2/Trig Trig Analysis Pre-Calculus	Pre-Calculus AP Calculus BC AP Statistics	AP Calculus AB AP Calculus BC AP Statistics
Reading/ English Language Arts	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	English 9 Honors	English 10 Honors	English 11 Honors AP English Language	AP English Literature
Science	Science 6 Science 6 Honors	Science 7 Science 7 Honors	Science 8 Science 8 Honors	Biology Honors	AP Biology	AP Biology AP Chemistry	AP Biology AP Chemistry, AP Physics, AP Env. Science
Social Studies	World Cultures Western Hemisphere Honors	World Cultures Eastern Hemisphere Honors	United States History 1776–1877 Honors	United States Reconstruction to the Present Honors AP US History	AP Government & Politics United States	AP World History	AP Human Geography AP Psychology AP Macroeconomics AP Microeconomics AP European
World Language	Introduction to World Language	World Language 1	World Language 2	World Language 3	World Language 4	AP World Language (Language)	AP World Language (Language)

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 Preliminary SAT 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 door policy for Advanced Placement courses.

Additional AP courses

AP Art History	AP French Literature	AP Russian
AP Government and Politics: Comparative	AP German Language and Culture	AP Spanish Language and Culture
AP Computer Science	AP Italian Language and Culture	AP Spanish Literature
AP French Language and Culture	AP Japanese Language and Culture	AP Studio Art: 3-D Design
	AP Music Theory	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.
- All students enrolled in an AP course will be automatically registered for the respective AP course exam.
- 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:

Online AP American History
Online AP Art History
Online AP Biology
Online AP Calculus
Online AP Chemistry
Online AP Comparative Government
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 Macroeconomics
Online AP Microeconomics
Online AP Physics
Online AP Spanish Language
Online AP Statistics
Online AP Studio General Portfolio
Online AP U.S. Government and Politics

Biomedical

Elective Program of Study

The Biomedical Program, located at Bladensburg High School, focuses on medical and health careers, such as physicians and research doctors. Students who have a strong interest in pursuing a career in health related fields have an opportunity to engage in biomedical research, internships, practicums, and to enroll in courses including medical related science courses and Advanced Placement courses. The curriculum provides an opportunity for students to be introduced to a wide variety of medical careers through engaging field trips, speakers in the medical field, internships, accelerated courses, a wide variety of electives related to the biological and social sciences, and independent research.

To apply, students must submit an application, middle school report cards, letters of recommendation, documented service-learning hours, and personal statements. To acquire an application and to learn more information about Biomedical visit the Bladensburg High School website at **www.pgcps.org/~blade/**.

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9 Honors	English 10 Honors	English 11 Honors **OR** Advanced Placement Language	English 12 **OR** Advanced Placement Literature
U.S. History Honors Reconstruction to Present	Advanced Placement Government & Politics: United States	Advanced Placement World History	Advanced Placement Calculus **OR** Advanced Placement Statistics
Geometry Honors **OR** Algebra 2/Trig	Algebra 2/Trig **OR** Pre-Calculus	Pre-Calculus **OR** Calculus	Bio-Organic Chemistry **OR** Physics Honors
Biology Honors	Chemistry Honors	Advanced Placement Biology	Advanced Placement Chemistry
Foundations of Technology	Anatomy/Physiology Microbiology		
World Language 1 or above	World Language 2	Bio-Organic Chemistry **OR** Physics Honors	Research
Physical Education / Health Education	Advanced Reading	World Language	
Critical Reading	Fine Arts Elective	SAT Prep	

Interested students should contact the Biotechnology Coordinator at the appropriate site.

International Baccalaureate

COURSE SEQUENCE

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 creative action service. 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 language and mathematics are prerequisites to enroll in IB, which is available at Central, Crossland, Laurel, Parkdale, and Suitland High Schools. Not all courses are available at all sites. For more information, see the high school counseling office.

Content	6th	7th	8th	9th	10th	11th	12th
Mathematics	Math 6	Math 7 or Algebra 1	Algebra 1 or Geometry	Geometry or Algebra 2/Trig	Algebra 2/Trig or Pre-Calculus	IB Math 1	IB Math 2
Reading/ English Language Arts	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	Rdg./Eng./L.A Honors	English 9 Honors	English 10 Honors	IB World Literature 1	IB World Literature 2
Science	Science 6 Science 6 Honors	Science 7 Science 7 Honors	Science 8 Science 8 Honors	Biology Honors	Chemistry Honors	IB Science 1	IB Science 2
Social Studies	World Cultures Western Hemisphere Honors	World Cultures Eastern Hemisphere Honors	United States History 1776-1877 Honors	United States Reconstruction to the Present Honors	Local, State, and National Government Honors	IB Modern World History	IB History of the Americas
World Language	Introduction to World Language	World Language I	World Language 1/2	World Language 2/3	World Language 3/4	IB World Language A	IB World Language B
						IB Theory of Knowledge 1	IB Theory of Knowledge 2

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, Action, Service (CAS) three to four hours per week for the two years of the program.

IB Science:	IB World Language:	Additional IB: (see course prerequisites):
IB Biology 1, 2	IB French A, B	IB Art/Design 1, 2
IB Chemistry 1, 2	IB German A, B	Research Practicum
IB Environmental Systems	IB Japanese A, B	IB Geography 1, 2
IB Physics	IB Spanish A, B	IB Psychology 1, 2
	IB Latin A, B	IB Music (at Suitland High)

Junior Reserve Officer Training Corps (JROTC)

The goal of the Junior Reserve Officer Training Corps (JROTC) is to provide secondary school students the opportunity to become informed, responsible citizens prepared for college and the workforce beyond high school graduation. The curriculums focus on academics including United States military history; exploration of national security issues; the study of meteorology and astronomy; communications and advanced technologies employed by the Armed Services; navigation and basic military skills; healthy lifestyles and physical fitness; organizational skills and financial management; career exploration in a wide variety of fields (both military and nonmilitary) and the foundations of responsible leadership.

Cadets learn and continue to develop leadership skills and application of military courtesies and customs as they complete each year of their JROTC programs. Each of the four branches structures its curriculum for success in high school and beyond. Through the demonstration of discipline, honor, self-respect, and commitment cadets gain increasing responsibilities within their programs.

JROTC cadet units must complete civic action projects and community service. As part of the program's co-curriculum requirement, field trips to historical military sites and institutions and visits to colleges/universities and military academies are conducted to increase awareness and opportunities. Participation on one of the various Drill Teams provides opportunities to travel to neighboring counties, states, and competitions held nationwide.

The programs provide college scholarships and Military Academy appointment opportunities for qualified cadets. Completion of specific course requirements within the JROTC curriculum can earn cadets college credits at several US colleges/ universities that participate in a dual enrollment agreement with the services. Students who successfully complete a minimum of three years of the JROTC program and qualify to enter the active duty military service receive pay/rank increases of two grades above non-JROTC recruits.

Prerequisite: Students must be enrolled and attending regular courses of instruction at the school hosting the JROTC program; be a US citizen, national or legal alien; be physically qualified to participate in physical activities; be selected by the JROTC instructor with approval of the principal to continue in the JROTC; be meeting graduation and academic requirements; display acceptable standards of conduct; and be willing to meet the standards of military grooming.

This is a progressive coeducational elective leadership program, offering one credit per year toward graduation. PGCPS has one of the four branches of the US Military Armed Forces represented at each of the county's high schools.

PROGRAMS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Air Force JROTC	Aerospace Science 1	Aerospace Science 2	Aerospace Science 3	Aerospace Science 4
Army JROTC	Leadership Ed 1	Leadership Ed 2	Leadership Ed 3	Leadership Ed 4
Marine JROTC	Leadership Ed 1	Leadership Ed 2	Leadership Ed 3	Leadership Ed 4
Navy JROTC	Naval Science 1	Naval Science 2	Naval Science 3	Naval Science 4

Aerospace Science 5/6; Aviation Honors Ground School is a course designed for completion of the FAA private/recreational pilot license offered at Oxon Hill High School and Dr. H.A. Wise High School.

Science and Technology Program (S/T)

The PGCPS Science and Technology Program (S/T) 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. S/T 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. Transportation is provided for all students. S/T schools are active members of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology (NCSSSMST). Students are required to obtain a minimum of thirteen (13) credits in mathematics, engineering, research and science courses. External experiences are a major component of the program, enrollment in Advanced Placement (AP) coursework and completion of exams is strongly encouraged, and completion of a Research Practicum is mandatory. A certificate of completion will be awarded to each student who completes the minimum 13 Science and Technology credits, meets the minimum requirements for high school graduation, and maintains a minimum four-year cumulative quality point average of 2.0. All interested eighth and ninth grade students who are residents of Prince George's County are eligible to apply for admission. Applications may be obtained from school counseling offices and must be submitted by the deadline each year (generally October in the year preceding enrollment). The Admissions test generally takes place in December in the year preceding enrollment.
Required course credits are distributed according to the selected area of study.

