

# JAMES HUBERT BLAKE REGISTRATION HANDBOOK 2020/21



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December 2019

Dear Students and Parents:

The Blake High School course registration handbook is designed to give you an overview of the wide variety of courses we plan to offer in the 2020-2021 school year. These include a balanced curriculum covering all State of Maryland requirements as well as a wide variety of exciting and challenging course options, including Advanced Placement, honors, and elective courses.

In addition, the handbook features a section on academy programs and pathways, as we continue this focus for our students in their course selection. Effective planning for next year is essential as final course offerings are based on student registration. It is extremely important to make careful registration decisions and also to have alternative selections in case registration is not sufficient to offer a particular course.

An orientation meeting for parents of incoming ninth grade students and other students new to Blake will be held in the auditorium at 7:00 p.m., Wednesday, February 12, 2020, (snow date February 13<sup>th</sup>). At that meeting, there will be an overview of the registration process and an opportunity to ask questions that are subject specific.

We look forward to working with you to ensure positive and successful academic experiences for students at James Hubert Blake High School.

Sincerely,

A handwritten signature in cursive script that reads 'Robert Sinclair Jr.'.

Mr. Robert Sinclair Jr.  
Principal

**JAMES HUBERT BLAKE HIGH SCHOOL**  
**300 Norwood Road**  
**Silver Spring, Maryland 20905**

**Main Office: 240-740-1400**  
**Fax: 301-879-1306**

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**Administration Staff**

**Principal**  
**Assistant Principals**

**Mr. Robert Sinclair**  
**Mr. Mark Brown Jr.**  
**Mr. Norman Edwards**  
**Ms. Marie Koch**  
**Ms. Anita O'Neill**

**Signature Programs**

**Signature Program Coordinator**

**Ms. Elizabeth Cooper**

**Resource Teachers and Department Chairpersons**

**Athletics**  
**Career and Technology Education**  
**College Career Research and Development**  
**English**  
**Fine Arts**  
**Internship Coordinator**  
**Mathematics**  
**Physical and Health Education**  
**Science**  
**Social Studies**  
**Special Education**  
**World Languages**

**Mr. Jared Fribush**  
**Mr. Frank Krach Jr.**  
**Ms. Cynthia Gleason**  
**Mr. Michael Kelley**  
**Ms. Katja Jimenez**  
**Mr. Ted Pazulski**  
**Ms. Temidayo Adia**  
**Ms. Christine Di Monte**  
**Ms. Nasrin Saikh**  
**Mr. Jeff Newby**  
**Ms. Maisha Powell**  
**Ms. Vanessa Hawkins**

**Counseling Department Staff**

**Resource Counselor**  
**Counselors**

**Mr. Kim Tolbert**  
**Ms. Jaime Baer**  
**Ms. Jessica Conter**  
**Ms. Katryn Costenbader**  
**Ms. Jeannette Hayes**  
**Ms. Jean Smith**  
**Mr. Dwayne Thomas**  
**Ms. Minjote Mekonen**  
**Ms. Deborah Prochnow**  
**Ms. Lakesha McMillan**  
**Ms. Gayle Marks**

**ACES Academic Coach**  
**College and Career Coordinator**  
**Counseling Office Secretary**  
**Registrar**

**Blake Web Page**

**<http://www.montgomeryschoolsmd.org/schools/blakehs>**

# MISSION STATEMENT

James Hubert Blake High School actively engages our diverse and inclusive school community with challenging learning opportunities in and beyond the classroom that foster a passion for learning, appreciation of the arts, and productive citizenship.

# JAMES HUBERT BLAKE HIGH SCHOOL

## GENERAL INFORMATION

The Blake Registration Handbook has been developed to assist students and parents in making selections of academic and elective courses at James Hubert Blake High School. It is the goal of Blake High School to have all students enrolled in classes that enable them to achieve maximum benefit from their high school experience and prepare them for post-graduate life.

*It is essential that registration selections be done in a serious manner. The master schedule is constructed and staffing decisions are made on the basis of the information gathered from the registration cards. The time for investigation of courses, discussion, and decision-making is now. School counselors are available to help, as needed, during the registration process.*

### IMPORTANT DATES

December 6	Distribution of registration materials to in-house students
December 6 – December 20	Registration window open for students to enter course requests for the 2020-2021 school year
December 20	Blake High School registration cards due to English teachers
January 15	For incoming 9 <sup>th</sup> grade students who wish to audition out of Beginner Jazz, Ballet, or tap you must submit a <i>solo</i> video of dance to Danielle_D’Anna@mcpsmd.org. This video must contain the <i>style</i> of dance one is auditioning for (Ballet, Tap, or Jazz) and only contain the student in the recording (no group dances with other students). <b>Email or share via Google drive to Ms. D’Anna no later than January 15, 2020.</b>
February 3 – February 7	High School Consortium counselors to feeder schools to distribute registration information
February 12	Incoming 9 <sup>th</sup> Grade Parent Information Meeting at 7:00 p.m. *Snow date: Thursday, February 13 <sup>th</sup>
February 14	Registration cards are due back to feeder middle schools for incoming 9 <sup>th</sup> grade students
April 14	Instrumental music students who wish to audition for an upper level ensemble must submit their audition video via <b>Google Classroom no later than April 14, 2020</b> . Students can consult their school's instrumental music teacher or contact <b>Mr. Phil Barnes</b> via email ( <a href="mailto:phillip.p.barnes@mcpsmd.net">phillip.p.barnes@mcpsmd.net</a> ) for information on accessing Google Classroom.
May	Notification of course selections and levels to students and parents
June 3	High School 101 registration forms due to guarantee bus availability
August 27	New Student Orientation at Blake High School

### **ATTENTION INCOMING 9<sup>TH</sup> GRADERS!!**

Your 8<sup>th</sup> grade counselor will be able to help you with general questions about registration. Please contact the Blake Counseling Department at 240-740-1390 for additional information.

Get a running start on being ready for the challenges of high school by enrolling in our unique summer program. Register for **HIGH SCHOOL 101** by going to the Blake website for more information.

**This booklet is a supplement to the *Montgomery County Public Schools Course Bulletin for 2020-2021*. Please read the description in the Registration Handbook for details about course content. If there is a prerequisite for taking a class, it is listed in the Registration Handbook. We recommend that all high school families become familiar with this information.**

# Graduation Requirements

## MARYLAND DIPLOMA REQUIREMENTS

The state of Maryland authorizes one diploma for all high school graduates, based upon successful fulfillment of four categories of requirements: enrollment, course credit, Student Service Learning (SSL), and Maryland assessments. Students must satisfactorily complete four years beyond Grade 8 to meet the enrollment requirement. All other requirements are summarized in the table below. Please consult either the online MCPS

## Course Credits

Students shall be enrolled in Montgomery County Public Schools (MCPS) and have earned a minimum of 22 credits that include the following (unless a pre-approved MCPS alternative is satisfied):

MCPS GRADUATION REQUIREMENTS AT A GLANCE			
English	4 credits		
Fine Arts	1 credit Selected courses in art, dance, drama/theatre, and music that satisfy the fine arts requirements are designated FA.		
Health Education	0.5 credit		
Mathematics	4 credits must include 1 full-year (A/B) algebra credit, and 1 geometry credit <b>NEW STATE REQUIREMENT FOR STUDENTS GRADUATING IN 2018 AND LATER:</b> Students graduating in 2018 and later must be enrolled in a mathematics-based course each year of high school. This may result in students earning more than 4 credits in math for graduation. See the Mathematics Department offerings section for more detail.		
Physical Education	1 credit		
Science	3 credits 1 biology credit, designated BC, and 1 physical science credit, designated PC, must be included.		
Social Studies	3 credits must include 1 U.S. History credit; 1 World History credit; and 1 National, State, and Local (NSL) Government credit		
Technology Education (TE)	1 credit designated TE. Advanced Technology (AT) courses do not satisfy the TE course requirement.		
Electives: The additional credits required for graduation may be fulfilled by one of the following three options	OPTION 1	OPTION 2	OPTION 3
	2 credits in a world language OR 2 credits in American Sign Language AND 2.5 credits in elective courses	2 credits in advanced technology education (AT) AND 2.5 credits in elective courses. TE courses do not count as AT course credit.	Complete a state-approved Program of Study AND 0.5 credit in elective courses
Student Service Learning (SSL)	75 service-learning hours		
Up-to-date graduation requirements by class may be found at <a href="http://www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx">http://www.montgomeryschoolsmd.org/curriculum/graduation-requirements.aspx</a>			

## Enrollment

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

## Maryland High School Assessments

Maryland High School Assessments (MHSA) are those tests developed for or adopted by MSDE that are aligned with and measure a student's skills and knowledge as set forth in the content standards for specified courses. The term "MHSA" encompasses both the High School

Assessment (HSA) developed for Maryland, tests developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), as well as other tests MSDE may develop or adopt in the future. Students take these assessments as they complete the corresponding courses. It is anticipated that students will be required to take the Maryland Integrated Science Assessment (MISA) during a grade level course yet to be determined by MSDE.

Maryland High School Assessment (MHSA) Requirements HSA and PARCC Assessments	
The MHSA requirements are subject to change by Maryland State Department of Education (MSDE).	
Algebra 1	Pass Algebra 1 PARCC
Maryland Integrated Science Assessment (MISA)	During 11 <sup>th</sup> grade, students will need to participate in the MISA, pending approval by the State Board of Education.
English 10	Pass English Language Arts/Literacy (ELA/L) 10 PARCC
Government	Pass Government HSA or substitute established by MSDE (e.g., AP)

## Promotion Regulation

MCPS Regulation JEB-RA, *Placement, Promotion, Acceleration, and Retention of Students*, (<http://www.montgomeryschoolsmd.org/departments/policy/pdf/jebra.pdf>), requires that high school students earn 5 credits each year in order to be promoted, including specific required credits in English, mathematics, science, and social studies, as indicated in the chart below.

End of:	Total Credits Needed for Promotion to Next Grade	TOTAL CREDITS IN REQUIRED COURSES					Other Courses— See Options Required for Graduation
		Math	English	Science	Social Studies		
Grade 9	5	1	1	0	0	3	
Grade 10	10	2	2	1	1	4	
Grade 11	15	3	3	2	2	5	

## Maryland High School Certificate

This certificate is awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet the standards set forth in the Code of Maryland Regulations §13A.03.02.09, and MCPS Regulation ISB-RA, *High School Graduation Requirements*, found at <http://www.montgomeryschoolsmd.org/departments/policy/pdf/isbra.pdf>.

## Montgomery County Public Schools Certificate of Merit

In addition to the Maryland high school diploma, students who meet the following requirements may be awarded the MCPS Certificate of Merit, a diploma endorsement:

- Advanced Courses**  
 At least 12 credits must be earned in advanced courses designated by MCPS as applicable to the Certificate of Merit (CM). CM courses only contribute to a weighted GPA when the course is also identified as Advanced Level (AL). All courses to be counted toward the Certificate of Merit must be taken for a letter grade.
- Mathematics Requirement**  
 Students must successfully complete and/or receive credit for an MCPS Algebra 2 course.
- Cumulative Grade Point Average**  
 Students must obtain at least a 3.0 un-weighted cumulative grade point average.

## Maryland Certificate

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

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

## Honors, Advanced Placement, and Advanced-level Courses

### Honors, Advanced-level, and Advanced Placement (AP) Courses

Principals will ensure that all students who have the capability, motivation, or potential to accept the challenge of Honors, advanced-level, and/or AP courses will be afforded an opportunity to do so. Each school provides responsible open enrollment in Honors, advanced-level, and/or AP courses, for every student who is capable or motivated to pursue a rigorous program and higher-level coursework. A profile of student strengths can be determined by conducting a thorough review of the following multiple criteria:

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

## Grading and Reporting

Grading and reporting practices will be fair, meaningful, and support rigorous performance standards for all students. Grades will have consistent meaning throughout the district and be based on grade-level and course expectations, as outlined in the curriculum. See Board Policy IKA, *Grading and Reporting*.

In Grades 1–5, grades reflect academic achievement in relation to grade-level standards. Teachers check for understanding by providing multiple and varied opportunities for students to demonstrate their knowledge, critical and creative thinking skills, and academic success skills orally, in writing, and through performances and products. In middle schools and high schools, teachers implement MCPS Procedures in Grades 6–12 for grading, reteaching/reassessment, and homework. Grades reflect academic achievement in relation to course expectations.

Teachers assign a grade no lower than 50 percent to a task or assessment. A teacher may assign a zero if the teacher determines that the student did not attempt to meet the basic requirements of the task/assessment or if the student engaged in academic dishonesty. Examples of academic dishonesty include, but are not limited to: the willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology. Students and their parents/guardians are expected not to share, or otherwise distribute, information contained in assessments or other graded work.

Teachers will establish due dates and deadlines. Teachers are expected to separate the due date from the deadline; however, there may be some exceptions when the due date and deadline are the same. Work turned in after the due date and by the deadline may be lowered no more than one letter grade or 10 percent of the grade. Work submitted after the deadline will be recorded as a zero. Teachers will not award extra credit.

# COURSE LISTINGS BY CREDIT REQUIREMENTS

## ENGLISH

English Department Resource Teacher  
 Michael Kelley  
 Michael\_D\_Kelley@mcpsmd.org  
 240-740-1382

Four credits in English are required for graduation. Colleges and universities prefer that applicants have Honors or Advanced Placement courses in English, which provide opportunities for more challenging assignments.

COURSE TITLE	GRADE	CODE	PREREQUISITE
Honors English 9A	9	1313	
Honors English 9B	9	1314	
Honors English 10A	10	1323	
Honors English 10B	10	1324	
Honors English 11A	11	1333	
Honors English 11B	11	1334	
AP Language & Composition A	11,12	1015	
AP Language & Composition B	11,12	1016	AP Language & Composition A
Honors English 12A	12	1343	
Honors English 12B	12	1344	
AP Literature & Composition A	12	1017	
AP Literature & Composition B	12	1018	AP Literature & Composition A
Academic Acceleration for ELLS A	9,10,11,12	1268	
Academic Acceleration for ELLS B	9,10,11,12	1269	Academic Acceleration for ELLS A
ESOL 1A	9,10,11,12	1201	
ESOL 1B	9,10,11,12	1211	
ESOL 2A	9,10,11,12	1202	
ESOL 2B	9,10,11,12	1212	
ESOL 3A	9,10,11,12	1203	
ESOL 3B	9,10,11,12	1213	
ESOL 4A	9,10,11,12	1204	
ESOL 4B	9,10,11,12	1214	

COURSE TITLE	GRADE	CODE	PREREQUISITE
Intro to Film Study	9,10,11,12	8048	
Speech and Debate	9,10,11,12	1461	
Creative Writing A	9,10,11,12	1130	
Creative Writing B	9,10,11,12	1135	
Graphic Novel Literature	9,10,11,12	1054	
Mythology & Modern Culture A	9,10,11,12	1064	
Mythology & Modern Culture B	9,10,11,12	1065	
College Test Prep: SAT/ACT	11,12	1142	
College Test Prep: Accuplacer	11,12	114233	
Journalism 1 A	9,10,11,12	1150	
Journalism 1 B	9,10,11,12	1151	
Journalism 2 A	10,11,12	1152	Journalism 1
Journalism 2 B	10,11,12	1153	
Yearbook 1 A	9,10,11,12	1167	
Yearbook 1 B	9,10,11,12	1168	Yearbook 1A
Yearbook 2 A	9,10,11,12	1169	
Yearbook 2 B	9,10,11,12	1170	Yearbook 2A

# MATHEMATICS

## Mathematics Department Resource Teacher

Temidayo Adia

Temidayo\_O\_Adia@mcpsmd.org

240-740-1376

Students must be enrolled in a math course in each year of high school. This may result in students earning more than 4 credits in math for graduation. All Maryland state colleges and universities require mathematics through Algebra 2 for admission. **Graphing calculators are needed for all math courses except Quantitative Literacy.**

COURSE TITLE	GRADE	CODE	PREREQUISITE
Algebra 1A	9	3111	
Algebra 1B	9	3112	Algebra 1A
Geometry A	9,10	3201	Algebra 1
Geometry B	9,10	3202	Geometry A
Honors Geometry A	9,10	3203	Algebra 1
Honors Geometry B	9,10	3204	Geometry A
2 YR Algebra 2 A	10,11,12	3315	Algebra 1, Geometry
2 YR Algebra 2 B	10,11,12	3316	2 YR Algebra 2 A
2 YR Algebra 2 C	10,11,12	3317	2 YR Algebra 2 A & B
2 YR Algebra 2 D	10,11,12	3318	2 YR Algebra 2 C
Algebra 2A	9,10,11,12	3301	Algebra 1, Geometry
Algebra 2B	9,10,11,12	3302	Algebra 2A
Honors Algebra 2A	9,10,11,12	3310	Algebra 1, Geometry
Honors Algebra 2B	9,10,11,12	3311	Algebra 2A
Precalculus A	10,11,12	3489	Algebra 2
Precalculus B	10,11,12	3490	Precalculus A
Honors Precalculus A	10,11,12	3350	Honors Algebra 2
Honors Precalculus B	10,11,12	3351	Honors Precalculus A

COURSE TITLE	GRADE	CODE	PREREQUISITE
Quantitative Literacy A	11,12	3121	
Quantitative Literacy B	11,12	3122	
Statistics & Mathematical Modeling A	11,12	3322	
Statistics & Mathematical Modeling B	11,12	3323	
AP Statistics A	11,12	3320	Algebra 2
AP Statistics B	11,12	3321	AP Statistics A
Calculus w/Application A	11,12	3356	Precalculus
Calculus w/Application B	11,12	3357	Calculus w/Application A
AP Calculus AB A	11,12	3452	Precalculus
AP Calculus AB B	11,12	3453	AP Calculus AB A
AP Calculus BC A	11,12	3491	Honors Precalculus
AP Calculus BC B	11,12	3492	AP Calculus BC A
Multivariable Calculus/Differential Equations A	11,12	3048	AP Calculus BC
Multivariable Calculus/Differential Equations B	11,12	3049	Multivariable Calculus/Differential Equations A

# SCIENCE

## Science Department Resource Teacher

Nasrin Saikh

Nasrin\_P\_Saikh@mcpsmd.org

240-740-1373

Three credits in science, including one credit in a physical science\* and one credit in biology\*\* are required for graduation. All Maryland state colleges and universities require two laboratory sciences for admission.

