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Administrative Procedure 6150

Educational Requirements and Options in Secondary Schools

Fall 2024

BOARD OF EDUCATION

Contents

Purpose

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

Policy

Maryland State Department of Education's Code of Maryland Regulations (COMAR) Bylaw 13A.03.02, provides Graduation Requirements for Public High Schools in Maryland. These regulations reflect a broad view of the educational needs of the state and must be supplemented by the local system and at individual school levels to ensure the best possible education for all youth.

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in courses, educational requirements, and options in secondary schools, information in this publication may be superseded.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

Board of Education policies may be found on the website at https://www.pgcps.org/offices/board-of-education/board-policy-enactment-process.

Administrative Procedures may be found on the website at https://www.pgcps.org/offices/ograc/administrative-procedures.

Background

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, earn college credits, and have entry-level career skills. These programs are designed to enable students to earn their high school diplomas.

No course may be offered by a school for credit without prior review and approval from Division of Academics executive staff and, if needed, additional approval of the Chief Academic Officer, the 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. Sample planners are based on an eight period A day and B day schedule. Courses are scheduled for a quarter (9 week), semester (18 week) or full year (36 week) depending on the school model.

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

For students enrolled in summer programs at the end of each school year, the applicable administrative procedure is the one that was in effect in the just completed school year.

Requests for review of individual circumstances must be submitted in writing to the school principal who will make a determination and forward the request to the appropriate approver if applicable.

As PGCPS transitions into a new student information system, terminology and process updates are subject to change.

MIDDLE SCHOOL
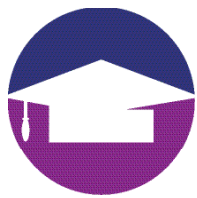
Middle School Schedule

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

- Reading/English Language Arts
- Mathematics
- Science
- Social Studies

- Health Education
- Physical Education
- Fine Arts (Dance, Media Arts, Music, Theatre, Visual Arts)

Additionally, COMAR requires Middle School students to take one Computational Thinking/Learning course by the end of their 8th-grade year.

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

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

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

- Advancement Via Individual Determination (AVID)
- Creative and Performing Arts
- Chinese, French, and Spanish Immersion

- Montessori
- Project Lead the Way Gateway to Technology
- Talented and Gifted

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

Students taking a World Language in middle school MUST take the introductory language course and continue with the next sequential course in the same language in order to receive high school credit in World Language Levels 1, 2, and 3. If a student takes a Level 1 language in middle school and then takes the Level 2 in high school, the Level 2 must be a continuation of the Level 1 course or the student may do Levels 1, 2, and 3 of the same language in middle school to receive high school credit.

Required Maryland State Assessments

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

Students in grade 8 also participate in a MCAP Social Studies test in May and June of each year as well as the Maryland Integrated Science Assessment (MISA) each year in March. These assessments were created to measure state standard and frameworks in Social Studies and Next Generation Science Standards, which have been implemented in the curriculum in the state of Maryland.

Sample test items for the English Language, Mathematics, Science, and Social Students assessments are available at https://support.mdassessments.com/practice-tests/. Public release items for all 4 content areas are also available at https://itempra.org/public/

Middle School Core Courses
English

Reading/English Language Arts 6

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

Reading/English Language Arts 7

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

Reading/English Language Arts 8

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

CONTENT	GRADE 6	GRADE 7	GRADE 8
READING/ENGLISH LANGUAGE ARTS	• Reading/English Language Arts 6 • Reading/English Language Arts 6 Honors	• Reading/English Language Arts 7 • Reading/English Language Arts 7 Honors	• Reading/English Language Arts 8 • Reading/English Language Arts 8 Honors

Middle School Core Courses
English Language Development (ELD) -
formerly English for Speakers of Other Languages
Scheduling Guidelines

ELD Level	Language Arts	Math	Social Studies	Science	Creative Arts	Creative Arts
ELD Advanced Levels 4.0-4.4	ELD Advanced Course Code: 135353 / Grade Level RELA	Mainstream (Co-teaching with ELD teacher whenever possible)	Mainstream (Co-teaching with ELD teacher whenever possible)	Mainstream (Co-teaching with ELD teacher whenever possible)	Mainstream	Mainstream
ELD Intermediate Levels 3.0-3.9	ELD Intermediate Course Code: 135253	Mainstream (Co-teaching with ELD teacher whenever possible)	Sheltered*	Sheltered*	Mainstream	Mainstream
ELD Beginning Levels 2.0-2.9	ELD Beginning Course Code: 135153	Sheltered*	ELD CABLE Social Studies Course Code: 135553 or Sheltered*	ELD CABLE Science Course Code: 135453 or Sheltered*	Mainstream	Mainstream
Newcomer ELD Levels 1.0-1.9	Newcomer ELD Course Code: 134953 or ELD Beginning Course Code: 135153	Sheltered*	ELD CABLE Social Studies Course Code: 135553 or Sheltered*	ELD CABLE Science Course Code: 135453 or Sheltered*	Mainstream	Mainstream
ELD Beginning with Interrupted Education Levels 1.0-2.9	Newcomer ELD Course Code: 134953 or ELD Beginning Course Code: 135153	Sheltered*	ELD CABLE Social Studies Course Code: 135553	ELD CABLE Science Course Code: 135453	Mainstream	Grades 6-8 ELD AIM Literacy 1 Course Code: 136353 ELD AIM Literacy 2 Course Code: 136453

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

Middle School Core Courses

Mathematics

Math 6

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

Math 7

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

Math 8

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

CONTENT	GRADE 6	GRADE 7	GRADE 8
MATHEMATICS	• Math 6 • Accelerated Math 1	• Math 7 • Accelerated Math 2	• Math 8 • Foundations for Algebra • Algebra 1

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

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

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

Middle School Core Courses

Science

Science 6

This course is designed to engage students in a comprehensive program as they work to make sense of the natural and designed world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas (DCIs) for sixth grade include: forces and motion, energy changes, electric and magnetic forces, gravitational interactions, states of matter, heat transfer, human impact on the environment, Earth's place in the universe, and systems within living things. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

Science 7

This course is designed to engage students in a comprehensive program as they work to make sense of the natural and designed world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for seventh grade include: atomic composition, chemical processes, photosynthesis and respiration, reproduction and genetic variation, interactions in ecosystems, and weather and climate. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science.

Science 8

This course is designed to engage students in a comprehensive program as they work to make sense of the natural and designed world through phenomenon-based instruction and the Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) of the Next Generation of Science Standards (NGSS). The Disciplinary Core Ideas for eighth grade include: waves and their applications in technologies, genetic mutations and variation, artificial selection, the fossil record, developmental relationships among organisms, adaptation, growth of organisms, survival and natural selection, Earth's history, Earth's systems, and Earth and human activity. In this course, students are expected to consistently apply the SEPs and demonstrate the correlation among the CCCs in order to make sense of and connect the DCIs across disciplines of science. This course also includes review of sixth and seventh grade topics in preparation for the Grade 8 Maryland Integrated Science Assessment (MISA).

CONTENT	GRADE 6	GRADE 7	GRADE 8
SCIENCE	• Science 6 • ELD CABLE Science	• Science 7 • ELD CABLE Science*	• Science 8 • ELD CABLE Science*

* ELD CABLE Science is for Newcomer/Beginning Multilingual Learners (MLs) in Grades 6-8 and may be taken only once by a student.

Middle School Core Courses

Social Studies

World Cultures and Geography Part 1: Western Hemisphere

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

World Cultures and Geography Part 2: Eastern Hemisphere

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

United States History I, Revolution to Reconstruction

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

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 • ELD CABLE Social Studies*	• World Cultures and Geography Part 2: Eastern Hemisphere • World Cultures and Geography Part 2: Eastern Hemisphere Honors • ELD CABLE Social Studies*	• United States History 1: Revolution to Reconstruction • United States History 1: Revolution to Reconstruction Honors • ELD CABLE Social Studies*

* ELD CABLE Social Studies is for Newcomer/Beginning Multilingual Learners (MLs) in Grades 6-8 and may be taken only once by a student.

Middle School Quality Point Average

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

Quality Points		
Grade	Honors Weighted	Regular Non Weighted
A	4.5	4.0
B	3.5	3.0
C	2.5	2.0
D	1.5	1.0
E	0.0	0.0

High School Graduation Credit for Middle School Students

Middle school students who meet prerequisites for a high school course may earn credit toward high school graduation, where options are available.

- The high school courses offered at middle school are identified by the 'Credit Earned Prior to High School' flag in the student information system. Approval for any courses that are not identified by the flag must be made in writing from the Division of Academics designee to the school principal.
- Grades and credits will be reflected on the student's permanent record.
- All A, B, C, D, and E grades are calculated into the cumulative weighted and cumulative unweighted grade point average once the student enrolls in high school.
- The university style transcript is available for high school students only. High school credit bearing courses are visible on the university style transcript once the student has enrolled in high school.
- Inclusion of the credit earned prior to high school will first appear in the high school grade point average on the Quarter 1 report card under the cumulative calculation.
- If a student retakes one of the high school courses that was taken in middle school for which credit was earned, the high school counselor will contact the middle school counselor to initiate a process to exclude the lower grade by the middle school transcript manager. The higher grade will be calculated into the GPA.
- A middle school student enrolled in a high school level course who withdraws after 20 days from the start of a year-long course (or 10 days from the start of a semester course) will receive a "W" on their high school transcript. Courses with W codes will not receive credit and will not be calculated into the cumulative GPA.

Schools should review the acceleration process per Administrative Procedure 5123.2 General Procedures Pertaining to Promotion, Retention and Acceleration of Students. For more information on middle school or high school courses, visit the PGCPS webpage at this link: https://www.pgcps.org/offices/chief-academic-officer/courses-and-programs-of-study.

Middle School Student Service-Learning Requirements

Middle school students are required to earn a minimum of eight (8) hours prior to entering high school. For additional information and guidelines pertaining to Student Service-Learning, please refer to Administrative Procedure 6151 and refer to the Service-Learning section of this document.

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, Colin L. Powell, Dwight D. Eisenhower, Drew-Freeman, Ernest Everett Just, G. James Gholson, Gwynn Park, Kenmoor, Kettering, Martin Luther King, Jr., Nicholas Orem, Oxon Hill, Samuel Ogle, Sonia Sotomayor, Stephen Decatur, Thomas Johnson, Thurgood Marshall, Walker Mill, and William Wirt Middle Schools. AVID is a program designed to support students who are in the "academic middle" but have a desire to go to college and the willingness to work to achieve. AVID focuses on accelerating a student's performance through challenging coursework and focused support. Selected students are capable of completing a college-prep curriculum but are falling short of their potential. The core component of the program is the AVID elective course where students receive guidance and academic training to support them as they strive to achieve in the most rigorous courses. AVID's teaching strategies, curriculum, and methodologies are used not only in the AVID elective class but in the classrooms of AVID trained, core content area teachers school-wide.

Chinese Immersion

Located at Greenbelt Middle (Grades 6-8), the Chinese Immersion Program is where academic subjects are taught in Chinese. Chinese speaking teachers immerse students in Chinese as they learn Prince George's County Public Schools content: Chinese Language Arts and Science. Students who progress to grade 9 at Largo High School complete two courses, one in Language Arts/Literature and one in culture of the Chinese-speaking world. Students who complete the K-12 program have the opportunity to earn the Maryland Seal of Biliteracy distinction. Students also have the opportunity to earn a diploma from the Taiwan government with a passing score on the Children's Chinese Competency Certification (CCCC) assessment.

Creative and Performing Arts

Located at Thomas Pullen (K-8), Hyattsville (6-8), 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 sixth, seventh, and eighth grade students, via audition, within a limited boundary.

French Immersion

Dora Kennedy and Maya Angelou French Immersion are full immersion programs starting in Kindergarten where all academic subjects are taught in the French language. Each school has earned the LabelFrancEducation seal of high quality bilingual education from the French government. French speaking teachers immerse students totally in French as they learn the Prince George's County Public Schools curriculum in mathematics, science, social studies, and Language Arts. English /Reading Language Arts instruction begins in second grade. International travel is an enrichment part of the Immersion Program. Students also study Russian 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 9-10 at Largo High School and Grades 11-12 at Central High School. Students who complete the K-12 program have the opportunity to earn the Maryland Seal of Biliteracy distinction. Students also have the opportunity to earn a diploma from the French government with a passing score on the Diplôme d'Etudes en Langue Française (DELF) assessment.

International Baccalaureate Middle Years

All students in the Middle Years Programme study eight subject groups – individuals and societies, mathematics, two languages, science, the arts, physical and health education, and design – through the global contexts of identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development. The program requires thorough study of the various disciplines, advances a holistic view of learning, promotes academic rigor, and prepares students for entry into the high school diploma program. The following schools are authorized to offer the Middle Years Programme: Dwight D. Eisenhower and James Madison Middle Schools and Frederick Douglass High School.

Montessori

The Montessori Middle School Program completes the Montessori studies for students progressing from primary and lower elementary Montessori programs to the seventh and eighth grades. Students who would enter at the kindergarten through eighth grade must be currently enrolled in a certified Montessori school. John Hanson, Judith P. Hoyer, and Robert Goddard Montessori Schools are dedicated facilities. An interdisciplinary teaching team provides the Montessori Program for multidisciplinary learning to include English Language Arts, mathematics, science, and social studies. Taught by Montessori accredited teachers, young children are guided in developing an inner discipline, strengthening their coordination, and extending their concentration span. Students may apply for entry to Biotechnology, Biomedical, Military Academy, Center for the Visual and Performing Arts and / or Science and Technology high school programs.

Project Lead the Way (PLTW) Gateway

Located at Stephen Decatur, Ernest Everett Just, Thurgood Marshall, Nicholas Orem, and Benjamin Stoddert Middle Schools, Project Lead the Way (PLTW) Gateway addresses the interest and energy of middle school students while incorporating national standards in math, science, and technology. PLTW Gateway is "activity-oriented" to show students how technology is used in engineering to solve everyday problems. The curriculum provides project-based learning—a hands-on approach—that is exciting and fun and that relates technology to students' daily lives. It also promotes communication and collaboration by emphasizing a teaming approach in the instructional units. PLTW Gateway consists of independent units taught in conjunction with a rigorous academic curriculum: Automation and Robotics, Design and Modeling, Energy and the Environment, Flight and Space, Green Architecture, Magic of Electronics, Science of Technology, Medical Detective, Apps Creator, and Computer Science for Innovators and Makers. Students taking PLTW Gateway in Grades 6, 7, and 8, may satisfy their computational learning requirement.

Public Charter Schools

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

Spanish Immersion

Kettering Middle School is a Spanish Immersion school where academic subjects are taught in Spanish. Spanish speaking teachers immerse students in Spanish as they learn the PGCPS curriculum in mathematics, science and/or social studies, and Language Arts. International travel is an enrichment part of the Immersion Program. Students also study Chinese as a world language. Students who complete the K-12 program have the opportunity to earn the Maryland Seal of Literacy distinction. Students also have the opportunity to earn an international diploma with a passing score on the DELE (The Diploma of Spanish as a Foreign Language) assessment. The DELE Spanish Diplomas are official titles certifying degree of competence and mastery of the Spanish language, granted by Spain's Ministry of Education, Culture and Sport through the Instituto Cervantes.

STEM Middle School Project (STEM MSP)

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

Talented and Gifted (TAG) Center

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

Middle School
Signature Programs

SCHOOL	SIGNATURE PROGRAMS
Accokeek Academy	AVID, Talented and Gifted
Benjamin Foulois	Creative and Performing Arts
Benjamin Stoddert	AVID, PLTW Gateway
Benjamin Tasker	AVID, Talented and Gifted Grade 6
Buck Lodge	AVID
Charles Carroll	AVID
Colin L. Powell	AVID
Dora Kennedy	French Immersion
Drew-Freeman	AVID
Dwight D. Eisenhower	AVID, International Baccalaureate Middle Years Programme (MYP)
Ernest Everett Just	AVID, PLTW Gateway
G. James Gholson	AVID
Greenbelt	Chinese Immersion (Grades 6- 8),Talented and Gifted
Gwynn Park	AVID
Hyattsville	Creative and Performing Arts
James Madison	International Baccalaureate Middle Years Programme (MYP)
John Hanson	Montessori
Judith P. Hoyer	Montessori
Kenmoor	AVID, Talented and Gifted
Kettering	AVID, Spanish Immersion
Martin Luther King, Jr.	AVID
Maya Angelou	French Immersion, International Baccalaureate Primary Years Programme (PYP)
Nicholas Orem	AVID, PLTW Gateway
Oxon Hill	AVID, STEM MSP
Robert Goddard	Montessori
Samuel Ogle	AVID
Sonia Sotomayor	AVID
Stephen Decatur	AVID, PLTW Gateway
Thomas Johnson	AVID, STEM MSP
Thomas Pullen	Creative and Performing Arts
Thurgood Marshall	AVID, PLTW Gateway
Walker Mill	AVID, Talented and Gifted
William Wirt	AVID

HIGH
SCHOOL
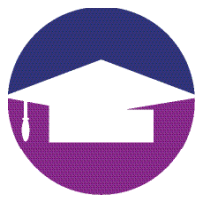
High School
Graduation Requirements Class of 2025 and Beyond

Effective with the Graduating Class of 2025 and beyond (entering freshman of Fall 2021), graduation requirements to earn a Maryland High School diploma are as follows. Reference the table of contents to see the Required Subject Area Descriptions pages for further information.