	Biological Science	Physical Science	Engineering Technology	Science/Technology Exploration
Mathematics	4	4	4	4
Engineering Technology	2	2	4	>8
Science/Computer Science	6	6	4	
Research	1	1	1	1

Biological Science Major S/T

A SAMPLE PROGRAM PLANNER

<table>
<tr><th>GRADE 9</th><th>GRADE 10</th><th>GRADE 11</th><th>GRADE 12</th></tr>
<tr><td>English 9 Honors</td><td>English 10 Honors</td><td>English 11 Honors / AP Language</td><td>English 12 / AP Literature / AP Language</td></tr>
<tr><td>US History Reconstruction to Present Honors</td><td>Local, State, and National Government Honors <u>OR</u> AP Government</td><td>World History Honors <u>OR</u> Advanced Placement World History</td><td>Research Practicum (Required)</td></tr>
<tr><td>Advanced Algebra Common Core or above</td><td>Geometry S/T or above</td><td>Algebra 2/Trig or above</td><td>Pre-Calculus Honors or above</td></tr>
<tr><td>Biology S/T</td><td>Chemistry S/T</td><td>Physics S/T <u>OR</u> AP Physics B</td><td rowspan="4">AP Biology</td></tr>
<tr><td>World Language 1 or above</td><td>World Language 2 or above</td><td rowspan="3">Introduction to BioOrganic Chemistry <u>OR</u> AP Chemistry</td></tr>
<tr><td rowspan="2">Elective</td><td>Engineering Foundations 2</td></tr>
<tr><td>Fine Arts</td></tr>
<tr><td>Physical Education / Health Education</td><td colspan="3" rowspan="2"><u>Choose one credit:</u>
• Anatomy/Physiology (.50)
• Microbiology (.50)
• Forensic Science 1 or 2 (1.0)
• AP Environmental Science (.50 or 1.0) (prerequisite Biology and Chemistry)
• Genetics (1.0)
• Advanced Organic Chemistry (1.0) (prerequisite AP Chemistry)</td></tr>
<tr><td>Foundations of Technology S/T</td></tr>
</table>

Engineering Major S/T

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors / AP Language	English 12 / AP Literature / AP Language
US History Reconstruction to Present Honors		Local, State, and National Government Honors **OR** AP Government	World History Honors **OR** Advanced Placement World History	Research Practicum (Required)
Advanced Algebra Common Core or above		Geometry S/T or above	Algebra 2/Trig or above	Pre-Calculus Honors or above
Biology S/T		Chemistry S/T	Physics S/T **OR** AP Physics B	
World Language 1 or above		World Language 2 or above	**Choose one credit:** • Electrical Systems • Energy Systems • Production Systems • Structural Systems	
Elective		Engineering Foundations 2	**Choose one credit:** • AP Chemistry • P Physics C	
Foundations of Technology S/T		Fine Arts		
Physical Education	Health Education	**Choose one credit:** • Architectural Drafting S/T • Architectural Graphics S/T • Engineering Drafting S/T • Engineering Graphics S/T		

Physical Science Major S/T

A SAMPLE PROGRAM PLANNER

GRADE 9		GRADE 10	GRADE 11	GRADE 12
English 9 Honors		English 10 Honors	English 11 Honors / AP Language	English 12 / AP Literature / AP Language
US History Reconstruction to Present Honors		Local, State, and National Government Honors **OR** AP Government	World History Honors **OR** Advanced Placement World History	Research Practicum (Required)
Geometry S/T or above		Algebra 2/Trig or above	Pre-Calculus Honors or above	Mathematics (AP Calculus)*
Biology S/T		Chemistry S/T	Physics S/T **OR** AP Physics B	AP Physics C
World Language 1 or above		World Language 2 or above	AP Chemistry	
Elective		Engineering Foundations 2		
Foundations of Technology S/T		Fine Arts		
Physical Education	Health Education	**Choose one credit:** • Geology 1.0 (prerequisite Chemistry S/T) • Introduction to Computer Science 1.0 (prerequisite Algebra 2 Honors) • Advanced Organic Chemistry 1.0 (prerequisite AP Chemistry)		

Science/Technology Exploration Major S/T

A SAMPLE PROGRAM PLANNER

<table>
<tr><th colspan="2">GRADE 9</th><th>GRADE 10</th><th>GRADE 11</th><th>GRADE 12</th></tr>
<tr><td colspan="2">English 9 Honors</td><td>English 10 Honors</td><td>English 11 Honors /
AP Language</td><td>English 12 / AP Literature /
AP Language</td></tr>
<tr><td colspan="2">US History Reconstruction
to Present Honors</td><td>Local, State, and National
Government Honors
AP Government</td><td>World History Honors <u>OR</u>
Advanced Placement World
History</td><td>Research Practicum (Required)</td></tr>
<tr><td colspan="2">Advanced Algebra Common
Core or above</td><td>Geometry S/T or above</td><td>Algebra 2/Trig or above</td><td>Mathematics
(Pre-Calculus Honors)*</td></tr>
<tr><td colspan="2">Elective</td><td>Engineering Foundations 2</td><td rowspan="4">Physics S/T <u>OR</u> AP Physics B</td><td rowspan="4">Select three credits of Advanced Science/Tech courses—follow the instructions listed below.</td></tr>
<tr><td colspan="2">Foundations of Technology S/T</td><td>Fine Arts</td></tr>
<tr><td colspan="2">Biology S/T</td><td>Chemistry S/T</td></tr>
<tr><td colspan="2">World Language 1 or above</td><td>World Language 2 or above</td></tr>
<tr><td>Physical
Education</td><td>Health
Education</td><td colspan="3"><u>Choose at least three credits of the following Advanced Science/Tech courses:</u>
At least one must be:
AP Biology (1.0), AP Chemistry (1.0), or AP Physics C (1.0).
• Anatomy/Physiology .50
• Astronomy .50
• Forensics I .50
• Forensics II .50
• Microbiology .50
• Electrical Systems .50 OR 1.0
• Energy Systems .50 OR 1.0
• Production Systems .50 OR 1.0
• Structural Systems .50 OR 1.0
• AP Environmental Science 1.0
• AP Statistics 1.0
• Architectural Drafting S/T .50 or 1.0
• Architectural Graphics S/T .50 or 1.0
• Engineering Drafting S/T .50 or 1.0
• Engineering Graphics S/T .50 or 1.0
• Genetics 1.0
• Geology 1.0
• Introduction to Biochemistry 1.0
• Introduction to Computer Science 1.0
• Advanced Organic Chemistry 1.0</td></tr>
</table>

Visual and Performing Arts (VPA)

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 six principle concentrations: **instrumental music, vocal music, dance, theatre, TV production/media arts, and visual arts.**

Dance VPA

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences	Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above	World Language 2 or above		
• **Modern Dance 1** • **Ballet 1** • **Jazz 1**	• **Modern Dance 2** • **Ballet 2** • **Jazz 2**	• **Modern Dance 3** • **Ballet 3** • **Ethnic Dance** • **Choreography**	• **Modern Dance 4 / Ballet 4 /** • **Repertory Dance 4 / Choreography / Dance History**

High Schools: Northwestern and Suitland

Music VPA

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences	Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above	World Language 2 or above		
• **Applied Music 09** • **Piano Theory 09** • **Major Ensemble 09**	• **Applied Music 10** • **Piano Theory 10** • **Major Ensemble 10**	• **Applied Music 11** • **Piano Theory 11** • **Major Ensemble 11**	• **Applied Music 12** • **Theory 12 OR AP Piano** • **Major Ensemble 12**

High School: Suitland

Theatre VPA

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences	Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above	World Language 2 or above		
• **Acting Studio 1** • **Intro to Theatre**	• **Acting Studio 2** • **Theatre Survey**	• **Performance Styles** • **Theatric Design** • **Theatre Topics**	• **Repertory** • **Playwright**

High Schools: Northwestern and Suitland

Visual Arts VPA

A SAMPLE PROGRAM PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1 Common Core or above	Geometry Common Core or above	Algebra 2 Common Core or above	Math Elective
Integrating the Sciences	Biology	Chemistry or Env. Science	Science Elective
US History Reconstruction to Present	Local, State, and National Government	World History	Social Studies Elective
Physical Education / Health Education	Foundations of Technology	World Language	World Language
World Language 1 or above	World Language 2 or above		
• **Intro to Art 1.0** • **Intro to Drawing 1.0** • **Intro to Photography 1.0**	• **Art History 1.0** • **Intro to Painting 1.0** • **Intro to Sculpture .5** • **Intro to Printmaking .5**	**Select 2 courses (2 credits each):** • **Draw/Painting 1** • **Commercial Illustration 1** • **Printmaking 1** • **Sculpture 1** • **Comp. Graphics 1** • **Photography 1**	**Select 2 courses (2 credits each) from 11 or 12:** • **Draw/Painting 2** • **Commercial Illustration 2** • **Printmaking 2** • **Sculpture 2** • **Comp. Graphics 2** • **Photography 2**

High Schools: Northwestern and Suitland

Selected Electives

Vocal and General Music Program

A student in Prince George's County Public Schools is required to complete one (1) credit in Fine Arts in order to graduate. Vocal and 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, recording technology and handbell choir. Additionally, students may also select classes that concentrate on more general exposure to music through musicianship, music survey or music theatre. For the more advanced student, Advanced Placement classes in theory are also available. For more information contact the Vocal and 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 insure appropriate course placement based upon skill level.

Independent Study

Independent Study may be taken for credit with special approval of the principal according to Prince George's County Public Schools guidelines.

Work/Study Waiver

Any grade 12 student who has requested to be on work release 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 Students
Transfer Credits Towards Graduation

Course credits for international transfer students will be reviewed and evaluated by International Student Counseling Office (ISCO) 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.

These native language credits may be awarded, in lieu of taking world language 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 Counseling Office 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 Common Core 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 Common Core 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 administraion 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 Common Core or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

International Students
Transfer Credits Towards 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 Counseling Office..

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.