COURSE TITLE	GRADE	CODE	PREREQUISITE
Honors Biology A**	9,11	3621	
Honors Biology B**	9,11	3622	Honors Biology A
Honors Physics A*	9	3821	Honors Geometry concurrently
Honors Physics B*	9	3822	Honors Physics A, Honors Geometry B concurrently
Honors Chemistry A*	10,11,12	3711	Geometry concurrently
Honors Chemistry B*	10,11,12	3712	Honors Chemistry A, Geometry B concurrently
AP Biology A** (Double Period)	11,12	3651	Honors Chemistry
AP Biology B** (Double Period)	11,12	3652	AP Biology A
AP Chemistry A* (Double Period)	11,12	3751	Chemistry, Algebra 2
AP Chemistry B* (Double Period)	11,12	3752	AP Chemistry A
AP Environmental Science A	11,12	3659	Honors Biology, Chemistry
AP Environmental Science B	11,12	3660	AP Environmental Science A
AP Physics 1A*	10,11,12	3891	Algebra 2 A concurrently
AP Physics 1B*	10,11,12	3892	AP Physics 1 A, Algebra 2 B concurrently
AP Physics C A*	11,12	3839	Honors Physics, Precalculus
AP Physics C B*	11,12	3840	AP Physics A
Anatomy & Physiology A**	11,12	3761	Chemistry, Biology
Anatomy & Physiology B**	11,12	3762	Anatomy and Physiology A
Astronomy A*	11,12	3856	
Astronomy B*	11,12	3857	

## SOCIAL STUDIES

### Social Studies Department Resource Teacher

Jeffrey Newby

Jeffrey\_J\_Newby@mcpsmd.org

240-740-1373

Three credits in social studies, including U.S. History, National State and Local Government, and Modern World History are required for graduation. All Maryland state colleges and universities require the three credits.

COURSE TITLE	GRADE	CODE	PREREQUISITE
US History A	9	2110	
US History B	9	2112	
Honors US History A	9	2111	
Honors US History B	9	2113	
9 <sup>th</sup> Grade AP US History A	9	2114	
9 <sup>th</sup> Grade AP US History B	9	2124	9 <sup>th</sup> Grade AP US History A
NSL Government A	10	2107	
NSL Government B	10	2108	
Honors NSL Government A	10	2127	
Honors NSL Government B	10	2128	
AP NSL Government A	10	2104	
AP NSL Government B	10	2105	AP NSL Government A
Modern World History A	11	2221	
Modern World History B	11	2222	
Honors Modern World History A	11	2223	
Honors Modern World History B	11	2224	
AP World History A	11,12	2240	
AP World History B	11,12	2241	AP World History A
AP Research A	11,12	7803	
AP Research B	11,12	7804	AP Research A

COURSE TITLE	GRADE	CODE	PREREQUISITE
Art History A	10,11,12	6451	
Art History B	10,11,12	6452	Art History A
AP Art History A	10,11,12	6456	
AP Art History B	10,11,12	6457	AP Art History A
African American History	10,11,12	2103	
Ancient and Medieval History	10,11,12	2210	
Comparative Religion	10,11,12	2320	
Economics	10,11,12	2303	
Equity in Education	10,11,12	2305	
International Human Rights	11,12	2141	
Latin American History	10,11,12	2204	
Law 1	10,11,12	2312	
Law 2	10,11,12	2343	
Psychology 1	10,11,12	2304	
AP Comparative Government and Politics A	11,12	2123	
AP Comparative Government and Politics B	11,12	2145	AP Comparative Government and Politics A
AP Human Geography A	11,12	2332	
AP Human Geography B	11,12	2333	AP Human Geography A
AP Macroeconomics A (Semester 1)	11, 12	2315	
AP Microeconomics B (Semester 2)	11, 12	2316	
AP Psychology A	11,12	2330	
AP Psychology B	11,12	2331	AP Psychology A
AP US History A (Upper Classman)	11,12	211435	
AP US History B (Upper Classman)	11,12	212435	AP US History A

# WORLD LANGUAGES

## World Languages Department Resource Teacher

Vanessa Hawkins

Vanessa\_C\_Hawkins@mcpsmd.org

240-740-1367

Two credits of language can fulfill the program completion graduation requirement. World languages credits are often required for entrance into colleges and universities. At present, the Maryland state system of universities and colleges requires a minimum of two years of world languages for entrance. Other universities and colleges require a minimum of three years. Many colleges and universities waive the world languages core requirements if a student has successfully completed a four-year sequence in one language.

COURSE TITLE	GRADE	CODE	PREREQUISITE
French 1A	9,10,11,12	1611	
French 1B	9,10,11,12	1621	French 1A
French 2A	9,10,11,12	1612	French 1A/B
French 2B	9,10,11,12	1622	French2A
Honors French 3A	9,10,11,12	1633	French 2A/B
Honors French 3B	9,10,11,12	1643	Honors French 3A
Honors French 4A	9,10,11,12	1634	Honors French 3A/B
Honors French 4B	9,10,11,12	1644	Honors French 4B
Honors French 5A	10,11,12	1615	Honors French 4A/B
Honors French 5B	10,11,12	1625	Honors French 5A
Honors French 6A	11,12	1616	Honors French 5A/B
Honors French 6B	11,12	1626	Honors French 6A
AP French Language A	11,12	1635	Honors French 6A/B
AP French Language B	11,12	1636	AP French Language A
American Sign Language 1A	9,10,11,12	1596	
American Sign Language 1B	9,10,11,12	1597	American Sign Language 1A
American Sign Language 2A	10,11,12	1593	American Sign Language 1
American Sign Language 2B	10,11,12	1594	American Sign Language 2A
American Sign Language 3A	11,12	1640	American Sign Language 2B
American Sign Language 3B	11,12	1641	American Sign Language 3A

COURSE TITLE	GRADE	CODE	PREREQUISITE
Spanish 1A	9,10,11,12	1711	
Spanish 1B	9,10,11,12	1721	Spanish 1A
Spanish 2A	9,10,11,12	1712	Spanish 1A/B
Spanish 2B	9,10,11,12	1722	Spanish 2A
Honors Spanish 3A	9,10,11,12	1733	Spanish 2A/B
Honors Spanish 3B	9,10,11,12	1743	Honors Spanish 3A
Honors Spanish 4A	9,10,11,12	1734	Honors Spanish 3A/B
Honors Spanish 4B	9,10,11,12	1744	Honors Spanish 4A
Honors Spanish 5A	10,11,12	1715	Honors Spanish 4A/B
Honors Spanish 5B	10,11,12	1725	Honors Spanish 5A
AP Spanish Language A	11,12	1759	Honors Spanish 5A/B or SSS3 A/B
AP Spanish Language B	11,12	1760	AP Spanish Language A
AP Spanish Lit A	11,12	1761	AP Spanish Language A/B
AP Spanish Lit B	11,12	1762	AP Spanish Language A
Spanish for Spanish Speakers 1A	9,10,11,12	1777	Spanish Diagnostic
Spanish for Spanish Speakers 1B	9,10,11,12	1778	SSS 1A/ Spanish Diagnostic
Spanish for Spanish Speakers 2A	9,10,11,12	1779	SSS 1/ Spanish Diagnostic
Spanish for Spanish Speakers 2B	9,10,11,12	1780	SSS 2A/ Spanish Diagnostic
Honors Spanish for Spanish Speakers 3A	9,10,11,12	1781	SSS 2B/ Spanish Diagnostic
Honors Spanish for Spanish Speakers 3B	9,10,11,12	1782	Honors SSS 3A/ Spanish Diagnostic

# INTERDISCIPLINARY STUDIES

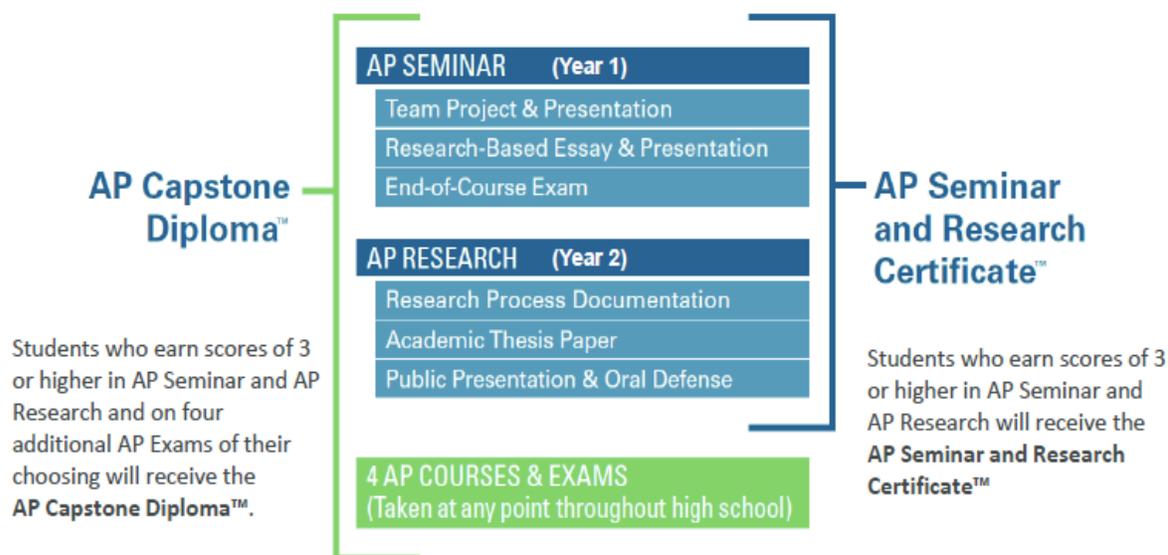
## Advanced Placement Capstone Coordinator

Anita O'Neill  
 Anita\_R\_O'Neill@mepsmd.org  
 240-740-1400

COURSE TITLE	GRADE	CODE	PREREQUISITE
Advanced Placement Seminar A	10,11,12	7801	
Advanced Placement Seminar B	10,11,12	7802	Advanced Placement Seminar A
Advanced Placement Research A	10,11,12	7803	Advanced Placement Seminar
Advanced Placement Research B	10,11,12	7804	Advanced Placement Research A

## AP Capstone Program Structure

A flexible two-course sequence that engages students in rigorous college-level curricula while promoting the critical skills needed for success in college and beyond.



# FINE ARTS

## Fine Arts Department Resource Teacher

Katja Jimenez

Katja\_N\_Jimenez@mcpsmd.org

240-740-1392

## VISUAL ARTS

COURSE TITLE	GRADE	CODE	PREREQUISITE
Ceramics/ Sculpture 1A	9,10,11,12	6381	
Ceramics/ Sculpture 1B	9,10,11,12	6391	
Ceramics/ Sculpture 2A	10,11,12	6383	Ceramics/ Sculpture 1
Ceramics/ Sculpture 2B	10,11,12	6393	Ceramics/ Sculpture 2A
Ceramics/ Sculpture 3A	11,12	6385	Ceramics/ Sculpture 2
Ceramics/ Sculpture 3B	11,12	6386	Ceramics/ Sculpture 3A
AP Studio Art 3-D Ceramics A	11,12	648830	2 credits of Ceramics/ Sculpture
AP Studio Art 3-D Ceramics B	11,12	647330	2 credits of Ceramics/ Sculpture
Digital Arts 1A	9,10,11,12	6496	
Digital Arts 1B	9,10,11,12	6497	Digital Arts 1A
Advanced Digital Arts 2A	10,11,12	6498	Digital Arts 1
Advanced Digital Arts 2B	10,11,12	6499	Advanced Digital Arts 2A
AP Digital Arts A	11,12	6486	2 credits of digital Art
AP Digital Arts B	11,12	6472	2 credits of digital Art
Animation A	9,10,11,12	6478	
Animation B	9,10,11,12	6479	Animation A
Comic and Gaming Illustration A	9,10,11,12	6401	
Comic and Gaming Illustration B	9,10,11,12	6411	Comic and Gaming Illustration A

COURSE TITLE	GRADE	CODE	PREREQUISITE
Comic and Game Illustration 2 A	10,11,12	6403	Comic and Game Illustration A/B
Comic and Game Illustration 2 B	10,11,12	6413	Comic and Game Illustration A/B
Digital Photography 1A	9,10,11,12	6345	Digital Camera required
Digital Photography 1B	9,10,11,12	6346	Digital Photo 1A
Digital Photography 2A	10,11,12	6347	Digital Photo 1A
Digital Photography 2B	10,11,12	6348	Digital Photo 2A
Digital Photography 3A	10,11,12	634733	Digital Photo 2B
Digital Photography 3B	10,11,12	634833	Digital Photo 3A
AP Studio Art 2-D – Digital Photography A	11,12	635130	2 credits of art including Digital Photo
AP Studio Art 2-D – Digital Photography B	11,12	635230	2 credits of art including Digital Photo
Darkroom Photography 1A	9,10,11,12	6343	SLR Camera required
Darkroom Photography 1B	9,10,11,12	6344	Photography 1A
Darkroom Photography 2A	10,11,12	634332	Photography 1
Darkroom Photography 2B	10,11,12	634432	Photography 2A
Darkroom Photography 3A	11,12	634333	Photography 2
Darkroom Photography 3B	11,12	634433	Photography 3A
AP Darkroom Photography A	11,12	6351	2 credits of art including Darkroom Photography
AP Darkroom Photography B	11,12	6352	AP Darkroom Photography A
Foundations of Art A	9,10,11,12	6055	
Foundations of Art B	9,10,11,12	6056	Foundations of Art B
Leadership Opportunities in Art	9,10,11,12	8102	

# FINE ARTS

## Fine Arts Department Resource Teacher

Katja Jimenez

Katja\_N\_Jimenez@mcpsmd.org

240-740-1392

## VISUAL ARTS

COURSE TITLE	GRADE	CODE	PREREQUISITE
Studio Art 1A	10,11,12	6355	Foundations of Art A/B
Studio Art 1B	10,11,12	6306	Studio Art 1A
Studio Art 2A	11,12	6205	Studio Art 1
Studio Art 2B	11,12	6206	Studio Art 2A
Studio Art 3A	11,12	6305	Studio Art 2A/B
Studio Art 3B	11,12	6306	Studio Art 3A
AP Studio Art Drawing A	11,12	6482	2 credits of art including Drawing & Design or equivalent & Studio Art
AP Studio Art Drawing B	11,12	6483	2 credits of art including Drawing & Design or equivalent & Studio Art
Painting 1A	10,11,12	6365	1 credit of Foundations of Art
Painting 1B	10,11,12	6366	Painting 1A

COURSE TITLE	GRADE	CODE	PREREQUISITE
Fashion Illustration 1A	9,10,11,12	6113	
Fashion Illustration 1B	9,10,11,12	6114	Fashion Illustration 1 A
Fashion Illustration 2A	10,11,12	611332	Fashion Illustration 1
Fashion Illustration 2B	10,11,12	611432	Fashion Illustration 2A
Fashion Production 1A	9,10,11,12	6115	
Fashion Production 1B	9,10,11,12	6116	Fashion Production 1A
Fashion Production 2A	10,11,12	611532	Fashion Production 1
Fashion Production 2 B	10,11,12	611632	Fashion Production 2A
Fashion Production 3A	11,12	611533	Fashion Production 2
Fashion Production 3B	11,12	611633	Fashion Production 3A
AP Studio Art 3-D – Fashion Production A	11,12	648810	2 credits of Fashion Production
AP Studio Art 3-D – Fashion Production B	11,12	647310	AP Studio Art 3-D – Fashion Production A

**^Students in AP Art must be enrolled in an additional period in their portfolio discipline.**

# FINE ARTS

**Choral Music Teacher**  
 Sandra Zinkievich  
 Sandra\_L\_Zinkievich@mcpsmd.org  
 240-740-1351

**Fine Arts Department Resource Teacher**  
 Katja Jimenez  
 Katja\_N\_Jimenez@mcpsmd.org  
 240-740-1392

**Instrumental Music Teacher**  
 Phil Barnes  
 Phillip\_P\_Barnes@mcpsmd.org  
 240-740-1364

## MUSIC

### *General Music*

COURSE TITLE	GRADE	CODE	PREREQUISITE
AP Music Theory & Composition A	10,11,12	6547	Permission of instructor
AP Music Theory & Composition B	10,11,12	6548	AP Music Theory & Composition A
Music Technology A	9,10,11,12	6605	
Music Technology B	9,10,11,12	6607	Music Technology A
Piano Lab 1A	9,10,11,12	6520	
Piano Lab 1B	9,10,11,12	6521	
Piano Lab 2A	9,10,11,12	6537	Piano Lab 1
Piano Lab 2B	9,10,11,12	6538	Piano Lab 1
Guitar 1A	9,10,11,12	6585	
Guitar 1B	9,10,11,12	6586	
Guitar 2A	9,10,11,12	6593	Guitar 1
Guitar 2B	9,10,11,12	6594	Guitar 1

### *Choral Music*

COURSE TITLE	GRADE	CODE	PREREQUISITE
A Cappella! A	11,12	6741	Audition Required
A Cappella! B	11,12	6742	Audition Required
Vocal Ensemble/Chorus A	9,10,11,12	6711	
Vocal Ensemble/Chorus B	9,10,11,12	6712	
Concert Choir A	10,11,12	6731	Audition Required
Concert Choir B	10,11,12	6732	Audition Required

# FINE ARTS

**Choral Music Teacher**  
 Sandra Zinkievich  
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 240-740-1392

**Instrumental Music Teacher**  
 Phil Barnes  
 Phillip\_P\_Barnes@mcpsmd.org  
 240-740-1364

## MUSIC *Instrumental Music*

COURSE TITLE	GRADE	CODE	PREREQUISITE
Marching Band A Woodwinds & Brass	9,10,11,12	6826	1 year of band or permission of instructor
Concert Band A Non-Marching Woodwinds & Brass	9,10,11,12	6821	1 year of band or permission of instructor
Concert Band B	9,10,11,12	6822	Concert Band A or Marching Band A
Symphonic Band B	9,10,11,12	6827	Audition Required
Beginning Percussion A	9,10,11,12	6811	
Beginning Percussion B	9,10,11,12	6885	Beginning Percussion A
Advanced Percussion A/ Marching Band Drumline	9,10,11,12	6831	1 year of band/percussion or permission of instructor
Advanced Percussion B	9,10,11,12	6832	Advanced Percussion A
Jazz Ensemble A	9,10,11,12	6871	Audition Required
Jazz Ensemble B	9,10,11,12	6872	Audition Required
Color Guard A	9,10,11,12	681131	
Concert Orchestra A	9,10,11,12	6851	1 year of orchestra or permission of instructor
Concert Orchestra B	9,10,11,12	6852	Concert Orchestra A
Symphonic Orchestra A	9,10,11,12	6866	Audition Required
Symphonic Orchestra B	9,10,11,12	6867	Audition Required
Jazz Lab Band A	9, 10, 11, 12	0000	1 year of band/orchestra/percussion or permission of instructor
Jazz Lab Band B	9, 10, 11, 12	0000	Jazz Lab Band A



# FINE ARTS

## THEATRE

**Theatre Resource Teacher**  
 Michael Kelly  
 Michael\_D\_Kelly@mcpsmd.org  
 240-740-1392

**Theatre Arts Teacher**  
 Michael Arden  
 Michael\_P\_Arden@mcpsmd.org  
 240-740-1380

COURSE TITLE	GRADE	CODE	PREREQUISITE
Theatre 1A	9,10,11,12	6926	
Theatre 1B	9,10,11,12	6927	Theatre 1A
Theatre 2A	10,11,12	6928	Theatre 1
Theatre 2B	10,11,12	6929	Theatre 2A
Advanced Acting for Film and TV A	10,11,12	531030	Video Production or Theatre 1
Advanced Acting for Film and TV B	10,11,12	531130	Video Production or Theatre 1