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS
English	4 credits	The Maryland Comprehensive Assessment Program (MCAP) includes an annual year-end test in English Language Arts/Literacy and Mathematics in Grades 3-8 and high school. This is a test requirement of the federal Every Student Succeeds Act. These tests are given in the spring of each year, usually in April and May. The first administration occured in Spring 2022. According to MSDE's Division of Assessment, Accountability and Performance Reporting, students are required to participate in, but not required to pass, the assessments for Algebra 1, English 10, Life Science, and Government. As part of the Maryland Blueprint, the assessments for Algebra 1 and English 10 shall be used to determine College and Career Readiness.
Mathematics	4 credits √ 1 in Geometry √ 1 in Algebra 1 √ 2 additional mathematics credits √ Enrollment in a math course each year in high school Effective School Year 2024-2025, entering freshmen will begin with Geometry	
Science	3 lab science credits (one from each category) √ 1 in Life Science √ 1 in Physical Science √ 1 in Earth and Space Science	13A.03.02.06 identifies Life Science and Government as having an End of Course (EOC) Exam requirement: In 2022, the Maryland State Board of Education (MSBOE) approved a waiver for the EOC Exam requirement for all courses in the 2022-2023 school year. The waiver states that the EOC Exams are to be counted as 20 percent of the final course grade (COMAR 13A.03.02.06.H). The MSBOE has determined that EOC exams will be implemented starting in the 2023-2024 school year. The MSDE is working to support the EOC Exams for Life Science and Government. COMAR 13A .03 .02 Graduation Requirements for Public High Schools and EOC Exam implementation are pending revisions. Beginning with the 2023-2024 school year, all first-time 9th grade students will have the EOC Exam incorporated into their final course grades as required by 13A .03 .02 Graduation Requirements for High Schools in Maryland. Refer to the Assessment Requirements page and online to the Maryland Comprehensive Assessment Program website for updates regarding End of Course Exams.
Social Studies	3 credits √ 1 in U.S. History II √ 1 in Local, State, and National Government √ 1 in World History	

OTHER REQUIREMENTS

Fine Arts	1 credit
Physical Education	0.5 credit √ Personal Fitness
Health Education	0.5 credit √ Health 1 0.5 credit √ Health 2
Financial Literacy	0.5 credit
Computer Science, Engineering, or Technology Education	1 credit
Completer** and Electives **Completer refers to a specified sequence of courses required for completing graduation requirements	**2 credits** of the same World Language or American Sign Language **and** any remaining credits in electives **OR** **Complete** (3–9 credits) of a Maryland State Department of Education (MSDE)-approved sequence of courses **and** any remaining credits in electives

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

Credits: Twenty-two (22) credits are required per COMAR 13A.03.02.01C. Students must be enrolled and have taken a minimum of four full credit courses or a combination of full and partial credit courses to total a minimum of four credits over the course of the academic year. The minimum of four credits worth of courses must include at least one high school course; remaining courses may include Dual Enrollment. Seniors who have completed four years of high school are exempt from the minimum enrollment requirement. All MSDE graduation requirements must be satisfied.

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

High School
Graduation Requirements Class of 2021 through 2024

Effective with the Graduating Class of 2021 through 2024 (entering freshman of Fall 2017 through Fall 2020), graduation requirements to earn a Maryland High School diploma are as follows. Note updates effective with the class of 2019 and 2024 (entering freshmen of Fall 2015 and 2020). See the Required Subject Area Descriptions pages for further descriptions of requirements.

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS
English	4 credits	Pursuant to COMAR 13A.03.02.09, students must: a. Achieve a passing score on the Maryland High School Assessment (MHSA) and Maryland Comprehensive Assessment Program (MCAP) for Algebra I and English 10, in the following way: (i) For school years 2016—2023, a score of 725 and (ii) Assessment in English 10 and/or Algebra I, the passing score on the retest shall be the passing score in the year in which the student first took the assessment. b. Achieve a passing score as established by the Maryland State Department of Education (MSDE) on the Maryland High School Assessment for Government. c. Students are required to take the Maryland High School Life Science Assessment. d. Achieve a combined score(s) as established by MSDE on the assessments; e. If a student has not achieved a passing score on the assessment in English 10 and/or Algebra I, achieve a score as established by MSDE on MSDE-approved assessments for Algebra, and/or English, aligned with the Maryland assessments such as Advanced Placement examinations, SAT, ACT, and International Baccalaureate examinations.
Mathematics	3 credits √ 1 in Algebra 1 √ 1 in Geometry √ 1 additional mathematics credit √ Enrollment in a math course each year in high school	
Science	3 lab science credits (one from each category) √ 1 in Life Science √ 1 in Physical Science √ 1 in Earth and Space Science	
Social Studies	3 credits √ 1 in U.S. History II √ 1 in Local, State, and National Government √ 1 in World History	According to MSDE's Division of Assessment, Accountability and Performance Reporting Updates in September 2022, students were waived from the accountability assessment requirement for the 2019-2020 school year due to the global pandemic. For school years 2020-2021, 2021-2022, and 2022-2023, students would be required to participate in, but not pass, the assessments Algebra 1, English 10, Life Science, and Government. Refer to the Assessment Requirements page and online to the Maryland Comprehensive Assessment Program website for updates regarding End of Course Exams.

OTHER REQUIREMENTS

Fine Arts	1 credit
Physical Education	0.5 credit √ Personal Fitness
Health Education	0.5 credit √ Health Issues
Financial Literacy	0.5 credit; Effective with the graduating class of 2024, students in Prince George's County Public Schools are required to complete one-half (0.5) credit in Financial Literacy in order to graduate.
Technology Education	1 credit
Completer** and Electives ******Completer refers to a specified sequence of courses required for completing graduation requirements	**2 credits** of either World Language or American Sign Language and any remaining credits in electives. Effective with the class of 2019 (entering freshmen of Fall 2015), PGCPS no longer requires two years of the same world language for students beginning a Level 1 course in high school. MSDE requires that American Sign Language be taken in sequential order to meet graduation requirements. **OR** **2 credits** of Advanced Technology Education, available through school year 2023-2024, **and** any remaining credits in electives **OR** **Complete** (3–9 credits) of a Maryland State Department of Education (MSDE)-approved sequence of courses **and** any remaining credits in electives

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

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

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

High School
Graduation Requirements Class of 2018 through 2020

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

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS
English	4 credits	Students must satisfy one of the following: a. Meet the requirements as established by MSDE on the Maryland assessments for Algebra 1, Biology, English 10, and Government. b. Achieve a combined score(s) as established by MSDE on the Maryland assessments; c. Achieve a score as established by MSDE approved substitute assessments for Algebra, Biology, English, and Government, aligned with the Maryland assessments such as Advanced Placement examinations, SAT I, SAT II, ACT, and International Baccalaureate examinations.
Mathematics	3 credits √ 1 in Algebra 1 √ 1 in Geometry √ 1 additional mathematics credit √ Enrollment in a math course each year in high school	
Science	3 credits √ 1 in Biology √ 2 additional credits that must include laboratory experience in any or all of the following areas: earth science or physical science	According to MSDE's Division of Assessment, Accountability and Performance Reporting Updates in September 2022, students were waived from the accountability assessment requirement for the 2019-2020 school year due to the global pandemic. For school years 2020-2021, 2021-2022, and 2022-2023, students would be required to participate in, but not pass, the assessments Algebra 1, English 10, Life Science, and Government.
Social Studies	3 credits √ 1 in U.S. History II √ 1 in Local, State, and National Government √ 1 in World History	Refer to the Assessment Requirements page and online to the Maryland Comprehensive Assessment Program website for updates regarding End of Course Exams.

OTHER REQUIREMENTS

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

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

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

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.

Class of 2028 and Beyond

A SAMPLE PROGRAM PLANNER
ENTERING FRESHMEN SCHOOL YEAR 2024-2025

GRADE 9		GRADE 10	GRADE 11		GRADE 12
English 9		English 10	English 11		English 12
Geometry or above Algebra 1 or above		Geometry or above Algebra 1 or above	Non-Trivial Algebra level Mathematics		Non-Trivial Algebra level Mathematics
Biogeochemical Systems (Physical Science or Earth and Space Science)		Biology (Life Science)	Either Physical Science or Earth and Space Science to fulfill remaining graduation requirement		Elective
US History II Reconstruction to Present		Local, State, and National Government	World History		Elective
Physical Education	Health 1	Computer Science, Engineering, and Technology Education	Health 2	Elective	Elective
*Completer: World Language or Career and Technical Education		*Completer: World Language or Career and Technical Education	*Completer: World Language or Career and Technical Education		*Completer: World Language or Career and Technical Education
Fine Arts		Elective	Elective		Elective
Elective		Financial Literacy (.5 course/ graduation requirement)	Elective		Elective

Class of 2025 and Beyond

A SAMPLE PROGRAM PLANNER
ENTERING FRESHMEN SCHOOL YEAR 2021-2022

GRADE 9		GRADE 10	GRADE 11		GRADE 12
English 9		English 10	English 11		English 12
Algebra 1 or above		Geometry or above	Non-Trivial Algebra level Mathematics		Non-Trivial Algebra level Mathematics
Biogeochemical Systems (Physical Science or Earth and Space Science)		Biology (Life Science)	Either Physical Science or Earth and Space Science to fulfill remaining graduation requirement		Elective
US History II Reconstruction to Present		Local, State, and National Government	World History		Elective
Physical Education	Health 1	Computer Science, Engineering, and Technology Education	Health 2	Elective	Elective
*Completer: World Language or Career and Technical Education		*Completer: World Language or Career and Technical Education	*Completer: World Language or Career and Technical Education		*Completer: World Language or Career and Technical Education
Fine Arts		Elective	Elective		Elective
Elective		Financial Literacy (.5 course/ graduation requirement)	Elective		Elective

*See World Language and Career and Technology Education pages for credit 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 in order to earn a high school diploma. Refer to Administrative Procedure 6151 Student Service-Learning Graduation Guidelines for additional information.

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

1. The student is enrolled in an education program for at least 4 years beyond Grade 8 or its age equivalent, and is determined by his/her IEP team, with the agreement of the student and the parents of the student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including but not limited to gainful employment, post-secondary education and training, supported employment, and other services that are integrated in the community, or

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

The Maryland Summary of Performance that describes the student's skills shall accompany the Maryland High School Certificate of Program Completion which may include one or more endorsements in the areas of Post-Secondary Education, Career and Work Readiness, and Community and Citizenship.

The final 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.

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

High School
Core Curriculum Course Sequence

CONTENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Mathematics	• Algebra 1 • Geometry • Algebra 2 • Applications in Mathematics for English Language Development	• Algebra 1 • Geometry • Algebra 2 • Trigonometry • Probability and Statistics • Advanced Placement (AP) Precalculus	• Geometry • Algebra 2 • Foundations for College Algebra • Quantitative Modeling • Trigonometry • AP Precalculus • AP Statistics • AP Computer Science • AP Calculus AB	• Algebra 2 • Foundations for College Algebra • Trigonometry/Analysis • Probability and Statistics • AP Precalculus • AP Statistics • AP Computer Science • AP Calculus AB • AP Calculus BC • Calc III/ Diff Equations
English	• English 9 • ELD Newcomer	• English 10	• English 11 • AP English Language and Composition • AP English Literature and Composition • International Baccalaureate (IB) World Literature 1 • English 10 (ELD)	• English 12 • English 12 Dual Enrollment • AP English Language and Composition • AP English Literature and Composition • IB World Literature 2 • English 10 (ELD)
Science See Science Program Page for courses that qualify for each category Life Science, Physical Science, and Earth and Space Science	• Biogeochemical Systems • Biology Honors • Language of Science (ELD)	• Biology • Chemistry Honors • Physics • Physics Honors • Earth and Space Science • Environmental Science	• Chemistry • Chemistry Honors • Physics • Physics Honors • Earth and Space Science • Environmental Science • AP Biology • AP Chemistry • AP Physics 1 • AP Physics 2 • AP Environmental Science	• Chemistry • Chemistry Honors • Physics • Physics Honors • Earth and Space Science • Environmental Science • AP Biology • AP Chemistry • AP Physics 1 • AP Physics 2 • AP Environmental Science
Social Studies	• United States History II, Reconstruction to Present • Language of American History (ELD)	• Local, State, and National Government • United States History II, Reconstruction to Present (ELD) • AP Government & Politics	• World History • AP World History • AP United States History • Local, State, and National Government (ELD)	• AP World History • AP US History • AP Government & Politics • World History (ELD)

English Program

Four (4) English credits are required for graduation. The English Language Development course, High School Newcomer English, counts as an English credit toward graduation

No English courses, with the exception of high school English credits earned in middle school or English 9 earned prior to fall enrollment in Grade 10, shall be counted toward fulfilling the graduation requirements in English.

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

An 11th grade or third-year high school student who has earned two credits in English must be enrolled in English 11, Honors English 11, IB English, AP English Language and Composition, AP English Literature and Composition for one credit.

A 12th grade or fourth-year high school student who has earned three credits in English must be enrolled in English 12, English 12 Dual Enrollment, AP English Literature and Composition, AP English Language and Composition for one credit.

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

Possible considerations for exceptions to the enrollment policies may include:

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

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

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

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

To view the assessment requirements for English, go to Table of Contents at the beginning of this document to find the Assessment Requirements for High School and the corresponding page numbers.

English Core Courses
Grades 9–12

English 9

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

English 10

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

English 11

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

English 12

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

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

High School Course Sequence for Multilingual Learners School Year 2024-2025 and beyond

		Grade 9		Grade 10	Grade 11	Grade 12
ELD NEWCOMER*	**English** SIFE - No N grade - No	HS Newcomer English (semester 1) 136153	English 9 (semester 2)	***English 10***	English 11	English 12
	English SIFE - Yes (or No) N grade - No	HS Newcomer English (Full Year) 136153	English 9 (summer school)			
	English SIFE - Yes or No N grade - Yes	HS Newcomer English (semester 2) 136153	English 9 (summer school)			
	ELD	HS Newcomer ELD 135653		HS Beginner ELD	HS Intermediate ELD	HS Advanced ELD
	Social Studies	Language of American History		U.S. History II	***Local, State, and National Government***	World History
	Science***	Language of Science		Biogeochemical Systems	***Biology***	Either Physical Science or Earth and Space Science course to fulfill the graduation requirement
	Math	• For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. • Courses may include Applications in Mathematics, ***Geometry, Algebra 1*** or higher. • Mathematics is to be scheduled every year.				
ELD BEGINNER	**English**	English 9		***English 10***	English 11	English 12
	ELD	HS Beginner ELD		HS Intermediate ELD	HS Advanced ELD	HS ELD Lang Lab 1
	Social Studies	U.S. History II		***Local, State, and National Government***	World History	-
	Science***	Biogeochemical Systems		***Biology***	Additional lab-based science class	-
	Math	• For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. • Courses may include Applications in Mathematics, ***Geometry, Algebra 1*** or higher. • Mathematics is to be scheduled every year.				

See Next Page for ELD Intermediate and ELD Advanced, footnotes, and ELD levels.

High School Course Sequence for Multilingual Learners
School Year 2024-2025 and beyond continued

		Grade 9	Grade 10	Grade 11	Grade 12
ELD INTERMEDIATE	**English**	English 9	*English 10*	English 11	English 12
	ELD	HS Intermediate ELD	HS Advanced ELD	HS ELD Lang Lab 1	HS ELD Lang Lab 2
	Social Studies	U.S. History II	*Local, State, and National Government*	World History	-
	Science***	Biogeochemical Systems	*Biology*	Additional lab-based science course	-
	Math	• For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. • Courses may include Applications in Mathematics, *Geometry, Algebra 1* or higher. • Mathematics is to be scheduled every year.			
ELD ADVANCED	**English**	English 9	*English 10*	English 11	English 12
	ELD	HS Advanced ELD	HS ELD Lang Lab 1	HS ELD Lang Lab 2	
	Social Studies	U.S. History II	*Local, State, and National Government*	World History	-
	Science***	Biogeochemical Systems	*Biology*	Additional lab-based science course	-
	Math	• For students new to the U.S., use the International Student Math Placement Test to determine initial course placement. • Courses may include Applications in Mathematics, *Geometry, Algebra 1* or higher. • Mathematics is to be scheduled every year.			