Service-Learning as a Graduation Requirement
See Administrative Procedure 6151

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, (2) earn a letter grade of at least a "D," and (3) submit the Service-Learning Verification Form to the curriculum teacher for review, approval, and signature. 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

GRADE	DEPT.	COURSE NAME	HOURS
5	Science	Grade 5 Science	4
6	Science	Grade 6 Science	4
6	Social Studies	World Cultures and Geography I: The Western Hemisphere	4
7	Science	Grade 7 Science	4
7	Social Studies	World Cultures and Geography II: The Eastern Hemisphere	4
8	Science	Grade 8 Science	4
8	Social Studies	United States History I: The Revolution to Reconstruction	4
9	Social Studies	United States History II: Reconstruction to the Present **OR** Honors United States History II: Reconstruction to the Present	7
9	Science	Integrating the Sciences	7
10	Social Studies	Local, State, and National Government	9
			Total 51

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

GRADE	EXPECTED HOURS
6	4
7	4
8	4
9	6
10	6
Total 24	

Service-Learning as a Graduation Requirement (cont'd)

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 to confirm that hours have been recorded. For more information, visit http://www1.pgcps.org/ssl/ or call (301) 808-5956.

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:

HIGH SCHOOL

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

HIGH SCHOOL

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/ and clicking on the "Students" link and then the "Prince George's Volunteer Center" link (www.1800volunteer.org). 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 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 not endorse or campaign for an individual candidate.
- 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.
- Baby-sitting 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 Web Site, 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. **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 at his/her school. Note that parents and guardians may not verify hours for their own children.
- The School-Based Service-Learning Coordinator 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:
  - October 15 (for any independent hours obtained between July 1 and August 30),
  - January 31 (for any independent hours obtained between September 1 and January 31),
  - July 15 (for any independent hours obtained between February 1 and June 30).

Any forms submitted after the stated deadlines are invalid and students will not be given credit for those hours.

- Upon approval of the Student Service-Learning Verification form, the School-Based Service-Learning Coordinator will then submit the verification form for entry into the student's file in the SchoolMAX database.

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.

Examples of Independent Service-Learning Projects

- Tutor at an after-school program
- Work with a program that promotes positive messages to young children
- Volunteer 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 graffiti clean-up campaign in the community
- 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.pgcp**s**.org/ssl/ or call (301) 808-5956.

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 for High School

For students entering 9th grade in school year 2013-2014

School Year 2013-2014 - Grade 9

- HSA Algebra Data Analysis
- HSA Biology
- HSA Government

School Year 2014-2015 - Grade 10

- PARCC* Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 10
- HSA Biology
- HSA Government

Retake opportunities for HSAs

School Year 2015-2016 - Grade 11

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 11*
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

*College and Career Ready Determination

School Year 2016-2017 - Grade 12

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

Transition courses if a student is not college and career ready

*The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 22 states plus the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support.

Assessment Requirements for High School

For students entering 9th grade in school year 2014-2015

School Year 2014-2015 - Grade 9

- PARCC English 9
- PARCC Algebra 1
- HSA Biology
- HSA Government

School Year 2015-2016 - Grade 10

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 10
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

School Year 2016-2017 - Grade 11

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- PARCC English 11*
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC
*College and Career Ready Determination

School Year 2017-2018 - Grade 12

- PARCC Algebra 1 or PARCC Geometry or PARCC Algebra 2
- HSA Biology
- HSA Government

Retake opportunities for HSAs/PARCC

Transition courses if a student is not college and career ready

Lillian M. Lowery
State Superintendent of Schools
Marylandpublicschools.org

High School Graduation Requirements Questions and Answers

Provided by the Maryland State Department of Education, January 2013
Check the MSDE website, marylandpublicschools.org, for updates to this information.

LATEST NEWS

Government High School Assessment (HSA) Reinstated

Beginning in the 2012-13 school year, all students enrolled in the Government course will take the Government High School Assessment. The first administration will occur in January 2013. The Government High School Assessment will become a graduation requirement for students entering the 9th grade in the 2013-14 school year and each school year thereafter.

The following information contains answers to the most frequently asked questions related to high school graduation in Maryland. Questions are categorized by topic as much as possible; however, some questions may be related to more than one topic. Answers will be updated as new information becomes available and new regulations are adopted. The Code of Maryland Regulations (COMAR) is available on line at http://www.dsd.state.md.us/comar/comar.aspx

Maryland Requirements for High School Graduation

1. ***Can a local school system have local graduation requirements beyond the minimum requirements established by the state?*** Yes. For specific graduation requirements, contact the appropriate school system personnel listed at the end of this document. See COMAR 13A.03.02.01C.

High School Graduation Requirements Questions & Answers

2. ***How does a student meet both the Maryland and the No Child Left Behind (NCLB) high school reading requirement for graduation?***

   For Students Who Entered Grade 9 in the 2005-06 School Year and Later

   To fulfill the Maryland High School Assessment requirement for graduation, the student must pass the English assessment. The English course is defined as the second year of high school English, typically taken after the student completes the grade 10 English course. The assessment will be scored and reported in two ways: Basic, Proficient, or Advanced for NCLB accountability and numerically for the HSAs.

3. ***What are the graduation credit requirements for students with disabilities who are placed in non-public schools?*** The answer to this question was the subject of a memo to local school superintendents from Former Superintendent, Dr. Grasmick dated November 14, 2005 regarding Graduation Requirements for Students in Non-Public Placements. State regulations address disparities between local school system graduation requirements and those of non-public special education schools. COMAR 13A.03.02.08B requires students in a non-public special education school to meet the graduation requirements of the placing local school system. There are alternative ways to do so. COMAR 13A.03.02.11 provides local school systems with an opportunity to develop "alternative ways for individuals or groups of students to fulfill graduation requirements."

Lillian M. Lowery
State Superintendent of Schools
Marylandpublicschools.org

High School Graduation Requirements Questions and Answers

Local school systems can work with the non-public school to agree on a curricular program that meets the instructional needs of the student and addresses the normal content specified generally in the local school system's graduation requirements. The curricular program for these students can include fewer than the requisite number of credits in the local school system graduation requirements, but no fewer than the state minimum of 21 credits as identified in COMAR 13A.03.02-.04A. The student must also meet the service learning requirement, and he or she must take and pass the Maryland High School Assessments as appropriate to the date of entry into grade 9 or satisfy the HSA graduation requirement by achieving the required combined score or successfully complete the Bridge Plan for Academic Validation (see section on High School Assessments).

4. ***What notification must parents or guardians and students receive?*** In accordance with COMAR 13A.03.02.12(C), each principal shall inform all students and their parents or guardians annually of no less than the following:

   - Maryland's graduation requirements and any local graduation requirements;
   - the student's progress on fulfilling the credit, HSA, service, and any applicable IEP requirements for graduation;
   - the schedule for administering the HSA, the results of each HSA taken by the student; and
   - a plan for appropriate assistance or remediation for the student if he or she did not pass the HSA.

5. ***Up to what age may a student remain in school if he/she is working to complete the requirements for a high school diploma?*** A student may remain in school if he/she is working to meet the requirements for a high school diploma until the age of 21. As defined in COMAR 13A.02.06.02B(4), age 21 means the student is not 21 years old on the first day of the school year. See also COMAR 13A.02.06.03A(1) and §7-101(a) of the Annotated Code of Maryland.

Graduation Credits: Defined/Earning

1. ***How are units of high school credit defined?*** A credit means successful demonstration of a specified unit of study. See COMAR 13A.03.02.02B(2).

2. ***Can high school credits be earned in ways other than going to school during regular days/year?*** Yes. See COMAR 13A.03.02.05 Other Provisions for Earning Credit.

3. ***Can a student earn a Maryland High School Diploma online?*** No. The Maryland Virtual Learning Opportunity (MVLO) program has a state-run virtual school project, Maryland Virtual School (MVS) that is managed by MSDE. MVS is primarily used for supplemental instruction. Students cannot earn a high school diploma by solely completing online courses. MVS does not offer a high school diploma online. The majority of students served take one or two online courses to supplement their traditional school program. Enrollment in MVS online courses requires local school system approval.

4. ***Can online courses be accepted for credit by a school? Is there a criterion by which these courses are evaluated?*** For students currently enrolled in a Maryland public school, credit can only be awarded for MSDE-approved online courses. See COMAR 13A.03.02.05D. Correspondence and Online Courses. An online course is a course provided through the Internet and other technologies in which 80% or more of the instruction is conducted online with the teacher and student separated by distance or time or both and in which two-way communication between the teacher and student is required. For online courses, COMAR 13A.03.02.05D(1) specifies that "Consistent with local school system policy and procedure, credit may be given…for Department-approved online courses. If credit is to be applied toward minimum graduation requirements, the…Department-approved online course shall be provided by the local school system." The State Department of Education has developed an approval process for online courses that are administered by a local school system. This approval process helps ensure the quality of the online courses offered by our public schools and ensures that such courses align with state content standards and core learning goals. A list of MSDE-approved

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online courses is updated periodically and available on the MVLO website at http://www.mdk12online.org. For students transferring into a Maryland public school, see Question 2 under Transfer Students.

5. ***Can a local school system award high school credit to a middle school student who completes a high school course?*** Yes. See COMAR 13A.03.02.05I(2) and (3).

6. ***Can a student exclude from the transcript an 8th grade course for which high school credit was received?*** No. If a student receives credit, the credit needs to be on the transcript.

7. ***What alternatives can local school systems offer/provide students so they can fulfill graduation requirements?*** At the discretion of the local school superintendent an alternative plan to fulfill graduation requirements may be developed as described in COMAR 13A.03.02.11 Alternatives For Structuring Programs. In addition, graduation requirements may also be fulfilled through the Early College Admission Program or the Early Admission to Approved Vocational, Technical or Other Postsecondary School Program as described in COMAR 13A.03.02.10. See also COMAR 13A.03.02.05 Other Provisions for Earning Credit.

8. ***Can students receive credits for subjects taken previously from a school when no official transcript is available?*** Yes. There are several ways as described in COMAR 13A.03.02.12B(4) Unavailability of Official Transcript. A local superintendent of schools shall determine by an evaluation of a student whether credits earned at a high school will be accepted at the public high school to which the student transfers. This evaluation may include administration of standardized tests and examinations, observation of student in a classroom setting, and the use of interviews, as well as the inspection of transcripts, report cards, and other documentation.