COURSE TITLE	GRADE	CODE	PREREQUISITE
Advanced Acting (Semester 1)	10,11,12	6912	Theatre 1
Play Directing (Semester 2)	10,11,12	6914	Advanced Acting
Stage Design 1	10,11,12	6913	Theatre 1
Stage Design 2	10,11,12	6313	Stage Design 1
Acting Company A	11,12	531031	Advanced Acting, Play Directing
Acting Company B	11,12	531131	Acting Company A

## DANCE

**Physical Education Resource Teacher**  
 Christine Di Monte  
 Christine\_H\_DiMonte@mcpsmd.org  
 240-740-1362

**Dance Teacher**  
 Danielle D'Anna  
 Danielle\_D'Anna@mcpsmd.org  
 240-740-1392

COURSE TITLE	GRADE	CODE	PREREQUISITE
Beginner Tap A	9,10,11,12	6070	
Beginner Tap B	9,10,11,12	6071	Beginner Tap A
Intermediate Tap A	10,11,12	6072	Beginner Tap
Intermediate Tap B	10,11,12	6073	Intermediate Tap A
Advanced Tap A	10,11,12	6074	Intermediate Tap
Advanced Tap B	10,11,12	6075	Advanced Tap A
Ballet 1A	9,10,11,12	6086	
Ballet 1B	9,10,11,12	6087	Ballet 1A
Ballet 2A	10,11,12	6088	Ballet 1
Ballet 2B	10,11,12	6089	Ballet 2A
Beginner Jazz A	9,10,11,12	6080	
Beginner Jazz B	9,10,11,12	6081	Beginner Jazz A
Intermediate Jazz A	10,11,12	6082	Beginner Jazz
Intermediate Jazz B	10,11,12	6083	Intermediate Jazz A
Advanced Jazz A	10,11,12	6084	Intermediate Jazz
Advanced Jazz B	10,11,12	6085	Advanced Jazz A
Student Dance Co. A	10,11,12	6078	Audition Required
Student Dance Co. B	10,11,12	6079	Audition Required
Choreography A	10,11,12	6090	Audition Required
Choreography B	10,11,12	6091	Audition Required

## PHYSICAL EDUCATION

**Physical Education Resource Teacher**

Christine Di Monte

Christine\_H\_DiMonte@mcpsmd.org

240-740-1361

COURSE TITLE	GRADE	CODE	PREREQUISITE
Concentrated Physical Education - Field Sports	9,10,11,12	7733	
Concentrated Physical Education - Team Sports	9,10,11,12	7738	
Dance for Fitness	9,10,11,12	7745	
Foundations of Personal Fitness	9,10,11,12	7720	
Leadership Opportunities in Physical Education	10,11,12	7700	
Lifetime Sports and Fitness	9,10,11,12	7736	
Basketball	9,10,11,12	7742	
Flag Football	9,10,11,12	7746	
Floor Hockey	9,10,11,12	7744	
Net Sports	9,10,11,12	7737	
Soccer	9,10,11,12	7748	
Soccer (Women Only)	9,10,11,12	7748-31	
Volleyball	9,10,11,12	7751	
Weight Training	9,10,11,12	7752	
Weight Training (Women Only)	9,10,11,12	7752-31	
Yoga	9,10,11,12	7754	

## HEALTH EDUCATION

**Physical Education Resource Teacher**

Christine Di Monte

Christine\_H\_DiMonte@mcpsmd.org

240-740-1361

COURSE TITLE	GRADE	CODE	PREREQUISITE
Honors Comprehensive Health Education	10,11	7841	

# COMPUTER SCIENCE

## Career & Technology Resource Teacher

Frank Krach Jr.  
 Frank\_L\_KrachJr@mcpsmd.org  
 240-740-1379

COURSE TITLE	GRADE	CODE	PREREQUISITE
Foundations of Computer Science A*	9,10,11,12	2916	
Foundations of Computer Science B*	9,10,11,12	2917	Foundations of Computer Science A
Computer Programming 1A	9,10,11,12	2989	Geometry (concurrently)
Computer Programming 1B	9,10,11,12	2990	Computer Programming 1A
AP Computer Science - JAVA 2A	9,10,11,12	2901	Computer Programming 1
AP Computer Science - JAVA 2B	9,10,11,12	2902	AP Computer Science - JAVA 2A
AP Computer Science Principles A*	9,10,11,12	2918	
AP Computer Science Principles B*	9,10,11,12	2919	AP Computer Science Principles A
Advanced Computer Programming 3A	11,12	2965	AP Computer Science 2 - JAVA
Advanced Computer Programming 3B	11,12	2966	Computer Programming 3A

\* Meets technology education credit

# TECHNOLOGY EDUCATION

## Career & Technology Resource Teacher

Frank Krach Jr.  
 Frank\_L\_KrachJr@mcpsmd.org  
 240-740-1379

## TECHNOLOGY

### *Technology Credit (Basic)*

COURSE TITLE	GRADE	CODE	PREREQUISITE
Foundations of Computer Science A*	9,10,11,12	2916	
Foundations of Computer Science B*	9,10,11,12	2917	Foundations of Computer Science A*
Foundations of Technology A*	9,10,11,12	5161	
Foundations of Technology B*	9,10,11,12	5162	Foundations of Technology A*
AP Computer Science Principles A*	9,10,11,12	2918	
AP Computer Science Principles B*	9,10,11,12	2919	AP Computer Science Principles A*

\*Meets technology education credit

### *Advanced Technology Credit*

COURSE TITLE	GRADE	CODE	PREREQUISITE
Advanced Design Application A	9,10,11,12	2808	Completion of basic technology credit
Advanced Design Application B	9,10,11,12	2809	Advanced Design Application A
Advanced Technical Applications A	9,10,11,12	2810	Completion of basic technology credit
Advanced Technical Applications B	9,10,11,12	2811	Advanced Technical Applications A

# MULTIMEDIA TECHNOLOGY

**Career & Technology Resource Teacher**  
 Frank Krach Jr.  
 Frank\_L\_KrachJr@mcpsmd.org  
 240-740-1379

**Multimedia Technology Teacher**  
 Zac Cornell  
 Zac\_Cornell@mcpsmd.org  
 240-740-1379

COURSE TITLE	GRADE	CODE	PREREQUISITE
Introduction to Interactive Media A	9,10,11,12	5195	
Introduction to Interactive Media B	9,10,11,12	5196	Introduction to Interactive Media A
Game Development A	10,11,12	2804	
Game Development B	10,11,12	2805	Game Development A
Advanced Game Development A	11,12	2816	
Advanced Game Development B	11,12	2817	Advanced Multimedia Game Development A
Guided Research-Arts, Humanities, Media, and Communications A	11,12	5310	All required coursework in Arts, Humanities, Media, and Communications program of study
Guided Research-Arts, Humanities, Media, and Communications B	11,12	5311	Guided Research-Arts, Humanities, Media, and Communications A
Website Development A	9,10,11,12	2991	
Website Development B	9,10,11,12	2992	Website Development A
Introduction to Interactive Media A	9,10,11,12	5195	

## State Program of Study Pathway

INTERACTIVE MEDIA PRODUCTION POS			
Offered only at: James Hubert Blake HS and Quince Orchard HS			
Introduction to Interactive Media A/B	Required Coursework	5195/5196	
Game Development A/B		2804/2805	
Advanced Game Development A/B		2816/2817	(AL)
Guided Research – Arts, Humanities, Media, and Communications A/B		5310/5311	

## MEDIA ARTS AND VIDEO PRODUCTION

### Career & Technology Resource Teacher

Frank Krach Jr.  
Frank\_L\_KrachJr@mcpsmd.org  
240-740-1379

### Video and Media Production Teacher

Heather Emory  
Heather\_Emory@mcpsmd.org  
240-740-1396

COURSE TITLE	GRADE	CODE	PREREQUISITE
Video Production A	9,10,11,12	5173	
Video Production B	9,10,11,12	5174	Video Production A
Electronic Video Field Production A	10, 11, 12	5175	Video Production A&B or Journalism 1
Electronic Video Field Production B	10, 11, 12	5176	Video Production or Journalism 1
Media Management & Production A	10, 11, 12	5177	Video Production A/B
Media Management & Production B	10, 11, 12	5178	Video Production A/B
Guided Research – Arts, Media, & Communications A	11, 12	5310	Video Production A&B and Electronic Video Field Production A&B
Guided Research – Arts, Media, & Communications B	11, 12	5311	Video Production A&B and Electronic Video Field Production A&B
Electronic Audio Field Production A	10, 11, 12	5171	Video Production A&B
Electronic Audio Field Production B	10, 11, 12	5172	Video Production A&B
Production & Performance A/B	11, 12	6993/ 6994	Video Production A&B or Theater 1

<b>BROADCAST MEDIA PROGRAM OF STUDY*</b>		
<b>COMPLETER REQUIERMENTS</b>		
GRADE	COURSE TITLE	CODE
9 <sup>th</sup> Grade	Introduction to Interactive Media A/B	5195/5196
10 <sup>th</sup> Grade	Video Production A/B	5173/5174
11 <sup>th</sup> Grade	Electronic Video Field Production	5175/5176
12 <sup>th</sup> Grade  Capstone Options	Guided research – Arts, Media, and Communications	5310/5311
	Internship Arts Media	5771
	Dual enrollment Arts Media and Communications	CE 0481

\*State approved program of study. Career and Technology Education (CTE) Programs of Study (POS) are designed to prepare high school students for the 21st century global economy and its rapidly changing workforce need.

## BUSINESS EDUCATION

### Career & Technology Resource Teacher

Frank Krach Jr.  
Frank\_L\_KrachJr@mcpsmd.org  
240-740-1379

### Business Teacher

Fred Katz  
Fred\_A\_Katz@mcpsmd.org  
240-740-1397

### State Program of Study Pathway

COURSE TITLE	GRADE	CODE	PREREQUISITE
Intro to Business-Entrepreneurship 1A	9,10,11,12	5450	
Intro to Business-Entrepreneurship 1B	9,10,11,12	5451	
Accounting A	10,11,12	4111	Intro. to Business Entrepreneurship A/B
Accounting B	10,11,12	4112	Accounting A
Advanced Business Management A	10,11,12	4082	
Advanced Business Management B	10,11,12	4083	Advanced Business Management A
Financial Management with Software Applications A	10,11,12	4155	
Financial Management with Software Applications B	10,11,12	4156	Financial Management with Software Applications A
Marketing A	11,12	5431	
Marketing B	11,12	5432	Marketing A
Advanced Marketing A	12	5433	Marketing
Advanced Marketing B	12	5434	Advanced Marketing A
Business Management and Entrepreneurship Capstone A	11,12	4146	Advanced Business Management A/B
Business Management and Entrepreneurship Capstone B	11,12	4147	Business Management and Entrepreneurship Capstone A
Internship, Business Management, and Finance	11,12	5471	At least 2 credits in a Business Management and Finance POS
Bengal Café Internship A	12	8102	
Bengal Café Internship B	12	8103	

BUSINESS MANAGEMENT POS			
Intro to Business-Entrepreneurship 1A/B	Required Course Work	5450/5451	CM
Accounting A/B		4111/4112	
Advanced Business Management A/B		4082/4083	(AL)
Internship, Business Management, and Finance	*Capstone Options (need 1.0 A/B Credit for completion)	5471	
Business Management and Entrepreneurship Capstone A/B		4146/4147	
AP Macroeconomics/AP Microeconomics		2315/2316	NCAA, CM, (AL), AP
Dual Enrollment Course Options (1.0 Credit needed)		CE 0452 CE 0455 CE 0456 CE 0459	CM (AL)

MARKETING POS			
Intro to Business-Entrepreneurship 1A/B	Required Course Work	5450/5451	CM
Accounting A/B		4111/4112	
Marketing A/B		5431/5432	CM (H)
Advanced Marketing A/B	*Capstone Options (need 1.0 A/B Credit for completion)	5488/5489	
Internship, Business Management, and Finance		5471	
AP Macroeconomics/AP Microeconomics		2315/2316	NCAA, CM, (AL), AP
Dual Enrollment Course Options (1.0 Credit needed)		CE 0452 CE 0455 CE 0456 CE 0459	CM (AL)

\*Select one (credit, A/B) of the capstones to complete the program

## CHILD DEVELOPMENT

### Career and Technology Resource Teacher

Frank Krach Jr.  
Frank\_L\_KrachJr@mcpsmd.org  
240-740-1379

### Child Development Teacher

Rachel Miller  
Rachel\_A\_Miller@mcpsmd.org  
240-740-1372

COURSE TITLE	GRADE	CODE	PREREQUISITE
Child Development 1A	9,10,11,12	4847	With teachers' permission
Child Development 1B	9,10,11,12	4848	Child Development 1A
Advanced Child Development 2A	10,11,12	4880	Child Development 1
Advanced Child Development 2B	10,11,12	4881	Advanced Child Development 2A
Guided Research-Education, Training, and Child Studies A	11,12	5300	Child Development 1A&B Advanced Child Development 2A&B
Guided Research-Education, Training, and Child Studies B	11,12	5301	Guided Research-Education, Training, and Child Studies A
Dual Enrollment, Early Child Development	11,12	CE 0482	Child Development 1A&B Advanced Child Development 2A&B
Advanced Education Internship	12	4884	Advanced Child Development 2

### State Program of Study Pathway

EARLY CHILD DEVELOPMENT POS (SINGLE PERIOD)			
Child Development 1A/B	Required Coursework	4847/4848	SSL
Advanced Child Development 2A/B		4080/4881	CM (AL) 5 SSL
Advanced-level Education, Training, and Child Studies Internship (repeatable, a minimum of 1.0 credit required)		4884	CM (AL) 5 SSL
Guided Research-Education, Training, and Child Studies B	*Capstone Options	5300/5301	
Dual Enrollment		CE 0482	

## EDUCORPS

### EduCorps Coordinator

Kris Zinkievich  
Kris\_M\_Zinkievich@mcpsmd.org  
240-740-1351

COURSE TITLE	GRADE	CODE	PREREQUISITE
EduCorps A	11,12	2339	
EduCorps B	11,12	2340	

## INTERNSHIPS

### Internship Coordinator

Ted Pazulski  
Thaddeus\_B\_Pazulski@mcpsmd.org  
240-740-1393

Students who wish to enroll in the Internship Program may obtain further details about internship requirements from the coordinator. To complete course registration, students must obtain and submit a formal program application with all required documents to the coordinator by established deadlines.

COURSE TITLE	GRADE	CODE
Internship A/B (Single Period)	12	7813/7816
Internship A/B (Double Period)	12	7818/7819
Internship A/B (Triple Period)	12	7822/7823

## COLLEGE AND CAREER RESEARCH AND DEVELOPMENT

### CCRD Coordinator

Cindy Gleason  
Cynthia\_M\_Gleason@mcpsmd.org  
240-740-1379

COURSE TITLE	GRADE	CODE	PREREQUISITE
College/Career Research and Development A	10,11	8092	
College/Career Research and Development B	10,11	8093	
College/Career Seminar A	11,12	8065	
College/Career Seminar B	11,12	8066	
Site-Based Work Experience A (Double Period)	11,12	5441	College/Career Seminar A Concurrently
Site-Based Work Experience B (Double Period)	11,12	5442	College/Career Seminar B Concurrently

**College/Career Research and Development A/B and College/Career Seminar A/B must be taken concurrently.**

## CAREER AND TECHNOLOGY EDUCATION PROGRAM – OFF SITE COURSES

### Thomas Edison High School of Technology

12501 Dalewood Drive  
Silver Spring, MD 20906  
Phone: 240-740-2000 Fax: 301-929-2177  
[www.montgomeryschoolsmd.org/schools/edison/](http://www.montgomeryschoolsmd.org/schools/edison/)

Thomas Edison High School of Technology (TEHST) provides all MCPS students the opportunity to co-enroll in advanced academic, technical, and career programs. The mission of TEHST is to provide students with state-of-the-art technological, academic, and interpersonal skills needed to achieve excellence in their chosen fields of study. The variety of career development programs offered at TEHST allows students to explore and experience traditional and nontraditional career options and to prepare for a wide range of expanding and challenging postsecondary options. Students enroll in TEHST programs through their home school and take courses at both the home school and at TEHST. Bus transportation is provided. All programs offered at TEHST are state-approved and most meet the career development graduation requirement for students.

\*See Counselor for information and application. Application deadline: January 4, 2019

Registration packets are also available at <http://www.montgomeryschoolsmd.org/schools/edison/>.

# College and Career Readiness College Act of 2013

In 2013, the Maryland General Assembly passed the College and Career Readiness and College Completion Act (CCRCCA) which requirement that **ALL** students be assessed for college and career readiness in English and mathematics by the end of Grade 11.

In 2019–2020, all Grade 11 students in MCPS will take either the SAT, ACT, or Next Generation ACCUPLACER. MCPS will cover the cost of the ACCUPLACER and one SAT or ACT for each student. The scores listed below, set by the Maryland State Department of Education (MSDE) and/or used by Montgomery College (MC), will be used as the benchmark for meeting the CCR standard:

## **Critical Reading/English/Language Arts**

**SAT:** Reading subtest 26 or higher or  
Evidence-based Reading/Writing 480 or  
higher

**OR**

**ACT:** 21 or higher

**OR**

**\*Classic ACCUPLACER:** Reading 79 or  
above AND Sentence Skills 90 or above

**OR**

**Next Generation ACCUPLACER:** Reading  
263 or above AND Writing 263 or above

\*If taken before July 1, 2019.

## **Mathematics**

**SAT:** 530 or higher

**OR**

**ACT:** 21 or higher

**OR**

**\*Classic ACCUPLACER:** Elementary  
Algebra 62 or above AND College Level  
Mathematics 45 or above

**OR**

**Next Generation ACCUPLACER:**  
Quantitative Reasoning, Algebra, and  
Statistics 263 or above

As part of the CCRCCA, students who do not meet the college and career ready (CCR) standard in English or mathematics by the end of Grade 11 must enroll in a transition course or other instructional opportunity in Grade 12 which may result in loss of an elective. Students enrolled in Thomas Edison School of Technology may also meet CCR requirements by passing a CTE licensure exam.

**CTE external assessment that leads to a professional license or industry certification**

Visit <https://tinyurl.com/WebTSA> for specific CTE programs and respective licenses and certifications.

# JAMES HUBERT BLAKE HIGH SCHOOL

## *CAPSTONE PROGRAM*



# JAMES HUBERT BLAKE HIGH SCHOOL

## CAPSTONE PROGRAM

### 2020-2021

James Hubert Blake High School offers students a career pathway and capstone structure to support academic success and career exploration. **The Blake High School Capstone Program** creates small learning communities of shared interests among students and Blake staff. The Capstone Program also prepares students for future education and careers through course selection and connections to the community and workplace. Blake High School has four Capstone Programs; two of which incorporate our Signature Program of the Arts and Humanities.