See Next Page for ELD LTML footnotes, and ELD levels.

High School Course Sequence for Multilingual Learners
School Year 2024-2025 and beyond continued

<table>
<tr><td rowspan="5">ELD LTML</td><td>English</td><td>English 9</td><td>English 10</td><td>English 11</td><td>English 12</td></tr>
<tr><td>ELD</td><td>HS ELD Lang Lab 1</td><td>HS ELD Lang Lab 2</td><td></td><td></td></tr>
<tr><td>Social Studies</td><td>U.S. History II</td><td>Local, State, and National Government</td><td>World History</td><td>-</td></tr>
<tr><td>Science***</td><td>Biogeochemical Systems</td><td>Biology</td><td>Additional lab-based science class</td><td>-</td></tr>
<tr><td>Math</td><td colspan="4">For students new to the U.S., use the International Student Math Placement Test to determine initial course placement.
Courses may include Applications in Mathematics, Geometry, Algebra 1 or higher.
Mathematics is to be scheduled every year.</td></tr>
</table>

Students enrolled in BOLD ITALICIZED courses will take the Maryland Comprehensive Assessment Program (MCAP) Assessment associated with that content area course.

*English course placement is dependent upon Student with Interrupted Formal Education (SIFE) status, enrollment date (N Grade), and individual school master schedule. All students are only required to attain four (4) English credits for graduation which can include High School English Newcomer ELD.

**Grade 9 MLs are strongly encouraged to enroll in a World Language course in their home language.

***Science High School Graduation Requirement: The Maryland State Department of Education requires that all students who will graduate FY2020 and beyond must successfully pass three one-credit lab science courses, one in each of the following categories: Life Science, Earth and Space Science, and Physical Science.

****Only students in their first year in US schools and with a qualifying score on the International Math Placement Test should be scheduled into Applications in Mathematics; all others should be scheduled into Geometry or higher for Mathematics. Please refer to guidance from the PGCPS Mathematics Office for PGCPS Mathematics Course Sequence.

ELD Level	WIDA Screener or WIDA ACCESS Score
Newcomer	1.0-1.9
Beginner	2.0-2.9
Intermediate	3.0-3.9
Advanced	4.0-4.4

English Language Development (ELD)

English Program for English Language Development (ELD)

Multilingual learners currently enrolled in the ELD Program and electing to receive ELD services will be enrolled in the appropriate English ELD course and language development instruction to meet the required English credit. Course placement is determined using the previous course placement, the English language proficiency of the student as determined by the WIDA ACCESS or W-APT, and/or ELD/International Student Admissions and Enrollment Office (ISAEO) staff recommendations.

High School Newcomer English

The High School English Newcomer English Language Development (ELD) course focuses on both English language arts and language acquisition. The course aims to develop the English language skills of newcomer multilingual learners in listening, speaking, reading, writing, viewing, and representing for communicating with social and instructional purposes and the language for language arts. Students will read developmentally appropriate texts that are fictional and informational in alignment with Maryland College and Career Readiness Standards, as well as, WIDA English Language Development Standards. Students will read closely to analyze texts in preparation for writing tasks that include argument, narrative, and informative/explanatory writing. Students must be concurrently enrolled in the High School Newcomer English Language Development (ELD) course.

High School Newcomer English Language Development

The High School Newcomer English Language Development (ELD) course provides newcomer multilingual learner students instruction within areas of listening, speaking, reading, writing, viewing, and representing for communicating with the language of schooling based on the WIDA English Language Developmental Standards. These skills require control of the sound system, grammar, vocabulary (social and academic), and differing sentence structures. Students will develop Basic Interpersonal Communication Skills (BICS) and will begin to develop Cognitive Academic Language Proficiency (CALP) while extending reading, writing, and critical thinking skills in appropriate social, cultural, and academic situations. Students must be concurrently enrolled in High School English Newcomer English Language Development (ELD)

High School Beginner English Language Development

The High School Beginner English Language Development (ELD) course provides beginner multilingual learner students instruction within areas of listening, speaking, reading, writing, viewing, and representing for communicating with social and instructional purposes. These skills require control of the sound system, grammar, vocabulary (social and academic), and incrementally more complex sentence structure. Students will continue to build Basic Interpersonal Communication Skills (BICS) and will develop Cognitive Academic Language Proficiency (CALP) while extending reading, writing, and critical thinking skills in appropriate and complex social, cultural, and academic situations. Students must be concurrently enrolled in a grade-level English (ELA) course.

High School Intermediate English Language Development

The High School Intermediate English Language Development (ELD) course provides intermediate multilingual learner students instruction within areas of listening, speaking, reading, writing, viewing, and representing for communicating with social and instructional purposes. These skills require control of the sound system, grammar, vocabulary (social and academic), and incrementally more complex sentence structure. Students will continue to develop Cognitive Academic Language Proficiency (CALP) while extending reading, writing, and critical thinking skills in appropriate and increasingly more complex social, cultural, and academic situations. Students must be concurrently enrolled in a grade-level English (ELA) course.

High School Advanced English Language Development

The High School Advanced English Language Development (ELD) course is a language development course that provides advanced multilingual learners instruction within areas of listening, speaking, reading, writing, viewing, and representing for communicating with social and instructional purposes requiring control of the sound system, grammar, vocabulary (social, academic, and technical), and increasingly more complex sentence structure. Students will continue to develop Cognitive Academic Language Proficiency (CALP) while extending reading, writing, and critical thinking skills in appropriate and increasingly more complex social, cultural, and academic situations. Students must be concurrently enrolled in a grade-level English (ELA) course.

High School English Language Development Lab 1

This English language development course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills for long term Multilingual Learners. Students will increase academic vocabulary and develop strategies and skills for listening, speaking, reading, and writing for academic purposes.

High School English Language Development Lab 2

This English language development course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills for long term Multilingual Learners. Students will increase academic vocabulary and develop strategies and skills for listening, speaking, reading, and writing for academic purposes.

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

International High School

Students enrolled in the International High Schools will be required to follow the scoring and grading procedures available from the school office.

Mathematics Program

Effective with entering freshmen of Fall 2021, four (4) mathematics credits are required for graduation, which must include Algebra 1, Geometry, and two (2) additional mathematics credit(s). Each student shall enroll in a mathematics course each year of high school that the student attends, up to a maximum of 4 years attendance, unless in the 5th and 6th year a mathematics course is needed to meet a graduation requirement.

Effective with entering freshmen of Fall 2014 through Fall 2020, three (3) mathematics credits are required (including Algebra 1 and Geometry) and enrollment in one credit of mathematics.

Upon completion of Algebra 1, students must take the appropriate Algebra 1 assessment(s) or an allowable substitute to graduate. To view the assessment requirements for, Mathematics go to Table of Contents at the beginning of this document to find the Assessment Requirements for High School and the corresponding page numbers.

Students may not enroll in the next course of study if they have not successfully completed all prerequisite courses. Students may not concurrently enroll in Algebra 1 and Geometry unless they are enrolled in a credit recovery opportunity for Algebra 1.

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

Mathematics Core Courses
Grades 9–12

Geometry

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence, Proof and Constructions, Connecting Algebra and Geometry through Coordinates, Similarity, Proof and Trigonometry, Extending to Three Dimensions, and Circles With and Without Coordinates. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students must successfully complete Math 8 before they can enroll in Geometry.

Algebra 1

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

Quantitative Modeling

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

Algebra 2

Algebra 2 continues to work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. In this course rational functions are limited to those whose numerators are of degree at most one and denominators of degree at most 2; radical functions are limited to square roots or cube roots of at most quadratic polynomials. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students must successfully complete Geometry and Algebra 1 before they can enroll in Algebra 2.

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

Science Program

Three (3) Science credits are required for graduation. The instruction and assessments include a laboratory component engaging students in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas. The End of Course Assessment required for graduation is the Life Science Maryland Integrated Science Assessment (LS MISA) completed at the end of the Biology course.

Effective as of of Fall 2017, the following requirements (one credit from each category) apply:

3 lab science credits
√ 1 in Life Science (minimum one credit required)
- Biology
- Biology Honors/Pre-Diploma Program (PDP)/Science and Technology (ST)
- Advanced Placement (AP) Biology
- International Baccalaureate (IB) Biology 1 or 2

√ 1 in Physical Science (minimum one credit required)
- Biogeochemical Systems
- Chemistry
- Chemistry Honors/PDP/ST
- Environmental Science
- Physics
- IB Biology 1
- IB Chemistry 1
- IB Environmental Systems
- IB Sports Exercise and Health Science
- AP Chemistry
- AP Physics 1 or 2
- AP Environmental Science

√ 1 in Earth and Space Science (minimum one credit required)
- Biogeochemical Systems
- * Chemistry
- Chemistry Honors/PDP/ST
- Environmental Science
- Earth and Space Science
- IB Environmental Systems
- AP Environmental Science

  * Note: Chemistry is approved for students entering ninth grade in or before Fall 2021.

. A student who has not successfully completed Algebra 1 may enroll in Environmental Science in lieu of Chemistry.

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

Science Program
Science Core Courses
Grades 9–12

Biogeochemical Systems

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

Biology

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

Chemistry

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

Earth and Space Science

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

Science Program

Environmental Science

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

Physics

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

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

Social Studies Program

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

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

The 10th grade Social Studies requirement is Local, State, and National Government. Students may take Advanced Placement (AP) Government and Politics in lieu of the Local, State, and National Government course.

The 11th grade Social Studies requirement is World History. AP World History may be substituted.

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

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

To view the assessment requirements for Social Studies, go to Table of Contents at the beginning of this document to find the Assessment Requirements for High School and the corresponding page numbers.

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

Social Studies Core Courses
Grades 9–12

United States History II, Reconstruction to Present

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

Local, State, and National Government

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

World History

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

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

Health Education Program

Effective with entering freshmen of Fall 2020 and before, one-half (0.5) credit in Health Education is required for graduation. All students are required to complete the Health Issues or Health 1 course to satisfy the half credit graduation requirement. The recommendation is for students to enroll in the one-half (0.5) credit Health Issues or Health 1 course in ninth or tenth grade.

Effective with entering freshmen of Fall 2021, students are required to complete one (1.0) credit in Health Education in order to graduate by completing the 0.5 credit Health Issues course, which has transitioned to the title of Health 1, in 9th or 10th grade AND the other 0.5 credit graduation required course, Health 2, in 11th or 12th grade.

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

PROGRAM/COURSE   CREDITS

Health Education Electives

Family Living (only juniors and seniors; must have passed Health Issues or Health 1 requirement) .... 0.5 credit
Sports Medicine (only juniors and seniors; must have passed Health Issues or Health 1 requirement)... 0.5 credit

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

Physical Education Program

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

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

PROGRAM/COURSE   CREDITS

Physical Education Electives

Personal Fitness 2.. 0.5 credit
Lifetime Sports 1 .... 0.5 credit
Lifetime Sports 2 .... 0.5 credit
Team Sports 1 .... 0.5 credit
Team Sports 2 .... 0.5 credit
Physical Training .... 0.5 credit

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

Financial Literacy

Effective with entering freshmen of Fall 2020, one-half (0.5) credit in Financial Literacy is required for graduation. All students are required to complete the Financial Literacy course to satisfy the half credit graduation requirement. The recommendation is for students to enroll in the one-half (0.5) credit Financial Literacy course in tenth grade. No 9th graders should be scheduled in Financial Literacy.

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

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

Fine Arts
Graduation Credit

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

PROGRAM/COURSE   CREDITS

Art

Advanced Computer Graphics Visual and Performing Arts (VPA)	2 credits
Advanced Drawing and Painting	1 credit
Advanced Photography	2 credits
Advanced Placement Art History	1 credit
Advanced Placement Studio Art 2D	1 credit
Advanced Placement Studio Art 3D	1 credit
Architecture VPA	2 credits
Art Appreciation 1	0.5 credit
Art Appreciation 2	0.5 credit
Art History	1 credit
Art 1	1 credit
Art 2	1 credit
Art 3	1 credit
Art 4	1 credit
Basic Design	0.5 credit
Basic Drawing and Painting	0.5 credit
Basic Printmaking	0.5 credit
Basic Sculpture	0.5 credit
Ceramics 1	1 credit
Ceramics 2	1 credit
Commercial Illustration 1 VPA	2 credits
Commercial Illustration 2 VPA	2 credits
Computer Graphics 1	1 credit
Computer Graphics 2	1 credit
Computer Graphics 2	2 credits
Computer Graphics/Graphic Design VPA	2 credits
Crafts 1	0.5 credit
Crafts 2	0.5 credit
Crafts 3	0.5 credit
Crafts 4	0.5 credit
Digital Photography	1 credit
Digital Photography 2	1 credit
Drawing and Painting 1 VPA	1 or 2 credits
Drawing and Painting 2 VPA	1 or 2 credits
Integrated Arts Dual Enrollment	1 credit
Intermediate Drawing and Painting	1 credit
Intermediate Photography	1 credit
International Baccalaureate: Art/Design 1	1 credit
International Baccalaureate: Art/Design 2	1 credit
Introduction to Art	1 credit
Introduction to Computer Graphics VPA	2 credits
Introduction to Digital Photography	1 credit
Introduction to Drawing	1 credit
Introduction to Painting	1 credit
Introduction to Photography	1 credit
Introduction to Printmaking	0.5 credit
Introduction to Sculpture	0.5 credit
Online AP Art History A	0.5 credit

HIGH SCHOOL

PROGRAM/COURSE	CREDITS

Art (cont'd)

Online AP Art History B	0.5 credit
Photography 1 VPA	2 credits
Photography 2 VPA	2 credits
Printmaking 1 VPA	2 credits
Printmaking 2 VPA	2 credits
Sculpture 1 VPA	1 or 2 credits
Sculpture 2 VPA	1 or 2 credits
World Art Pre-Diploma Program	1 credit

Dance

Ballet 1	1 credit
Ballet 2	1 credit
Ballet 3	1 credit
Ballet 4	1 credit
Dance 1A	0.5 credit
Dance 1B	0.5 credit
Dance 2A	0.5 credit
Dance 2B	0.5 credit
Dance 3A	0.5 credit
Dance 3B	0.5 credit
Dance 4A	0.5 credit
Dance 4B	0.5 credit
Dance Composition 1	1 credit
Dance Composition 2	1 credit
Dance Production	1 credit
Dance Production 2	1 credit
Dance Repertory 2	1 credit
Dance Repertory 3	1 credit
Dance Repertory 4	1 credit
Dance for Athletes 1	0.5 credit
Dance for Athletes 2	0.5 credit
Jazz 1	1 credit
Jazz 2	1 credit
Modern Dance 1	1 credit
Modern Dance 2	1 credit
Modern Dance 3	1 credit
Modern Dance 4	1 credit
Pointe Ballet 1	1 credit
Pointe Ballet 2	1 credit
Repertory Dance	1 credit
World Dance 3	1 credit

Drama

Acting Studio 1	2 credits
Acting Studio 2	2 credits
Directing	0.5 Credit
Drama 1	1 credit
Drama 2	1 credit
Drama 3	1 credit

Fine Arts
Graduation Credit (cont'd)

PROGRAM/COURSE   **CREDITS**

Drama (cont'd)

Drama 4 ....1 credit
Performance Styles .... 2 credits
Playwriting ....0.5 credit
Repertory Acting ....2 credits
Script Analysis ....0.5 credit
Stagecraft ....0.5 credit
Special Theatre Topics .... 1 credit
Theatrical Design..1 credit
Theatre History ....0.5 credit
Theatre Practicum ....1 credit
VPA Theatre...0.5 credit

Media Arts

Media Arts Production 1 .... 1 credit
Media Arts Production 2 .... 1 credit
Media Arts Production 3 .... 1 credit
Media Arts Production 4 ....1 credit

Music: Vocal General

Advanced Chorus - Concert ....1 credit
Advanced Chorus - Chamber ....1 credit
Advanced Placement Classical Piano and Theory ....1 credit
Advanced Placement Music Theory .... 1 credit
Applied Music Piano ....1 credit
Applied Music Voice .... 1 credit
Choral Ensemble ....1 credit
Mixed Chorus ....1 credit
Concert Chorus .... 1 credit
Guitar - Basic...0.5 credit
Guitar - Intermediate..0.5 credit
Guitar - Advanced .... 0.5 credit
Intermediate Chorus ....1 credit
International Baccalaureate Music .... 1 credit
International Baccalaureate Music 2 .... 1 credit
Music Survey ....0.5 credit
Music Survey Dual Enrollment ....1 credit
Musicianship 1A...0.5 credit
Musicianship 1B ....0.5 credit
Musicianship 2A...0.5 credit
Musicianship 2B ....0.5 credit
Musicianship 3A...0.5 credit
Musicianship 3B ....0.5 credit
Piano - Basic ....0.5 credit
Piano - Intermediate...0.5 credit
Piano - Advanced .... 0.5 credit
Principles of Recording Technology .... 0.5 credit
Recording Technology...0.5 or 1 credit
Theory 1 ....1 credit
Theory 2 ....1 credit
Theory 3 ....1 credit
Theory 4 ....1 credit

Fine Arts
Graduation Credit (cont'd)

PROGRAM/COURSE   **CREDITS**

Music: Instrumental

Applied Music Band .... 1 credit
Applied Music Strings .... 1 credit
Band - Basic .... 1 credit
Band - Intermediate .... 1 credit
Band - Advanced .... 1 credit
Jazz Ensemble .... 1 credit
Orchestra - Basic .... 1 credit
Orchestra - Intermediate .... 1 credit
Orchestra - Advanced .... 1 credit
Special Instrumental Ensemble .... 1 credit

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

Computer Science, Engineering, or Technology Education Graduation Credit

One (1) Computer Science, Engineering, or Technology Education credit is required for graduation. Course availability is designated by each high school. The courses below meet the Computer Science, Engineering, or Technology Education credit criteria. Computer Science, Engineering or Technology Education is formerly known as Technology Education.