9. ***Is biology required?*** Yes, since 2001. Students are required to take both the biology course and the High School Assessment for biology. See COMAR 13A.03.02.04(A)(6). Also, see question 2 under Transfer Students.

10. ***Is algebra/data analysis required?*** Yes. Students are required to take both the algebra/data analysis course and the High School Assessment for algebra/data analysis. See COMAR 13A.03.02.04(A)(3).

11. ***Do credits in American Sign Language satisfy the requirement for credits in foreign language?*** COMAR 13A.03.02.04, adopted by the State Board of Education in 2007, allows students to earn two credits in foreign language or two credits in American Sign Language. The COMAR regulation does not allow students to meet the graduation requirement by taking one credit in foreign language and one credit in American Sign Language.

12. ***Can local school systems add endorsements to the Maryland High School Diploma to recognize students for achievement?*** Yes. Local school systems have the option to add endorsements to the diploma as incentives for students to meet locally established requirements and outcomes in instruction beyond the minimums specified by the State. See COMAR 13A.03.02.08D and COMAR 13A.03.02.09E.

Graduation Records

1. ***How can I obtain my student records or a duplicate high school diploma?*** Contact the student records department in the local school system where you (the student) attended high school to request a copy of the transcript or a copy of the diploma. All school systems may not have copies of the diploma. There may be a fee for copies.

2. ***How can a foreign student receive a translated transcript?*** Call World Educational Services at (212) 966-6311 for assistance.

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High School Assessments

1. ***When do students take the High School Assessment?*** Students who take high school level courses take the Maryland High School Assessment after the student completes the required course. See COMAR 13A.03.02.07. Awarding credit for the course is the acceptable definition for completing the course. Some students enrolled in HSA courses may show indications they will not receive credit for the course before the HSA is administered. In such cases, the school system will determine whether it is in the best interest of the student to sit for the test prior to completing the course or to take the HSA at a later date following the student's successful completion of the course.

2. ***Do students who take "on-line" or "virtual" courses have to take the High School Assessments?*** Yes. If the student receives credit and the course is one of the courses for which the high school assessment is given, the student must take the high school assessment regardless of how the student received the instruction for the course. See COMAR 13A.03.02.05J.

3. ***Is a student required to take the High School Assessments if the student is home-schooled, moves here from another state or foreign country, or transfers from a private school, and is granted credits in the HSA-aligned courses?*** Transfer students who receive credit for HSA-aligned course(s) taken prior to enrolling in a Maryland public school do not have to take the assessment for those courses. See COMAR 13A.03.02.12B(2). The Maryland public school principal makes the decision on whether or not to award credit.

4. ***Are students who are on home and hospital instruction required to take HSA exams if they are taking/enrolled in an HSA course? Who administers the exam(s)?*** Students on home and hospital teaching who are completing a course for which there is a High School Assessment must participate in the HSA testing. These students would take the test on the same primary administration or make-up testing day as students attending school but would have the test administered in their home and hospital setting. The test examiner administering the test in the home and hospital setting, just like an in-school test examiner, must meet all the qualifications to be a Certified Test Examiner as outlined in the Test Administration and Coordination Manual (TACM) for the High School Assessments.

5. ***Is a student required to take the HSA if the student transfers from one public school to another in Maryland and the student's record indicates the student took an HSA-aligned course but there is no record of taking the HSA?*** Yes. Check the roster for the names of students who took the test at the school. The school must maintain a roster of who took the HSA. Students who entered grade 9 in the 2005-06 school year or later are required to pass the High School Assessments to graduate. Students may also satisfy the HSA graduation requirement by achieving the required combined score or successfully completing the Bridge Plan for Academic Validation (see questions 20 and 21 later in this section).

6. ***Does a public school student who takes an HSA-aligned course at a private school during the summer term still have to take the HSA?*** Yes. See COMAR 13A.03.02.05J.

7. ***Does a foreign exchange student enrolled in an HSA-aligned course have to take the HSA?*** No, as long as the student is definitely returning to his/her own country and has no expectation of receiving a Maryland diploma. If, however, the student requests a Maryland High School Diploma, the student must satisfy the applicable assessment requirements.

8. ***Does a student have to retake the HSA if the student is repeating an HSA-aligned course?*** The high school graduation regulations passed by the State Board specify testing requirements for students. Students who entered ninth grade in the fall of 2005 and later must pass the High School Assessments to receive the Maryland High School Diploma. There are multiple options available to help students meet the passing requirement. A student who passes an HSA test but fails the corresponding HSA course does not have to take the HSA test again.

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9. ***What are the passing scores for the HSA?*** The HSA passing scores are:

   - Biology 400
   - Algebra/Data Analysis 412
   - English 396
   - Government 394

   For information about HSA scores and scoring, contact your school counselor.

10. ***Do students have to pass all HSAs?***

    Algebra/Data Analysis, English 10, and Biology - Students who entered grade 9 in the fall of 2005 and later (COMAR 13A.03.02.09) must obtain either a passing score on Algebra/Data Analysis, English 10, and Biology or obtain an overall combined score. Students who meet specific criteria may use the Bridge Plan for Academic Validation to meet the passing requirement. See questions 20 and 21 for information about the Bridge Plan option.

    Government - Starting with the administration of the Government HSA in the 2012-13 school year, the following rules apply: Students entering 9th grade in the 2012-13 school year or in a prior year (including students who entered 9th grade in 2011-12, 2010-11, or 2009-2010) do not need to pass the Government HSA for graduation but may use it for a combined score. These students have two options:

    - Students MAY achieve a combined score of 1602 for English, Algebra/Data Analysis, Biology, and Government. OR
    - Students MAY achieve a combined score of 1208 for English, Algebra/Data Analysis, and Biology.

    Students entering 9th grade in school year 2013-14 and beyond MUST pass the Government HSA or meet a combined score of 1602.

11. ***Can a student who has met all other graduation requirements except passing an HSA be kept from graduation?*** Yes. Students who entered grade 9 in the fall of 2005 and later are required to pass the HSA. Students may also satisfy the HSA requirement by obtaining the combined score or successfully completing the Bridge Plan for Academic Validation.

12. ***Must a middle school student take the HSA even if the school system does not award credit for the course?*** Any student who takes a high school course based on the Core Learning Goals must take the HSA regardless of whether or not the student receives credit for the course.

13. ***Are students who do not pass the HSA required to attend remediation?*** School systems are required to offer remediation to students. Students and their parents should be made aware of the availability of different types of remediation, the benefits of remediation, and the risks of choosing not to attend remediation. There is no Maryland law or regulation that requires students to attend remediation. However, school systems can develop their own local policy about participation requirements related to remediation. School systems will need to maintain documentation that remediation was offered to students who did not pass any or all of the HSAs.

14. ***What is the combined-score option?*** The combined-score option allows a student to offset lower performance on one test with higher performance on another. Students who use the combined-score option must obtain an overall combined score on the Algebra/Data Analysis, Biology, Government, and English HSAs to meet the HSA passing requirement. The student does NOT have to attain a minimum score on each test.

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15. ***Can a student take an HSA multiple times in order to raise his/her score to meet the combined score passing option?*** Yes, but there is no mandate to provide additional instructional assistance if the student has already passed the HSA. Additional instructional assistance must be offered to students who do not achieve the passing score on the HSA before they can retake the test.

16. ***When a student retakes an HSA and scores lower than the first time, which score counts toward the combined score?*** The higher score counts toward the combined score.

17. ***Can a student use the combined-score option regardless of how many assessments the student actually passes?*** Yes.

18. ***Is the local school system required to offer the combined-score option for students?*** Yes. COMAR 13A.03.02.09B(3)(b) provides the combined-score option for students. All students must have access to options provided under the regulations.

19. ***Can high school students opt to substitute certain AP and IB tests for High School Assessments?*** Yes. Students can substitute certain AP and IB tests for the HSA in English, algebra/data analysis, and biology if they achieve specific scores on the AP and IB tests. See the following table:

High School Assessment Allowable substitute tests for students who entered grade 9 in or after 2005-06 school year		
HSA	**AP exam** **(must have score of 3, 4 or 5)**	**IB exam** **(must have score of 5, 6, or 7)**
Algebra/data analysis	• Calculus AB • Calculus BC • Statistics	• Mathematical Studies SL • Mathematics SL • Mathematics HL
English 2	• English Language • English Literature	• English A1
Biology	• Biology	• Biology SL • Biology HL

20. ***What is the Bridge Plan for Academic Validation?*** The Bridge Plan for Academic Validation offers students the opportunity to complete an Academic Validation Project package that is selected to help the student demonstrate the content and skills related to one or more HSAs that the student has failed to pass after at least two attempts. Participation in the Bridge Plan is voluntary.

21. ***Who can participate in the Bridge Plan?*** Participation in the Bridge Plan is earned by students as they work toward their high school diploma. To participate, students must:

    - have passed or be enrolled in the HSA-related course, taken the specific HSA or Mod-HSA test twice without passing or earning a score that would satisfy the combined-score option (juniors and seniors may begin Bridge Plan projects and submit them for scoring before results are received from a second HSA administration),
    - be firmly on the path to completing other graduation requirements,
    - have participated in approved assistance, and
    - have met the local school system's attendance requirement.

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22. ***Is a student who has not passed an HSA exam or met the testing requirement using the combined-score or Bridgeoptions required to retake the exam every time it is offered?*** No, once a student has failed an HSA twice, the student has the option of retaking the exam, but the student is not required to take the exam every time it is offered. Students may satisfy the HSA graduation requirement by the combined-score or Bridge options. However, school systems may encourage students to retake HSAs to achieve the passing score.