- **Arts and Communications** – *Blake’s Signature Program*
- **Humanities and Public Services** – *Blake’s Signature Program*
- **Business and Interactive Media**
- **Science, Technology, Engineering, and Math (STEM)**

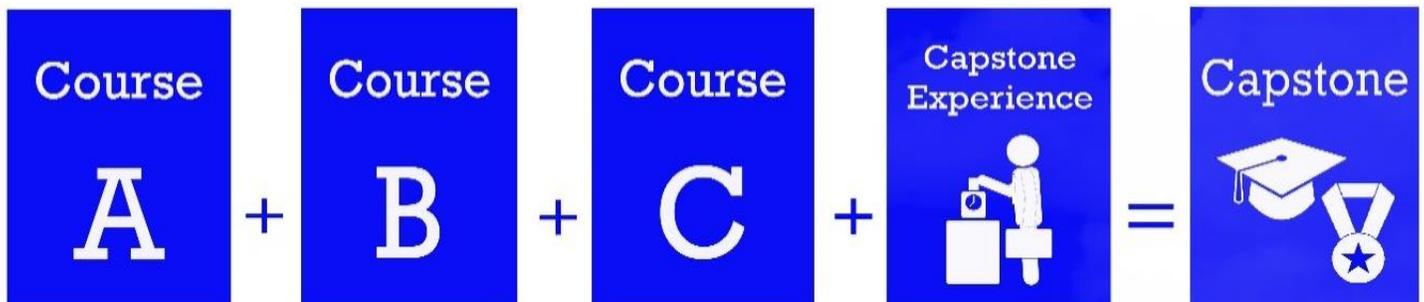
**WHY:** **Capstone Programs** provide an opportunity for students to complete coursework in preparation for future education and careers. What is your passion? What interests you? In the world? At school? In your life? There are four different Capstone Programs, with more focused areas of study within each pathway. The interests, passions, talents, needs and academic goals of each student determine which pathway to follow.

## So what is YOUR passion?

*journalism... medicine... art... gaming... law... advertising... music... entrepreneurship...  
teaching... fashion... film... engineering... web design... politics... dancing...*

## We have a CAP for that!

**WHAT:** Students complete three career-related **Capstone Courses**, followed by the completion of a **Capstone Experience** to achieve **Capstone Certification**.



A **Capstone Experience** is a career-focused culminating activity aligned with a student’s pathway of studies. The Capstone Experience gives students an opportunity to apply their classroom learning to real-world projects and network with business, education and community partners.



## Examples of Possible Capstone Experiences



**HOW:** **Capstone Experience** at Blake High School is currently completed in the following settings:

- Capstone Course (see below)
- Independent Study within a course
- Internship
- Community-based Service Learning Project
- Concurrent Enrollment in Montgomery College

**Capstone Courses** currently offering an embedded Capstone Experience include:

- |                    |                     |                        |
|--------------------|---------------------|------------------------|
| • AP Psychology    | • Speech and Debate | • Advanced Game Design |
| • AP Studio Art 2D | • Creative Writing  | • Advanced Web Tools   |
| • AP Studio Art 3D | • Mythology         | • Blake Dance Company  |

**WHO:** **You!!** Working with your counselor and a Capstone Teacher to identify courses and the right Capstone Experience for you.

**WHY AGAIN:** Successful **Capstone Certification** will be recognized in the following ways:

- Recognition by Blake High School staff and career professionals at Academic Awards Night
- Certificate and Pin specific to Capstone Experience
- Medallion specific to the Capstone to be worn at Graduation (*only one medallion per student*)
- Citation in graduation program and recognition from the podium at graduation
- Opportunities for further public recognition through various media outlets including, but not limited to Eubie News, Blake Web site, and MCPS publication.



# ARTS AND COMMUNICATIONS CAPSTONE

## *BLAKE'S SIGNATURE PROGRAM*

**Mission:** *The Arts and Communications Capstone Program prepares students for career opportunities in the performing and media arts by providing a rigorous program of skill development for diverse student artists. Through project-based study and performance, students explore meaningful ideas and build a multi-cultural and artistic community of shared experiences.*

**PERFORMING ARTS (Dance, Music, Theatre)** The Performing Arts Capstone Program develops performance skills and provides opportunities for creative production.

**VISUAL ARTS (Ceramics/Sculpture, Fashion, Photography, Studio Art)** The Visual Arts Capstone Program provides fine arts skills and opportunities for creative expression through portfolio projects.

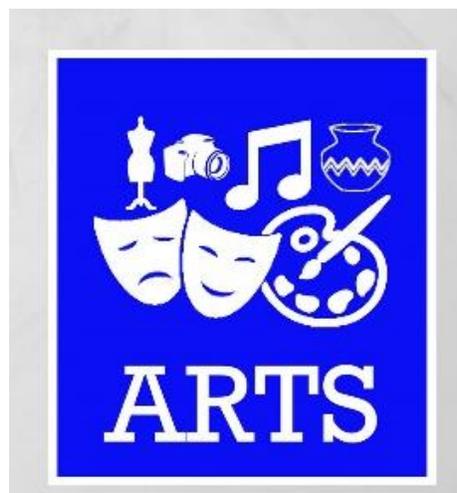
**MEDIA ARTS (Digital Arts, Journalism, Video Production)** The Media Arts Capstone Program provides a variety of design, media, and graphic communications skills as a foundation for employment in the graphic communications and media industries, including news production focusing on creative production and technical skills.

### What is your passion?

- |                   |                 |                     |                           |
|-------------------|-----------------|---------------------|---------------------------|
| performing artist | actor           | theatre manager     | media producer            |
| photographer      | photojournalist | fashion designer    | radio/TV announcer/anchor |
| dancer            | choreographer   | writer              | journalist/reporter       |
| editor            | musician        | composer            | fine artist               |
| graphic designer  | set designer    | fashion illustrator | animator                  |

### We Have a CAP for That!

*The following charts explains the process for identifying and completing a Capstone Certification in the Arts and Communication Capstone Program. Use this guide as an example to complete the form on page 41.*



<b>Arts and Communication Capstone Process</b>			<i>Sample</i>
<b>Media Arts</b>			
<b>1. Identify your passion:</b>			<b>TV</b>
<b>2. Create your pathway:</b> Choose <b>three</b> credits from <b>one</b> of the groups of courses below that relate to your passion and future career goals. Your Capstone Teacher can assist you with this process.			
<b>Video Production</b> Video Production Advanced Video Production— Focus on Daily News Advanced Video Production— Focus on Fiction Advanced Video Production— Focus on Non-Fiction and News Advanced Acting & Producing for Film & TV	<b>Journalism</b> Journalism 1 Journalism 2 Journalism Internship	<b>Digital Art</b> Digital Art 1 Digital Art 2 Animation AP Studio Art 2D (Digital Art) Web Tools and Digital Media	<b>a. Video Production</b>  <b>b. Adv. Prod- Fiction</b>  <b>c. Adv. Prod- Daily News</b>  <b>Alt: Advanced Acting &amp; Producing for Film &amp; TV</b>
<b>3. Choose a Capstone Experience:</b>			-----OR-----  <b>Internship with news outlet</b>
Identify an independent Capstone Experience and a Blake staff member who will mentor you.  Complete a Capstone experience such as, but not limited to:			
Capstone Research Project  Blake Arts & Humanities Festival  Internship with media company  Internships	Development of a presentation portfolio assembled to meet the submission requirements of the AP Portfolio exam  Related Work Experience	Leadership positions for school media activities or initiatives (TV studio, newspaper, yearbook or literary magazine)  Gallery Exhibition at Blake or offsite	

<b>Arts and Communication Capstone Process</b>			<i>Sample</i>
<b>Visual Arts</b>			
<b>1. Identify your passion:</b>			<b>Fashion</b>
<p><b>2. Create your pathway:</b> Choose <b>three</b> credits from <b>one</b> of the groups of courses below that relate to your passion and future career goals. In some cases, courses from more than one visual art can be used to create a capstone. Your Capstone Teacher can assist you with this process.</p>			
<p><b>Ceramics and Sculpture</b> Ceramics &amp; Sculpture 1 Ceramics &amp; Sculpture 2 Ceramics &amp; Sculpture 3 AP Studio Art 3D: Ceramics</p> <p><b>Drawing</b> Foundations of Art Comic and Gaming Illustration 1 Comic and Gaming Illustration 2 Studio Art 1 Studio Art 2 Studio Art 3 AP Studio Art 2D: Drawing</p> <p><b>Painting</b> Painting 1</p>	<p><b>Digital Art</b> Digital Art 1 Digital Art 2 Animation AP Studio Art 2D: Digital Art</p> <p><b>Fashion</b> Fashion Illustration &amp; Design 1 Fashion Illustration &amp; Design 2 <u>Fashion Production 1</u> <u>Fashion Production 2</u> <u>Fashion Production 3</u> <u>AP Studio Art 3D: Fashion Production</u></p>	<p><b>Dark Room Photography</b> Photography 1 Photography 2 Photography 3 AP Studio Art 2D: Darkroom Photography</p> <p><b>Digital Photography</b> Digital Photography 1 Digital Photography 2 Digital Photography 3 AP Studio Art 2D: Digital Photography</p>	<p><b>a. Fashion Production 1</b></p> <hr/> <p><b>b. Fashion Production 2</b></p> <hr/> <p><b>c. Fashion Production 3</b></p> <hr/> <p><b>Alt: Fashion Illustration and Design</b></p>
<p><b>3. Choose a Capstone Course:</b></p> <p>AP Studio Art 2D                      <u>AP Studio Art 3D</u></p> <p>---- OR ----</p> <p><b>Identify an independent Capstone Experience and a Blake staff member who will mentor you. Complete a Capstone experience such as, but not limited to:</b></p>			<p><b>AP Studio Art 3D: Fashion Production</b></p> <p>-----OR-----</p> <p><b>Fashion X designer</b></p>
<p>Capstone Research Project</p> <p>Blake Arts &amp; Humanities Festival</p> <p>Gallery Exhibition at Blake or offsite</p> <p>Internships</p>	<p>Leadership in Art Club</p> <p><u>Fashion X designer</u></p> <p>Related Work Experience</p>	<p>Internship with ceramicist, sculptor, professional photographer, artist, or with an art gallery/museum</p> <p>Development of a presentation portfolio assembled to meet the submission requirements of the AP Portfolio exam</p>	



# HUMANITIES AND PUBLIC SERVICES CAPSTONE

## *BLAKE'S SIGNATURE PROGRAM*

**Mission:** *The Humanities and Public Service Capstone Program prepares students to be reflective, critical thinkers. Students in this capstone use their academic and practical learning to gain information and experiences essential in fostering a more global perspective of political systems, history, economic issues, language, literature, and other aspects of culture that enable them to work with and for the community.*

### What is your passion?

- |  |  |   |   |
|--|--|---|---|
| politician<br>jury consultant<br>psychologist<br>counselor<br>teaching paraprofessional<br>librarian<br>economist<br>demographer<br>historian<br>museum curator<br>urban planner<br>social media manager | college professor<br>teacher<br>instructional specialist<br>geographer<br>archaeologist<br>law enforcement officer<br>counselor<br>paralegal<br>linguist<br>author<br>FBI/CIA/NSA<br>corporate trainer | lawyer<br>day care provider<br>social service worker<br>archivist<br>speech writer<br>mediator<br>community organizer<br>foreign service officer<br>ambassador<br>interpreter<br>admissions counselor<br>public relations | job coach<br>anthropologist<br>school administrator<br>corporate trainer<br>security officer<br>film critic<br>travel agent<br>market researcher<br>program administrator<br>judge<br>federal agency admin<br>law clerk |
|--|--|---|---|

### We Have a CAP for That!

*The following chart explains the process for identifying and completing a Capstone Certification in the Humanities and Public Services Capstone Program. Use this guide as an example to complete the form on page 41.*



<b>Humanities and Public Service Capstone Process</b>			<i>Sample</i>
1. <b>Identify your passion:</b>			<b>Politics</b>
2. <b>Create your pathway:</b> Choose <b>three</b> classes from any of the lists of humanities courses below that relate to your passion and future career goals. Some capstones may have specific course sequences. Courses from other capstone can be used as well. Your Capstone teacher can assist you with this process.			
<b>Early Childhood and Adolescent Development</b> Child and Adolescent Development w/Lab 1 Child and Adolescent Development w/Lab 2 Child and Adolescent Development 3 Internship Child and Adolescent Development  <b>World Languages</b> French Levels III - VI AP French Language Spanish Levels III - VI AP Spanish Literature AP Spanish Language American Sign Language Levels 1 - 3	<b>English</b> Creative Writing Graphic Novels Introduction to Film Study Journalism 1 Journalism 2 Speech and Debate Mythology Yearbook Yearbook 2	<b>Social Sciences</b> AP Comparative Government and Politics AP Human Geography AP Macroeconomics A (Semester 1) AP Macroeconomics B (Semester 2) AP Psychology AP US History (10-12 <sup>th</sup> ) African American History Ancient/Medieval History Comparative Religions International Human Rights Latin American History Law I and Law II Psychology Equity in Education	<b>a. AP Comparative Government</b>
			<b>b. Law I and II</b>
			<b>c. Speech and Debate &amp; African American History</b>
			<b>Alt: AP Psychology</b>
<b>3. Choose a Humanities Signature Capstone Class:</b>  AP Psychology      Creative Writing      Speech and Debate      Mythology  -----OR-----  <b>Identify an independent Capstone experience and a Blake staff member who will mentor you. Complete a Capstone experience such as, but not limited to:</b>			-----OR-----  <b>International Night</b>
Capstone Research Project  National History Day  Psychology Experiment	Teaching Internship  International Night  Mock Trial	Literary Magazine  Internships  Independent Study	

# BUSINESS AND INTERACTIVE MEDIA CAPSTONE

**Mission:** *The Business and Interactive Media Capstone Program seeks to build a competent, competitive and inspired workforce to meet the needs of the 21st century society. This capstone focuses on the problem-solving and collaboration skills necessary for communication in a global society and entrepreneurial skills that create a successful business and economy.*

## What is your passion?

### Interactive Media Design

website developer  
product designer  
interactive producer  
light systems training  
user interface designer  
systems analyst  
database developer

multimedia designer  
military simulation design  
social media writer  
blogger  
web comic artist  
simulator designer  
promotions

video game designer  
information systems tech  
info systems manager  
applications Development  
mobile app developer  
graphics editor  
webmaster

### Business Management and Administration

accountant  
event planner  
auditor  
travel agent  
investment banker  
budget analyst

hotel/resort manager  
chief marketing officer  
human resources  
insurance/real estate  
loan officer

chief executive officer  
chief financial officer  
product manager  
restaurant manager  
entrepreneur

## We Have a CAP for That!

*The following chart explains the process for identifying and completing a Capstone Certification in the Business and Interactive Media Career Capstone Program. Use this guide as an example to complete the form on page 41.*



<b>Business and Interactive Media Capstone Process</b>			<i>Sample</i>
<b>1. Identify your passion:</b>			<b>Video Game Designer</b>
<b>2. Create your pathway:</b> Choose <b>three</b> classes from any of the lists of business and interactive media courses below that relate to your passion and future career goals. Some capstones may have specific course sequences. Courses from other capstones can be used as well. Your Capstone Teacher can assist you with this process.			
<b>Information Technology</b> Introduction to Interactive Media Multimedia Technologies and Game Development (1) Advanced Game Development (2) Guided Research in Game Development (3) Website Development Web Tools and Digital Media, Advanced	<b>Computer Science</b> Foundations of Computer Science AP Computer Science Principles Computer Programming 1 AP Computer Science JAVA 2 Advanced Computer Programming 3  <b>Digital Art</b> Digital Art 1 Digital Art 2 Animation AP Studio Art 2D: Digital Art	<b>Business</b> Business/Entrepreneurship 1 Business Marketing Advanced Marketing AP Macroeconomics AP Microeconomics	<b>a. Introduction to Interactive Media</b>  <b>b. Multimedia Technologies &amp; Game Development</b>  <b>c. Adv. Game Development</b>  <b>Alt: Guided Research in Game Development</b>
<b>3. Choose a Capstone Class:</b> Guided Research in Game Development Internship (Single Period) <u>Internship (Double Period)</u> Internship (Triple Period)			<b>Internship</b>  -----OR----- <b>Capstone Research Project</b>
---- OR ---- <b>Identify an independent Capstone experience and a Blake staff member who will mentor you. Complete a Capstone experience such as, but not limited:</b>			
Capstone Research Project  Bengal Café Manager	Work on the School Website  Internship	Performance at Blakescape	

# SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) CAPSTONE

**Mission:** *The S.T.E.M. Capstone Program provides students with the knowledge and skills necessary to be successful problem-solvers in careers and post-secondary learning. Students in this capstone will have opportunities to work collaboratively in cross-curricular activities as they are prepared to study, analyze, and apply scientific principles, theories, and methods to potential future careers and post-secondary learning involving science, technology, engineering, and mathematics.*

**ENGINEERING AND TECHNOLOGY: Construction Technology and Management, Engineering Science** These capstones prepare students for a career in engineering, manufacturing, construction management, or the aerospace industry.

**SCIENCE AND MATHEMATICS: Environmental Science, Geophysics, Medical Science, and Mathematics** these capstones prepare students for further study toward careers in the healthcare industry, bioscience, biomedical technology or related science careers.

## What is your passion?

agriculturist	anthropologist	air-traffic controller	architect
biologist or ecologist	doctor	broadband technician	chemist
toxic material technician	nurse	lobbyist	construction manager
forensic specialist	environmental designer	estimator	forestry technician
geologist	astronomer	laboratory technician	zoologist
land surveyor	landscape architect	park ranger	meteorologist
marine biologist	engineer	physician's assistant	paleontologist
physical therapist	sound technician	urban planner	teacher
sports trainer	physicist	statistician	mathematician

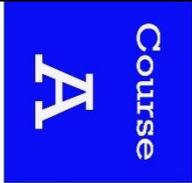
## We Have a CAP for That!