PROGRAM/COURSE   CREDITS

812113 Advanced Design Applications****...1 credit

867363 Advanced Placement Computer Science Principles***..1 credit

812123 Advanced Technological Applications****...1 credit

991410 Flight Planning* ....0.5 credit

991400 The Flying Environment* ....0.5 credit

867303 Foundations of Computer Science***...1 credit

842003 Foundations of Technology****... 1 credit

842093 Foundations of Technology Science and Technology**...1 credit

867913 Fundamentals of Aerospace*...1 credit

864333 Introduction to Information Technology Dual Enrollment***..1 credit

803013 International Baccalaureate Diploma Program Design Technology ....1 credit

867403 Principles of Engineering*** ....1 credit

991420 Unmanned Aircraft Operations*...0.5 credit

Students are to be enrolled in the programs listed below to earn the 1.0 Computer Science, Engineering, or Technology Education credit:

*Aerospace Engineering and Aviation Technology

**Science and Technology

***Project Lead the Way Engineering

****Career and Technical Education

For more information, contact the appropriate department.

Advanced Technology Education
Graduation Completer Credit

Students entering high school in Fall 2021 or after are not eligible for Advanced Technology Education as a completer option.

Students who entered high school in Fall 2020 or before who are currently enrolled in advanced technology education courses can continue to use this option to graduate through school year 2023-2024. Students enrolling in Fall 2020 would be the last cohort of students who are eligible to graduate as an advanced technology education completer.

PROGRAM/COURSE	CREDITS
812003 Engineering Design by ITEEA*	1 credit
812113 Advanced Design Applications*	1 credit
812123 Advanced Technological Applications	1 credit
991103 Aeronautics Engineering Applications	1 credit
991113 Astronautics Engineering Applications	1 credit
867213 Information Technology Networks and Systems 1	1 credit
867223 Information Technology Networks and Systems 2	1 credit
811200 Architectural Graphics S/T	0.5 credit
811103 Architectural Drafting and Design S/T	1 credit
836200 Electronic Systems A S/T	0.5 credit
836300 Electronic Systems B S/T	0.5 credit
836103 Electronic Systems S/T	1 credit
870200 Energy Systems A S/T	0.5 credit
870300 Energy Systems B S/T	0.5 credit
870103 Energy Systems S/T	1 credit
811400 Engineering Graphics S/T	0.5 credit
811303 Engineering Drafting and Design S/T	1 credit
870500 Production Systems A S/T	0.5 credit
870600 Production Systems B S/T	0.5 credit
870403 Production Systems S/T	1 credit
869800 Structural Systems A S/T	0.5 credit
869900 Structural Systems B S/T	0.5 credit
870703 Structural Systems S/T	1 credit

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

World Languages
Graduation Completer Credit

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

Effective with entering freshmen of Fall 2015 through Fall 2020, PGCPS did not require that the two years of world language for students beginning a Level 1 course in high school be the same world language. Effective with students entering high school in Fall 2021, two credits in the same World Language or American Sign Language are required for completer credit.

Students will complete two years in the same world language to meet the following needs:
- Better mastery of the language;
- Support for reaching an Advanced Placement language course;
- Support to meet college entrance requirements and for the continuation of a language at the college level; and
- Support for the Maryland Seal of Biliteracy.

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

MARYLAND SEAL OF BILITERACY COMAR 13A.03.07

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

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

American Sign Language 1
American Sign Language 2
American Sign Language 3
American Sign Language 4
American Sign Language 5

Arabic 1
Arabic 2
Arabic 3
Arabic 4

International Baccalaureate Chinese Ab Initio 1
International Baccalaureate Chinese Ab Initio 2
Chinese 1
Chinese 2

Chinese 3
Chinese 4
Online Chinese 1
Online Chinese 2
Advanced Placement Chinese 5

French 1
French 2
French 3
French 4
Advanced Placement French 5 Language
French 6
French 7

World Languages
Graduation Completer Credit (cont'd)

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

Korean 1
Korean 2
Korean 3
Korean 4

Latin 1
Latin 2
Latin 3
Latin 4

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

Portugese 1
Portugese 2
Portugese 3

Russian 1
Russian 2
Russian 3
Russian 4
International Baccalaureate Russian Ab Initio 1
International Baccalaureate Russian Ab Initio 2

Spanish 1
Spanish 2
Spanish 3
Spanish 4
Advanced Placement Spanish 5 Language
Advanced Placement Spanish 6 Literature
Spanish 7
International Baccalaureate Spanish A
International Baccalaureate Spanish B
International Baccalaureate Spanish Ab Initio
Online Spanish 1
Online Spanish 2
Online Spanish 3
Online Advanced Placement Spanish Language

Spanish for Native Speakers 2
Spanish for Native Speakers 3
Spanish for Native Speakers 4

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

English Language Development

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

For more information, contact the World Languages Office at 301-808-8265, Immersion Office at 301-808-5956 or ELD Office at 240-455-5899.

Career and Technical Education (CTE)
MSDE-Approved Graduation Completer Credit Sequences

The completion of an MSDE-approved Career and Technical Education sequence of courses is one option for the completer requirement for graduation. CTE 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. *Contact the Department of Career and Technical Education, 301-669-6012, for additional information.

Arts, Media, and Communications
Interactive Media Production ....4 credits

Business and Finance
Accounting...3 credits
Business Administrative Services...............................4 credits
Business Management...3 credits
Academy of Finance
(National Academy Foundation) ....4 credits
Business Marketing (Three-Dimensional Education)..3 credits

Career Research and Development
Apprenticeship Maryland Program ....4 credits
Career Research and Development ....3 credits

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

Consumer Services, Hospitality and Tourism
Careers in Barbering ....7 credits
Careers in Cosmetology ....8 credits
Culinary Arts ....6 credits
ProStart (Food and Beverage Management) ....4 credits

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

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

Human Resource Services
Criminal Justice and Law Enforcement ....4 credits
Early Childhood Education - Child Care ....5-7 credits
Early Childhood Education -
Child Development Associate....................................7 credits
Fire Fighter and Emergency Medical Technician....... 8 credits
Homeland Security Sciences.....................................4 credits
Junior Reserve Officers' Training Corps (JROTC).. 3-4 credits
Teacher Academy of Maryland ....5 credits

Information Technology
CISCO Networking Academy Cybersecurity...............6 credits
Computer Information Systems .... 4-5 credits
Integrating Technology, Engineering, and Computer Science
(InTECS)...4 credits
Mobile Applications and Software Development -
Apple ....3 credits
Oracle Academy - Database......................................4 Credits
Oracle Academy - Java ....4 Credits

Manufacturing, Engineering, and Technology
Project Lead the Way (PLTW) Engineering ....4 credits

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

Transportation
Automotive Body Repair..6 credits
Automotive Technician...6 credits

Arts, Media, and Communication
Interactive Media Production

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

Interactive Media Production - 4 Credits
MSDE-Approved Completer
Adobe Creative Suite Certification

Grade 10 - 750203 Principles of Art, Media & Communication - 1 Credit
Grade 11 - 944163 Interactive Media and Design 1 - 1 Credit
Grade 11 - 944173 Interactive Media and Design 2 - 1 Credit
Grade 12 - 944183 Interactive Media Production Portfolio Capstone - 1 Credit

High Schools: Crossland and DuVal

Completer Program

Business and Finance

Accounting • Business Administrative Services • Business Management
Business Marketing • Finance

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

Accounting - 3 Credits

MSDE-Approved Completer

Accounting Dual Enrollment

College-Level Examination Program (CLEP) college credits

Assessment of Skills and Knowledge (A*S*K*) Certification

Grade 10 - 553103 Principles of Business Management and Entrepreneurship - 1 Credit
Grade 11 - 553133 Principles of Accounting and Finance - 1 Credit
Grade 12 - 535203 Advanced Accounting* or 511200 Principles of Accounting DE - 1 Credit

High School: Dr. Henry A. Wise, Jr.

*MSDE Completer Requirement

Note: Course 536003 Accounting and Finance Capstone is recommended for 12th Graders but it is no longer an MSDE required course.

Business Administrative Services - 4 Credits

MSDE-Approved Completer

Microsoft Office Specialist Excel, PowerPoint, and Word Certifications

Assessment of Skills and Knowledge (A*S*K*) Certification

Grade 10 - 553103 Principles of Business Management and Entrepreneurship - 1 Credit
Grade 11 - 553123 Office Systems Management 1 - 1 Credit
Grade 11 - 553133 Principles of Accounting and Finance - 1 Credit
Grade 12 - 553143 Office Systems Management 2 - 1 Credit

High Schools: Crossland, Dr. Henry A. Wise, Jr., Largo, Fairmont, Parkdale, and Tall Oaks

Business and Finance

Business Management - 3 Credits

MSDE-Approved Completer

College-Level Examination Program (CLEP) college credits

Assessment of Skills and Knowledge (A*S*K*) Certification

Grade 10 - 553103 Principles of Business Management and Entrepreneurship - 1 Credit
Grade 11 - 553113 Advanced Business Management - 1 Credit
Grade 11 - 553133 Principles of Accounting and Finance - 1 Credit

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

Note: Course 553213 Business Management Capstone is recommended for 12th Graders but it is no longer an MSDE required course.

Academy of Finance - NAF - 4 Credits

MSDE-Approved Completer

Finance Dual Enrollment

NAFTrack Certification

Grade 10 - 511110 Principles of Finance NAF - .5 Credit
Grade 10 - 576600 Financial Planning NAF - .5 Credit
Grade 11 - 510000 Financial Services NAF - .5 Credit
Grade 11 - 511160 Applied Finance NAF - .5 Credit
Grade 11 - 511000 Principles of Accounting NAF - .5 Credit
Grade 11 - 511130 Managerial Accounting NAF - .5 Credit
Grade 12 - 540000 Business Economics NAF - .5 Credit
Grade 12 - 511140 Ethics in Business NAF - .5 Credit

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

Business Marketing (Three-Dimensional Education) - 3 Credits
MSDE Approved Completer

College-Level Examination Program (CLEP) college credits

Grade 10 - 553103 Principles of Business Management and Entrepreneurship - 1 Credit
Grade 11 - 553133 Principles of Accounting and Finance - 1 Credit
Grade 12 - 985103 Introduction to Marketing - 1 Credit

High Schools: Potomac and Surrattsville

Note: It is strongly recommended that in 9th grade 3DE students be enrolled in the following foundational electives Entrepreneurship I and Financial Literacy.

Completer Program

Career Research and Development

Apprenticeship Maryland Program • College Career Research and Development

The Apprenticeship Maryland Program, in partnership with local businesses, offers students individualized experiences of classroom instruction and On the Job Training. Businesses offering an Apprenticeship Maryland Program will be matched with approved students.

Apprenticeship Maryland Program - 4 Credits

MSDE Approved Completer
State Skill Certificate

Grade 11 - 986013 Apprenticeship - .1.0 Credit
Grade 12 - 986023 Apprenticeship - 1.0 Credit
Grade 12 - 986033 Apprenticeship - 1.0 Credit
Grade 12 - 986043 Apprenticeship - 1.0 Credit

High Schools: All

NOTE: No student can be placed into an Apprenticeship Maryland Program without approval from the CTE Apprenticeship Coordinator. All programs MUST have Maryland Department of Labor approval.

Career Research and Development - 3 Credits

MSDE-Approved Completer

Grade 11 - 983913 College Career Research and Development - 1.0 Credit
Grade 12 - 983923 College Career Research and Development 2 - 1.0 Credit
Grade 12 - 983933, 983943, 983953, 983963, 983973, or 983983 Career Research and Development Work-Based Learning Experience - 1.0 Credit

High Schools: Bladensburg, Bowie, Central, Charles Herbert Flowers, Crossland, Croom, Dr. Henry A. Wise, DuVal, Eleanor Roosevelt, Fairmont Heights, Forestville, Frederick Douglass, Friendly, Gwynn Park, High Point, Largo, Laurel, Northwestern, Oxon Hill, Parkdale, Potomac, Suitland, Surrattsville, and Tall Oaks

Construction and Development
Carpentry • Construction and Design Management • Electrical
HVAC • Masonry • Plumbing

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

Carpentry - 6 Credits

MSDE-Approved Completer

National Center for Construction Education and Research Certification (NCCER)

OSHA 10 Certification

Articulated Credit - Prince George's Community College

Grade 11 - 871613 Construction Core - 1.0 Credit
Grade 11 - 871623 Carpentry 1 - 1.0 Credit
Grade 12 - 871723 Carpentry 2 - 4.0 Credits

High Schools: Bladensburg, Crossland, and Tall Oaks

Construction Design and Management - 4 Credits

MSDE-Approved Completer

Autodesk – AutoCAD and/or Revit Certification

Articulated Credit - Prince George's Community College

Grade 10 - 871513 Introduction to Construction Design & Management - 1.0 Credit
Grade 11 - 871523 Principles of Construction Design - 1.0 Credit
Grade 12 - 871533 Advanced Design & 3-D Modeling - 1.0 Credit
Grade 12 - 871543 Advanced Construction Management - 1.0 Credits

High School: Bowie

Electrical - 6 Credits

MSDE-Approved Completer

National Center for Construction Education and Research Certification (NCCER)

OSHA 10 Certification

Articulated Credit - Prince George's Community College

Grade 11 - 871613 Construction Core - 1.0 Credit
Grade 11 - 871643 Electrical 1 - 1.0 Credit
Grade 12 - 871733 Electrical 2 - 4.0 Credits

High Schools: Bladensburg, Croom, and Crossland

Completer Program

HIGH SCHOOL

Completer Program

Heating, Ventilation, and Air Conditioning (HVAC) - 6 Credits

MSDE-Approved Completer

National Center for Construction Education and Research Certification (NCCER)

OSHA 10 Certification

Articulated Credit - Prince George's Community College

Grade 11 - 871613 Construction Core - 1.0 Credit
Grade 11 - 871663 HVAC 1 - 1.0 Credit
Grade 12 - 871743 HVAC 2 - 4.0 Credits

High School: Crossland

Masonry - 6 Credits

MSDE-Approved Completer

National Center for Construction Education and Research Certification (NCCER)

OSHA 10 Certification

Articulated Credit - Prince George's Community College

Grade 11 - 871613 Construction Core - 1.0 Credit
Grade 11 - 871683 Masonry 1 - 1.0 Credit
Grade 12 - 871753 Masonry 2 - 4.0 Credits

High School: Crossland

Plumbing - 6 Credits

MSDE-Approved Completer

National Center for Construction Education and Research Certification (NCCER)

OSHA 10 Certification

Articulated Credit - Prince George's Community College

Grade 11 - 871613 Construction Core - 1.0 Credit
Grade 11 - 871703 Plumbing 1 - 1.0 Credit
Grade 12 - 871763 Plumbing 2 - 4.0 Credits