Transfer Students

1. ***Do students transferring to another high school have to be in attendance at the new school a certain period of time before they can receive a high school diploma from that school?*** Yes. Students must attend the new school for one full semester preceding graduation to receive a high school diploma from the newly attended school. Exceptions may be made if this creates undue hardship for a transferring student or for special education students in state-approved, non-public programs. See COMAR 13A.03.02.12B(1) Transfer Students. A school superintendent may arrange for students to have credits transferred back to their prior high school in order for the students to graduate from their prior high school. This option would have to be approved by the prior system/school.

2. ***Can students be admitted to a public high school if transcript records or report cards are not available?*** Yes. A local school superintendent or the superintendent's designee shall make this determination. See COMAR 13A.03.02.12B(4) Unavailability of Official Transcript or School Report Card. See also question 6 under Graduation Credits: Defined/ Earning. Student transcripts that contain out-of-state or non-MSDE approved online courses should be reviewed based on Local School System policies.

3. ***Can a 19 year old who has not earned a diploma return to school to earn a diploma?*** A person who is a bona fide resident of Maryland and under 21 years of age can return to school to earn a diploma. Also, persons 16 years of age who have dropped out of school and want to earn a diploma by examination may enroll in a GED preparation program. A third option is the Adult External Diploma Program. Persons 18 years of age may be eligible to enroll in the Adult External Diploma Program. See COMAR 13.A.03.03.01 for information about the GED and Adult External Diploma programs.

4. ***Do transfer students who complete algebra/data analysis in a middle school outside the Maryland Public School System or who complete algebra/data analysis in a Maryland non- public school and who do not receive a credit have to take the algebra/data analysis High School Assessment?*** Students who have completed and passed algebra/data analysis in a non-public middle school or out-of-state middle school and have mastered the core learning goals as evidenced from (1) the successful completion of subsequent mathematics courses or (2) through an evaluation of the acquisition of the core learning goals are exempt from the algebra/data analysis HSA. These students may fulfill the state graduation requirements by earning three credits in subsequent mathematics courses for which algebra/data analysis was a prerequisite.

5. ***Can a student use the combined-score option to meet the graduation requirement for passing the high school assessment if the student completes algebra/data analysis in a middle school outside the Maryland Public School System or completes algebra/data analysis in a Maryland non-public school, does not receive a credit, and does not have to take the algebra/data analysis High School Assessment (see previous question)?*** Yes. If the student chooses to use the combined-score option, the student will be assigned the passing score for the algebra/ data analysis High School Assessment for the purpose of calculating the combined score.

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Other

1. ***Can a student complete high school graduation requirements by attending an accredited college or approved vocational, technical or other postsecondary school program?*** Yes. A student may receive a Maryland High School Diploma through acceptance in the early college admission program when:
   - All Maryland High School Assessment and student service learning requirements have been met; and
   - A written request by the student and parent or guardian is made to and approved by the local superintendent of schools; and
   - The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and
   - At the conclusion of the first year of study, a written request and a transcript is submitted to the local superintendent requesting a Maryland High School Diploma. (COMAR 13A.03.02.10 Alternatives to 4-Year Enrollment)
2. ***Can a student attend high school and college simultaneously?*** Yes. Students may opt for a dual enrollment program during their junior and/or senior year of high school. Dual enrollment is defined in COMAR regulations governing higher education. COMAR 13B.07.01.02B(10) defines a "dual enrollment student" as a "secondary student who is enrolled in college courses and receives high school and college credit for the courses completed."
3. ***Can a student complete "dual enrollment" if he or she is enrolled in online college courses?*** Yes. Credit can be awarded for college online courses that are MSDE-approved. See COMAR 13A.03.02.05D. Correspondence and Online Courses. Higher education institutions must have online courses reviewed and approved by MSDE. See also question 4 under Graduation Credits: Defined/Earning.
4. ***Can a student attend college after the junior year if all graduation requirements have been met?*** Yes. Local school systems may develop alternative plans for students who have completed all credit, assessment, and service learning graduation requirements, which may include a waiver of the fourth year of high school if the local superintendent of schools or designee determines that his waiver is in the best interest of the student. (COMAR 13A.03.02.11B Alternatives Structuring Programs)
5. ***Can a non-failing student opt to spend five years in high school to gain extra credits and become better prepared for college?*** No. Once a student has fulfilled all state and local credit, assessment, and service-learning requirements, the student is eligible for a high school diploma and can no longer be enrolled in high school. See COMAR 13A.03.02.01-.12.
6. ***What options are available to permit a student to graduate early?***

   COMAR 13A.03.02.03 specifies "The student shall satisfactorily complete 4 years of approved study beyond the eighth grade unless one of the alternatives in Regulation .10 or 11 of this chapter is satisfied."

   COMAR 13A.03.02.10 Alternatives to a 4-year Enrollment Requirement recognizes that four- year enrollment in a public high school may not serve the best interests of some students and allows for early college admission and early admission to approved vocational, technical, or other postsecondary school program. See the regulation for specific details.

   COMAR 13A.03.02.11 Alternatives for Structuring Programs permits a local school system to develop alternative ways for individual or groups of students to fulfill graduation requirements. This includes a waiver of the fourth year enrollment requirement if all credit, assessments, and student service requirements are met and if the local superintendent of schools or designee determines that the waiver is in the best interest of the student. See the regulation for specific details.

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7. ***Can a military veteran who withdrew from school to enlist in the armed forces obtain a high school diploma?*** Maryland Education Code Annotated § 7-206.1 permits the awarding of a high school diploma to certain individuals who were unable to complete their high school graduation requirements because they enlisted in the armed forces. An individual honorably discharged from military service may apply to obtain a diploma if the individual withdrew from a regular full-time public or private high school accredited by the State Board to enlist in the armed forces during World War II, The Korean Conflict, or The Vietnam Conflict. The individual shall apply to the county board in the county where the individual resides or where the school from which the individual withdrew was located. Each county shall adopt rules and regulations to establish procedures for awarding diplomas under this section.

8. ***Who is eligible to take the GED examination?*** The GED Tests offer an alternate and acceptable way for an individual to earn a high school diploma by written examination. An applicant is eligible if the applicant is a resident of Maryland, at least 16 years old, and not currently enrolled in school. For more information, call the GED testing office at 410-767-0538.

9. ***How does someone become eligible for the Maryland Adult External High School Diploma Program?*** The Maryland Adult External High School Diploma is designed to recognize demonstrated competence in adults regardless of whether the knowledge and skills were acquired in a formal school setting. Residents of Maryland 18 years old or older who are not currently enrolled in a high school, who are not high school graduates, and who pass a screening test, are eligible to register for the program. See COMAR 13A.03.03.02. For more information, call 410-767-0334.

10. ***Do students who complete their high school education through home schooling receive the Maryland High School Diploma?*** No. For additional information about home schooling, contact the Student Services and Alternative Programs Branch at MSDE at 410-767-0288.

11. ***Is Maryland a member of the Interstate Compact on Educational Opportunity for Military Children?*** Yes. For more information, go to http://www.marylandpublicschools.org/MSDE/programs/brac/ic .

Additional Ways for Earning Graduation Credit

High School Graduation Credit for Middle School Coursework

Pursuant to COMAR 13A03.02.05, credit toward high school graduation may be earned by middle school students if the student passes a high school level course meeting the local school system curricular objectives and the student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area. Students in middle school may earn credit for successful completion of Level 1 and beyond world language courses and Algebra 1 and beyond mathematics courses. Both requirements must be fulfilled to continue to the next level of study and to receive high school credit in world languages. Students will have grades and credits posted to their permanent records. The course will appear on the high school transcript.

Online Courses

1. Distance Learning -- Through a grant funded by the Maryland State Department of Education (MSDE), 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. Obtaining the approved signatures is the responsibility of the school and the paperwork should be kept on file at the school as well as submitted to the Instructional Technology Office. For additional information, contact the Distance Learning Office at (240) 264-1771.
2. ACCESS Online -- Students interested in this hybrid program are those who need a limited number of credits in order to earn their diploma, need a flexible alternative to the standard high school schedule, and have a desire to use technology to meet their school graduation goals. For additional information, contact the Office of Portfolio Schools at 301-618-7320.

Summer School

The secondary Summer School program is planned for students who are presently enrolled in grades 9–12 during the day or evening. Semester courses (half credit courses) meet three hours (3) a day, and year courses (full credit courses) meet for six (6) hours a day, Monday through Thursday.. 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.

A student enrolled in Prince George's County Public Schools may earn no more than two full credits in any approved/accredited summer school in any one year. Courses may be taken in the day school and/or the evening high school programs, or other approved/accredited summer school programs.

Students may take original credit courses for high school graduation, with the exception of English, upon completion of the ninth grade in June. Students may take Algebra 1, Algebra 2, or Algebra 2/Trig for high school graduation upon completion of the ninth grade in June. A student on an approved waiver including ESOL students, may register for original credit. ESOL courses are available for repeat and original credit.

Registration forms are available in the counseling offices of all middle, high and evening high schools. Tuition fees are charged to all students and are to be paid at the time of registration. These fees are determined by the Board of Education and may change from year to year.

For additional information call the Office of Portfolio Schools at (301) 618-7320.