*The following charts explains the process for identifying and completing a Capstone Certification in the S.T.E.M. Capstone Program . Use this guide as an example to complete the form **on page 41.***



<b>Science, Technology, Engineering &amp; Mathematics Capstone Process</b>			<i>Sample</i>
<b>1. Identify your passion:</b>			<b>medicine</b>
<p><b>2. Create your pathway:</b> Choose <b>three</b> classes from any of the lists STEM courses below that relate to your passion and future career goals. Some Capstones may have specific course sequences. Courses from other capstone programs can be used as well. Your Capstone teacher can assist you with this process.</p>			
<p><b>Environmental Science</b> Environmental Science Honors Chemistry AP Environmental Science</p> <p><b>Medical Science</b> Honors Physics Honors Chemistry AP Chemistry AP Biology Anatomy and Physiology</p> <p><b>Geophysics</b> Honors Chemistry Honors Physics AP Environmental Science Astronomy</p>	<p><b>Computer Science</b> Foundations of Computer Science AP Computer Science Principles Computer Programming 1 AP Computer Science JAVA 2 Advanced Computer Programming 3</p> <p><b>Mathematics</b> Precalculus Honors Precalculus Statistics and Math Modeling AP Statistics AP Calculus Multivariable Calculus / Differential Equations Quantitative Literature</p>	<p><b>Engineering Science</b> Advanced Technological Applications Advanced Design Applications Foundations of Technology Edison Center Courses</p>	<p><b>a. Honors Physics</b></p> <hr/> <p><b>b. Honors Chemistry</b></p> <hr/> <p><b>c. Anatomy &amp; Physiology</b></p> <hr/> <p><b>Alt: AP Biology</b></p>
<p><b>3. Choose a STEM Capstone Class:</b></p> <p>Internship (Single Period)    <u>Internship (Double Period)</u>    Internship (Triple Period)</p>			<p><b>Internship</b></p> <p>-----OR-----</p> <p><b>Intel Talent Search</b></p>
<p>---- OR ----  <b>Identify an independent Capstone Experience and a Blake staff member who will mentor you. Complete a Capstone Experience such as, but not limited to:</b></p>			
<p>Capstone Research Project <u>Intel Talent Search</u> Mathletes Internships</p>	<p>Chesapeake Bay Foundation Chesapeake Audubon Maryland Sea Grant National Institute Of Environmental Health</p>	<p>Construction Management and Materials Plan Coursework at Montgomery College College and Career Research Edison Center courses</p>	

# BLAKE CAPSTONE PLANNING CHART

Identify your chosen Capstone:	
<b>1. Identify your passion:</b>	
<b>2. Construct your pathway:</b> Choose <b>three</b> courses from your chosen Capstone. Be sure to follow the guidelines for choosing your courses. Some Capstones may have specific course sequences. Your Capstone teacher can assist you with this process.	
	<p style="text-align: center;">+</p> 
	<p style="text-align: center;">+</p> 
	<b>Alternate</b>
<b>3. Choose a Capstone Class:</b>	
<b>OR</b> <b>Identify an independent Capstone experience and a Blake staff member who will mentor you and complete a Capstone experience.</b>	<p style="text-align: center;">or</p> <p style="text-align: center;">=</p> 



**BLAKE  
HIGH SCHOOL  
COURSE  
DESCRIPTIONS**

# SELECTED COURSE DESCRIPTIONS

*For courses not listed, please see the MCPS Course Bulletin*

## **A Cappella! A/B**

**6741, 6742**

A Cappella choir is an auditioned small ensemble that performs highly challenging a cappella repertoire in a variety of genres. Advanced vocal techniques and sight-reading skills are required. A number of performances are given at school and within the community. This class is typically open to students in grades 11-12. An audition is required. This course may be repeated for credit.

## **Accounting A/B**

**4111, 4112**

Prerequisite: Entrepreneurship and Business Management A

This course provides students with the knowledge necessary to manage and maintain a company's financial resources in daily operating decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply to various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities. Students will use Microsoft Excel to apply the accounting knowledge and skills to analyze, evaluate, and understand the accounting principles. Students will identify positions and career paths in the field of accounting and will examine the role of ethics and social responsibility in decision making.

## **Acting Company A/B**

**531031, 531131**

This course is designed as a core subject in the study of a unique art form: acting in theatre. At the same time, it will complement and be complemented by courses in all forms of theatre and the related arts as well as relate to global history, studies, and cultures. It shall be open to all students but with prerequisites and would best serve students who have had at least some introductory study of theatre including Advanced Acting/Play Directing as well as an audition for entry into the program/class. It will highlight major theatrical epochs and styles relating to past and current acting styles/theatre forms. Study and training in acting and the related arts to develop students' abilities to present acting pieces in various styles studied in the class will be a priority. Students will be expected to analyze and present acting pieces studied in class incorporating all of the skills presented for study.

## **Advanced Acting (Semester 1)**

**6912**

This course provides for more complex development of acting skills and theories begun in Theatre 2. Carefully structured methods of role/character development will be introduced. The vocal and physical techniques of period and stylized acting will be studied. The student's individual creative resources will be tapped, strengthened, and channeled into character development, scene study, and performance. Group experiences such as Children's and Readers' Theatre also will be provided.

## **Advanced Business Management A/B**

**4082, 4083**

This course provides students with the knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus will be on the role of business in society; the changing nature of contemporary business practices; major management concepts, theories, and theorists; the processes of management (functional, operational, human relations); business law and ethics; and business communications. Career pathways will be examined and the use of business management knowledge in a variety of career clusters is also explored. Students will understand the business world and be more prepared to meet their career goals and objectives.

## **Advanced Design Application A/B**

**2808, 2809**

This course consists of four units including Manufacturing, Energy and Power, Construction and Transportation. Students examine the advances that maintain manufacturing efficiency, how human consumption affects manufacturing, how manufacturing affects the standard of living of various peoples, and how processing and changing raw materials can produce more desirable products. Students explore the design and construction of permanent and semi-permanent structures, the practices related to construction maintenance, alteration, and renovation. Students investigate the relationship between energy and power technologies and how modern energy and power systems impact cultures, societies, and the environment. In the Transportation unit students examine the complex networks of interconnected subsystems for each transportation system. Course receives advanced technology credit.

**Advanced Placement Seminar A/B****7801, 7802**

This course is part of the Advanced Placement Capstone. AP Seminar will equip you with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. You will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and your everyday life. Gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works. The primary goals of the AP Seminar course are to help you understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, fact-based point of view.

**Advanced Technical Applications A/B****2810, 2811**

This standards-based, technological design course provides students the opportunity to build on their existing technological literacy through a deeper understanding of Information and Communication Technologies, Medical Technologies, Agriculture and Related Biotechnologies, and Entertainment and Recreation Technologies. Students work individually and in groups to create ideas, develop innovations, design solutions, fabricate models, and engineer practical design results in a variety of technological problems. Course receives advanced technology credit.

**African-American History****2103**

This course is a survey of the individuals, forces, and events that make up the experience of African-Americans in the United States. By exploring those forces and by highlighting those individuals who helped shape the development of America, students learn that the “Black Experience” can serve as the testing ground for American democratic ideas. Emphasis is given to the impact of African-Americans of major events in our nation’s history.

**American Sign Language 1 A/B****1596, 1597**

Students begin to learn to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret basic information when listening and reading. Vocabulary and basic grammatical structures are taught within the context of these familiar topics. Culture is embedded throughout the course.

**American Sign Language 2 A/B****1593, 1594**

Students expand their ability to communicate orally and in writing in a culturally appropriate manner about topics related to daily life. They interpret information when listening and reading. Vocabulary and grammatical structures are taught within the context of these topics. Culture is embedded throughout the course.

**American Sign Language 3 A/B****1640, 1641**

Students will continue to use American Sign Language in communicating about daily life with basic vocabulary and simple grammatical structures. They explore the cultural and linguistic heritage of the Deaf community and its influence.

**Anatomy and Physiology A/B****3761, 3762**

This course is a study of the major systems of the human body. Career opportunities in medical-related fields are examined. The course is intended for advanced-level students. Anatomy and Physiology A topics include cells, tissues, and systems (skeletal, muscular, integumentary, and nervous). Anatomy and Physiology B topics include digestive, respiratory, circulatory, excretory, endocrine, and reproductive systems. Dissection is required. Biology and Chemistry can be pre-requisites or taken concurrently.

**Ancient and Medieval History****2210**

This first semester course that combines Ancient and Medieval History. This is a survey course of the evolution of society from the Fertile Crescent through Greek and Roman Civilizations. Students examine the rise of civilizations of the Near East and their legacies. Egyptian Greek and Roman societies are studied from their historical roots through their decline with a special emphasis on the contributions these societies made to “western civilization.” In addition, the course surveys the history of medieval Europe from the fall of the Roman Empire to the Origins of the Renaissance. The course will also study the cultural, intellectual, and political development of European society, as well as wars and crises that threatened the stability of European Society.

**Animation A/B****6478, 6479**

Students work with computers to produce 2 dimensional and 3 dimensional animations and short videos using Adobe Flash, Bryce and Adobe After effects. The elements of art and the principles of design are used as students create original drawings and short films. Character design, basic animation principles and formatting is covered in the course. Green screen technology and special effects will be covered.

**Art History A/B****6451, 6452**

Students conduct a chronological overview of the major periods of world art, developing a time-line associating major periods of art with significant historical events, crafts, and architectural achievements of various cultures. Students compare major works of art in terms of a central theme or image and discuss the role of the artist in society and the effects of political and technological influences.

**Art History, Advanced Placement A/B****6456, 6457**

Through studying the evolution of Western and non-European art in contemporary society by examining the major forms of visual expression in world cultures, students prepare for the AP Art History exam. Students analyze architecture, sculpture, painting, and the decorative arts within a historical and cultural context, from ancient art to the present.

**Astronomy A/B****3856, 3857**

These courses focus on our solar system and planetary astronomy. Topics in Astronomy A include the Earth, Moon, Sun, planets, asteroids, and comets. Topics in Astronomy B include cosmology, stars, nebulae, pulsars, black holes, galaxies, quasars, and the Big Bang. Experiences with telescopes, observatories, and planetaria may be included. Students may enroll in either semester and in any order.

**Ballet 1 A/B****6086, 6087**

Ballet 1 is for the dancer who wishes to improve their technique, body alignment, control, strength, and flexibility. It is a performance-oriented course. Students will explore dance as an art form through self-expression, choreography, improvisation, historical/culture experiences, aesthetic and criticism. No audition required.

**Ballet 2 A/B****6088, 6089**

Ballet 2 is for the serious Ballet dancer who has 2-3 years of Ballet training. This course will improve dance technique, body alignment, control, strength, and flexibility. Students work on adagio, petit allegro, ballet barre, across the floor, and center floor combinations. Students will explore choreography and self- study to gain personal growth. Prerequisite Ballet 1A & 1B.

**Basketball****7742**

The Basketball course is designed for students to achieve and maintain a healthy level of fitness and increase physical competency in the sport of basketball. Students are provided with opportunities to develop a positive self-image, personal responsibility, and to learn to work collaboratively with their classmates. Drills will be focused on developing and improving basketball fundamentals, dribbling, shooting, defense and teamwork. Games and tournaments will be played.

**Considerable time will be spent playing the game.** *Students can take course an unlimited amount of times.*

**Biology, Advanced Placement A/B (DP)****3651, 3652**

These are double-credit courses that meet two periods each day. This course is for highly motivated students with an interest in biology. It emphasizes laboratory investigations and prepares students for Advanced Placement Biology examination at the end of the course. Topics in AP Biology include chemistry of life, cytology, cellular energetics, genetics, evolution, and ecology.

**Business Management and Entrepreneurship Capstone A/B****4146, 4147**

Prerequisite: Advanced Business Management A/B

This course is designed to be the second of two sequential business management courses of the completer requirement for students enrolled in the Business Management pathway. Students will apply the knowledge and skills acquired in previous business management courses to settings through the Business Management and Entrepreneurship final capstone project. Students will participate in an end-of-course final project that will involve intense problem solving in business management.

**Calculus AB, Advanced Placement A/B****3452, 3453**

Calculus AB topics are those traditionally offered in the first year of calculus in college and are designed for students who wish to obtain a semester of advanced placement in college. The topics studied include limits, continuity, derivatives and integrals of algebraic and transcendental functions and their applications, and elementary differential equations.

**Calculus BC, Advanced Placement A/B****3491, 3492**

Calculus BC includes all of the topics in Calculus AB, as well as convergence tests for series, Taylor or Maclaurin series, vector, polar, and parametric functions. Students in BC Calculus generally receive two semesters of Advanced Placement in mathematics.

**Calculus with Applications, A/B****3356, 3357**

Calculus with Applications topics include limits, continuity, and derivatives of functions, the definite integral, and their real-world applications. Students find and apply derivatives numerically, graphically, and symbolically. Previously studied functions will be analyzed using calculus concepts. The relationship between the derivative and the definite integral is developed. Students will model real-world situations involving rates of change using difference or differential equations.

**Ceramics/Sculpture 1 A/B****6381, 6391**

Students learn basic hand-building techniques and glazing processes. They study the composition and general characteristics of clay bodies and conduct a survey of significant styles in pottery and ceramic sculpture. An introduction to the wheel may be presented. Ceramics 1B focuses on sculptural processes using a variety of materials and techniques. Craftsmanship and safe studio practices are emphasized. Related health and safety hazards are studied. Writing and thinking skills are reinforced through journaling.

**Ceramics/Sculpture 2 A/B****6383, 6393**

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

**Ceramics/Sculpture 3 A/B****6385, 6386**

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

**Ceramics, Advanced Placement A/B****648830, 647330**

Students in Studio 3D AP -- Ceramics focus on student directed projects that demonstrate exploration of form, function, and understanding of three-dimensional art making processes. Students that have developed technical skills in pre-requisite classes will familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. Through a collective body of art work students will conduct an artistic investigation through effective use of clay, clay tools, the pottery wheel, glazes, and other 3-dimensional art making materials. All students are required to participate in school-based exhibitions

**Chemistry, Advanced Placement A/B (DP)****3751, 3752**

These are double-credit courses that meet for two class periods each day. AP Chemistry is for highly motivated students with interest in the physical sciences. It builds upon concepts covered in Chemistry with greater detail in content and laboratory investigations. It prepares students for Advanced Placement Chemistry examination at the end of the course. Pre-requisites include Chemistry and Algebra 2 A and B.

**Child and Adolescent Development 1 A/B**  
**4847, 4848**

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

**Child and Adolescent Development 2 A/B**  
**4880, 4881**

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

**Child and Adolescent Development 3 A/B**  
**4882, 4883**

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

**Choreography A/B**  
**6090, 6091**

This elite level class is for students who have at least 2 years of training at Blake HS, including the Advanced Jazz or Dance Company class. This class is for technically proficient dancers who have experience with choreography. Students who wish to be a part of this class must be ready to create new organic and purposeful movements that demonstrate a story, theme, or piece of artwork. The class will study improvisation, explore stimuli, and learn choreographer's techniques, vocabulary and themes to show how to create movement in dance. In addition to creating choreography, students will complete written assignments and work on technical production, portfolio, and self-reflection. Students will have the opportunity to showcase their choreographic works

**College/Career Research and Development A/B (CCRD)**  
**8092, 8093**

Students research current career information for successful career planning and management. Students develop self-awareness, career awareness, financial literacy, communication and indispensable work-related knowledge and skill sets. A variety of career and interest assessments, as well as portfolio development, demonstrating workplace and academic readiness, prepare students for college and careers.

**College/Career Seminar A/B**  
**8065, 8066**

Students will demonstrate proficiency in job-seeking skills as well as learn how to navigate employment transitions. Students apply knowledge gained in the prerequisite course to the practical experience of their site-based learning placement. Career research will be refined through the process of self-awareness, career awareness, exploration and preparation. Students will learn how to meet employer's expectations, communicate effectively, and apply financial literacy skills to manage personal finances. Concurrent enrollment in Site-based Work Experience required.

**College/Career Seminar: Site-based Work Experience A/B**  
**5441, 5442 (DP)**

This course involves a relevant workplace component. Students are mentored while participating in meaningful site-based experiences that require development of a written, personalized agreement and plan. Monitored by school-based college/career coordinators, students collaborate with their workplace mentors to advance their post-secondary and career goals by immersing themselves in authentic and interesting learning experiences. Students' progress is documented by a workplace readiness tool and by periodic input from workplace mentors. Concurrent enrollment in College/Career Seminar required.

**College Test Preparation: Accuplacer**  
**114233**

This class is designed for students who wish to improve their performance on the Accuplacer. This class provides relevant and systematic preparation every class period, including the taking of official released exams. Students acquire strategies for expanding their vocabulary, for recognizing commonplace writing errors, and for applying their algebra and geometry skills.

**College Test Preparation: SAT/ACT****1142**

This class is designed for students who wish to prepare for and improve their performance on the SAT and/or ACT. The students learn general instructional and skill developing strategies linked to specific sample questions from the officially released exams along with opportunities to use online applications like Khan Academy and MyFoundationsLab.

**Color Guard A****681131**

This class is for all students in grades 9-12 who will be a part of the Color Guard for the Roaring Bengals Marching Band. Students will focus on designing, learning and perfecting flag and dance routines to accompany the band's halftime show and other performances. There are required weekly evening rehearsals and weekend performances. Marching Band also includes attendance at a one-week band camp which takes place two weeks prior to the first day of school. Student Service Learning Hours will be awarded for service beyond the school day. Transportation/field trip, uniform, and clothing fees will be assessed.

**Comparative Government and Politics, Advanced Placement A/B****2132, 2145**

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

**Comparative Religion****2320**

This survey course studies beliefs and practices of the five major world religions and their impact on world societies. The major units are Hinduism, Buddhism, Judaism, Christianity, and Islam. Each unit addresses such topics as rites of passage, holidays, leadership within the religious community, and many other areas. This course includes several field trips and guest speakers. At the end of the semester students conduct a research project on a religion of their choosing. Students will be able to participate in a Capstone experience for academy certification.

**Comprehensive Health Education****7841**

This semester course meets the state one-half credit Health Education graduation requirement. Students will address issues in seven topics: Mental Health; Tobacco, Alcohol, and other Drugs (ATOD); Personal and Consumer Health; Nutrition and Fitness; Safety and Injury Prevention; Family Life and Human Sexuality; and Disease Prevention and Control. At honors level, students will be required to pursue the same academic criteria as the regular Comprehensive Health, but at a more rigorous level. Students will be expected to complete individual projects that may require utilizing outside community resource/agencies, working with others on group assignments, as well as completing individual projects requiring the ability to do research on a given topic. Students will utilize current technology through the use of Chromebooks for accessing relevant health information on a given assignment.

**Computer Programming 1 A/B****2989, 2990**

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

**Computer Science 2 - JAVA, Advanced Placement A/B****2901, 2902**

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

**Computer Science Principles, Advanced Placement A/B****2918/2919**

This course, offered in partnership with Code.org, advances student understanding of the central ideas of computer science, engaging students in activities that show how computing changes the world. Through a focus on creativity, students explore technology as a means for solving computational problems, examining computer science's relevance to and impact on the world today. Aligned to the new AP test of the same name, this course is part of an MSDE-approved 4-credit Program of Studies in Computer Science.

### **Computer Programming 3, Advanced Topics A/B**

**2965, 2966**

Students will study advanced programming methodology, the features of programming languages, primitive data types, dynamic allocation of memory, data structures, searching, sorting, and numerical algorithms using the Java programming language.

### **Comic and Gaming Illustration 1 A/B**

**6401, 6411**

This non-traditional illustration course is for students who love drawing and cartooning. This class bridges the gap between the physical arts (drawing, painting, and sculpture) and the digital world (video games, comic books, cartoons). Students will have an opportunity to collaborate with the Game Design class to produce work in a real-world setting. Lessons include: character design for comic books, board games, and videogames.

### **Comic and Gaming Illustration 2 A/B**

**6403, 6413**

Students will continue to explore, synthesize, and adapt approaches to various media and techniques used in comics, graphic novels and gaming. They will begin to develop a personal style that communicates meaning. Students will work with upper level Game Design classes on collaborative cross-curricular projects. Projects include: character design, comic book creation, boardgame design and illustration, environment creation.