High School: Crossland

Consumer Services, Hospitality and Tourism

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

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

Careers in Barbering - 7 Credits

MSDE-Approved Completer

Maryland Board of Barbers License

Grade 11 - 884113 Barbering 1 - 2.0 Credit
Grade 11 - 884123 Barbering 2 - 2.0 Credit
Grade 12 - 884133 Barbering 3 - 2.0 Credits
Grade 12 - 884183 Barbering Internship - 1.0 Credit

High Schools: Bladensburg (pending approval) and Crossland

Careers in Cosmetology - 8 Credits

MSDE-Approved Completer

Maryland Board of Cosmetologist License

Grade 11 - 880103 Principles and Practices Cosmetology 1 - 2.0 Credit
Grade 11 - 880203 Principles and Practices of Cosmetology 2 - 2.0 Credit
Grade 12 - 880303 Advanced Cosmetology - 2.0 Credits
Grade 12 - 880403 Mastery of Cosmetology with Internship - 2.0 Credits

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

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

Completer Program

HIGH SCHOOL

Completer Program

Culinary Arts - 6 Credits
American Culinary Federation (ACF)

MSDE-Approved Completer

American Culinary Federation (ACF) Certified Fundamentals Cook

ServSafe Certification

Articulated Credit Prince George's Community College

Grade 11 - 684513 Culinary Basics - 2.0 Credit
Grade 12 - 684713 Professional Cooking 1 or 684723 Professional Baking 1 - 2.0 Credits
Grade 12 - 684733 Professional Cooking 2 or 684743 Professional Baking 2 - 2.0 Credits

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

ProStart (Food and Beverage Management) - 4 Credits

MSDE-Approved Completer

ServSafe Certification

ProStart National Certificate of Achievement

Articulated Credit - Prince George's Community College

Grade 11 - 684503 Food Service Professional 1 (ProStart 1) - 1.0 Credit
Grade 12 - 684603 Food Service Professional 2 (ProStart 2) - 1.0 Credits
Grade 12 - 684703 Food Service Professional Internship (ProStart Internship) - 2.0 Credits

High Schools: Bowie, Charles Herbert Flowers, DuVal, Friendly, High Point, Largo, and Suitland
(Henry A. Wise - pending approval and effective in school year 2024-2025)

Environmental, Agriculture, and Natural Resources

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

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

Curriculum for Agricultural Science Education (CASE) Animal Science - 4 Credits

MSDE-Approved Completer

Transcripted Credit - University of Maryland Institute of Applied Agriculture

Transcripted Credit - Rutgers University

Articulated Credit - St. Mary's College

Articulated Credit - Delaware Valley University

Grade 9 - 491003 Introduction to Agriculture, Food, and Natural Resource - 1.0 Credit
Grade 10 - 491033 Principles of Agriculture Science - Animal Science - 1.0 Credit
Grade 11 - 491043 Animal and Plant Biotechnology - 1.0 Credit
Grade 12 - 491053 Agricultural Research and Development (Capstone) - 1.0 Credit

High School: Gwynn Park

Curriculum for Agricultural Science Education (CASE) Natural Resources - 4 Credits

MSDE-Approved Completer

Transcripted Credit - University of Maryland Institute of Applied Agriculture

Transcripted Credit - Rutgers University

Articulated Credit - St. Mary's College

Articulated Credit - Delaware Valley University

Grade 9 - 491003 Introduction to Agriculture, Food, and Natural Resources - 1.0 Credit
Grade 10 - 490703 Natural Resources and Ecology - 1.0 Credit
Grade 11 - 490713 Environmental Science Issues - 1.0 Credit
Grade 12 - 491053 Agricultural Research and Development (Capstone) - 1.0 Credit

High Schools: Fairmont Heights and High Point

Completer Program

Health and Biosciences

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

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

Biomedical Sciences – Project Lead the Way - 4 Credits

MSDE-Approved Completer
Transcripted Credit - Stevenson University

Grade 9 - 868103 Principles of Biomedical Sciences - 1.0 Credit
Grade 10 - 979973 Human Body Systems - 1.0 Credit
Grade 11 - 979803 Medical Interventions - 1.0 Credit
Grade 12 - 979813 Biomedical Innovation - 1.0 Credit

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

Certified Clinical Medical Assistant - 4 Credits

MSDE-Approved Completer
Certified Clinical Medical Assistant
Articulated Credit - Prince George's Community College

Grade 10 - 979963 Foundations of Medical and Health Science - 1.0 Credit
Grade 11 - 979983 Structure and Functions of the Human Body - 1.0 Credit
Grade 12 - 980083 Certified Clinical Medical Assistant - 1.0 Credit
Grade 12 - 980053 Allied Health Internship - 1.0 Credit

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

Certified Nursing Assistant - 5 Credits

MSDE-Approved Completer
Certified Nursing Assistant License
Geriatric Nursing Assistant License
Articulated Credit - Prince George's Community College

Grade 10 - 979963 Foundations of Medical and Health Science - 1.0 Credit
Grade 11 - 979983 Structure and Functions of the Human Body - 1.0 Credit
Grade 12 - 980073 Certified Nursing Assistant - 1.0 Credit
Grade 12 - 980043 Clinical Internship - 2.0 Credits

High Schools: Bladensburg, and Crossland, and Laurel

Pharmacy Technician - 4 Credits

MSDE-Approved Completer

Pharmacy Technician Certification

Grade 10 - 979963 Foundations of Medical and Health Science - 1.0 Credit

Grade 11 - 979983 Structure and Functions of the Human Body - 1.0 Credit

Grade 12 - 980063 Pharmacy Technician - 1.0 Credit

Grade 12 - 980053 Allied Health Internship - 1.0 Credit

High School: Bladensburg

HIGH SCHOOL

Completer Program

Human Resource Services

**Criminal Justice and Law Enforcement • Early Childhood Education - Child Care
Early Childhood Education - Preschool Child Development Associate
Fire/Emergency Medical Services • Homeland Security Sciences
Junior Reserve Officers' Training Corps (JROTC) • Teacher Academy of Maryland**

The Human Resource Services pathway provides students with a rigorous academic environment and a personalized educational experience that will lead to future academic study in law, education, and public safety. 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, and government service professionals.

Criminal Justice and Law Enforcement - 4 Credits

MSDE-Approved Completer
Articulated Credit for Frederick Community College

Grade 10 - 997003 Foundations of Homeland Security and Emergency Preparedness - 1.0 Credit
Grade 11 - 997053 Administration of Justice 1 - 1.0 Credit
Grade 11 - 997063 Administration of Justice 2- 1.0 Credit
Grade 12 - 997033 Homeland Security Capstone - 1.0 Credit
High Schools: Bowie, Central, Laurel, and Potomac

Early Childhood Education - Child Care - 5-7 Credits

MSDE-Approved Completer
90-Clock Hour Senior Staff Certification
Articulated Credit for Prince George's Community College

Grade 10 - 686103 Child Development 1 - 1.0 Credit
Grade 11 - 687203 Child Development 2 - 2.0 Credits
Grade 12 - 688323 Child Development Internship - 2.0 - 4.0 Credits

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

Effective School Year 2024-2025, no new students should be enrolled in this program.

Completer Program

Early Childhood Education
Preschool Child Development Associate*
7 Credits

MSDE-Approved Completer

Child Development Associate

Articulated Credit for Prince George's Community College

Grade 10 - 686123 Child Growth and Development - Birth through Adolescence - 1.0 Credit

Grade 11 - 686133 Learning Environment for Preschoolers - 1.0 Credit

Grade 11 - 686143 Establishing a Purposeful Program for Preschoolers - 1.0 Credit

Grade 12 - 686163 Child Development Associate (CDA) Portfolio and Internship - 4.0 Credits

High Schools: Central, Charles Herbert Flowers, Laurel, Northwestern, Parkdale, and Surrattsville

*Schools can continue to offer the currently listed program (beginning in 10th grade for school year 2024-2025 only.

Early Childhood Education
Preschool Child Development Associate**
7 Credits

MSDE-Approved Completer

Child Development Associate

Articulated Credit for Prince George's Community College

Grade   9 - 686123 Child Growth and Development - Birth through Adolescence - 1.0 Credit

Grade 10 - 686133 Learning Environment for Preschoolers - 1.0 Credit

Grade 11 - pending Child Development Portfolio - 1.0 Credit

Grade 12 - pending Child Development Associate (CDA) Internship - 4.0 Credits OR Dual Enrollment - 1.0 Credit

High Schools: Central, Charles Herbert Flowers, Henry A. Wise Jr., Laurel, Northwestern, Parkdale, and Surrattsville

**Only 9th grade students should be accepted into this new sequence in school year 2024-2025.

HIGH SCHOOL

Completer Program

Fire Fighter and Emergency Medical Responder - 8 Credits

MSDE-Approved Completer

18 credits Maryland Fire Rescue Institute

Certifications: Emergency Medical Services, Fire Fighter I/II, Rescue Tech, Confined Space, Hazardous Materials Operations, CPR

Grade 11 - 988303 Fire Fighter 1 - 2.0 Credit
Grade 11 - 988323 Fire Cadet Seminar 1 - 2.0 Credits
Grade 12 - 988313 Fire Fighter 2 - 2.0 Credits
Grade 12 - 988333 Fire Cadet Seminar 2 - 2.0 Credit

High Schools: Charles Herbert Flowers and Gwynn Park

Homeland Security Sciences - 4 Credits

MSDE-Approved Completer

Articulated Credit for Frederick Community College

Grade 10 - 997003 Foundations of Homeland Security and Emergency Preparedness - 1.0 Credit
Grade 11 - 997013 Homeland Security Science 1 - 1.0 Credit
Grade 12 - 997023 Homeland Security Science Research Methods and Applications - 1.0 Credit
Grade 12 - 997033 Homeland Security Capstone - 1.0 Credit

High Schools: High Point, Parkdale, and Potomac

Junior Reserve Officers' Training Corps - 3-4 Credits

MSDE-Approved Completer

Grade 9 - JROTC 1 - 1.0 Credit
Grade 10 - JROTC 2 - 1.0 Credit
Grade 11 - JROTC 3 - 1.0 Credit
Grade 12 - JROTC 4 - 1.0 Credit

PROGRAMS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Air Force JROTC	Aerospace Science 1	Aerospace Science 2	Aerospace Science 3	Aerospace Science 4/5
Army 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

High Schools: All high schools offering JROTC
Eligible after completion of 3 JROTC credits earned from any military service.

Note: The JROTC program is voluntary. All students must meet uniform and grooming standards. Students who participate and complete the JROTC program will receive an advanced rank upon enlistment in the Armed Forces.

HIGH SCHOOL

Completer Program

Completer Program

Human Resource Services

Teacher Academy of Maryland - 5 Credits

MSDE-Approved Completer

ParaProfessional Certfication

Transcripted Credit (Coppin State, Stevenson University, Towson University)

Articulated Credit (Prince George's Community College, St. Mary's College of Maryland,

Stevenson University and Towson University)

Dual Enrollment

Grade 10 - 686403 Human Growth and Development through Adolescence - 1.0 Credit
Grade 11 - 689303 Teaching as a Profession - 1.0 Credit
Grade 12 - 689403 Foundations of Curriculum and Instruction - 1.0 Credit
Grade 12 - 689513 Education Academy Internship daily block - 2.0 Credit
High Schools: Bowie, Crossland, and DuVal
Schools can continue to offer the currently listed program (beginning in 10th grade) for school year 2024-2025 only

New sequence beginning school year 2024-2025:
Grade 9 - 686403 Human Growth and Development through Adolescence - 1 .0 Credit
Grade 10 - 689303 Teaching as a Profession - 1 .0 Credit
Grade 11 - 689403 Foundations of Curriculum and Instruction - 1 .0 Credit
Grade 12 - 689513 Education Academy Internship daily block - 2 .0 Credit

Information Technology

CISCO Networking Academy • Computer Information Systems
Integrating Technology, Engineering, and Computer Science (InTECS)
Oracle Academy - Database • Oracle Academy - Java
Mobile Applications and Software Development - Apple

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

CISCO Networking Academy - Cyber Security - 6 Credits

MSDE-Approved Completer

Certifications: CISCO Certified Technician

CompTia Security +

CompTia Network +

Grade 11 - 886603 CCNA 1: Introduction to CISCO Networking - 2.0 Credit
Grade 11 - 886613 CCNA 2: Routing and Switching Essential & Connecting Neworks - 2.0 Credit
Grade 12 - 886623 Cybersecurity Essentials - 1.0 Credit
Grade 12 - 886633 CCNA Security - 1.0 Credit

High Schools: Crossland, Dr. Henry A. Wise, Laurel, DuVal, and Gwynn Park

Computer Information Systems - 5 Credits

MSDE-Approved Completer

Information Technology Specialist

Advanced Placement Exam

Grade 9 - * 867303 Foundations of Computer Science - 1.0 Credit
Grade 10 - 867343 Advanced Placement Computer Science Principles - 1.0 Credit
Grade 11 - 867323 Advanced Placement Computer Science - 1.0 Credit
Grade 12 - 867373 Computing Tools and Environment- 1.0 Credit
Grade 12 - 867383 Client Operating Systems - 1.0 Credit

High Schools: High Point and Charles Herbert Flowers

* Students enrolled in the Computer Information Systems program must take 867303 Foundations of Computer Science to complete the program of study. This course counts as a Computer Science, Engineering, and Technology (formerly known as Technology Education) credit.

Information Technology

Integrating Technology, Engineering, and Computer Science (InTECS) - 4 Credits
MSDE-Approved Completer
Certiport IT Specialist
OnShape

First Year Ninth Grade School Year 2024-2025

Grade 10 - 867363 AP Computer Science Principles- 1.0 Credit

Grade 11 - 864553 Java Theory and Practice - 1.0 Credit

Grade 12 - 864543 Software and Systems Engineering - 1 .0 Credit (semester 1)

864563 Integrating Technology, Engineering and Computer Science Capstone InTECS 1 .0 Credit (semester 2)

Prerequisite: Grade 9 - 867303 Foundations of Computer Science - 1 .0 Credit

High School: Crossland

First Year Ninth Grade School Year 2022-2023 and 2023-2024

Grade 9 - 867363 AP Computer Science Principles - 1.0 Credit

Grade 10 - 864543 Software and Systems Engineering - 1.0 Credit

Grade 11 - 864553 Java Theory and Practice - 1.0 Credit

Grade 12 - 864563 Integrating Technology, Engineering and Computer Science Capstone InTECS - 1.0 Credit

High School: Crossland

Oracle Academy - Database - 4 Credits
MSDE-Approved Completer
Database Foundations Certified Junior Associate
Oracle PL/SQL Developer Certified Associate

Grade 9 - 864513 Database Foundations - 1.0 Credit

Grade 10 - 864203 Database Design and Programming with SQL - 1.0 Credit

Grade 11 - 864223 Database Programming with PL/SQL - 1.0 Credit

Grade 12 - 864263 Oracle Application Express – Application Development Foundations - 1.0 Credit

High School: DuVal

Information Technology

Oracle Academy - Java - 4 Credits

MSDE-Approved Completer

Java Foundations Certified Junior Associate

Oracle Certified Associate Java SE 8 Programmer

Advanced Placement

Grade 9 - 864503 Java Fundamentals - 1.0 Credit

Grade 10 - 864523 Java Foundations - 1.0 Credit

Grade 11 - 867323 AP Computer Science – Java Programing - 1.0 Credit

Grade 12 - 864533 Artificial Intelligence with Machine Learning in Java - 1.0 Credit

High Schools: Fairmont Heights, Gwynn Park

Information Technology

Mobile Applications and Software Development - Apple - 3 Credits

MSDE-Approved Completer

Certiport App Development with Swift: Level 1

Grade 10 - Develop in Swift: Introduction to Swift - 1.0 Credit

Grade 11 - Develop in Swift: Fundamentals - 1.0 Credit

Grade 12 - Develop in Swift: Data Collections - 1.0 Credit

High School: Dr. Henry A. Wise Jr.

Completer Program

Manufacturing, Engineering, and Technology

Project Lead the Way (PLTW) Engineering

To prepare students for the ever-changing 21st century and increasingly complex world, students must be prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. Students enrolling in Project Lead the Way (PLTW) Engineering will learn the kinds of skills that will enable them to understand and solve the complex challenges of tomorrow, and to meet the demands of the dynamic and evolving workforce. Students will not only learn technical skills, but also to solve problems, think critically and creatively, communicate, and collaborate.