Additional Ways for Earning Graduation Credit (cont'd)

Evening High School

The Evening High School (EHS) is an optional high school instructional program that is conducted in the evenings. Credits earned by successful completion of courses in EHS count toward fulfilling requirements for graduation from day school if concurrently enrolled, or obtaining the Maryland High School Diploma if withdrawn from day school. A maximum of four (4) credits may be taken in the year long program with additional opportunities for Work Experience credit; a maximum of two credits may be earned in the Term Length Courses offered second semester only for repeat credit. (Preference Given to seniors) There are two periods per night in which classes meet for two hours twice a week.

a. Evening high school courses will follow the same guidelines for time and credit as the day school program.

b. A student concurrently enrolled in the day and evening programs may elect to receive his/her diploma from either of the schools he/she is attending.

c. A student not concurrently enrolled who has been out of school less than a year is eligible to receive his/her diploma from either the day school attended during the past year or the evening high school. If a student wishes to receive his/her diploma from the day school, he/she must bring with him/her an approved Concurrent Enrollment Form EHS-8 from the appropriate day school.

d. A nominal registration fee is required for Evening High School. The tuition costs of Evening High School may be waived or partially waived to provide free educational programs when:

   (1) there is financial hardship.
   (2) a required course is available in Evening High School but not in regular day school.
   (3) there are other circumstances deemed appropriate by the Superintendent of Schools.
   (4) pregnant students transfer from day school programs.

To be eligible for admission, students must be enrolled in regular day school, have concurrent enrollment forms signed by their principal, and pay fees. Any person 16–21 who is not enrolled in the regular day school, has passed eighth grade, and is not currently suspended or expelled, pays a registration fee only. Any student 21 and above, without a high school diploma, may enroll by taking a transcript from his/her last school attended and paying specified fees per course For additional information call the Office of Portfolio Schools at 301-618-7320.

Tests of Achievement and Proficiency (TAP) and National Proficiency Survey Series (NPSS)

Credits earned at a non-accredited high school may not be accepted in a Maryland Public High School unless they have been validated by an appropriate standardized examination given by the school to which the student transfers. The Tests of Achievement and Proficiency (TAP) and the National Proficiency Survey Series (NPSS) are the standardized tests used to validate credits in General Mathematics, English, Social Studies, Science, Algebra and Geometry for grades 9–12. These tests also have been instituted for placement of Home Instructed students returning to the public school system.

Counselors will administer the tests at the school level. Upon completion of testing, the tests and answer sheets will be forwarded to the Department of Test Administration for scoring. The test will be scored and results recorded on the "Request for Tests for Student Programs: Course Credit by Examination for Grades 9–12" and returned to the school counselor. For additional information, contact your school counselor.

Concurrent Enrollment

A student may fulfill graduation requirements by being concurrently enrolled in two different educational programs such as Evening High School or a local college or university. High school credit may be applied toward graduation requirements; post-secondary credit may be applied toward elective graduation requirements. Students must meet the college entrance requirements for concurrent enrollment in post-secondary schools. The student (and parent/guardian) who desires to apply for concurrent enrollment must work very closely with the school counselor in preparation for this option and must complete the appropriate concurrent enrollment form.

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 Technical Academy** and **Tall Oaks Technical Academy** 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 High School 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.

Additional High School Programs (cont'd)

Middle College is a partnership between Prince George's Community College (PGCC) and Prince George's County Public Schools (PGCPS) to create a school whose graduates are all college students. Students will graduate from the Academy of Health Sciences at PGCC with between one and two years of college credit. They will be prepared to transfer into a four year institution of higher education, or apply for entrance to Nursing and Allied Health programs at the college, or complete their Associate Degree.

Public Charter Schools

Public Charter Schools are nonsectarian, chosen by parents, and are open to all students on a space available basis. Enrollment in Public Charter Schools is open to all students who are residents of Prince George's County, do not have an attendance area boundary, and families may select their school(s) of choice directly on the lottery application regardless of residence.

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.

Promotion and Retention

a. From grade nine to ten, a student must have a total of five units of credit, including one credit of English.

b. From grade ten to eleven, a student must have a total of ten units of credit, including two credits of English, one credit of mathematics, one credit of science, and one credit of social studies.

c. From grade eleven to twelve, a student must have a total of fourteen units of credit, including three credits of English, two credits of mathematics, one credit of science, and one credit of social studies, and be able to fulfill all requirements, not to exceed nine credits per year, for a Maryland High School diploma in June.

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.

Quality Point Average

The following numerical equivalents will be used in computing the QPA from report card letter grades:

A = 4.00 B = 3.00 C = 2.00 D = 1.00 E = 0.00

Weighted Grades

Selected courses are approved for additional weighting. In computing the GPA's from letter grades at the high school level, the numerical equivalents for weighted classes will be used: A=5; B=4.0; C=3.0; D=2.0; E=0.

Final Grades

For semester and yearlong courses, the procedures for determination of final grades are found in Administrative Procedure 5121.

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, International Baccalaureate, and Tech Prep courses. Tests are given at the end of the course for a fee. 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.

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 www1.pgcps.org/students/ or in the school counseling office.

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.

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:

- Evening High School.
- Summer School
- Day School

A student failing a High School Assessment (HSA) course (Algebra 1, English 10, or Biology) may repeat the course during the day for credit recovery. In addition, students may make it up in one of the following ways for a fee:

- Evening High School.
- Summer School.

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

A student who passes an HSA course but fails the HSA may take an HSA Preparation opportunity that will assist the student in preparing to retake the assessment. Students will receive four preparation attempts free and be billed a nominal fee for preparations taken after the four free opportunities. Students may take advantage of a 30-hour preparation if they have failed the HSA by 15 points or less or a 60-hour preparation if they have failed by 16 points or more. The HSA preparation opportunities will be offered with the following options:

- Evening Hours
- Before School Hours
- Distance Learning Opportunities

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

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

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. A student may carry a total of eight courses during a semester, some of which may be in the Evening High School or a post-secondary school. High school credit and post-secondary credit may be applied toward graduation requirements.

b. A student may apply credit earned in college courses toward elective high school graduation requirements. 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. Supervisory staff will assist in recommending whether such college courses meet state criteria for application toward fine arts or Certificate of Merit credit on a course-by-course basis. The student will be responsible for submitting a copy of the course outline or syllabus to the Chief Academic Officer.
   5. The student is responsible for requesting that the college records office send an official college transcript to the principal at his/her home school immediately upon completion of the course.
   6. A student will earn one-half (.50) high school credit per semester, per college course, no matter how many credits the college awards.
   7. A student may earn a maximum of two high school credits per year, including summers, through college course work.
   8. 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.
   9. 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.

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

Dual Enrollment with a Postsecondary School

Dual enrollment allows PGCPS students to enroll in college courses taught by college professors at their high school while they receive credit for the course both at the high school and college level. Eligible students will have early exposure to college level course work, preparation for the rigors of college, and the ability to earn credits toward an undergraduate degree upon success of the program. The student and parent(s)/guardian(s) must work very closely with the school counselor in preparation for the option of dual enrollment. In order to participate, students must meet the following prerequisites:

- Grade 11 or 12 student
- Grade Point Average of 2.5 or higher.
- No grade lower than a B in Algebra and Geometry.
- Must have successfully passed all High School Assessments taken.

Participants must adhere to Policies and Procedures of both the secondary and the postsecondary institution.

Dual Enrollment with Prince George's Community College

Drop and Withdrawal

Prince George's Community College

A Drop occurs when a student removes him/herself from a class roster using an administrative process before the class meets for the second time or within the first week of instruction. There is no evidence of the course on transcripts; there is appropriate monetary credit for the tuition and fees paid for the course.

A Withdrawal occurs when a student removes him/herself from a class roster using an administrative process after the class has met twice. There is a permanent record, 'W,' of the course attempt on the student's transcripts, and there is no tuition or fee refund. A 'W' has no bearing on the total grade point average, but does remain on the transcript.

There is also an instructor initiated administrative procedure called a 'Q' grade. The instructor assigns all students failing to show regular class attendance by the third week a 'Q' grade. This removes the student from the class, counts as a course attempt but does not contribute to the GPA, and has no tuition or fee refund. 'Q' grades have financial aid consequences and are irreversible.

While one 'W' or 'Q' has little consequence, several are a red flag to transfer institutions and professional programs

Prince George's County Public Schools

If a students drops a dual enrollment course within the first ten (10) schools days, there will be no record of the course or grade on any official Prince George's County Public Schools system documents. The student must also follow the procedure to drop the course from the college.

A student may not withdraw from a dual enrollment course after ten (10) school days in a semester course. Exceptional cases will be referred to the School Instructional Team for review and final determination.

In dual enrollment courses, five (5) days of lawful absence per semester will result in the assignment of an "E" for the course if a student did not complete make-up work for missed time or receive home teaching.

An "E" should be assigned to a student with excessive lawful absences who has not completed make-up work within the prescribed time period and who otherwise would have received a passing grade.

A student with unlawful absences will receive a "failing" grade for any day(s) of such absence(s). The failing grades will be averaged with other daily grades. In dual enrollment courses, five (5) days of unlawful absence per semester course will result in the assignment of an "E" for the course. The instructor(s) is not required to provide make-up work for unlawful absence. A final grade of "E" should be given to a student with excessive unlawful absences who otherwise

would have received a passing grade. At all grade levels, students with unlawful absence(s), including so-called "cut days," shall receive a zero for any day(s) of such absence(s). The zero(s) will be averaged with other daily grades. Teachers are not required to provide make-up work for students when their absences are unlawful.

Repeating a course

Prince George's Community College

A student may need to repeat if he or she withdrew or failed a course. In these cases, the student is indeed a PGCC college student and is able to repeat the desired class as another attempt. This student would be considered 'concurrent enrollment' and not 'dual enrollment' as the repeated classes must occur outside the PGCPS daily schedule, and the student will incur the cost of all fees, tuition and materials.

Prince George's County Public Schools

- Except in specific cases such as music, if a student fails and then repeats a course then the (higher attempt) will be the grade of record.