### **Concentrated Physical Education – Field Sports**

**7733**

Students will develop and advance their skills in a variety of field sports activities. Through active participation in field sports, students will foster an appreciation for sports and fitness activities which benefits Physical, Social, and Mental Emotional health. Some examples of these activities include: Football, Soccer, Ultimate Frisbee, and Softball.

### **Concentrated Physical Education – Team Sports**

**7738**

Students will demonstrate teamwork and sportsmanship while competing in various team sports. Through active participation in Team Sports, students will foster an appreciation for sports and fitness activities which benefits Physical, Social and Mental Emotional health. Some examples of these activities include: Basketball, Volleyball, Floor Hockey, Handball, Doubles Badminton and Tennis.

### **Concert Band A/B**

**6821 (Non-Marching Woodwinds & Brass A)**

**6822 (Concert Band B)**

For first semester, this course is for woodwind and brass players who are not in the Marching Band. For second semester, this course is designed to help students who play woodwind and brass instruments develop basic instrumental skills and an appreciation and understanding of music. This course is open to any students who would like to further their fundamental skills in musical performance on a woodwind or brass instrument. No audition is required however prior musical experience is highly recommended. Students with less than one year of band experience must have permission of the instructor before enrolling. Required public performances will include Fall, Winter and Spring concerts and festivals. Instruments will be furnished as available. Percussion students should not register for this class, and instead register for the appropriate percussion class unless they have permission from the teacher.

### **Concert Choir A/B**

**6731, 6732**

Concert Choir is an ensemble for students whose singing skills and musicianship demonstrate readiness to perform challenging repertoire. The class offers opportunities for students to sing in a variety of styles including all-male and all-female ensembles as well as full chorus. Students work to develop advanced sight-reading skills and learn how to develop and integrate good vocal techniques while incorporating dance/movement. A number of performances are given at school and within the community. This class is typically open to students in grades 10-12 and an audition is required. Regardless of previous choral experience, 9<sup>th</sup> grade boys will be contacted to set up an appointment to determine appropriate chorus class placement. This provides young male singers the opportunity to sing along side experienced, changed voices. This course may be repeated for credit.

### **Concert Orchestra A/B**

**6851, 6852**

This course is designed to help students who play string instruments develop basic instrumental skills and an appreciation and understanding of music. This course is open to any students who would like to further their fundamental skills in musical performance on a string instrument. No audition is required however prior musical experience is highly recommended. Students with less than one year of orchestra experience must have permission of the instructor before enrolling. Required public performances will include Fall, Winter and Spring concerts and festivals. Instruments will be furnished as available.

**Creative Writing A/B****1130, 1135**

Able students interested in creative writing receive guided instruction and experience in writing poetry, short stories, and drama. Students will receive instruction and guidance in the conventions of each of these three genres along with frequent teacher-student and peer conferences. As a culminating activity, students may elect one genre in which to refine their skills and to present a finished work to the class. Students will also have a chance to share and publish what they have written in a variety of forums, such as readers' theatre, the school literary magazine and web page, and opportunities outside the school setting.

**Dance Company A/B****6078, 6079**

Participation in this course class is by audition only. Upperclassmen who are technically proficient and have experience with choreography for a minimum of 3-6 years. Students ready to move onto the next step in becoming a professional dancer/choreographer will learn selected dance repertory. Students will be required to perform at several selected venues at Blake and elsewhere. Students will study in depth choreographic principles, improvisation, history, culture, performance, technique, dance for fitness, and job opportunities. In addition to performing, members of the Blake Dance Company will complete a full professional portfolio including choreography, written assignments, resume, and self-reflection. Dance Company students will have the opportunity to showcase their choreographic works.

**Dance for Fitness****7745**

Dance your way to fitness! This course is a fun, upbeat dance fitness experience that uses easy to follow cardio dance moves to a variety of high-energy beats, including today's hottest pop, hip hop, Latin, Bollywood and dance music. This class combines medium- and low-impact aerobic dance moves with a variety of fitness activities ranging from resistance training to stability ball exercises. This class is a total body workout, incorporating all elements of fitness – cardio, muscle conditioning, balance and flexibility. No dance experience required. You will be hooked from the first beat! *Students can take course an unlimited amount of times.*

**Digital Arts 1 A/B****6496, 6497**

Students use Adobe Photoshop, Illustrator and desktop publishing software to create CD covers and fine art works including portraits, illustrations, and commercial/advertising art. Explorations into 3D art and animation are included in this class. Guest speakers and experts in the field of digital art introduce and describe careers. Students work to develop criteria for judgment of digital artwork. A portfolio of digital art is produced.

**Digital Arts 2, Advanced A/B****6498, 6499**

This class is a continuation of Digital Arts 1. Advanced topics in digital imaging are explored in this class. Students apply complex process using Adobe Photoshop and Adobe Illustrator to produce large format fine art compositions for their portfolio. The class will create 2 Dimensional and 3-Dimensional art work including photomontage, sculpture, drawing and painting. Class will experiment with a variety of materials and processes including working with transparencies and producing 3-dimensional artwork using the computer as a tool.

**Digital Art, Advanced Placement A/B****6486, 6472**

Students in AP Studio Art 2D - Digital Design focus on producing a portfolio to demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, illustration and painting using Adobe software as their medium. Develop technical skills and familiarize yourself with the functions of visual elements and principles of design as you create an individual portfolio of work for evaluation at the end of the course by the College Board for college credit. All students are required to participate in school-based exhibitions.

**Dual Enrollment, Early Child Development CE****0482**

Advanced Education Students can complete an Early Child Development program by dual enrolling in a college education course. Students should use the CE Advanced Education 0482 course to complete this program. To register for a college course, please see your counselor or the Dual Enrollment program assistant at your school.

**Dual Enrollment Option Arts, Media and Communications CE****0481**

Advanced Media Students can complete an Arts, Media and Communications (AMC) program-related college course. Program-related college course options include courses related to Art, Communication and Broadcast Technology, Computer Gaming and Simulation, Computer Publishing and Printing Management, Graphic Design, Photography, Interior Design and Theatre. For additional information regarding college course options see your counselor or the Dual Enrollment program assistant at your school.

## **Economics**

### **2303**

This one semester introductory course emphasizes choices and decisions people and nations make about the use of resources. Students study basic economic concepts-both national and international monetary and fiscal policies and the application of economic principles to everyday life. Detailed discussion is devoted to the roles played by banks, credit, principal, rent, wages, and consumer buying.

## **EduCorps A/B**

### **2339, 2340**

EduCorps is a program designed for students in grades 11 and 12 who have satisfactorily achieved the goals and objectives in entry-level English, math, science, or social studies courses. Rather than being taught, the EduCorps Intern (EI) will actually help to teach a class. The EI assists the classroom teacher by helping students in need with instruction, and by modeling study strategies, test-taking skills, and student advocacy skills as instruction is unfolding. Through participation in EduCorps the student intern has the opportunity to earn service learning hours. An Application and Recommendation from a teacher, counselor or administrator is required to be accepted into the EduCorps Program.

## **Electronic Audio Field Production A/B**

### **5171,5172**

This course builds on Video Production A and B. Students will have the opportunity to improve audio production skills while working on a daily live TV show. This course provides a strong emphasis on the audio aspects of video communication. Programs produced for the school as well as for transmission over the Internet are part of the responsibilities for this class. In addition, advanced writing and production techniques for presentations in news video broadcasting and entertainment programming will be covered.

## **Electronic Video Field Production A/B**

### **5175,5176**

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

## **English Language and Composition, Advanced Placement A/B**

### **1015, 1016**

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

## **English Literature and Composition, Advanced Placement A/B**

### **1017, 1018**

This course is designed to prepare students for college-level reading and writing in English. Students read novels, plays, and poetry from a variety of periods, styles, forms, and artistic movements. Writing in the class focuses specifically on literary analysis. Students should be prepared for a regular reading load and for weekly essay assignments. All AP-preparation materials used in the class are from actual tests released by the College Board.

## **Environmental Science, Advanced Placement A/B**

### **3659, 3660**

Environmental Science AP A and B are for highly-motivated students with interest in interdisciplinary science. Environmental Science AP builds on concepts covered in Environmental Science with greater detail in content and laboratory investigations. Students are prepared to take the Advanced Placement environmental science examination at the end of the course. Topics in Environmental Science AP include the interrelationships of the natural world and environmental problems, issues, and solutions. Pre -requisite: Honors Biology and Chemistry are required.

## **Equity in Education**

### **2305**

In Equity in Education, students use the examination of their own educational experiences as a springboard into analyzing broader issues around equity in our education system. Students explore historical and current events including issues that focus on race, ethnicity, income, gender, ability, and sexual orientation. As a final product, students conduct an action research project that explores education in our school and our community. Some of the questions we address include the following: What does equal educational opportunity mean? How does your own history with education help explain education today? How does your experience with education resonate with the competing priorities of education and with the differing experiences of education by differing groups of people? What are examples of positive and hopeful experiences with education? How do government policies and social conditions influence education? What can we do to improve our education system?

**Fashion Production 1 A/B****6115, 6116**

In this multimedia class students will explore the design and creation of wearable attire that incorporate the elements of art and principals of design. Students will create their own fashions and costumes, beginning with basic patterns and culminating with completed wearable garments. To gain a better understanding of the design industry, students will study the history of fashion and costume design and will interpret the work of established designers.

**Fashion Production 2 A/B****611532, 611632**

Students will continue their study of fashion production as begun in Foundations of Fashion and Costume Production.

**Fashion Production 3 A/B****611533, 611633**

Students will continue their study of fashion production as begun in Foundations of Fashion and Costume Production.

**Fashion Production, Advanced Placement: Studio Art 3D****648810, 647310**

Students in Studio 3D AP- Fashion focus on student directed projects that demonstrate exploration of course specific material. Students that have develop technical skills in pre-requisite classes will familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. Through a collective body of art work students will conduct an artistic investigation through effective use of materials. All students are required to participate in the school based, all student run Fashion Show.

**Fashion Illustration & Design 1 A/B****6113, 6114**

The student will focus on drawing the natural human figure and its interpretation into the stylized fashion figure. The student will gain an understanding of fashion art by developing their own creative approach to fashion illustration. They will learn to explore and experiment with personal interpretations of designs for various garments and accessories. Students will continue to explore different materials and textiles that are used in the fashion industry for men, women, teens, and children.

**Fashion Illustration & Design 2 A/B****611332, 611432**

Students will continue their study of the fashion illustration and design as begun in Fashion Illustration and Design 1.

**Fashion Illustration & Design 3 A/B****611333, 611433**

Students will continue their study of the fashion illustration and design as begun in Fashion Illustration and Design 1.

**Financial Management with Software Applications A/B****4155, 4156**

Blake High School students apply knowledge and skills identified by the Maryland Council on Economic Education to make informed financial decisions. Students use Microsoft applications (Word, Excel, Access, and PowerPoint) to develop products related to business and financial concepts such as banking, investing, borrowing, and risk management (insurance), revenue, expense, credit, and money management, emphasizing the ability to make informed decisions in highly technical and competitive business environments.

**Flag Football**

7746

This semester-long course offers in-depth instruction in the rules and game play of football. The course will provide opportunities to apply movement skills to advanced tactics. Students will be given leadership roles as an opportunity for growth in personal and social responsibility. Enhancement of skills and strategies will be gained throughout this course. Class emphasizes individual and team offensive, defensive concepts of team organization and play. **Considerable time will be spent playing the game.** *Students can take course an unlimited amount of times.*

**Floor Hockey/Lacrosse**

7744

This semester-long course offers in-depth instruction in Floor Hockey and Lacrosse. Considerable time will be spent playing the game of floor hockey. The course will provide opportunities to apply movement skills to advanced tactics and concepts. Students will be instructed in the basic skills of the sport as well as rules of play and strategies of play. Students will be given leadership roles as an opportunity for growth in personal and social responsibility. Drills, games and tournaments will be played. *Students can take course an unlimited amount of times.*

**Foundations of Art****6055, 6056**

Students create artworks that convey personal meaning using a variety of production processes, including drawing, painting, crafts, commercial art, printmaking, and sculpture. Historically significant examples of each art form, representing a variety of cultures, are investigated and represented in the creative production process. Students develop a context for understanding art as an aspect of human experience.

**Foundations of Computer Science A/B****2916, 2917**

This course is a part of the MSDE-approved 4-credit Program of Studies in Computer Science. The course provides an engaging introduction to computing concepts through a nationally-developed curriculum, offered through a unique partnership with Code.org. The course focuses on the conceptual ideas of computing so that students understand why tools and languages are used to solve problems through a study of human computer interaction, problem solving, web design, programming, data analysis, and robotics.

**Foundations of Personal Fitness and Sports****7720, 7721**

Drawing on knowledge from their elementary and middle school physical education experience, students will deepen their understanding of fitness components and principles. Students will examine and evaluate influences that affect their personal fitness choices. Students will be guided through short- and long-term fitness goals and the selection of physical fitness activities to prepare them for careers health and wellness. The course includes opportunities for a variety of personal developmental activities including Yoga, Pilates, Aerobics, Weight Training, Circuit Training, Body Resistance Training, and Individualized programs. *Students can take course an unlimited amount of times.*

**Foundations of Technology A/B****5161, 5162**

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

**French Language and Culture, Advanced Placement A/B****1635, 1636**

AP French Language and Culture is for world languages students interested in college-level work. The course links language and culture while developing students' proficiency in speaking, listening, reading, and writing. Students read, discuss, and react to a variety of texts orally and in writing in preparation for the Advanced Placement Examination.

**Game Development A/B****2804, 2804**

This is an introductory course for developing simulations and games. Students are introduced to multimedia technologies including: animation, video editing, digital publishing, graphics and sound through application to real world products. Students work collaboratively as designers and media developers to meet the needs of end users in the creation of simulations and games that inform, educate, and entertain.

**Game Development, Advanced A/B****2816, 2817**

In this advanced course, students are introduced to C# programming and game development with Microsoft XNA Game Studio. In the first semester, students learn core C# skills by programming within console applications. In the second semester, core SNA game development concepts are introduced and applied through experimentation with physics concepts. Students will learn to work collaboratively designing and developing applications creating simulations and games designed to inform, educate, and entertain. Prior programming experience is not necessary to take this course.

**Game Development, Guided Research – Arts, Humanities, Media, and Communications A/B****5310, 5311**

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

## **Graphic Novel Literature**

**1054**

This course is designed to introduce students to graphic novels as literary texts suitable for critical analysis. Reading and discussion of texts will focus on both the content of the literature (the story) and the craft (the use of formal conventions). Students will study the technical conventions of sequential art and employ the terminology of those conventions in written critical analyses of various graphic novels representing multiple genres (e.g. history, memoir, narrative, non-fiction, and autobiography).

## **Guided Research – Arts, Humanities, Media, and Communications A/B**

**5310, 5311**

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

## **Guided Research Education, Training and Child Studies A/B**

**5300, 5301**

This course provides an opportunity for Education, Training, and Child Studies students to complete a structured research project to advance their knowledge and skills in career areas related to this cluster.

## **Guitar 1 A/B**

**6585, 6586**

This course is open to all students regardless of music background. Students learn beginning guitar technique including selected major, minor, and seventh chords; basic finger picks and strums; and tuning technique in the Blake Music Technology Laboratory. In a setting that allows students to receive assistance as needed, students develop practice habits so they will be able to progress independently. Students will use a combination of traditional instruction and music technology to learn music notation, ear training, and sight reading. This course may be repeated for credit.

## **Guitar 2 A/B**

**6593, 6594**

This course is open to all students who have successfully completed Guitar 1A & 1B or have previous guitar training. Students continue to develop practice habits so they will be able to progress independently and refine their guitar performance skills in the Blake Music Technology Laboratory. Students will use a combination of traditional instruction and music technology to continue their development of music notation, ear training, and sight-reading skills. This course may be repeated for credit.

## **Human Geography, Advanced Placement A/B**

**2332, 2333**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Units include Geography: Its Nature and Perspectives, Population; Cultural Processes and Patterns; Political Organization of Space; Industry & Economic Development; Cities and Urban Land Use;

## **Introduction to Business-Entrepreneurship 1 A/B**

**5450, 5451**

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

## **International Human Rights**

**2141**

This course addresses the history of the human rights ideal and crimes against humanity, including genocide, that have occurred during the 20<sup>th</sup> century. Students will evaluate the impact of the Holocaust on the need to define genocide and examine existing human rights and humanitarian law instruments and the mechanisms for their enforcement, from the Nuremberg trials to the International Criminal Courts at The Hague. Students will research the human rights records of many governments, both historical and current, and examine the role of U.S. foreign policy in the defense of human rights. The course will also explore the international human rights movement, its history, methods, and impact, and outline potential careers in human rights. Students will have the opportunity to conduct original historical research on a topic of their choosing or create a political advocacy and awareness project on a current human rights violation.

**Internship A/B****7813, 7816 (SP)****7818, 7819 (DP)****7822, 7823 (TP)**

This unpaid internship complements the student's school program and is pursued under the supervision of school staff. Regularly scheduled in-school seminars explore career and workplace issues. If students wish to learn about society and the business world directly and explore various career options, they will benefit from this program. Interns are required to be on site for the following hours over the course of a semester: Single Period 75 hours; Double Period 150 hours; Triple Period 225 hours.

**Internship, Business Management and Finance****5471**

Prerequisite: At least 2 credits in a Business Management and Finance POS

Students apply knowledge and skill sets acquired in their program of study to an authentic internship. Collaborating with professionals and mentors in the related career field, students participate in program-specific learning, leadership seminars, networking opportunities, and relevant workplace experiences.

**Introduction to Film Study****8048**

Students who love watching and discussing movies should enjoy this course. Students will learn basic skills for film analysis and criticism. Multiple genres of movies will be studied, including: Western, Sci-Fi, Animated, Romantic Comedy, and Horror. Students will analyze and discuss films from a variety of critical viewpoints while also exploring how genres and American film have transformed over time.

**Introduction to Interactive Media A/B****5195, 5196**

Students will be exposed to the wide range of career options in the field of digital communications. Topics will include Computer Graphics and Digital Images; Game Development, Programming and Simulations; Audio and Video Podcasting; and Web Design utilizing Flash animations. Students use research and writing skills throughout the course and in the development of a career portfolio.

**Jazz Dance, Beginner A/B****6080, 6081**

This is an introductory course in jazz, as well as a refresher for the dancer who had time off. Emphasis is on development of technique, self-expression, and creativity. Students will explore dance concepts through aesthetic, historical, cultural, performance, and criticism. Students will learn the basic elements of dance such as space, time, and energy.

**Jazz Dance, Intermediate A/B****6082, 6083**

Intermediate Jazz students will learn to integrate their bodies with more difficult dance techniques and concepts. Students will pay attention to detail in order to gain a greater understanding of the mechanics within the body and how it can be used for self-expression. Basic choreographic principles are introduced along with improvisation and creation of organic movement. This course prepares the student for the difficult dance skills of the advanced level by exploring direction, tempo, rhythms and level changes. This course will include advanced leaps, turns, and repertoire. Prerequisite Jazz 1A & 1B or audition.