Project Lead the Way (PLTW) Engineering - 4 Credits

MSDE-Approved Completer

Transcripted Credit - University of Maryland Baltimore County or

Rochester Institute of Technology

Articulated Credit - University of Maryland Eastern Shore

Grade 9 - 867503 Introduction to Engineering Design - 1.0 Credit
Grade 10 - 867403 Principles of Engineering - 1.0 credit[*]
Grade 11 - 867713 Civil Engineering and Architecture or 867933 Aerospace Engineering - 1.0 Credit
Grade 11 - 867613 Digital Electronics - 1.0 credit
Grade 12 - 867813 Engineering Design and Development - 1.0 Credit
Students in PLTW Engineering may earn the AP and PLTW recognition based on the PLTW program and study and AP courses taken, among other eligibility criteria.

High Schools: Charles Herbert Flowers, Crossland, DuVal, Northwestern, and Oxon Hill
[*]Students receive Computer Science, Engineering, and Technology (formerly known as Technology Education) credit but must take this course to complete the program of study.

Pathways in Technology
Early College High School (P-TECH)

Hospitality Services Management • Health Information Management

Through the Pathways in Technology Early College High School, or P-TECH, PGCPS students can complete both a 4-year high school diploma and a 2-year Associate of Applied Science (AAS) Degree in six years or less at no cost. Students begin college level work by 9th grade for dual credit. P-TECH graduates complete all of the required course work to earn a high school diploma and an Associate of Applied Science (AAS) Degree. Students can take up to six years to complete the program, but may finish in as few as four years. In addition to the degrees, students earn industry certifications in their chosen field of study.

Hospitality Services Management - 4 Credits
MSDE-Approved Completer

Grade 9 - 681413 Introduction to Hospitality DE (HSM 1510 Intro to Hospitality Industry) - 1.0 Credit
Grade 10 - 681453 Hotel Operations Management DE (HSM 1621 Hotel Operations) - 1.0 Credit
Grade 11 - 681433 Food Service Operations DE (HSM 1630 Food Service Operations) - 1.0 Credit
Grade 11 - 681443 Meeting, Convention, Event Planning DE (HSM 1520 Fundamentals of Meeting, Convention, and Event
         Management) - 1.0 Credit

High School: Frederick Douglass

P-TECH Health Information Management - 4 Credits
MSDE-Approved Completer

Grade 10 - 980103 Medical Terminology DE (HIM 1530 Medical Terminology) - 1.0 Credit
Grade 11 - 980113 Fundament of Health Information DE (HIM1500 Fundament of Health Information) - 1.0 Credit
Grade 11 - 980123 - Health Care Delivery Systems DE (HIM 1600 Principles and Applications of CPT) - 1.0 Credit
Grade 12 - 980133 - Statistics of Health Information DE (HIM 2515 Quality Improvement & Statistics for Health Professionals)
         - 1.0 Credit

High School: Frederick Douglass

Transportation

Automotive Body Repair • Automotive Technician

The Transportation Technologies program provides students the opportunity to enhance their high school education by building a foundation in the growing fields of transportation through a partnership between industry and education. Students are introduced to numerous career opportunities in automotive and autobody repair. Students learn to use technical manuals, knowledge of vehicle construction, specialized tools, and repair techniques.

Automotive Body Repair - 6 Credits
MSDE-Approved Completer

Grade 11 - 872913 Auto Body Repair 1 - 1.0 Credit
Grade 11 - 872923 Auto Body Repair 1 - .1.0 Credit
Grade 11 - 872933 Auto Body Repair 1 - 1.0 Creditt
Grade 11 - 872943 Auto Body Repair 1 - 1.0 Credit
Grade 12 - 872951 Auto Body Repair 2 - .5 Credit
Grade 12 - 872961 Auto Body Repair 2 - .5 Creditt
Grade 12 - 872972 Auto Body Repair 2 - ..5 Credit
Grade 12 - 872982 Auto Body Repair 2 - .5 Credit

High School: Laurel

Automotive Technician- 6 Credits
MSDE-Approved Completer

Grade 11 - 875913 Automotive Mechanic/Technician 1 - 1.0 Credit
Grade 11 - 875923 Automotive Mechanic/Technician 1 - .1.0 Credit
Grade 11 - 875933 Automotive Mechanic/Technician 1 - 1.0 Creditt
Grade 11 - 875943 Automotive Mechanic/Technician 1 - 1.0 Credit
Grade 12 - 875951 Automotive Mechanic/Technician 2 - .5 Credit
Grade 12 - 875961 Automotive Mechanic/Technician 2 - .5 Creditt
Grade 12 - 875972 Automotive Mechanic/Technician 2 - ..5 Credit
Grade 12 - 875982 Automotive Mechanic/Technician 2 - .5 Credit

High Schools: Crossland and Laurel

Completer Program

Advanced Placement
COURSE SEQUENCE

The College Board's Advanced Placement (AP) program's major focus is to facilitate the transition of high school students into successful college experiences. The 38 courses offered by The College Board are developed in conjunction with college and university faculty members. The AP program allows students to complete college-level studies while still in high school. All students enrolled in the program are encouraged to 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.

Content	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Math 6 Accelerated 1	Math 7 Accelerated 2 Algebra 1	Algebra 1 Geometry	Geometry or above	Trig Analysis	AP Precalculus AP Calculus BC AP Statistics	AP Calculus AB AP Calculus BC AP Statistics
Reading/ English Language Arts (RELA)	RELA 6 RELA 6 Honors	RELA 7 RELA 7 Honors	RELA 8 RELA 8 Honors	English 9 Honors	English 10 Honors	English 11 Honors AP English Language and Composition	AP English Literature and Composition
Science	Science 6 Science 6 Honors	Science 7 Science 7 Honors	Science 8 Science 8 Honors	Biogeochemical Systems or Biology Honors	Biology Content from this course will be assessed on the Maryland High School Life Science Assessment	AP Chemistry, AP Physics 1 or 2, or AP Environmental Science	AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Physics C, or AP Environmental Science
Social Studies	World Cultures Western Hemisphere Honors	World Cultures Eastern Hemisphere Honors	United States History I 1776–1877 Honors	United States History II Reconstruction to the Present Honors or AP US History	Local, State, and National Government Honors or AP US Government & Politics	World History Honors or AP World History	AP Human Geography, AP Psychology, AP Macroeconomics, AP Microeconoics, or AP European
World Language	Introduction to World Languages	World Languages 1	World Languages 2	World Languages 3	World Languages 4	AP World Languages (Language)	AP World Languages (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 PSAT 8/9, PSAT/NMSQT and AP Potential, a web-based program, students will be identified who may not be enrolled in honors/challenging courses. School counselors can notify parents of the student's potential and encourage the students to enroll in courses that will be more academically challenging. PGCPS has an open access policy for Advanced Placement courses.

Additional AP courses

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

Advanced Placement Guidelines

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

- All students are encouraged to take AP courses. The student's Preliminary SAT (PSAT) data, AP Potential, may be used to guide the student into AP courses.

- Completed AP courses will earn a weighted grade, per Administrative Procedure 5121.3.

Online Advanced Placement Courses

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

Online AP Art History

Online AP Biology

Online AP Calculus AB

Online AP Calculus BC

Online AP Chemistry

Online AP Computer Science

Online AP English Language and Composition

Online AP English Literature and Composition

Online AP Environmental Science

Online AP French Language

Online AP Human Geography

Online AP Macroeconomics

Online AP Microeconomics

Online AP Psychology

Online AP Spanish Language

Online AP Statistics

Online AP U.S. Government and Politics

Online AP US History

Aerospace Engineering and Aviation Technology

Elective Programs of Study

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

Students are required to obtain a minimum of 13 credits in mathematics, engineering, research, and science courses and select a major by tenth grade to concentrate on those STEM courses as they progress through the program. Major components of the program include:
- external experiences (Internships, mentorships, and field trips);
- enrollment in Advanced Placement (AP) coursework with completion of exams strongly encouraged; and
- completion of the AEAT Practicum, which results in a five chapter paper.

As AEAT students complete STEM projects throughout their high school career, they will gain a skillset to help them write a five chapter research paper. Through the Aerospace Practicum course, students are guided through a master's level thesis that they present in a research symposium. A certificate of completion and documentation on a student's PGCPS high school transcript will be awarded to each student who completes the minimum 13 Science and Technology credits, meets the minimum requirements for high school graduation, and maintains a minimum cumulative GPA of 2.5.

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

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

	Aerospace Engineering	Aviation Technology	Exploratory
Science	4	4	4
Engineering Technology	3	2	2+
Math	4	4	4
Research	1	1	1

AEAT Program Planner
The program planner is the handbook to ensure that students complete the required coursework for high school graduation and the AEAT Program. Please refer to the Program Handbook provided to the student/parent by the school coordinator. The Program Handbook will be the official guidance per the cohort school year. This handbook explains the program planner and ways to keep track of course completion. To ensure that AEAT students are following the correct schedule sequence, student schedules must be reviewed and approved by the Aerospace Engineering and Aviation Technology Coordinator no less than yearly. In addition, adjustments made to the major schedule sequence are made on a case by case basis with the approval of the AEAT Coordinator. Please note that the program planner is the official guidance per the cohort school year; students are to follow the planner they received upon entry into the AEAT Program.

Elective Program

Career and Technical Education

Public Safety Academy

Dual Enrollment Program with Prince George's County Community College

Surrattsville High School students participating in the Public Safety Academy program can earn up to 31 Dual Enrollment Credits at Prince George's Community College or opt to enroll in the Fire Cadet Science Program at Gwynn Park High School.

Grade 9 - 997103 Introduction to Public Safety - 1.0 Credit
Grade 10 - 997113 Public Safety 1 - 1.0 Credit

Elective Program

Immersion

Chinese • French • Spanish

The benefits of bilingualism are numerous, including greater flexibility in thinking, high rates of academic achievement, and cross-cultural learning and communication. Students will be prepared to compete within the context of the Global Society.

Chinese Immersion

The Chinese Immersion Program is a content immersion model where Chinese Language and science are taught in the Chinese language from kindergarten through the 8th grade. Math is taught in Chinese in grades K-5 . The high school program continuation is at Largo High School and models the French Immersion program. The high school program is a partial immersion program . For more information, check online at https://offices.pgcps.org/immersionprograms/.

Grade 9 - Chinese/Language Arts 9; Chinese Pop Culture 9
Grade 10 - Chinese/Language Arts 10; Chinese Pop Culture 10

High School: Largo HS

French Immersion

The French Immersion Program is a full immersion model where all academic subjects are taught in the French language from Kindergarten through the 8th grade. The high school program continuation is at Largo High School for 9th and 10th grade and Central High School 11th and12th grades. The high school program is a partial immersion program. For more information, check online at https://offices.pgcps.org/immersionprograms/.

Grade 9 - French/Language Arts 9; Pop Culture 9
Grade 10 - French/Language Arts 10; Pop Culture 10
Grade 11 - French/Language Arts 11; AP French Conversation
Grade 12 - French/Language Arts 12; French Literature

High School: Central HS - 11th and 12th Grades, Largo HS - 9th and 10th Grade

Spanish Immersion

The Spanish Immersion Program is a content immersion model where Spanish Language, mathematics, social studies, and science are taught in the Spanish language from kindergarten through the 8th grade . The high school program continuation is at Largo High School and models the French Immersion program.   The high school program is a partial immersion program . For more information, check online at https://offices.pgcps.org/immersionprograms/.

Grade 9 - Spanish/Language Arts 9; Spanish Pop Culture 9
Grade 10 - Spanish/Language Arts 10; Spanish Pop Culture 10

High School: Largo HS

International Baccalaureate

The International Baccalaureate (IB) Diploma Programme is rigorous international education offered to motivated students in more than 108 countries. For diploma consideration, students study in six subjects concurrently, complete a Theory of Knowledge course, an extended essay, and Creativity, Activity, and Service (CAS) requirements. The program culminates in a final examination in six subject areas and is widely recognized for college credit eligibility. A student who takes fewer than six IB subjects may be awarded a certificate for the examinations completed and college credit for individual courses. Honors courses and accelerated course sequences for World Languages and Mathematics are prerequisites to enroll in IB, which is available at Central, Crossland, Frederick Douglass, Laurel, Parkdale, and Suitland High Schools. Not all courses are available at all sites. For more information, see the high school counseling office.

Content	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Math 6 Accelerated Math 1	Math 7 Accelerated Math 2	Math 8 Foundations for Algebra Algebra 1	Algebra 1 Geometry or above	Geometry Algebra 2 AP Precalculus	IB Math 1	IB Math 2
Reading / English Language Arts (RELA)	RELA 6 RELA 6 Honors	RELA 7 RELA 7 Honors	RELA 8 RELA 8 Honors	English 9 Honors English 9 PDP	English 10 Honors English 10 PDP	IB World Literature 1 IB Language and Literature 1	IB World Literature 2 IB Language and Literature 2
Science	Science 6 Science 6 Honors	Science 7 Science 7 Honors	Science 8 Science 8 Honors	Biology PDP	Chemistry PDP, Chemistry Honors, or Biogeochemical Systems	IB Biology 1 or IB Chemistry 1	IB Biology 2 or IB Chemistry 2
Social Studies	World Cultures Western Hemisphere Honors	World Cultures Eastern Hemisphere Honors	United States History I 1776-1877 Honors	United States History II Reconstruction to the Present Honors or United States History II Reconstruction to the Present PDP	Local, State, and National Government Honors or Local, State, and National Government PDP	IB Modern World History	IB History of the Americas
World Languages	Introduction to World Languages	World Languages 1	World Languages 1, 2	World Languages 1, 2, 3	World Languages 2, 3, 4	IB World Languages A/Ab Initio	IB World Languages 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, Activity, Service (CAS) three to four hours per week for the two years of the program.

IB Science:
IB Biology 1, 2
IB Chemistry 1, 2
IB Design Technology
IB Environmental Systems 1, 2
IB Sports, Exercise, and Health
    Science SL & HL

IB World Languages:
IB Chinese Ab Initio, 1, 2
IB French Ab Initio 1, Ab Initio 2, A, B
IB German A, B
IB Japanese A, B
IB Russian 1, 2, A, B
IB Spanish A, B, Ab Initio
IB Latin A, B

Additional IB:
IB Art /Design 1, 2
IB Business & Management
IB Dance 1, 2
IB Film 1, 2
IB Geography 1, 2
IB Music 1, 2
IB Philosophy
IB Psychology 1, 2

Additional IB:
IB Theatre 1, 2
Research Practicum

Visual and Performing Arts (VPA)

Dance • Media Arts • Music • Theatre • Visual Arts

Visual and Performing Arts, located at Suitland High School (students residing south of Route 50*) and Northwestern High School (students residing north of Route 50*), offers all high school students in Prince George's County educational opportunities designed to prepare them for further scholastic or professional study and career options in the arts. This artistically challenging curriculum combines an educational program that is academically sound and that offers training in the areas of visual and performing arts. Strong association with various arts organizations in the Washington, DC area provides students of the program with unique and distinctive artistic experiences and opportunities. Students study with professional artists, dancers, actors, musicians, singers, and directors/producers as they explore and select to major in one of the principle concentrations.

* Students residing on the border of Route 50 must check SchoolFinder.

High Schools: Northwestern and Suitland

Dance VPA

Grade 9 - Modern Dance 1, Ballet 1, Jazz 1

Grade 10 - Modern Dance 2, Ballet 2, Jazz 2, Pointe Ballet 1 elective

Grade 11 - Modern Dance 3, Ballet 3, World Dance, Dance Composition 1, Pointe Ballet 1 elective, Repertory 3 elective

Grade 12 - Modern Dance 4, Ballet 4, Pointe Ballet 2, Dance Composition 2 elective, Dance Production elective,
        Repertory 4 elective

Media Arts VPA

Grade 9 - Media Arts Production 1, Media Arts Lab

Grade 10 - Media Arts Production 2, Media Arts Lab

Grade 11 - Media Arts Production 3, Media Arts Lab, Choose Elective: Scriptwriting, Mass Media

Grade 12 - Internship in Media Arts or Practicum in Media Arts, Choose Elective: Scriptwriting, Mass Media

Music VPA

Grade 9 - Applied Music 09, Theory 1, Major Ensemble 09

Grade 10 - Applied Music 10, Theory 2, Major Ensemble 10

Grade 11 - Applied Music 11, Theory 3, Major Ensemble 11

Grade 12 - Applied Music 12, Theory 4 or AP Music, Major Ensemble 12, International Baccalaureate Music

Theatre VPA

Grade 9 - Acting Studio 1, Stagecraft, VPA Theatre

Grade 10 - Acting Studio 2, Script Analysis, Theatre History

Grade 11 - Performance Styles, Theatrical Design, Special Theatre Topics

Grade 12 - Directing, Playwriting, Repertory Acting, Theatre Practicum

Visual Arts VPA

Grade 9 - Intro to Art, Intro to Drawing, Intro to Photography

Grade 10 - Art History, Intro to Painting, Intro to Sculpture, Intro to Printmaking

Grade 11 - Select 2 courses: Draw/Painting 1, Commercial Illustration 1, Printmaking 1, Sculpture 1, Computer Graphics 1,
        Photography 1

Grade 12 - Select 2 courses: Draw/Painting 2, Commercial Illustration 2, Printmaking 2, Sculpture 2, Computer Graphics 2,
        Photography 2

Science and Technology Program (S/T)

Biology • Computer Science • Engineering/Physics • Exploratory • Electives

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

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

- external experiences (Internships, mentorships, and field trips);

- enrollment in an Advanced Placement (AP) Completer (or equivalent) is required (Please see chart below for AP course list and equivalencies); enrollment in multiple AP courses is strongly encouraged

- completion of the S/T Program signature process is required for the S/T designation upon graduation (The signature process includes four distinct options outlined below).