Questions about grades

Prince George's Community College

- All questions pertaining to the PGCC college grade should be presented to the professor. Please know that all college faculty and staff must abide by the Federal Education and Right to Privacy Act (FERPA). Therefore, college personnel communicate only with the student, and never with other individuals.

Prince George's County Public Schools

- All questions pertaining to the PGCPS grade should be presented to the PGCPS Teacher of Record. This instructor will follow all PGCPS guidelines with respect to privacy and notification.

Transcript requests

Prince George's Community College

- Students can order transcripts through OwlLink, and can print unofficial transcripts. The link for transcripts is on the lower right side of the screen.

Prince George's County Public Schools

- Current students may order a transcript from their current high school.

Cheating and Plagiarism

Prince George's Community College

- As an institution of higher learning, the college strictly enforces cheating and plagiarism policies. All students are required to read the Student Handbook and Code of Conduct, and follow the guidelines and policies therein.

Prince George's County Public Schools

- A zero percentage will be given when a student has cheated on a test, quiz, or assignment project.

Passing grades

Prince George's Community College

- 'A', 'B', 'C' and 'D'. While a 'D' is technically passing, it is not transferable.

Prince George's County Public Schools

- 'A', 'B', 'C' and 'D'.

Additional Prince George's Community College policies

Consequences of failing a course: A letter grade of 'F' is considered a failed attempt, and has a dramatic and deleterious effect on the student's grade point average. Failed classes are not transferable, and must be repeated if a student ever wishes to move past the course. In the Dual Enrollment program, a student must pass the fall semester course(s) to qualify for the spring course. Therefore, a final grade of 'F' in a course will result in the removal of that student from the MSP2 Dual Enrollment program, and the student is no longer scheduled for these college courses. There are no exceptions to this policy, and it is strictly enforced.

Taking additional classes at PGCC: All dual enrollment students are invited to continue their academic careers at PGCC. The student must pay in full for tuition, books, and fees for all other courses taken at the college. Again, these classes must be taken outside of the PGCPS daily schedule under the concurrent enrollment college policy.

Gap Day: There will be days when PGCPS classes are in session, but PGCC classes are not. These times are referred to as 'gap days', and attendance is required. The PGCPS Teacher of Record will provide, collect and grade gap day projects and assignments. These scores will be used for the high school science grade only. The college course grade will be based on assessments and assignments provided and collected by the PGCC professor only.

PGCC ID: Students can get a PGCC ID at the Student Center in the College Life Services window, or at the library. They need to bring a copy of their paid bill, which is available in OwlLink, on the left side by clicking 'view my bill'. Each semester students must bring their bill to the same place to have the photo ID validated.

Dual Enrollment Courses

Students receive credit for each course both at the high school and college level.

Area of Study	Prince George's Community College Title Number Credits	Prince George's County Public Schools Title Number Credits
Art	Introduction to Computer Graphics ART 1570 3.0 credits	Computer Graphics 619403 2.0 Fine Art
Business	Principles of Accounting I ACC 1010 4 credits	First Year Accounting 535103 1.0 elective credit
	Principles of Accounting II ACC 1020 3.0 credits	Principles of Accounting II 535203 1.0 elective credit
	Introduction to Business BMT 1010 3.0 credits	Introduction to Business 553103 1.0 elective credit
	Computer Literacy CIS 1010	Technology Education 1.0 credit
English	Composition I: Expository Writing EGL 1010 3.0 credits	English 12 106503 1 Credit
Health Education	First Aid-Responding to Emergency/CPR FPR HLE 2130 3.0 credits	Health DE 744200 .50 credit
Music	Music MUS 1010 3.0 credits	Music Survey DE 645110 .50 credit
Physical Education	Lifetime Fitness and Leisure Activities PED 1030 2.0 credits	Personal Fitness I DE 718000 .50 credit
Science	Environmental Biology BIO 1110 3.0 credits	Co-Academic Environmental Biology Lecture 425100 1.0 elective science credit

Area of Study	Prince George's Community College Title Number Credits	Prince George's County Public Schools Title Number Credits
	Environmental Biology Laboratory BIO 1120 1.0 credit	Co-Academic Environmental Biology Laboratory 425200 0.5 elective science credit
	Forensic Biology BIO 1100 4.0 credits	Co-Academic Forensic Biology Lecture and Lab 425303 1.0 elective science credit
	General Biology BIO 1010 3.0 class credits; 3.0 lab hours	Biology 420003 1.0 science credit
	Human Anatomy and Physiology I BIO 2050 3.0 class credits; 3.0 lab hours; 1.0 recitation hour	Anatomy and Physiology 492100 0.5 elective science credit
	Microbiology BIO 2010 2 class credits; 4 lab hours; 1.0 recitation hour	Microbiology 440200 0.5 elective science credit
Social Studies	General Psychology PSY 1010 3.0 credits	Psychology 220000 0.5 social studies elective credit
	Introduction to Sociology SOC 1010 3 credits	Sociology 290610 0.5 social studies elective credit

Early Admissions Program

Students may opt to pursue an alternative to the four-year enrollment requirement by applying for an early admissions program. Students may be considered for an early admissions program if they meet either of the following criteria:

Option 1: Students who will complete their high school requirements in three years and desire to graduate early.

Option 2: Students who plan to attend an accredited post high school institution as a full-time student for one year in lieu of the final year of high school.

Students may be considered for an early admissions program if they meet either of the following criteria:

1. Students who have demonstrated success clearly by their scholastic achievement and academic precociousness.
2. Students who have demonstrated success clearly by their school achievement and readiness for technical training.

To apply for early admission the following steps must be taken:

a. During the fourth quarter of the tenth grade:
   1. The counselor must have a conference with the student and parents/guardians to discuss the requirements for early admissions.
   2. Recommendations from two major subject area teachers must be obtained.
   3. A completed request for early admissions to post high school institution (Form PS-109) including the plan for completion of graduation requirements must be submitted to the counselor.
   4. The early admissions form, current transcripts, a progress report, and teacher recommendations must be submitted to the principal for approval to pursue the process.
   5. If appropriate, the pre-approval letter will be forwarded to the student and parent/guardian from the principal.
   6. The letter of approval to pursue the process from the principal and the application packet must be placed in the student's cumulative folder.

b. During the first quarter of the third year of high school, the counselor and student must complete a graduation agreement.

c. Before the end of the third quarter of the third year in high school:
   1. The completed pre-approved packet with the letter of acceptance from the post-secondary institution, placement test scores for community college consideration (note: placement test scores must reflect no developmental course work is needed) and an up-to-date transcript and progress report must be forwarded to the Supervisor of School Counseling.
   2. A final letter of approval for the early admissions option will be forwarded from the Superintendent of Schools.

College Entrance Tests: ACT or SAT?

It is the recommendation of Prince George's County Public Schools (PGCPS) that students take a college entrance test by the end of the junior year* of high school to prepare for college admission. Many colleges and universities require one of two evaluations as a prerequisite for acceptance into school: SAT or ACT.

Most students take the SAT because it is popular on the east coast. The ACT is also widely accepted by colleges and universities across the country. Listed below is a comparison of the two tests. Students are encouraged to take a preparation program before taking either test. Practice tests are available on the PGCPS website: www.pgcps.org, other websites and public libraries.

SAT	ACT
Evaluates critical thinking	Evaluates content knowledge
Administered 7 times a year	Administered 6 times a year
Ten sections: 3 Critical reading 3 Mathematics 3 Writing (includes an essay) 1 Experimental	Four sections: English Mathematics Reading Science Reasoning Writing (Additional fee, if needed)
Administration time: 3 hours 45 minutes	Administration time: 3 hours without writing
1/4 point deducted for a wrong answer	0 points deducted for a wrong answer
Highest possible score: 2400 200 – 800 points per section	Highest possible score is 36
Practice Tests online: YES	Practice Tests online: YES
Websites: www.collegeboard.com	Website: www.act.org

*Many colleges use the highest combined score of multiple test scores to determine qualifications for admission. Taking a test multiple times to obtain the highest possible score will often work to the student's advantage.

Prince George's Community College Admissions Requirements

Source: PGCC Website - www.pgcc.edu/prospective/default.aspx; Click on Apply and Register.

ELIGIBILITY FOR ADMISSION

Admissions to Prince George's Community College is open to:

- All high school graduates.
- Any person with high school equivalency certificates or equivalency diplomas.
- Any person 16 years of age or older who has permanently left elementary or secondary school according to the policies defined by the County Board of Education.
- Underage students identified as "talented and gifted" in accordance with state law and college procedure.
- Other high school junior and senior students who meet criteria for concurrent enrollment, as established by the college in coordination with the County Board of Education.

ADMISSION FOR FIRST TIME STUDENTS

1. While Prince George's Community College processes admissions continually year round, students are encouraged to submit their application for admission at least three months prior to the semester in which they plan to begin.
2. Students under the age of 21 must also submit an official high school transcript or General Education Diploma (GED). Persons under 18 who are not high school graduates must provide a letter from the appropriate educational authority verifying permanent withdrawal from the school system. NOTE: Applicants seeking entry into any health technology program must provide a complete transcript, copy of the high school diploma, or GED.
3. All first time students are required to take the college's placement test prior to registering for courses. There is no need to study for this examination as it tests your general knowledge and helps determine those classes for which you are eligible. Some students may need to begin by taking courses for developmental skills such as math or English.

The application is valid for one year from the date of submission. Notification regarding admission status typically takes less then two weeks.

University System of Maryland Requirements

Source: University System of Maryland Website — www.usmd.edu

For more information, check with the USM campus of your choice.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
Algebra 1	Geometry	Algebra 2	Students who complete Algebra 2 prior to their final year must complete the four year mathematics requirement by taking a course or courses that utilize non-trivial algebra**.
Science (Lab)	Biology	Chemistry	Academic Elective
Social Studies	Social Studies	Social Studies	Academic Elective
Foreign Language 1, American Sign Language 1, **OR** *Advanced Technology	Foreign Language 2, American Sign Language 2, **OR** *Advanced Technology	Fine Arts	Academic Elective
		Academic Elective	Academic Elective

Grade Point Average — A high school grade point average equivalent to a "C" or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.