**Jazz Dance, Advanced/ Junior Dance Company A/B****6084, 6085**

This course is for the serious and competitive dancer who has a minimum of 3-5 years of training. The students will continue to refine skills and understanding introduced in the pre-requisite courses. The advanced student must have mastered all beginning and intermediate level skills. This class will learn technically complex combinations, concepts, and technique. The students will create choreography and review choreographic principles to produce organic movement. Students will learn how to express an idea through movement utilizing improvisation and creative movement. The students will also fine tune their understandings of dance history, culture, aesthetics, criticism, performance, and dance for fitness. Prerequisites Jazz 1A & 1B and Intermediate Jazz 2A & 2B or audition.

**Jazz Ensemble A/B****6871, 6872**

Enrollment in this class is by audition only and students must enroll for both semesters. The Jazz Ensemble is limited in instrumentation to saxophone, trombone, trumpet, bass, piano, guitar, percussion and vocalist. This is one of the highest performance level classes at Blake. Students will extend their skills and study of jazz interpretation and improvisation, jazz harmony and theory, and the historical influences on jazz as it developed into an American art form. Numerous evening and weekend performances are required to meet course objectives.

**Jazz Lab Band A/B**  
**0000, 0000**

This course is designed to help students who play instruments develop basic skills and an appreciation and understanding of jazz music. No audition is required however prior musical experience is highly recommended. Students with less than one year of band, orchestra or percussion experience must have permission of the instructor before enrolling. Required public performances will include Fall, Winter and Spring concerts and festivals. Instruments will be furnished as available.

**Journalism 1 A/B**  
**1150, 1151**

This basic journalism course is recommended for all students interested in working on school publications and is required for those seeking editorial positions. Students develop skills in gathering and reporting news, editing, copy reading, and headlining. Students also consider issues such as the responsibilities of the press, libel and slander laws, problems of censorship, and the role of the news media in shaping public opinion. Students develop their skills in straight news writing and learn to write feature stories and interpretive pieces. Students research and write a wide sampling of features, focusing on areas of newspaper writing for which they show greatest promise. Students study the principles of newspaper layout and makeup, and are encouraged to contribute stories and apply layout principles to the school newspaper production.

**Journalism 2, Advanced A/B**  
**1152, 1153**

This course produces the Blake Beat. Students learn research techniques essential to in-depth reporting and write investigative and interpretative stories. The course provides instruction in all aspects and phases of publications planning, including editing, layout, advertising, and budget.

**Latin American History**  
**2204**

This course helps students understand the cultural background and historical developments of the nations of Latin America, their role in the world today, and their future. Problems of population distribution, cultural and economic influences and ownership, and political and social change are studied.

**Law 1**  
**2312**

Students will learn the process by which American society seeks justice and order through law, and ways in which people can participate intelligently in those processes. Students examine history and philosophy of law, how the law works, and can be made to work in actual situations. Through role-plays, simulations, games, guest speakers, and case analysis, major areas to be studied include constitutional law, crime, and criminal rights and procedures.

**Law 2**  
**2343**

Law 2 is a continuation of Law 1 and provides a more in depth look at the criminal and civil trial process and the role of the attorney. The units include terrorism, constitutional law, civil law and torts, family law, and consumer law. Students apply legal precedents to real and hypothetical situations. Opportunities are provided to observe the legal process in action, explore law-related careers and participate in mock trials.

**Leadership Opportunities in Art**  
**8102**

This semester course is designed to develop leadership skills within the Art Classroom for individuals interested in pursuing careers in education or Art therapy. Throughout the course, participants will have the opportunity to assist students who have various physical and learning disabilities in their development of fine motor skills. Participants will explore and analyze a variety of disabilities and develop Art lesson plans for their peer with a disability.

**Leadership Opportunities in Physical Education**  
**7700**

This semester course is designed to develop leadership skills within the physical education setting for individuals interested in pursuing careers in education or physical therapy. Throughout the course, participants will have the opportunity to assist students who have various physical and learning disabilities in their development of sport/movement skills and fitness. Participants will explore and analyze a variety of disabilities and develop sport and recreation goals or fitness plans for their peer with a disability.

**Lifetime Sports and Fitness****7736**

This course focuses on improving personal confidence to gain a feeling of enjoyment through participation in a wide variety of non-stereotypical physical education activities. An emphasis is placed on leadership and group dynamic skills necessary to accomplish problem solving activities. In addition, students will focus on some court and field games, such as Golf, Badminton, Tennis, Frisbee Golf, Bowling and Archery. Lastly, this course provides an opportunity for students to develop decision making techniques in an individual and group setting. *Students can take course an unlimited amount of times.*

**Macroeconomics, Advanced Placement****2315**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. By earning a passing score on the AP Macroeconomics test you can earn 3 college credits for this 1 semester course. This class is offered 1st semester and should be paired with AP Microeconomics [course #2316] for the 2nd semester.

**Marching Band Woodwinds & Brass A****6826**

This class is for any woodwind or brass player who wishes to perform with the Roaring Bengals Marching Band. Students with less than one year of band experience must have permission of the instructor before enrolling. There are required weekly evening rehearsals and weekend performances. Marching Band also includes attendance at a one-week band camp which takes place two weeks prior to the first day of school. Student Service Learning Hours will be awarded for service beyond the school day. Transportation/field trip, uniform, and clothing fees will be assessed. Only woodwind and brass players in the Marching Band should register for this class. Percussion and Color Guard students should not register for this class, and instead register for the appropriate percussion/guard class unless they have permission from the teacher.

**Marketing A/B****5431, 5432**

Students learn economics and the role of marketing in today's global economy. This course includes a study of human relations, business organizations, market services, competition, and market research. Students can earn 3 college credits by passing the College Board's CLEP Marketing exam at the end of the course.

**Marketing, Advanced, A/B****5433, 5434**

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

**Microeconomics, Advanced Placement****2316**

AP Microeconomics begins with a study of fundamental economic concepts such as scarcity, opportunity costs, production possibilities, specialization, and comparative advantage. Major topics include the nature of functions of product markets; factor markets; and efficiency, equity, and the role of government. By earning a passing score on the AP Microeconomics test you can earn 3 college credits for this 1 semester course. This class is offered 2nd semester and should be paired with AP Macroeconomics [course #2315] in the 1st semester.

**Multivariable Calculus/Differential Equations A/B****3048, 3049**

The first semester covers three-dimensional analytic geometry and vectors; the calculus of functions of more than one variable, including partial derivatives, vector-valued functions, multiple integrals, volumes, surface area, and the classical theorems of Green, Stokes, and Gauss. The second semester introduces the basic concepts of ordinary differential equations. Must earn 4 or 5 on AP Calculus BC exam.

**Music Technology A/B****6605, 6607**

Students learn the techniques of electronic sound production and manipulation, and apply them to create their own compositions. They use specialized electronic equipment and computer software to synthesize, modify, and record sounds. Students analyze and evaluate examples of electronic music. Career options in electronic music are explored.

**Music Theory and Composition, Advanced Placement A/B**  
**6547/6548**

Students with strong interest and preparation in music will gain increased fluency in all aspects of music notation while strengthening skills in tonal memory and aural analysis. Practice in sight-singing, dictation, composition, improvisation, and score analysis will prepare the students to meet the requirements of the College Board for advanced placement in music theory. It is expected that students enroll for both semesters. Students should have at least one credit in another high school music class before attempting this course and must receive permission from the instructor before enrolling.

**Mythology and Modern Culture A/B**  
**1064, 1065**

Students will examine creation and fertility myths, pantheons, heroes, the afterlife beliefs and the similarities that exist in these cultures. By comparing the differences among the three ancient cultures' myths, students will see how a culture's environment and social norms impact the mythological stories. Using epic poems, short stories, films, and historical documents as texts, students will analyze the purpose of mythological stories and the impact of mythology on art, literature, and culture. All students will have the opportunity to incorporate art, film, research, and analytical and creative writing into assignments and lessons.

**National, State, and Local Government, Advanced Placement A/B**  
**2104, 2105**

This course is for able students desiring a freshman college-level course in American government. Students will engage in seminars, simulations, discussions and debates. The course is designed to be a broad survey of the structure and function of American government and politics, beginning with an in-depth analysis of the Constitution as the foundation of the American political system. Students will also study the three branches of government as well as the administrative agencies that support each branch, the role of political behavior in the democratic process and the workings of political parties and interest groups. Throughout the course, students use the concepts of rights and responsibilities to help make judgments about the workings of American government and politics. This course prepares students for the AP American Government exam. It is expected that students enroll for both semesters.

**Net Sports**  
**7737**

This course instructs students in basic fundamental skills, offensive and defensive strategies, tactics, and current rules of play. Students will perform in drills, game situations and tournaments. Games studied and played include mainly Badminton, Tennis, Volleyball, Pickle Ball, Ping Pong (table tennis). Open to all skill levels. *Students can take course an unlimited amount of times.*

**Painting 1 A/B**  
**6365, 6366**

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

**Percussion, Beginning A/B**  
**6811, 6885**

Pianists, new students, or students with limited or no musical background are welcome. Beginning Percussion is designed as a small group of performing musicians on all sizes of drums, piano/synthesizer, mallet instruments, timpani, tonal basses, snares, set, cymbals, and more. This ensemble will perform various works of the 20<sup>th</sup> and 21<sup>st</sup> century. Practice habits and music reading skills will be stressed. Performances are used as evaluative instruments (tests and quizzes).

**Percussion, Advanced A/B**  
**6831, 6832**

Enrollment in this class is open to all percussionists (drummers) in grades 9-12. Students must have completed one year or more of band at the middle school or high school level. Students with less than one year of band or percussion experience must have permission of the instructor before enrolling. Percussion ensemble is designed as a large group of performing musicians on all sizes of drums, piano/synthesizer, mallet instruments, timpani, tonal basses, snares, set, cymbals, and more. This ensemble will perform various works of the 20<sup>th</sup> and 21<sup>st</sup> century. Performances are used as evaluative instruments (tests and quizzes). Students who wish to be in the Drumline for the Roaring Bengals Marching Band should register for this class. There are required weekly evening rehearsals and weekend performances for the Marching Band, as well as attendance at a one-week band camp which takes place two weeks prior to the first day of school. Student Service Learning Hours will be awarded for service beyond the school day. Transportation/field trip, uniform, and clothing fees will be assessed.

**Photography 1 (Darkroom) A/B**  
**6343, 6346**

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

**Photography 2 (Darkroom) A/B**  
**634332, 6348**

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

**Photography 3 (Darkroom) A/B**  
**634333, 634833**

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

**Photography (Darkroom) Advanced Placement A/B**  
**6351, 6352**

Students in AP Darkroom Photography focus on exploring new and creative ways to create in a traditional medium. Students that have developed technical skills in pre-requisite classes will continue to familiarize themselves with the functions of visual design as they create an individual portfolio of work for evaluation at the end of the course by the College Board for credit. Through a collective body of art work students will conduct an artistic investigation through creative use of film, SLR cameras and other darkroom photography materials. All students are required to participate in school-based exhibitions. **Required: SLR Camera.**

**Photography 1 (Digital) A/B**  
**6345, 6344**

Students develop skills using a digital camera, uploading photographs, and editing photographs in the digital darkroom. The elements of art and design principles are studied and applied to photographic compositions. Contemporary photographic and computer technology is demonstrated and used. Opportunities to exhibit artwork are presented. Writing and thinking skills are reinforced through journaling. **Required: Digital Camera**

**Photography 2 (Digital) A/B**  
**6347, 634432**

Students create a portfolio of digital photographs using various production techniques, including advanced camera and computer practices. Students continue studies in the history of photography, including the introduction of digital photography and its effects on the field, and apply historical or stylistic qualities to their work. Composition and aesthetic criteria are stressed. Writing and thinking skills are reinforced through journaling. Students participate in critiques and mat and display their artwork for exhibit. **Required: Digital Camera**

**Photography 3 (Digital) A/B**  
**6336, 634433**

Students create a portfolio of digital photographs using various production techniques, including advanced camera and computer practices. Students continue studies in the history of photography, including the introduction of digital photography and its effects on the field, and apply historical or stylistic qualities to their work. Composition and aesthetic criteria are stressed. Writing and thinking skills are reinforced through journaling. Students participate in critiques and mat and display their artwork for exhibit. **Required: Digital Camera**

### **Photography (Digital) Advanced Placement A/B**

**635130, 635230**

Students in AP Digital Photography focus on student directed projects that demonstrate exploration of course specific material. Students that have developed technical skills in pre-requisite classes will familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course by the College Board for credit. Through a collective body of art work students will conduct an artistic investigation through effective use of digital editing software to enhance and manipulate photographs. All students are required to participate in school-based exhibitions. **Required: Digital Camera**

### **Physics 1, Advanced Placement A/B**

**3891, 3892**

The AP Physics 1 course focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Some of the topics of study are: Kinematics, Newton's Laws, Circular Motion, Simple Harmonic Motion, Momentum, Work, Energy, Electrostatics, Mechanical waves and sound. This course requires that 25 percent of the instructional time will be spent in laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply all seven science practices. Students should have completed geometry and be concurrently taking Algebra 2.

### **Physics C, Advanced Placement A/B**

**3839, 3840**

These are double-credit courses that meet for two periods each day. The courses have the same objectives as Physics AP A/B, with the provision that the content, materials, and activities of Physics AP (double period) follow the AP curriculum, but with extensive laboratory work in each of the topic areas. Students may not earn credit for both single- and double-period AP Physics.

### **Piano Lab 1 A/B**

**6520, 6521**

This course is open to all students regardless of music background. Instruction in the Blake Music Technology Laboratory is designed to acquaint students with beginning piano technique. In a setting that allows students to receive assistance as needed, students develop practice habits so they will be able to progress independently. Students will use a combination of traditional instruction and music technology to learn music notation, keyboard harmony, and sight reading. Music theory and historical perspective are studied as they relate to piano. This course may be repeated for credit.

### **Piano Lab 2 A/B**

**6537, 6538**

This course is designed to build on the skills learned in Piano Lab 1. Instruction in the Blake Music Technology Laboratory is designed to extend playing technique to the intermediate and advanced levels. Students continue to develop practice habits so they will be able to progress independently. Students will use a combination of traditional instruction and the music technology to learn music notation, keyboard harmony, and sight reading. Music theory and historical perspective are studied as they relate to piano. This course may be repeated for credit.

### **Play Directing (Semester 2)**

**6914**

Students focus on the specific skills required in Theatre directing. Study centers will include topics on the director as an interpretive and creative artist, selecting and casting the play, coordinating the design functions, blocking the play, developing characterization, and rehearsing the play and developing an ensemble effect in performance. Through the study of various theories, students direct both traditional and experimental Theatre forms as culminating productions. Students are also involved in management/budget experiences in production.

### **Production & Performance A/B**

**6993, 6994**

Students develop the practical and artistic considerations of producing script-based projects for theatre, film, radio, and television. Script writing, script analysis, auditioning, casting, rehearsing, and staging are explored. Students work as directors, writers, actors, and crew members, and use collaboration and problem-solving skills for production projects.

### **Psychology 1 & 2**

**2304, 2313**

Students are introduced to the study of behavior and mental processes. While learning how to apply psychological principles to daily life, students investigate the role of scientific inquiry into the major domains of psychology. Some topics include, social psychology, the study of the brain, sleeping and dreams, hypnosis, and the effect of drugs on behavior. The Psychology II course builds on Psychology I. Some topics include child, adolescent, and adult development, memory, intelligence, learning, and psychological disorders.

## **Psychology, Advanced Placement A/B**

**2330, 2331**

AP Psychology is for students interested in a college-level survey of human thinking and behavior. In the first semester, we study the research methods used by psychologists, the biological bases of behavior, the nature-nurture issue, sensation and perception, learning, social psychology, and the effects of sleep, dreams, hypnosis, and drugs. In the second semester, we study memory, thinking and language, human development, motivation and emotion, stress and health, personality, intelligence, psychological disorders, and therapy. Students in AP Psychology are expected to enroll for both semesters and take the AP Exam in May.

## **Quantitative Literacy**

**3121, 3122**

Quantitative Literacy is designed to enhance students' abilities in mathematical decision-making and financial literacy. Topics in mathematical decision-making include issues in health and social sciences, the mathematics of chance, the mathematics of democracy, and mathematics around the house. Financial literacy topics include individual budgeting, investing, credit and loans. Also included are business topics including starting and maintaining a business. Emphasis is on the mathematical aspects of the topics.

## **Research, Advanced Placement A/B**

**7803/7804**

AP Research allows students to explore deeply an academic topic, problem, or issue of individual interest. Students design, plan, and conduct a year-long research-based investigation to address a research question. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4000–5000 words and a presentation with an oral defense.

## **Soccer**

**7748**

Soccer is the most popular global and lifelong sport in the world that one can participate in for the rest of his or her life. This soccer course uses fast paced and high energy styles of game play to explore tactics within the game. Examples of tactics covered include: attacking the goal, maintaining possession, creating and setting up an attack, and defending space. This class uses a combination of both small sided and larger team play throughout the semester. This course will help improve your cardiovascular fitness, endurance/stamina, speed, awareness, and agility. All students are welcome to take this course regardless of prior playing experience or fitness level. *Students can take course an unlimited amount of times.*

## **Soccer (Women Only)**

**7748-31**

Soccer is the most popular global and lifelong sport in the world that one can participate in for the rest of his or her life. This soccer course uses fast paced and high energy styles of game play to explore tactics within the game. Examples of tactics covered include: attacking the goal, maintaining possession, creating and setting up an attack, and defending space. This class uses a combination of both small sided and larger team play throughout the semester. This course will help improve your cardiovascular fitness, endurance/stamina, speed, awareness, and agility. All students are welcome to take this course regardless of prior playing experience or fitness level. *Students can take course an unlimited amount of times.*

## **Spanish for Spanish Speakers 1 A/B**

**1777, 1778**

Spanish for Spanish Speakers provides language instruction for students with proficiency in Spanish, either because it is their first language or is spoken extensively in the home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world.

## **Spanish for Spanish Speakers 2 A/B**

**1779, 1780**

Spanish for Spanish Speakers continues to provide language instruction for students with proficiency in Spanish, either because it is their first language or is spoken extensively in the home. Each course integrates history, culture, language, and connections related to the Spanish-speaking world.

## **Spanish for Spanish Speakers 3 A/B**

**1781, 1782**

Spanish for Spanish Speakers 3 is an advanced-level course designed to prepare students for the AP Spanish Language or AP Spanish Literature exam.

### **Spanish Language and Culture, Advanced Placement A/B**

**1759, 1760**

AP Spanish Language and Culture is for world languages students interested in college-level work. The course links language and culture while developing students' proficiency in speaking, listening, reading, and writing. Students read, discuss, and react to a variety of texts orally and in writing in preparation for the Advanced Placement Examination.

### **Spanish Literature and Culture, Advanced Placement**

**1761, 1762**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communications (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).

### **Speech & Debate**

**1461**

Students interested in debate, argument, public speaking, or greater self-confidence will all enjoy this course. Students will improve communication and listening skills through a variety of creative projects and performances, including debate tournaments, wedding toasts, and mock court cases. Both students with experience in public speaking and students who are nervous to stand in front of a class are encouraged to participate.