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

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

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

	Biological Science	Computer Science	Engineering/ Physics/Chemistry	Exploratory
Science	6	4	4-6	4
Engineering Technology	2	4	2-4	2+
Math	4	4	4	4
Research	1	1	1	1

Science and Technology Program Planner

The Science and Technology program planner is the guide to ensure that students complete the required coursework for high school graduation and the Science and Technology Program. Please refer to the Program Handbook provided to the student/parent by the school coordinator. The Program Handbook will be the official guidance per the cohort school year. This handbook explains the program planner and provides ways to keep track of course completion. To ensure that S/T students are following the correct schedule sequence, student schedules must be reviewed and approved by the Science and Technology Coordinator. In addition, adjustments made to the schedule sequence are made on a case by case basis with the approval of the S/T Coordinator. The program handbook is the official guidance per the cohort school year. Please note that students are given and fill out planners with the Science and Technology Coordinators at their school that are reviewed yearly. All students are to follow the planner they received upon entry into the Science and Technology Program.

Early/Middle College

3D Scholars

Prince George's 3D Scholars is a specialized program through which students earn at least 30 credits towards an associate's degree while in high school, then immediately transition to Prince George's Community College (PGCC) to complete their associate's degree, and are then awarded a scholarship to University of Maryland Global Campus (UMGC) to earn their bachelor's degree in one of three areas - Business Administration, Criminal Justice, Computer Networks & Cyber-Security. Students take the PGCC PAS 1000, English 1010, and INT 1010 as their first courses and then they begin taking courses in their individual pathways.

UMUC Majors	PGCC Majors
B.S. Criminal Justice	A.A. General Studies, Concentration Criminal Justice
B.S. Networks and Cybersecurity	A.A.S. Cybersecurity
B.S. Business Administration	A.A.S. Business Management
	A.A.S. Marketing Management

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

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

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

Elective Program

Health Sciences

Grade 9 - PAS 1000 Planning for Academic Success (During Summer Bridge)

Grade 9 - PED 1000 Cardio Fitness* and PED 1000 Circuit Weight Training

Grade 10 - PSY 1010 General Psychology*

Grade 10 - HLE 1150 Personal and Community Health*

Grade 10 - INT 1010 Intro to Information Technology*

Grade 11 - High School or College Math - Based on 9th Grade Entry Level and Accuplacer Math Placement

Grade 11 - HLE 2260 - Applied Personal and Community Health

Grade 11 - BIO 1010 General Biology* and BIO 2050 Human Anatomy and Physiology I*

Grade 11 - HST 1310 Ancient and Medieval History and HST 1320 Modern History*

Grade 11 - MUS 1010 Music Appreciation*   and ART 1010 Introduction to Art*

Grade 11 - NTR 1010 Introduction to Nutrition*

Grade 11 - PSY 2070 Human Growth and Development

Grade 12 - EGL 1010 Composition 1 Expository Writing* and one of the following:

- EGL 1100 Composition 2 Expository Writing, or
- EGL 1320 Composition 2 Writing for Business, or
- EGL 1340 Composition 2 Writing about Technical Topics

Grade 12 - College Math* (Based on Accuplacer Score)

Grade 12 - BIO 2010 Microbiology* and BIO 2060 Human Anatomy & Physiology II

Grade 12 - SOC 1010 Intro to Sociology*

Grade 12 - COM 1090 Interpersonal Communications*

AHS@PGCC courses may be offered first semester and/or second semester.

Selected (*) AHS@PGCC courses are eligible for both high school and college credit (dual enrollment credit).

Note: This above listing of courses by grade level is a sample of what a student may experience while at the Academy of Health Sciences at Prince George's Community College. A student's actual program planner may depend on their class year, course offerings available during a given semester, and program changes from the college and/or state.

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

Early/Middle College

AHS@PGCC

Teacher Prep

Grade 9 - PED 1030 Lifetime Fitness and Leisure Activities: Strategic Fitness and Sports Skills*
Grade 9 - PAS 1000 Planning for Academic Success (During Summer Bridge)
Grade 9 - HST 1410 History of the United States I*
Grade 9 - COM 1090 Interpersonal Communications*
Grade 10 - PSY 1010 General Psychology*
Grade 10 - ART 2730 Integrated Art*
Grade 10 - INT 1010 Intro to Information Technology*
Grade 10 - TED 1200 Child Growth and Development
Grade 11 - High School or College Math - Based on 9th Grade Entry Level and Accuplacer Math Placement
Grade 11 - MAT 1050 Elements of Math and MAT 1060 Elements of Geometry and Logic
Grade 11 - BIO 1010 General Biology*
Grade 11 - GEO 1010 Physical Geography
Grade 11 - TED 2000 Foundation of Education and TED 2001 Field Experience for Foundation of Education
Grade 11 - TED 1400 Introduction to Multicultural Education
Grade 12 - EGL 1010 Composition 1 Expository Writing*
Grade 12 - MAT 1160 Elements of Probability and Statistics*
Grade 12 - PSC 1200 Exploring Chemistry and Physics Concepts and PSC 1210 Exploring Earth and Space Science*
Grade 12 - TED 2300 Introduction to Special Education
Grade 12 - TED 2301 Field Experience for Special Education
Grade 12 - TED 2100 Processes of Acquisitions of Reading
Grade 12 - TED 2061 Field Experience for Educational Psychology
Grade 12 - PSY 2060 Educational Psychology

AHS@PGCC courses may be offered first semester and/or second semester.
Selected (*) AHS@PGCC courses are eligible for both high school and college credit (dual enrollment credit).

Note: This above listing of courses by grade level is a sample of what a student may experience while at the Academy of Health Sciences at Prince George's Community College. A student's actual program planner may depend on their class year, course offerings available during a given semester, and program changes from the college and/or state.

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

Elective Program

Early/Middle College

TalentReady Program

The TalentReady Early/Middle College Program is designed to expand student access to college, prepare students for careers in information technology, and meet the growing demand for local IT talent in the nation's capital. The program prepares students for one of four career paths: software development, networking, data management, and cybersecurity. Each path is comprised of a summer bridge, specialized curriculum, dual enrollment, industry-recognized credentials, work-based learning, and other embedded supports.

Grade 9 - PAS 1000 First Year Experience (Rising 9th Summer Bridge)
Grade 9 - INT 1010 Introduction to Information Technology
Grade 9 - INT 1111 Programming Logic & Design
Grade 10 - NTR 1010 Introductory Nutrition
Grade 10 - COM 1010 Foundations of Communication
Grade 10 - INT 1700 Understanding Operating Systems
Grade 10 - SOC 1010 Intro to Sociology
Grade 11 - BIO 1110 Environmental Biology
Grade 11 - BIO 1120 Environmental Biology Lab
Grade 11 - INT 1540 Computer Hardware 1: A+ Prep
Grade 11 - PHL 1010 Introduction to Philosophy: The Art of Questioning
Grade 11 - INT 1550 Intro to Networks: Network+ Prep
Grade 11 - NT 1620 Computer Security: Security+ Prep
Grade 12 - EGL 1010 Composition I: Expository Writing
Grade 12 - EGL 1340 Composition II: Writing about Technical Topics
Grade 12 - MAT 1140 Intro to Statistics -OR- MAT 1350 Precalculus I -OR- MAT 2410 Calculus I
Grade 12 - PSY 1010 Intro to Psychology
Grade 12 - INT 2840 Systems Analysis and Project Mgmt (capstone)

Systems Administration Track Electives
INT 2300 - Window Desktop Operating System (3 credits)
INT 2310 - Windows Server Administration (3 credits)
INT 2688 - Cloud+ Preparation (3 credits)
INT 2719 - AWS Cloud Computing Architecture (4 credits)

Networking Track Electives
INT 1450 - Introduction to Networking (3 credits)
INT 2450 - Switching Routing and Wireless Essentials (3)
INT 2460 - Enterprise Networks and Automation (3 credits)
INT 2688 - Cloud+ Preparation (3 credits)

Cybersecurity Track Electives
INT 2681 - Ethical Hacking Certification Preparation (3 credits)
INT 2682 - Introduction to Cybersecurity Analyst (3 credits)
INT 2672 - Advanced Network Access Control (3 credits)
INT 2600 - Computer Forensics I (3 credits)

Computer Science/Programming Track Electives
INT 2240 - Introduction to Python (3 credits)
INT 2200 - Programming in Java (3 credits)
INT 2050 - Mobile Application Development (3 credits)
INT 2130 - Programming in C++ OR INT 2030 Intro Visual
                Basic (3 credits)

Data Management Track Electives
INT 2140 - Problem Solving with Spreadsheets (3 credits)
INT 2080 - Fundamentals of Database Management (3 credits)
INT 2081 - Introduction to Oracle (3 credits)
INT 2082 - Advanced Oracle and PL/SQL (3 credits)

Note: This program is only offered at Largo High School for incoming freshmen. For more information or updates, please contact the Department of Career and Technical Education at (301) 669-6012 or cte.talentready@pgcps.org.

Elective Program

Selected Electives

Vocal and General Music Program

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

Instrumental Music

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

Work/Study Waiver

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

1. The student meets all of the requirements identified above.

2. The student provides a letter to the principal documenting the reasons for requesting a work/study waiver that substantiates financial hardship. The letter must be written by the parent/guardian and confirmed by the principal or his/her designee via telephone. The principal will then determine approval or denial. Communication must be made by the principal to the parent and student informing them of his/her decision.

3. If approved, the student must present a letter from his or her employer on letterhead within 5 school days stating that the student is currently employed with the company. Once this information is received the student is granted a half-day schedule.

4. The student is then required to provide a letter of work confirmation from the employer quarterly. The window for accepting the letter is listed below:

   a. End of 1st Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will possibly be enrolled in a full-day schedule.

   b. End of 2nd Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will be enrolled in a full-day schedule.

   c. End of 3rd Quarter: If the student fails to provide employment documentation, the parent will receive written notification from the school that the student will possibly be enrolled in a full-day schedule.

5. All work/study approval files must be kept in the principal's office for one (1) year for further review if needed. Contents of the student file are as follows:

   a. Letter from parent requesting work/study waiver due to financial hardship. Notes from principal stating approval or denial of request and time/date of verbal confirmation with parent.

   b. Letter from employer on letterhead confirming student is currently employed.

   c. Quarterly documentation showing proof of employment or letters from the school informing the parent that the student will be placed on a full-day schedule.

International Student
Transfer Credits Toward Graduation

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

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

Note: All science classes on international transcripts will be first evaluated using specific PGCPS course names and numbers eligible for the graduation requirement categories of Life Science, Physical Science and Earth and Space Science. The Science 1 ISCO, Science 2 ISCO, and Science 3 ISCO course names and numbers will only be used if the student has science courses in addition to those graduation requirements and only in cases where an appropriate PGCPS course name and number cannot be applied.

All ISCO courses may be used to meet graduation requirements.

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

Native Language 1 — 9th grade and above

Native Language 2 — generally 10th grade and above

Native Language 3 — generally 11th grade and above

Mathematics 1 ISCO Semester
Credits: 0.5 Math
A half credit of Mathematics instruction received in a school outside the United States. Credit may only be granted by the International Student Admissions and Enrollment Office (ISAEO) upon evaluation of a foreign transcript.

Mathematics 1 ISCO
Credits: 1.0 Math – see testing requirements below.
International students entering Prince George's County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of Grade 9 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ELD and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

Mathematics 2 ISCO
Credits: 1.0 Math – see testing requirements below.
International students entering Prince George's County Public Schools with a course title of Mathematics on their school records will be assigned this transfer credit for the mathematics course completed and passed in their home country in the equivalent of Grade 10 and above. This course code may be changed as a result of the administration of the *Mathematics Placement Test for ELD and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

International Student
Transfer Credits Toward Graduation (cont'd)

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 ELD and International Students* (see Bulletin PS -05-97, Mathematics Credits for International Students). If a student passes the locally administered test for Algebra 1 or above, the credits will be changed to reflect a passing score for the course for which the test was taken and passed.

Science 1 ISCO

Credits: 0.5 Science

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

Science 1 ISCO

Credits: 1.0 Science

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

Science 2 ISCO

Credits: 1.0 Science

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

Science 3 ISCO

Credits: 1.0 Science

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

Native Language 1

Credits: 1.0 World Languages; Completer

International students entering Prince George's County Public Schools, having completed the course work in their Native Language (Grade 9 and above), may receive foreign language credit for that language.

Native Language 2

Credits: 1.0 World Languages; Completer

International students entering Prince George's County Public Schools, having completed the course work in their Native Language (Grade 9 and above), may receive a second foreign language credit for that language.

Native Language 3

Credits: 1.0 World Languages; Completer

International students entering Prince George's County Public Schools, having completed the course work in their Native Language (Grade 9 and above), may receive a third foreign language credit for that language.

Service-Learning as a Graduation Requirement
See Administrative Procedure 6151 for updates

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

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

Service-Learning has been infused into the science and social studies curricula for Grades 5–10. Middle school students are required to earn a minimum of eight (8) hours prior to entering high school. Students must meet the remaining service-learning requirements established per their 6th grade year in middle school in order to graduate with a Maryland High School Diploma. To earn infused service-learning hours, students must (1) actively engage in all service activities in the class, and (2) earn a letter grade of at least a "D." Students who successfully complete the above requirements in every course where service-learning has been infused will earn a total of 51 infused service-learning hours by 10th grade (see following table).

Curriculum-Infused Service-Learning

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	7
9	Science	Biology	7
10	Social Studies	Local, State, and National Government	9
			Total 51

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 or Professional School Counselor to confirm that hours have been recorded.

For more information, visit https://www.pgcps.org/offices/student-services/student-service-learning or call 301-952-6395.

Benefits of Service-Learning

Service-learning enriches the lives of all students. It promotes personal, social, and intellectual growth, as well as civic responsibility.

Desirable outcomes through participation in service-learning activities include:

Personal Growth

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

Social Growth

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

Intellectual Growth

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

Citizenship and Civic Responsibility

- A sense of societal responsibility
- Democratic participation
- Awareness of community needs
- Organization skills
- Social action skills
- Community empowerment

Independent Service-Learning Procedures for All Students

1. Selecting a Service Site

- Students may find an approved service-learning site by going to https://www.pgcps.org/offices/student-services/student-service-learning/student-service-learning-opportunities. Students who want to complete independent service-learning hours at a site that is not listed must complete the Site Approval Form and submit it to their School-Based Service-Learning Coordinator or Professional School Counselor for approval ***prior*** to starting any service activities at the site.

- Sites must be non-profit, tax-exempt, community-based organizations or for-profit nursing homes, hospitals, or licensed day-care facilities. Government facilities (federal, state, and local) are considered non-profit organizations.

- Service-Learning activities whose purposes are to collect food, clothing, or other items necessary to benefit others and meet human needs, even if done in conjunction with a faith-based agency or institution, may be counted toward the service-learning graduation requirement.

- Service-Learning activities whose purposes are to increase voter registration and participation and /or implement voter education activities on particular issues may be counted toward the service-learning graduation requirement. Students may receive independent SSL hours to endorse or campaign for an individual candidate or party (slate of candidates) beyond normal school hours (before or after school, weekends, or holidays).

- Students may not earn hours proselytizing. Any service-learning activity whose chief purpose is to convert others to a particular religious or spiritual view and /or which denigrates the religious or spiritual views of others may not be counted toward the service-learning graduation requirement.