Test Score — A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment.

Other Criteria — Each institution shall publish other criteria for admission that may include (a) rigor of the high school curriculum as demonstrated by advanced level coursework, (b) academic electives, (c) performance on high school assessments, (d) trends in performance, (e) citizenship and leadership, (f) special talents, and (g) personal circumstances.

***Advanced Technology** — Students should consult the admissions office of the particular institution they are seeking to attend to determine if advanced technology is accepted in fulfillment of this requirement.

Academic Electives — Students should choose academic electives based on their intended course of study, special interests, and personal needs.

Senior Year — The University System of Maryland strongly encourages students to prepare for college during their senior year of high school by continuing to take a challenging academic program. In a significant number of cases, the senior year curriculum and grades are examined closely during the admissions review process.

****Non-trivial algebra** — The level of mathematical concepts and problems would be at least as sophisticated as those that relate to problems appearing in the Achieve ADP Algebra II test. Examples of courses meeting this requirement include Algebra II, Trigonometry, Precalculus, Calculus and successor courses, Statistics, and College Algebra.

PGCPS Compared to University System of Maryland Course Requirements

SUBJECT AREA	PGCPS GRADUATION REQUIREMENT	UNIVERSITY SYSTEM OF MARYLAND MINIMUM REQUIREMENTS
English	4	4
Mathematics	3 (Algebra, Geometry, and 1 optional course)	4 (including Algebra 1, Geometry, and Algebra 2)
Science	3 (Biology and 2 that include labs)	3 (Two lab experiences)
Social Studies	3	3
Fine Arts	1	None specified
Physical Education	1/2	None specified
Health	1/2	None specified
Technology	1	None specified
World Language	None	2 (or Advanced Technology Education at some institutions)

Directory

Contact appropriate program personnel for further information. For updates to phone information, see the PGCPS phone directory online at www.pgcps.org.

NAME	PHONE NUMBER/WEB ADDRESS
Advanced Technology Education/Technology Education	(301) 669-6012
Advanced Placement/International Baccalaureate/Science and Technology	(301) 808-8274
Business Education	(301) 669-6012
Career and Technology Education	(301) 669-6012
Code of Maryland Regulations (COMAR)	(800) 633-9657; www.dsd.state.md.us
Creative Arts	(301) 808-8317
Curriculum and Instruction	(301) 808-8240
Department of Test Administration	(301) 430-5800
Distance Learning	(240) 264-1771
English for Speakers of Other Languages (ESOL)	(301) 445-8450
Fine Arts (Dance, Drama/Theatre)	(301)-808-8317
Family and Consumer Sciences	(301) 669-6012
World Language	(301) 808-8265
School Counseling	(301) 567-8669
Health	(301) 808-4080
High School Performance Office	(301) 669-6000
International Student Counseling Office	(301) 445-8460
Maryland State Department of Education	(888) 246-0016; www.marylandpublicschools.org
Mathematics	(301) 749-5610
Media Arts/Television Production	(301) 808-8317
Military Science	(301) 669-6012
Music (Vocal/General)	(301) 333-0961
Music (Instrumental)	(301) 333-0963
Office of Experiential Learning	(301) 669-6012
Physical Education	(301) 333-0970
Portfolio Schools	(301) 618-7320
Prince George's Community College	(301) 322-6000; www.pgcc.edu
Prince George's County Public Schools	(301) 952-6000; www.pgcps.org
Reading/English Language Arts	(301) 808-8284
Science	(301) 918-8750
Service Learning	(301) 808-5956
Social Studies	(301) 808-8240
Special Education 9-12 Supervisor	(301) 702-2890
Talented and Gifted (TAG)	(301) 808-3790
Tech Prep	(301) 669-6012
Technical Academy	(301) 669-6012
University System of Maryland	(301) 445-2740; www.usmd.edu
Visual Arts	(301) 333-0966

Dr. A. Duane Arbogast, *Chief Academic Officer*
Dr. Gladys Whitehead, *Director, Curriculum and Instruction*
Dr. Kara Libby, *Coordinating Supervisor, Academic Programs*
Ms. Anita Lambert, Coordinating Supervisor, Creative Arts Programs
Ms. Pamela Smith, Coordinating Supervisor, Career and Technical Education
Ms. Alison Sloan-Hanks, Coordinating Supervisor, International Programs
Ms. Toni Brooks, Editor
Cover by Ms. Birgitt Brevard, Office of Communications

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 6179, Evening High School;
Administrative Procedure 6151, Student Service-Learning Guidelines;
Maryland State Department of Education Bylaw: Graduation Requirements for Public High Schools in Maryland;
Independent Study Guidelines; and
Student Assistant Guidelines.

MAINTENANCE AND UPDATE OF THESE PROCEDURES:

These procedures originated with the Division of Academics, Department of Curriculum and Instruction, and review and any necessary update will be accomplished as appropriate.

CANCELLATIONS AND SUPERSEDURES:

These procedures specifically cancel and supersede Administrative Procedure 6150, dated July 1, 2012.

EFFECTIVE DATE: August 1, 2013

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | PGCPS

Prince George's County Public Schools
14201 School Lane • Upper Marlboro, Maryland 20772
www.pgcps.org

PGIN 7540-8033 (8/13)

recycled paper

District of Columbia Public Schools
Transcript Analysis Worksheet
School Name: _____
School Year: _____

_____
Graduation Year_____ ❑ 23.5 CUs ❑ 24 CUs

Total CUs Transferred _____
Total Needed _____

Student Name: _____ **ID Number:** _____ **Date of Review:** _____

English	Social Studies	World Languages	Math	Science
English I _____ 1.0 English II _____ 1.0 English III _____ 1.0 English IV _____ 1.0 ❑ 4 CUs required Total _____ Needs _____	DC History ____.5 *World Geo* ____. 5 (23.5) World History 1 ____1.0 US History ____1.0 US Gov ____.5 *World History 2* ____ 1.0 (24) ❑ 3.5 CUs required ❑ 4.0 CUs required (07-08) Total _____ Needs _____	French I _____ French II _____ Spanish I _____ Spanish II _____ Italian I _____ Italian II _____ _____ _____ _____ _____ 2 CUs required Total _____ Needs_____	Algebra I ____1.0 Geometry ____1.0 Algebra II/Trig ____1.0 Integrated Math ____1.0 Pre-Calculus ____1.0 ❑ 3 CUs required ❑ 4 CUs required (07-08) Total _____ Needs_____	Enviro Sci. _____ Biology _____ Chemistry _____ Earth Sci. _____ Physics _____ Botany _____.5 Zoology _____.5 Lab _____ 1.0 ❑ 3 CUs required ❑ 4 CUs required(07-08) Total _____ Needs_____

Physical Education	Art	Music	Electives	Career/Vocational College
PE/ Health 9 _____ PE/Health 10 _____ 1.5 CUs required Total _____ Needs _____	Art _____ .50 CU required Total _____ Need _____	Music _____ .50 CU required Total _____ Needs _____	Course Code CUs _____ ____ _____ ____ _____ ____ _____ ____ ❑ 4.5 CUs required ❑ 1.5 CUs required (07-08)	_____ ____ _____ ____ ❑ 1 CUs required ❑ 2 CUs required (07-08) Total _____ Needs _____

Letter of Understanding

ADMINISTRATIVE PROCEDURE

STUDENT TRANSCRIPT REQUEST

5129
Procedure No.

April 1, 2008
Date

I. **PURPOSE:** To provide general, uniform, and consistent procedures for completion, collection, and dissemination of student transcript requests.

II. **INFORMATION:** Prince George's County Public Schools will ensure the timely release of official and unofficial transcript requests submitted by students and/or guardians.

III. **DEFINITIONS:** A transcript includes a copy of the Annual Secondary School Performance Data Summary – Grade Levels 9-12 (also known as Student Record Card 3). This card includes: graduation dates, credit requirements, subject studies by year, final grades earned, credits earned, grade point averages, Maryland High Assessment scores, diploma and/or certificate completion and date, school name, address, phone number, and principal/designee signature.

IV. **PROCEDURES:** PGCPS system procedures as follows:

A. Current student and/or guardian must retrieve the Request for Official Transcript form from the School Counseling Office, Registrar's Office, School System's Website, or Parent Liaison's Resources Room. All Official and Unofficial transcripts are free for current, graduated, or withdrawn students.

B. Student and/or guardian must complete the form and provide a stamped, addressed envelope(s) for each college;

C. Student and/or guardian must return the completed form and stamped address envelope(s) to the School Registrar;

D. School Registrar requires 3 working days to comply with request; once the transcript is mailed, a copy of the Request for Official Transcript form will be returned to the student;

E. Students who graduated or withdrew less than three (3) years from the date of graduation should request transcripts directly from the high school attended;

F. Students requesting transcripts three (3) years or more after graduation/withdrawal should contact the Microfilming Office at 301-952-6174.

V. **RELATED PROCEDURES:** Administrative Procedure 5125, Individual Student School-Based Records.

VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure originates with the Division of Student Services. Regular updating of procedures will be accomplished when changes are required.

VII. **CANCELLATIONS AND SUPERSEDURES:** None. This is a new Administrative Procedure.

VIII. **EFFECTIVE DATE:** April 1, 2008.

Approved by:
John E. Deasy
Superintendent of Schools

Attachment: Request for Official Transcript form

Distribution: Lists 1,2,3,4,5,6,10,11, and 12