### **Stage Design 1**

**6314**

Stage Design provides students with both the fundamentals of design and stagecraft as well as practical applications. Students with interests in carpentry, painting, electronics, sound, electrics, costuming, and lighting will learn to apply their interests to production and have production opportunities.

### **Stage Design 2**

**6313**

Students will learn more advanced design and stagecraft techniques enabling them to prepare for the preparatory tests which could lead to paid internships.

### **Statistics, Advanced Placement A/B**

**3320, 3321**

AP Statistics students engage in the exploratory analysis of data, using graphical and numerical techniques. Data sets are collected using statistical design methods. Students produce appropriate models using probability, simulation, and statistical inference. Models are used to draw conclusions from data and analyzed by inferential methods to determine whether the data support or discredit the model. This course is equivalent to a non-calculus-based introductory college statistics course.

### **Statistics and Mathematical Modeling A/B**

**3322, 3323**

Statistics and Mathematical Modeling (SAMM) semester A topics include data analysis, probability, simulations, inferential statistics, normal and binomial distributions, techniques of sampling, confidence intervals, and hypotheses testing. Semester B topics are chosen from cryptography and coding, game and graph theory, architecture, trigonometry, fairness and apportionment, careers, investment and finance, and college placement test review.

### **Student Leadership A/B**

**8041, 8042**

In this course, students are given many classroom and hands-on experiences in leadership training. Students will develop leadership skills in communication, teamwork and negotiation, decision making and conflict resolution, time management, self-advocacy, and motivating others. Students will support the student government association and its relationship to the school, school system, and school community through designing and implementing school activities. Student registration will be reviewed by the teacher and must be approved for enrollment.

### **Studio Art 1 A/B**

**6355, 6356**

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

**Studio Art 2 A/B****6205, 6206**

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

**Studio Art 3 A/B****6305, 6306**

Students will synthesize and adapt approaches to using media, techniques, and processes to develop a personal style and voice. They will present a personal exhibition and justify curatorial choices that communicate meaning. Students will discover how artists often work in collective studios and develop a collegial environment that thrives on giving and receiving constructive criticism. Writing, academic language, and critical-thinking skills are developed through artist statements, critiques, and the close reading of artworks as text.

**Studio Art, Drawing, Advanced Placement A/B****6482, 6483**

Students in AP Studio Art Drawing focus on exploring drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. Students create an individual portfolio of work for evaluation at the end of the course by the College Board for college credit. All students are required to participate in school-based exhibitions.

**Symphonic Band (Semester 2)****6827**

Symphonic Band is offered in the spring only and students should be enrolled in Marching Band or Concert Band during the fall semester. Symphonic Band is the highest-level wind ensemble for woodwind and brass players at Blake. Placement in this ensemble is determined by audition and is limited to specific instrumentation needs of the group. Students explore a wide variety of musical styles and perform at the highest possible proficiency level (grades 4-6). Performances are used as evaluative instruments (tests and quizzes). The importance of consistent and effective practice habits continues to be stressed. This course may be repeated for credit. Several evening performances and rehearsals are required as an integral part of the curriculum. An audition is required.

**Symphonic Orchestra A/B****6866, 6867**

Symphonic Orchestra is the highest level, large ensemble for string players at Blake. Placement in this ensemble is determined by audition and is limited to specific instrumentation needs of the group. Students explore a wide variety of musical styles and perform at the highest possible proficiency level (grades 4-6). Performances are used as evaluative instruments (tests and quizzes). The importance of consistent and effective practice habits continues to be stressed. This course may be repeated for credit. Several evening performances and rehearsals are required as an integral part of the curriculum. An audition is required.

**Tap Dance, Beginner A/B****6070, 6071**

This introductory course emphasizes the development of rhythm and technique. Tap vocabulary is stressed. Students will demonstrate artistic expression through dance ideas and concepts, therefore exploring aesthetic, historical, performance, and dance criticism. Students will also work on improvisation and work in small groups to learn new concepts.

**Tap Dance, Intermediate & Advanced A/B****6072, 6073, 6074, 6075**

Students will continue to refine tap skills introduced in Beginner Tap A & B. The intermediate/advanced student must have mastered all of the beginning level skills and will progress to choreographic principles and more difficult rhythms and syncopation. The elements of dance will be studied in greater depth with applications directed at solving movement problems. Basic movement skills and techniques will be refined to achieve greater technical and artistic competency. This dance form will be studied closely to understand its stylistic, cultural, and historic significance. Prerequisite is Beginner Tap A & B or audition.

**Theatre 1 A/B****6926, 6927**

Students will be introduced to an array of skills required for actors to pursue a study in theatre arts. These include physical warm-ups, focus and ensemble exercises, basic improvisation, basic stage movement, an introduction to critiquing skills and an introduction to body awareness. During the second quarter, students hone previously explored improvisational skills. Also, students will be introduced to Lessac Speech for the Actor and investigate its application to speeches and sonnets from Shakespeare. Within this unit, students will learn rehearsal, blocking, movement and critiquing skills.

**Theatre 2 A/B**  
**6928, 6929**

Students will review the myriad of skills and knowledge acquired in the previous year's course of study. The review will include the following elements: physical warm-ups, vocal warm-ups, focus/concentration exercises, ensemble building exercises, and improvisation. Students will also explore the physical aspects of acting by using Chekhovian scenes. Students in this course will develop classical and modern monologues in preparation for the Fall College Fair sponsored by Maryland High School Theatre. Finally, students will be introduced to the elements of technical theatre in mini-units covering lighting, sound, set design, and costuming.

**US History, Advanced Placement A/B, 9<sup>th</sup> Grade**  
**2114, 2124**

This course is for students desiring a freshman college-level course in United States History. It is a survey of American History from 1607 to the present, using a college-level text and requiring college-level writing and discussion. In addition to the political development of the United States, emphasis is placed on the social and intellectual history as well. This course prepares students for the AP US History exam. It is expected that students enroll for both semesters.

**US History, Advanced Placement A/B, Upperclassman**  
**211435, 212435**

This course is for students desiring a freshman college-level course in United States History. It is a survey of American History from 1607 to the present, using a college-level text and requiring college-level writing and discussion. In addition to the political development of the United States, emphasis is placed on the social and intellectual history as well. This course prepares students for the AP US History exam. It is expected that students enroll for both semesters.

**Video Production A/B**  
**5173, 5174**

This course introduces students to the fundamentals of television. Students learn production fundamentals, how television developed, and television technology through studio and field hands-on experience. Students create their own productions using a school's video equipment. Students develop advanced writing and production techniques for a variety of television formats and their products are broadcast as part of the Blake Morning News program features.

**Vocal Ensemble/Chorus A/B**  
**6711, 6712**

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

**Volleyball**  
**7751**

Within this course you will learn and participate in the sport of volleyball both at the competitive and recreational levels. This course has been designed for students of all skill levels to grow and improve their volleyball skills so that they can participate in this sport throughout their lives. Students will be given leadership roles as an opportunity for growth in personal and social responsibility. This course instructs students in basic individual volleyball fundamental skills, offensive and defensive strategies, tactics, and current rules of play. Students will perform in drills, game situations and tournaments. Open to all skill levels. *Students can take course an unlimited amount of times.*

**Website Development A/B**  
**2991, 2992**

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

**Weight Training**  
**7752**

This course is designed to give students the opportunity to explore the relationship between strength training and athletic performance, as well as other health benefits gained as a result of training. Topics will include: basic principles of strength training, instruction in the use of training equipment (resistance tubes, med balls, machines, free weights, etc.), integration of other fitness components (speed and agility) into a strength training program, development of individualized strength programs, and development of sport-specific strength training programs. *Students can take course an unlimited amount of times.*

### **Weight Training (Women Only)**

**7752-31**

This course is designed to give students the opportunity to explore the relationship between strength training and athletic performance, as well as other health benefits gained as a result of training. Topics will include: basic principles of strength training, instruction in the use of training equipment (resistance tubes, med balls, machines, free weights, etc.), integration of other fitness components (speed and agility) into a strength training program, development of individualized strength programs, and development of sport-specific strength training programs. *Students can take course an unlimited amount of times.*

### **World History, Advanced Placement A/B**

**2240, 2241**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course focuses primarily on the past one thousand years of global experience, builds on an understanding of cultural, institutional and technological precedents that, along with geography, set the human stage prior to 8000 B.C.E. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from past to present. This course prepares students for the AP World History exam. It is expected that students enroll for both semesters.

### **Yearbook 1 A/B**

**1167, 1168**

Students address the techniques and knowledge needed to produce and manage the school yearbook. The course has five broad purposes: (1) to provide instruction and practice in all aspects and phases of publications planning; (2) to learn interview skills, journalistic writing, and photography; (3) to develop the skills and understanding required to edit the school yearbook; (4) to explore the elements of yearbook layout; and (5) to provide training and practice in handling the budgeting, advertising, and sales aspects of publications management.

### **Yearbook 2 A/B**

**1169, 1170**

Students who have successfully completed Yearbook 1 (prerequisite) enroll in Yearbook 2 to sharpen various individual and team skills used to produce the school yearbook. The course has five broad purposes: (1) to provide year-to-year project continuity and student leadership of Yearbook 1 students who have less knowledge of the skills required to produce the yearbook; (2) to build upon earlier instruction in all phases of publications planning; (3) to develop greater mastery of yearbook layout, design, photography, interviewing, writing, and editing processes; and (5) to provide additional practice in the business and marketing aspects of publications management.

### **Yoga**

**7754**

The increasing demands of teenage life require effective skills to deal with a multitude of physical, mental, social and emotional issues, such as, fatigue, stress, being over committed, and maintaining a healthy weight. Yoga is designed to unite the physical, mental, social and emotional aspects of an individual through conscious breathing and movements to effectively deal with the daily demands of life. An individual capable of dealing with life's demands also maintains a high level of wellness. In this course, students will learn basic yoga poses, relaxation techniques, meditation techniques, principles of effective communication, anatomy, and self-reflection. *Students can take course an unlimited amount of times.*



2020-2021

# JAMES HUBERT BLAKE HIGH SCHOOL

Return Due Date: \_\_\_\_\_

Grade 9 Registration Card

School Counseling Office 240-740-1390

Middle School: \_\_\_\_\_

Please PRINT Clearly

MS Counselor: \_\_\_\_\_

<p style="text-align: center;"><b>Recommendation Label</b></p> <p>Student ID: _____</p> <p>Last Name: _____</p> <p>First Name: _____</p>	<p style="text-align: center;"><b>Student Information</b></p> <p>Street: _____</p> <p>City: _____ Zip: _____</p> <p>Home Phone: _____</p> <p>Student's Cell: _____</p> <p>Student's Email: _____</p>	<p style="text-align: center;"><b>ESOL</b></p> <p><input type="checkbox"/> IEP      <input type="checkbox"/> ESOL</p> <p><input type="checkbox"/> 504</p>
<p>Parent/Guardian: _____ Cell: _____</p> <p>Work: _____ Email: _____</p>	<p>Parent/Guardian: _____ Cell: _____</p> <p>Work: _____ Email: _____</p>	

**SELECT ONE COURSE FROM EACH SUBJECT AREA BELOW (elective choices are listed on the reverse side)**

<u>ENGLISH</u>	<u>SOCIAL STUDIES</u>	<u>MATHEMATICS</u>	<u>SCIENCE</u>	<u>WORLD LANGUAGES (Optional)</u>
<input type="checkbox"/> Hon English 9 ..... 1313 1314 <input type="checkbox"/> ESOL 1 ..... 1201 1211 <input type="checkbox"/> ESOL 2 ..... 1202 1212 <input type="checkbox"/> ESOL 3 ..... 1203 1213 <input type="checkbox"/> ESOL 4 ..... 1204 1214	<input type="checkbox"/> US History ..... 2110 2112 <input type="checkbox"/> Hon US History...2111 2113 <input type="checkbox"/> AP US History .....2114 2124	<input type="checkbox"/> Algebra 1 ..... 3111 3112 <input type="checkbox"/> Geometry ..... 3201 3202 <input type="checkbox"/> Hon Geometry ..... 3203 3204 <input type="checkbox"/> Algebra 2 ..... 3301 3302 <input type="checkbox"/> Hon Algebra 2 ..... 3310 3311 <input type="checkbox"/> Hon Precalculus.... 3350 3351	<input type="checkbox"/> Hon Biology ..... 3621 3622 <input type="checkbox"/> Hon Physics ..... 3821 3822	<input type="checkbox"/> French 1 ..... 1611 1621 <input type="checkbox"/> French 2 ..... 1612 1622 <input type="checkbox"/> French 3 Honors ..... 1633 1643 <input type="checkbox"/> French 4 Honors ..... 1634 1644 <input type="checkbox"/> Spanish 1 ..... 1711 1721 <input type="checkbox"/> Spanish 2 ..... 1712 1722 <input type="checkbox"/> Spanish 3 Honors ..... 1733 1743 <input type="checkbox"/> Spanish 4 Honors ..... 1734 1744 <input type="checkbox"/> SSS1 ..... 1777 1778 <input type="checkbox"/> SSS2 ..... 1779 1780 <input type="checkbox"/> American Sign Lang 1 ..... 1596 1597

**We have reviewed the course pre-requisites and course fees in the Course Registration Handbook.** We understand that our selections are used to determine which classes are staffed and that course changes requested at a later date may not be honored. We also understand that if a conflict arises, or courses are closed due to master scheduling decisions, alternative electives that fulfill graduation requirements may be used to complete the student's schedule. We have carefully considered course expectations and the time commitment required when choosing honors or AP courses.

**SIGNATURES REQUIRED:** \_\_\_\_\_

**ELECTIVE COURSE SELECTIONS**

Choose 5 courses that you would like to take, then list them in order of importance # 1 (most) - # 5 (least)

**ENGLISH**

- Creative Writing ..... 1130
- Graphic Novels ..... 1054
- Intro to Film Study ..... 8048
- Journalism I ..... 1150
- Mythology ..... 1064
- Speech and Debate ..... 1461
- Yearbook I ..... 1167

**FINEARTS**

- Visual Art** \*This course satisfies the Fine Art credit needed for graduation.
- Animation\* ..... 6478
- Ceramics & Sculpture\* ..... 6381
- Comic and Gaming Illustration\* ..... 6401
- Digital Arts\* ..... 6496
- Digital Photography\* (*digital camera recommended*) ..... 6345
- Fashion Illustration\* ..... 6113
- Fashion Production\* ..... 6115
- Foundations of Art\* ..... 6055
- Photography\* (*darkroom - SLR camera required*) ..... 6343

**Theater**

- Theatre I\* ..... 6926

**Choral Music**

- Chorus\* ..... 6711

**General Music**

- Guitar\* ..... 6585
- Music Technology\* ..... 6605
- Piano\* ..... 6520

**Instrumental Music**

- Beginning Percussion\* ..... 6811
- Color Guard A ..... 681131
- Concert Orchestra\* ..... 6851
- Marching Band Drumline/Advanced Percussion\* ..... 6831
- Marching Band Woodwinds & Brass \* ..... 6826
- Non-Marching Woodwinds & Brass\* ..... 6821

Students may also audition for upper ensembles. See the Registration Handbook for audition information.

**DANCE AND PHYSICAL EDUCATION**

- Ballet 1 ~ ..... 6086
- Beginner Tap Dance ~ ..... 6070
- Beginner Jazz Dance ~ ..... 6080
- Basketball ..... 7742
- Dance for Fitness ..... 7743
- Field and Team Sports ..... 7733
- Floor Hockey/Lacrosse ..... 7744
- Flag Football ..... 7746
- Lifetime Sports ..... 7736
- Net Sports ..... 7737
- Personal Fitness ..... 7745
- Soccer ..... 7748
- Soccer (female only) ..... 774831
- Weight Training ..... 7752
- Weight Training (female only) ..... 775231
- Volleyball ..... 7751
- Yoga ..... 7754

~Students may also audition for higher levels of dance. See the Registration Handbook for details on auditions and sign up for one of the courses above until the audition takes place.

**TECHNOLOGY EDUCATION**

- Advanced Design Applications^^ ..... 2808
- Advanced Placement Computer Science Principles^ ..... 2918
- Advanced Technological Applications^^ ..... 2810
- Foundations of Computer Science ^ ..... 2916
- Foundations of Technology ^ ..... 5161

^This course satisfies the Technology Education credit needed for graduation.  
^^Students who have taken Introduction to Engineering Design may take this course

**OTHER ELECTIVE COURSE OPTIONS**

- Child and Adolescent Development ..... 4847
- Computer Programming 1 (*must be in Geom or higher*) ... 2989
- Intro to Business-Entrepreneurship ..... 5450
- Intro to Interactive Media (Gaming, Graphics and TV)\*\* ..... 5195
- Video Production ..... 5173
- Website Development ..... 2991

\*\*This course is required for students who plan to complete the Interactive Media Career Development Program

Counselor: \_\_\_\_\_

CCRCCA READY YES \_\_\_\_\_ NO \_\_\_\_\_

## Course Registration 2020-2021

Graduation Requirements - Credits		Use PENCIL and make selections in order of importance	
Cross off if completed or enrolled		Semester 1 Choices	
<b>4 Credits English</b>		Code	Title
Gr 9 Eng A		Ex. 133300	Hon English 11A
Gr 10 Eng A			
Gr 11 Eng A			
Gr 12 Eng A			
<b>4 Credits Math</b>		Code	Title
Algebra A		Ex. 133400	Hon English 11B
Geometry A			
Other Math .5			
Other Math .5			
<b>3 Credits Social Studies</b>			
US Hist A			
NSL Gov't A			
World Hist A			
<b>3 Credits Science</b>			
Biology A			
Chemistry A			
Physics A			
<b>Additional Requirements</b>			
Technology .5			
Fine Art .5			
Physical Ed .5			
Health .5			
Elective .5			
Elective .5			
<b>Program Completer - A, B, or C</b>			
A - 2 Cr.			
B - 2 Cr.			
C - 3 - 9 Cr.			
Student ID: _____	Gr: _____		
Last Name: _____			
First Name: _____			
Enrollment Date: _____			
Contact Information (Print Clearly):			
Home Phone #: _____			
Student's Cell #: _____			
Student's Email: _____			
Parent/Guardian 1: _____			
P/G - Cell/Work #: _____			
P/G - Email: _____			
Parent/Guardian 2: _____			
P/G - Cell/Work #: _____			
P/G - Email: _____			
<b>DO NOT WRITE BELOW</b>			
Notes: _____			

We have reviewed the grade level requirements, course pre-requisites, and fees in the Course Registration Handbook. We understand that our selections are used to determine which classes are staffed. Course changes requested at a later date may not be honored. We also understand that if a conflict arises, or courses are closed due to master scheduling decisions, the courses identified in spaces 8, 9 and 10 will be used to complete the student's schedule. Honors and AP courses are recommended for students seeking college enrollment. We have carefully considered course expectations and the time commitment required for these courses in choosing them.

Signature Required: \_\_\_\_\_

Parent/Guardian Signature

Date

Student Signature

Date