- Any service-learning activity whose chief purpose is to help prepare and /or participate in the performance of a religious service or religious education activity may not be counted toward the service-learning graduation requirement.

- Babysitting at home, for a neighbor, or a relative is not acceptable for service hours.

- Students may complete independent service-learning hours at more than one location.

2. Earning Service-Learning Hours

- The student must make arrangements with the approved site to perform the service hours. Students should identify ahead of time the site representative that will supervise and verify the hours that will be earned by the student.

- If the student would like to earn hours at a site that is not an approved site (i.e., the site is not listed on the PGCPS Service-Learning website, https://www.pgcps.org/offices/student-services/student-service-learning, then he /she must get approval to complete service at that site by completing the Service-Learning Site Approval Form and submitting it to the School-Based Service-Learning Coordinator or Professional School Counselor. **Hours completed at an unapproved site will not count toward meeting the service-learning requirement.**

- The site representative reviews, approves, and signs the verification form.

3. Submitting Service-Learning Hours

- The student must take the completed and signed verification form to the School-Based Service-Learning Coordinator or Professional School Counselor at his /her school. Note that parents and guardians may not verify hours for their own children.

- The School-Based Service-Learning Coordinator or Professional School Counselor reviews and signs the form and keeps a copy so the hours can be recorded on the student's permanent record. The student should keep a copy of all submitted Student Service-Learning Verification forms for his /her portfolio and as proof of completing the hours.

- The deadlines for submission of the Student Service-Learning Verification forms are as follows:
  - 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).
- Upon approval of the Student Service-Learning Verification Form, the School-Based Service-Learning Coordinator or Professional School Counselor will then submit the verification form for entry into the student's file in the student information system database and file the form in the student's cumulative folder.

All Service-Learning forms are available on the service-learning website at https://www.pgcps.org/offices/student-services/student-service-learning/student-service-learning-forms-and-documents or from your school-Based Service-Learning Coordinator or Professional School Counselor.

Examples of Independent Service-Learning Projects

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

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

For more information, visit https://www.pgcps.org/offices/student-services/student-service-learning or call 301-952-6395.

Preparation, Action, and Reflection are Central to Service-Learning

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

1. Preparation

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

2. Action

Performing one or more of the following activities:

- **Direct Service:** Students have face-to-face contact with the service recipients. For example: tutoring; serving meals at a homeless shelter; working with the elderly in a nursing home, etc.

- **Indirect Service:** Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food & clothing drives; thons or fundraisers; environmental projects, etc.

- **Advocacy:** Students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or editors; preparing and displaying posters, plays, or other educational materials for others, etc.

3. Reflection

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

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

Service-Learning is not the same as...

Volunteerism: Volunteers engage in service for a variety of personal reasons. They do not necessarily link their service to academic studies nor do they receive academic credit for their efforts.

Community Service: People engaging in community service do so for a variety of reasons. This is a broad term that can encompass court ordered, stipended, or volunteer service. It also does not necessarily link to academic studies.

Work Study Internship: Student interns frequently work at a for-profit business to benefit the financial standing of that business. They are not necessarily working to improve their communities through these internship experiences. There can be overlap between work study internships and service-learning. Students are engaged in service-learning if through their internship experiences they work to improve the health or welfare of their community, while linking this to their academic studies. (MSDE, 2007)

Assessment Requirements

Updates available at Maryland State Department of Education website

Maryland Comprehensive Assessment Program (MCAP)

The MCAP includes an annual year-end test in English Language Arts/Literacy and Mathematics in Grades 3-8 and high school. This is a test requirement of the federal Every Student Succeeds Act . These tests are given in the spring of each year, usually in April and May. The first administration occured in Spring 2022. According to MSDE's Division of Assessment, Accountability and Performance Reporting, students are required to participate in, but not pass, the assessments for Algebra 1, English 10, Life Science, and Government. As part of the Maryland Blueprint, the assessments for Algebra 1 and English 10 shall be used to determine College and Career Readiness.

In 2022, the Maryland State Board of Education (MSBOE) approved a waiver for the EOC Exam requirement for all courses in the 2022-2023 school year. The waiver also includes the EOC Exam to be counted as 20 percent of the final course grade (COMAR 13A.03.02.06.H). The MSBOE has determined that EOC exams will be implemented starting in the 2023-2024 school year. The MSDE is working to support the EOC Exams for Life Science and Government. COMAR 13A.03.02 Graduation Requirements for Public High Schools and EOC Exam implementation are pending revisions.

End of Course Exam (EOC)

COMAR 13A.03.02.06 identifies Life Science and Government as having an End of Course (EOC) Exam requirement. Beginning with the 2023-2024 school year, all first-time 9th grade students will have the EOC Exam incorporated into their final course grades as required.

For the 2022-2023 school year, MSDE has made several updates to the language pertaining to graduation requirements and assessments, therefore, this administrative procedure will be continuously updated to reflect all new and future regulations, policies and legislation language that is administered by the state for local education agencies to adhere to. Also, refer online to the Maryland Comprehensive Assessment Program (MCAP) website for updates regarding End of Course Exams (EOCs).

College and Career Readiness

According to MSDE's Division of Assessment, Accountability and Performance Reporting, students are required to participate in, but not pass, the assessments for Algebra 1, English 10, Life Science, and Government. As part of the Maryland Blueprint, the assessments for Algebra 1 and English 10 shall be used to determine College and Career Readiness.

Option 1	
Academic Success	Earn a High School Grade Point Average (GPA) of 3.00 or Higher
AND	
Math Mastery	Earn a grade of A, B, or C in Algebra 1 OR Score Proficient or above on the Algebra 1 MCAP

Option 2
Score Proficient or above on the English Language Arts 10 and Algebra 1 MCAP Assessments

Additional Ways for Earning Graduation Credit

High School Graduation Credit for Middle School Students

See Middle School section.

Online Courses

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

Summer School

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

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

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

For additional information, call the Area 3 Office at 240-696-8659.

Admission of Students from Non-Approved or Non-Accredited Schools

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

High School students only

Evening Program

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

Concurrent and Dual Enrollment

A student in grades 9 to 12 may fulfill graduation requirements by being enrolled in both high school and college. See Administrative Procedure 6155 Dual Enrollment Program for additional information on Dual Enrollment.

Public Charter Schools

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

While Charter School programs may have different requirements, all Charter schools must follow state and local graduation requirements for students to graduate.

High School Graduation
Fact Sheet

Unit of Credit

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

Required Credits

Depending on the first year a student enrolled in ninth grade, twenty-one (21) or twenty-two (22) credits are required to graduate from high school from Prince George's County Public Schools. Effective with the Class of 2019 (entering freshmen of Fall 2015), students must be enrolled and have taken a minimum of four full credit courses or a combination of full and partial credit courses to total a minimum of four credits over the course of the academic year. The minimum of four credits worth of courses must include at least one high school course; remaining courses may include Dual Enrollment. All state and local graduation requirements must be satisfied.

Course Descriptions

The publication High School Courses and Programs of Study contains descriptions of each course offered in Prince George's County Public Schools and is available online at https://www.pgcps.org/offices/chief-academic-officer/courses-and-programs-of-study.

Prerequisites

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

Enrollment

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

Promotion and Retention

See Administrative Procedure 5123.2.

Quality Point Average or Grade Point Average

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

Quality Points			
Grade	Advanced Placement International Baccalaureate Dual Enrollment Weighted	Honors Weighted	Regular Non Weighted
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	2.0	1.5	1.0
E	0.0	0.0	0.0

Final Grades

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

High School Graduation
Fact Sheet (cont'd)

Student Service-Learning

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

Assessments

See Assessment section of this Administrative Procedure.

Certificate of Merit

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

College Credit

College-level curriculum in a variety of subjects is available in high schools for qualified students through Advanced Placement, Concurrent Enrollment, Dual Enrollment, International Baccalaureate, and Career and Technical Education courses. Tests are given at the end of the course for a fee in some cases. Satisfactory scores on these examinations, with the approval of the receiving college, provide students an opportunity to earn credit for, and exemption from, these courses in college.

World Exchange Program

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

Transfer Students

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

General Educational Development (GED) Test

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

Programs of Study

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

Athletic and Extracurricular Eligibility

See Administrative Procedure 5122.

Retaking Courses

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

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

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

- Evening Program, or
- Summer School.

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

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

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

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

Withdrawal Procedure

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 all cases.

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, there will be no recording of the course or grade on any office school system documents.

A student may request to drop a course after twenty (20) school days from the start of the course (in the case of a semester course, after the 10th day), through the Professional School Counselor for approval by the Student Intervention Team. The grade achieved to date 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. 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 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.

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.

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.

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

 1. The high school principal must approve all requests prior to student enrollment in a college course.

 2. The student, parent/guardian, counselor, and principal must sign the Concurrent Enrollment Form PS-109, Request for Concurrent Course Enrollment Form.

 3. In order to apply college credit toward high school credit, the college course (content, not title) must be different from courses available at the student's home high school. The student will be responsible for submitting a copy of the course outline or syllabus to the Chief Academic Officer.

 4. The student is responsible for requesting that the college records office sends an official college transcript to the principal at his/her home school immediately upon completion of the course.

 5. A student will earn one-half (0.5) non-weighted high school elective credit per semester, per college course, no matter how many credits the college awards.

 6. A student may earn a maximum of two concurrent enrollment high school credits per year, including summers, through concurrent enrollment college course work.

 7. In recognition that the conditions presented above may not be appropriate for particularly exceptional students, a request for exemption from any of these conditions may be made in advance of enrollment in a college course. The exemption must be requested in writing and approved by the high school principal and the Director of Curriculum and Instruction.

 8. The grade earned from course(s) taken at institutions of higher learning will be included by way of the concurrent enrollment course number in the computation of the high school grade point average.

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

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

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

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

Dual Enrollment

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

Early Graduation Options

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

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

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

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

   (1) The student has a 2.5 cumulative grade point average and is accepted for early admission to an accredited college before high school graduation;

   (2) All Maryland High School Testing and Student Service learning requirements have been met;

   (3) A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;

   (4) The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and

   (5) At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

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

   (1) The student is accepted for early admission by an approved vocational, technical, or postsecondary school program before high school graduation;

   (2) All Maryland High School Testing and Student Service learning requirements have been met;

   (3) A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;

   (4) The student's program for the first year of the postsecondary program is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and

   (5) At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the postsecondary school to the high school principal indicating that the student has successfully completed a year of postsecondary school work.

PGCPS

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

1. During the sophomore year of high school:

   a. The Professional School Counselor must meet with the student and parent/guardian to discuss the requirements for graduation and post secondary plans.

   b. A plan must be developed for meeting all graduation requirements including courses, testing, and service learning.

   c. The waiver application must be submitted to the Professional School Counselor prior to the end of the 3rd quarter.

HIGH SCHOOL

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

2. During the 3rd year of high school:

    a. The Professional School Counselor and student must complete a graduation agreement.

    b. Prior to the 3rd quarter of the 3rd year in high school, the pre-approval packet including an up to date transcript, progress report, and post-secondary acceptance letter must be forwarded to the Supervisor of School Counseling.

    c. The Superintendent will approve the student's program for the first year of the post-secondary study if this program is included toward the issuance of a diploma.

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

Waiver of 4th Year Requirement

An alternative plan may include a waiver of the fourth year enrollment requirement for students who have met graduation requirements.

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

1. During the sophomore year of high school:

    a. The Professional School Counselor must meet with the student and parent/guardian to discuss the requirements for graduation and post secondary plans.

    b. A plan must be developed for meeting all graduation requirements including courses, testing, and service learning.

    c. The waiver application must be submitted to the Professional School Counselor prior to the end of the 3rd quarter.

    d. Upon pre-approval by the principal, the student must take and pass their 3rd English course, during the summer prior to the 3rd year of high school.

2. During the 3rd year of high school:

    a. The Professional School Counselor and student must complete a graduation agreement.

    b. Prior to the 3rd quarter of the 3rd year in high school, the pre-approval packet including an up to date transcript and progress report must be forwarded to the Supervisor of School Counseling.

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

HIGH SCHOOL

Mid-Year Graduate

A Maryland High School diploma is awarded to students who fulfill enrollment requirements, credit, testing, and service hour requirements. Students who have fulfilled such requirements are eligible to be considered for mid-year graduation. Below is guidance on the selection of mid-year graduates and the mid-year graduate certification process.

Definition of a Mid-Year Graduate: Students who have satisfied all Maryland State Department of Education (MSDE) graduation requirements at the end of the first semester of their fourth year are eligible to graduate in January of their senior year.

 Students Who Qualify:

- Fifth-year students who have satisfied all Maryland State Department of Education graduation requirements at the end of the first semester of their fifth year of high school are eligible to graduate in January of their fifth year.
- Fourth-year students who have satisfied all Maryland State Department of Education graduation requirements at the end of the first semester of their fourth year of high school are eligible to complete high school in January of their fourth year.

Students who meet one of the requirements listed above and would like to be considered for mid-year graduation should consult with their professional school counselors by October 1.

Early College or Middle College programs

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

Directory

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

NAME	PHONE NUMBER/WEB ADDRESS	
Advanced Placement	301-808-8240	
Aerospace Engineering and Aviation Technology	240-686-6255	
Career and Technical 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	
Dance	240-696-6376	
Drama	240-696-6378	
English Language Development (ELD)	301-445-8450	
Health Education	301-808-4080	
Immersion	240-455-5899	
International Baccalaureate	301-808-8240	
International Student Admissions and Enrollment Office (ISAEO)	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	
Music (Instrumental)	301-333-0963	
Music (Vocal General)	301-333-0961	
Office of Experiential Learning	301-669-6012	
Physical Education	301-333-0970	
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	
School Counseling	301-567-8669	
Science	301-808-8254	
Science and Technology	240-686-6255	
Student Services	301-567-8669	
Social Studies	301-808-8246	
Special Education 6-12	301-702-2890	
STEM Middle	240-686-6255	
Talented and Gifted (TAG)	301-808-3790	
Technology Education	301-669-6012	
Test Administration	301-702-3860	
University System of Maryland	301-445-2740	www.usmd.edu
Visual Arts	301-333-0966	
World Languages	301-808-8265	

MONITORING AND COMPLIANCE:

In an effort to ensure that the graduation requirements and options are adhered to consistently within schools, the following monitoring tools and processes will be utilized annually. School Principals or their designees will oversee processes by which the following requirements are achieved.

1. Secondary administrators and school counselors will review the graduation requirements and options procedures prior to students arrival at the beginning of each school year. A record containing staff signatures to signify completion of this task will be kept on file in the principal's office for four (4) years.
2. Secondary school counselors will evaluate student records annually to ensure that each student meets enrollment and credit requirements.
3. Principals, or their designees, are responsible for overseeing evaluation of student records annually.
4. Middle school counselors and administrators will review registration to ensure that middle school students take the courses that are required each year and to ensure that middle school students have an opportunity to participate in required assessments.
5. High school counselors and administrators will review registration to ensure that high school students take the courses that are required for graduation.
6. High school counselors and administrators will review assessment results and service hours annually to provide guidance to students on their standing for the graduation requirement.

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 5121,2, Grading and Reporting Middle School;
- Administrative Procedure 5121.3, Grading and Reporting High School;
- Administrative Procedure 5123.2, Promotion, Retention, and Acceleration of Students;
- Administrative Procedure 5127, Graduation Exercises;
- Administrative Procedure 6151, Student Service-Learning Guidelines;
- Administrative Procedure 6155 Dual Enrollment Program
- Administrative Procedure 6186 International High Schools: Admission, Grading and Reporting

LEGAL REFERENCE:

Maryland State Department of Education Code of Maryland Regulations (COMAR) Bylaw 13A.03.02: Graduation Requirements for Public High Schools in Maryland
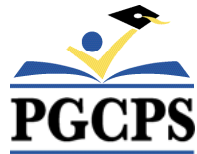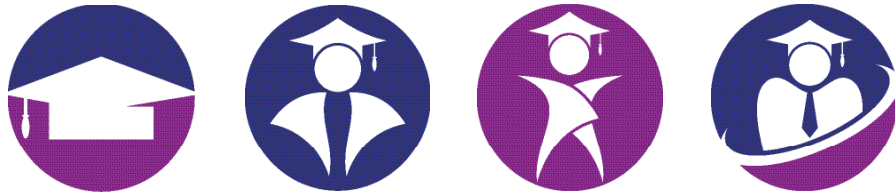
MAINTENANCE AND UPDATE OF THESE PROCEDURES:

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

CANCELLATIONS AND SUPERSEDURES:

These procedures specifically cancel and supersede Administrative Procedure 6150, dated July 1, 2023

EFFECTIVE DATE: July 1, 2024